

## School-based Factors Contributing to Students' Indiscipline Behavior at Public Schools

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**Abstract:** This research investigates the School-based factors contributing to students' indiscipline behavior at public schools. The researcher uses a qualitative research approach method. Therefore, the method involves synthesizing existing literature related to this topic. The study identifies school-based factors which include crowded classrooms, lack of effective school leadership, lack of motivation, and many more as the most problematic school-based factors that influence students' indiscipline behavior at public schools. The article emphasizes the ongoing need for efforts from educational stakeholders to improve the situation.

**Keywords:** School-based Factors, Contributing, Students' Indiscipline behavior, Public Schools.

## INTRODUCTION

The number of reported and unreported cases of student indiscipline behavior among school-going pupils has become alarming around the world. In 2017/2018, Amnesty International documented cases where police used tear gas against students outside the President's residence in Freetown. Many students were arrested, accused of riotous conduct, fined, and eventually released by the Magistrate Court. Two other students were arrested at State House, charged with conspiracy and possessing an offensive weapon, and later released on bail. AllAfrica.com report from November 18, 2004, describes a riot during the finals of an inter-secondary school league match, resulting in the damage of vehicles, the arrest of 14 students, and one student suffering a serious head injury. Azizi et al. (2009) findings indicated that there was a significant issue with discipline among students, with absenteeism

**To cite this article:** Kamara, et al, (2024). School-based Factors Contributing to Students' Indiscipline Behaviour at Public Schools.

*International Research-based Education Journal*. 6 (2), 199-233.

being a particularly prevalent problem. Ndamani (2008) identifies multiple factors that contribute to a lack of discipline.

Njoroge & Nyabuto, (2014) discipline is crucial for students' academic success as it fosters self-control, responsibility, and focus. It helps students manage their time effectively, adhere to study schedules, and maintain consistent effort in their studies. With discipline, students can prioritize their academic tasks, minimize distractions, and develop a structured approach to learning. This ultimately leads to better performance, higher grades, and a deeper understanding of the material. In essence, discipline is the foundation that supports and enhances a student's ability to succeed academically. Gagnon et al., (2017) findings indicated that schools with a higher proportion of students receiving free or reduced lunch, and a higher proportion of Black or African American students, more frequently used punitive discipline practices.

## **Literature Review**

Indiscipline behavior among students in public schools is a pressing concern that demands attention and understanding. Various school-based factors play pivotal roles in shaping and exacerbating such behavior. This article delves into the multifaceted nature of these factors, examining how institutional leadership, teacher-student dynamics, school climate, Teaching method, and Curriculum which influence students' conduct.

Ngwokabuenui (2015) identified that indiscipline behaviors in students stem from three main sources: students themselves, the broader society, and the school environment. This study emphasizes the need for a comprehensive approach to understand and address the various factors contributing to student indiscipline. Lawal, Oloyin, and Sadiq (2019) determined that counseling and parental involvement are effective in addressing indiscipline in Nigerian secondary schools. They also noted that parental negative reactions to student discipline significantly undermine the effectiveness of these measures. The article discusses the growing concern about student indiscipline in public schools, analyzing its multifaceted nature. It identifies factors from various aspects of a student's life, including school as a major source of student indiscipline. Within schools, issues like insufficient disciplinary measures, inconsistent rule enforcement, and the overall school atmosphere are highlighted as key contributors to indiscipline. The research aims to understand how institutional structures within schools may intentionally or unintentionally support an environment conducive to indiscipline. Isa et al., (2021) recommend that institutions should involve parents and community members in addressing student indiscipline. Oyem & Arusuayine, (2016) the term "indiscipline" is widely recognized in Nigeria, permeating government offices, private

sectors, politics, and all levels of educational institutions. Currently, secondary schools are experiencing a significant trend of various forms of indiscipline. Waithaka T.K., (2017) School indiscipline in public secondary schools in Nairobi is primarily caused by individual factors such as lack of self-discipline and self-control, low self-esteem, inadequate infrastructure, neglect of student welfare by administrators, and negative peer pressure. Home-based factors include students' failure to follow school rules and lack of parental support in disciplining. The persistence of indiscipline is attributed to the absence of effective guidance and counseling programs and the need for a supportive learning environment. The study recommends implementing zero-tolerance policies to effectively address indiscipline issues. Irvin et al., (2004) office discipline referrals serve as a common tool for school staff to assess student conduct and the overall behavioral atmosphere within schools. They're frequently employed to track and document instances of misbehavior or rule violations, aiding in the analysis and management of behavioral patterns among students.

There is a significant relationship between school leadership styles and the level of indiscipline among students in public schools. Redempta, (2010) schools were discovered to have several forms of indiscipline such as truancy, drug abuse, absenteeism, sneaking, stealing, and using foul language. Ndungo et al., (2020) discovered that engaging students in sensitization activities and managing their identity positively affected discipline, albeit to a relatively low degree. On the other hand, implementing access procedures had a somewhat stronger impact on discipline, though still not exceptionally high. Poor teacher-student relationships contribute significantly to student indiscipline in public schools. Inadequate school facilities and a poor learning environment are significantly associated with higher levels of student indiscipline. Jeruto W, Gichohi P, (2021) found out that current rules and consequences weren't effective in curbing student indiscipline. Despite knowing the consequences, students continued to break the rules. The study suggests teachers find creative ways to offer alternative punishments. This is important for school management to consider, as they can use the information to create platforms like class meetings where students can voice their suggestions for rule changes. Ineffective classroom management practices are significantly correlated with increased indiscipline among students in public schools. Inconsistent enforcement of school discipline policies is a significant factor contributing to student indiscipline. Peer influence within the school environment significantly impacts student indiscipline behavior in public schools. Sprague, (2020) educators are adopting a proactive discipline approach called School-Wide Positive Behavior Support to address both

minor and serious antisocial behavior. This approach aims to prevent such behavior through comprehensive strategies.

The school administrators should regularly engage educational stakeholders including the students themselves in various extracurricular activities. Lack of engagement in extracurricular activities is significantly associated with higher levels of student indiscipline. Ndambuki, (2016) comparison discussed how different conflict management styles correlated with the frequency of indiscipline in schools. It was found that schools, where avoidance, assertiveness, and collaboration styles were used, tended to have more pronounced indiscipline issues. The study concluded that the conflict management style employed was linked to the level of indiscipline and suggested that schools should adopt styles that minimize conflicts to address student indiscipline effectively. The article focuses on the school-based factor responsible for indiscipline among students at public schools. It examines the phenomenon of students' indiscipline behavior caused by the school itself.

#### Method

This researcher used a qualitative research method to get details information about this research topic. The research's main objective is to investigate the school-based factors contributing to students' indiscipline behavior at public schools. The researcher, therefore, reviews published articles, books, and paper presentations that are related to this research. The major data of this article is from document reviews like published national and international journals. The study aimed to uncover the causes of indiscipline among students in public schools, considering the roles of school factors which include School Leadership, and Administration, Curriculum, and Teaching Methods, Poor Teachers Students Relationship Overcrowded Classroom, Curriculum and Teaching Methods, School Climate and Culture, and Limited Parental Involvement, as the focus. It also suggested potential solutions, emphasizing collaboration among teachers, students, parents, and society. Despite global educational efforts, the researcher concluded that students indiscipline remains a significant issue.

#### Result and Discussion

The indiscipline behavior of students that stems from within the school itself is referred to as School-based factors of indiscipline behavior. Students' indiscipline in public schools can be attributed to various school-based factors. These factors create environments that either fail to encourage positive behavior or actively contribute to negative behavior. Matimba (2023) delves into the issue of student misbehavior, covering a range of actions like skipping school, fighting, disrespect towards teachers, lateness, truancy, noise disturbances,

inappropriate behavior, and theft. Internal and external factors contribute to this problem, with internal factors originating within the school and external factors coming from outside influences. This lack of discipline disrupts the learning environment and can take various forms, such as disruptive behavior, violence, bullying, vandalism, cheating, substance abuse, defiance of authority, and more. Schools employ disciplinary measures like counseling, warnings, suspension, or expulsion to address these behaviors and often implement prevention strategies like character education programs and mentorship to reduce instances of misbehavior. Silva and Matos (2017) emphasize the connection between disciplinary climate and academic performance, indicating that school discipline significantly impacts students' learning opportunities. This research focused on especially the school factors which include:

#### School Leadership and Administration

When school leadership fails to consistently enforce rules and policies, students may feel that they can get away with indiscipline. Inconsistent discipline can lead to confusion and a lack of respect for authority. Ineffective school leadership that fails to establish a clear vision and enforce discipline can lead to a chaotic environment. Strong leadership is crucial for setting the tone and expectations for student behavior. Steve & Charles, (2020) confirmed a connection between indiscipline, school-related factors, and academic performance. Steve & Charles, (2020) found that factors like teacher-student relationships, peer pressure, classroom environment, and student age together predicted academic success. Effective school leaders set clear rules and expectations for student behavior. These policies are consistently communicated and enforced, which helps students understand the boundaries and the consequences of their actions. As a school leader, you must involve students, parents, and staff in the development of discipline policies to foster a sense of ownership and responsibility among all stakeholders, which can lead to better adherence to the rules.

da Silva et al., (2017) teachers perceive indiscipline as behaviors such as aggressiveness, restlessness, inattentiveness, excessive talking, disrespect towards peers and teachers, neglect of materials, school vandalism, and emotional issues. The identified causes of indiscipline include family and personal problems, social issues, challenges in school-family cooperation, and to a lesser extent, teaching methods and lack of religious values. da Silva et al., (2017) to address indiscipline, most teachers engage in discussions with students, communicate with families, and attempt to improve their teaching methods, with only a few consulting with the school director. Enefu et al., (2019) revealed that both students and teachers concurred on the causes and effects of indiscipline in secondary schools. Enefu et al., (2019) findings supported the recommendations of Providing proper training for teachers

and school administrators. Government monitoring of schools. Provision of social amenities to schools. Avoiding policies that could lead to student rebellion. Establishing clear and realistic rules and regulations understandable by all students.

Chewen et al., (2020) recommended that schools in Eldoret East Sub-County should reduce academic stress by allowing students adequate time for relaxation, which could help decrease incidents of indiscipline. Leaders who cultivate a positive, inclusive, and respectful school culture can significantly reduce indiscipline. This includes recognizing and rewarding good behavior, fostering a sense of community, and promoting mutual respect among students and staff. Building strong, supportive relationships between teachers, students, and staff helps create an environment where students feel valued and understood, which can deter negative behaviors. Open Channels of Communication: Leaders who maintain open lines of communication with students and staff can address issues before they escalate. Regular meetings, feedback sessions, and accessible communication channels contribute to a more disciplined environment. Implementing conflict resolution programs and training can help students learn to manage disputes amicably, reducing instances of indiscipline.

Jekayinfa, (2013) indiscipline involves breaking the rules and regulations of an institution. When individuals, whether intentionally or unintentionally, violate these rules, it disrupts the smooth functioning of the institution. School leaders should provide teachers and staff with ongoing professional development on classroom management and positive discipline techniques to equip them with the skills needed to handle behavioral issues effectively. Empowering teachers to take ownership of discipline within their classrooms, with the support of the leadership, ensures that issues are addressed promptly and consistently is a step in the right direction to curb indiscipline in the school system. If school leaders enforce rules inconsistently or unfairly, it can lead to confusion and resentment among students, which may increase indiscipline. Transparency is key in disciplinary processes. When students perceive the disciplinary process as opaque or biased, their respect for the rules diminishes, leading to more frequent violations.

J. Sprague et al., (2007) priorities the safety of the child in school. Authoritarian Leadership poses a threat to the normal behavior of students. Overly strict, punitive leadership without consideration for student well-being can create a hostile environment, leading to increased resistance and behavioral problems. When school leaders fail to support teachers in managing classroom behavior or do not address staff concerns, it can lead to a breakdown in discipline. Poor Communication. If leaders do not communicate effectively with students and staff, misunderstandings and unresolved issues can fester, leading to

increased indiscipline. Ignoring the Student Voice is a threat to the survival of the school. Not considering students' perspectives or feedback can result in disengagement and rebellion against the school's rules and policies. Without proper training, teachers may struggle with classroom management, leading to higher levels of indiscipline. Insufficient resources and support for teachers can contribute to an inability to effectively manage student behavior. A curriculum that does not resonate with students' interests or future aspirations can lead to disengagement, which often manifests as disruptive behavior. Failing to provide sufficient extracurricular activities can result in students having unstructured time, which may lead to indiscipline. School leadership is pivotal in shaping the discipline landscape within a school. Through clear policies, a positive school culture, effective communication, professional development, and student engagement, leaders can significantly reduce indiscipline. Conversely, poor leadership practices can exacerbate behavioral issues, leading to a less orderly and more disruptive school environment.

### **Poor Teachers Students Relationship**

Gyapong & Subbey, (2021) the causes of indiscipline were found to be diverse, encompassing factors including school size, home environment, individual characteristics, family influences, gender, ethnicity, societal expectations, and peer group pressures. Poor Teacher-Student Interactions are also a recipe for student indiscipline behavior at public schools. Teachers who do not build positive relationships with students may struggle to manage their classrooms effectively. Students are more likely to misbehave if they do not feel respected or understood by their teachers. Teachers who are not adequately trained in classroom management and student engagement techniques may resort to punitive measures that can escalate indiscipline rather than resolve it. Gyapong & Subbey, (2021), linked indiscipline behavior to negative outcomes like low academic performance, undesirable student behavior, and school dropouts.

When students do not respect their teachers, they are less likely to follow rules and instructions. Respect is often built through positive interactions and mutual understanding. If students feel their teachers do not respect them or are unfair, they may challenge authority, leading to disruptive behavior. A positive teacher-student relationship can enhance students' interest in learning and their motivation to succeed. Conversely, poor relationships can result in disengagement. Students who are not engaged in their education may act out because they are bored or frustrated, seeking attention or stimulation through misbehavior. Blandina & Leandry, (2021), reveal a shift in indiscipline behaviors among students with new issues such as teenage pregnancy and cell-phone misuse emerging in recent times. According to Blandina

& Leandry, (2021), the predominant strategy employed by teachers to address indiscipline is punishment like caning or manual labor, counseling, parental involvement, and intervention from School Boards for more complex cases

Students thrive in environments where they feel safe, supported, and valued. Poor relationships with teachers can create a hostile or uncaring atmosphere, leading to feelings of alienation and low self-esteem. These emotional struggles can manifest as behavioral issues, as students may express their distress through defiance or aggression. Teachers often serve as role models and mentors. When there is a disconnect, students miss out on positive examples of behavior and guidance. Without proper role models, students may not learn appropriate ways to handle conflicts, manage their emotions, or engage in prosocial behavior, resulting in increased instances of indiscipline. Open, honest communication is crucial for resolving conflicts and understanding student needs. Poor teacher-student relationships often involve breakdowns in communication, leading to misunderstandings and unmet needs. Students who feel unheard or misunderstood may act out as a way of expressing their frustration or seeking attention.

Idu, A. P. and Ojedapo, D. O. (2011), discussed the issue of indiscipline in secondary schools and highlighted the need for all stakeholders in education to address this problem. The authors define indiscipline as "the lack of discipline, control, or order in a school environment," and identify some of the causes of indiscipline as inadequate parental control, peer influence, lack of motivation, and poor teacher-student relationships. They argue that indiscipline is a serious problem that affects the academic performance of students and the overall quality of education in schools. Idu, A. P. and Ojedapo, D. O. (2011), call for a collaborative effort from all stakeholders, including parents, teachers, school administrators, and policymakers, to address the issue of indiscipline in schools. Idu, A. P. and Ojedapo, D. O. (2011), further suggested some strategies that could be adopted to address the problem of indiscipline in schools which include: 1) Developing a school-wide discipline policy that clearly outlines the expectations for behavior and consequences for non-compliance. 2.) Encouraging parental involvement in the education of their children and providing support for parents who need it. 3) Providing professional development opportunities for teachers to improve their classroom management skills. 4) Creating a positive school environment that promotes respect, responsibility, and cooperation among students, teachers, and staff. In their research, they emphasized the importance of addressing the issue of indiscipline in secondary schools and called for a collaborative effort from all stakeholders to ensure that students receive a quality education in a safe and disciplined environment. Blandina & Leandry,

(2021) teachers have suggested updating school policies on managing student behavior to better address evolving patterns of indiscipline. These changes aim to create more effective strategies that align with the current challenges and behaviors observed in students.

A teacher's attitude and behavior significantly shape the classroom environment. If teachers are negative, dismissive, or overly critical, it can create a toxic atmosphere. Students in such environments may respond with resistance, disruptiveness, or even hostility, mirroring the negativity they perceive. Consistency in discipline is key to maintaining order and fairness. Poor relationships can lead to inconsistent or biased discipline practices, where some students are unfairly targeted or others are allowed to misbehave without consequence. This inconsistency undermines the authority of the teacher and encourages students to test boundaries, knowing that the enforcement of rules is unreliable. Tense relationships with teachers can increase students' stress and anxiety, impacting their ability to focus and behave appropriately. High-stress levels can lead to impulsive actions, anger, and a lower threshold for frustration, resulting in more frequent disciplinary issues. When teachers and students do not have a good relationship, students may feel less accountable for their actions. A positive relationship often includes a sense of personal connection and responsibility to the teacher. Without this, students may not care about disappointing their teacher or facing consequences for their behavior. Poor teacher-student relationships can spill over into peer interactions. If a teacher is perceived as unfair or biased, it can create divisions among students, fostering a culture of resentment and conflict. This peer tension can further contribute to a chaotic and undisciplined school environment.

Mahardika et al., (2020) emphasizes the importance of daily habits in shaping students' characters. They suggest that consistent routines help instill desirable traits in learners. Principals and teachers play crucial roles: teachers interact with students daily, while principals set the policies that guide the school's culture. This combination of consistent practice and supportive leadership is key to successfully developing students. To mitigate the issues of student indiscipline, schools, and teachers can take proactive steps to build better relationships with students. Fostering respect and empathy for students helps teachers to improve discipline in school. Teachers should show genuine interest in students' lives and respect their individuality. Teachers must create a safe space for students to express their thoughts and feelings, and ensure that discipline is applied fairly and consistently. Develop a supportive classroom atmosphere that encourages positive interactions. Improving teacher-student relationships is a multifaceted approach that can significantly reduce indiscipline and promote a more conducive learning environment

## **Overcrowded Classroom**

Cribb Fabersunne et al., (2023) exclusionary school discipline practices refer to any disciplinary actions that remove students from their classroom or school environment. This can include suspensions, expulsions, or other measures that isolate students from their regular educational setting. These practices aim to address behavioral issues but often result in students missing valuable instructional time and can have long-term negative impacts on their academic and social development. Overcrowded classrooms can significantly contribute to students' indiscipline behavior for several reasons. High student-to-teacher: ratios can lead to inadequate supervision and individual attention, making it easier for students to engage in disruptive behavior. Inadequate Facilities and Resources like Poor infrastructure, lack of learning materials, and uncomfortable classroom settings can contribute to student frustration and misbehavior. In overcrowded classrooms, teachers struggle to give individual attention to each student. This lack of personal interaction can lead to students feeling neglected and unmotivated, which may result in disruptive behavior to gain attention. With more students than the teacher can reasonably supervise, it's easier for students to engage in misbehavior without being noticed. This lack of supervision can encourage rule-breaking and disruptive conduct.

Purnami, (2016) Indiscipline refers to the failure to adhere to the established order, policies, procedures, rules, and regulations of a society. Both students and teachers experience higher levels of stress in overcrowded environments. Students might act out due to frustration from not having their needs met, while teachers may become less patient and more reactive, which can exacerbate indiscipline. Overcrowded classrooms often face a shortage of resources such as textbooks, learning materials, and physical space. The competition for these limited resources can lead to conflicts and aggressive behavior among students. Maisyaroh (CoEMA 2017), the key factor in enhancing education quality is the teacher, whose teaching skills directly impact the quality of education provided. If the teacher can teach well, it will improve the quality of students' learning process and results. Therefore, to improve the quality of education, it is necessary to always improve teacher's teaching skills. Teachers' teaching skills correlate with students' Indiscipline behavior in any school system. Noise levels and physical movement increase with more students, making it harder to maintain a conducive learning environment. This chaos can distract students and lead to disengagement and misbehavior as they lose interest in lessons they cannot follow effectively. Larger groups increase the likelihood of negative peer influence. Students may follow the lead of disruptive classmates, especially if they see that such behavior goes

unpunished due to the teacher's overwhelmed state. Teachers in overcrowded classrooms often feel overburdened and unsupported, leading to burnout. A demotivated teacher may struggle to enforce discipline effectively, further contributing to an environment where misbehavior flourishes. Building a positive teacher-student relationship is crucial for discipline. Overcrowded classrooms make it difficult for teachers to form these connections, leading to a lack of mutual respect and understanding, which can result in more frequent indiscipline. Managing a large number of students requires different strategies and more effort. Teachers might find it challenging to implement effective classroom management techniques in overcrowded settings, leading to a loss of control and increased disruptive behavior.

Enefu et al., (2019) suggests that teachers and school administrators need adequate training. The government should oversee schools, provide necessary resources, and avoid policies that might provoke student rebellion. Rules should be clear and realistic to ensure they are understood and followed by all students. Overcrowded classrooms can contribute to social and emotional issues among students. Feelings of being overlooked or undervalued can manifest as acting out, as students seek to express their frustrations and gain attention. . Ali et al., (2014) suggest that administrators and stakeholders in schools should adopt a comprehensive approach to manage students' discipline. Overcrowded classrooms create a challenging environment for both teaching and learning, leading to various factors that contribute to student indiscipline. Addressing these issues requires systemic changes, including reducing class sizes, increasing resources, and providing support for teachers to manage their classrooms effectively.

#### School Climate and Culture

Carter Andrews & Gutwein, (2020) emphasizes the significance of middle school educators incorporating culturally relevant and restorative discipline practices during both pre-service and in-service training. This approach aims to decrease teacher referrals for minor rule violations among students. School climate and culture play crucial roles in shaping students' behavior, including instances of indiscipline. Negative School Culture like a school environment that does not promote mutual respect, inclusivity, and positive values can foster indiscipline. When students do not feel valued or part of a community, they are more likely to act out. Bullying and Peer Pressure are other school-based factors that lead to indiscipline behavior among students. A school culture where bullying is prevalent can lead to indiscipline as students either become bullies themselves or act out in response to being bullied. Peer pressure can also lead to negative behavior as students may engage in

misconduct to fit in with their peers. School climate refers to the quality and character of school life, encompassing norms, values, interpersonal relationships, teaching and learning practices, and organizational structures. The climate of a school can significantly impact student behavior in several ways. A climate that does not foster positive peer interactions can lead to bullying, exclusion, and other forms of social conflict, which may cause students to act out. A school climate that fails to ensure students feel safe can lead to defensive or aggressive behaviors. Students who feel threatened may act out as a form of self-protection or retaliation. A disengaging school climate, where students do not find the curriculum relevant or stimulating, can lead to boredom and a lack of motivation. Disengaged students are more likely to exhibit disruptive behavior as a means of coping with their dissatisfaction.

L. Silva & Matos, (2017) the number of students repeating grades at a school had the most significant effect on the level of disciplinary issues. School culture involves the deeper set of values, beliefs, and assumptions shared by members of the school community. This includes traditions, rituals, and the general ethos of the institution. School culture can influence student behavior in these ways. If the prevailing culture emphasizes competition over cooperation, students may resort to cheating, bullying, or other negative behaviors to get ahead. Conversely, a culture that promotes mutual respect, inclusivity, and support can reduce instances of indiscipline by fostering a sense of belonging and accountability. The behavior of school leaders and teachers serves as a model for students. In a culture where authority figures exhibit negative behaviors, students are likely to imitate these behaviors. Strong, positive leadership that demonstrates respect, integrity, and fairness can inspire similar behaviors in students. High expectations for student behavior and academic performance can encourage students to meet those standards. However, unrealistic or overly harsh expectations can lead to stress and rebellion.

Ashadi et al., (2023) found that using a class agreement bulletin board effectively promotes discipline and honesty among students daily. Students consistently followed the rules and accepted consequences, demonstrating the bulletin board's positive impact. found that activities within a school's organization significantly contribute to enhancing discipline and the caliber of graduates. This improvement is attributed to specific programs within the school's student organization structure, which positively impact student achievement data. Norms around conflict resolution and communication can either mitigate or exacerbate behavioral issues. For example, a culture that encourages open dialogue and problem-solving can help address minor issues before they escalate into major disciplinary problems. The presence or absence of support systems, such as counseling services, mentorship programs,

and extracurricular activities, can significantly impact student behavior. A supportive culture helps students cope with personal and academic challenges, reducing the likelihood of indiscipline. The interplay between school climate and culture creates the overall environment in which students learn and interact. When both are positive, they reinforce each other to create a conducive learning environment that minimizes indiscipline. However, when either or both are negative, they can contribute to a cycle of misbehavior. A poor school climate (e.g., unsafe, unengaging) can foster a negative culture (e.g., disrespect, lack of support), which in turn perpetuates a cycle of indiscipline. A positive school climate (e.g., supportive, engaging) can foster a positive culture (e.g., respect, high expectations), creating a virtuous cycle that promotes good behavior.

Salsa et al., (2023) To mitigate indiscipline, schools can implement strategies to improve both climate and culture. Foster strong, supportive relationships between teachers and students, and among students themselves. Ensure that rules are applied consistently and fairly to all students. Enhance Safety Measures: Create a safe school environment where students feel physically and emotionally secure. Make learning engaging and relevant to keep students motivated and involved. Build an inclusive culture that respects diversity and encourages collaboration. Offer robust support services to help students manage personal and academic challenges. By addressing both the tangible aspects of school climate and the more intangible aspects of school culture, schools can create environments that foster positive behavior and reduce instances of student indiscipline.

### **Curriculum and Teaching Methods**

Clifford, (2012) in public senior secondary schools, there's widespread concern about the low level of learner discipline, causing significant public outcry. The relationship between curriculum, teaching methods, and students' indiscipline behavior is complex and multifaceted. Several factors within the educational system can influence student behavior, and understanding these can help in addressing issues of indiscipline more effectively. When the curriculum does not engage or interest students, they may become disengaged and resort to disruptive behavior. A curriculum that fails to relate to students' lives and future aspirations can lead to a lack of motivation and increased indiscipline. Traditional, lecture-based teaching methods that do not involve students actively can result in boredom and restlessness, leading to disruptive behavior. Innovative, interactive, and student-centered teaching methods can help maintain student interest and reduce indiscipline.

Matimba, (2023) suggests that managing discipline in schools should involve multiple stakeholders, including school administrators, teachers, and students especially

through appointed prefects, and parents. This collaborative approach is seen as beneficial for effectively addressing discipline-related issues within school environments. School Policies and Discipline Practices especially with harsh discipline practices promote indiscipline among students. Zero-tolerance policies and excessively harsh punishments can alienate students and fail to address the underlying causes of their behavior. These practices can lead to resentment and further indiscipline. The lack of Supportive Interventions is an issue that leads to student indiscipline. Schools that do not provide supportive interventions, such as counseling, mentoring, and behavioral support programs, may struggle to address the root causes of student indiscipline. Supportive interventions can help students develop coping strategies and improve their behavior. Offering a curriculum that is engaging and relevant to students' interests can reduce boredom and disengagement, which are often precursors to indiscipline. Providing a variety of extracurricular activities can channel students' energy into positive pursuits, reducing the likelihood of disruptive behavior. When the curriculum is not aligned with students' interests or real-world applications, students may find the material irrelevant and unengaging. This lack of interest can lead to boredom, which is a significant predictor of disruptive behavior. A curriculum that is overly rigid or standardized without consideration for student diversity and interests can fail to capture students' attention, resulting in disengagement and subsequent misbehavior.

If the curriculum is too challenging without adequate support, students may experience frustration and anxiety, which can manifest as indiscipline. This can include acting out in class or displaying oppositional behavior as a coping mechanism. Conversely, if the curriculum is too simplistic, it may not sufficiently challenge students, leading to a lack of intellectual stimulation and consequent behavioral problems as students seek stimulation in inappropriate ways. Teaching methods that lack consistency or fail to establish clear behavioral expectations can lead to confusion and disorder. Students need clear guidelines and consistent enforcement of rules to understand acceptable behavior. Ineffective classroom management techniques, such as punitive measures without constructive feedback, can exacerbate behavioral issues rather than resolve them. Positive reinforcement and proactive behavior management strategies are often more effective.

Teaching methods that rely heavily on passive learning, such as lectures without interactive elements, can contribute to students' disinterest and subsequent misbehavior. Interactive and participatory teaching methods can help maintain students' attention and engagement. Group activities and collaborative projects can foster a sense of community and accountability among students, reducing instances of indiscipline as students are more

engaged and invested in their learning environment. The nature of the relationship between teachers and students significantly impacts student behavior. Teachers who are perceived as caring and supportive tend to have fewer disciplinary problems. Conversely, a lack of rapport or negative teacher attitudes can lead to a hostile classroom environment, where students may act out in response to perceived unfairness or lack of support. A curriculum that does not reflect the cultural backgrounds and experiences of the student population can lead to feelings of alienation and disengagement. Students who do not see themselves represented in the curriculum may feel marginalized and respond with indiscipline. Inclusive curricula that celebrate diverse cultures and perspectives can foster a more respectful and engaged student body. High-stakes testing and constant pressure to perform can lead to stress and anxiety among students, which can manifest as behavioral problems. Students under significant pressure may act out as a release of this stress. Constructive feedback and a focus on formative assessment rather than punitive measures can help students feel more supported and less likely to engage in disruptive behavior.

Addressing student indiscipline through curriculum and teaching methods requires a holistic approach that considers the relevance and engagement of the curriculum, the effectiveness of teaching methods, the quality of teacher-student relationships, and the inclusivity of educational content. By creating a supportive, engaging, and culturally responsive learning environment, educators can reduce instances of indiscipline and promote positive student behavior.

#### F. Limited Parental Involvement

Mwakibinga, (2018) suggests that school leaders should enforce disciplinary measures against students who are skipping school or engaging in other misconduct. This approach aims to enhance their academic performance and encourage positive behavior. Limited parental involvement can significantly contribute to students' indiscipline behavior in schools through several interconnected mechanisms. When schools do not engage parents and the community in students' education and behavior management, it can result in a lack of reinforcement of positive behavior outside school. Effective communication and partnership between the school and home are essential for consistent discipline. Schools located in communities with high levels of crime, poverty, and social unrest may find it challenging to promote discipline. External community factors can significantly impact student behavior within the school. Students facing emotional or psychological issues may exhibit indiscipline if they do not receive the necessary support. Schools that lack counselors and mental health resources may struggle to address these needs effectively. High-stakes testing and academic

pressure can lead to stress and anxiety, resulting in behavioral issues. Schools that do not provide a balanced approach to academics and student well-being may see higher levels of indiscipline. Addressing these school-based factors requires a comprehensive approach that involves improving school leadership, teacher training, classroom management, school culture, curriculum relevance, discipline practices, parental involvement, and mental health support. Creating a positive and supportive school environment is essential for reducing student indiscipline and promoting academic and personal development. Sadik and Yalcin (2018) highlight differences in perspectives between teachers and students regarding discipline, emphasizing the need for effective communication and understanding to maintain discipline. Issues such as poor classroom management, teacher motivation, lack of resources, and parental involvement contribute to indiscipline. Inadequate support for special needs students, unengaging curriculums, overcrowded classrooms, insufficient resources, negative school culture, and limited parental involvement also play roles in fostering indiscipline. Parents play a crucial role in setting and reinforcing behavioral norms and expectations. When parents are not involved, children may lack clear guidelines on acceptable behavior both at home and in school. This can lead to confusion and a propensity to test boundaries. Limited involvement often means that parents are not adequately monitoring their children's activities, friendships, and academic progress. Without supervision, children may engage in inappropriate behaviors, both in and out of school, as there are no immediate consequences or feedback from their primary caregivers. Parental involvement often translates into encouragement and support for academic endeavors. Without this support, students may feel less motivated to engage in their studies, leading to frustration and acting out as a form of coping with academic difficulties. Struggles with academic work can lead to behavioral issues. When parents are not involved, students who have learning difficulties may not receive the help they need, leading to frustration and disruptive behavior as an outlet for their unmet academic needs.

Children require emotional support to navigate the various challenges of growing up. Limited parental involvement can lead to feelings of neglect, low self-esteem, and emotional distress. These feelings can manifest as aggression, defiance, and other forms of indiscipline as children seek attention or struggle to cope with their emotions. Effective discipline often requires consistency between home and school. When parents are not involved, there can be a disconnect between the disciplinary approaches of parents and teachers. This inconsistency can confuse children about the consequences of their actions, leading to more frequent misbehavior. Parental involvement is crucial for teaching and

modeling appropriate social behaviors. Children learn how to interact with others, resolve conflicts, and express themselves through guidance from their parents. Without this involvement, children may develop poor social skills, leading to conflicts and disciplinary issues at school. Children with limited parental involvement are more likely to seek acceptance and guidance from their peers, who may also lack positive influences. This can lead to the adoption of negative behaviors and attitudes that are contrary to school rules and expectations.

Simuforosa & Rosemary, (2014) emphasizes the importance of discipline in schools for children's socialization, character development, and educational growth. It suggests that discipline plays a crucial role in shaping students' behavior, attitudes, and overall learning experience within the educational system. When parents are not involved, there is often a significant communication gap between the home and the school. Teachers and school administrators may struggle to inform parents about their child's behavior, leading to a lack of coordinated efforts to address issues. This can result in ongoing disciplinary problems as interventions are not reinforced at home. Parents who are not engaged may be unaware of the school's behavioral expectations and policies. This ignorance can prevent them from reinforcing these standards at home, leading to a lack of alignment and increased incidences of indiscipline. Limited parental involvement can create a vacuum in various aspects of a child's life, leading to indiscipline in schools. Children without adequate supervision, guidance, emotional support, and consistent discipline are more likely to exhibit behavioral problems. Schools and communities need to recognize the importance of parental involvement and seek ways to engage parents in their children's education to foster better behavioral outcomes. Initiatives such as parent-teacher associations, workshops, and regular communication can help bridge the gap, ensuring that students receive the support and guidance they need both at home and in school.

## Discussion

The article discusses indiscipline among students in public schools, highlighting it as a failure to adhere to rules and norms, leading to disorder and misconduct. It mentions various forms and causes of indiscipline, focusing on school-based factors. The research method involves a systematic literature review, identifying School-based factors as the problematic factor to students' indiscipline behavior. The research highlights the crucial role that school leadership plays in maintaining discipline and ensuring a conducive learning environment. According to Steve & Charles (2020), inconsistent enforcement of rules by school leadership can lead to student indiscipline, creating confusion and diminishing respect

for authority. Steve & Charles (2020), found that school-related factors, including teacher-student relationships, peer pressure, classroom environment, and student age, significantly impact academic success. Effective school leaders set clear rules and expectations, involving students, parents, and staff in the development of discipline policies to foster a sense of ownership and responsibility.

Inconsistent discipline leads to confusion and a lack of respect for authority, resulting in a chaotic environment. Effective leadership involves setting clear rules and consistently communicating and enforcing them. Engaging students, parents, and staff in policy development fosters ownership and adherence to rules. Factors like teacher-student relationships, peer pressure, and classroom environment are predictors of academic success (Steve & Charles, 2020). Da Silva et al. (2017) noted that teachers perceive indiscipline as behaviors like aggressiveness, inattentiveness, and disrespect. They identified causes of indiscipline, such as family problems, social issues, and inadequate school-family cooperation. Teachers often engage with students and families to address these issues. Indiscipline includes aggressiveness, inattentiveness, and disrespect. Enefu et al. (2019) emphasized the need for proper training for teachers and school administrators, government monitoring, social amenities, and clear rules to curb indiscipline. Chewen et al. (2020) recommended reducing academic stress to decrease indiscipline, advocating for a positive and inclusive school culture. Jekayinfa (2013) highlighted that poor leadership and inconsistent rule enforcement can lead to confusion and resentment, exacerbating indiscipline. Transparent and fair disciplinary processes are essential to maintain respect and order.

The research finds that overcrowded classrooms significantly contribute to student indiscipline. According to Cribb Fabersunne et al. (2023), exclusionary school discipline practices, such as suspensions and expulsions, are often employed to manage behavioral issues but tend to exacerbate students' academic and social problems by removing them from the educational environment. Overcrowded classrooms, characterized by high student-to-teacher ratios, inadequate facilities, and limited resources, create conditions that foster indiscipline. High student-to-teacher ratios make it difficult for teachers to provide personalized attention, leading to feelings of neglect among students. This can result in students seeking attention through disruptive behavior (Fabersunne et al, 2023). Overcrowded classrooms often suffer from poor infrastructure and a lack of learning materials. Such environments can cause frustration among students, contributing to misbehavior. Larger class sizes increase the likelihood of negative peer influence, where students may follow

disruptive classmates, especially if misbehavior goes unnoticed due to the teacher's overwhelmed state (Fabersunne et al., 2023†source】

The overall climate and culture of a school significantly influence student behavior. Carter Andrews & Gutwein (2020) highlight the importance of culturally relevant and restorative discipline practices to reduce minor rule violations and improve student behavior. A school environment lacking mutual respect and inclusivity can lead to student indiscipline as students feel undervalued and disconnected from the community. Carter Andrews & Gutwein, 2020). disengaging school climate where students do not find the curriculum relevant or stimulating can lead to boredom and disruptive behavior (Carter Andrews & Gutwein, 2020). The behavior of school leaders and teachers sets a tone for students. Positive leadership and modeling of respectful and fair behavior can significantly reduce indiscipline(Carter Andrews & Gutwein, 2020).

The curriculum and teaching methods play a crucial role in shaping student behavior. Clifford (2012) points out that disengaging curricula and traditional lecture-based teaching methods can lead to student boredom and misbehavior. A curriculum that is not engaging or relevant to students' lives can lead to disengagement and disruptive behavior (Clifford, 2012). Traditional, lecture-based teaching methods that do not involve active student participation can contribute to restlessness and indiscipline. Interactive and student-centered teaching methods are more effective in maintaining student interest and reducing misbehavior (Clifford, 2012†source). Schools that lack supportive interventions, such as counseling and mentoring programs, may struggle to address the root causes of student indiscipline (Matimba, 2023†source). By implementing these strategies, educators can create supportive and conducive learning environments that minimize indiscipline and promote positive student behavior. The relationship between curriculum, teaching methods, and student indiscipline is multifaceted, encompassing a variety of factors that influence student behavior and learning environments. Research by Clifford (2012) and Matimba (2023) highlights key areas of concern and potential solutions for addressing student indiscipline in public senior secondary schools.

Clifford (2012) emphasizes the critical impact of curriculum relevance and teaching methods on student behavior. When the curriculum is engaging and relates to students' lives and aspirations, students are more likely to be motivated and less likely to exhibit disruptive behavior. Conversely, a curriculum that is perceived as irrelevant or too challenging can lead to disengagement, boredom, and frustration, all of which are precursors to indiscipline. The

quality of teacher-student relationships is crucial in managing student behavior. Teachers who are perceived as caring and supportive tend to have fewer disciplinary problems. On the other hand, negative teacher attitudes and a lack of rapport can create a hostile classroom environment, leading to increased misbehavior. Additionally, a curriculum that does not reflect the cultural backgrounds and experiences of students can lead to feelings of alienation and disengagement. Inclusive curricula that celebrate diverse cultures and perspectives can foster a more respectful and engaged student body.

Mwakibinga (2018)) highlights the significant role of parental involvement in student discipline. Limited parental involvement can lead to a lack of reinforcement of positive behavior outside school and a disconnect between home and school disciplinary approaches. Effective communication and partnerships between schools and parents are essential for consistent discipline and addressing behavioral issues.

To eradicate indiscipline behavior among school-going pupils, especially the school-based factors to indiscipline, School authorities must ensure the curriculum is engaging, relevant, and aligned with students' interests and real-world applications to reduce boredom and disengagement. Employing innovative, interactive, and student-centered teaching methods to maintain student interest and reduce disruptive behavior. They should provide supportive interventions such as counseling, mentoring, and behavioral support programs to address the root causes of indiscipline. Fostering positive and supportive teacher-student relationships to create a conducive learning environment. Implementing inclusive curricula that reflect the cultural backgrounds and experiences of the student population to foster engagement and respect. School administrators should enhance parental involvement through effective communication and partnerships to ensure consistent discipline and support for students. By addressing these factors, educators can create a supportive, engaging, and culturally responsive learning environment that reduces instances of indiscipline and promotes positive student behavior.

## **Conclusion**

The need for tailored strategies, continuous evaluation, and adjustment to effectively manage students' indiscipline behavior. This study identified various school-based factors contributing to indiscipline. Addressing such factors requires collaboration between schools, parents, and communities, focusing on communication, proactive discipline strategies, counseling, and creating a positive school environment. By tackling these issues, schools can promote discipline, and personal growth, and empower students. School leadership plays a crucial role in eliminating indiscipline among students through school-based factors like

School Leadership, and Administration, Curriculum, and Teaching Methods, Poor Teachers Students Relationship, Overcrowded Classroom, School Climate and Culture, Curriculum and Teaching Methods and Limited Parental Involvement as causes that disrupt a conducive learning environment..

### **Limitations and Future Research**

This research article was only focused on investigating school-based factors contributing to students' indiscipline behavior at public schools. The effect of the findings is only restricted to the school-based factors and the researcher has no intention to generalize it to the other factors outside of the school system. Therefore, the researcher encourages scholars to investigate other factors outside the school system to mitigate the issue of student indiscipline behavior at public schools.

### **Acknowledgments**

I recognized the spirit of the Almighty God who gave us the health and the energy to carry out this research to a satisfactory conclusion.

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