

# Forms, Causes And Effects Of Indiscipline On Teaching And Learning In Secondary Schools In Maiduguri Metropolitan Council, Borno State

**Gambo Mustapha Aliyu M.ED**

Department of Early Childhood Care and Education,  
Kashim Ibrahim College of Education, Maiduguri,  
Borno State, Nigeria

**Muktar Alhaji Liman PHD**

Department of Education,  
University of Maiduguri, Borno State, Nigeria

*Abstract: The study examined the forms, causes and effects of indiscipline on teaching and learning of secondary school students in Maiduguri Metropolitan Council, Borno State. Descriptive survey research design was adopted for the study. Three objectives were stated and three research questions were answered in the study. The population of the study comprised all public secondary school teachers in Maiduguri Metropolitan Council. A Sample of 320 (180 males) and (140 females) teachers out of the population of 1893 teachers were selected as sample for the study through simple random sampling technique, based on the Krejcie and Morgan (1970) table of determining sample size for research activities. The instrument used for data collection was a 34-items questionnaire which was designed by the researcher and was validated by some experts in the field of Educational Psychology and Guidance and Counselling from the Department of Education, University of Maiduguri and Kashim Ibrahim College of Education, Maiduguri to ensure face and content validity. Reliability of the instrument was determined through test-retest and the reliability index of 0.87 was obtained through Pearson Product Moment correlation coefficient. The instrument was structured on a 4-point scale of strongly agreed, agreed, disagreed and strongly disagreed. The items on the instrument had four sections. Data obtained was analyzed using descriptive statistic, frequency and percentage scores, mean scores and standard deviation, and t-test at 0.05 level of significance. The findings of the study revealed that rudeness to teachers, fighting, disobedience, truancy, examination malpractice, drug abuse, leaving school before closing time, eating in the classroom, bullying etc are the forms of indiscipline exhibited by secondary school students. Location of school children, parental rejection, parental over protection, teaching strategies and teacher's attitude, overcrowded classrooms etc are the causes of indiscipline and poor performance, failure in examination, drop out, tendency to forget/poor memory, inability to understand what is taught in the classroom etc are the effects of indiscipline on the teaching and learning of secondary school students. The study also found significance difference between gender of participants on the causes of indiscipline and no significant gender difference on the effects of indiscipline on teaching and learning of secondary school students in Maiduguri Metropolitan Council, Borno State. Based on the findings, it is recommended among other things that rules and the consequences of indiscipline acts/behaviour should be clearly communicated to the students. Teachers should be good role models and should up hold their integrity when disciplining students. They should also be diligent in and responsible in carrying out their duties.*

## I. INTRODUCTION

Discipline is an important component of student behaviour without which schools cannot function properly to achieve the desired goals of educating the young ones.

According to Rosen (1997), discipline is the branch of knowledge, training that develops self control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and as a system of rules. Indiscipline can be seen as any action considered to be

wrong and not generally accepted as proper in a set up or society (Omote, Thinguri & Moenga, 2015). The society considered the schools as the right place for transformation of the future generations into productive, self reliant and useful and resourceful citizens of any nation. Agbenyega (2006) asserted that decent discipline is one of the key attributes of effective schools and most schools which experienced frequent deviant students behaviour have been blamed on lack of effective implementation of school rules and regulations for discipline to reign in school.

Indiscipline on the other hand is any act that diverges from the acceptable societal norms and values (Ngwokabuenui, 2015). According to Sarumi and Okoji (2010), indiscipline, to a novice is the opposite of discipline, but in a comprehensive form, indiscipline refers to improper behaviour exhibit by an individual or group of people within the school or community. Umezina and Elendu (2012) explained that indiscipline among learners in Nigeria was high and experienced at all levels including primary schools. Digispace (2016) observed that indiscipline in secondary schools is characterized by disobedience, drunkenness, rioting, corruption, fighting, harassing or bullying other students and teachers, laziness and quarrelling among others. He further explained that, disobedience is the main feature of indiscipline. Undisciplined students violate the school rules and regulations at will.

Simba, Ogak and Kabuka (2016) pointed out that, the various discipline problems that exists among primary school pupils in Kenya include truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignment, sexual harassment, use of abusive language, drug trafficking and possession of pornography. Rosen (1997) also identified the types of indiscipline acts as defiance to school authority, class destruction, truancy, fighting, the use of profanity, damaging school property, violation of school dress code, theft/stealing, leaving campus without permission and not reporting to school after school detention or Saturday school.

Ngwokabuenui (2015) found out that the school based causes of indiscipline are teachers' lateness and absenteeism in the class, overcrowded classrooms, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrations. He further explained that the society based causes of indiscipline are parental over protection of children, poor value system and injustice in the society indicated by the practice of favouritism, nepotism and corruption, unwholesome mass media and unsatisfactory home condition. Digispace (2016) expressed that failure of teachers and parents to inculcate good discipline among the learners and lack of cooperation between teachers and parents causes indiscipline in secondary schools because parents may fail to support teachers in disciplining the students. The problem of indiscipline can be solved by inculcating good discipline among children at early age, enforcing school rules and regulations more effectively and cultivating good students-teacher relationship. Academic performance is a major indicator of quality education. Quality education, in turn is considered the key to economic and industrial growth and ultimately development. The national goals of economic recovery and industrialization are

jeopardized by students unrests and indiscipline in the public secondary schools (Karanja & Bowen, 2012).

Smith (2005) reported low test scores and low grades as consequences of students' indiscipline. According to Matsimoto (2000), students that are truants in schools or classes often perform poorly academically. Likewise, thuggery, alcoholism etc. students that rely on cheating in tests/examination often have poor attitude to learning. Result of indiscipline is poor performance. According to Karanja and Bowen (2012), students disturbance was negatively affecting academic performance and that dysfunctional behaviour from parents can lower the performance of students. Discipline is considered vital for students' academic and social success. A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society. The society invests heavily in the education of its citizens. A positive correlation between discipline and academic performance was found showing that students that are well disciplined perform better academically (Eshiwani, 1993).

Nanyiri (2014) reported in his study that, in most secondary schools in Mbale Municipality, students misuse time through loitering on streets during time for classes engaging in dubious activities like sports betting, a gambling game and yet time is a factor for achieving success. Suffice it to say that others arrive very late for classes hence missing lessons, something which seems to affect their academic performance. Most of the students seem not to respect their designed timetables. There is a need therefore to establish the effect of this poor time management on students' academic performance. Indiscipline among students affects smooth learning leading to poor performance. This is because indiscipline makes students to lose focus on educational goals which are only achieved through such values as hard working, time management, respect for others, high plane spirituality and self determination (Gitome, Katola & Nyabwari, 2013). Where discipline and scholastic achievement are valued by the teachers and students has a direct influence on students performance. A study carried out by Stanley (2014), revealed that school rule and regulation play significant roles in enhancing students' academic performance. The adoption further revealed that when rule and regulation is emphasized, it in a long run prescribes the standard of behaviour expected of students and teachers. Discipline therefore is a vital component of academic success and is paramount for the transformation of individuals to useful and productive members of the society.

## II. STATEMENT OF THE PROBLEM

The future of any nation depends on the young ones and achievement of goals of secondary school education largely depends on academic performance and the role and performance of teachers. These goals can only be achieved if proper discipline is observed and maintained in the schools, but unfortunately, indiscipline among students is one of the leading problems most schools face and has been over the time an issue of concern to all stakeholders in the education sector. These acts of indiscipline persisted over the years and

have been carried out either individually or in group which results in negative behaviours such as fighting, bullying, truancy, stealing, and refusal to assignment, late coming, boycotting lesson, disobedience, lies, insult/assault and many others. There is no doubt that the problem of students' indiscipline affects all schools irrespective of gender and school type, though the prevalence might vary from school to school. Indiscipline affects effective teaching and learning, academic performance of students and the production of acceptable and useful members of the society. Researcher discovered in recent times that students' poor academic performance is attributed to school's administrator, teacher and student indiscipline. The acts of indiscipline can also be attributed to many factors which include the student factors, teacher factors, and parent factors. Consequently, students indiscipline interfere with effective delivery of teaching and learning as it becomes difficult for the teachers and the school authorities to discharge their duties, this in turn, affects academic performance of students. It is in light of the above that the researcher carried out a study to investigate the forms, causes and effects of indiscipline on the teaching and learning of secondary school students in Maiduguri Metropolitan Council, Borno State.

#### OBJECTIVES OF THE STUDY

- The study was guided by the following objectives:
- ✓ find out the forms of indiscipline in secondary schools in Maiduguri Metropolitan Council, Borno State
  - ✓ determine the causes of indiscipline among secondary schools students in Maiduguri Metropolitan Council, Borno State
  - ✓ find out the effects of indiscipline on the teaching and learning of secondary schools students in Maiduguri Metropolitan Council, Borno State

#### RESEARCH QUESTIONS

- The study answered the following Research Questions:
- ✓ What are the forms of indiscipline in secondary schools in Maiduguri Metropolitan Council, Borno State?
  - ✓ What are the causes of indiscipline among secondary school students in Maiduguri Metropolitan Council, Borno State?
  - ✓ What are the effects of indiscipline on the teaching and learning of secondary school students in Maiduguri Metropolitan Council, Borno State?

#### RESEARCH HYPOTHESES

The following hypotheses were formulated and tested in the study:

Ho<sub>1</sub>. there is no significant gender difference between teachers perception on the causes of indiscipline among secondary school students in Maiduguri Metropolitan Council, Borno State

Ho<sub>2</sub>. there is no significant gender difference between teachers perception on the effects of indiscipline on the teaching and learning of secondary school students in Maiduguri Metropolitan Council, Borno State

### III. METHODOLOGY

The study used descriptive survey research design to examine the forms, causes and effects of indiscipline on the teaching and learning of secondary school students in Maiduguri Metropolitan Council, Borno State. The population of the study comprised all public secondary school teachers in Maiduguri Metropolitan Council. A Sample of 320 (180 males) and (140 females) teachers out of the population of 1893 teachers were selected as sample for the study through simple random sampling technique, based on the Krejcie and Morgan (1970) table of determining sample size for research activities. A total of 80 teachers were selected in each of the 4 schools which were also randomly selected to participate in the study. The instrument used for data collection was a 34-items questionnaire which was designed by the researcher and was validated by some experts in the field of Educational Psychology and Guidance and Counselling from the Department of Education, University of Maiduguri and Kashim Ibrahim College of Education, Maiduguri to ensure face and content validity. Reliability of the instrument was determined through test-retest and the reliability index of 0.87 was obtained through Pearson Product Moment correlation coefficient. The instrument was structured on a 4-point scale of strongly agreed, agreed, disagreed and strongly disagreed. The items on the instrument had four sections. Section A was concerned with the personal information of the teachers. Section B covered the forms of indiscipline among Secondary School Students in Maiduguri Metropolitan Council, Section C was on the causes of indiscipline in the Secondary Schools in Maiduguri Metropolitan Council and Section D measured the effects of indiscipline on the academic performance of secondary school students in Maiduguri Metropolitan Council. The instrument was personally administered to the participants with the help of two research assistants after permission was obtained to conduct research from the appropriate school authorities of each school. The informed consent of the participants was also sought for and the purpose and nature of the research was explained to them before the administration of the instrument. Out of the 320 copies of questionnaire administered, 312 were retrieved. Data obtained was analyzed using descriptive statistic, frequency and percentage scores, mean scores and standard deviation t-test at 0.05 level of significance.

### IV. DATA ANALYSIS AND RESULTS

Data obtained from the study are analyzed and presented below.

Gender	Frequency	Percentage	Cumulative Percent
Male	175	56.1	56.1
Female	137	43.9	100
<b>Total</b>	<b>312</b>	<b>100</b>	

Table 1: Gender of Participants (Teachers)

Table one showed the gender of the teachers (participants). 175 representing (56.1%) of the participants are males while 137 representing (43.9 %) are females.

Teachers Qualification	Frequency	Percentage	Cumulative Percent
NCE	93	29.8	29.8
Diploma	8	2.6	32.4
HND	13	4.2	36.5
B.ED	95	30.4	67.0
B.A/ B.Sc.	82	26.3	93.3
Masters	21	6.7	100
<b>Total</b>	<b>312</b>	<b>100</b>	

Table 2: Qualification of Teachers

Table two showed the qualification of teachers in the secondary schools. The table revealed that majority of the teachers are B.ED and NCE holders with the frequency of 95 (30.4%) and 93 (29.8%). The teachers' qualification with least frequency is diploma with 8(2.6%). This implies that majority of the teachers in the secondary schools are have studied education.

Teaching Experience	Frequency	Percentage	Cumulative Percent
1-5 years	34	10.9	10.9
6-10 years	58	18.6	29.5
11-15 years	77	24.7	54.2
16-20 years	49	15.7	69.9
21-25 years	57	18.3	88.1
25 & Above	37	11.9	100
<b>Total</b>	<b>312</b>	<b>100</b>	

Table 3: Teaching Experience of Teachers

Table three revealed the teachers teaching experiences, with majority of the teachers having 11-15 years experiences, with 77 (24.7%), this is followed by 6-10 years with the frequency 58(18.6%) and 21-25 years, with 57 (18.3%). The least teaching experience is 1-5 years, with 34 (10.9%).

**RESEARCH QUESTION ONE:** What are the forms of indiscipline in secondary schools in Maiduguri Metropolitan Council, Borno State?

S/N.	Items	N	X	SD	Decision
1.	Rudeness to Teachers	312	3.41	.872	Agreed
2.	Fighting	312	3.49	.809	Agreed
3.	Disobedience	312	3.37	.891	Agreed
4.	Truancy	312	3.34	.769	Agreed
5.	Examination Malpractice	312	3.35	.891	Agreed
6.	Drug Abuse	312	3.47	.793	Agreed
7.	Stealing	312	3.35	.899	Agreed
8.	Leaving school before closing time	312	3.44	.876	Agreed
9.	Eating in the classroom	312	3.66	.570	Agreed
10.	Bullying	312	3.76	.498	Agreed
11.	Late Coming to School	312	3.81	.500	Agreed
12.	Refusal to Do Assignment	312	3.81	.485	Agreed
13.	Sexual Harassment	312	3.45	.858	Agreed
14.	Telling Lies	312	3.38	.955	Agreed
15.	Disruptive Behaviour	312	3.72	.628	Agreed
16.	Damaging School Properties	312	3.65	.740	Agreed

Table 4: Mean Scores and Standard Deviation of Teachers Perception on the forms of Indiscipline in Secondary Schools Students in MMC

Table four showed the teachers responses on the forms of indiscipline among secondary school students in Maiduguri Metropolitan Council. Results revealed that all the items on the table recorded mean scores from 3.34 to 3.81 which are above the cut off score of 2.50. This implies that secondary school students exhibit various forms of indiscipline such as rudeness to teachers, fighting, disobedience, truancy, examination malpractice, drug abuse, leaving school before closing time among others.

**RESEARCH QUESTION TWO:** What are the Causes of Indiscipline among Secondary Schools students in Maiduguri Metropolitan Council, Borno State?

S/N.	Items	N	X	SD	Decision
1.	Location of School Children	312	2.99	1.03	Agreed
2.	Parental Rejection of Children	312	3.18	.974	Agreed
3.	Parental Overprotection of Children	312	3.40	.824	Agreed
4.	Teaching Strategies and Teacher's Attitude	312	2.93	1.10	Agreed
5.	Overcrowded Classroom	312	3.45	.683	Agreed
6.	Teachers Disciplinary Style	312	3.21	1.11	Agreed
7.	Peer Group Influence	312	3.38	.769	Agreed
8.	Low Self Esteem due to Constant Negative Labels	312	2.98	.955	Agreed
9.	Failure to Implement Rules in the School	312	3.27	.861	Agreed

Table 5: Mean Scores and Standard Deviation of Teachers Perception on the Causes of Indiscipline among Secondary School students in MMC

Table five showed the causes of indiscipline among secondary school students in Maiduguri Metropolitan Council, Borno State. The results revealed that all items on the table recorded mean scores from 2.93 to 3.43 which are above the cut-off score of 2.50. This implies that participants agreed that location of school children, parental rejection and over protection of children, teaching strategies and attitude of teachers, teachers disciplinary style, peer group influence, low self esteem and negative labels and failure to implement rules in school are the causes indiscipline among secondary school students in Maiduguri metropolitan Council, Borno State.

S/N.	Items	N	X	SD	Decision
1.	Teachers are Unable to Maintain Good Classroom Management when Students are Unruly.	312	3.45	.755	Agreed
2.	Indiscipline Results in Poor Performance of Students	312	2.93	1.09	Agreed
3.	Indiscipline lead to Failure in Examination	312	3.58	.561	Agreed
4.	Indiscipline acts lead to Students Drop Out in School	312	3.39	.749	Agreed
5.	Indiscipline lead to Students Tendency to Forget/Poor Memory	312	3.35	.572	Agreed
6.	Indiscipline Results in Students Inability to Understand what is taught in the Classroom	312	3.67	.762	Agreed
7.	Indiscipline leads to Students inability to do School Work Independently	312	3.43	.497	Agreed
8.	Indiscipline leads to Students Repeating Class/ Affects Smooth Transition to Next Class	312	2.32	1.10	Disagreed
9.	A School with Indiscipline Problems has Difficulty Developing Good Characters in Children	312	2.70	1.06	Agreed

Table 6: Mean Scores and Standard Deviation of Teachers Perception on the Effects of Indiscipline on Teaching and Learning of Secondary School Students in Maiduguri metropolitan Council, Borno State

Table six showed the mean scores of teachers' responses on the effects of indiscipline on teaching and learning in the secondary schools. Results indicated that the mean scores of items 1,2,3,4,5,6,7 and 9 which ranged from 2.70 to 3.67 showed that indiscipline affects teaching and learning processes in the secondary schools. Item 8 which stated that Indiscipline leads to Students Repeating Class/ Affects Smooth Transition to Next Class rated 2.32 which is below the cut-off mean score of 2.50. This implies that indiscipline does not affect students transition to the next class.

Ho<sub>1</sub>. There is no significant gender difference between teachers perception on the Causes of indiscipline among secondary schools students in Maiduguri Metropolitan Council, Borno State

Gender	N	Mean	Std Dev.	df	t	P-Value	Decision
Male	175	27.9771	4.67686	310	-3.535	.000	Do Not Accept
Female	137	29.5474	2.56667				

Table 7: *t-test Scores of Gender Differences in teachers perception on the Causes of indiscipline among secondary school students in Maiduguri Metropolitan Council, Borno State*

Table 7 revealed that the P-value .000 is less than 0.05 level of significance with 310 degree of freedom, hence, the null hypothesis is not accepted, this implies that, there is significant Gender difference between Teachers perception on the causes of indiscipline among secondary schools students in Maiduguri Metropolitan Council, Borno State.

Ho<sub>2</sub>. There is no significant gender difference between teachers perception on the effects of indiscipline on the teaching and learning of secondary school students in Maiduguri Metropolitan Council, Borno State.

Gender	N	Mean	Std Dev.	df	t	P-Value	Decision
Male	175	29.0057	2.41522	310	1.164	.253	Accept Ho P>0.05
Female	137	28.6788	2.52031				

Table 8: *t-test Scores of Gender Differences in Teachers Perception on the Effects of Indiscipline on the Teaching and Learning of Secondary School Students in Maiduguri Metropolitan Council, Borno State*

Table 8 revealed that the P-value .253 is greater than 0.05 level of significance with 310 degree of freedom, hence, the null hypothesis is accepted, this implies that, there is no significant gender difference between Teachers perception on the effects of indiscipline among secondary schools students in Maiduguri Metropolitan Council, Borno State.

## V. DISCUSSION

The findings revealed that 175 representing (56.1%) of the participants (teachers) are males while 137 representing (43.9 %) are female. Majority of the teachers are B.ED and NCE holders with the frequency of 95 (30.4%) and 93 (29.8%). The teachers' qualification with least frequency is diploma with 8(2.6%). The study also indicated that majority of the teachers are having 11-15 years of experiences, with the highest frequency of 77 (24.7%), this is followed by 6-10 years with the frequency 58(18.6%) and 21-25 years, with 57 (18.3%). The least teaching experience is 1-5 years, with 34 (10.9).

The results of the study identified the various forms of indiscipline exhibited by secondary school students in Maiduguri Metropolitan Council. These include: rudeness to teachers, fighting, disobedience, truancy, examination malpractice, drug abuse, leaving school before closing time, eating in the classroom, bullying, late coming to school, refusal to do assignment, sexual harassment, telling lies, disruptive behaviour and damaging school property. The findings are in consonance with Rosen (1997), Digispace (2016) and Samba, Ogak and Kabuka (2016) who reported that, disobedience, drunkenness, rioting, fighting, bullying other students and truancy, theft, sneaking, cheating, lateness,

noise making, drug abuse, failure to complete assignment, sexual harassment, class destruction, damaging school property, leaving campus without permission are some of the forms of indiscipline acts exhibited by students in schools.

The results of the study discovered that location of school children, parental rejection, parental over protection, teaching strategies and teacher's attitude, overcrowded classrooms, teachers disciplinary styles, peer group influence, low self esteem due to constant negative labels and failure to implement rules in the schools are the causes of indiscipline. These findings are in agreement with Ngwokabuenui (2015) who found that the school causes of indiscipline are teacher's lateness and absenteeism in the class, overcrowded classrooms, uncondusive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrations among others.

The findings of the study showed that teachers inability to maintain good classroom management, poor performance, failure in examination, drop out, tendency to forget/poor memory, inability to understand what is taught in the classroom and work Independently and difficulty developing good characters are some of the effects of indiscipline on teaching and learning in the secondary schools. The findings supported Nanyiri (2014) who found that indiscipline among students affects smooth learning leading to poor performance. Gitome, Katola and Nyabwari, (2013) also asserted that school rule and regulation play significant roles in enhancing students' academic performance

The study indicated that there is significant gender difference between teachers perception on the causes of indiscipline among secondary schools students. The study further revealed that there is no significant gender difference between Teachers perception on the effects of indiscipline among secondary schools students in Maiduguri Metropolitan Council, Borno State.

## VI. CONCLUSION

From the findings of the study, it can be concluded that secondary school students in Maiduguri Metropolitan Council, Borno State exhibits different forms of indiscipline, the causes of which are attributed to various factors which include location of school children, parental rejection, parental over protection, teaching strategies and teacher's attitude, overcrowded classrooms, teachers disciplinary styles, peer group influence, low self esteem due to constant negative labels and failure to implement rules in the schools. On the effects of indiscipline on teaching and learning, it can be concluded that the acts of indiscipline engaged by the students disrupt teaching and learning and have direct impact on students' performance and achievement in the schools. Having identified the forms, causes and effects of indiscipline, it is very essential for the teachers, school, parents and those in authority to provide remedy to the existing menace that has eaten deep into the fabrics of education sector in Maiduguri Metropolitan Council, Borno State, since effective teaching and learning are the major indicators of achievements in schools. Management of indiscipline in schools need cooperation of all stakeholders of education for students to be

responsible citizens in every sense, it is therefore paramount to ensure disciplined behaviours in the students.

## VII. RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

- ✓ Rules and the consequences of indiscipline acts/behaviour should be clearly communicated to the students by their teachers and school authorities in their various classes, through assemblies and when they return on vocation so as to avoid misinterpretation by the students.
- ✓ Teachers should be good role models and should uphold their integrity when disciplining students. They should also be diligent in and responsible in carrying out their duties.
- ✓ The school management should ensure that classrooms are not overcrowded and conducive for learning. This will facilitate effective teaching and learning and minimize frustration on the part of the students.
- ✓ Teachers should not equate discipline with punishment, instead they should use other ways of inculcating discipline in the students such as the behaviour modification techniques.
- ✓ Parents should monitor the peer group their children are associating with so that they will be able to notice and remediate when their children are going astray and redirect them. Parents should also be part of any move against indiscipline.
- ✓ Teachers should use tact when dealing with peer group pressure and create good rapport in order to reduce tension in students.

Teachers should use effective classroom management strategies during teaching and learning and should engage students in team/group work. Teachers should also be exposed to more acceptable ways of handling school disciplinary problems for effective teaching and learning.

## REFERENCES

- [1] Agbenyega, J.S. (2006). Corporal punishment in the schools of Ghana: Does inclusive education suffers? *The Australian Education Research*. 33 (3), 107-122.
- [2] Digispace, U. J. (2016). *What are the causes of Indiscipline in Schools?* Retrieved on 13/12/2016 from <http://www.reference.com/education/causes-Indiscipline-secondary-schools-7c5209d7eb4dadd9e#>.
- [3] Eshiwani, G. S. (1993). *Education in Kenya since Independence*. Nairobi: Educational Research Publications.
- [4] Gitome, J.W., Katola, M.T & Nyabwari, B.G. (2013). Correlation between students discipline and performance in the Kenya certificate of secondary education. *International Journal of Education and Research*. 1 (8), 1-10.  
[http://www.ku.ac.ke/schools/humanities/images/stories/2016/33\\_3.pdf](http://www.ku.ac.ke/schools/humanities/images/stories/2016/33_3.pdf).
- [5] Karanja, R. & Bowen, M. (2012). *Students indiscipline and Academic Performance in Public secondary schools in Kenya*. Daystar University Center for Research and Publications Working Paper Series.
- [6] Matsimoto, D. (2000). *Culture and Psychology* (2<sup>nd</sup> ed.). USA: Wadsworth Thompson Learning.
- [7] Nanyiri, K. (2014). Influence of discipline management on students' academic performance in private secondary. Unpublished Dissertation Submitted to the Department of Education and Management, Faculty of Education. Islamic University Uganda.  
[http://www.academia.edu/14929710/influence\\_of\\_discipline\\_of\\_management\\_on\\_students\\_academic\\_performance\\_in\\_private\\_secondary](http://www.academia.edu/14929710/influence_of_discipline_of_management_on_students_academic_performance_in_private_secondary).
- [8] Ngwokabuenui, P.Y. (2015). Students indiscipline: Types, causes and possible solutions: the case of secondary schools in Cameroon. *Journal of Education and Practice*. 6 (22), 64-72. [www.iiste.org](http://www.iiste.org).
- [9] Omote, M.J., Thinguri, R.W. & Moenga, M.E. (2015). Acritical analysis of acts of students indiscipline and management strategies employed by school authorities in public high schools in Kenya. *International Journal of Education and Research*. 3 (12), 1-10.
- [10] Rosen, L. (1997). *School discipline: Best practices for administrators*. California: Corwin Press Thousand Oak.
- [11] Sarumi, A & Okoji, O.O. (2010). Indiscipline among the female secondary school students in selected rural communities of Rivers State in Nigeria: Causes and Effects on Academic Performance. *Journal of Education and Practice*. 1 (1), 8-13. [www.iiste.org](http://www.iiste.org).
- [12] Simba, N.O., Ogak, J.O. & Kabuka, E.K. (2016). Impact of discipline on Academic Performance of Pupils in Public Primary Schools in Muhorori Sub-County, Kenya. *Journal of Education and Practice*. 7 (6), 164-173. [www.iiste.org](http://www.iiste.org).
- [13] Smith, J. (2005). *The relationship between school division and climate and students achievement of school division in commonwealth of Virginia*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University: Blacksburg, Virginia.
- [14] Stanley, E.O. (2014). Discipline and Academic Performance (A Study of Selected secondary Schools in Lagos, Nigeria). *International Journal of Academic Research in Progressive Education and Development*. 3(1), 181-194.
- [15] Umezina, R.N. & Elendu, I.C. (2012). Perception of teachers towards the use of punishment in Santa Maria primary school Onitsha, Anambra State. *Journal of Education and Practice*. 3 (2), 49-57. [www.iiste.org](http://www.iiste.org).