

# DISCIPLINARY MEASURES: GLOBAL PERSPECTIVES

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## ABSTRACT

*The quality of a teacher is determined by his/her classroom management skill and capability of teaching. Indiscipline among students has been a global issue not only for teachers but also for parents as well. Indiscipline behaviour among students is not confined to classroom. There are many more students who engage themselves in various indiscipline act in different places that draw the attention of administrators, educationists, social reformers, policy makers and even common people to think about this and to make plan of actions regarding this to maintain discipline and modify the behaviour of students in a socially desirable manner. Students exhibit indiscipline act in the classroom that adversely affect classroom teaching and behaviour of learners. Here, the teacher plays a key role in managing indiscipline students along with effective teaching. As teachers are employing different disciplinary strategies to enhance the skill of effective classroom management. But it is a matter of fact that the strategies which are being used by teachers to discipline students are changing due to different perspectives among students. So, the present paper intended to examine indiscipline among students in India and abroad, its causes and consequences. This paper also explored several disciplinary measures practices in different countries across globe (Australia, England, America, India, China, Nigeria) which are useful and appropriate to sustain discipline and effective classroom management.*

**Keywords:** *Indiscipline, disciplinary measures, classroom management.*

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## Introduction

Indiscipline among students has become a universal issue. People across globe are not free from this problem. Parents as well as teachers are very much worried about this. If we talk about indiscipline its really very difficult for us to define indiscipline in a definite way. Indiscipline has been described from several perspectives. Indiscipline does not have a clear meaning that is appropriate for any given circumstance. Thus, the definition of indiscipline varies from person to person. Indiscipline is defined as any behaviour that deviates from society's established rules and values. It is a violation of school policies and procedures that has the potential to disrupt the efficient and organized operation of the educational system (Ngwokabuenui,2015). Indiscipline, as characterized by Agbowuro and Daniel (2016), entails a disregard for institutional regulations concerning aspects such as adherence to school uniform policies, punctuality, completion of homework, attendance, consumption of alcoholic beverages, smoking, and exhibiting verbal or physical aggression towards peers. As per the Cambridge Advanced Learner's Dictionary (1995), Indiscipline arises when an individual fails to regulate their conduct or adhere to established regulations. It signifies a deficiency in discipline, restraint, and proper guidance. Typically, it pertains to inappropriate conduct, defiance, or disorderliness.

## Causes of indiscipline

Indiscipline among students has several causes. Causes which are responsible for indiscipline not confined to classroom atmosphere only. There are other causes as the result of which students exhibit indiscipline behaviours. Students' behaviour may be influenced by social cause, emotional cause or administrative cause, psychological cause or anything else. Identifying those causes is the crying need of the hour. The major issue before us is to find out the reason behind the unacceptable or antisocial behaviours among students which can be termed as disruptive behaviours. Silva, Nageires, & Albano (2015) listed several causes such as family challenges (lack of direction from the family, marital violence, and poor attitudes and behaviours taught at home) and individual problems (lack of attention, concentration, personality characteristics) as contributing factors to student indiscipline. Ojedapo (2011) claimed that a student's lack of discipline was a result of their upbringing

and parental influence. Students became undisciplined as a result of the teacher's stern attitude and disregard for their difficulties. students' peer influences, which lead them to engage in numerous delinquent activities, contribute to their lack of discipline. Temitayo, Nayaya, and Luckman (2013) explored a number of additional factors that contributed to disciplinary issues, including high dropout rates, the school's political climate, parents' lack of active involvement in school activities, and subpar academic performance. Ngwokabuenui (2015) stated that there are numerous causes of student indiscipline, including poor teaching performance by instructors, a lack of leadership qualities among school administrators, an unhealthy teaching environment, corruption, mass media, and parental overprotection. Silva et al. (2017) highlighted factors that contributed to indiscipline such as lack of parental guidance, marital violence at home, poor attitudes and actions picked up at home, a lack of clear and stable rules, laziness, lack of focus, personality traits, and many others. Dzimiri & Chikunda (2018) viewed many causes of student indiscipline, such as unfavorable home and school environments. In addition to all of these things, indiscipline among students was also a result of technology. Children now watch harmful content on a variety of electronic devices, including television, the internet, and mobile phones, as a kind of amusement. Moigua (2019) reported that the Ministry of Education's prohibitions on teachers' use of corporal punishment are the primary cause of indiscipline. When parents were at home, they paid little attention to their children's behaviour. The media was another major source of indiscipline among secondary school students. Children were exposed to violent acts through the media, and they used and applied such behaviour among themselves and with their classmates. According to Ezeanolue and Nnorom(2020), causes which are responsible for indiscipline among learners are poor parental upbringing, pressure of peer groups, attitude of parents ,insufficient qualified teachers and lack of motivation of classroom teachers. According to Aliyu and Liman (2017), the reasons of indiscipline include parental overprotection, ineffective teaching methods and teacher attitudes, teachers' disciplinary methods, peer pressure, and the failure of schools to enforce regulations. According to Reid (2000) and Maynard (2006), parental poverty is the primary cause of indiscipline among students. Musa (2014) discovered that a lack of parental care and control is the root cause of indiscipline among students.

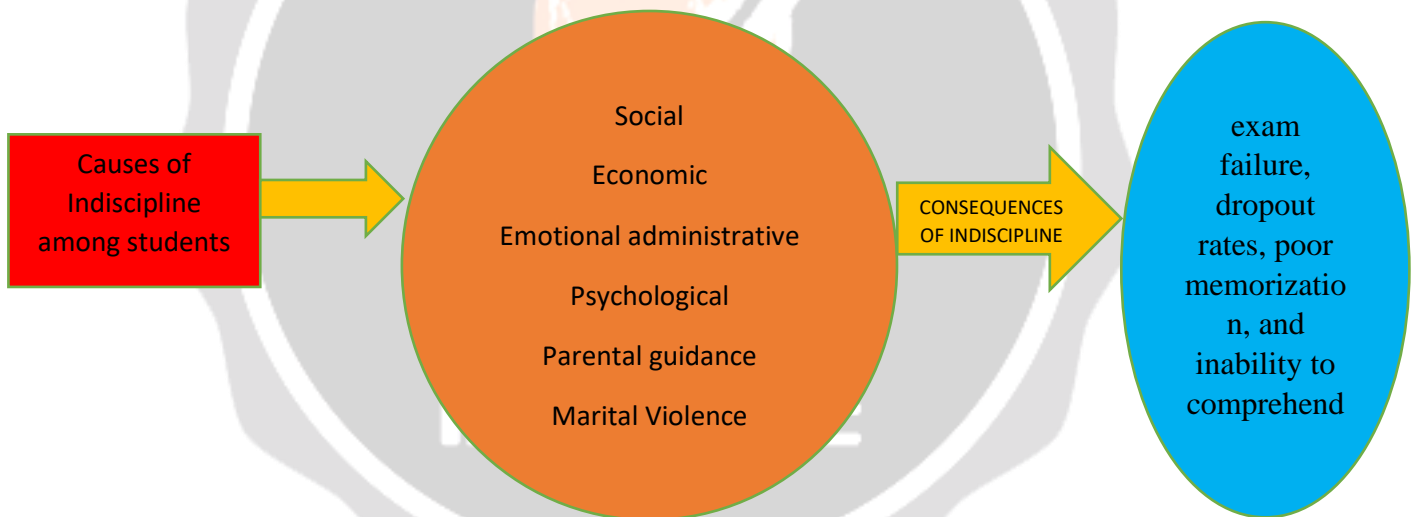


Fig: Causes of Indiscipline and Consequences

**Impact of classroom indiscipline on students**

No doubt there are many reasons of indiscipline among learners. Indiscipline also affects different aspects of learners too. Indiscipline affects the performances of the learners. According to Elughe (2014), truancy as a kind of indiscipline causes students to fail tests, resulting in low academic achievement. Indiscipline also encourages students to commit crimes and ignore teachers and school authorities. According to Lawrence (1991), learners' academic achievement leads to indiscipline. Furthermore, students who fail a test feel frustrated, angry, and rejected. Failure in academics causes students to have a gloomy outlook on life. Ovell (2011) discovered that students who engage in indiscipline acts lead to poor academic performance of learners. As per Kagoiya and Kagema (2018), indiscipline behaviour such as lateness and absenteeism lead to poor academic achievement. According to Aliyu and Liman (2017), indiscipline has negative consequences on the teaching and learning process, including exam failure, dropout rates, poor memorization, and inability to comprehend what is being taught in class. Etsey (2005) found that lack of discipline makes it difficult for students to pay attention during class. Students aren't engaging in the teaching and learning process in a meaningful way. Reid (2006) found that disciplinary violations including being absent from class and arriving late have an impact on students' learning. Bashar., Gatawa., Jagaba., Musa., Abdulaziz and Hassan (2021) reported the impact of indiscipline on

students. They reported that lack of discipline distracts students' attention from learning, promotes dullness, diverts teachers' attention from teaching, encourages exam errors and poor academic performance. Ofori., Tordzro., Asamoah & Achiaa (2018) found how indiscipline affects high school students. They found that indiscipline impairs student concentration, increases dropout rates, and contributes to students' poor academic performance.

### **Importance of discipline**

Khatun and Siddiqui (2018) reported that discipline promotes planning, moulds learners, and boosts motivation among students. Rosen (1997) stated discipline helps to improve self-control. According to Agbenyega (2006), one of the main qualities of efficient schools is good discipline. Discipline should be mandatory and implemented in all educational institutions. The culture of discipline should be instilled in the mind of the students that allows them to face challenges and value the place of discipline in different phases of life in comprehensive manner. It enhances life skills to understand the dignity of self and others. As Zubaidia (2009) defined discipline is as an act of respect for laws and regulations, as well as the upholding of a predetermined standard of behaviour and the capacity to indicate self-control, restraint, and respect for oneself and others. Redempta (2010) highlighted discipline is a system of arranging conditions for healthy learning and living. Therefore, discipline is vital for students. Discipline brings quality and security for teachers in managing classroom in an appropriate way.

### **Disciplinary Measures**

In every educational institution indiscipline among students strongly affect teaching learning process, students' behaviour, students' academic performance. It also works as an obstacle for the teachers in managing classroom situations. Indiscipline among students can be reduced to a greater extent with the help of appropriate measures. There are various disciplinary strategies that the teachers should employ in managing classroom and to reduce indiscipline among students. For smooth management of classroom, we have to implement various classroom strategies which are appropriate and important to reduce indiscipline and to enhance classroom management skill of teachers. Eshetu (2014) proposed different measures to control children's indiscipline. Teachers should involve students in various curricular activities organized by the school to decrease behavioural issues. It was also discovered that without parental engagement, disciplinary problems will not be minimized. As a result, parents should foster a positive environment for pupils in order to facilitate effective teaching and learning. Furthermore, parents should play an active role in observing their children's daily activities, especially when they are with their friends. Parents should also visit schools where their children have been admitted to learn about their children's performance and progress, as well as maintain regular connection with the school administration. Tiwari, and Panwar (2014) mentioned for secondary school teachers, efficient classroom teaching and learning depend on the activities in the classroom running smoothly and under suitable norms and regulations. Ojedapo (2011) carried out a survey to explain the many circumstances that led to indiscipline among secondary school students and the proper methods to be taken to maintain discipline in the educational context. Healthy and safe environments, both at school and at home, should be prioritized for this goal. It is necessary to build an intimate bond between parents and authority. Teachers should encourage children to demonstrate positive behaviours while also punishing students for negative behaviours. Alavijeh, Ghasempoor, Amiri & Zarrin (2012) found out that teachers employed a variety of techniques to maintain discipline, including preventive, corrective, urgent, and permissive methods. Based on disciplinary actions, it was advised that the educational environment and teaching learning process be improved to fulfil the needs of the pupils. Gyan, McCarthy & Korang. (2015) mentioned that the appropriate disciplinary strategies from the perspectives of teachers and students were awarding good students, cordial relationships between teacher and student, strict rules and regulations, development of decision-making skills, expulsion of bad students, and corporal punishment. (Nakpodia,2010) investigated teachers' perspectives on various disciplinary procedures for dealing with students' misbehaviour. Teachers advised that a corporal punishment book will be kept by the H.M. or a teacher authorized by H.M. be used for physical punishment. Details about corporal punishment, such as the kind of the punishment, the reason for the punishment, the teacher and pupil's names will be documented in that book. Male teachers are also not permitted to employ corporal punishment on female students, according to the statement. Other disciplinary actions, such as suspension and expulsion of pupils, will undoubtedly work and result in desired behavioral improvements in the children. The headmaster is responsible for informing the parents of the students who have been suspended or expelled. Teachers also remarked various abilities like reward power, charismatic power, expert power and legitimate power to be applied were also mentioned by teachers in order to bring discipline among students. (Thank God ,2015) mentioned teachers, on the other hand, advocate a strong punishment style because it is an excellent instrument for maintaining discipline. Temitayo, Nayaya, and Luckman (2013) explored a number of disciplinary measures to combat student indiscipline. Some important disciplinary tactics to ensure discipline among secondary school students include teamwork among the teaching staff, active parental involvement in their children's education, rewards, and mentoring.



## Disciplinary Policy in India

In every educational institution indiscipline among students strongly affect teaching learning process, students' behaviour, students' academic performance. It also works as an obstacle for the teachers in managing classroom situations. In reality, it blocks the flow of teaching and such conditions compel school administrators, stakeholders to follow disciplinary strategies to overcome indiscipline acts of students. In India teachers prefer appropriate disciplinary measures to sustain discipline. (Ramani, 2018) outlined various disciplinary regulations practiced in the ancient/Vedic education system of India. It was observed that during the Vedic era, students were required to serve their 'Guru' and assist with essential tasks within the 'Gurukulas'. They were tasked with seeking alms and sleeping on the ground, while also demonstrating reverence towards their teachers. The primary obligation of students was to dedicate themselves to study and acquire knowledge, attentively following their teachers' instructions. Maintaining an exemplary and well-ordered lifestyle was emphasized, with Vedic teachers asserting that instilling good habits in students' formative years would lead to a peaceful and fulfilling future. Kumar, Kumaravel, and Felicia (2015) suggested crucial disciplinary measures that educational institutions should implement from the outset of the academic year. Teachers were advised to treat all students impartially, acknowledge and commend each student's positive attributes, and cater to individual student needs accordingly. Shamnadh and Anzari (2019) proposed disciplinary strategies such as fostering stronger student bonds, fostering an interactive learning environment, and employing suitable incentives to promote good behavior, supplemented by judicious use of punishment when necessary to address negative behaviors. Tiwari and Panwar (2014) highlighted that teachers could employ various strategies to address student indiscipline issues. This includes establishing clear rules, meticulous planning before implementing any action, providing proper counseling to students, and reinforcing courteous behavior among them.

## Disciplinary practices in American schools

Inappropriate behaviour among pupils in schools is not a new problem in the United States. American administrators are taking a number of disciplinary procedures. According to Fuentes (2003), around 100,000 more students are expelled from American universities and more than three million students are suspended annually. One type of policy is known as zero-tolerance policies, in which all offences are harshly punished. According to (Skiba and Peterson, 1999), a zero-tolerance policy is utilized across the United States for those who exhibit indiscipline behaviour such as frequently use of tobacco, smoking, school disturbance, and aggressive behaviours. The National Center for Education Statistics (NCES, 1998) studied 1,234 public schools from across the United States and the District of Columbia, including elementary, middle, and high schools, and found that administrators had adopted a zero-tolerance policy for offences like using weapons or firearms, using alcohol or drugs, or engaging in fighting(physically). In-school suspension, which places children in a segregated setting in a side classroom, is another disciplinary mechanism employed in American schools. The practice of in-school suspension is widespread in American schools (Amuso,2007; Morris&Howard,2003). Students miss educational opportunities when they are suspended from class because they are kept in an isolated setting, which is a big cause for concern. Another measure that American schools utilize to discipline students is an out-of-school suspension. Students are suspended from school here for a variety of offences in accordance with this policy. According to (Amuso, 2007), many American schools employed out-of-school suspension as a response to zero-tolerance policies in order to preserve a secure learning environment. In addition, he noted that out-of-school suspension is a simple tool for pupils.

## Disciplinary Practices in London

As reported by the London School of Economics (LSE), if a student engages in criminal/misconduct/violent/antisocial behaviour such as slapping, biting, hair pulling, unauthorized kissing, abusive remarks, sexual harassment, threatening others, repeatedly communicating with others (by phone, email, text messages or on social networking sites) against the wishes of others, causing significant damage to school property or the property of other students and extinguish fire alarms in a building , school authorities impose penalties . In London disciplinary procedure of schools also include a variety of actions such as suspensions, formal written warnings, verbal warnings to students, and fines for their mis-conduct.

## Disciplinary Practice in France

According to the French Disciplinary Policy, teachers are responsible for dealing with disruptive student behaviours such as being late, being disrespectful and completing assignments poorly. If this behaviour continues, the teacher will report it to the head for follow-up. In accordance with our disciplinary policy, teachers keep parents informed of each child's progress in the class. If a child threatens or hurts another child, this will be recorded by the teacher and the child will be punished accordingly. If a child damages school property, including library books, then he/she will be charged a replacement fee. Children are strictly prohibited from bringing in

dangerous items such as knives, lighters, or match box. Students may be penalized or suspended from school while an investigation is done regarding their behaviour.

### **Teachers' classroom discipline in Australia**

Australian schools are safe schools, there is always a lack of discipline among students. In Australian schools, students are exhibiting misconduct. The most common misconducts are disrespecting others and staff, wearing inappropriate clothing, damaging school property, and misbehave towards teachers. Bullying is a problem in Australian schools that greatly affects elite independent schools (Dulhunty, 2002). As (Rigby, 2001) mentioned, many students who are bullied at school become bullies in the workplace. These students' undisciplined behaviours greatly increase the teacher's stress level. Furthermore, teachers want to give up their profession to overcome this problem. It is very difficult for teachers to manage them or put in place a disciplinary policy to reduce undisciplined behaviors. (Stewart,2004) reported that corporal punishment as a means of controlling student behaviour is strictly prohibited in Australian public schools. But it is still allowed in private school. As corporal punishment has become illegal in Australian schools, another method of disciplining students is used, namely expulsion. Under this law, misbehaving students will be suspended and expelled from school. Detention is also an important disciplinary strategy used in Australian schools to manage disruptive behaviour of students. Detention is practiced before school, during morning tea or lunch break, or after school. In addition, teachers in Australian schools use other disciplinary measures to maintain discipline in the classroom, such as: encouraging good deeds in students, developing a sense of morality, and promoting an environment to students conducive for learning.

### **Classroom discipline in China**

Like other nations throughout the world, China is also facing the problem of indiscipline among students. Students in China also exhibit disruptive behaviours. Peng Li (2008) provided a list of common classroom misconduct that occurs in Chinese schools, including conversing carelessly, arriving late, creating noise, sleeping, playing with cell phones, and failing to complete the work. There are numerous causes of students' disruptive behaviours such as- environment in the classroom, teachers' skills in teaching, students' attitudes, and classroom management strategies. There are so many disciplinary measures that should be employed to keep the classroom orderly, such as (a) Schools should give teachers the proper classroom management training. (b) In order to inspire students to become teachers, teachers should develop their instructional techniques. (c) Instead of acting inappropriately in class, students should improve their attitudes toward learning.

### **Disciplinary Policy in Malaysia**

Indiscipline is a prevalent issue among students in Malaysian schools. To uphold order, educators employ various management approaches. As suggested by (Levin and Nolan, 2010), children in general, and those displaying disruptive behaviors in particular, are highly responsive to environmental shifts. Hence, establishing clear classroom rules is essential to foster consistent behavior. According to (Jones and Jones, 2004), well-defined rules enable students to make appropriate choices in their conduct. (Vijayan, Chakravarthi, and Philips, 2016) documented that in Malaysia, when a student exhibits disruptive behaviors, teachers arrange a meeting with the student's parents to address the underlying causes and seek solutions collaboratively. Teachers institute rules such as silence, stillness, and respect for others' space. Consistent monitoring of students' adherence to these rules significantly diminishes disruptive behaviors over time.

### **Disciplinary Policy in Nigeria**

The problem of disorder in schools ranks as a major problem among secondary school students in Nigeria. Disruptive behavior by students is therefore unacceptable. Educators in Nigeria rely on good disciplinary policies to create a supportive learning environment. Addressing disciplinary issues in schools requires urgent attention (Temitayo, Nayaya, and Luckman, 2013). Generally, problems of disorder in Nigerian schools are truancy, absenteeism, fights, theft and drug addiction. The most common indiscipline problems found in Nigerian schools are truancy, absenteeism, fighting, stealing, drug addiction. Based on disciplinary matters, the following measures are taken to ensure effective management. (Temitayo, Nayaya, and Luckman, 2013) found out that teachers' teamwork improves school discipline. Moral punishment should be imposed to maintain discipline. School privileges should be taken away from students.

### **Educational Implications for classroom discipline**

When students engage in threatening and disruptive behaviours, schools must hold students accountable for their actions and prevent future incidents. At the same time educators must create supportive

environments that foster learning for all students. Targeting student supports also helps students address the underlying causes of misbehaviours such as trauma, substance abuse, and mental health issues. School must understand their civil rights obligations and strive to ensure fairness and equity for all students by continuously evaluating the impact of their discipline policies and practices on all students.

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