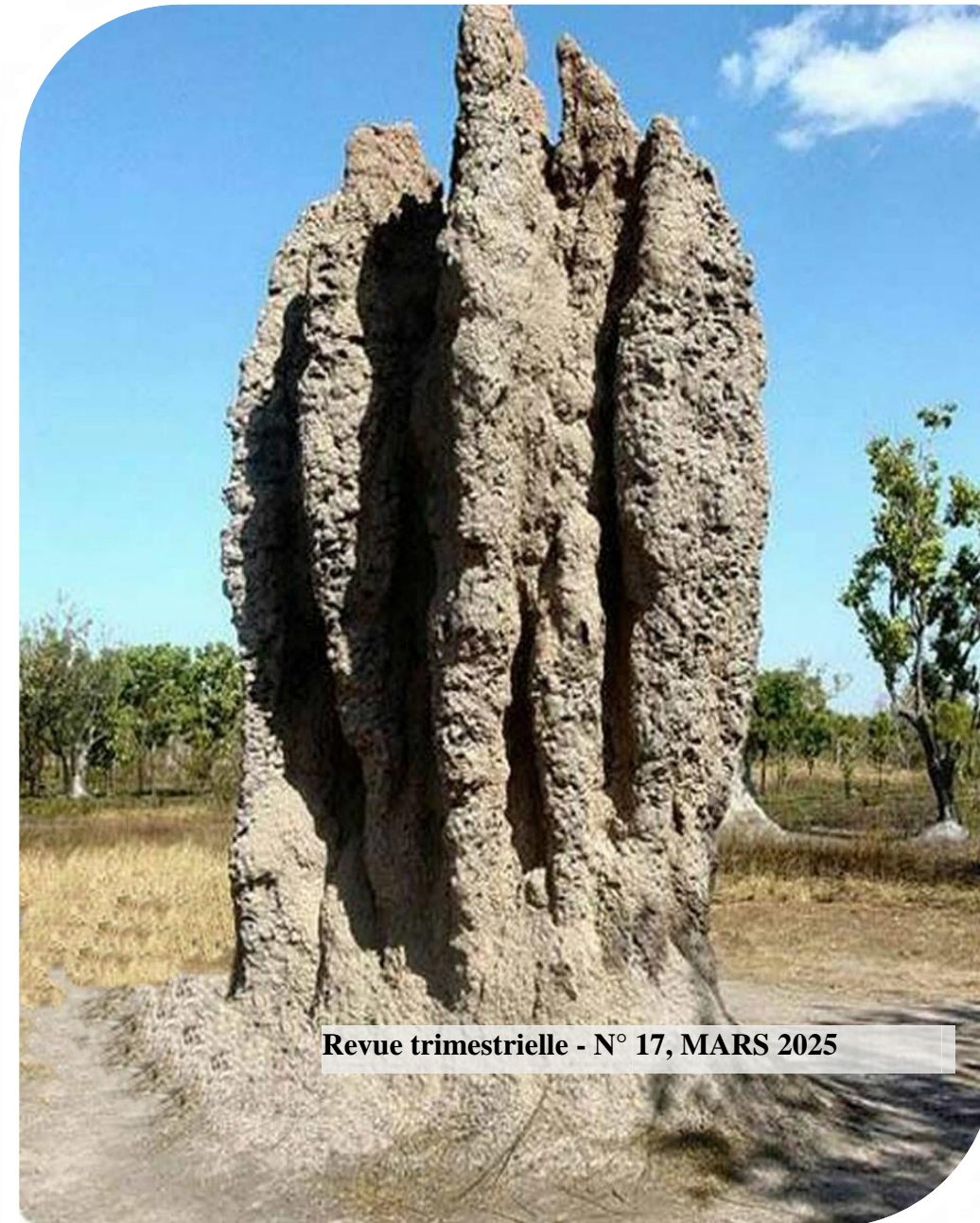


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REVUE INTERDISCIPLINAIRE
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"Dama Ninao" est une revue scientifique interdisciplinaire qui accepte et publie tous les articles relevant des Lettres, Arts et Sciences Humaines. A cet effet, elle s'intéresse aux études et théories littéraires, linguistiques, sociologiques, philosophiques, anthropologiques et historico-géographiques. La Revue "Dama Ninao", entendu "L'Entente" en langue kabyè du Nord Togo, est créée dans l'intention de matérialiser la mondialisation ou la globalisation qui s'opère avec l'esprit d'équipe et d'échanges et la désuétude du monde autarcique. Le monde scientifique universitaire ne peut échapper à cet esprit d'équipe qui fonde un creuset où « le fer aiguisé le fer », les échanges se croisent, puis s'entremêlent pour aboutir à une reconstruction des connaissances scientifiques individuelles dans la collectivité.

La Revue Dama Ninao nous renvoie à la Civilisation de l'Universel du poète sénégalais Léopold Sédar Senghor, qui prône la porosité des âmes avec l'acceptation de l'autre, de ce qu'il dispose d'utile pour mon avancement : sa civilisation, sa culture, sa langue ... Elle se fonde notamment sur la philosophie de Paul Ricœur qui préconise la perception de Soi-même comme un autre. Considérer soi-même comme un autre aux yeux de l'autre, nous amènerait à faire taire nos distensions et ressentiments afin de redimensionner notre espace, reconstruire notre histoire et notre société.

La Revue Dama Ninao s'est inspirée de la nature. Des insectes en miniature nous produisent de bels chefs-d'œuvre architecturaux, conjuguent leur génie créateur et leur force dans la patience et dans la tolérance. Ils créent des œuvres monumentales qui dépassent l'entendement humain, les termitières. A cet effet, la nature semble nous parler, nous guider, nous instruire dans le silence. Seules ces créations nous interpellent sans autant faire de nous des disciples. Comme la termitière qui, pour la plupart du temps, est une composante de maillons surgissant de la même matière, la Revue Dama Ninao se veut une termitière scientifique dont les enseignants-chercheurs en sont les maillons.

Au confluent de diverses sciences, la Revue Dama Ninao se propose de promouvoir la recherche scientifique et universitaire en impulsant le dialogue interdisciplinaire, le dialogue entre divers champs disciplinaires et divers contributeurs du monde universitaire.

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La taille des articles

Volume : 10 à 15 pages ; interligne 1.5, police 12 pour le corps du texte et les courtes citations ; police 11 pour les longues citations, Times New Roman, les références des citations doivent être incorporées dans le texte. Exemple : Guy Rocher (1968, p. 29), pas de référence en foot-notes à l'exception de quelques commentaires.

Ordre logique du texte

- Un **TITRE** en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- **Nom et prénom(s)** du contributeur ou des contributeurs, **nom de l'institution** d'appartenance, **adresse mail**
- Un **Résumé (Abstract)** de 8 lignes en français et anglais, en interligne simple, suivi de 6 **Mots clés (Key words)**
- Une **Introduction** : elle doit avoir une problématique, une méthode et une structure.
- Un **Développement** : les articulations du développement du texte doivent-être titrées comme suit :

1-Pour le **Titre** de la première section

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2- Pour le **Titre** de la deuxième section

2-1-Pour le **Titre** de la première sous-section

2-2- Pour le **Titre** de la deuxième sous-section

3- Pour le **Titre** de la troisième section (si l'auteur de l'article le souhaite)

-Une **Conclusion** : elle doit être courte, précise et concise en mettant en relief l'authenticité des résultats de la recherche.

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En cas d'utilisation des tableaux, ceux-ci doivent être numérotés en chiffre romains selon l'ordre de leur apparition dans le texte. Ils doivent comporter un titre précis et une source. Les schémas et illustrations doivent être numérotés en chiffres arabes selon l'ordre de leur apparition dans le texte.

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Les instructeurs à qui la revue affecte les articles de leur spécialité, doivent les lire avec rigueur, rejeter tout article dont le contenu est en inadéquation avec le titre et/ou dont le raisonnement n'offre pas une qualité scientifique, faire des propositions pour l'amélioration dudit article, renvoyer l'auteur de l'article à la ligne éditoriale de la revue au cas où elle n'est pas respectée. Ils se doivent notamment de vérifier, par le biais d'internet, si le même article n'est pas déjà publié dans une revue en ligne.

Objectifs et portée

La revue Dama Ninao, de par son nom qui signifie « entente », a pour objectifs :

- de matérialiser le monde universitaire qui est un creuset où « le fer aiguise le fer », les échanges se croisent, puis s'entremêlent pour aboutir à une reconstruction des connaissances scientifiques individuelles dans la collectivité ;
- de promouvoir la recherche scientifique et universitaire en impulsant le dialogue interdisciplinaire, le dialogue entre divers champs disciplinaires et divers contributeurs du monde universitaire.

La revue Dama Ninao a une portée scientifique et sociale. A cet effet, elle publie tous les articles relevant des Lettres, Arts et Sciences Humaines et s'intéresse aux études et théories littéraires, linguistiques, sociologiques, philosophiques, anthropologiques et historico-géographiques sur appel à contribution thématique (colloque) ou varia. Elle est un espace de rencontre, de construction et de reconstruction des réseaux relationnels et scientifiques.

Professeur Koutchoukalo TCHASSIM

Université de Lomé

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**INVESTIGATING THE CAUSES AND MANAGEMENT OF
INDISCIPLINE ACTS AMONG SECONDARY SCHOOL STUDENTS IN
BENIN: A CASE STUDY OF CEG TANKPÈ AND CEG HOUÈTO IN
ABOMEY-CALAVI**

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Abstract: This study investigates the causes and management of indiscipline acts among Secondary School Students in Benin. A descriptive sample survey was considered to be the most appropriate method for the study. A questionnaire was used to collect the data from 60 teachers, 150 students and 10 school administrators randomly selected. Findings reveal that weak disciplinary measures and societal factors contribute significantly to the problem. The study recommends strengthening school policies, enhancing teacher-student relationship, and involving parents in discipline management.

Keywords: Indiscipline, Secondary schools, Benin, Causes, Discipline strategies, Student behavior.

Résumé : Cette étude examine les causes et la gestion des actes d'indiscipline chez les élèves du secondaire au Bénin. Une enquête descriptive par sondage a été considérée comme la méthode la plus appropriée pour cette recherche. Un questionnaire a été utilisé pour collecter les données auprès de 60 enseignants, 150 élèves et 10 administrateurs scolaires sélectionnés de manière aléatoire. Les résultats révèlent que la faiblesse des mesures disciplinaires et certains facteurs sociétaux contribuent de manière significative au problème. L'étude recommande de renforcer les politiques scolaires, d'améliorer la relation entre enseignants et élèves et d'impliquer les parents dans la gestion de la discipline.

Mots-clés : indiscipline, écoles secondaires, Bénin, Causes, Stratégies disciplinaires, Comportement des élèves.

Introduction

It is an under estimation to say that proper discipline leads to great achievements and for that matter students who are disciplined tend to do well academically (Frimpong, 2003). However, some indiscipline acts have become issues of the day in Benin. School indiscipline has been over time an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual existence of problem of drop out, deviant behaviors, examination malpractice, lateness and poor academic performance among students.

Indiscipline is a multifaceted phenomenon regarding its manifestations and causes as well as its meanings and functions in the social, psychosocial and pedagogical fields. Concerning its displays, Amado and Freire (2009) believed that the major situations are framed in what they point out as the first level of indiscipline and which are those incidents of disruptive nature whose disturbance affects the good classroom functioning. The incidents that might be framed in the second and third levels are conflicts among peers and conflicts within teacher – student relationship which might be taken on proportions of violence and even delinquency.

School discipline according to Gaustard (2005) has two main objectives. The first is to ensure the safety of staff and students and the second to create an environment conducive to learning. Acts of indiscipline occasioned by students' misconducts involving violent and criminal behavior defeat the goals of education. Most prominently, teachers feel disempowered to deal with cases of indiscipline because of lack of support from relevant authorities, political interference and an incapacitated school administration.

The actions taken are often ad-hoc and uncoordinated both within and across schools of the same type. The misbehavior in schools that are as due to environmental factors include family problems such as separation of young children from their parents (or parent substitutes) for a long time, which disrupts the bond of relationship between the two, parental deprivation due to death or divorce and other reasons that

lead to inadequate parenting (Charlton & David, 1993). Child abuse and over permissiveness on the part of parents are other environmental factors which contribute to students' misbehavior. Curwin and Mendler (1998) categorised the causes of indiscipline problems in schools into two. They are: in-school causes and out-of-school causes. According to Curwin and Mendler, schools have become the battleground for too many participants, a place where major confrontations and skirmishes occur daily.

This is simply because teachers and students share the same space, time, goals and needs. They spend most of the time communicating with each other, thinking about each other, scheming against each other and judging each other. This constant interaction according to (Curwin and Mendler, 1998). leads to over familiarisation, and that has the potential of breeding contempt

The problem of unclear limits also causes disciplinary problems in schools. When limits are unclear, students will test the system to find out what they are.

Also, students' indiscipline emanates from the socio-economic conditions in which the students find themselves. A community that has lost its values and norms is more prone to disciplinary problems, likewise the poor homes and communities. Ovard (1969) attributes offences committed by students to specific instances such as unsatisfactory home conditions, lack of social adjustment, lack of responsibility; adjustment to adolescence, bad associates, poor teaching, poor school organization, etc. and all these instances indicate a reaction by students to circumstances external to themselves but to which their own psychological predisposition stimulates their responses (Ovard, 1969).

The foregoing and current issues make school indiscipline a very important matter in Benin educational system. It is therefore pertinent at this stage to provide therapeutic measures to students' involvement in armed robbery, rape, cultism, examination fraud and many other unruly behaviours which make headlines in our print and electronic media (Vanguard, 2006; Ogwuda 2006; Komolafe and Ajao 2006). Other misdemeanors may not be so widely reported yet their occurrences are at higher frequencies in our schools.

. Statement of the Problem

Acts of indiscipline among secondary students in Benin have become a significant challenge, undermining the quality of education and the overall learning environment. This situation not only affects students' academic performance but also impedes the development of a positive and conducive school. Therefore, it is crucial to investigate the causes and management strategies of indiscipline in secondary schools in Benin, to develop more effective approaches that can foster a disciplined and productive educational environment.

. Research Objectives

The specific objectives that warrant the conduct of this research work are:

- a. To identify common causes of indiscipline acts among secondary school students.
- b. To identify other possible ways indiscipline acts can be reduced or eradicated among secondary school students.

. Research Questions

This work is aimed at providing answers to the following questions:

- a. What are the causes of indiscipline acts?
- b. What possible ways can indiscipline acts of students be reduced or eradicated?

. Significance of the study

The study will assist school administrators, teachers and students to know major types, causes of indiscipline and the strategies for maintaining discipline in school. It will be a guide for addressing disciplinary problems.

. Limitation

The sample of the study was purposive and as such the finding may lack external validity. The study is limited to only 2 government owned secondary schools: CEG Tankpè and CEG Houèto, in Abomey-Calavi. Therefore, the findings are not generalizable to all secondary schools.

1. Literature Review

According to (Timothy, 2008, p. 110) “*Indiscipline is the direct opposite of discipline*” that is to say lack of discipline. He further quoted Dittinuiya (1995) who defined it as any act that does not conform to the societal value and norms. He went further to cite Out (1995) who also define indiscipline as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation. It can be summarized that indiscipline is any form of misbehaviours which the student(s) can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gangsterism or cultism, to mention only these as the forms of indiscipline in schools are inexhaustible.

This literature review explores the causes of acts of indiscipline and examines various management strategies used to address and reduce such behaviors.

1.1 Psychological and Emotional Factors

Psychological and emotional factors are often cited as underlying causes of indiscipline. Studies show that individuals experiencing stress, anxiety, depression, or unresolved emotional issues may act out in an attempt to express or cope with their feelings (Cohen, 2015). For instance, in educational settings, students who suffer from emotional trauma or lack of support may exhibit disruptive behaviors as a form of communication (Dupper, 2016).

1.2 Socioeconomic Factors

Socioeconomic status has been identified as a significant predictor of indiscipline, particularly in schools. Students from low-income families are more likely to engage in acts of indiscipline due to factors such as lack of proper nutrition, limited access to educational resources, and exposure to violence or criminal activity in their communities (Duncan et al., 2017). These factors contribute to feelings of frustration and rebellion, which may manifest in disruptive behaviors.

1.3 Family Dynamics and Parenting Styles

The role of family dynamics in shaping behavior is well-documented. Research by Lamborn et al. (1991) suggests that inconsistent or authoritarian parenting styles can lead to rebellious behaviors. Additionally, children raised in single-parent households or in environments where parents have limited time or resources may lack proper guidance, resulting in indiscipline. A lack of parental involvement or a dysfunctional family structure can also lead to feelings of neglect or rejection, which may contribute to a child's disobedience.

1.4 Peer Influence

Peer pressure is a significant factor in inducing indiscipline, especially in adolescence. Young people may engage in disruptive behaviors to gain approval from their peers or to fit into a particular social group. In some cases, the desire to belong or the influence of friends with negative behaviors can lead to acts of indiscipline (Brown et al., 2008). Peer influence is especially potent in environments where individuals are seeking validation or acceptance.

1.5 Organizational Environment and Culture

In organizational settings, the culture and environment play a significant role in shaping behavior. A negative or toxic environment, characterized by poor communication, lack of leadership, or unclear rules and expectations, can lead to acts of indiscipline. According to O'Neill and Davis (2017), organizations that fail to promote positive work cultures or that do not address issues of injustice and inequality are more likely to experience higher rates of employee misconduct.

1.6 Management Strategies for Addressing Acts of Indiscipline

1.6.1 Preventive Approaches: Setting Clear Expectations

A proactive approach to managing indiscipline is to set clear expectations and rules from the outset. In schools, for example, teachers and administrators are encouraged to establish a positive, supportive learning environment with well-defined behavior policies (Emmer & Seaborne, 2015). Similarly, organizations can

implement comprehensive employee codes of conduct to prevent misconduct from arising. Preventive strategies aim to minimize the likelihood of indiscipline by establishing boundaries and reinforcing desired behaviors.

1.6.2 Restorative Practices

Restorative justice has emerged as an effective strategy for managing indiscipline. Instead of relying solely on punitive measures, restorative practices focus on repairing relationships and addressing the harm caused by misbehavior. This approach encourages offenders to take responsibility for their actions and to work towards reconciliation with those affected (Zehr, 2002). In schools, restorative practices often involve dialogue circles or mediation sessions, fostering accountability while promoting empathy and understanding.

1.6.3 Behavioral Interventions and Counseling

Behavioral interventions, such as cognitive-behavioral therapy (CBT), have been shown to be effective in modifying disruptive behaviors. CBT helps individuals identify the underlying thoughts and emotions driving their actions and develop healthier coping strategies (Lloyd et al., 2014). Counseling services, whether individual or group-based, can also address emotional and psychological factors contributing to indiscipline. In educational settings, guidance counselors may work with students to address issues such as anxiety or trauma that contribute to misbehavior.

1.6.4 Strengthening Parental Involvement

Effective management of indiscipline often involves collaboration with parents. Schools and organizations can work closely with parents to ensure consistent behavior management both at home and in institutional settings (Epstein & Sheldon, 2002). This partnership can lead to better outcomes, as parents are provided with strategies to manage their children's behavior and are encouraged to maintain open communication with educators or employers.

1.6.5 Disciplinary Measures and Consequences

While preventive and restorative measures are crucial, institutions must also have clear consequences for acts of indiscipline. These disciplinary measures should be fair, consistent, and aligned with the severity of the misconduct (Skiba et al., 2011). However, research emphasizes the importance of balancing discipline with support, as overly harsh or inconsistent punishment may exacerbate the problem. Progressive discipline, which involves graduated consequences based on the seriousness of the offense, is often recommended to avoid alienating individuals and to encourage personal growth.

1.6.6 Building a Positive Organizational Culture

Creating a positive organizational culture is one of the most effective ways to reduce indiscipline. Leaders can model appropriate behavior and encourage a climate of respect, inclusion, and fairness (O'Neill & Davis, 2017). Additionally, organizations can offer training on conflict resolution, stress management, and communication skills to equip employees or students with the tools to handle conflicts appropriately and reduce the likelihood of indiscipline.

Acts of indiscipline stem from a complex interplay of psychological, emotional, socioeconomic, familial, and environmental factors. Understanding these causes is essential for developing effective management strategies. Preventive measures, restorative practices, counseling, parental involvement, and appropriate disciplinary actions all play significant roles in addressing and mitigating acts of indiscipline. Future research should continue to explore these strategies' long-term effectiveness and their potential adaptation across various settings.

2. Methodology

The researchers purposively sampled 60 teachers, 150 students and 10 school administrators from the two schools mentioned above.

Descriptive sample survey was considered to be a most appropriate method for the study. Babbie (1990) recommends the descriptive survey for the purpose of

generalizing from a sample to a population for inferences to be made about characteristics, attitudes or behavior of the population. Gay (1987) also asserts that the descriptive survey involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. In view of the above assertions, information was collected from the respondents through the administration of the self -designed questionnaires by the researchers. Each of the instruments has two sections A and B, with section A containing demographic responses of the participants and section B containing items which were designed to cover all the questions generated for this study. Statistical tools such as frequency counts and percentages were employed to interpret the data in order to answer the research questions. Responses were compared to find out those that reflected the same opinion.

3. Findings, Analysis of the Findings and Implications

3.1 Findings

Table1: Responses to Causes of Acts of Indiscipline

Causes of Acts of Indiscipline	Respondents	Agree		Disagree		Don't know	
		No	%	No	%	No	%
Students' absenteeism/lateness to school	Teachers	60	100	-	-	-	-
	Students	100	67	50	33	-	-
	SA	10	100	-	-	-	-
Stealing of students' items	Teachers	60	100	-	-	-	-
	Students	145	97	5	3	-	-
	SA	10	100	-	-	-	-
Improper dressing	Teachers	60	100	-	-	-	-
	Students	100	67	50	33	-	-
	SA	10	100	-	-	-	-
Fighting	Teachers	60	100	-	-	-	-
	Students	145	97	5	3	-	-
	SA	10	100	-	-	-	-
Lack of interest in going to school	Teachers	40	67	20	33	-	-
	Students	100	67	50	33	-	-
	SA	5	50	5	50	-	-
Lack of appropriate punishment for bad students	Teachers	40	67	20	33	-	-
	Students	75	50	75	50	-	-

	SA	-	-	10	100	-	-
Poor relationships with teachers	Teachers	25	42	35	58	-	-
	Students	100	67	50	33	-	-
	SA	5	50	5	50	-	-
Overcrowded classrooms	Teachers	55	92	5	8	-	-
	Students			100	67	50	33
	SA	5	50	5	50	-	-
Alcoholism/ drugs	Teachers	40	67	20	33	-	-
	Students	50	33	50	33	50	33
	SA	5	50	5	50	-	-
Media influence	Teachers	40	67	10	16.66	10	16.66
	Students	100	67	25	16.66	25	16.66
	SA	5	50	5	50		
Parents/Community	Teachers	55	92	-	-	5	8
	Students	25	16.5	100	67	25	16.5
	SA	5	50	5	50	-	-
Self-induced	Teachers	40	67	10	16.5	10	16.5
	Students	100	67	25	16.5	25	16.5
	SA	5	50	5	50	-	-

Source: Field work, 2025

Table1 shows the main findings as follows:

1. Absenteeism/Lateness to School: 100% of teachers and school administrators, and 67% of students agree that absenteeism or lateness is a significant cause of indiscipline. Only 33% of students disagreed with this view.
2. Stealing Other Students' Items: 97% of students agreed that stealing is a cause of indiscipline, with 3% disagreeing. Causes of stealing include envy, greed, and fashion.
3. Improper Dressing: 33% of students disagreed that improper dressing contributes to indiscipline, while others believed it does.
4. Other Causes: Fighting, lack of interest in school, and inadequate punishment for students are also cited as significant causes of indiscipline, with over 72% of respondents agreeing.
5. Poor Relationships with Teachers: Teachers (42%), students (67%), and school administrators (50%) agree that poor relationships between students and teachers contribute to indiscipline. However, some respondents (48% of teachers, 33% of students, and 50% of administrators) disagreed.

6. Overcrowded Classrooms: 92% of teachers agreed overcrowding can cause indiscipline, while 50% of school administrators agreed, and 67% of students disagreed.
7. Drunkenness and Drug Use: 67% of teachers and 50% of school administrators agreed, but students were split equally between agreeing, disagreeing, and "Don't know."
8. Media Influence: 67% of teachers and students agreed media influence contributes to indiscipline, while 50% of school administrators agreed. However, there was disagreement among teachers and students, with some selecting "Don't know."
9. Parents/Community Influence and Self-Induced Causes: 67% of students and 50% of school administrators did not agree that these are causes of indiscipline. 8% of teachers and 16% of students chose the "Don't know" option.
10. Individual Responsibility: 67% of students, 67% of teachers, and 50% of school administrators agreed that the individual (the student) is responsible for their own indiscipline. 16% of students and teachers disagreed, and 16% of students and teachers chose "Don't know."

3.2 Analysis of the Findings:

There is a broad consensus among teachers and administrators that absenteeism, stealing, lack of appropriate punishment, and improper dressing are major causes of indiscipline. Students are more divided on certain issues like overcrowded classrooms and the influence of the media, with a significant portion expressing uncertainty ("Don't know").

The data suggests that students themselves are often seen as responsible for their indiscipline. Both teachers (67%) and students (67%) agree that indiscipline is often caused by the individual student, and this personal responsibility is central to understanding behavior problems.

Factors such as overcrowded classrooms and poor relationships with teachers appear to play a role in fostering indiscipline, but there is some division in how important these factors are. The disagreement on overcrowded classrooms could suggest that some students do not perceive the physical environment as a contributing factor, while teachers see it as a more significant issue.

Drunkenness and drug use seem to be less uniformly accepted as a cause of indiscipline. Teachers and school administrators acknowledge it, but students are more divided on this issue, reflecting perhaps a lack of awareness or a reluctance to confront this issue.

There is a notable lack of agreement on the role of parents and community in contributing to indiscipline. The majority of students and administrators don't believe it's a factor, suggesting that external social influences may not be as recognized as internal student behaviors.

3.3 Implications

The high percentage of respondents acknowledging absenteeism, stealing, and fighting as causes of indiscipline suggests that school policies should focus on attendance improvement, ethical behavior programs, and stronger behavioral expectations. Anti-theft campaigns and interventions to combat fighting should be implemented, possibly through peer mediation and conflict resolution programs.

The findings on poor relationships between students and teachers underline the importance of fostering positive interactions and improving communication. Programs to build mutual respect between teachers and students, such as mentorship programs or regular feedback mechanisms, could help mitigate indiscipline linked to relational issues.

The disagreement about overcrowded classrooms suggests that this issue should be addressed in a differentiated way, with tailored solutions for schools based on their unique needs (example., reduced student-to-teacher ratios, flexible scheduling, or resource allocation for more classroom space).

Given the mixed responses on drunkenness and drug use, educational programs aimed at raising awareness among students about the consequences of substance abuse would be beneficial. School counselors or external experts could provide guidance on prevention and coping strategies.

Since media influence is agreed upon by a significant portion of teachers and students, integrating media literacy programs could help students critically assess the impact of media on their behavior. This could also involve educating students on how social media and popular culture might contribute to negative behaviors like fashion-based stealing or peer pressure.

The relatively low agreement on the role of parents/community in indiscipline suggests that schools may need to strengthen their partnerships with families and communities. Engaging parents in disciplinary policy discussions and creating community awareness programs could help bridge this gap.

The data underscores that indiscipline is often seen as a result of individual student choices. Schools should emphasize personal accountability, teaching students the consequences of their actions, and promoting a culture of self-discipline.

A focus on creating engaging, meaningful educational experiences could help address some of the causes of indiscipline, such as lack of interest in school. Offering varied extracurricular activities that cater to diverse student interests could also help mitigate these behaviors.

The study highlights key factors contributing to indiscipline in schools, with particular emphasis on absenteeism, stealing, improper dressing, and lack of interest in school. While there is some division among students, teachers, and administrators on certain causes, there is a clear call for focused interventions in areas such as teacher-student relationships, substance abuse, overcrowded classrooms, and individual responsibility. Schools can use these insights to develop targeted strategies that address both the root causes of indiscipline and the various environmental factors influencing student behavior.

3.4 Strategies for Improving Discipline in the School

The need for improving discipline in the school cannot be taken for granted. The respondents were asked to indicate the measures that they consider to be suitable or otherwise for improving discipline in the school. The measures that they considered to be most appropriate could then be used in maintaining discipline in the school. Table 2 below shows the views of the respondents on strategies for improving discipline in the school.

The data presented in Table 2 below highlights several factors that respondents (teachers, students, and school administrators) consider essential for improving discipline in secondary schools in Benin. Let's break down the key findings and analyze them in detail.

1. Clearly Stated Rules and Regulations: 100% of teachers, students, and school administrators agree that having distinct and clearly stated rules and regulations is essential for maintaining discipline. This highlights the importance of transparency and consistency in the rules within the school environment. When rules are clear, students are less likely to exploit loopholes. The importance of clear guidelines for discipline should be emphasized in school policies. Schools may consider regularly reviewing and communicating these rules to avoid any confusion or misinterpretation.

2. Teacher-Student Relationships (Friendliness of Teachers): 83% of teachers, 67% of students, and 100% of school administrators believe that teachers being friendly with students is essential for ensuring discipline. Friendly relationships between teachers and students are critical for fostering an environment of mutual respect. Teachers who are friendly are likely to build trust with students, making it easier to manage discipline. However, the mixed responses from students (33% disagreeing) indicate that some students may perceive such friendliness as a form of favoritism or may feel that it weakens authority. Teachers must balance friendliness with maintaining authority to avoid over-fraternization, as this could lead to problems with maintaining discipline.

3. Cooperation Between Teachers and Parents: 100% of teachers and school administrators, and 67% of students, consider cooperation between teachers and parents essential for maintaining discipline. This shows the crucial role that parents play in supporting school discipline. Schools should actively involve parents in the educational process, especially through programs like the Parent-Teacher Association (PTA). Encouraging better communication between schools and families can help prevent indiscipline and ensure that students are supported both at school and at home. The 33% of students who disagree suggest that some students may not fully understand or value the importance of this cooperation, pointing to a need for more awareness campaigns.

4. Positive Reinforcement and Rewards: 100% of administrators, 83% of teachers, and 67% of students agree that using positive reinforcement and rewards can help minimize indiscipline. Positive reinforcement is a powerful tool for encouraging desired behavior in students. This approach motivates students to follow rules and encourages good behavior. However, the 17% of students and 17% of teachers who disagreed may have concerns about the fairness of rewards or believe it may not address the root causes of misbehavior. It would be helpful to develop a balanced system of rewards that are both motivating and inclusive.

5. Involvement of Students in Decision-Making: A significant portion of respondents believes that involving students in the decision-making process is necessary for ensuring discipline. However, 17% of teachers and 50% of administrators disagree with this view. Involving students in decision-making processes regarding school rules and discipline can increase their sense of ownership and responsibility. This participatory approach can help students better understand the reasons behind certain rules and foster a sense of collective responsibility. The disagreement from some teachers and administrators could stem from concerns over the challenges of managing a system where students have significant input. However, schools could pilot such initiatives in smaller settings to gauge their effectiveness.

6. Referral to Guidance and Counseling: 100% of teachers and administrators and 83% of students consider referring students to the Guidance and Counseling Unit

essential for improving discipline. Counseling services play a vital role in addressing behavioral issues. Referring students who are struggling with indiscipline to counselors can help identify underlying causes, such as personal or emotional issues. The broad support for this measure underscores the need for well-trained counselors who can offer advice and support to students. Schools should ensure that counseling services are easily accessible to both students and teachers.

7. Expulsion of "Bad" Students: 83% of teachers, 0% of students, and 0% of school administrators do not consider expelling students as an effective way of improving discipline. The strong opposition to expulsion as a measure for improving discipline suggests that respondents may prefer to focus on restorative or corrective measures rather than punitive ones. Expelling students could alienate them from the school community and fail to address the root causes of their behavior. This supports the need for interventions like counseling, positive reinforcement, and mediation over more severe measures like expulsion.

8. Corporal Punishment: In Benin Republic, Corporal Punishment (CP) is unlawful in schools under articles 39, 119 and 130 of the Children's Code 2015. Prior to reform, Ministerial Circulars No. 100/MENC 1962 and No. 1264/MENCJ 1981 had stated that corporal punishment should not be used in schools, but there was no prohibition in law. Law No. 2003-17 on the orientation of national education is silent on the issue, stating only that the obligations of pupils and students cover all aspects of their studies, including discipline and compliance with rules (art. 56). (Translation ours)

83% of teachers consider corporal punishment an essential tool, but students are strongly against it. The law in Benin, as noted, prohibits corporal punishment in schools, and the majority of students are protected under this law. The support for corporal punishment by teachers reflects traditional disciplinary practices that may be hard to move away from. However, the strong opposition from students (who are protected by law) suggests that corporal punishment is both ethically and legally problematic. Schools should focus on non-violent forms of discipline, aligning with current laws and students' rights. Teacher training in alternative methods of discipline could be critical in this context.

9. Reducing Student Numbers in Classrooms: All respondents agree that reducing class sizes can help improve discipline. Overcrowded classrooms make it challenging to manage student behavior effectively. Reducing class sizes can lead to better teacher-student interactions and more individualized attention. This can prevent disruptive behavior and improve the overall learning environment. Schools should explore ways to reduce class sizes, possibly by hiring more teachers or optimizing classroom use.

4. Overall Implications

Schools should ensure that discipline policies are transparent and consistently enforced. This will help avoid loopholes and misbehavior. Teacher-student relationships should be friendly but maintain a balance of authority. Teacher training programs could help teachers understand how to build positive relationships without compromising their role as authority figures. Engaging parents in the disciplinary process is essential. Schools could establish regular communication with parents and involve them in decision-making through PTAs or other channels. Implementing a system of rewards can motivate students to maintain good behavior. Schools should ensure the system is fair and transparent to all students. Schools should involve students in creating rules and policies. This could be done through student councils or other decision-making bodies, allowing students to feel more responsible for their actions. Given the support for guidance and counseling, schools should invest in well-trained counselors to address behavioral and emotional issues that contribute to indiscipline. There is a preference for non-punitive measures like counseling and positive reinforcement. Expulsion and corporal punishment should be reconsidered and replaced with restorative approaches. Reducing overcrowded classrooms is seen as a key factor in improving discipline. Schools should strive to maintain manageable class sizes to facilitate better control and personalized attention.

In conclusion, the results suggest that a combination of clear rules, positive reinforcement, teacher-student cooperation, and parental involvement are essential to maintaining discipline. Schools should focus on restorative practices and non-

punitive strategies while ensuring compliance with legal standards regarding corporal punishment.

Table 2: Views on Strategies for Improving Discipline

Strategies for Improving Discipline	Respondents	Essential		Not essential		No opinion	
		No	%	No	%	No	%
distinct and clearly stated rules and regulation.	Teachers	60	100	-		-	
	Students	150	100	-			
	SA	10	100	-		-	
being friendly with the students.	Teachers	50	83	10	17	-	
	Students	100	67	50	33	-	
	SA	10	100	-		-	
Cooperation between parents, teachers and school administrators	Teachers	60	100				
	Students	100	67	50	33		
	SA	100	100	-		-	
Positive reinforcement and rewards	Teachers	50	83	10	17		
	Students	100	67	25	16.5	25	17
	SA	10	100				
Involving students in decision-making	Teachers	50	83	10	17		
	Students	150	100	-			
	SA	5	50	5	50	-	
Counselling and guidance programs	Teachers	60	100				
	Students	125	83	-		25	17
	SA	10	100	-		-	
Bad students to be expelled	Teachers	10	17	50	83	-	
	Students	00	00	150	100		
	SA			10	100		
Administering corporal punishment to wrongdoers.	Teachers	50	83	10	17		
	Students	-		150	100		
	SA	-		10	100		
Reducing of student numbers in classrooms	Teachers	50	100	-		-	
	Students	150	100	-		-	
	SA	10	100	-		-	

Source : Field work, 2025

Conclusion

This study aimed to investigate the causes of indiscipline in secondary schools in Benin, specially at CEG TANKPE and CEG HOUETO and propose effective strategies for improving discipline. A questionnaire was distributed to students, teachers, and school administrators. The research identified key factors contributing to indiscipline, including poor parental supervision, weak enforcement of school rules, and negative peer influence. The findings highlight the need for stricter

disciplinary policies, increased parental involvement, and improved teacher-student relationships. To implement these solutions, schools should reinforce existing regulations, organise parental sensitisation programs, and promote open communication between educators and students. By adopting these measures, schools can create a more disciplined and conducive learning environment, ultimately enhancing students' academic performance and overall school climate.

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