Determinants of Disorderliness among the University Students

Dr. Faiz ul Hassan Shah, Assistant Professor, Department of Education, Mir Chakar Khan Rind University Sibi, Baluchistan, syed.f@mckru.edu.pk
Misbah Noor, PhdSchalorMisbah Noor, PhdScholar , Department of Education, University of Education, Lahore, noormisbah07@gmail.com
Abdul Ahad Roshan Saeed, Lecturer, Department of Education, Mir Chakar Khan Rind University Sibi, Baluchistan, iamroshansaeed@gmail.com

Abstract- Matter of disorderliness among the university students is at brisk. Being Disorderly or disruptivenot only leads to bad effect on the teaching-learning process but also shake the strength of the social order.For setting up the most appropriate policies and strategies to bring discipline back, there is need of making a list of disorderliness occurring in University with determinants that contributes to students' Disorderliness. The purpose of this study was to explore and compare the perceptions of stakeholders regarding the cases of Disorderliness and their determinants among the students. 150 teachers and 400 students were selected from Gomal University D.I.Khan. Afive point rating scale were used for data collection. The rating scales were used after validity, pilot study and reliability assurance.The descriptive and t- Distribution was applied to analyze the data at 0.05 level of significance. SPSS (20) was used for analysis of data. On the bases of findings, it was concluded that numerous cases of Disorderliness exist among the students and variables used in the tool found to be the determinants ofDisorderliness among the students as perceived by the stakeholders with no significant difference in their perceptions.

Keywords: Perceptions, Stakeholders, Determinants, Disorderliness, Gomal University D.I.Khan

I. INTRODUCTION

Many social evils exist in the present time,in all societies across the globe. One of them is Disorderliness or indiscipline which is rapidly increasing with every passing day in all working areas.Education is the only way out to get a desirable situation in all fields. In order to produce individuals for the future competition, education system must be smooth and according to the best norms and values needed for the well-being of the individuals as well as the society. But the situation is quite unhealthy as education systems are more densely polluted with the problem of Disorderliness than any other area. Disorderliness destroys the normal and efficient progress of the education system(Asare&Adzrolo, 2013). Disorderly and disruptive behavior of the students is among the most painful thing that all teachers faced at the present time Akhtar andAkhtar (2020). There is a consistent promotion of Disorderliness in different shapes within and outside the educational institutions. Numerous and various forms of Disorderlinessprevails within teaching learning process. From low range cases to high range cases are found occurring in different areas of the world at various levels. The cases also have associated risk of low to wide range of harm. This situation become very worrying for all stakeholders who are keen about their children and students and their true development in all dimensions of social, physical, mental and behavioral (Atieno, 2014).

Agbowuro and Daniel (2016)Disorderliness and its spread among individuals specially in youth is a matter of supreme concern as it demolish the bright aim of developing the country and preparation of individuals to stand in this modern and other disciplined world through which they are at positive development. Students of all level are so disruptive and poor in conduct. The ratio of cases of Disorderlinessvary from situation to situation or from country to country but it exist with some strength in all areas. Ekombe(2011)Disorderliness spread out in any form like students individual actions like malingering, teasing the teachers, using the materials without permission of owners, show rudeness in front of teachers, continuously disturbing the teachers within the class, talking badly with teachers, laughing in class sessions, disturbing fellow students', fighting with students, making gangs for expressing power, threatening teaching faculty to fulfill legal and illegal demands, beating administrators, burning the buildings, throwing stones, stealing of the things, rape cases, teasing the opposite gender, love affairs with vulgar actions, love matters leading to murder and war, drug addiction and misbehaving with non-teaching staff are widely found in institutions.

Number of determinants are found in different studies like students related determinants when students themselves are responsible for the spread of Disorderliness, the other one is family related determinants where parents, siblings and family members and home condition leads to students Disorderliness.The concerns related to teachers are no more hidden and their attitude and behavior always illuminate the

roughness among the students and raise their hostility. Students and their demands sometimes are very much related to their basic rights but administration fails to provide them with minimum level of all of them. Administration usually leads to growth of very disastrous feelings among the students to get their rights and demands forcefully. Another major factor and determinant that make students show undesirable code of conduct. The gap between what should be and what is? Is the major thing that promote misconduct from the youth and students as they observe no discipline and no respect around them? Rich are enjoying better life and this is done in quick succession while poor remain in bad and inhuman condition(Yahaya, Ramli, Hashim, Ibrahim, Rahman & Yahaya, 2009).

Keeping in mind the level of studies in different areas of the world and observance of such discipline problems in different areas of educational system in Pakistan, researchers found a gap in literature regarding this area and in this particular location. D.I.Khan is located in KP, Pakistan. There is the one of the largest higher Education institute in D.I.Khan by means of area offering many programs with large number of students enrolled in it. It was observed in recent past, that number of Disorderliness exist in this University. There are a lot of news and debate about the Disorderliness of the students among the teaching and non-teaching faculty. Therefore, it was necessary to conduct a research study to know the types of Disorderliness occurring among the students and their determinants by different personnel working in this large institute. Cases/types of Disorderliness were classified as Disorderliness in classrooms, Disorderliness against teachers, Disorderliness against administrators and other cases of Disorderlinessto know there presence in the area of research study. Determinants Disorderliness were made on the basis their importance from literature and these were personal life, teachers, administration, family background and society in order to develop a picture of what makes students show poor and undesirable code of conduct.

Rationale of the study
Disorderliness or indiscipline started with the conception of humans on the planet earth. Every field of life is so polluted with this problem. Students in comparison seems to be more engaged in disorderliness behavior in their academic life. This problem is elevating day by day at University level leading to worst consequences. Being Disorderly or disruptive not only leads to bad effect on the teaching-learning process but also shake the strength of the social order. For setting up the most appropriate policies and strategies to bring discipline back, there is need of making a list of disorderliness occurring in University with determinants that contributes to students' Disorderliness. Keeping this in view objectives and hypotheses of the study were generated accordingly to fulfill the requirement.

Objectives of the study
Following were the main objectives of the study:
1.   To investigate the cases of Disorderliness occurring among the students of Gomal University.
2.   To investigate perceptions of stakeholders regarding determinants of Disorderliness among the students' of Gomal University.
3.   To compare the perceptions of teachers and students (stakeholders) regarding determinants of Disorderliness among the students' of Gomal UniversityD.I.Khan.

Research questions
The research questions of the study were:
1.   What are the perceptions of stakeholders regarding cases/types of Disorderliness occurring in Gomal University D.I.Khan?
2.   What are the perceptions of stakeholders regarding the determinants of Disorderliness among the students of Gomal University D.I.Khan?

Hypothesis of the study
        Main Null hypothesis of the study was:
H_0:There is no significant difference between the perceptions of teachers and students regarding determinantsof Disorderliness (personal life, family, administration, teachers and society) among the students' of Gomal University D.I.Khan.

Significance of the study

It will present a depiction of what kind of Disorderliness prevails in this University. This study will portrait the determinants that are responsible for the students' poor conduct. This work will be

supportive in selection of best strategiesfor guiding and improving the situation and molding the behavior and will be useful for elimination of determinants that are responsible for Disorderliness.

II.   LITERATURE REVIEW

Determinants related to students

Aquino (2016) stated that students are very much responsible for the situation of promoting Disorderliness. They are not interested and motivated in academic work (Odebode, 2019). Their focus is on the other activities like movies. Students get involved in politics and join parties for becoming strong to do wrong things. The rudeness of the students is on top everywhere and they disrespect all teachers and other personnel of the institution. Students often fails to make a proper plan for their study and thus remain unsettled throughout the academic life. The extended use of the internet make them fully disruptive in their behavior as they face physical and mental disturbance.Lochan (2012) mentioned that sense of inferiority also prevails among the students with respect to their caste or socio-economic condition.Impatience and distractionisare always there in the life of students make them harsh and rude (Odebode, 2019). They feel pleasure in embarrassing teachers and fellows consistently. One of the reason to be Disorderliness extra use of mobile phone and their misuse like in cheating and sending questions to fellow students.

Determinants of Disorderliness related to Family Background

The unhealthy environment of the home contributes a lot in making individuals show extremely bad and illegal code of conduct. The unhealthy situation involves the problems related to finance where parents or guardians fails to fulfill event the legal demands (Odebode, 2019). The adjustment to the environment become difficult for both types of children(Mussa, 2015). This cause behavioral collapses among the students. Lack of parental education also put an adverse effect on the rearing of the child and the process of growth and development took place wrong manner. Parents sometime show less humanity and promote the aggressive behavior among students like taking revenge from teachers.Fights within the families make children do so in society and continues fighting with everyone in the same way(Stella, & Thebe, 2016).
Lack of parental love and care or also the overprotection, love and care from parental part make a child dependent or even very stubborn (Odebode, 2019).

Determinants of Disorderliness related to Teachers

Simuforosa and Rosemary (2014) presented that it is wrong to mention that only students or their family background is the root cause of Disorderliness. Teachers are also one of the major promoters of Disorderliness in educational institutions. Teachers when teach inappropriately and in a manner that is totally complex than the capabilities of students results in disturbance on the part of students in the class. Teachers have less command on their subjects and cannot satisfy students provide the source of Disorderliness among the students. Odebode (2019) mentioned thatTeachers do not put keen attention on the problems of the students.The level of motivation in theory or in lecture totally mismatch with the practical situation. Students always complaint that teachers say many things about support but they do not do anything when student's approach them. Teachers make a very weak relationship with students.Silva, Negreiros and Albano (2017) detailed that teachers use slang language for students, do backbiting on students and disrespect them in all situations and in front of all other entities. Another thing that poorly ruins the good behavior of the students that is teachers being absent for many days and do not take the classes which is the wastage of time for the students(Odebode, 2019). The favoritism has its roots in education system as well, teacher use their own choices for rewarding and behaving well while ignore others badly.Teachers also promotes Disorderliness by going themselves for sit-in and hunger strikes.

Determinants of Disorderliness related to administration

Sadik and Yalcin (2018) expressed that administration plays a vital role in the smooth working of the institution. It can make situation better or worse depending on their working and provision of adequate facilities as they claim to provide for the students at the time of admission and during the meetings.Ngwokabuenui(2015)Lack of appropriate supply of electricity or not providing alternative for that after heavy fees structures, lack of provision of relevant books in adequate numbers, rough and poor building of hostel and lack of other facilities for hostel students like water supply, washrooms, cleanliness, the undesirable and slow transportation while heavy charges for transport system,

inadequate numbers of computer labs and computers, computer labs and libraries are not allowed or allowed for limited time, separate common rooms for male and female students' are not available where they take some rest, poor food facilitation and undesirable cafeteria in campuses, delay in provision of degrees and other certificates on time, poor mannerism from administrating staff in dealing with students, awarding the undeserving students in schemes and scholarships and above all the deficiencies rapid and sudden raising in fees for the students. Ndaitu(2016) mentioned that all the factors/determinants related to the administration make students show Disorderliness of any kind like strikes, protests, abusing, beating and so on.

Determinants of Disorderliness related to Society
Social factors and their impact on the students is quite visible as it surrounds individuals every single second of their lives(Gahungu, 2018). Prevalence of injustice, abusing, absence of so called right and legal values, the hostility spreading out from the news and newscasters verbatim (Odebode, 2019), scarcity of the rules, regulation and practical implementation of the law, television and its promotion of violation and problematic scenes on daily basis, involvement in the friendship where there are no ethics and proper sense of behaving and the undesirable environment throughout the society characterized by the dirty politics, terror and communication gap to resolve things put a heavy pressure on the individual mind and thinking about how to survive in this world in a good manner due to which they follow the same path like others are doing for their goal achievement regardless of good, legal or right(Idu&Ojedapo, 2011).

Theoretical Framework
Stein (2007) uses the idea of Adler focused on the fact that every individual being have so people can be either constructive or destructive in search for superiority. This theory present the personal life of the individual for getting satisfaction. He presented that every individual has the ability to change and the behaviour can also be changed when treated with sound strategies and their life can improved. William Glasser (1996) a physician and psychologist, mentioned the needs of all people in terms of survival and these are love, belonging, power, entertainment and freedom. Bad code of conduct also occurs because of bad choices regarding different situation within a society like in friendships, movies, communication, politics etc. People are very capable of controlling their behaviour depends on their choices. Dreikur (1996) gave theory with an account of behaviour and He stresses that humans are social creation and their actions have some intentions and targets to be achieved. When people are surrounded by social contexts like family, office, education system and others they have certain plans to be achieved and thus go on even with misconducts with subjective understanding of the situation and condition.

III.   MATERIALS AND METHODS

Descriptive research design was used to achieve the objectives.The focus of this research was to investigate the existing situation regarding the determinants of Disorderliness at Gomal University.

Table#1 Population

Gomal University	Teachers	Students
City campus	72	1,107
Main campus	224	4,823
TOTAL	296	5,930

(Admin-GU, 2017)

Table#2 Sample extraction by the formula of Gay and Airasian (2003)

Gomal University	Teachers	Students
City campus	36	75
Main campus	114	325
TOTAL	**150**	**400**

Desired sample/population × layer size.

Sampling techniques
Multistage sampling technique was used as sampling technique.

- **Stage I**: In this stage, stratified and proportionate sampling techniques was used to make strata of stakeholders (students and teachers).
- **Stage II**: Simple random sampling technique was used to select that number of teachers and students from each strata in equal proporations as mentioned in sample table.

Research Instrument development

For data collection questionnaire was designed for stakeholders with three portions namely:
- Demographic Information
- Case of Disorderliness: It consists of 30 items consisted of five variables i.e. cases of students Disorderliness in classroom,Disorderliness versus administration, Disorderliness versus teachers, Disorderliness versus fellow students, general cases of students Disorderliness which was filled by respondents to ensure the occurrence of particular case of Disorderliness in Gomal University D.I.khanon five Likert scale.
- Determinants of Disorderlinessfor exploring the determinants of Disorderliness on five Likert scale regarding five variables that are:

Determinants of Disorderliness related to students.
Determinants of Disorderliness related to family background.
Determinants of Disorderliness related to teachers.
Determinants of Disorderliness related to administration.
Determinants of Disorderliness related to society.

Validity of research tool

These scales were spotted from previous researches, members of administration and experienced teaching staff. The content validity of the instruments was examined by 28 specialist of education. The amendments in language, grammar, irrelevant questions and merging of similar items were made after their precious recommendations. Some items were rejected by the advice of experts.

Pilot testing

The scale was then pilot tested on 60 stakeholders(40 students and 20 teachers).

<div align="center">Table#3Reliability of research tool:</div>

Questionnaire	No. of Questions	Alpha
Cases of Disorderliness.	30	0.764
Determinants of Disorderliness.	46	0.72

Statistical Analysis

Data was collected by the researcher himself. After data collection, it was arranged into data matrix in SPSS. The data analysis techniques used were:
- Mean scores formula was used to make decision about occurrence of cases of Disorderliness. The cut-off point was 2.5.
- Percentages were used to indicate the determinants of Disorderliness among the students at Gomal University D.I.Khan.
- T-test was used to find the mean differences in perceptions of stakeholders.

Figure#1Theoretical framework
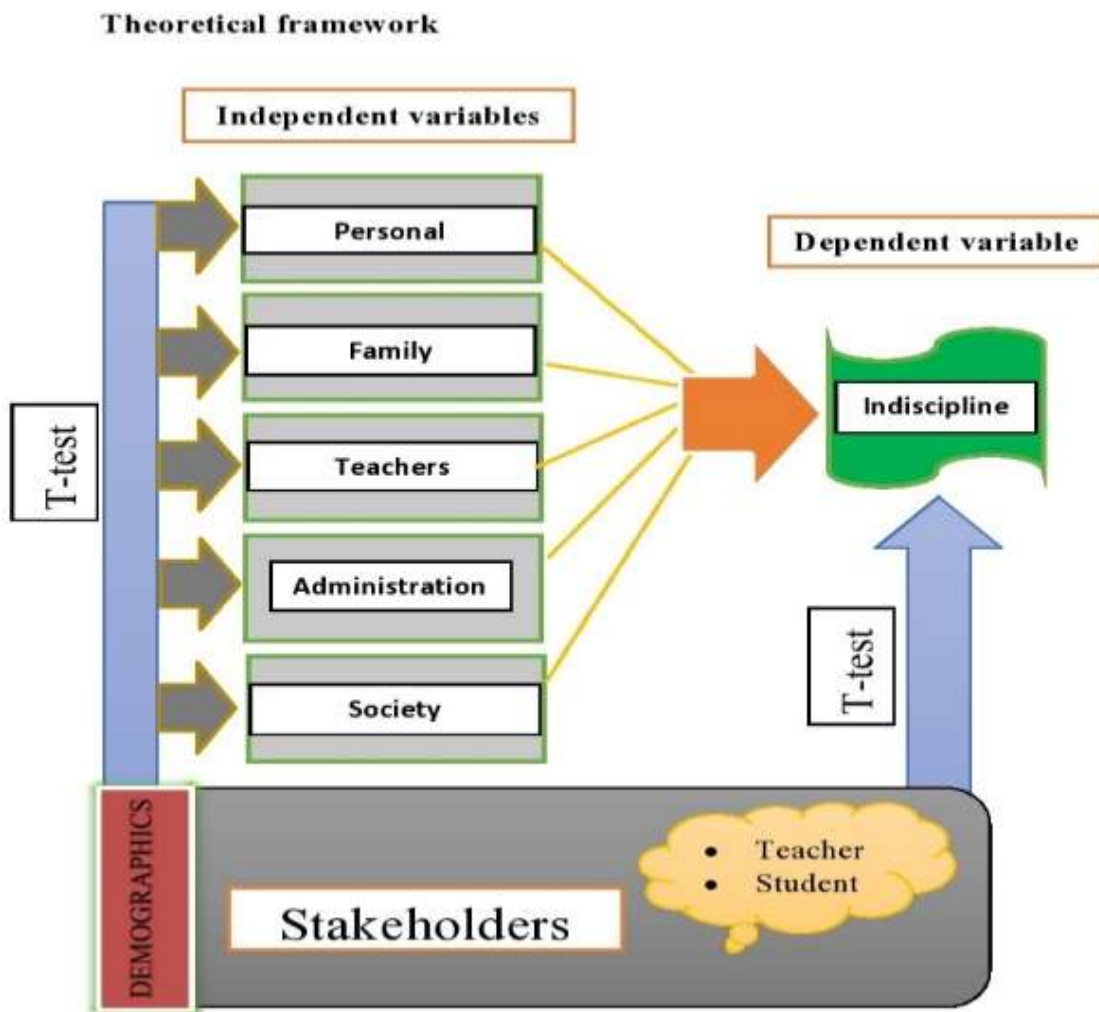
IV.   RESULTS AND DISCUSSION

Table#4 Respondents by response rate

Stakeholders	Frequency	Percent
Teacher	139	28.0
Student	357	72.0
Total	496	100.0

Table#5 Research question 1: What are the perceptions of stakeholders regarding cases/types of Disorderliness occurring in Gomal University D.I.Khan?

Cases	Teacher mean	Student mean	Remark
Disorderliness in classrooms	3.00	2.96	Agreed
Disorderliness versus teachers	3.11	2.99	Agreed
Disorderliness versus administration	3.31	3.64	Agreed

Disorderliness versus fellows	2.91	2.85	Agreed
Other cases of Disorderliness	2.87	2.71	Agreed

Table#5 represents that all cases of Disorderliness exist in Gomal University as mean score was greater than cut-off point (2.5) for both stakeholders with pie chart in figure.

Table#6 Research question 2: What are the perceptions of stakeholders   regarding determinants of Disorderliness among the students in Gomal   University D.I.Khan?

Determinant of Disorderliness	Teachers	Students
	% of agreement	% of agreement
Personal life	73	71
Family	68	66
Administration	76	80
Teachers	70	77
Society	69	70

Table represented that all determinants of Disorderliness exists in Gomal University with percentage of agreement of both stakeholders with bar graph in Figure.

Table#7 Hypothesis testing I: Perceptions regarding determinants related to personal life.

Stakeholders	N	Mean	S.D	df	P-Value	t-Cal
Teachers	139	31.31	1.1	494	0.0773	1.77
Students	357	31	1.6			

The table shows that the mean of teachers and students were 31.31 and 31 with 1.12 and 1.60 standard deviation respectively. The t-calvalue i.e. 1.77 was less than t-tab value (1.96) and p-value 0.0773 was greater than significance value of 0.05. Hence the Null hypothesis that is there is no significant difference in the perceptions of stakeholders regarding personal life determinants of Disorderliness.

Table#8Hypothesis testing II: Perceptions regarding determinants related to family.

Stakeholders	N	Mean	S.D	df	P-Value	t-Cal
Teachers	139	32.96	1.2	494	0.0975	1.66
Students	357	32.84	1.5			

The table shows that the mean of teachers and students were 32.96 and 32.84with 1.21 and 1.52 standard deviation respectively. The t-calvalue i.e. 1.66was less than t-tab value (1.96) and p-value 0.0975 was greater than significance value of 0.05. Hence the Null hypothesis that is there is no

significant difference in the perceptions of stakeholders regarding family related determinants of Disorderliness.

Table#9 Hypothesis testing III: Perceptions regarding determinants related to administration.

Stakeholders	N	Mean	S.D	df	P-Value	t-Cal
Teachers	139	39.97	2.34			
				494	0.1841	1.33
Students	357	40.05	2.11			

The table shows that the mean of teachers and students were 39.97 and 40.05with 2.34 and 2.11 standard deviation respectively. The t-calvalue i.e. 1.33was less than t-tabvalue (1.96)and p-value 0.0975 was greater than significance value of 0.05. Hence the Null hypothesis that is there is no significant difference in the perceptions of stakeholders regarding administration related determinants of Disorderliness.

Table#10 Hypothesis testing IV: Perceptions regarding determinants related to teachers.

Stakeholders	N	Mean	S.D	df	P-Value	t-Cal
Teachers	139	37.72	2.11			
				494	0.1776	1.35
Students	357	37.37	2.34			

The table shows that the mean of teachers and students were 37.72 and 37.37with 2.11 and 2.34standard deviation respectively. The t-calvalue i.e. 1.35 was less than t-tab value (1.96) and p-value 0.1776 was greater than significance value of 0.05. Hence the Null hypothesis that is there is no significant difference in the perceptions of stakeholders regarding teachers related determinants of Disorderliness.

Table#11 Hypothesis testing V: Perceptions regarding determinants related to society.

Stakeholders	N	Mean	S.D	df	P-Value	t-Cal
Teachers	139	29.28	3.33			
				494	0.0936	1.68
Students	357	29.62	3.21			

The table shows that the mean of teachers and students were 29.28 and 29.62with 3.33 and 3.21 standard deviation respectively. The t-calvalue i.e. 1.68 was less than t-tab value (1.96) and p-value 0.0936 was greater than significance value of 0.05. Hence the Null hypothesis that is there is no significant difference in the perceptions of stakeholders regarding society related determinants of Disorderliness.

<center>V.   FINDINGS</center>

1.   **Cases of Disorderliness**

Majority of the respondents (teachers and students) agreed that all the cases of Disorderliness occurs inside Gomal University withD.I.Khan with mean higher than the cut-off point that 2.5 and combined cut-off point 5.0 $_{(2.5\ of\ teachers\ plus\ 2.5\ of\ the\ students\ =\ 5)}$.Disorderliness in classrooms $_{(5.96)}$, Disorderliness versus teachers $_{(6.1)}$, Disorderliness versus administration $_{(6.95)}$, Disorderliness versus fellows $_{(5.76)}$, other cases of Disorderliness$_{(5.58)}$.

2.   **Determinants of Disorderliness.**

Majority of the respondents were agreed regarding the determinants of Disorderliness. Personal life (Teachers 73%, Students 71%). Family (Teachers 68%, Students 66%).Administration (Teacher 76%, Students 80%). Teachers (Teachers 70%, Students 77%). Society (Teachers 69, Students 70%).

<center>VI.   DISCUSSION</center>

The results of the study were shown similarity with the studies of many previous researchers. Zubaida (2009) presented a list of cases in her study like not present in institution, taking of drugs harsh attitude and behavior with friends and instructors. Gutuza and Mapolisa(2015)found Disorderliness in form of fight, beating, teasing and group misconducts against fellows, teachers, heads and admin staff and in society.Ndakwa (2013), Madziyire (2010) and (Odebode, 2019)found family and parental influence as the causes of Disorderliness. Jepkemei (2015) identified addiction to alcohol and drugs as one of the causes of Disorderliness. Timothy (2008) and Morongwa (2010) put forward a summary of determinants for Disorderliness in which family members usually parents and economic status, management and administration of the education, social group mostly political ones, teachers and non-teaching members (Madziyire, 2010) and friend zones. Kiprop (2012), Danso (2010), Gahungu (2018) and (Odebode, 2019)put forward society as one of the reason for Disorderliness among the students.

<center>VII.   CONCLUSION</center>

It was concluded that various cases of Disorderliness in classrooms, versus teachers, versus administrators, versus fellows and other Disorderliness exists in Gomal University D.I.Khan and personal life, family background, teachers, administration and society were declared responsible for Disorderliness in Gomal University D.I.Khan. There is no significant difference in perceptions of stakeholders regarding the determinants of Disorderliness among the students.

<center>VIII.   RECOMMENDATIONS</center>

Under the findings of this study it is recommended that parents, teachers and administrators needs to collaborate for finding out best solutions for the Disorderliness of the students like guidance and counselling, expelling bad students and rewarding good students.Teachers and administrative panel needs to deal students effectively. Parents need to pay proper attention to their child and try to make their home environment fruitful for their children betterment. Campaign needs to be raised to stop the immoral activities occurring in the society that ruin the mind and behavior of the students.

Guideline for future Researchers

The future researcher may conduct this type of research study under the umbrella of other demographic variables. Thecomparative research may be carried out on schools, colleges and other universities of KPK, Pakistan and other countries.The research study can be conducted by using qualitative method and design. Study may be conducted to find out the measures that are used to control the Disorderliness of the students. Impact of disorderliness at University level on the performance of the students can be studied.

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