The Role of Students' Discipline on Students' Achievement at Secondary School Level

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Abstract

Researchers appreciate that discipline is an important component of human behavior and assert that without it an organization cannot function well towards the achievement of its goals. In the context of a school system, a disciplined student is that student whose behaviors, actions and inactions conform to the predetermined rules and regulations of the school. The study evaluated the status of the discipline in the schools particularly the issues such as disrespectful behavior, refusal to follow instructions, dishonesty, truancy, bullying, vandalism, fighting, substance abuse, inappropriate dressing, unauthorized use of electronic devices, and bringing weapons to school. The design of the study was quantitative and two research tools were developed by the researcher, one for the students and second for the teachers. After collection of data from 245 teachers and 385 students the same was analyzed through descriptive and inferential analysis. The descriptive statistics consisted of frequencies, bar charts and means of the items, whereas the inferential statistics was employed through use of independent sample T test through SPSS software. Male students more likely to refuse to follow instructions or homework completion Male students are more likely to skip classes in comparison to female students. Male students are more likely to engage in substance abuse than female students. Male students are more likely to dress inappropriately for school. Male students are more likely to perceive bringing dangerous weapons to school as an issue. It was suggested that Conflict Resolution and Support: Provide training for teachers in conflict resolution techniques to help students manage disputes peacefully, reducing incidents of physical violence and bullying. Parental and Community Involvement: Engage parents and guardians in monitoring and supporting students' behavior and attendance, particularly in addressing issues related to substance abuse and weapon possession.

Keywords: Students` Discipline, Achievement, Secondary Schools

INTRODUCTION

Students should be socialized, well-guided, and educated in a clean, healthy, appealing, safe, and emotionally supportive school environment that supports learning. Additionally, schools are just as valuable as houses; they are not just actual locations where knowledge is taught

or skills are practiced.
Scholars acknowledge the significance of discipline in human Behaviour and contend that an organization cannot effectively accomplish its objectives without it. In the context of a school system, a student is considered to be disciplined if their actions, behaviors, and inactions are in accordance with the rules and regulations that have been established by the school. (Ali, Dada, Isiaka, & Salmon, 2014).

Discipline

The primary objective of every educational system is to provide high-quality education and training to its students. The effectiveness of the system is largely mirrored in the performance that institution and its students and this success hinge on the presence of proper discipline within the institution. Maintaining student discipline has been an age-old challenge for teachers and administrators since the inception of public education. In 1770, William Blackstone introduced the concept of "Loco parentis," which granted teachers the authority to act as replacement of parents to ensure discipline in schools (Conte, 2000).

According to the Oxford dictionary (1970) discipline is a behavioral pattern stemming from specific training. This behavior is a means for individuals to showcase their personal characteristics. For example, a child's actions in a school setting reflect a particular behavior that contributes to achieving their educational goals.

Educators and school administrators strongly highlight the importance of discipline within schools and educational institutions. They believe that discipline is a fundamental element for ensuring the quality of education and for taming successful and well-behaved students. In light of this, discipline plays a central role in establishing order, obedience to school rules and regulations, and promoting proper student behavior. This perspective has led many teachers and education professionals to consider a possible connection between corporal punishment and student behavior (Brown, 2009).

STATEMENT OF PROBLEM

School administrators play a serious role in keeping a conducive learning environment, and they do it by ensuring that discipline is maintained in schools to promote academic performance. However, recent research findings have revealed that poor academic performance among students can often be traced back to issues of indiscipline exhibited by school administrators, teachers, and students themselves.

Indiscipline within schools can manifest in various ways, including students displaying violent behavior, teachers employing ineffective disciplinary methods, teachers not performing their duties effectively and efficiently, poor time management, and the presence of an ineffective code of conduct, among other issues. These acts of indiscipline disrupt the learning process and have a direct negative impact on students' academic achievement. In essence, addressing issues of indiscipline within the school community is crucial for maintaining an environment conducive to learning and ultimately improving students' academic outcomes.

School administrators continue with maintaining conducive learning environment by ensuring the operation of discipline in school for academic performance. However, the researcher discovered in recent times that students' poor academic performance is attributed

to school's administrator, teacher and student indiscipline.
Therefore, findings on impact of discipline on students' academic performance are inconsistent and somehow inconclusive.

Objectives of the Study
The study is aimed to achieve following objectives

- **To identify the most prevalent disciplinary issues in government secondary schools of District Shaheed Benazir Abad.**

- **To evaluate the effectiveness of existing disciplinary strategies in addressing these issues.**
- **To examine the impact of disciplinary strategies on student academic achievement.**
- **To** compare **the perceptions of male and female students regarding the effectiveness of disciplinary strategies.**

Hypotheses of study
Group 1: Behavioral Management and Interpersonal Conduct
Hypothesis 1: There is no significant difference between male and female students in their engagement in disrespectful behavior towards teachers and classmates.
Hypothesis 2: There is no significant difference between male and female students in their engagement in bullying or harassment of other students.
Hypothesis 3: There is no significant difference between male and female students in their engagement in fighting or physical violence.

Performance of learners
The Oxford dictionary (1969) defines performance as the act of carrying out a task or action. In this context, performance is synonymous with achievement, representing the foundation of accomplishment. Put simply, achievement is impossible without performance.
Flander (1958:5) asserts that achievement and performance are inseparable concepts. Achievement is the outcome of performance. To excel academically in school, for instance, a student must exhibit a high level of performance.
In this context, performance encompasses all activities within a school setting, extending beyond academic performance to include sports and extracurricular activities such as music, cultural events, soccer, netball, volleyball, karate, and various other activities that occur in a school environment.

Significance of the study
This study is of paramount importance to stakeholders involved in the education of children, particularly teachers, administrators, policymakers, and parents. It offers crucial insights and practical solutions for managing student discipline in schools.

The Role of Students' Discipline on Students' Achievement at
Secondary School Level

Enhanced Understanding for Teachers and Administrators:
The findings of this research will equip teachers and school administrators with a deeper understanding of the underlying causes of disciplinary issues among students. This knowledge is essential for developing effective strategies to address and mitigate these problems.

Development and Implementation:
The study provides evidence-based insights that can inform policy decisions regarding student discipline. This is particularly relevant in the context of evolving educational policies that move away from corporal punishment towards more constructive and humane disciplinary measures.

LITERATURE REVIEW
In school management, discipline has historically been associated with painful and frightening forms of punishment. Some people associate discipline with unpleasant things like caning, kneeling, doing hard labor, collecting firewood and water for parents and teachers, blindly following directions, and other sorts of punishment. Bull (1969) defines this as physical discipline, which he claims results in the child being condemned in a threatening manner. Okumbe (1998) asserts that management's actions to uphold organizational standards constitute discipline.
Preparing people to be effective and whole members of their community is another aspect of discipline. Self-control, respect, compliance, and excellent manners are characteristics of a disciplined community member who is aware of their rights and responsibilities (Ngonyani et al., 1973). According to Okumbe (1998) and Galabawa (2001), discipline is putting someone through a code of conduct. It is generally acknowledged that a well-organized environment is essential for efficient instruction and learning. According to Gossen (1996) and Locke, quoted in Castle (1958), discipline is considered reasonable by both the recipients and society at large as long as the rules are understood by everyone and applied consistently. Reasonably, effective punishment encourages people to put others' needs ahead of their own. These opinions are supported by recent research, which emphasizes the significance of constructive and appropriate disciplinary actions. For example, it has been discovered that restorative justice techniques provide a more encouraging and favorable learning environment (Smith et al., 2022; Jones, 2023). These methods support the idea that discipline should support students' overall development in addition to upholding order.
Only two forms of discipline—positive and negative discipline, as defined by Umba (1976), Bull (1969), and Okumbe (1998)—were examined in this study. Self-discipline is another name for the first kind, constructive discipline. Without the element of fear, self-discipline emerges from the individual's goals and ambitions (Umba, 1976). Positive discipline, which emphasizes adherence to a set of values and objectives through pleasure, is linked to preventive discipline by Okumbe (1998). This type of punishment promotes self-control, personal accountability for time management, observance of school property and regulations, and the development of positive relationships between students and teachers.

The Role of Students' Discipline on Students' Achievement at Secondary School Level

Research Design
This research study used descriptive type of the study with quantitative approach to get the better results of the data analysis of the study. Cresswell (1994) went on to explain the descriptive type of research by saying that the descriptive method of research is to collect data regarding the current state of affairs. Instead than evaluating or interpreting, the focus is on describing. Verifying hypotheses that refer to the current state of affairs in order to shed light on it is the goal of descriptive research. Although researchers can explain the link between two observed variables using correlational methods (Jackson, 2014).
Further the study employed a quantitative research design to find the objectives of the study. The quantitative study design is justified in this research due to its ability to systematically measure and analyze variables related to student discipline across a large sample size.
Quantitative methods allow for the collection of objective data that can be statistically analyzed to identify patterns and relationships, providing a clear, data-driven understanding of issues (Creswell, 2014). This approach enhances the reliability and validity of the findings, ensuring that the results are generalizable to a broader population (Babbie, 2013). Furthermore, quantitative research facilitates the comparison of different groups, such as male and female students, which is essential for addressing the study's objectives (Muijs, 2010).

Target Population
Gilbert (2001) asserts that a population is made up of all of its components. Samples of the population will be chosen in order to gather information that may be representative of the entire target population. The study's target audience consists of Shaheed Benazir Abad secondary school teachers, students, and schools. The study has been carried out in District Shaheed Benazir Abad. The District is an educational hub having a number of educational Institutions. Presently the District is consisting of four Talqas:

- **Daur**
- **Kazi Ahmed**
- **Nawab Shah**
- **Sakrand**

Population of study

Taluka/ Gender	No. of Schools	Teachers	Boys Enrollment	Girls Enrollment	Total Enrollment
Daur	19	485	5409	4521	9930
Kazi Ahmed	18	377	5748	3055	8803
Nawab Shah	23	919	9061	5427	14488
Sakrand	30	676	12183	4103	16286
Grand Total	90	2457	32401	17106	49507

Target population refers to the group of people to whom the results of a research should apply (Whitley & Kite, 2012.According to table There are four Talukas of the District. i.e. Daur, Kazi Ahmed, Nawabshah, and Sakrand. Total Schools of District are 90. total Enrollment of Schools is 49507out of that 3201 are boys and 17106 are girls' students. There are a total of 2457 teachers in the district.

The Role of Students' Discipline on Students' Achievement at Secondary School Level

Sample Size and Sampling Techniques

Sample size
Nine of the district's ninety schools were chosen as the study's sample in order to collect data. Ten percent of a big population can be chosen as a sample, according to L.R. Gay (1992).
Students population is quite large and is nearly 50,000, therefore 381 number of students` sample at confidence level .05 was calculated through online sample size calculator. Whereas sample of teachers was drawn as 10% (Jhon Curry), that became 245 teachers.
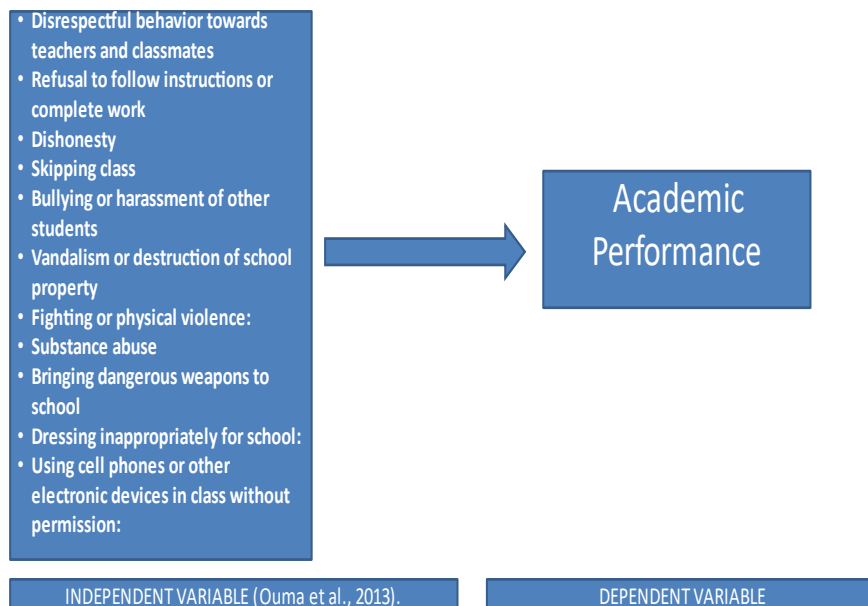
Sampling procedure
Stratified random sampling procedure has been used to identify sampling schools and students. The talukas and gender have been made strata for identification of samples. Subsets called strata and then random samples are taken from each stratum (Albright, Wi

Theoretical Background
Theoretical Framework: The research technique required a focus on theories that explain the discipline itself in order to determine if the development and execution of an appropriate discipline policy might address the issue school discipline at schools. Positive alternative disciplinary modifications, such as views about self-concept that promote new approaches to discipline, were explained by the first group.

Conceptual framework

- Disrespectful behavior towards teachers and classmates
- Refusal to follow instructions or complete work
- Dishonesty
- Skipping class
- Bullying or harassment of other students
- Vandalism or destruction of school property
- Fighting or physical violence:
- Substance abuse
- Bringing dangerous weapons to school
- Dressing inappropriately for school:
- Using cell phones or other electronic devices in class without permission:

Academic Performance

INDEPENDENT VARIABLE (Ouma et al., 2013).	DEPENDENT VARIABLE

Instrumentation
The rating scale in the form of questionnaires for pupil discipline have 55 items, five items on each sub-variable on discipline. One tool was for students and one was for the teachers. The

The Role of Students' Discipline on Students' Achievement at Secondary School Level

sub-variables were; Disrespectful behavior towards teachers and classmates, Refusal to follow instructions or complete work, Dishonesty, skipping class, Bullying or harassment of other students, Vandalism or destruction of school property, fighting or physical violence, Substance abuse, Bringing dangerous weapons to school, Dressing inappropriately for school, Using cell phones or other electronic devices in class without permission.

Research tool also known as a rating scale questionnaire, is a measuring tool that can be used both qualitatively and quantitatively. It requires the rater to place the subject of the rating directly on a continuum or in one of an ordered set of categories (Krishnaswamy, Sivakumar, & Mathirajan, 2009). Descriptions like often, often, occasionally, seldom, or never may be used on rating scales (Kothari, 2011). According to the frequency of each of the 50 items in the study, the students and their teachers will score their own and their classes' discipline using a five-point rating system: always (5), generally (4), sometimes (3), rarely (2), or never.

Pilot Study
The researcher conducted pilot testing study. A pilot study is an activity of testing and retesting of the tools which helps to ensure the validity and reliability of the research tools in maintaining the tools item's accuracy, timing, understanding, during the survey (Herrman & Nandakumar, 2012).
The pilot study was conducted within the targeted population and that data was not be part of the research study.
A pilot study makes capable to the researchers to make the modification in the tools to improve respondent's comprehension. Pilot study is an effective approach to find out tool's validity and reliability, which facilitates the researchers to modify if needed (Czaja & Blair, 2005).

Reliability of Instruments
According to Osgood & Tannenbaum (1957), an instrument's dependability is determined by how well its results can be replicated by measuring the same respondents repeatedly; in other words, whether or not the results remain consistent. It is crucial to assess a tool's dependability in social science courses. A measurement device's consistency or stability is referred to as its reliability (Jackson, 2011). Using SPSS, Cranach's alpha was utilised in this study to assess the questionnaires' reliability based on a pilot study that was conducted. Questionnaires on academic performance and student discipline each have reliability coefficients.

VALIDITY OF TOOL
To test the applicability of the quantitative instruments, such as the questionnaire, a pilot study was conducted. Following the completion of the pilot study, the findings were utilised to refine the questionnaire in accordance with the individuals' comprehension and the study's goals. Thirty students who had consented to the study were used in the pilot study. The study will not include those subjects any further.

The Role of Students' Discipline on Students' Achievement at Secondary School Level

Validity of Tool 1. Discipline in Schools (Independent Variable)

		DB	RFI	DH	SC	BH
DB	Pearson Correlation	1	.867	.707	.812	.805
	Sig. (2-tailed)		.000	.000	.000	.000
	N	30	30	30	30	30
RFI	Pearson Correlation	.867	1	.612	.910	.745
	Sig. (2-tailed)	.000		.000	.000	.000
	N	30	30	30	30	30
DH	Pearson Correlation	.707	.612	1	.597	.850
	Sig. (2-tailed)	.000	.000		.000	.000
	N	30	30	30	30	30
SC	Pearson Correlation	.812	.910	.597	1	.760
	Sig. (2-tailed)	.000	.000	.000		.000
	N	30	30	30	30	30
BH	Pearson Correlation	.805	.745	.850	.760	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	30	30	30	30	30

. Correlation is significant at the 0.01 level (2-tailed).

Interpretation:
When $p < 0.01$, it suggests that the correlation between the variables is statistically significant at the 1% level. In practical terms, this means that the relationship between the variables is unlikely to be a result of random noise or sampling error. Instead, it suggests that there is a meaningful and likely systematic relationship between the variables.

The Role of Students' Discipline on Students' Achievement at Secondary School Level

1.1. Validity of Tool 2. Dependent Variable

Correlations

		VD	PV	SA	DIA	CP
VD	Pearson Correlation	1	.864	.709	.862	.805
	Sig. (2-tailed)		.000	.000	.000	.000
PV	Pearson Correlation	.864	1	.642	.915	.735
	Sig. (2-tailed)	.000		.000	.000	.000
SA	Pearson Correlation	.709	.642	1	.595	.860
	Sig. (2-tailed)	.000	.000		.000	.000
DIA	Pearson Correlation	.862	.915	.595	1	.760
	Sig. (2-tailed)	.000	.000	.000		.000
CP	Pearson Correlation	.855	.735	.860	.760	1
	Sig. (2-tailed)	.000	.000	.000	.000	

. Correlation is significant at the 0.01 level (2-tailed).

Interpretation:
When $p < 0.01$, it suggests that the correlation between the variables is statistically significant at the 1% level. In practical terms, this means that the relationship between the variables is unlikely to be a result of random noise or sampling error. Instead, it suggests that there is a meaningful and likely systematic relationship between the variables.

The Role of Students' Discipline on Students' Achievement at Secondary School Level

Reliability of the research ToolsReliability of Research Tool 1.
Reliability   of   Research   Tool
First Five Sub-Variables

S.NO	Abb.	Name of Sub-Variable	No. of Items	Chronbach's Alpha
1.	DB	Disrespectful behavior towards teachers and classmates	5	.810
2	RFI	Refusal to follow instructions or complete work:	5	.851
3	DH	Dishonesty:	5	.797
4	SC	Skipping class:	5	
5	BH	Bullying or harassment of other students:	5	.835

Reliability   of   Research   Tool
First Five Sub-Variables

S.NO	Abb.	Name of Sub-Variable	No. of Items	Cronbach's Alpha
1.	DB	Disrespectful behavior towards teachers and classmates	5	.810
2	RFI	Refusal to follow instructions or complete work:	5	.851
3	DH	Dishonesty:	5	.797
4	SC	Skipping class:	5	
5	BH	Bullying or harassment of other students:	5	.835

Reliability   of   Research   Tool
Second-Five Sub-Variables

S.NO	Abb.	Name of Sub-Variable	No. of Items	Cronbach's Alpha
6	VD	Vandalism or destruction of school property:	5	.871
7	PV	Fighting or physical violence:	5	.884

[518]

The Role of Students' Discipline on Students' Achievement at Secondary School Level

8	SA	Substance abuse:	5	.810
9	DIA	Bringing dangerous weapons to school:	5	.820
10	CP	Dressing inappropriately for school:	5	.793

Item wise Reliability (Item 1-10)

	Item-Total Statistics			
S.	ITEM	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Cronbach's Alpha if Item Deleted
1	Students at my school talk back to their teachers.	119.7000	1227.045	.957
2	Students at my school interrupt their classmates when they are speaking.	120.3333	1178.920	.952
3	Students at my school make rude comments to their teachers or classmates.	120.3667	1177.068	.952
4	Students at my school use profanity in school.	119.8333	1166.902	.953
5	Students at my school disobey their instructions.	120.1667	1187.316	.953
6	Students at my school talk out of turn in class.	119.5667	1132.875	.951
7	Students at my school disrupt class by making noise or fidgeting.	119.7333	1138.409	.951
8	Students at my school walk out of class without permission.	119.7333	1138.409	.951
9	Students at my school refuse to do their homework.	120.5000	1173.155	.952
10	Students at my school copy other students' work.	119.6000	1144.938	.952

Table 4-1.Item 1 Students at my school talk back to their teachers.

		Frequency	Percent	
Valid	Mostly	94	25.8	
	Often	95	26.0	
	don't know	25	6.8	
	rarely	54	14.8	
	Never	95	26.0	

The Role of Students' Discipline on Students' Achievement at Secondary School Level

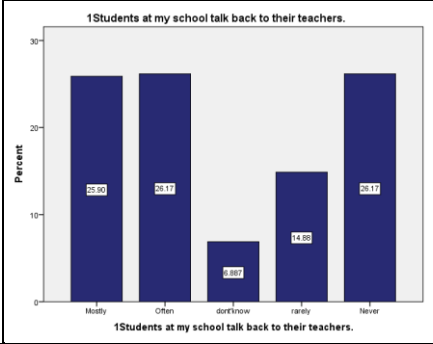|				
	Total	363	99.5	
Missing	System	2	.5	
Total		365	100.0	

Table 4-1, Item 1, examines student behavior regarding talking back to teachers at a specific school. Out of 365 respondents, 94 students (25.8%) indicated that this behavior occurs mostly, while 95 students (26.0%) reported it happens often. A smaller group of 25 students (6.8%) were unsure about the frequency. Conversely, 54 students (14.8%) stated it rarely happens, and another 95 students (26.0%) claimed it never occurs. The data reveals a split perception, with substantial proportions at both ends of the spectrum, indicating varied experiences or views on the matter among the students. Only 2 responses were missing, accounting for 0.5% of the total.

Table 4-2. Item 2 Students at my school interrupt their classmates when they are speaking.

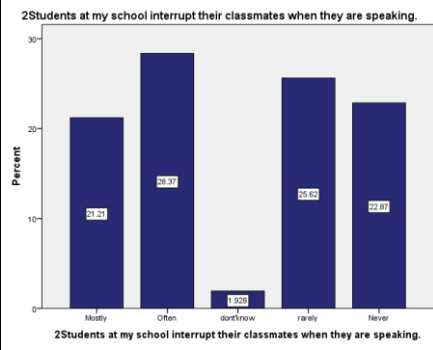|		Frequency	Percent	
Valid	Mostly	77	21.1	
	Often	103	28.2	
	don't' know	7	1.9	
	rarely	93	25.5	
	Never	83	22.7	
	Total	363	99.5	
Missing	System	2	.5	
Total		365	100.0	

Table 4-2, Item 2, addresses the frequency with which students at a particular school interrupt their classmates during discussions. Out of 365 respondents, 77 students (21.1%) reported that such interruptions mostly occur, and 103 students (28.2%) stated they happen often. Only 7 students (1.9%) were uncertain about the frequency. Conversely, 93 students (25.5%) indicated that interruptions rarely occur, and 83 students (22.7%) said they never happen. The data shows a significant number of students experiencing frequent interruptions, while a considerable portion also perceives it as a rare or non-existent issue, highlighting diverse classroom dynamics. There were 2 missing responses, making up 0.5% of the total.

[520]

The Role of Students' Discipline on Students' Achievement at Secondary School Level

Table 4-3. Item 3 Students at my school make rude comments to their teachers or classmates.

		Frequency	Percent	
	Mostly	77	21.1	
	Often	81	22.2	
	don't' know	42	11.5	
Valid	rarely	76	20.8	
	Never	87	23.8	
	Total	363	99.5	
Missing	System	2	.5	
Total		365	100.0	

Table 4-3, Item 3, explores the prevalence of students making rude comments to teachers or classmates at a certain school. Out of 365 respondents, 77 students (21.1%) reported that this behavior occurs mostly, and 81 students (22.2%) indicated it happens often. A notable portion, 42 students (11.5%), were unsure about the frequency. Meanwhile, 76 students (20.8%) stated it rarely occurs, and 87 students (23.8%) claimed it never happens. The data reveals a broad distribution of perceptions, with nearly equal groups reporting frequent and infrequent occurrences, suggesting varied experiences among students. There were 2 missing responses, constituting 0.5% of the total.

Table 4-4.Item 4 Students at my school use ill words about their fate in school.

		Frequency	Percent	
	Mostly	135	37.0	
	Often	94	25.8	
	don't' know	26	7.1	
Valid	rarely	58	15.9	
	Never	46	12.6	
	Total	359	98.4	
Missing	System	6	1.6	
Total		365	100.0	

Table 4-4, Item 4, examines how frequently students at a particular school use negative language about their situation at school. Out of 365 respondents, a significant 135 students (37.0%) reported this behavior occurs mostly, and 94 students (25.8%) said it happens often. A smaller group of 26 students (7.1%) were uncertain about the frequency. In contrast, 58 students (15.9%) indicated it rarely occurs, and 46 students (12.6%) claimed it never happens. The data suggests that a majority of students frequently express dissatisfaction or frustration regarding their school life, with a smaller portion viewing it as a rare occurrence. There were 6 missing responses, accounting for 1.6% of the total.

The Role of Students' Discipline on Students' Achievement at
Secondary School Level

Findings and discussions;
Disrespectful Behavior towards Teachers and Classmates
1. Students feel disrespected by teachers or classmates: A significant number of students reported feeling disrespected by teachers or classmates, which negatively impacts their motivation to learn (Mean = 3.32, SD = 1.39).
2. Creating a respectful classroom climate : Establishing a classroom environment where students feel respected can improve motivation and academic performance (Mean = 3.57, SD = 1.31).
3. Impact of respect on learning : Students who feel respected are more motivated to succeed academically (Mean = 3.35, SD = 1.33).

Refusal to Follow Instructions or Complete Work
4. Students understanding expectations: There is a significant number of students who often do not understand what is expected of them in class (Mean = 2.87, SD = 1.47).
5. Clarity of instructions from teachers: Clear and concise instructions from teachers are crucial for student success, yet this clarity is often lacking (Mean = 3.01, SD = 1.48).
6. Completion of work: Many students frequently do not complete their work, affecting their academic performance (Mean = 3.03, SD = 1.52).

Dishonesty
7. Expectations of academic honesty: Students often lack clarity about what constitutes academic honesty, leading to instances of dishonesty (Mean = 3.28, SD = 1.39).
8. Teacher's role in establishing honesty: Teachers need to clearly establish and communicate expectations for academic honesty to their students (Mean = 3.45, SD = 1.35).
9. Impact of dishonesty on learning: Academic dishonesty negatively affects student learning and overall academic success (Mean = 3.37, SD = 1.41).

Truancy or Skipping Class
10. Monitoring student attendance: Effective monitoring of student attendance and follow-up with parents or guardians can improve attendance rates (Mean = 3.55, SD = 1.42).
11. Effectiveness of parental contact: Students whose parents or guardians are contacted when they are absent are more likely to attend school regularly (Mean = 3.06, SD = 1.58).
12. Overall strategy for improving attendance: Consistent monitoring and follow-up are effective strategies for improving student attendance (Mean = 3.28, SD = 1.54).

Bullying or Harassment of Other Students.
13. Creating a safe and respectful classroom: A significant number of students believe that a safe and respectful classroom environment can reduce bullying and harassment (Mean = 3.85, SD = 1.22).
14. Impact of feeling safe: Students who feel safe and respected are less likely to bully or harass others (Mean = 3.38, SD = 1.48).
15. Focus on safety and respect: Schools should prioritize creating a safe and respectful environment to reduce bullying and harassment (Mean = 3.31, SD = 1.50).

The Role of Students' Discipline on Students' Achievement at
Secondary School Level

Vandalism or Destruction of School Property
16. Intolerance for vandalism: Students are less likely to engage in vandalism when they know it will not be tolerated (Mean = 3.22, SD = 1.45).
17. Clear policies on vandalism: Clear and consistent policies on vandalism are necessary to maintain a safe and productive learning environment (Mean = 3.15, SD = 1.46).
18. Respect for school property: Students who respect school property feel safer and more respected, which enhances academic achievement (Mean = 3.40, SD = 1.46).

Fighting or Physical Violence
19. Teaching conflict resolution: Students who are taught conflict resolution skills are less likely to engage in physical violence (Mean = 3.70, SD = 1.33).
20. Teacher's role in conflict resolution: Teachers have a responsibility to teach conflict resolution skills to help students resolve disputes peacefully (Mean = 2.60, SD = 1.53).
21. Impact of avoiding violence: Students who avoid physical violence are better able to focus on their schoolwork and achieve academically (Mean = 3.15, SD = 1.54).

Substance Abuse
22. Access to prevention programs: Students with access to substance abuse prevention programs are less likely to abuse substances (Mean = 2.17, SD = 1.54).
23. School responsibility in substance abuse prevention: Schools have a responsibility to provide students with access to substance abuse prevention programs to help them make healthy choices (Mean = 1.56, SD = 0.50).
24. Impact of substance abuse on academics: Students who do not abuse substances are more focused and perform better academically (Mean = 2.92, SD = 1.44).

Dressing Inappropriately for School
25.   Appropriate dressing and distractions: Students dressed appropriately are less distracted by their own or others' clothing (Mean = 3.51, SD = 1.40).
26. Dress code policies: Schools need clear and consistent dress code policies to create a focused learning environment (Mean = 2.70, SD = 1.52).
27. Impact of reducing distractions : Students who are less distracted are more likely to succeed academically (Mean = 3.36, SD = 1.46).
31. Awareness of weapon policies: Students need to be aware that bringing dangerous weapons to school is strictly prohibited (Mean = 2.59, SD = 1.61).
32. School responsibility in weapon policies: Schools must enforce strict policies against bringing weapons to ensure safety (Mean = 2.89, SD = 1.46).
33. Impact of weapon policies on safety: Strict enforcement of weapon policies enhances the safety and learning environment for students (Mean = 2.84, SD = 1.49).

Findings from Inferential statistics
1. No significant difference has been found between male and female students in perceptions of disrespectful behavior towards teachers and classmates.
2. Male students more likely to refuse to follow instructions or homework completion.
3. No significant difference between male and female students in perceptions of dishonesty

The Role of Students' Discipline on Students' Achievement at
Secondary School Level

has been found.
4. Male students are more likely to skip classes in comparison to female students.
5. No significant difference between male and female students has been found in involvement in bullying or harassment.
6. No significant difference between male and female students have been found in involvement in vandalism or destruction of school property.
7. No significant difference between male and female students in involvement in fighting or physical violence has been found.
8. Male students are more likely to engage in substance abuse than female students.
9. Male students are more likely to dress inappropriately for school.
10. No significant difference between male and female students has been found in use of cell phones or other electronic devices in class without permission.

Conclusion
This research study reveals that the discipline at the school level plays an important role in developing students learning skills. It is proved that the teaching and learning process can better be engaged with an environment that fosters discipline. The discipline is only the source of achieving the desired outcomes. The discipline an any organization leads to higher output than that of indiscipline environment.

Recommendations.
1.   It is recommended that the heads of the schools should develop an environment in the schools that leads to discipline
2.   The teachers should focus on the classroom discipline to encompass over the teaching and learning process
3.   The teachers should be trained to grasp over the disciplinary measures during the teaching and learning process
4.   The heads of the schools should facilitate the teachers in developing a disciplined environment in the schools.
5.   The teachers should motivate the students to follow the rules and regulations of the school during the schooling and throughout the practical life.

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