Factors Contributing to Students' Indiscipline Behaviour at Public Secondary Schools.

BY

Yusufu Kamara[1*,] Christiana Koroma[2], Subira Kaserero[3]

[1]Education Management Department, Universitas Negeri Malang, Indonesia
[2,3]Education D epartment, Milton Magai Technical University, Sierra Leone

Abstract

This systematic research aims to identify and analyse the factors contributing to students' indiscipline behaviour at public secondary schools. The research method is by synthesizing the existing literature from other articles, books, or paper presentations that are related to this research. The article provides insights into the multifaceted nature of indiscipline and highlights some of the underlying causes that need to be addressed in order to promote a conducive learning environment. Indiscipline refers to a lack of discipline or a failure to adhere to rules, regulations, or established norms of behaviour. It involves actions or behaviours that deviate from accepted standards, leading to disorder, disobedience, or misconduct. Indiscipline can manifest in various settings, such as schools, home, and society at large. In educational contexts, indiscipline may involve students not following school rules, engaging in disruptive behaviour, or violating codes of conduct. Indiscipline behaviour among students at public secondary schools poses significant challenges to the educational system and the overall development of students around the world. The findings reveal that there are various interrelated factors contributed to students' indiscipline behaviour at public secondary schools. Some of these factors include School-based factors, home-based factors, Learners-based factors, and Societal-based factors. It is important to note that, the findings and the recommendation made by this article could help to improve the educational system, especially in connection with the problem of indiscipline at public secondary schools. The researcher concluded that, despite several efforts made by educational stakeholders around the world, the issue of indiscipline still continued to exist in the school system. Therefore, urges every educational stakeholder to do more in order to salvage the situation.

Keywords: *Factors Contributing, Students' Indiscipline behaviour, Public Secondary Schools.*

INTRODUCTION

Factors Contributing to Students' Indiscipline Behavior at Public Secondary Schools suggests an exploration of the various elements or influences that lead to undisciplined behavior among students in public secondary schools. This could involve investigating aspects such as institutional, Societal, Personal Character, and other factors that contribute to students displaying behaviors considered as indiscipline. Possible factors might also include lack of proper discipline enforcement, socio-economic challenges, peer pressure, inadequate parental involvement, or issues within the school environment. Analyzing these factors can provide insights into understanding and addressing the root causes of indiscipline among students in public secondary schools. Discipline is a fundamental aspect of a productive learning environment, ensuring that students can maximize their educational potential. However, in recent years, public secondary schools have experienced an alarming increase in students' indiscipline behavior, posing significant challenges to educators, parents, and society as a whole. Understanding the factors that contribute to such behavior is crucial for developing effective strategies to address and mitigate this issue. This article aims to delve into the multifaceted factors that contribute to students' indiscipline behavior at public secondary schools. By exploring various underlying causes, we can gain insights into the complex web of influences that shape students' attitudes and actions within the educational setting. Identifying these factors will enable stakeholders to develop comprehensive and targeted interventions to foster a culture of discipline and responsibility among students. (Peter, 2015), expresses that the impact of indiscipline affect the interest of the learners to learn. Therefore, their academic performance reduces. He uses 500 senior secondary school students as respondents and discovered that there was a cap of unbiased appointment in the school system. Indiscipline behavior in schools manifests in various forms, including defiance of authority, disruptive classroom behavior, truancy, substance abuse, bullying, and academic dishonesty, among others. Such conduct not only hampers individual learning but

also disrupts the educational environment for other students, compromising the overall quality of education provided. (Simuforosa and Rosemary, 2014), the most common types of learner indiscipline encompass unauthorized talking, teasing, truancy, incomplete assignments, verbal attacks on peers and teachers, graffiti in classrooms and toilets, and substance abuse. Public secondary schools, due to their diverse student populations, limited resources, and systemic challenges, face unique issues that can contribute to the emergence and perpetuation of indiscipline behavior. (Olugbade, 2011) expresses the need for every educational stakeholder to involve in making the school comfortable for every learner. To get a comprehensive understanding of the factors contributing to students' indiscipline behavior at public schools, this article examined various factors that influence students' indiscipline behavior, including School-based, Home-based, Learner-based, and Societal-based factors. Each of these factors plays a distinct role in shaping students' attitudes, beliefs, and behaviors, ultimately impacting their level of discipline. (Haruna, 2016) reveals that truancy, stealing, examination malpractice, sexual immorality, and drug abuse exert notable impacts on the administration of secondary schools. By shedding light on these contributing factors, this article intends to inform educators, policymakers, and parents about the complex dynamics at play and the need for a holistic approach to address indiscipline in public secondary schools. Implementing evidence-based strategies and fostering collaborative efforts can create an environment where students feel supported, engaged, and motivated to exhibit responsible behavior, ensuring a conducive learning environment for all. (Robinson Osarumwense 2019) indiscipline can happen in different forms which includes unrest, bulling, truancy, absenteeism, stilling, and so on.

Understanding the factors that contribute to students' indiscipline behavior at public schools is vital for developing effective interventions and promoting a positive learning environment. By examining various influences, we can gain valuable insights into the underlying causes and work towards fostering discipline, personal growth, and academic success among students. (Mwakibinga, 2018) suggests that the government should establish dedicated offices for guidance and counselling in secondary schools in Nyamagana, Tanzania. Additionally, Mwakibinga, emphasizes the importance of implementing rules and regulations to guide students' behavior within schools. The aim is to mitigate indiscipline cases among secondary school students in the region. Through collaborative efforts and targeted interventions, we can create a nurturing educational environment that equips students with the necessary skills to become responsible and productive members of society. This research involves qualitative research method with the discussions focusing on the School-based factor, Home-based factors, Learners-based factors, and Societal-based factors contributing to student indiscipline behavior. (Mokaya J. Omote, 2015) maintaining discipline is a main educational strategic to foster academic achievement. The issue of student misbehavior and the various ways in which teachers respond to such behavior in different parts of the world is very

important. While student misbehavior is a common phenomenon across the globe, the ways in which it is perceived and addressed can differ significantly. For example, in some cultures, it is considered appropriate for students to question their teachers and challenge authority figures, while in others, such behavior is seen as disrespectful and inappropriate.

The research was focused on factors lead to indiscipline among school-going pupil at public secondary school level that was recognized as exemplary institutions when it comes to students' misbehavior around the world. Public secondary school level was chosen due to their status as public institutions and host majority of the world school going pupils with the hope of producing high-quality students that will supply higher institutions like Universities, Polytechnics, Colleges, and other higher places of learning which subsequently brings the final products to the general humanity. The research addresses a gap in previous studies within the public secondary schools and aims to provide new ideas that can benefit educational stakeholders like Teachers, Principals, Students, Parents, and Government as a whole. Despite the importance of Students' discipline, there is not enough actionable solutions provided by previous researchers. The findings are expected to serve as a valuable resource for enhancing education quality and progress in education especially when it comes to indiscipline among school-going pupils at public secondary schools.

Therefore, School authorities must use different disciplinary approaches in different parts of the world, ranging from punitive measures such as detention and suspension to more restorative practices such as counselling and mediation. (Mareš, (2018) concerned on the displayed of students' indiscipline behavior particularly in primary and secondary schools. Mares discusses the impact of student's indiscipline like classroom misbehavior on teachers, college students, and the overall instruction. The importance of understanding cultural and contextual differences when it comes to student misbehavior and teacher responses cannot be overemphasize as one-size-fits-all approach to discipline is unlikely to be effective, and that teachers need to be sensitive to the cultural norms and values of their students in order to effectively manage misbehavior in the classroom. Cultural factors play a significant role in shaping students' misbehavior and that addressing misbehavior requires a nuanced understanding of the cultural and contextual factors that contribute to it. Leadership played a crucial role in promoting student discipline and academic performance. Specifically, the study found that effective school leadership practices, such as clear communication of expectations, effective monitoring and evaluation systems, and strong teacher-student relationships, among others were associated with higher levels of student discipline and academic performance. Researchers must pay attention to Schools, Homes, Students, and Societal-based factors contributing to students' indiscipline activities at public secondary schools and also delves in to actionable possible solutions to curb or control indiscipline among public secondary school pupils in order to have products of students

that will stand the test of time. (Blandina & Leandry, 2021), reveals a shifts in indiscipline behaviours 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 labour, counselling, parental involvement, and intervention from School Boards for more complex cases.

(Thilagaratnam and Yamat, 2021) Teachers perceived students' misbehaviour as a disruption to their lessons, attributing it to the students' apparent lack of interest and discipline in learning English. Opara, (2020), found out that indiscipline adversely impacts the academic performance of junior secondary school students. According to Opara, (2020), Several factors contribute to indiscipline, which includes media influence, environmental factors, inadequate parental upbringing, societal values, negative peer group influence, substance abuse, teacher favouritism, overcrowded classrooms, and lax enforcement of school rules and regulations. (Lawal, Oloyin, and Sadiq, 2019) found out that, counselling and parental involvement are effective measures for addressing indiscipline in Nigerian secondary schools. (Lawal, Oloyin, and Sadiq, 2019) highlighted that parental negative reactions to students' discipline contribute significantly to the shortcomings of current measures. According to (Lawal, Oloyin, and Sadiq, 2019) counselling emerged as the most productive approach in curbing indiscipline. (Lawal, Oloyin, and Sadiq, 2019) emphasize the importance of implementing counselling and fostering parental engagement to effectively address indiscipline in Nigerian secondary schools. (Gagnon, Gurel, and Barber, 2017) findings reveal that schools with higher proportions of students receiving free and reduced lunch, as well as a higher representation of Black or African American students, tend to employ punitive discipline practices more frequently. (Gagnon, Gurel and Barber, 2017) suggests that these punitive measures are disproportionately applied to male students and students of Black or African American ethnicity. Oyem and Arusuayine, (2016) indiscipline poses a significant challenge to the educational system, hindering the growth and development of a state or nation. (Oyem and Arusuayine, 2016) recommended solution involves each secondary school recognizing and addressing its specific indiscipline issues by implementing effective measures to reduce its occurrence. Wairagu, (2017) majority of students reported that their teachers were sensitive to their needs, leading to a reduction in reported cases of indiscipline.

METHOD

The researcher used qualitative method in which data were acquired through documents review like articles, books, paper presentations, and theories that are related to the said topic. The researcher also used the internet to get more information related to this article. To be ascertain with the validity and reliability of the research method, the researcher uses research application called ''Mendeley'' to scientifically manage the research references. This research focus to investigate the schools, the homes, the learners, and the society as factors

responsible to indiscipline among students at the public secondary schools. The article will further delves into the possible solutions to curb or control indiscipline among students. Teachers, Students, Parents, and the society must be the focal point in indiscipline solutions. Despite global efforts made by educational stakeholders, the findings indicate that the problem of indiscipline persists.

RESULT AND DISCUSSION

Result:

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

(Matimba, 2023) explores pupil indiscipline, encompassing behaviors such as absenteeism, fighting, and rudeness to teachers, late reporting, truancy, noise-making, promiscuity, and stealing. (Matimba, 2023) identifies both internal and external factors contributing to the prevalence of pupil indiscipline. According to (Matimba, 2023), Internal forces refer to indiscipline originating within the school, while external forces pertain to factors outside the school environment. School indiscipline refers to a lack of order, control or compliance with established rules and regulations within an educational institution. It involves behavior by students or sometimes even staff that goes against the accepted norms and expectations of the school environment. Indiscipline can manifest in various forms, including but not limited to: a) Disruptive behavior: Actions that disrupt the normal functioning of classes or the overall school environment, such as talking loudly, refusing to follow instructions, or engaging in activities that distract others. b) Violence or aggression: Physical or verbal attacks on fellow students, teachers, or school staff. c) Bullying: Harassment or intimidation of other students, either physically or emotionally, on a repetitive basis. d) Vandalism: Destruction or defacement of school property, including classrooms, desks, walls, or other facilities. e) Skipping classes or Truancy: Deliberately avoiding attending classes without proper authorization. f) Cheating or plagiarism: Academic dishonesty, which can include copying others' work, using unauthorized materials during exams, or submitting someone else's work as one's own. g) Drug or substance abuse: The use of illegal substances or the abuse of legal substances within the school premises. h) Defiance of authority: Open resistance or disobedience to teachers, administrators, or other school staff. Addressing school indiscipline is crucial for maintaining a positive and conducive learning environment. Schools typically have disciplinary measures in place to handle such behavior, including counseling, warnings, suspension, or expulsion, depending on the severity of the infraction. Additionally, prevention strategies such as character education programs, mentorship and a positive school culture can contribute to reducing instances of indiscipline. (Silva and Matos, 2017) consistent correlation observed across multiple studies between disciplinary climate and academic achievement, particularly in large-scale assessments, suggests that school indiscipline plays a significant role in influencing students' unequal learning opportunities. There are various school-based factors that are contributing to students'

indiscipline behavior and some of the disciplinary problems includes disobedience, disorderliness, bulling, examination malpractice, noise coursing, truancy, assault, loitering, wrong dressing and lateness to school, rioting, sexual immorality, fighting, absenteeism, dishonesty, forgery and many other anti-social activities. Sadik and Yalcin, (2018) disparity in perspectives highlights the importance of communication and understanding between teachers and students in the context of discipline. (Sadik and Yalcin's 2018) findings suggest that teachers perceive discipline as a multifaceted concept, encompassing the creation of a conducive learning environment, fostering self-control, and maintaining a holistic system. In contrast, students tend to view discipline more narrowly, emphasizing self-control, rule obedience and respect for authority figures. Indiscipline in the schools caused by various factors such as poor classroom management, lack of teacher motivation, inadequate resources and a lack of parental involvement. Indiscipline behavior in public schools can be influenced by various school-based factors. Ineffective discipline policies to curb indiscipline in schools is a serious concern. The absence of clear and consistent discipline policies within schools system can lead to indiscipline among students. When rules and consequences are not well-defined or enforced uniformly, students may perceive a lack of accountability, resulting in disruptive behavior. Inadequate Teacher-Student relationship can also post a threat to indiscipline behavior in schools. A positive teacher-student relationship is crucial for maintaining discipline in schools. When teachers fail to establish rapport, trust and respect with their students, it can lead to a breakdown in discipline. Students may feel alienated or disconnected, which can manifest as disobedience or disrespectful behavior. Poor classroom management mostly influence indiscipline in schools. Ineffective classroom management techniques can contribute to indiscipline. When teachers struggle to maintain an orderly and engaging learning environment, students may become disengaged and disruptive. Lack of structure, inconsistent routines and insufficient attention to individual students' needs can exacerbate discipline issues. Bullying and Peer Pressure among school going pupils. Bullying and peer pressure are prevalent issues in schools and can significantly impact students' behavior. Students who experience bullying may exhibit aggressive or retaliatory behaviors, while those succumbing to peer pressure may engage in negative activities to fit in. These factors can create an indiscipline culture within the school environment.

(Ngwokabuenui, 2015) findings revealed that prevalent forms of indiscipline among students, such as disobedience to teachers and school prefects, encompassed collective misconduct and undesirable habits. (Ngwokabuenui, 2015), identified indiscipline behaviors were categorized into three bases: students-based, society-based, and school-based causes. Ngwokabuenui, (2015), suggest a multifaceted understanding of the factors contributing to students' indiscipline. Inadequate support for special needs students in the schools system is a concern if indiscipline is to be controlled. When schools do not adequately address the needs of students with special

educational needs or learning difficulties, it can lead to frustration and disengagement. These students may exhibit indiscipline as a response to their unmet needs, lack of understanding, or limited support systems. Lack of engaging curriculum in the school system can also leads to students' indiscipline behavior. A monotonous or irrelevant curriculum can contribute to students' disengagement and indiscipline. When students feel bored, unchallenged or disconnected from the material being taught, they may resort to disruptive behaviors to seek attention or alleviate their frustration. Overcrowded Classrooms can seriously militate against good student's behavior in schools. Large class sizes can strain teacher-student interactions and hinder effective discipline management. In overcrowded classrooms, teachers may struggle to provide individual attention, identify and address behavioral issues promptly or maintain an orderly learning environment. Insufficient resources, such as textbooks, technology or extracurricular activities, can lead to a lack of engagement and interest among students. Without access to necessary tools and facilities, students may feel unmotivated, resulting in indiscipline behavior. A negative school culture, characterized by a lack of respect, collaboration, and positive values, can contribute to indiscipline. When students witness or experience a toxic environment, it can influence their behaviors and lead to a cycle of indiscipline. Limited parental involvement in a child's education can impact their behaviors in school. When parents are not actively engaged or supportive, students may lack the necessary guidance, discipline and reinforcement of positive behaviors at home, leading to indiscipline in the school setting.

Home-based Factors Contributing to Students' Indiscipline Behavior at Public Secondary Schools.

(Schlebusch, Makola and Ndlovu, 2022), identified family settings, community environments, human rights considerations, peer pressure, the role of educators, and individual learners all play significant roles in influencing indiscipline among learners. Home-based factors such as parental neglect, lack of parental guidance, and broken homes significantly contribute to students' indiscipline behavior in schools. Parents should be more involved in their children's education and upbringing as this could help to reduce indiscipline in schools. Schools should provide counselling services to students who come from broken homes or who are experiencing other difficulties at home. (Ngwokabuenui, 2015) suggests that moral education and moral leadership, educational orientation, and behavioral accountability should be a most in order to salvage the situation of indiscipline in schools. *Students' indiscipline behavior at public Secondary schools require considering various aspects that can influence a student's behavior. While it is important to recognize that individual circumstances and experiences differ, this article can provide you with analysis of some common home-based factors that contribute to indiscipline behavior among students at public schools: Lack of parental involvement or inadequate supervision can contribute to indiscipline among students. When parents are not actively engaged in their child's education or fail to provide necessary guidance, students may feel neglected or unsupported, leading to*

*behavioral issues. The structure and dynamics of a student's family can impact their behavior. High levels of conflict, divorce, separation, or single-parent households can create emotional instability, which can manifest as indiscipline in school. Economic hardships and financial instability can influence a student's behavior. Limited access to resources, including proper nutrition, healthcare, and educational support, may result in frustration and acting out in school. Different parenting styles can have varying effects on a child's behavior. Authoritarian parenting, characterized by strict rules and punishment, or permissive parenting, with few boundaries, can both contribute to indiscipline. (*Ofori *et al.*, 2018) *highlights that indiscipline often originates in the home environment, as parents serve as the initial educators for children. He identifies several consequences of indiscipline on academic performance, such as students' difficulty concentrating in class, missed learning opportunities due to absenteeism, and a higher likelihood of school dropouts. Emotional support and a positive home environment play a crucial role in a student's well-being. If a student faces neglect, abuse, or lacks emotional support at home, it can negatively impact their behavior and attitude towards authority figures in schools.*

Students-based Factors Contributing to Students' Indiscipline Behavior at Public Secondary Schools.
(Kagoiya and Kagema, 2018), study found that absenteeism, truancy, and lying are widespread issues in many schools. (Kagoiya and Kagema, 2018), emphasizes the significant role that teachers and parents should play in managing and enforcing discipline among students. Indiscipline behavior among students in public schools can be influenced by various factors. Students who lack motivation or interest in their studies are more likely to exhibit indiscipline behavior. When they do not see the relevance or value of their education, they may become disengaged and resort to disruptive behaviors. Also, it is possible that Students who struggle academically or consistently underperform may become frustrated and exhibit indiscipline behavior as a coping mechanism. They may act out to divert attention from their academic difficulties or to gain a sense of control. Peers can have a significant impact on students' behavior. If a student's social circle includes peers who engage in indiscipline behavior, they may be more likely to adopt similar conduct. Negative peer pressure can lead to rule-breaking, aggression or defiance of authority. In addition, Students who have difficulty managing their emotions, impulses, and behavior may display indiscipline. Poor self-regulation skills can manifest as impulsive actions, inability to control anger or frustration, or a disregard for rules and boundaries. Furthermore, Students with low self-esteem and self-confidence may act out to gain attention or establish a sense of power. They may engage in disruptive behavior as a way to compensate for their insecurities or to fit in with their peers. Students with learning disabilities or special needs may exhibit indiscipline behavior if their educational needs are not adequately addressed. Frustration arising from difficulties in understanding or processing information can lead to disruptive behavior. (Idu and Ojedapo, 2011) causes of indiscipline among secondary school students were identified

as stemming from factors such as parental attitude, government's lackadaisical approach, teachers' influence, and peer-group influence, among other contributing elements. Addressing student indiscipline requires a holistic approach that considers these learner-based factors alongside other environmental, institutional, and systemic aspects. Creating a positive and inclusive school climate, providing supportive interventions, individualized support, and promoting social-emotional learning can help mitigate indiscipline behavior and foster a conducive learning environment.

Societal-based Factors Contributing to Students' Indiscipline Behavior at Public Secondary Schools.
(da Silva, Negreiros and Albano, 2017) teachers perceive indiscipline in various forms, including aggression, restlessness, inattentiveness, excessive talking, disrespect towards peers and teachers, lack of enthusiasm for learning materials, degradation of the school's heritage, and emotional problems.

Societal-based factors of students' indiscipline behavior are relatively interrelated with home-based factors. This is simply because, the home most be found within a society. Indiscipline behavior among students in public schools can be influenced by various societal factors. These factors can have a significant impact on students' behavior, discipline, and overall academic performance. The family plays a crucial role in shaping a student's behavior. Unstable family structures, broken homes and lack of parental guidance, neglect, and domestic violence can contribute to indiscipline behavior in students. If students do not receive proper care, attention, and discipline at home, they may exhibit disruptive behavior in schools. Socioeconomic factors like poverty, unemployment, and low-income households can influence students' indiscipline behavior. Financial difficulties in the society and a lack of access to basic necessities may lead to frustration and stress, which can manifest in disruptive behavior of students at school.

(Ababa and Eshetu, 2014) findings indicate a worsening trend in disciplinary issues over time, encompassing various behaviors such as frequent absenteeism, alcohol consumption, and cigarette smoking. (Ababa and Eshetu 2014) emphasizes that students do not honor school rules with affect effective teaching. Peer Pressure coming from the society where the student resides, highly influenced by their peers, and negative peer pressure can contribute to indiscipline behavior. If students associate with delinquent peers or engage in groups that promote unruly behavior, they are more likely to adopt similar behaviors and deviate from school rules and regulations. Media, including television, movies, and music, and social media platforms, can have a significant impact on students' behavior. Exposure to violent or inappropriate content, glorification of rebellion, and lack of positive role models in the media can contribute to indiscipline behavior among students. The environment and community in which students live most of the time determined their indiscipline behavior. High crime rates, gang activities, drug abuse, and a lack of community support systems can negatively impact students' behavior and discipline. Cultural and societal norms

can influence students' perceptions of acceptable behavior. If certain behaviors are widely accepted or even encouraged in a particular culture or community, students may display indiscipline behavior as a result of these influences. Inadequate discipline strategies and inconsistent enforcement of rules within the society and school environment can contribute to students' indiscipline behavior. When students do not face appropriate consequences for their actions, they may perceive a lack of accountability and continue to engage in disruptive behavior.

(Salgong, Ngumi and Chege, 2016) highlight the positive impact of guidance and counselling on both discipline and academic performance in schools. They emphasize that the absence of such support can result in indiscipline. (Salgong, Ngumi and Chege, 2016) identified discipline challenges include a lack of legal and policy frameworks, insufficient training for teacher counsellors, and excessive workloads for teachers, hindering the success of guidance and counselling programs. They also advocated for the importance of fostering open dialogue and strong relationships among students, counsellors, teachers, and administrators to effectively address issues affecting both parties. Challenges within the educational system, such as overcrowded classrooms, insufficient resources, outdated teaching methods, and a lack of teacher-student engagement, can also contribute to indiscipline behavior. When students feel disengaged, bored, or undervalued, they may resort to disruptive behavior as a form of expression or attention-seeking. It's important to note that these factors can interact and influence each other, creating complex situations that contribute to students' indiscipline behavior. Addressing these societal-based factors requires a holistic approach involving families, schools, communities, and policymakers to create supportive environments that promote discipline, positive behavior, and academic success among students.

Possible Solutions to Manage and Control the Causes of Students' Indiscipline Behaviors at Public Secondary Schools.
(Cribb Fabersunne et al., 2023), exclusionary school discipline has been associated with negative education, health, and criminal justice outcomes. This suggests that, when schools employ disciplinary measures that involve excluding students from regular educational settings, it can have detrimental effects in various aspects.

Exclusionary discipline, such as suspensions or expulsions, removes students from the learning environment can lead to a loss of valuable instructional time, hindering academic progress. Students who are frequently excluded may fall behind in their studies and struggle to catch up, potentially leading to long-term academic challenges. The stress and emotional toll of exclusionary discipline can negatively impact a student's mental and emotional well-being. Experiencing disciplinary actions like suspensions can contribute to feelings of alienation, frustration, and a sense of failure, which can affect mental health. Additionally, being removed from the structured and supportive school environment may deprive students of necessary social and emotional development. There is a recognized link between exclusionary school discipline and an increased likelihood of involvement in the criminal justice system later in life. Students who face frequent suspensions or expulsions may be more vulnerable to engaging in delinquent behaviour or falling into a cycle of negative interactions with law enforcement. Research and studies have consistently suggested that alternative disciplinary approaches, such as positive behaviour interventions and support, restorative justice, and counselling, can be more effective in addressing behavioural issues while minimizing the negative consequences associated with exclusionary discipline. These alternative methods focus on promoting a positive school climate, addressing the root causes of behavioural problems, and providing support for students to learn and grow rather than simply punishing them by removing them from school. (Atunde and Aliyu, 2019) discovered that the primary strategy for managing indiscipline among students is the enforcement of school rules and regulations aimed at preventing immoral behavior and the like. Managing and controlling the causes of student's indiscipline behavior in public schools is a complex issue that requires a multifaceted approach which includes a clear and consistent discipline policies. Public schools should establish clear and comprehensive discipline policies that outline expected behavior, consequences for misconduct, and procedures for addressing disciplinary issues. These policies should be communicated to both students and parents/guardians, ensuring everyone understands the expectations and consequences. Positive School Climate and Culture is also key to maintaining positive school environment that promotes respect, inclusivity, and engagement can help reduce indiscipline behavior. (Salsa *et al.*, 2023) findings indicate that utilizing a class agreement bulletin board proves to be effective in promoting discipline and honesty among students on a daily basis. Therefore, an observed positive outcomes include students consistently following rules and implementing agreed-upon consequences, demonstrating the board's efficacy in fostering a positive learning environment. (Sackey et al., 2016), concluded that, in terms of maintaining discipline, rewards were more effective than punishment in encouraging positive behavior among students in schools.

Schools should foster a sense of belonging and encourage students to take pride in their school community. This can be achieved through activities such as peer mentoring programs, student involvement in decision-making processes, and promoting a supportive teacher-students relationship. Social and emotional learning (SEL) programs must be encouraged. Implementing SEL programs can help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making abilities. These programs can enhance students' emotional well-being, improve their self-discipline, and cultivate empathy and understanding, reducing instances of indiscipline behavior. (Aziz *et al.*, 2022) principal's active involvement in crafting adaptable policies and the teachers' positive attitudes towards students have played crucial roles in the success of online learning, fostering effective student learning disciplines.

Teachers should employ effective classroom management strategies that promote a positive learning environment. This includes establishing clear expectations, utilizing appropriate behavior management techniques and implementing engaging instructional methods. Teachers can also incorporate rewards and incentives for good behavior, reinforcing positive conduct among students. Conflict resolution and mediation can also remedy the situation. Teaching student's conflict resolution skills can help them manage disagreements in a constructive manner. Schools can provide training or workshops on effective communication, negotiation, and mediation techniques. By equipping students with these skills, schools can reduce conflicts and instances of indiscipline arising from misunderstandings or interpersonal issues. Public schools should offer support services, such as counselling, mentoring, and guidance programs, to address underlying issues that may contribute to students' indiscipline behavior. These services can provide students with a safe space to express their concerns, receive guidance, and develop coping strategies for personal challenges. (Ughamadu and Choice, 2014) suggests that principals and teachers should enhance their disciplinary measures to address instances of indiscipline in schools. The goal is to improve the overall environment for teaching and learning. Parent and community involvement should be a must in the school system. Collaboration between schools, parents/guardians, and the wider community is crucial in managing student indiscipline. Schools should actively engage parents/guardians through regular communication, parent-teacher conferences, and involvement in school activities. Community partnerships can provide additional resources and support, creating a more holistic approach to addressing indiscipline behavior. Professional Development for Educators most be ongoing. Continuous professional development opportunities for teachers can enhance their classroom management skills and equip them with effective strategies to address indiscipline behavior. Training on behavior management techniques, cultural competence, and restorative practices can empower educators to create a positive and disciplined learning environment. Early Intervention and individualized support is key in managing students' indiscipline behavior. Identifying students at risk of indiscipline behavior early on and providing targeted interventions can prevent the escalation of disciplinary issues. Schools should have a system in place for early detection, such as behavior tracking, and implement appropriate interventions, such as individualized support plans, counselling, or referral to specialized services. Restorative practices focus on repairing harm, building relationships, and promoting accountability rather than solely punishing students. Implementing restorative practices, such as restorative circles, peer mediation, or restorative conferences, can help students understand the consequences of their actions, make amends and learn from their mistakes.

Discussion

Indiscipline can be described as a lack of discipline or a failure to adhere to established rules, regulations, or behavioural norms. It encompasses actions or behaviours that deviate from accepted standards, leading to disorder, disobedience, or misconduct. The phenomenon of indiscipline can be observed in various settings, including schools, homes, and society at large. In educational contexts, indiscipline manifests as students not following school rules, engaging in disruptive behaviour, or violating codes of conduct. This article highlights the significant challenges posed by indiscipline among students at public secondary schools to the educational system and the overall development of students globally. (Gyapong & Subbey, 2021), identified various forms of students' indiscipline behavior, including leaving school grounds without permission, physical aggression, disturbance of others, inappropriate use of school material, and noncompliance with teacher directives. According to (Gyapong & Subbey, 2021), the causes of indiscipline were found to be diverse, encompassing factors such as school size, home, individual, family, gender, ethnicity, school, societal, and peer group pressures. (Gyapong & Subbey, 2021), linked indiscipline behavior to negative outcomes like low academic performance, undesirable student behavior, and school dropouts.

This research described aims to identify and analyse the factors contributing to students' indiscipline behaviour at public secondary schools. The research method involves reviewing literature from publish international and national articles related to this research topic, suggests a comprehensive approach to understanding the root causes of indiscipline, drawing an insights from various sources. The research method involves a systematic review of existing literature to gain a deeper understanding of the issue. The research findings highlight a comprehensive understanding of the factors contributing to students' indiscipline behavior at public schools. The study recognizes multiple factors influencing indiscipline, categorizing them into four main groups which includes School-based, Home-based, Learner-based, and Societal-based factors. This categorization allows for a holistic approach to addressing the issue, considering influences both within and outside the school environment.

Complex interrelationships of the factors leading to students' indiscipline behavior is a serious concern made by this article. Interrelated factors of indiscipline indicates that these influences of students' indiscipline behaviors are not isolated; they interact and compound each other. This recognition by the findings suggests that a multifaceted strategy is required to effectively address and mitigate indiscipline among students. (Jinot & Ravi, 2020), identifie various manifestations of indiscipline in school, including unauthorized departure from school premises, fighting, sexual harassment, lateness, use of foul language, and truancy. According to (Jinot & Ravi, 2020), the primary causes of indiscipline are attributed to both school and family factors. Jinot & Ravi, (2020), identified strategies used by the schools to manage indiscipline which includes, community service, teacher involvement, disciplinary cards, and strong leadership. (Jinot & Ravi, 2020), identified a shift in discipline management towards a humanistic and democratic approach, treating students as part

of the solution rather than the problem and moving away from a restorative and reactive model of discipline.

Comprehensive scope to tackle students' indiscipline behavior is seriously needed. By examining factors leading to students' indiscipline behavior at the school, home, learner, and societal levels, the research takes a comprehensive approach to indiscipline. This is crucial as it acknowledges that indiscipline is not solely the result of one factor but is influenced by a combination of elements from various domains of a student's life. Implications for educational improvement is a must. The acknowledgment that the findings and recommendations could contribute to improving the educational system implies a practical application of the research. Understanding the root causes of indiscipline is a crucial step towards implementing targeted interventions and policies to create a more conducive learning environment.

Continued existence of indiscipline problem is a serious concern made by this article. The researcher's conclusion about the persistence of indiscipline despite global efforts underscores the challenging nature of the issue. It suggests that, current strategies may not be fully effective and that a reassessment of existing approaches is necessary to make a more substantial impact. (Ashadi et al., 2023), findings indicate that activities within the school organization significantly contribute to enhancing discipline and the overall quality of education. This improvement is attributed to the effectiveness of intra-school student organization work programs, as evidenced by student achievement. The systematic identification of the factors leading to students' indiscipline behavior and the acknowledgment of the ongoing problem of indiscipline serve as a call to action for educational stakeholders. This research emphasizes the need for continuous efforts and possibly innovative solutions to address the persistent challenges faced by the education system. The findings could have implications for policy-making in the education sector. Policymakers may use this information to tailor interventions that address specific aspects contributing to indiscipline, whether they are related

However, the findings contribute valuable insights into the complex web of factors influencing students' indiscipline behavior in public secondary schools. The recognition of these factors and their interrelationships provides a foundation for developing targeted interventions to improve the overall educational system. However, the acknowledgment of the continued existence of the problem emphasizes the ongoing need for more research, adaptation, and innovation in addressing indiscipline issues in schools.

CONCLUSION

(Ali *et al.*, (2014) suggests that administrators and stakeholders in schools should adopt a comprehensive approach to manage students' discipline. It is important to note that every school environment is unique and a combination of these strategies, tailored to the specific context and needs of the students, is likely to be most effective. Regular evaluation and adjustment of these measures will ensure their ongoing relevance and impact in managing and

controlling students' indiscipline behavior. (Ali *et al.*, (2014) uncovered widespread indiscipline among secondary school students, with contributing factors identified in schools, students, and society as a whole. Several factors contribute to students' indiscipline behavior at public secondary schools including lack of parental involvement, ineffective discipline policies, peer influence, academic pressures, and societal challenges all play a role in shaping students' behavior. Addressing these factors requires a comprehensive approach involving collaboration between schools, parents, and communities. It is crucial to establish strong communication channels, implement proactive discipline strategies, provide counselling and support services, and foster a positive school environment that promotes respect, responsibility, and accountability. By addressing these contributing factors head-on, we can create a conducive learning environment that cultivates discipline, fosters personal growth, and empowers students to reach their full potential.

REFERENCE

1. Ababa, A., & Eshetu, A. A. (2014). *Indiscipline Problems of High School Students : the Case of Ethio-*. *5*(37), 23–29.
2. Ali, A. A., Dada, I. T., Isiaka, G. A., & Salmon, S. A. (2014). Types, Causes, and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State. *Journal of Studies in Social Sciences*, *8*(2), 254–287. http://www.infinitypress.info/index.php/jsss/article/view/790
3. Araujo, M. (2005). Disruptive or disrupted? A qualitative study on the construction of indiscipline. *International Journal of Inclusive Education*, *9*(3), 241–268. https://doi.org/10.1080/09596410500059730
4. Ashadi, F., Supriatna, D., Haris, M., Hasanah, U., & HinayatulohI, A. (2023). The Analysis of Strategic Role of Student Association in Improving Discipline Attitude and Forming Quality of Graduates. *Journal on Education*, *5*(4), 12239–12245. https://doi.org/10.31004/joe.v5i4.2193
5. Atunde, M. O., & Aliyu, T. T. (2019). Prevalence, Causes, and Management of Indiscipline in Public

Secondary Schools: Ilorin Metropolis in Focus. *Journal of Sociology*, *3*(3), 85–94. https://doi.org/10.12691/jsa-3-3-1

6. Aziz, R., Wahyuni, E. N., Muhammad, N. H., Ridlo, A. A., & Salam, M. F. (2022). Student learning discipline: Problem and solution in online learning. *Abjadia : International Journal of Education*, *7*(2), 269–279. https://doi.org/10.18860/abj.v7i2.17782

7. Blandina, Y. A., & Leandry, L. (2021). Controlling Students' Indiscipline in Changing Environment: Secondary School Teachers' Perspectives in Morogoro Municipality-Tanzania. *International Journal of Education and Research*, *9*(10), 83–94. www.ijern.com

8. Cribb Fabersunne, C., Lee, S. Y., McBride, D., Zahir, A., Gallegos-Castillo, A., Lewinn, K. Z., & Morris, M. D. (2023). Exclusionary School Discipline and School Achievement for Middle and High School Students, by Race and Ethnicity. *JAMA Network Open*, *6*(10), E2338989. https://doi.org/10.1001/jamanetworkopen.2023.38989

9. da Silva, A. M. P. M., Negreiros, F., & Albano, R. M. (2017). Indiscipline at public school: Teachers' conceptions on causes and intervention. *International Journal of Research in Education and Science*, *3*(1), 1–10. https://doi.org/10.21890/ijres.267354

10. Education, B., Horizonte, B., Gerais, M., Questionnaire, T. D., According, D., & Behavior, U. (2010). *PERCEPTIONS ABOUT THE UNDISCIPLINED*.

11. Gyapong, M., & Subbey, M. (2021). European Journal of Education Studies DEALING WITH INDISCIPLINE AMONG JUNIOR HIGH SCHOOLS IN AGONA SWEDRU, AGONA WEST MUNICIPALITY, GHANA. *Journal of Education Studies*, *8*, 283. https://doi.org/10.46827/ejes.v8i5.3733

12. Haruna, U. (2016). Impact of students' indiscipline on the management of secondary schools in Kogi-East senatorial district, Kogi state, Nigeria. *International Journal of Education and Research*, *4*(6), 35–46.

13. Idu, A. P., & Ojedapo, D. O. (2011). Indiscipline in Secondary Schools: A Cry to All Stakeholders in Education. *Proceedings of the 2011 International Conference on Teaching, Learning and Change*, *1*(c), 729–735.

14. Jinot, B. L., & Ravi, S. (2020). *European Journal of Education Studies LEARNER INDISCIPLINE : THE CASE OF AN ACADEMY (FORMERLY NATIONAL STATE COLLEGE) IN MAURITIUS i*. 120–135. https://doi.org/10.5281/zenodo.3838257

15. Kagoiya, P., & Kagema, N. (2018). Examining Factors Contributing to Indiscipline in Primary Schools in Nyeri Central Sub-County, Kenya. *Pedagogical Research*, *3*(2), 1–8.

16. Li, J. Bin, Bi, S. S., Willems, Y. E., & Finkenauer, C. (2021). The Association Between School Discipline and Self-Control From Preschoolers to High School Students: A Three-Level Meta-Analysis. In *Review of Educational Research* (Vol. 91, Issue 1). https://doi.org/10.3102/0034654320979160

17. Mareš, J. (2018). Students' Indiscipline in the Classroom. *Pedagogická Orientace*, *28*(4), 556–598. https://doi.org/10.5817/pedor2018-4-556

18. Matimba, H. (2023). Strategies Employed by Schools to Mitigate Pupil Indiscipline in Selected Secondary Schools of Choma District, Zambia. *International Journal of Social Science and Education Research Studies*, *03*(04), 736–743. https://doi.org/10.55677/ijssers/v03i4y2023-26

19. Mokaya J. Omote, D. R. W. T. and M. E. M. (2015). Employed by School Authorities in Public High Schools in Kenya. *International Journal of Education Research*, *3*(12), 1–10.

20. Mwakibinga, L. E. (2018). School environment and students indiscipline in secondary schools in Nyamagana District, Tanzania. *Kampala Uganda*, 10–27.

21. Ngwokabuenui, P. Y. (2015). Students Indiscipline: Types, Causes and Possible Solutions: The Case of Secondary School in Cameroon. *Journal of Education and Practice*, *6*(22), 64–71. www.iiste.org

22. Ofori, K. N., Tordzro, G., Asamoah, E., & Achiaa, E. (2018). The effects of indiscipline on academic performance of junior high school students in the Fanteakwa district of Ghana. *Journal of Eduation and Practice*, *9*(21), 109–117

23. Olugbade, D. (2011). Indiscipline in Secondary Schools. *Journal of Educational and Social Research*, *1*(December), 81–88.

24. Peter, M. G. (2015). Students' Indiscipline and Principal Attitude in Ondo State Secondary Schools. *Journal of Education and Practice*, *6*(16), 80–85. https://www.iiste.org/Journals/index.php/JEP/article/view/23324

25. Robinson Osarumwense OWENVBIUGIE. (2019). *International Journal of Educational Research Vol . 6, No 2, 2019 International Journal of Educational Research Vol . 6, No 2, 2019*. *6*(2), 49–58.

26. Sackey, E., Amaniampong, K., & Abrokwa, J. E. (2016). Analysis of the State of Discipline in Kwanyarko Senior High School in the Central Region of Ghana. *Journal of Education and Practice*, *7*(6), 124–139. http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=eric&AN=EJ1092485&site=ehost-live&scope=site

27. Sadik, F., & Yalcin, O. (2018). Examination of the Views of High School Teachers and Students with Regard to Discipline Perception and Discipline

*Corresponding Author: Yusufu Kamara   This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Page 35

Problems. *Journal of Education and Training Studies*, *6*(2), 97. https://doi.org/10.11114/jets.v6i2.2715

28. Salgong, V. K., Ngumi, O., & Chege, K. (2016). The Role of Guidance and Counseling in Enhancing Student Discipline in Secondary Schools in Koibatek District. *Journal of Education and Practice*, *7*(13), 142–151. www.iiste.org

29. Salsa, A., Amalia, A., Utomo, A. C., & Surakarta, U. M. (2023). *CULTIVATION THE CHARACTERS OF DISCIPLINE AND HONESTY THROUGH*. *5*(2), 323–340. https://doi.org/10.37680/scaffolding.v5i2.3036

30. Schlebusch, G., Makola, S., & Ndlovu, M. (2022). *Learner Indiscipline Secondary Schools in Public*. *16*(June), 0–20.

31. Silva, L., & Matos, D. (2017). *Indiscipline in Pisa : between intra- and extra-school factors.* 382–414.

32. Simuforosa, M., & Rosemary, N. (2014). Learner indiscipline in schools. *Review of Arts and Humanities*, *3*(2), 79–88. http://rah-net.com/journals/rah/vol_3_No_2June_2014/6.pdf

33. Ughamadu, U., & Choice, O. (2014). Incidences of indiscipline amongst students in the Anambra State public secondary schools. *ANSU Journal of Integrated Knowledge*, *3*(1).

34. Opara, J.C. (2020) 'the Menace of Indiscipline Among Students and Its Effecton Junior Secondary School Students' Performance in Bwari Area Council of the Federal Capital Territory, Abuja', *Bsujem*, 2(1), pp. 214–223.

35. Oyem, B. and Arusuayine, J. (2016) 'Emerging Challenges of Indiscipline and Remedial Measures Among Principals, Teachers and Students of Public Secondary Schools in Delta and Ondo States, Nigeria'.

36. Ali, A.A. *et al.* (2014) 'Types, Causes, and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State', *Journal of Studies in Social Sciences*, 8(2), pp. 254–287. Available at: http://www.infinitypress.info/index.php/jsss/article/view/790.

37. Aziz, R. *et al.* (2022) 'Student learning discipline: Problem and solution in online learning', *Abjadia : International Journal of Education*, 7(2), pp. 269–279. Available at: https://doi.org/10.18860/abj.v7i2.17782.

38. Blandina, Y.A. and Leandry, L. (2021) 'Controlling Students' Indiscipline in Changing Environment: Secondary School Teachers' Perspectives in Morogoro Municipality-Tanzania', *International Journal of Education and Research*, 9(10), pp. 83–94. Available at: www.ijern.com.

39. Cribb Fabersunne, C. *et al.* (2023) 'Exclusionary School Discipline and School Achievement for Middle and High School Students, by Race and Ethnicity', *JAMA Network Open*, 6(10), p. E2338989. Available at: https://doi.org/10.1001/jamanetworkopen.2023.38989.

40. Gagnon, J.C., Gurel, S. and Barber, B.R. (2017) 'State-level analysis of school punitive discipline practices in Florida', *Behavioral Disorders*, 42(2), pp. 65–80. Available at: https://doi.org/10.1177/0198742916688652.

41. Gyapong, M. and Subbey, M. (2021) 'European Journal of Education Studies DEALING WITH INDISCIPLINE AMONG JUNIOR HIGH SCHOOLS IN AGONA SWEDRU, AGONA WEST MUNICIPALITY, GHANA', *Journal of Education Studies*, 8, p. 283. Available at: https://doi.org/10.46827/ejes.v8i5.3733.

42. Haruna, U. (2016) 'Impact of students' indiscipline on the management of secondary schools in Kogi-East senatorial district, Kogi state, Nigeria', *International Journal of Education and Research*, 4(6), pp. 35–46.

43. Lawal, A., Oloyin, A. and Sadiq, H.M. (2019) 'Devising productive measures for curbing indiscipline in Nigerian Secondary Schools', *African Journal of Educational Research and Development (AJERD)*, 12(2), pp. 183–190.

44. Li, J. Bin, *et al.* (2021) *The Association Between School Discipline and Self-Control From Preschoolers to High School Students: A Three-Level Meta-Analysis*, *Review of Educational Research*. Available at: https://doi.org/10.3102/0034654320979160.

45. Opara, J.C. (2020) 'the Menace of Indiscipline Among Students and Its Effecton Junior Secondary School Students' Performance in Bwari Area Council of the Federal Capital Territory, Abuja', *Bsujem*, 2(1), pp. 214–223.

46. Oyem, B. and Arusuayine, J. (2016) 'Emerging Challenges of Indiscipline and Remedial Measures Among Principals, Teachers and Students of Public Secondary Schools in Delta and Ondo States, Nigeria'.

47. da Silva, A.M.P.M., Negreiros, F. and Albano, R.M. (2017) 'Indiscipline at public school: Teachers' conceptions on causes and intervention', *International Journal of Research in Education and Science*, 3(1), pp. 1–10. Available at: https://doi.org/10.21890/ijres.267354.

48. Gagnon, J.C., Gurel, S. and Barber, B.R. (2017) 'State-level analysis of school punitive discipline practices in Florida', *Behavioral Disorders*, 42(2), pp. 65–80. Available at: https://doi.org/10.1177/0198742916688652.

49. Lawal, A., Oloyin, A. and Sadiq, H.M. (2019) 'Devising productive measures for curbing indiscipline in Nigerian Secondary Schools', *African Journal of Educational Research and Development (AJERD)*, 12(2), pp. 183–190.

50. Simuforosa, M. and Rosemary, N. (2014) 'Learner

indiscipline in schools', *Review of Arts and Humanities*, 3(2), pp. 79–88. Available at: http://rah-net.com/journals/rah/vol_3_No_2June_2014/6.pdf.

51. Thilagaratnam, J.S.J. and Yamat, H. (2021) 'Teachers' Perception of Students' Misbehavior and Assertive Discipline in English Classroom', *International Journal of English Language Studies*, 3(3), pp. 07–15. Available at: https://doi.org/10.32996/ijels.2021.3.3.2.

52. Wairagu, R. W. (2017). School Related Factors Influencing Students' Discipline in Public Secondary Schools in Thika West Sub-County, Kenya. *University of Nairobi*, 1–53.

*Corresponding Author: Yusufu Kamara   This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Page 37