INDISCIPLINE: UNLAWFULNESS AMONG STUDENTS IN MAURITIUS

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Abstract - This study aims at examining the major school problem that educators and school leaders are facing to manage in the instructional context. With the multiple forms and the complexity of their causes, indiscipline has become a major challenge, particularly in a context where the rights of the adolescents are safeguarded by the various laws and conventions. This research attempts to investigate into these forms of indiscipline, the degree of the seriousness of the offences and their root causes to gear towards the well-being of students. A qualitative research design is adopted to gather information from educators and heads of secondary schools in Mauritius. A survey was also conducted to gather the views of these participants. The forms of indiscipline are more contextual and the causes were mainly related to the student, the school context, the family and the society. It is recommended that a holistic approach is adopted by the stakeholders of the school in order to effectively address this multifaceted and complex school phenomenon, which is emerging as a school cancer in the Mauritian secondary schools. The students must not only be educated their rights, but also their responsibilities as a major stakeholder in the school system.
Keywords: discipline; forms; causes; multifaceted; school cancer

INTRODUCTION

Rules and regulations are the set guidelines. The rules state about behaviour, what is allowed and what is not allowed in any organisation. The rules and regulations are set to maintain discipline. To be disciplined is to follow the rules and regulations as well as instructions. Discipline is derived from the Latin word 'discipulus' which means pupil or learner. Discipline is the "training" given to people to make them stay under "control" and they are most of the time "in the form of rules" and non-conforming to the rules and regulations and deviating from them entails "punishment" (Ngwokabuenui, 2015). The United Nations Children's Fund (UNICEF) explicitly explains that a child's discipline includes "*training directed at developing judgement, behavioural boundaries, self-control, self-sufficiency, and positive social conduct*" (UNICEF 2010, pp.13). The non-adherence to discipline and school rules is indiscipline (Adegoke & Orekelewa, 2020). It is important to have discipline so that work goes on smoothly as well for teaching and learning (Khatun & Siddiqui, 2018). This study explores indiscipline in state secondary schools in Mauritius. It examines the forms of indiscipline, their root causes, the effectiveness of the existing measures to curb indiscipline and what can be done to resolve indiscipline issues in these schools. This research is about the compilation of different forms of indiscipline occurring in selected state secondary schools across Mauritius. This study is grounded on the following assumptions:

i.   There is a significant culture change in students. When a student has the hair dyed others follow, challenging authority.
ii. Students shirk classes not fearing educators and authority.
iii. Parents either do not monitor their children or over-protect them.
iv. Violence and substance abuse have crept into the system of education, causing harm to students.

Forms of indiscipline

Indiscipline takes different forms, escalating in number, in seriousness, causing physical and moral harm. Technological advances contributed to it giving easy access and better communication. Initially, absenteeism was the focus in the schools (Master Plan, 1990). However, with the change in student profile and the modern trends in the Mauritian society, the manifestations of indiscipline have become obvious and have escalated over the past decade. It is noteworthy that Corporal

punishment is prohibited in schools; Mauritius abides by the national and international conventions that promote the human and children's rights; the Children Act (2020) is the latest law that protects the children's rights; the protocol for student behaviour management in schools is prescribed by the Ministry of Education through the Student Behaviour Policy and the School Management Manual, drafted by the same Ministry; the Mauritian education system is centralised and the School Heads are accountable to the Minister of Education who has the sole responsibility for school management, as per the Education Act (1957).

In the Mauritian context, Belle (2017) enumerated sex-related offences, attendance, truancy, use of foul language and leaving school without official permission. Belle and Seegopaul (2020) advocated '*fighting, sexual harassment against female staff*' (p. 1). Bullying and different forms of violence inside and outside classrooms (Gungapersad, 2018; Ramharai, Curpen, Mariaye & Ramful, 2006) spread in schools. A 'School Management Manual for rectors of State secondary Schools' published in 2009, summarised all acts of indiscipline happening in the schools. "*The wearing of proper school uniform, the prohibition to use mobile phones at schools, and on more serious offences namely, bringing dangerous weapons to school, possession and intake of drugs in the school premises, assault and molestation, harassment and intimidation, theft, tampering with official documents, having and sending among students obscene materials, smoking, damaging school and public property, consumption of alcoholic drinks, gambling, violence, bullying, fighting, extorting money, food favours, and prolonged absenteeism*" (p. 28-31).

In Nigeria, Aliyu and Liman (2017) concur rudeness to teachers, fighting, disobedience, truancy, examination malpractice, drug abuse, leaving school before closing time, eating in the classroom, bullying as forms of indiscipline. Additionally, Kagoiya and Kagema (2018) highlight absenteeism, truancy and lying. Ndaita (2016) adds failing to complete assignments, sexual deviance, stealing other students' property and general defiance of school authority and rules. Furthermore, Simuforosa and Rosemary (2014) consider talking without permission, teasing other learners, truancy, non-completion of given work, verbal attacks on other learners and teachers, graffiti on classroom and toilet walls and use of drugs as the common types of indiscipline in secondary schools. In line with the above, Freire and Amado, (2009) highlighted "violence" in schools.

A lack of discipline or indiscipline may manifest itself in different forms depending on the school context, the profiles of the students, the leadership styles, the structural system of the school as well as on external factors related to the family, mass media, among others. The main causes of indiscipline are discussed in the following section.

Root causes of indiscipline

Indiscipline is a multifaceted problem that needs to be analysed thoroughly. This should be done by examining its root causes. Indeed, there is the need to find out its root causes to be able to address this school phenomenon. The causes are categorised as student-based causes, school-based causes, family-based causes and society-based causes.

Odebode (2017) asserted that internal factors like laziness, frustration, and lack of motivation are causes of indiscipline in schools. There are also students with low self-concept, poor study habits or who are restless and inattentive (Ngwokabuenui, 2015). Musau (2017) and Gyan, Baah-Korang, McCarthy & McCarthy (2015) insisted that children spend most of their time on social media unsupervised while being exposed to all sorts of violence. Nwakpa (2016) concurred that children engage themselves in sexual indiscipline in schools and immunise them "*out of complete ignorance*" (p.1). They are convinced that they feel high or happy by so doing (Njeri & Ngesu 2014). External factors can influence the child at two points. Aliyu and Liman (2017) in their research, reveal that students who encounter constant negative labels and with low self-esteem resort to indiscipline. At the other point, the '*trend of the child king*' (Wan Hok Chee, 2019) result in misleading the child, making him or her cross the limits.

It is undebatable that parents are responsible for students' indiscipline at schools. From this perspective, Aliyu and Liman (2017) refer to the extremes as parents' rejection or parents' over-protection. Temitayo, Nayaya and Lukman (2013) iterated that indiscipline is mainly caused by parents spoiling their children by exhibiting highly permissive behaviour. Donga (1998) stated that

unpunished children get out of control, returning home at any time, not finishing their homework. They even threaten their parents. Njeri & al. (2014) pointed out that such parents fail to perform their responsibilities as parents, without showing parental affection, leaving almost everything at the mercy of house help and television. This creates a gap between children and parents, which is visible in the differences in styles and behaviour. Ramahrai & al. (2006) refer to it as cultural gap between adults and adolescents which lead to clashes. The gap is being filled by other social experiences in other places (Ali, Dada, Isiaka & Salmon, 2014; Kagoiya & al., 2018). Belle (2018) concurred that parenting style, working parents, ineffective parental discipline and dysfunctional family are family-related causes of indiscipline. This corroborates with Simuforosa & Rosemary (2014) who state that learners with disruptive behaviour come from troubled homes where there is erosion of nurturing family structure. Moreover, parents compel their children to fulfil their unfulfilled dreams and expectations. The Action Plan (1997) pinpoints to the parental style of pressurizing their children to excel and fulfil their expectations.

Coupled with parenting style, research found that social and economic status can also lead to indiscipline. Njeri and Ngesu (2014) advocated that children sometimes procure money and are influenced by their parents who themselves are drug addicts. In Strategy Plan (2008-2020) in Mauritius, 'absolute poverty' (p. 30) is quoted as a cause for drop-out from school.

Discipline is a context-bound phenomenon. Many factors in this context are the causes of indiscipline among students in secondary schools. Karanja and Bowen (2014) advocated that peer pressure, academic pressure, mass media, drug and alcohol abuse together with the kinds of magazines they read are the main influences on behaviour of students. Aliyu & al. (2017) maintained that peer pressure is visible through the change in students' behaviour. Students bunk school and attend night parties at school (Idu & Ojedapo 2011). Temitayo & al. (2013) concur about students who imitate and instigate other students to adhere to their behaviour. From this perspective, Yayaya, Ramli, Hashim, Ibrahim, Rahman and Yayaya (2009) ascertained that peer pressure tops the list of causes of indiscipline as students get easily influenced, "pushed to fight and steal" and 'blackmailed" (p.9) by their peers. Peers even ease the intake of drugs to students (Njeri & Ngesu, 2014).

It should be highlighted that the problem of indiscipline among educators impacts on students with the "*inordinate desire of corrupt educators as a cause for sexual indiscipline in schools*" (Nwakpa 2016, pp. 1). Aligning with this assertion, Simuforosa and Rosemary (2014) condemned the code of conduct for teachers. The attitude of educators and their disciplinary style, the moral laxity of teachers, fierce teachers, lateness of educators and absenteeism are factors related to the teaching staff that worsen indiscipline in schools (Aliyu & Liman, 2017; Anka, 2000; Temitayo & al., 2013; Ngwokabuenui, 2015). Furthermore, Golamgouse (2021) iterates that the teaching style adopted by educators can impact on students' discipline. Indeed, poor teaching is one of the causes of indiscipline (Ngwokabueni, 2015). These findings align with Parsonson (2012) who concurs that 80% of disruptive behaviour was attributable to poor classroom organization, planning and teaching.

Studies showed that school administration is equally responsible for students' indiscipline. Aliyu and Liman (2017) concur that overcrowded classroom is a cause for indiscipline. Karanja & al. (2014) connected "*high-handedness of school heads, uncooperative teaching and non-teaching staff, lack of proper communication and full involvement of students, parents and other stakeholders in discipline matters*" (p. 23) with student indiscipline. Donga (1998) pointed out to the difficulty that some administrators are facing in maintaining discipline in schools. Ramharai & al. (2006) referred to such management as '*incapacitated school administration*' (p. 235). Gungapersad (2018) resolved the situation by concurring that educators act as "*informal leaders*" to help school leaders to mitigate indiscipline issues in schools. This is supported by Benett (2017) who enlisted "*visible leaders*" and "*staff engagement*(p. 7)" among other commonly found features of the most successful schools. Indeed, poor leadership of some school leaders and flexible school rules and regulations (Ngwokabuenui, 2015) "*failure to implement rules*" (Aliyu & Liman, 2017 pp.5), "*inconsistencies in everyday patterns of school rules*" (Simuforosa & Rosemary, 2014 pp.10) and "*absence of updated rules*" (Ramharai & al. 2006, pp. 210) are loopholes in the system. Onderi and

Ondera (2012) added that absence of disciplinary measures is a major cause for indiscipline in schools. Dodge (2011) underlines that students should be exposed to both "consistent rules and consistent behaviour expectations" (p. 107). Piaget (1936) posited that children have the required intelligence to judge the fairness of rules and he rejects the view that children will blindly accept and unconsciously assimilate the rules imposed on them. To this, Karanja & al. (2014) suggested that there should be proper communication and full involvement of students for rules and regulations to be accepted and adhered to easily.

Alongside leadership and management, the everchanging curriculum (Temitayo & al., 2013) can be a cause for indiscipline by either confusing the students or being a mismatch with their career. In the same line, Odebode (2019) points to political interference and abrupt changes in policy decisions pertaining to educational matters and about the government incapacity to give employment to young, educated adults. In the same line, Belle (2017) iterated that "policy decisions like automatic promotion, centralisation of decision-making about school policies" (p.1), recruitment of temporary educators known as "supply teachers" (p.7), "institutionalised private tuition" (p.6) and lack of extra-curricular activities are important causes of indiscipline.

Students are also exposed to manifestations in the society and this has a negative impact on their behaviour at schools. Temitayo & al. (2013) highlighted that students learn thuggery acts and desire for power during political campaigns. In addition, Odebode (2019) mentioned about an unjust and poor-value system with lays stress on material. This is supported by The National Research Crime Centre in Kenya (2017), which shows that slightly more than half of the students taken in the study regarded abolition of prayer during examination days in the third term as a motivating factor for burnings of secondary schools witnessed in 2016. Students indulge in undisciplined acts when they are not getting the appropriate religious guidance and support. In the same line, Nwakpa (2016) mentioned that the failure of other socialisation agencies to prepare students for adult life and the church's failure to educate adolescents sexually are factors from the society that lead the students to misbehaviour at schools.

METHODOLOGY

The theoretical stance informs the methodology and thus provides a context for the process and grounding its logic and criteria (Crotty, 2003). The ontology of the study concerned the social world which is full of meanings and interpretations. The social world is studied in its natural state without the intervention of, or the manipulation by the researcher (Hamersley & Atkinson, 1983). The epistemological stance is mainly constructivism in nature, where the researcher constructed reality from the participants' perspective about the various forms and causes of indiscipline among students in secondary schools in Mauritius. The researcher opted for a qualitative approach, using two qualitative surveys. The first one was a survey comprising of respondents from twenty state secondary schools in Mauritius. School leaders, educators, school superintendents, and assistant school superintendents were selected to complete the survey on indiscipline. The second survey was a survey comprising students of two state secondary schools, one boys' school and one girls' school. It was a purposive sampling of students studying in grades nine and ten. Seventy-four students were chosen in each school. The surveys aimed at tapping forms of indiscipline in state secondary schools in Mauritius and their root causes.

RESULTS AND DISCUSSION

From the study, various themes originated and they gave rise to the forms of indiscipline. The emerging themes were truancy, lateness, homework, uniform and disrespect. In this study, 'Truancy' refers to shirking classes; 'Lateness' refers to lateness and absenteeism; 'Homework' denotes studies and education; 'Uniform' refers to dress code including hairstyle, jewelry, and nails; 'Disrespect' is lack of respect towards school leaders, educators, and peers. The findings are examined in the following sections. These themes are shown in the Table 1 below:

Table 1-Forms of Indiscipline

Forms of Indiscipline	Teachers/ASS/SS/School Leaders	Students
Truancy	43	14
Lateness	47	6
Homework	23	24
Uniform	25	30
Disrespect	59	54

Forms of indiscipline

Among the diverse forms of indiscipline, disrespect peaked the list. Here, the data collected depicts that all the respondents are of the same opinion about the decline of respect in the schools. Similarly, for wearing of uniform, an equal number the respondents agreed that students are not wearing proper uniform to go to school. It shows the importance of wearing school uniform and the reasons for wearing it. Likewise, for responses for 'homework not completed' there is unanimous opinion. A difference in opinion among the respondents is noticed concerning lateness and truancy.

Disrespect

Adult respondents stated the "use of foul language", "answering back to teachers", "bullying", "smoking" and "having alcoholic drinks in schoolyard", "violence" and "fights" as forms of indiscipline. "Use of foul language" indicates the disrespect towards their peers and teachers. This adheres to the findings of Belle (2017), Belle and Seegopaul (2020) who point to the disrespect of students towards their peers. This corroborates with Ramharai & al. (2006); Musau (2017) and Freire & al. (2009) who highlighted "violence" in schools.

Disrespect triggers the significant decline in behaviour amongst students. It can be peer pressure or influence of social media. The responses refer to the language employed by students and their behaviour. "Use of foul language", "talking in a vulgar way", "talking without permission". The students are "rude to teachers", "not respecting educators and school administration", "boisterous", "littering", "throwing rubbish on others or on desks" and "smoking", "damaging school equipment", "fighting" and "bullying" their peers. Failing to inculcate the right discipline is the cause for this degradation of discipline. This corroborates with Donga (1998) who stated that the family remains the first place where the child acquires the first education.

Lateness

According to forty-seven adult-respondents, lateness and absenteeism is considered as indiscipline. However, student respondents disagreed to this. Only six student respondents mentioned lateness as indiscipline; they did not reveal anything concerning absenteeism. Lateness of students can be justified with the numerous road work going on due to the modernisation of the public transport in Mauritius. Additionally, many students travel by school buses, which very often come late to school. This goes in line with Belle (2017) who underlines attendance of students as a form of indiscipline.

Truancy

Thirteen student respondents mentioned about truancy. This contradicts with adult respondents. Forty-three of them felt that truancy is a major issue. They highlighted that "during class time students were "roaming around", "going to canteen" and "staying in the sickroom on purpose". This shows the responsibility of adults, ensuring that students are in their proper classes and under adult supervision. This is consistent with Aliyu and Liman (2017), Kagema & al. (2018), Simuforosa & al. (2014), Belle (2017) and Belle and Seegopaul (2020) who iterated that 'truancy' is a form of indiscipline.

Homework

Twenty-three adult respondents and twenty-four student respondents stated 'homework' as indiscipline. Respondents mentioned about "laziness" which corroborates with Odebode (2017) who stated that 'laziness' was an internal cause for indiscipline. There is a consensus between all the respondents who participated in the study. In total, twenty-four students gave homework as a form

of indiscipline. These students stated, "talking loudly", "use of mobile phones in class" "interrupting the teacher", "lack of seriousness towards studies" "not listening to educators when explaining", "not doing homework", and "disturbing other students" as common forms of indiscipline. From this, it can be inferred that students are aware of the disturbances caused to teaching and learning by the students themselves. In the same vein, Simuforosa and Rosemary (2014), Donga (1998) and Musau (2017) iterated about students not completing their homework. This finding highlights the students' disinterest towards their class, school, and education.

Another point highlighted in the responses here concerning online classes which were being conducted during covid-19. The respondents revealed that there were students who were uttering foul words or playing foul music in the background during online classes. This is a new form of indiscipline that has emerged with students having hybrid mode of teaching and learning, both face-to-face and online classes. This is also an indication of how far students are disinterested in studies, irrespective of the mode of teaching.

Uniform

As far as uniform is concerned, there is consensus among twenty-five adult respondents and thirty student respondents. While adults stated generally about "not wearing uniform", "cosmetics", "hairstyle", "dye" and "nails", students were more precise about "wear formal clothes", "wear jeans", "length of uniform", "earring", "unkempt nails", "coloured hair", and "hair dyeing". This shows that adults are concerned about the wearing of uniform and adhering to school rules and regulations. Contrarily, students are more conscious about fashion, looking trendy and going against rules. This is consistent with School Management Manual (2009) which states uniform as a form of indiscipline.

Root causes of indiscipline

According to the student respondents, the students themselves are more responsible for indiscipline. Out of one hundred and twenty-eight respondents, fifty pointed students as main causes; thirty-three held society responsible for indiscipline; twenty-nine perceived that family is the main cause and finally sixteen regarded school as the main cause for indiscipline. It can be argued that there is a consensus in both data sets as far as student-related causes are concerned. School leaders, educators, school superintendents and assistant school superintendents are therefore aware that there is factor outside school responsible for indiscipline. However, they perceived that it was family-related causes and the data collected from students clarified that there was more likelihood for it to be society-related causes dominating family-related causes. Though school leaders, educators, school superintendents and assistant school superintendents denied the fact that school was responsible for indiscipline, students stated that school has its share of responsibility as far as indiscipline is concerned. The main causes are depicted in Table 2 below:

Table 2-Causes Of Indiscipline

	School Leaders/Teachers/ASS/SS/	Students
Student-related Causes		
Peer pressure	75	29
Influence of social media	45	0
Students' attitude	65	43
Bullying and Labelling	36	24
Mismatch between curriculum and career opportunities	17	5
Family-related Causes		
Parental pressure	24	8
Poor role model	65	65
Parental attitude	46	14
Parents failing to inculcate the positive discipline	89	14

Poor parent-teacher relationship	26	0
School-related Causes		
Academic pressure	49	10
Poor leadership and management	37	13
Educator's attitude & teaching strategies	30	16
Unequal facilities provided by different schools	41	4
Poor teacher-pupil relationship	40	11
Society-related Causes		
Environmental pressure	29	34
Poverty	44	3
Religious bodies failing to inculcate the positive discipline	19	0
Poor guidance and support	90	33
Social problems	86	17

1) Student-related causes

Sixty-five adult respondents and forty-three student respondents attributed students' attitude to one of the main causes for indiscipline. Though seventy-five adult respondents felt that peer pressure is an important cause for indiscipline, students seemed to be lesser convinced of this fact with only twenty-nine respondents who agreed with it. Another controversial factor was the influence of social media. Around one third of the adult participants, forty-five in total, perceived social media has an influence on indiscipline, not even a single student respondent agreed to this. However, all respondents agreed that bullying and labelling were accountable for indiscipline. Finally, both set of respondents, twenty-two in total, stated that mismatch between curriculum and career opportunities were minimally responsible for indiscipline. There is important point to be noted here regarding the students' responses. One hundred and one answered while twenty-seven replied as "Nil". This might be that the students did not hold themselves responsible for indiscipline.

The students voiced out their feelings regarding peer pressure. The answers were, "imitate another person", "influenced by others", "bad influence", "forced to do other things", "to attract attention of other students". From the answers, it can be inferred that they acknowledged that the pressure exerted on them was too high and beyond their control. They might also wish to form part of their peer group. This is in line with Ramharai & al. (2006) and Karanja & al. (2014) regarding peer pressure as a cause for indiscipline and with Yayaya & al. 2009) who stipulated that students are pushed by their friends to manifest unacceptable behaviour.

Students' attitude refers to their character, mannerism and their view on education and studies. Students confirm that the fault sometimes lies with them, stating "Student is lazy". Adhering to this, Odebode (2017) found laziness as an internal factor responsible for indiscipline. Student respondents referred to their personal feelings triggering indiscipline. "Anger issues", "Students own way of thinking on what is good or bad", "They think that whatever they know is enough for them", "Own personal feelings", "discrimination towards the LGBT society" "Students' state of mind" are some of students' responses. Students also stated that "They don't take education seriously", "Not knowing time management" and the "lack of motivation to work or no goals in life". These corroborate with Odebode (2017) who underlined the "lack of proper motivation" (p. 9) in students. This is in conformity with Nwakpa (2016) who concurred that parents should mould their children's feelings and attitude and be responsible for the sexual education of their child and prepare them for adult life. There are the expectations from parents to extend help to shape their children's feelings and character, failing which students indulge in indiscipline.

"Misunderstanding", "arguments", "avoiding", are the key words grasped regarding bullying and labelling. Students themselves revealed that all these were occurring for "random reasons", "unknown reasons", "over small things", "over anything". They added that students are "feeling insecure". These point to the fact that students were conscious that they were fighting over trivial issues. One student even advanced that there was a "lack of communication" and resorted to fighting instead of clearing the issues out. Karanja & al. (2014) deplore the fact that a lack of proper communication is a major cause of indiscipline. The above also showed a change in students' lack of tolerance and understanding. There seems to be an ego problem as well.

2) Family-related causes

There is unanimity in all the responses regarding poor role model in the family as quite a major cause for indiscipline. A significant cause for indiscipline was, according to adult respondents, parents failing to inculcate positive discipline in their children. However, only fourteen students agree with this. However, twenty-seven students did not answer this question. This might be that the students did not wish to divulge details pertaining to their family finding it too personal.

While adult respondents pointed to parental attitude as another cause for indiscipline, fourteen students agreed to it. Additionally, when twenty-four adult respondents regarded parental pressure, only eight students agreed. A major discrepancy was found where twenty-six adult respondents stated that parent-teacher relationship was an important cause for indiscipline, not a single student stated anything about it. It might be that adults are conscious about the importance of building the relationship with parents and keeping them informed about the behaviour and performance of their children. Contrarily, students might not like to get their parents involved in school matters. This could be a way of not informing their parents about their behaviour at school.

Qualitatively, students iterated about parental pressure of "parents' absence", "looking after siblings" and being under stress. This indicates that parents rely on their elderly children to look after their younger ones when they are at work. This shows that children are given some of the responsibility and the stress that adults have. Students stated about the poor role model of parents. On one side, students highlighted family issues, like "alcoholism", "conflicts", "fights", "arguments", "separation", "divorce", "tensions", "daily abuse", which already give an explicit picture of the problems at home. As outcomes of the conditions mentioned students are faced with feelings of "anxiety", "depression", "lack of attention and love", "lack of communication". They are also stuck with "poverty", having financial problems. They stated that they had difficulty "to buy uniforms and school materials", "do not provide lunch". This is in consistency with Temitayo & al. (2013) who highlighted poverty as a cause for indiscipline. On the other end, students stated that they were "badly spoiled". These show the two extremes in which the students are brought up. They also condemned "irresponsible parents" and "unsupportive parents". This shows the turbulences that the family is undergoing, with financial constraints, lack of time and support. These adversely impact on students and their behaviour at school.

Another cause is parental attitude, whereby students stated about the "way parents talk or treat their wards" and "yelling at their child", "letting their child to tell foul words", "lack of discipline and manner". They added that the parents themselves utter "bad vocabulary during fight". Students complained that their parents are "not being strict", and not taking "corrective measures" and pinpointed their "lifestyle". In the same vein, Ngeri & al. (2014) and Donga (1998) acknowledged the "lack of control from parents as a cause for indiscipline. Students also stated about parents failing to inculcate positive discipline in their children. This implies that children are very much aware of their parents' being too lenient with them and not correcting them when they are wrong. This adheres with Onderi & al. (2012) about the absence of corrective measures as a cause for indiscipline. They also stated about the students "taking the mood at home and come to school". These are in accordance with Belle (2018) who concurred that indiscipline originates from the family. Parents being the wrong model and using inappropriate words in their children's presence impact negatively on the children.

3) School-related causes

The main cause for indiscipline is, according to adult respondents, academic pressure followed by poor teacher-pupil relationship, poor leadership and management, unequal facilities provided by different schools and educators' attitude and teaching strategies respectively. As far as school-related causes are concerned, only fifty-four students responded with details about the factors leading to indiscipline. Seventy-four students abstained from giving their opinion about their school. This might be that they perceived that, students themselves, family and society were solely responsible for indiscipline in the schools.

Analysing the qualitative data provided by students, they stated that academic pressure and stress were the cause for indiscipline. They elaborated by complaining about getting "too much homework" and having to complete "too much work in a short time span". The above cause aligns with N'dungu (2017) who found work overload to be a cause for indiscipline. This triggers the alarm about students being unable to cope with the burden of work set by educators and not being allotted sufficient time to complete them. Secondly, students highlighted poor leadership and management as a cause for indiscipline in the schools. They decried that "the school system isn't strict enough" with a "lack of punishment" or having "not enough severe rules". This corroborates with the findings of Ngwokabuenui (2015) stipulating "unenforceable rules" and Aliyu et al. (2017), Simuforosa and Rosemary (2014) and Ramharai & al. (2006) about the loopholes in the rules as a cause for indiscipline among students. This corroborates also with the researcher's observations that students engage in indiscipline acts as they are not abiding to school rules and regulations. Students stated "overcrowded classrooms" as a cause for indiscipline. This tallies with the findings of Aliyu and Liman (2017) pinpointing to the too large number of students in class.

Additionally, Freire et al. (2009) concurred inconsistent disciplinary actions as a cause for indiscipline. These result in a "loss of respect for teachers" or they "are not scared of teachers" or they "escape class". as another cause for indiscipline. Educators' attitude is highlighted as a cause. They find that "sometimes educators tend to be a little too harsh towards students", there are "too strict teachers". This is consistent with Aliyu and Liman (2017) who stated that the attitude of educators is a cause for indiscipline. They condemned teachers' wrong behaviour towards students, stating that there are unfair and overreacting educators or there are educators showing preference for a student or even they differentiate their school's achievement. To this, Oats (2018) iterated that educators should respect the differences in students and their different style of learning. Students participating in this study even blamed educators who spread news of bad reputation. These responses infer that students have high expectations from teachers, being equipped with certain qualities that educators do not possess.

Students pinpointed unequal facilities in their schools. Their complaint was threefold: time, space, and facilities. They felt that "there is not enough recess time" and they are in "tight places to feel free" and there is a "lack of sport facilities". There is a consensus with the National Research Crime Centre in Kenya (2017) which found that the students were rebelling against the insufficient facilities offered to them. This corroborates also with Temitayo & al. (2013) who found that inadequate facilities is a cause of indiscipline. In addition to intrinsic guidance and support, it is evident that students are aware of the facilities offered to them. Denial of same privileges leads to rebellion.

Finally, students stated about teacher-pupil relationship which is at two extremes. In some cases, they are "too friendly with teachers" in cases where educators are "too lenient". This corroborates with Gyan & al. (2015) who concurred about over-fraternisation of educators. In other cases, students stated that there is "misunderstanding between educators and students", that "they have "problems" or "conflicts" and that there are "quarrels between educators and students". This conflict within teacher-student relationship is also highlighted by Freire & al. (2009). In some instances, they are so friendly that they do not respect them. In other instances, they literally do not get along with educators and things do not work out well between them. Students stated that there is "too much stress". This can be due to academic pressure (Karanja & al. 2014; Nwakpa

2016). These impact on teaching and learning and students' performance. With an unstable relationship and pressure, students tend to indulge in undisciplined acts.

4) Society-related causes

There is a slight disagreement between the respondents regarding the answers. The main cause for indiscipline is, according to adult respondents, is poor guidance and support, followed by social problems, poverty, environmental pressure, and religious bodies failing to inculcate positive discipline respectively. Eighty-seven students responded about the factors leading to indiscipline. Forty-one students did not give their opinion about society. This might be that they did not wish to reveal about society in which they are living, or they might not be aware about the real factors responsible for indiscipline in the schools. Nineteen adult respondents perceive that religious bodies have failed to inculcate positive discipline. Contrarily, students are not of the same opinion. None of them pointed to the religious bodies. This might be that they are unaware of the role of religious bodies in the inculcating of the positive discipline. All respondents agreed that there is environmental pressure on the students. Adult respondents perceived that poverty impacts on discipline while only three of the student respondents stated poverty as a major factor. Adult respondents perceived that, social problems impact considerably on indiscipline while only seventeen student respondents agreed to this. This implies that adults are conscious of the impact of social problems on students and schools.

Analysing the qualitative data, student respondents stated about environmental pressure and stress as the cause for indiscipline. They elaborated by stipulating about "pressure on students", "bullying" and "harassment on the streets". This is in line with Aliyu and Liman (2017) who concurred that bullying is a form of indiscipline. The students even mentioned about "toxic" and "unconducive" environment and society with "mental and health instability". There are people who like to "show themselves" having "ego" problem and "they think they can break the rules". This shows that the students are very much aware of the kind of environment in which they are living and its bad effects on the students. They are also conscious of the norms of society and their importance to maintain a balance.

Students commented on "relative poverty" and "discrimination towards the poor". They stated that "some students do not have the average standard of living". Odebode (2019) iterated in the same vein about the unjust and poor value system of the society. This shows the extent to which students are stuck below poverty line. Situations where students are unable to satisfy their basic needs impact on their behaviour and performance at school.

Students perceived that the "society is too judgemental", "talking bad things", "criticising" and there is a "loss of respect for educators and students". They stated that "society thinks the way you dress affects your personality". There is also the feeling among students of "unacceptance" from society and that "society does not care if something wrong is happening. There is "bad influence of family friends and neighbours". Additionally, students felt that there is "wrong use of social media applications". Odebode (2019) suggested that parents should monitor and guide their children,

Finally, students stated about the evils gnawing the society, "fighting", "racism", "formation of groups", "anger", "violence", "use of non-verbal words in the society", "drug sellers providing cigarettes to students in road corners", "crime", "economic crisis" and the "language used". Njeri and Ngesu (2014) concurred in the same veins about peers ease intake of drugs to students. Moreover, students stated about "family problems", "bad parents", "divorced parents" and "spoilt child". Agreeing to this, Temitayo & al. (2013) pinpointed to parents who spoil their children. From these data, it can be advocated that students are facing hard times to overcome all the social problems and not to get either influenced by them or fall prey to them.

CONCLUSION

In a nutshell, the causes of indiscipline point to the pressure thrust on the students to indulge in indiscipline acts with the peer pressure and bullying present in the places where they are evolving. Students are left with their pressure while parents are failing to do their share in inculcating

positive discipline, showing the correct attitude and being good role models to their children. Additionally, school adds up to the problem with academic pressure and educators' attitude. Even teacher-pupil relationship is not positive and strong enough to an ineffective leadership and management at school level. The absence of proper support and guidance from the family and school is worsened by environmental pressure and social problems present in the society. With the absence of guidance and support, indiscipline is bound to be present.

Students' attitude, poor role model in the family and environmental pressure are found to be the main causes of indiscipline. Because of the diversity in views regarding school as cause for indiscipline, it is obvious that students, the family, and the environment are equally responsible for indiscipline in schools.

From this study, it has become obvious that parents, educators and the society should work collaboratively to effectively support and guide students to shape and mould their character and bring a more positive attitude towards their studies, teachers, and education. Sharing of their different knowledge and experiences would create a better society. Besides, educators need to review their attitude regarding feelings and partiality towards students. Teacher-pupil relationship needs to be strengthened, but not encourage 'over-fraternisation'. Moreover, educators should review and monitor homework regarding time frame and quantum of work set. The students should be dispensed equal time, space, and facilities to all students, and the current disciplinary measures against indiscipline need to be reviewed and standardised to the context. In schools, a zero-tolerance policy might be helpful, though it has proved not to be always successful. At home, parents should resort to appropriate corrective measures. This should be done in close collaboration with the school so that a more holistic approach to addressing the problem of indiscipline is adopted. Though the laws and the national and international conventions for the rights of children must prevail and must be respected by all stakeholders – parents, educators, educational psychologists, social workers, school heads and the school superintendents, it is obvious that the laws must be reviewed to deter the students from manifesting unacceptable behaviour and they must even be provided with some forms of "soft" punishment like community service or the teaching of moral values and positive behaviour. They may also be taught the restorative discipline and self-discipline through a new legal framework that may form them into better adolescents who are law-abiding or rule-compliant and respecting the dignity, physical and mental health of their peers or schoolmates. The laissez-faire attitude of educators, heads of schools and even parents should be monitored and sanctioned by the educational as well as legal authorities. What about the role of the school stakeholders who must act as *in loco parentis*, when the parents are physically absent from the school and the other responsible adults are legally responsible for the students under their authority? By being reactive instead of being proactive, preventive and positive with regard to the manifestations of indiscipline, the teachers and the school heads, might they not be considered as responsible for *negligence* in the legal context? These stakeholders have the moral duty and responsibility, if not the professional duty, to ensure that students are educated in a safe and welcoming haven-type of school environment.

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