
INTRINSIC OR EXTRINSIC DISCIPLINE: CASE STUDY OF PUBLIC SECONDARY SCHOOLS IN PUNJAB, PAKISTAN

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-----**ABSTRACT**

Discipline is a major component in school for the promotion of quality education and responsible citizen for society. The major purpose of the study was to explore intrinsic or extrinsic discipline in schools at secondary level; to compare the results by locality, gender and grade wise. The province of Punjab was divided into three (north, central, southern) zones. Sample was selected from 2304 schools by equal ratio from each zone. Self-constructed instrument on five point likert scale having 50 items was used to collect data from schools. Instrument sent to eight research experts for validation, then the instrument considered final for data collection. Descriptive and inferential statistics used for data analysis. The study concluded that discipline practiced at public secondary schools was intrinsic in nature and the condition of discipline in schools was satisfactory. Significant difference observed in boys and girls students' opinions; female schools were more disciplined as compared to male. The results reveal significant difference in rural and urban students' opinions; rural schools were more disciplined as compared to urban. There was also significant difference in the opinions of 9th and 10th grade respondents, 10th grade was more disciplined as compared to 9th grade.

KEYWORDS

Intrinsic discipline, extrinsic discipline, head teachers, public secondary schools

INTRODUCTION

The society in which we are living either individually or interrelation, its acceptance and understanding acceptance of other cultures, is basically shaped in our schools. Our schools offer partnership to families to invest through learning on their children (Bear, 2010). Education in schools helps people to make sense of changes and fostering sustainability, in which permanent learning take place. Education helps children in formation of sentences, acquisition of knowledge, communication with other persons and intelligently uses of knowledge have a specific significance in this regard. Briefly speaking, it is said that education is investment on child and society, investment on child shows through the behaviours of its citizens. The leading schools of the country have a high responsibility to provide moral, spiritual and quality education of its citizens to fulfill the expectations of the country (Nyamu, 2001).

Webster (2001) explains that all the objects in school, i-e school discipline, curricular and co-curricular activities, every day plan, method of instruction, quality education in school and general environment of the institution is organize and structured as the school leader wants. In other words, vision of school leader matter a lot for effective and efficient running of the institution to maintain quality education. Nyamu (2001) describes, entire programmes of the school related to development or clearness of the institution is always continue and maintain according to the abilities, vision and training of school leader. The whole things of the schools i-e buildings, discipline, libraries, laboratories, furniture, relationships with higher authorities, method of teaching and techniques of learning process and curricular and co-curricular activities reflect quality education of the institution and the competency of its leader.

Discipline is main component of schools for the smooth progress of the schools. Bear (2010) illustrate the importance of school discipline that it provides students an intellect that what they may do and may not do. It also provides the students the sense of safety in a way that how they can secure in school and society. It give permission students how to survive in society according to set standards by the society, if they follow the set standard of the society, they will be a responsible citizen of the society and real reflection of the school. Discipline exercised in school also gives self-confidence to students to achieve what is important for them in their practical life for the survival in society. It makes possible for students to raise a voice for their rights that show them in their behavior, individual decisions and to control their actions and behaviors. Pienaar (2003) describes that discipline learnt in schools provide the awareness about their rights and duties in school and as well as in society. If, activities of the schools will not be a disciplined, the students behavior of the students will not a

responsible skilled and tolerable towards the opponent and society as a whole. Discipline educates student the limitations in which they remain and act. Canter and Canter (1992) describe that discipline gives students the concept of administration. If your students remain the whole time with you, it will be beneficial for students to develop their behavior positively. It will be easy for them to acknowledged and admit their authority, like teachers, ministers and even the ruling authorities. Discipline promotes high-quality social, moral ethical and as well as religious skills among students. Through discipline, the students learn how to behave with teachers, head teacher, parents, students and friends in society. Discipline supports students to build up outstanding behavior by exercise the activities of schools. It helps students for learning quality education, manners and decision-making expertise.

School discipline describes actions towards the group of students or individual when the students break the rules or disturb continuing educational activities by the teacher or school administration. Discipline in school set limits to help students or direct the student's behaviour to gain knowledge to take care of themselves, other people and world around them. School is a symbol of rules, if students smash a policy; the matter is related to discipline. These set of laws, for instance, define the predictable standards of timekeeping, work ethic, clothing, and social conduct. The phrase school discipline is applied to punish the student that is the result of violating rules. The major objective of school discipline is to put boundaries to restrict certain aptitude, attitude and behaviours that are against the discipline policy of school (Blandford, 2007).

LITERATURE REVIEW

Various terms have used to define school discipline by different authors. Adesina (1980) define that school discipline shows that how students give respect to the authorities of the school, to follow the rules and regulation of schools and to preserve a respectable behavior among students. Definition of school discipline shows that the school has a primitive role to produce a remarkable behavior in their students. So, it is necessary for head teachers, teachers and administrative staff to enforce respectable behavior in their students. School discipline is defined as a training that enables the students to develop a responsible behavior, follow the direction and as well as self-control on himself (Egwunyenga, 2005). Peretomode (1995) explain that discipline contain all the abilities to have self-control, follow the limitation, respect for others and for himself. Discipline is the ability in students to do something without any internal control (Abubakar, 2000). So, it may say that discipline is internal motivated factor within the individual which force him/her to do something remarkable for society and as well as humanity. It is a deliberately and voluntary efforts of the person or students to follow the code of conduct deliberately. But, Aguba (2009) emphasizing Douglas McGregor's theory x, kept that discipline is externally induced in students who do not willing to follow the rules and regulations regularly with the fear of

punishment or reward. Webster (2001) describes that school discipline is the classification the rules and regulation, protection of law, behavioural strategies of school. Basic principle of discipline is wellbeing of students and society. Discipline supports person to get knowledge, form his/her attitudes, get habits, take interest, study principles, which are helpful for students and society. School discipline provides understanding to the institution that all the conscious and unconscious activities of the students, which are against the discipline policy of the intuition, has to reduce in encouraging a supportive way to make students respectable and responsible citizen of society (Bear, 2005).

The community believes that schools are the best place where one can transmit values among student to be a productive and useful citizens on the nation. According to Agbenyega (2006) that discipline is one of the crucial characteristics of effective running of the schools. Mostly school which practiced frequently diverse students' behaviour have been answerable on lack of real application of school rules and regulations for discipline to control the school. Therefore, it may say that better discipline comes in school or an organization for effective and efficient management of the institution. On the other hand indiscipline is an act that deviates from the adequate social values and norms of the society. It is called the desecration of school policies, rules and regulations which is accomplished of hindering the smooth and orderly working of the school system. An undisciplined students are irrepressible students, they can do any damage of school and as well as society when they do not get what they want to do (Asiyai, 2012).

Being administrative head, the role of principals are very crucial, they are the chief executive of the schools, their role in school is to plan, organize, command, control and coordinate all curricular and co-curricular activities of the schools or outside of the school. The role of principal is like a president or ex officio of the disciplinary council. The principal tries to improve the behaviours of the students whose conduct is not satisfactory (Mbua, 2003). Therefore in this situation the principals have records of students 'disciplined and indiscipline and they are in better position to clarify to other stakeholders, particularly parents about the behaviours of their students. on the conduct of their children. Consequently all school administrator needs to do good discipline measure in his/her schools. Preferment of indiscipline among students is the danger for parents in the whole world (Egwunyenga, 2005). School Discipline is essential component for the improvement and quality education of the institution. Efficient leader maintain excellent discipline in an institution. School discipline is one of the important element to achieve the entire goals either related to curriculum or hidden curriculum (honesty, punctuality, how to work with other persons, regularity, empathy, equality etc.). School Discipline makes students highly responsible,

accountable and productive resident of the society. Therefore, one cannot deny the importance of discipline in institution (Blandford, 2007).

Discipline of schools is a most important element for efficient running of all institutions. Blandford (2007) explains the importance of school discipline, school discipline provides learners sense of awareness that what they do and what they do not do. It give permission to students do all the activities according to the instruction given by the teachers and head teachers which are best interest of the public groups and as well as for best public interest. School discipline also provides self-confidence, self-awareness and strengthens passion among students. It makes possible for students to raise their voice, be able to make their own decision independently and control independently their own actions. Nyamu (2001) describes that discipline gives students the sense of right and wrong, true and false, effective and ineffective. If the institutions not disciplined, the students will never get a life skill and their behaviours will be aggressive. School discipline educates the students the sense of responsibilities, students will never learn the limitations what they have or not to follow who are not disciplined. If our students do not gain knowledge of limitations they cannot became a responsible citizen for his society and as well as the country. Goodman (2006) illustrates that school discipline gives the students the sense of respect. If the students will with you for whole time, they will assume that they are better than others. Discipline gives skills to students for practical life. To follow the school students know that how to behave with head teachers, teachers, parents, students and as well as for whole humanity. Discipline facilitates students to make admirable manners for the wellbeing of society. It also helps the learner to learn how to make a good decision in professional life. Canter and Canter (2009) defined different types of discipline holding diverse character. Everyone is essential in a particular condition. Therefore, discipline of the institution can manage according to the circumstances. Researcher has classified school discipline into two-category i-e intrinsic school discipline and extrinsic discipline.

Intrinsic discipline defined by Canter and Canter (2006) is training and attitudinal conditioning that is exercised to correct insufficiency of the students avoiding punishment is renowned as intrinsic school discipline. Logically, it is beneficial for school. It stimulates habit and habituated reaction inside the person to reputable values of the institutions and its customs and traditions. In this situation, students generously accept the directions of their administrator (Goodman, 2006). Good-disciplined institution are those in which the entire students and teachers are very much skilled to hold discipline. They give reason that a skilled and successful institution is a well closely controlled in which the rules of positive discipline have been exercised, implemented and habituated. Entire faculty of the institution restrains same objectives as have the whole school. In this type of circumstances can merely accomplish, at that

moment when the entire group members' goals are commonly organized and they acknowledge, as the goals of the institution are their personal one (Tobin, Sugar & Colvin, 1996).

Extrinsic school discipline permits reprimand or punishment for students in schools. This kind of school discipline keeps soft type of admonishment, penalty, and unsympathetic action or separation from the service prosecution or criminal act. In these limitations, school leader can implement other penalties including the written or oral warning, little legal preventions, normal days may off, voluntary surrender of defeat of the salary, annual leave, essential insufficiency of these, suspension or downgrading. (Skiba, Peterson, Miller & Riller, 2002). To apply this corrective sort of school discipline should be set aside for the rebellious or discontented those persons who has not been pleasing to other in more optimistic manners. Bear (2010) describes that this sort of school discipline is good for schools, there comes times when ultimately extrinsic disciplinary action must be exercised. School leaders should make major decision about the things and intention of the wrongdoer to recommend this type of disciplinary act Tobin, Sugar and Colvin (1996).

Haider and at all (2012) describe the following causes of indiscipline in Pakistani schools: (a) School discipline policy should clearly define what behaviours are acceptable and unacceptable during school working hours. (b) All the teachers should fairly and continuously apply discipline policy to handle disruptive behaviours of students. (c) The students who have influential background should treat harshly by the administration if he/she involved in any indiscipline act in school. (d) Continuous negative use of bullies influence the behaviours of the students negatively, teacher should avoid negative bullies and push back the students positively. (e) In this type of items produce dissatisfaction and create irritation among students to hold discipline. (f) The teacher and students relationship is necessary for teaching and learning process if there is a collapse in relation, indiscipline emerge. (g) Indiscipline appears when teacher does not perform his responsibility as a leader in school or classroom, there will surely be students who will be delighted to see this role of teacher. (h) Lack of motivation in school/classroom produce disinterest among students and undisciplined manners accrued. (i) Various students may have got bad behaviors from earlier classes. For example, one time student has shaped his behaviour of coming late in school; it will be very hard for him/her to change his/her behavior.

For effective running of the institutions, school discipline is the key component. In local context, Iqbal, (2008) planned study on the school discipline and the role of Principal: A Case Study. Various studies are also conducted internationally on school discipline by relating to other variables. Byanga (2004) conducted study on heads' leadership and discipline of students at secondary level, Makerere University, Uganda.

Kiprob, (2015) designed research on leadership behaviours and discipline of schools, Kericho, Kenya. Goodman (2006) designed study on school discipline in moral disarray at University of Pennsylvania, Philadelphia. Ikube (2004) designed study on leadership and discipline, Makerere University, Uganda. Egwet, (2010) conducted study on leadership qualities of head teachers and school discipline in Uganda. In Pakistan, there is a few study designed to measure the discipline context of public secondary schools, so, the researcher feels the gap and designed study on large scale having reasonable representation of Punjab. Therefore, it can be realized that the current study about the nature of discipline will be valuable to help the better management of schools. This study was an attempt to identify the nature of school discipline as perceived by the public secondary schools students in Punjab, Pakistan.

RESEARCH QUESTIONS

An attempt was made to answer the following research questions;

1. What is the nature of school discipline at secondary level?
2. Is there any significant difference in male and female schools about discipline?
3. Is there any significant difference in rural and urban schools about discipline?
4. Is there any significant difference in 9th and 10th grades about discipline?

DELIMITATIONS

Delimitations are those boundaries which are determined by the researcher keeping in mind the time, resources, and scope of the study. The study was related to the Public Secondary Schools of Punjab, so it was delimited to:

1. All the students studying in public secondary schools of Punjab
2. All boys and girls public secondary schools of Punjab
3. All rural and urban public secondary schools of Punjab

METHODOLOGY

Most probably descriptive research is different types in its nature. In descriptive research, survey considered the most suitable, easy and time saving way for collecting valid and reliable data for descriptive research. Survey generally used in research for data collection, ranging from physical counts and frequencies to opinions and attitudes. Questionnaires and interviews are the major resources of data collection for a survey studies (Frankel, Wallen & Hyun, 2012).

The study designed to identify the nature of the school discipline i-e intrinsic or extrinsic discipline. Study was related current phenomena: A quantitative survey was conducted by using questionnaire related to school discipline for data collection. Population of the study was consist of the whole Province of Punjab, including male and female; rural and urban students enrolled in 9th and 10th grade at public secondary schools. The province of Punjab was consisting of 36 districts and 3770547 students

enrolled in 9th and 10th grade (Government of Punjab, 2018). Multi-stage simple random sampling technique employed to select sample. Province of Punjab was a very huge for its population, so it was divided into three major zone. The province of Punjab was divided into three zone i-e (a) Southern Punjab (b) Central Punjab (c) North Punjab. From each zone, two districts were selected randomly. Randomly selected districts were; Bahawalpur and Layyah (south zone), Gujrat and Sahiwal (central zone), Attack and Sargodha (north zone). From each zone twenty (20) schools were selected randomly. Rural and urban; male and female schools were also given equal representation for selecting sample. Sixteen students were randomly selected from each school. Therefore, 2304 students from 144 schools were the whole sample of the study. Forty eight percent respondents were male and 52% female; 49% rural and 51% urban out of 2304 respondents.

Instrument Development and Validation

School discipline scale was developed to measure school discipline after an intense analysis of literature review. School discipline scale (SDS) comprised of two sub-scales i.e. intrinsic and extrinsic discipline. The SDS included 26 on intrinsic school discipline and 24 on extrinsic discipline on five point Likert scale (SDA, DA, UC, A, SA). Except demographic information such as gender, grade and locality, school discipline scale were 50 close ended items.

School discipline scale distributed among eight education experts for validation. Experts' useful opinions help out for improving the items of the instrument and assist to finalize it. Instrument was distributed among 50 students of 10 schools for pilot testing. The calculated value of Cronbach coefficient was 0.85, shows that instrument was highly reliable and it was ready for data collection (Fraenkel, Wallen & Hyun, 2012).

Data Collection and Analysis

Data was collected by using questionnaire about intrinsic and extrinsic school discipline. The instrument was distributed among 2304 students of 144 schools for data collection. The sample of the study was scattered, comprising of six districts of Punjab. For researcher, it was difficult to collect data personally from all the respondents. So, three different ways were adopted for data collection i.e. mail, personal visits by researcher and getting help from friends. 2052 questionnaires were received back out of 2304. It was very encouraging for researcher that the return rate of the respondents was approximately 89.6%. Descriptive and inferential statistical with the help of SPSS Ver. 20 used for data collection. To evaluate the nature of discipline, applied descriptive statistic and calculate frequency, percentage, mean score, and standard deviation. Inferential statistic was applied to measure the significance difference among different groups.

RESULT**Table 1: Return Rate of Students Responses on School Discipline Scale**

Zones	Districts	Students	%age
North Punjab	Attack	339	88.28%
	Sargodha	343	89.32%
Central Punjab	Shaiwal	342	89.06%
	Gujrat	341	88.81%
South Punjab	Bahawalpur	345	90.11%
	Layyah	342	89.06%
Total Response Rate		2052	89.06%

The basic purpose this research was to identify the nature of school discipline. It also investigated that the discipline of schools were intrinsic or extrinsic in its nature. Results related to the nature of school discipline either intrinsic or extrinsic disciplines of public secondary schools in Punjab are as under in the following section:

Table 2: Students' responses about the nature of school discipline either intrinsic or extrinsic schools discipline at secondary level

Variables	Responses	%age	Mean Score	S.D.
Intrinsic Discipline	SD	7.09	3.83	0.65
	D	9.25		
	UC	12.62		
	A	34.31		
	SA	36.74		
Extrinsic Discipline	SD	10.27	3.31	0.53
	D	18.75		
	UC	21.01		
	A	26.61		
	SA	23.52		

Table 2 shows students' responses the nature of school discipline. Seventy-one percent respondents agreed about intrinsic discipline of school. However, 16.34% respondents disagreed and 12.62% were uncertain about intrinsic discipline. Mean score (3.83) indicates that grater part of the students agreed that the nature of school discipline was intrinsic.

Fifty percent respondents agreed about extrinsic school discipline. However, 29.02% respondents disagreed and 21.01% were uncertain about extrinsic discipline. Mean

score (3.31) shows that greater part of the respondents were in favor that nature of school discipline was extrinsic.

It was concluded that greater part of the respondents agreed that intrinsic school discipline were practiced in secondary schools of Punjab.

Table 3: Students' opinions about the nature of school discipline

Variable	Responses	%age	S. D.	Mean
Nature of School Discipline	SD	8.61	0.52	3.59
	D	13.81		
	UC	16.68		
	A	30.62		
	SA	30.28		

Table 3 shows students' responses about the nature of school discipline at secondary level. Sixty-one percent respondents agreed that the nature of school discipline. However, 22.42% respondents disagreed and 16.68% were uncertain about the nature of school discipline. Mean score (3.59) shows that greater part of the respondents agreed that the nature of discipline was satisfactory at secondary level in Punjab.

Table 4: Gender comparison of students' responses about school discipline

Variables	Gender	N	Mean Score	S.D.	t value	p value
Intrinsic School Discipline	Male	1049	3.69	0.74	-9.96	0.02*
	Female	1003	3.97	0.49		
Extrinsic School Discipline	Male	1049	3.14	0.54	-16.12	0.01*
	Female	1003	3.74	0.44		
School Discipline	Male	1049	3.42	0.59	-14.45	0.01*
	Female	1003	3.72	0.37		

Table 4 shows gender comparison of students' opinions about school discipline. Intrinsic school discipline shows that there was a significance difference in the opinions of male and female respondents, $t = -9.96$ and $p < 0.05$. Mean score (3.97) of female respondents were significantly higher than the mean score (3.69) of male respondents. It indicates that female secondary schools were intrinsically more disciplined as compared to male secondary schools.

Extrinsic school discipline indicates that there was also significance difference in the

opinions of male and female respondents ($t = -16.12$, $p < 0.05$). Mean score (3.74) of female respondents were significantly greater than the mean score (3.14) of male respondents. It indicates that female secondary schools were also extrinsically more disciplined as compared to male secondary schools.

Over all school discipline shows that there was also a significance difference in the opinions of male and female respondents ($t = -14.45$, $p < 0.05$). Mean score (3.72) of female respondents were significantly greater than the mean score (3.42) of male respondents. It indicates that female public secondary schools were more disciplined as compared to male public secondary schools in Punjab, Pakistan.

Table 5: Locality wise comparison of students' responses about school discipline at secondary level

Variables	Locality	N	Mean Score	S.D.	t value	p value
Intrinsic School Discipline	Rural	1015	3.92	0.57	6.52	0.00*
	Urban	1037	3.73	0.71		
Extrinsic School Discipline	Rural	1015	3.44	0.50	11.41	0.00*
	Urban	1037	3.18	0.51		
School Discipline	Rural	1015	3.96	0.45	9.83	0.00*
	Urban	1037	3.47	0.55		

Table 5 shows locality wise comparison of students' opinion about school discipline. Intrinsic school discipline shows that there was a significance difference in the opinions of rural and urban respondents ($t = 6.52$, $p < 0.05$). Mean score (3.92) of rural respondents were significantly greater than the mean score (3.73) of urban respondents. It indicates that rural secondary schools were intrinsically more disciplined as compared to urban secondary schools.

Extrinsic school discipline indicates that there was also a significance difference in the opinions of rural and urban respondents ($t = 11.41$, $p < 0.05$). Mean score (3.44) of rural respondents were significantly higher than the mean score (3.18) of urban respondents. It indicates that rural secondary schools were extrinsically more disciplined as compared to urban secondary schools.

Over all school discipline shows that there was also a significance difference in the opinions of rural and urban respondents ($t = 9.83$, $p < 0.05$). Mean score (3.96) of rural

respondents were significantly greater than the mean score (3.47) of urban respondents. It indicates that over all rural public secondary schools were more disciplined as compared to urban public secondary schools in Punjab, Pakistan.

Table 6: Grade wise comparison of students' responses about school discipline at secondary level

Variables	Grade	N	Mean Score	S.D.	t value	p value
Intrinsic Discipline	9 th	1041	3.82	0.69	-0.77	0.44
	10 th	1011	3.84	0.62		
Extrinsic Discipline	9 th	1041	3.23	0.57	-7.87	0.01*
	10 th	1011	3.41	0.48		
School Discipline	9 th	1041	3.53	0.57	-4.31	0.01*
	10 th	1011	3.63	0.46		

Table 6 shows grade wise comparison of students' responses about school discipline. Intrinsic school discipline shows that there was not a significant difference in the opinions of 9th and 10th grade respondents ($t = -0.77$, $p > 0.05$).

Extrinsic school discipline indicates that there was a significance difference in the opinions of 9th and 10th grade respondents ($t = -7.87$, $p < 0.05$). Mean score (3.41) of 10th grade respondents were significantly higher than the mean score (3.23) of 9th grade respondents. It indicates that students of 10th grade were extrinsically more disciplined as compared to the students 9th grade.

Overall grade wise comparison of school discipline indicates that there was a significance difference in the responses of 9th and 10th grade respondents ($t = -4.31$, $p < 0.05$). Mean score (3.63) of 10th grade respondents were significantly higher than the mean score (3.53) of 9th grade respondents. It indicates that students of 10th grade were more disciplined as compared to the students of 9th grade at secondary level.

DISCUSSION AND CONCLUSIONS

Main objective of this study was to explore the nature of discipline. Intrinsic and extrinsic, two categories of school discipline were made with the help of literature, to explore the nature school discipline. Conclusions of the research indicate that moderate majority of students agreed about intrinsic discipline of schools, shows that discipline of schools were intrinsic in its nature. Simple majority of students' responses indicate

that school discipline were extrinsic in its nature at secondary level. Generally, nature of school discipline shows that simple majority of students given opinions that discipline of secondary schools were satisfactory in Punjab. Iqbal (2008) conducted research on responsibility of head teachers to manage school discipline: A case study. Results of the research shows that the role of the head teacher was crucial to manage school discipline and also concluded that school discipline was at satisfaction level. Results support the conclusions of currently conducted study on the nature of school discipline. Internationally, Byanga (2004) conducted research on leadership behaviours of head teachers and discipline of students in Govt. school, Kabarole District, Makerere University, Uganda. King'ori (2012) conducted study on leadership role of Principals for discipline of students at secondary level in Tetu District, University of Nairobi, Kenya. It was very interesting that the conclusions of these internationally conducted studies verify the results of currently conducted study on the nature of school discipline at secondary level.

Gender comparison of students' responses about intrinsic school discipline indicates that there was a significance difference in the opinions of male and female respondents; female secondary schools were intrinsically more disciplined as compare to male secondary schools. Extrinsic school discipline indicates that there was also significance difference in the opinions of male and female respondents; female secondary schools were extrinsically more disciplined as compared to male secondary schools. Significant difference was found in the responses of male and female respondents about the nature of school discipline. Female secondary schools were more disciplined as compared to male secondary schools. Iqbal (2008) conducted research on head teachers' role to manage school discipline. The findings of this study also indicate that female students were slightly well-organized as male students. Tobin, Sugar and Colvin (1996) designed study on patterns in middle school discipline record. The results of this research show that female students of middle schools were more discipline as compared to male students of middle schools.

Locality wise comparison of students' responses about intrinsic school discipline indicates that there was a significance difference in the opinions of rural and urban respondents; rural secondary schools were intrinsically more disciplined as compared to urban secondary schools. Extrinsic school discipline shows that there was also significance difference in the opinions of rural and urban respondents; rural secondary schools were extrinsically more disciplined as compared to urban schools. Significant difference was also observed in the opinions of rural and urban respondents about the nature of school discipline. Rural secondary schools were more disciplined as compared to urban secondary schools. Pienaar (2003) conducted study on a different approach to classroom discipline problems. The study shows that countryside schools were more disciplined as compared to city schools. Stewart (2004) designed study on

learner discipline: An Australian perspective. It was very interesting that both internationally conducted studies verify the results of currently conducted study that rural students were more disciplined as compared to urban students.

Grade wise comparison of students' responses about intrinsic discipline indicates that there was no significance difference in the opinions of 9th and 10th grade students. Extrinsic school discipline shows that there was a significance difference in the responses of 9th and 10th grade students; 10th grade was extrinsically more disciplined as compared to 9th grade. Significant difference was also observed in 9th and 10th grade students' opinions about the nature of discipline. Tenth grade students were more disciplined as compared to 9th grade students. Bear (2005) designed study on developing self-discipline and preventing and correcting misbehavior. The findings of this study indicate that higher classes were more disciplined as junior classes, which justify the results of currently conducted study on the nature of school discipline.

RECOMMENDATIONS

At the time of preparing rules to manage classroom and school discipline, administration should make sure that the rules should be clear, convincing, avoid any contradictions and easy to understand for everyone. Optimistic approach and way should be adopted to prepare discipline rules that students do not involve in any negative activities in schools. When students follow the discipline with positive attitude, feel free to give them reward for their positive attitude towards school discipline. Reward will be a motive for students to promote intrinsic school discipline in schools. Prepared rules to maintain school discipline should be implemented with its original letter and spirit to avoid any indiscipline activities in schools.

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