

Student behaviour: Indiscipline in class room

Pankaj Saini *

Neetu Jain [†]

Seema Chaudhary [§]

Institute of Management & Research

Bharati Vidhyapeeth (Deemed to be University)

New Delhi 110063

India

Shradha Vernekar [‡]

Institute of Management & Entrepreneurship Development

Bharati Vidyapeeth (Deemed to be University)

Pune 411038

Maharashtra

India

Abstract

Purpose – The purpose of this study is to investigate the causes of student indiscipline in the classroom and how this issue has been perceived in relation to other demographic criteria such as income class group, educational background, culture, family discipline, spirituality, food preference, and so on. The reasons for indiscipline have been classified into four categories: factors relating to the students, teachers, institutions, and society that compromise students' ability to learn in the classroom.

Methodology – Explorative and descriptive research design used for a sample size of 500 from respondents of Delhi using convenience sampling.

Findings & Suggestions – Factors of student indiscipline has been reported in the study are attention seeking and peer appreciation, disorganized families a lack of dependency on the instructor, the teacher's leniency, poor communication, low student–teacher ratio, poor infrastructure, deteriorating social values. The same students have been found to be involved in a variety of indisciplined activities. In comparison to students from service families, students from business families complain more about poor infrastructure and believe it is

*E-mail: pankaj.saini@bharativedyapeeth.edu (Corresponding Author)

[†] E-mail: neetu.jain@bharativedyapeeth.edu

[§] E-mail: seemachaudhary.bvimr@bvp.edu.in

[‡] E-mail: shradha.vernekar@bharativedyapeeth.edu

one of the most significant causes of indiscipline. Personality development classes per week can address the indiscipline problem.

Scope & Limitations – Research has not covered the outside class room indiscipline as a theoretical concept deficient and limited in scope in private and deemed universities as also higher educational institutions in India. Time dimension of study is cross-sectional which cannot predict any pattern.

Subject Classification: 12.

Keywords: Classroom indiscipline, Student behavior etc.

Introduction

Discipline is an essential component of the socialization, character development, and education process. Koutselini (2002) defines student indiscipline as behavior that deviates from school expectations. According to Huges (2004), discipline is a highly desirable trait in a person or a social group. Any educated or cultured individual is acknowledged to possess the key traits of discipline in their behavior. As a result, it is a topic of significant interest to those who care about shaping young people's character, such as parents, teachers, and administrators. Any educational institution wants its students to graduate from it in a particular college cycle as well-rounded individuals. Keeping order inside and outside of the classroom is one requirement for optimal learning to occur. Therefore, maintaining order in educational institutions is a goal for each institute's administration as well as the instructors. According to Magwa and Ngara (2014), discipline is defined as behavior in any of these areas, for example, respect for school authorities, obedience of rules and regulations and upholding established behavioral standards. Johnson et. al. (2017) state that misbehavior disrupts the learning of students and has been consistently proven to be a detriment to classrooms across all levels of education. Emerson (2001) asserts that exhibiting a difficult behavior can have effects on a person that go well beyond its physical repercussions. Misbehavior causes disturbance in the classroom and makes it difficult for students to enjoy the educational process. Njoroge & Nyabuto (2014) also agree with Griffins (1994) that the ultimate goal of school discipline is to instil in every student positive behaviours such as self-esteem, integrity, and the ability to observe and develop standards of good conduct. According to Ali et. al. (2014), "indiscipline" is any action or behavior by an individual or group of individuals that does not follow the socially acceptable pattern of accepted norms. Stress is a persisting problem

visualized in the youth of the present generation. If stress increases to a very high level, it may derail a person's normal course of action (Aruna, Bhattacharjee, Nayak, Deb & Mandal 2022). According to Koutselini (2002), there are three fundamental presumptions that serve as the foundation for the current disciplinary procedures in education: (1) rules of discipline rationally defined (2) teacher's demand of similar behavior from their bright and lazy students (3) discipline based on punishments and rewards. These three assumptions need to be reconsidered as they are historically conditioned and tend to oversimplify the issue. According to Nakpodia (2010), discipline is the practice of teaching self-control and appropriate behaviour while serving as an example of character. It entails restraint, self-control and respect for oneself and other people. There has been much research on the human behaviour and student's indiscipline in India and abroad. From the literature available on the problem, reasons of class indiscipline have been explained in detail.

1.1 Theoretical Background

According to Lochan (2010), defining indiscipline is not an easy task. It's critical to have a thorough understanding of the underlying causes of a problem in order to properly address it. Finding a definition of indiscipline is complicated for few reasons. Firstly, the term can be viewed from the point of view of different scientific fields. According to Silva, Negreiros & Albano (2017) it can be viewed as pedagogy, psychology and sociology. Ratto (2002) viewed it from view point of religion. According to Rubel, Ames, & Zax (1986) it has been viewed from point of law. It has been looked as a history from view point of Goodrich (2009). Simons-Morton et. al., (1999) viewed it as a health care. Secondly, it can be seen from the perspective of several stake holders such as the student as an individual, student organisations, and the college class as described by Lewis (2001) & Bru, Stephens & Torsheim (2002); Teacher as an individual, groups of faculty members and faculty explained by Johnson et al., (2017) & Silva et. al., (2017), as a principal explained by (Hartzell & Petrie, 1992; Sterrett & JohnBull, 2009); as an administrator by Nelson (2002), behavioral coordinator by Trotman, Tucker & Martyn(2015), school psychologist by Morrison & Skiba,(2001); inspection authorities but also teachers and researchers. (Miller et. al., 2002). Thirdly, the term can be viewed from different conceptual standpoints: indiscipline can be understood as a dichotomy i.e. it means either there would be positive discipline or negative discipline, good or bad discipline. Indiscipline can

be understood as a continuous approach i.e indiscipline has a range of different activities starting from small mistakes like playing with personal things in class room to harassing, behaving disobediently. Indiscipline can be understood as a multiple level approach classifying indiscipline in various degrees of seriousness. Behaviours of student have been defined in different levels according to negative student behaviours. Indiscipline can be understood through cluster approach. Each of the aforementioned parties has a unique perspective on indiscipline. Fourthly, according to Dalgıç & Bayhan (2014) & (Sugai et. al., 2000) discipline can be viewed differently with regard to its scope i.e Indiscipline in classroom at college level and at the national level.

According to Freire and Amado (2009), the first category consists of situations where disruptive behavior impairs learning. The disagreements between the students themselves comprise the second group. The third category includes disputes between a student and teacher. According to Thornberg (2007), it is crucial to take into account teacher behaviour in order to understand student behavior. This includes how they manage classroom activities and make an effort to develop and enforce roles. Kilonzo (2009) asserts that teachers should always act like parents and set an example for students. Students will mimic teachers who arrive at work intoxicated and inappropriate attire and discipline will deteriorate. Indiscipline is increased by teachers who frequently skip class without a valid excuse and who do not answer the queries of students (Donga, 1998). According to Saini & Manocha (2022), in future the role of online education will be going to important as whole world has witnessed the changes happened during covid -19 time. The main factors i.e Convenience, useful technical features, easy access, learning retention and cost effective multiple tasking platform have been found of being importance for online education. In online education challenges if indiscipline are different from physical mode. According to Ibrahim et. al. (2020), three major sources of indiscipline related to classroom disruption are talking in class, inattention and ignoring instructions. Sugai and Horner (2002) aptly argue that in long term, reactive and punishment-based responses create a false sense of security. Anti-social behavior events are inadvertently reinforced. Most importantly, the school's primary function to provide opportunities for teaching and academic engagement is decreased. As higher education institutions move into the new millennium, they will face the task of preparing for and effectively serving growing numbers of college students by analyzing the campus environment and making

the necessary modifications to foster success. (Rodriguez, Guido-DiBrito, Torres, & Talbot(2000).

1.2 Reasons of Indiscipline

Reasons of indiscipline can be classified under four categories:

1.2.1 *Student Related Factors*

Attention seeker: Dreikurs (1968) have identified attention seeking behaviour is one of reason of indiscipline in classroom. Being the centre of attention is the common desire for students. Acting out by making fun of others, abusing, talking out of turn or simply being uncooperative are few ways students looking for more of the spotlight and misbehave. Some students who misbehave are expressing a desire for more control in the classroom and acting inappropriately makes them powerful. These students are not comfortable to go along with the general plan and make it known they want things their way. Signs of power seeking students include constant arguing and refusal to follow basic rules intended for everyone. Research shows that the students peer group is the most significant influence on growth and development during college (Astin, 1993).

Disorganized family: Grossinle (1990) in his research found home factor i.e family indiscipline is key reason for student's misbehaviour in class room. Donga (1998) concluded that disorganized family where there is lack of leadership, guidance and control can lead to disruptive behaviour in schools. According to Linder and Gunn (2003), many students who act out at school come from homes where there is poor discipline. Their behaviour at home is indicative of how they act in school and many parents fail to set a positive example for their kids.

1.2.2 *Teacher Related Factors*

Poor communication: According to Rwamba (2004), communication breakdown and a lack of leadership are two significant factors that contribute to indiscipline. He made the claim that learning and discipline are related. Academic performance, self-esteem, coping mechanisms and overall resilience all depend on cognitive capabilities. The process of teaching and learning is hampered by a lack of discipline. Dealing with problems resulting from discontent wastes time and resources. He was unable to demonstrate how the absence of democratic leadership and

communication could be improved in order to encourage discipline in schools. According to Thornberg (2007), it's crucial to take into account teacher behaviour in order to comprehend student behaviour, as well as how they manage classroom activities and work to develop and enforce rules. According to Ali, Dada, Isiaka & Salmon (2014), one of the most basic and common part of traditional discipline system is the setting of rule.

1.2.3 *Institute Relate Dfactors*

Low student –Teacher ratio and Poor infrastructure: According to Welsh, Greene & Jenkins (1999), Institute related structural characteristics which are predictive of disorder in discipline include large class size, staffing i.e high student-teacher ratio and resources i.e. low operating budgets for learning materials. The deciding factor is the overall environment of the school because it has a considerable impact on how teachers view students' behaviour. (O'Brennan, Bradshaw; & Furlong, 2014).

1.2.4 *Society Related Factors*

Deteriorating Social values: Different home situations may have a stronger impact on a learner's conduct than anything that occurs in class. Students are having lack of respect for teacher. Lack of discipline is often a reflection of the characteristics, ideals and customs of their culture. If there is no social order in society, learners will be indisciplined in class (Grossnicle and Frank, 1990).

In addition to above explained variables, still there exists a conceptual, methodological and time research gap for study. Few new variables need to be studied and checked which have been incorporated in questionnaire and these are peer appreciation, lack of dependency of students on instructor and teacher's leniency. Indiscipline have not been viewed and studied from view point of perception of behavior i.e whether students are introvert, extrovert or ambivert. Students having different food habits exhibit what kind of behaviour? Is there any difference between students who worship daily or who do not or do it sometimes? Is there any impact of family discipline at home on student's behaviour in class room? Whether there is any difference in behaviour of students if both parents are working or one parent is working? The following research questions have been framed based on the research gap identified by the researcher. What are the causes and solutions of indiscipline for management students

of higher education? Whether students create indiscipline as they are being appreciated by their classmates and friends? How poor institute administration and infrastructure causes indiscipline? How influence of peer group in any way contributed to the level of students' indiscipline in class room. How lack of dependency of students on instructor and teacher's leniency contribute to the problem of indiscipline in class? What kind of behavior is shown by vegetarian and non- vegetarian students? Is there any significant difference between students who worship daily or who do not or do it sometimes? Is there any impact of family discipline at home on student's behavior in class room?

1.3 Objectives of Study

- To examine, validate and rank the factors of student's indiscipline in class room in today's context.
- To view the factors of student's indiscipline across different variables like course, income, food preference, worship, behavior and family discipline.
- To figure out causes and solutions of indiscipline among students in higher educational institutions

Hypothesis

- There is no significant impact of friends and classmate's appreciation on indiscipline
- There is no impact of family discipline on class indiscipline.
- There is no significant difference between students who worship daily or who do not or do it sometimes?
- There is no impact of poor administration and infrastructure on indiscipline.
- There is no difference between veg and non veg students on indiscipline.

1.4 Results and Analysis

1.4.1 Scope and Limitation of Study

Research has not covered the outside class room indiscipline as a theoretical conceptual lacking and limited to scope in Private and Deemed

University as also higher educational institutions in India. This research has been conducted during the month of October 2022. The manner of collecting cross sectional data avert the tracking of changes in the reason of student's indiscipline over time. Research outcome have been achieved only using primary data with help of using Likert scale questionnaire with help of Google form as secondary data is not available with educational institutions due to no mandate from regulatory body. The research has got few limitations and therefore further research is suggested.

1.4.2 Research Methodology and Analysis

The exploratory and descriptive research design have been adapted. Convenience non probability sampling has been used for study wherein sample size of respondents has been 500 and data has been collected with the help of google form with 5 point likert scale questionnaire. Results have been shown and analyzed by using SPSS 21 version.

Table 1
Part A - Demographic profile of respondents

Particulars	Frequency	Percentage
COURSE	318	63.6%
i) UG 2.PG	182	36.4%
ii) FAMILY INCOME	167	33.4%
1. 1-5 lacs per anum,	191	38.2%
2. 5-10 lacs per anum	142	28.4%
3. 10-15 lacs per anum	0	0%
Greater than 15 lacs and more		
iii) FAMILY PROFESSION	167	33.4%
1-Service 2-Business	333	66.6%
iv) WHO IS WORKING IN FAMILY	394	78.8%
1-Father 2-Mother 3-Both	14	2.8%
	92	18.4%
v) WHO TAKES MOST OF DECISION IN YOUR FAMILY		
1. Father	392	78.4%
2. Mother	86	17.2%
3. Both	1	0.2%
4. You	17	3.4%
5. Sibling	4	0.8%

Contd...

vi) FOOD PREFERENCE	336	67.2%
1-Vegetarian 2-Non-Vegetarian	164	32.8%
vii) YOUR PERCEPTION ABOUT YOUR BEHAVIOUR	132	26.4%
1-Introvert 2-Extrovert 3-Ambivert	96	19.2%
	272	54.4%
vii) YOUR FAMILY DISCIPLINE	49	9.8%
1-Very strict 2.-Normal 3-Very casual	408	81.6%
	43	
ix) DO YOU WORSHIP GOD EVERYDAY	308	61.6%
1-Yes 2.-No 3-Sometimes	33	6.6%
	159	31.8%

Table 2
Part B - Demographic profile of respondents

Particulars	Frequency	Percentage
Do you believe indiscipline in class have negative impact on learning?		
1. YES	450	90%
2. No	50	10%
You have done in student life?	24	4.8%
1. Class room indiscipline	54	10.8%
2 Outside class room indiscipline	422	84.4%
3 Not done indiscipline		
Which indiscipline you have done from below mentioned list:	50	10%
1. Using mobile phone	9	1.8%
2. Confrontation with teacher	44	8.8%
3. Gossip	17	3.4%
4. Fight with another student	1	0.2%
5. Clicking pics of faculty	20	4%
6. Playing games	7	1.4%
7. Smoking	11	2.2%
8. Abusing	19	3.8%
9. Cheating in class test	7	1.4%
10. Other (mention)	422	84.4%
11. Not done indiscipline		
Personality development class will help in reduction of indiscipline in class :	372	74.4%
1. Yes	128	25.6%
2. No		

Table 3
Ranking of Factors of Student's Indiscipline in class room

Rank	Name of factors	Variance	Cronbach's α
1	Attention seeking and peer appreciation	25.83%	0.755
2	Disorganized family	8.53%	0.703
3	Lack of dependency on instructor	8.27%	0.720
4	Teacher's leniency	5.95%	0.709
5	Poor communication	5.42%	0.712
6	Low student –Teacher ratio	4.46%	0.719
7	Poor infrastructure	3.81%	0.747
8	Deteriorating social values	3.74%	0.703

KMO found to be 0 .848. In Table 3, eight variables explaining 65.97 % variance regarding reason of student's indiscipline in class room by using explorative factor analysis have been mentioned. Welch test have been performed for course type, family profession versus 8 variables of indiscipline. Only for one variable i.e poor infrastructure, p value found significant for Business and service class students. i.e 0.001. Welch test have been performed for food preference versus 8 variables of indiscipline. Only for one variable i.e. Deteriorating social values, p value found significant for Veg and Non-Veg students i.e 0.002. One way annova have been performed for demographic variables i.e. Perception about behavior, family discipline versus 8 variables of indiscipline wherein it has been found that for variable i.e. poor infrastructure, p value (Tucky's) found to be 0.011, for Disorganized family, p value (Tucky's) stands 0.033, for attention seeking and peer appreciation, p value (Welch) is 0.007. While performing one way annova for Worship versus variables of indiscipline. It has been found for disorganized family, p value (Tucky's) stands 0.022, for low student teacher ratio, p value (Tucky's) stands 0.002, and for deteriorating social values, p value (Tucky's) stands 0.003. While performing one way annova between four income groups versus 8 variables of indiscipline, it has been found that there exists significant difference exists for four variables i.e Teachers leniency, Deteriorating social values, Lack of dependency on instructor and Poor communication. P value stands 0.000, 0.017, 0.06 and 0.008 respectively.

Findings & Conclusion

It has been found in Table-2 that 90% of students admit that indiscipline in class has a negative impact on their learning, and only 10% think that it does not affect learning. Out of those not polled, 16.6% admitted to engaging in both inside and outside class room indiscipline, with 10.8% engaging in inside indiscipline and only 4.78% engaging in outside indiscipline. Approximately 84.4% of students have not engaged in any indiscipline. In context of different indiscipline actions done by students, 10% admitted to having used a mobile phone, 1.8 % had a confrontation with a teacher, 8.8% admitted to having gossip, 3.4 % had a fight with another student, 0.2% admitted to having clicked pictures of faculty members, 4% played games during class, 1.4% had done smoking, 2.2% used abusive language, 3.8% admitted to having cheated in a class test, 1.4% reported to have other indiscipline. The interesting finding was that 11% of students who admitted to using abusive language in class also admitted to engaging in other indiscipline, such as using a cell phone, playing games, and fighting with another student while cheating on class tests. Research has found eight variables, i.e., attention seeking and peer appreciation, disorganized families, lack of dependency on the instructor, the teacher's leniency, poor communication, a low student teacher ratio, inadequate infrastructure and the deteriorating social values of student indiscipline which explain 66% of the variance. In comparison to the existing literature studied for this research, four variables of indiscipline have been added: peer appreciation, lack of reliance on the instructor, teacher leniency, and poor infrastructure. While observing Table-1, whether course wise students differ statistically on any of the eight reporting variables of student indiscipline, there has not been a single variable found, so it can be said that UG and PG students have similar opinions about the reasons for student indiscipline. However, checking similar things for family profession, it has been found that students belonging to business families complain more about poor infrastructure and think it is one of the significant reasons for indiscipline in comparison with service class students. In comparison to vegetarian students, non-vegetarian students believed deteriorating social values caused more indiscipline in class. Students exhibiting not introverted believe that poor infrastructure causes more indiscipline in comparison to those who exhibit ambiverted behavior. Students belonging to families where there is very strict discipline believe that attention seeking and peer appreciation lead to indiscipline in class in comparison to students who belong to families

where there is casual or normal discipline. Students who worship on a daily basis believe that a disorganized family and deteriorating social values cause more indiscipline than students who do not worship on a daily basis. Approximately 55.2% of students believe that indiscipline has been done to get noticed by classmates, and 56.4% believe that being the center of attention is the main reason for indiscipline. Around 53.4% believe that a lack of family discipline for minor issues encourages students to break class rules. Approximately 51.6% of teachers reported that not taking punitive actions increases incidents of class indiscipline. More than 54% students reported that poor communication and rules contribute to classroom indiscipline. Approximately 59.8% reported that overly crowded class gives maximum opportunities for creating indiscipline. More than 61% students agreed that deteriorating social values among them are the main reason of indiscipline. 58% of students believed that poor teacher-student relationships lead to indiscipline. Students with an income of 5-10 lacs are less reliant on instructors than students with an income of 1-5 lacs. Also, students from income class 1-5 lacs believe that deteriorating social values and poor communication are major reasons for indiscipline in comparison with students from income class of 10-15 lacs.

Discussion and Implications

Academic and managerial implications of research are fruitful for faculty members and researchers. The incidents of indiscipline can be reduced if faculty members make a proper class rules and communicate the same in an efficient way to students, and if there is a little strictness by faculty. This problem can be addressed by providing them with personality development classes per week, 74.45% students have made this suggestion. This study has the potential to cover student indiscipline outside of the classroom in the future. A regulatory body should make a provision requiring academic institutions to keep a record of all types of inside and outside classroom indiscipline activities that occur during an academic year, as well as the actions taken by them and take proper action.

References

- [1] Adele Lozano Rodriguez, Florence Guido-Di Brito, Vasti Torres & Donna Talbot. Latina College Students: Issues and Challenges for the 21st Century, *NASPA Journal*, 37:3, 511-527 (2000), DOI: 10.2202/1949-6605.1111.

- [2] Ali, A.A., Dada, I.T., Isiaka, G.A. & Salmon, S.A. Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State. In *Journal of studies in social sciences*, Vol. 8, No. 2, pp 254-287 (2014).
- [3] Aruna Dev Rroy, Rajat Bhattacharjee, Papari Nayak, Mohua Deb & Basu Mandal. Stress: A study on students of HEI's of Guwahati city, *Journal of Information and Optimization Sciences*, 43:7, 1849-1857 (2022), DOI: 10.1080/02522667.2022.2128536.
- [4] Astin, A. W. (1993). What matters in college? Four critical years revisited. San Francisco: Jossey-Bass.
- [5] Bru, E., Stephens, P., & Torsheim, T. Students' perceptions of class management and reports of their own misbehavior. *Journal of School Psychology*, 40(4), 287-307 (2002).
- [6] Cosmas Maphosa & Kuttickattu John Mammen. Maintaining Discipline: How Do Learners View the Way Teachers Operate in South African Schools? *Journal of Social Sciences*, 29:3, 213-222 (2011), DOI: 10.1080/09718923.2011.11892972.
- [7] Dalgıç G, & Bayhan, G. Meta-analysis that affect classroom management. *Cypriot Journal of Educational Science*, 9(2), 101-106 (2014).
- [8] Dreikurs, R. (1968). *Psychology in the classroom* (2nd Ed). New York: Harper and Row.
- [9] Donga, M.M., (1998). The causes and consequences of indiscipline in public and independent secondary schools: A comparison. Min Dissertation and Afrikaans University.
- [10] Emerson E (2001) Challenging Behaviour: Analysis and Intervention in People with Severe Intellectual Disabilities. Cambridge: Cambridge University Press.
- [11] Freire, I., & Amado, J. Managing and handling indiscipline in schools. *International Journal of Violence and School*, 8(1), 85-97 (2009).
- [12] Grossnickle, D. and Frank, P. (1990). Prevent the discipline for effective teaching and learning. A source book for teachers and administrators. Reston, Virginia.

- [13] Hartzell, G.N & Petrie,T. A. The principal and discipline: Working with school structures, teachers, and students. *The Clearing House*, 65(6), 376-380 (1992).
- [14] Huges, M. G. (2004). *Secondary Administration, A management Approach* (2nd Ed) Programme Press Ltd Oxford.
- [15] Ibrahim, C. M. K., Saadon, M. S. I., Othman, M. R., Rakesh, R., Mokhtar, F. S, Nor, D. A. M., & Nordin, N. Investigating student indiscipline in secondary schools of mauritius and its connections to the quality of teacher's training and transformational leadership. *Journal of Critical Reviews*, 7(8), 1120-1127 (2020). doi:10.31838/jcr.07.08.236.
- [16] Griffin, G.(1994). *School Mastery Straight Talk about Boarding School Management*. Nairobi : Lectern publication.
- [17] Koutselini, M. The "problem" of discipline in light of modern post-modern discourse. *Pedagogy, Culture & Society*, 10(3), 353-365 (2002).
- [18] Kilonzo, (2009). *Challenges by head teachers in the management of students' indiscipline in public secondary schools in Lamu Country*. Dissertation-Kenyatta University.
- [19] Lewis,R. Classroom discipline and student responsibility:The students' view. *Teaching and Teacher Education*, 17, 307-319 (2001).
- [20] Linder, I. H and Gunn, H. M (2003). *Secondary school Administration: problems and practices*, clurles, E. Metrill.
- [21] Lochan, D. (2010). *Students' perceptions of indiscipline at three primary schools in one educational district in central Trinidad* (Thesis). St. Augustine: University of the West Indies, Faculty of Humanities & Education.
- [22] Morrison, G. M., & Skiba, R. Predicting violence from school misbehavior: Promises and perils. *Psychology in the Schools*, 38(2), 173-184 (2001).
- [23] Njoroge P.M. & Nyabuto A. N. Discipline as a Factor in Academic Performance in Kenya. *Journal of Educational and Social Research*. Vol. 4 No.1 January 2014 pp 289-307 (2014).

- [24] O'Brennan, L. M., Bradshaw, C. P., & Furlong, M. J. Influence of classroom and school climate on teacher perceptions of student problem behavior. *School Mental Health*, 6(2), 125-136 (2014).
- [25] Rwamba P. Discipline in Scottish secondary schools. *Research in Education*. 50(3), 145-158 (2004).
- [26] Ratto, A. L. S. Cenários criminosos e pecaminosos nos livros de ocorrência de uma escola pública. *Revista Brasileira de Educação*, 20, 95-106 (2002).
- [27] Silva, A. M., Negreiros, F., & Albano, R. M. Indiscipline at public school: Teachers' conceptions on causes and intervention. *International Journal of Research in Education and Sciences*, 3(1), 1-10 (2017).
- [28] Saini, P., & Manocha, S. Post covid-19 perception of students about online education. Paper presented at the ECS Transactions, 107(1) 11277-11286 (2022). doi:10.1149/10701.11277ecst.
- [29] Thornberg, R., (2007). Inconsistencies in everyday patterns of schools rules. *Ethnology and Education*, (2) 3 401-416.
- [30] Nakpodia, E. The Influence of Principals' Leadership styles on Teachers in Nigeria Secondary. *Academic Leadership Journal*. 9(3), 1-7 (2010).
- [31] Welsh, W. N., Greene, J. R., & Jenkins, P. H. School disorder: The influence of individual, *Institutional, and community factors*. *Criminology*, 37(1), 73-115 (1999).