

COMPARATIVE STUDY ON ACADEMIC ACHIEVEMENT AND DISCIPLINE BETWEEN ORPHANS AND OTHER STUDENTS AT SECONDARY STAGE

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Abstract: *The study deals with academic achievement, discipline and attitude development which influence performance of orphans and other students of secondary school stage in Kachin State, Myanmar significantly. The study deduce differences and compare the performance of orphans and other students with parents and that will facilitate negotiations and identification of gaps and suggesting the way forward. This study explores the extent to which components of learning outcome, including discipline and attitude and aspiration influence learners. The impact of environment factors like quality of care giving from care givers, parents and teachers access to growth and development of orphan and children with parents. It predicts academic performance and psychosocial well-being of orphans and children with parents as well as the extent to which quality of care giving of parents, teachers and caregivers.*

IndexTerms - Comparative, Academic Achievement, Discipline, Orphans, Students, Secondary Stage.

I. INTRODUCTION

Presently, it is undeniable that students' level of development is a prime concern in the goal of education as it is considered to be indicative of institutional education success and school effectiveness. There are many considerations that effect students' level of development, which is linked to students' academic achievement, discipline, and attitude. Nevertheless, it is difficult to know which specific factors can impact specific students in specific contexts. With regard to this issue, in this study the investigator is convinced that one of the most crucial factors influencing students' development is the importance of environmental influences of teachers, caregivers and parents.

The supportive and safe environment leads to a decrease in the rate of developmental stress of orphans and other secondary students and enlarge the level of academic achievement. Pan (2018), studied that positive environment can protect the negative impact of poverty on educational outcomes. It is unfortunate that the education system is one of the most important sectors that must be reformed to help people of Myanmar improve their living standard. As it is well known, Myanmar's education has been ranked the lowest for decades. The teaching practice in Myanmar, poorly furnished based on the teacher-centered approach, does not help the students develop their knowledge and critical thinking and creativity. Not only graduated persons but also present students become the victims of this poor education system in Myanmar. People who are educated often claim the drawback of the education that they are adhering to right now resulting in unsatisfactory outcomes and the loss of a sense of creativeness.

The academic achievement, discipline and attitude development of every student depends on environmental influencing factors. Promoting orphan and other students in development for academic outcome through parental training, among other factors. Parents play a large role in a child's life, socialization, and encourage healthy development. Another influential factor is the quality of their care. The optimal development of children is considered vital to society and so it is important to understand the social, cognitive, emotional, and educational development of children. According to Urie Bronfenbrenner theory, there are four types of nested environmental systems, with bi-directional influences within and between the systems. The four systems are microsystem, mesosystem, ecosystem, and macrosystem. Each system contains roles, norms and rules that can powerfully shape development. As a result of this influential conceptualization of development, these environments from the family to economic and political structures have come to be viewed as part of the life course from childhood through adulthood.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as reality. Furthermore, there are inconclusive results over which individual factor successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.

Discipline is action or inaction that is regulated to be in accordance (or to achieve accord) with a particular system of governance. Discipline is commonly applied to regulating human and animal behavior, and furthermore, it is applied to each activity-branch in all branches of organized activity, knowledge, and other fields of study and observation. Discipline can be a set of expectations that are required by any governing entity including the self, groups, classes, fields, industries, or societies. Children being educated to use public litter bins is a form of disciplinary education that is expected by some societies. Discipline is followed in every school. If a child cannot use a litter bin the lack of discipline can result in a reaction from observant people in public. Many people observe a form of disciplinary effort in their daily lives. Discipline acts an important role in student's campus life to enhance their credit and intellectual recognition amongst peers. In academia, discipline can also regard the educators' responses and efforts that are designed to punish the students. Discipline is a moral obligation among many groups of people. Disciplined behavior is required by some laws and other legal obligations. Discipline shows the actual face of an individual, taking personal judgment lower or higher to meet the groups, adding values or reservations so that they may be consistently held.

According to Ferguson (2004), attitudes were built up with affective customs of emotions of feelings. Cognitive formulations regarding belief, opinions and behavioral conduct regarded how one should behave towards the project. For example, after learning about the positive and negative impacts of using drugs, as well as the response to minimize the use of drugs simultaneously, meant that learning is not in right track. To overcome this situation, revision of pedagogical techniques, teacher training methods, as well as the problems of teaching aids and instruments need to be focused on life and behavior. Students' attitudes are perceived to be a function that effect the associated with the beliefs a person holds about the object. Students attitude can influence positively or negatively, the perception of social pressure (subject norm), such as media, peers, family and parents by the Theory of Respond Action (TRA). (Ferdous & Tapash, 2013).

The impact of environments (parents, caregivers and teachers) is one of the key determinants of both orphans and other students for academic achievement, discipline and attitude development. Thus, the investigators were motivated to conduct the study to understand the differences between orphans and other students of secondary school stage in their learning outcome, discipline, attitude and aspiration in Kachin State, Myanmar.

2. SIGNIFICANCE OF THE STUDY

The civil war in Kachin State has been going from June 9th 2011 to till date. Because of this happening and conflict, people from Kachin have to be removed from their own place to new one to save their lives. Olive slow (2018), studied about hot issues of Kachin State, thousands of civilians were newly displaced by fighting in Kachin state, and left increasingly vulnerable by government restrictions on humanitarian access. There is lot of serious negative consequences of being in civil war like feeling of fear, anxiety and depression as well as exposure to physical and sexual exploration to not only young students but also adults. Another issue that really effects on secondary students is using different drugs among the students. The students can get easily drugs nearby their school ways. For these issues, there are a lot of poverty education outcomes to especially secondary students in Kachin State. Furthermore, it directly influences the psychological aspects of the students who are studying. For example, the students are not able to make effort in their academic area. As a result, they have misbehavior among them, struggling their lives through negative ways, increasing disobedient students and so on. The effects of issues of Kachin State is totally concerned with the importance of positive environmental influences to students. For above reasons, the investigators have got motivated to study the level of academic achievement, discipline and attitude between orphans and other students from secondary school stage in Kachin State. For the present study, there was a awareness programs to local people about the importance of environment that effects on the students through showing rational evidences.

This study raises strong awareness among parents, caregiver and teachers about the importance of academic achievement and discipline development to their environments and it brings a new perspective on how the perceptions of children might impact in not only psychological education but also our society. There has been no previous research done on comparative study, the academic achievement and discipline between orphans and other students of secondary school stage at selected areas in Kachin State, Myanmar. And so, the particular study will contribute providing parenting methods. Moreover, this investigation could also be useful for teachers, caregivers and parents to identify areas of strengths and weakness in providing parenting methods, which may help them modify their educational systems according to the children's different perceptions and outcome. In addition, the result of this investigation would help the teachers, caregiver and parents to have a deep understanding of the importance of environmental influences on the students' academic achievement and discipline development. Thinking in this line, the various objectives of the investigation are given below.

3. OBJECTIVES

- a) To find out the learning outcomes of orphans and other students of secondary school stage in Kachin State, Myanmar.
- b) To find out the discipline of orphans and other students of secondary school stage in Kachin State, Myanmar.
- c) To find out the attitude and aspiration of orphans and children with parents in Kachin State, Myanmar.
- d) To find out the significance of orphans and other students on the whole.

4. HYPOTHESES

- a) There will be significant differences in learning outcome of orphans and other students of secondary school stage.
- b) There will be significant differences in discipline of orphans and other students of secondary school stage.
- c) There will be significant differences in attitude and aspiration of orphans and other students of secondary school stage.
- d) There will be significant differences in orphans and other students of secondary school stage in Myikyina, Kachin State, Myanmar on the whole.

5. RESEARCH QUESTIONS

- What are the levels of student's perception towards academic scores in the school between orphans and other students of secondary school stage in Kachin State, Myanmar?
- Is there any significant difference for following school discipline between orphans and other students of secondary school stage in Kachin State, Myanmar?
- Is there any significant difference for self-esteem and attitude between orphans and other students of secondary school stage in Kachin State, Myanmar?

6. RESEARCH METHODOLOGY AND DESIGN

- The research design of the particular study is in the form of survey research design or descriptive survey to orphan and other students at secondary stage in Myikyina Township, Kachin State, Myanmar.

b) Population of the Study

Population refers to the larger group from which the sample is taken. A population refers to any collection of specified group of human beings or of non-human entities such as subjects, educational institutions, time units and geographical areas etc. The total population of the present study is the number of students at secondary level school in Myikyina Township, Kachin State, Myanmar comprising of 53, 217.

Table 6.1: Total number of Higher & Lower Secondary level students

Sl.No	School	Number of schools	Number of students
1.	High secondary	23	10,578
2.	Low secondary	32	24,639
	Total	55	53,217

c) Sample of the Study

Sample is the process of selecting units from a population. The investigator has used simple random sampling technique for the selection of the sample of the study. From the table 6.1, it is seen that the sample of the study is 200, comprising of orphan boys 49, orphan girls 51; and non-orphan (others) boys 47, non-orphan (others) girls 53, which represent the population.

Table 6.2: Sample of the Study

Sl.No	Categories	boys	girls	Total
1.	Orphan students	49	51	100
2.	Non-orphan students	47	53	100
	Total	96	104	200

d) Tool of the Study

Self-developed questionnaire cum rating scales are used for data collection, wherein both close-ended and open-ended question items are included. Further, Construction and development, of the tools are established with the help of concurrent, construct and criterion validity, and split-half method is used to bring out reliability. The tools are found to be reliable.

e) Procedure of Data Collection

After the tools have been developed, the investigator visited orphanages and non- orphanages in Myikyina Township, Kachin State, Myanmar. The questionnaire cum rating scale was distributed to each of the students coming from both orphanages as well as non-orphanages. The filled in questionnaire cum rating scale was collected by the investigator for further undertaking and treatment of data.

f) Statistical Techniques

Simple average, standard deviation, mean, t-test are used as statistical technique for data analysis. Further, One Sample t-test of Significance is used for scale reliability and validity with the help of SPSS 16.0 version from IBM and GraphPad QuickCales: t test calculator (from www.graphpad.com > quickcales > ttest1).

7. Analysis, Results and Interpretations of the Hypothesis Constructed

Hypothesis: 1- There will be significant differences in Academic Performance of orphans and other students of secondary school stage in Myikyina, Kachin State, Myanmar.

Table-7.1: Mean Difference in Academic Performance of Orphan & other Students

Students	N	Mean	S.D.	d.f.	't' value	Level of Significance
Orphan	100	20.33	2.59	198	4.01	.01
Other students	100	21.76	2.45			

df=198 at .01=2.61 .05=1.98

For the mean difference in Academic Performance of Orphan & other students, the 't' value in table-7.1= 4.01, indicates that the Academic Performance of Orphan & other students differ significantly at .01 level of significance. Hence, the Hypothesis (1) which states that there will be significant differences in Academic Performance of orphans and other students of secondary school stage in Kachin State, Myanmar, is retained which means it is not rejected. But the mean value (21.76) of other students indicates that other students are slightly better than the orphan students in Academic Performance.

Hypothesis: 2- There will be significant differences in Discipline and Behaviour of orphans and other students of secondary school stage in Myikyina, Kachin State, Myanmar.

Table-7.2: Mean Difference in Discipline and Behaviour of Orphan & other Students

Students	N	Mean	S.D.	d.f.	't' value	Level of Significance
Orphan	100	6.57	1.93	198	2.54	.05
Other students	100	7.13	1.07			

df=198 at .01= 2.61 .05=1.98,

For the mean difference in discipline & Behaviour of Orphan & other students, the 't' value in table-7.2= 2.54, indicates that the discipline & Behaviour of orphan & other students differ significantly at .05 level of significance. Hence, the Hypothesis (2) which states that there will be significant differences in Discipline and Behaviour of orphans and other students of secondary school stage in Kachin State, Myanmar, is retained which means it is not rejected. But the mean value (7.13) of other students indicates that other students are quite better off than the orphan students in discipline & behaviour.

Hypothesis: 3- There will be significant differences in attitude and aspiration of orphans and other students of secondary school stage in Myikyina, Kachin State, Myanmar.

Table-7.3: Mean Difference in Attitude and Inspiration of Orphan & other Students

Students	N	Mean	S.D.	d.f.	't' value	Level of Significance
Orphan	100	22.77	3.44	198	0.00	NS
Other students	100	22.77	3.61			

df=198 at .01=2.61 .05=1.98, *NS= Not Significant

For the mean difference in Attitude & Aspiration of Orphan & other students, the 't' value in table-7.3= 0.00, indicates that the Attitude & Aspiration of orphan & other students do not differ significantly. Hence, the Hypothesis (3) which states that there will be significant differences in attitude and aspiration of orphans and other students of secondary school stage in Kachin State, Myanmar, is not retained which means it is rejected. From here we can understand that orphan and other students possess similar Attitude & Aspiration.

Hypothesis: 4- There will be significant differences in orphans and other students of secondary school stage in Myikyina, Kachin State, Myanmar on the whole.

Table-7.4: Mean Difference in Orphan & other Students on the Whole

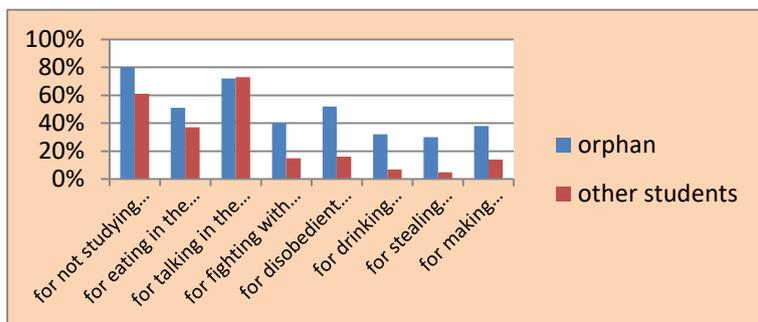
Students	N	Mean	S.D.	d.f.	't' value	Level of Significance
Orphan	100	49.67	5.01	198	2.92	.01
Other students	100	51.66	4.61			

df=198 at .01=2.61 .05=1.98,

For the mean difference in Orphan & other students on the whole, the 't' value in table-7.4= 2.92, indicates that the orphan & other students differ significantly at .01 level of significance. Hence, the Hypothesis (4) which states that there will be significant differences in orphans and other students of secondary school stage in Kachin State, Myanmar on the whole, is retained which means it is not rejected. The mean value (51.66) of other students indicates that other students are far better than orphan students on the whole.

8. DESCRIPTIVE ANALYSIS, RESULTS AND INTERPRETATIONS

Graph -8.1: Reason For Physical And Verbal Punishment of Orphan & other Students



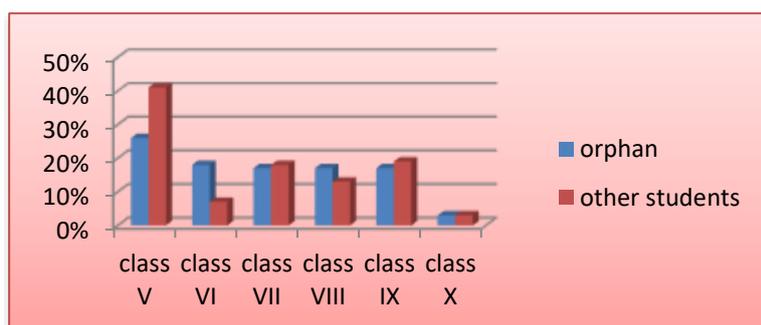
From the Graph 8.1, it is given clearly that 80% of the orphan are getting punishment either physically or verbally for not studying or doing home work, whereas, 61% of other students are getting punishment for not studying or doing home work. From here we can understand that orphan students are more attention seeking and they need more guidance and counseling. Then, the table has given that 51% of orphan and 37% of other students get physical and verbal punishment for eating in the class. So, the orphan students required more nourishing food than other students. In the case of talking in the class, 72% of orphan and 73% of other students get punishment that means the other students have more confidence and communication skill than orphan students for talking. In the case of fighting with other students, 40% of orphan and only 15% of other student, in the case of disobeying the school rules, the table indicates 52% of orphan and 16% of other students, in the case of drinking alcohol outside of the classroom, 32% of orphan and only 7% of other students, in the case of stealing others' things, 30% of orphan and only 5% of other students, in the case of disturbing other's study time, 38% of orphan and 14% of other students receive punishment. So, we can assume that the orphan students require better treatment, encouragement, caring, guidance in order to get sound behavior and acceptable development than other students.

Graph 8.2: Report of Reward as much Punishment of Orphan & Other students from Class V-X in Percentages



From the Graph 8.2, it is illustrated that in class V, 20% of orphan students got much punishment and only 4% of other students got punishment. Then, in class VI, 12% of orphan and 3% of other students, in class VII, it indicates 14% of orphan and only 2% of other students, in class VIII, 35% of orphan and 24% of other students. But, in class IX and X, it is opposite because other students get more punishment than orphan students because the other students get more confident themselves to behave or do their attitude when they reach higher class than orphan students.

Graph 8.3: Report of Reward as Punishment Less Received among Orphan and Other Students



From the Graph 8.3, it is illustrated that in class V, 26% of orphan students got less punishment and 41% of other students got punishment. Then, in class VI, 18% of orphan and 7% of other students, in class VII, it indicates 17% of orphan and 18% of other students, in class VIII, 17% of orphan and 13% of other students, in class IX, 17% of orphan and 19% of other students. But, in class X, it is indicated that both orphan and other students got less punishment at same percentage 3%. To interpret the table, in class V, VII, IX the others students got less punishment compared to orphan students but in class VI and VIII orphan students got much punishment compared to other students. It may be because other students get better treatment well caring, encouragement from their parents irrespective of orphan students.

Graph 8.4: Report of study habits among Orphan & Other students



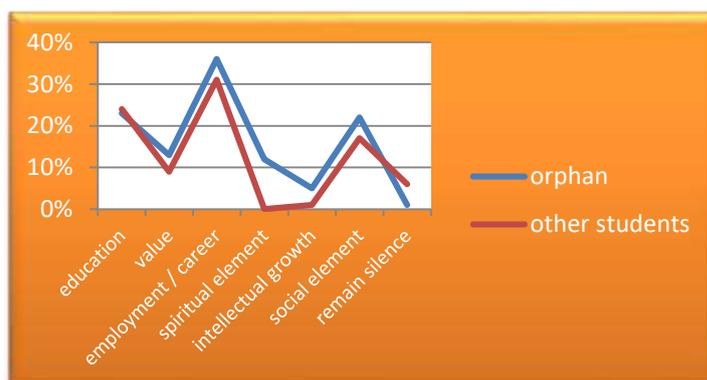
From the Graph 8.4, it is indicated that the study habits of orphan and other students as follows; orphan students have very poor study habits and it is also very poor in other students with 13% and 17% respectively in studying with peer group. At individual study level, orphan students have good habit to study and this is also the same case with other students. (56% of orphan and 50% of other students). Study habits at desk, with computer, with parents or guide is also very poor both in orphan and other students (14% of orphan and 17% of other students, 1% of orphan and 2% of other students, 16% of orphan and 14% of other students).

Graph 8.5: Report of happiness at school among Orphan & Other students



From the Graph 8.5, we get to know that at social level orphans are happier than other students (46% and 30% respectively) at school. On the other hand, at study level other students are happier than orphan students (55% and 37% respectively). But in the case of Sports at school level both orphan and other students' happiness is at the same level (9% in all). It is clearly indicated that orphan students are happier when they receive inspiration from teachers and friends as compared to other students (6% and 2% respectively). And lastly, other students seem slightly happier than orphan students in other reasons which were not mentioned in the report options.

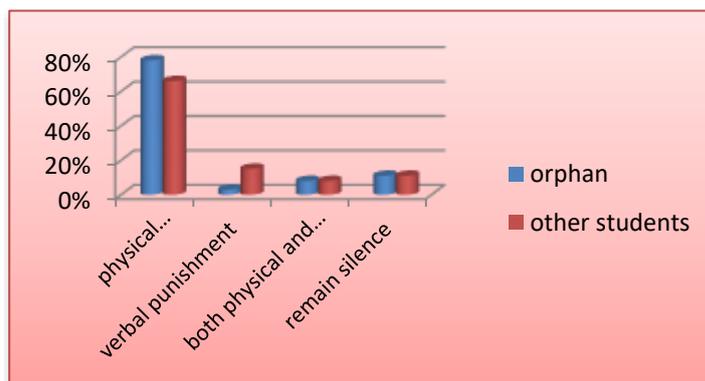
Graph 8.6: Report of important things for their life among Orphan & Other students



From the Graph 8.6, it is estimated that in case of education, 23% of orphan and 24% of other students which means other students need more education than orphan students. While the orphans are putting at value 13%, other students are

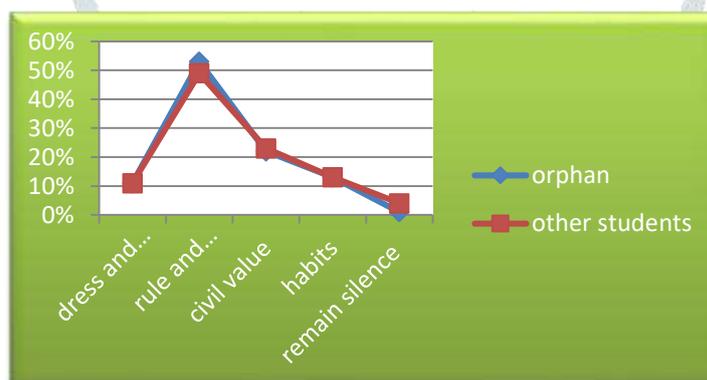
emphasizing at value with only 9%. In the case of employment/career 36% of orphan and 31% of other students, in the case of spiritual element, only orphan students need it at 12% but other students do not feel it is important, in the case of intellectual growth, there is 5% and only 1% respectively, in social element, 22% of orphan and 17% of other students, and some students are remaining silence at 1% of orphan and 6% of the other students.

Graph 8.7: Report of getting punishment from parents or caregivers among Orphan & Other students



From the Graph 8.7, it is clearly illustrated that orphan students get more physical punishment than other students (78% of orphan and 66% of other students). But, in the case of verbal punishment, other students get more than orphan students (3% of orphan and 15% of other students). Then, there are same percentage between orphan and other students in getting both physical and verbal punishment (8%). Both orphan and other students remain silence at same situation (11%).

Graph 8.8: Report of suggested important school discipline among Orphan & Other students



From the Graph 8.8, it is clearly assumed that both orphan and other students have same suggestion for school discipline in the case of dressing and uniform (11%) and in the case of habits there is similar percentage (13%). Then, in the case of rule and regulation, the report shows that 53% of orphan and 49% of other students have discipline through rule and regulation, and 22% of orphan and 23% of other students show discipline through civic value. Finally, 1% of orphan and 4% of other students remained silent and do not want to disclose their status on discipline.

9. MAJOR FINDINGS

- The mean value (21.76) of other students indicates that other students are slightly better than the orphan students in Academic Performance.
- The mean value (7.13) of other students indicates that other students are quite better off than the orphan students in discipline & behavior.
- The orphan and other students possess similar Attitude & Aspiration.
- The mean value (51.66) of other students indicates that other students are far better than orphan students on the whole.
- The orphan students require better treatment, encouragement, caring, guidance in order to get sound behavior and acceptable development than other students.
- It is found out that in class IX and X, other students get more punishment than orphan students
- In class V, VII, IX the others students got less punishment compared to orphan students but in class VI and VIII orphan students got much punishment compared to other students.
- Study habits at desk, with computer, with parents or guide is also very poor both in orphan and other students (14% of orphan and 17% of other students, 1% of orphan and 2% of other students, 16% of orphan and 14% of other students).
- Orphan students are happier when they receive inspiration from teachers and friends as compared to other students (6% and 2% respectively).
- Other students need more education than orphan students.
- It is found out that orphan students get more physical punishment than other students (78% of orphan and 66% of other students).
- Other students get more verbal punishment than orphan students.
- Orphan students get more physical punishment from caregivers than other students (78% of orphan and 66% of other students).

- n) Both orphans and other students have same suggestion for school discipline in the case of dressing and uniform.
- o) In the area of rule and regulation, the report shows that 53% of orphan and 49% of other students have discipline through rule and regulation, and 22% of orphan and 23 % of other students show discipline through civic value.
- p) At social level orphans are happier than other students (46% and 30% respectively) at school
- q) At study level other students are happier than orphan students (55% and 37% respectively).
- r) In the area of Sports in school both orphan and other students' happiness is at the same level (9% in all)
- s) Orphan as well as other students have very poor study habits in the peer group.
- t) While Orphan students prefer to God, other students are not found in prefer to God (13% of orphan and 0% of other students for spiritual element)

10. SUGGESTIONS

- a) Orphan students are more attention seeking and they need more guidance and counseling.
- b) Orphan students need more training in discipline & behavior.
- c) Orphan students can be assisted towards Academic Performance.
- d) Orphan students can be helped to acquire better treatment, encouragement, caring, guidance in order to get sound behavior and acceptable development than other students.
- e) Students really need physical as well as psychologically support in order to improve their study level. The caretakers and the parents can facilitate in this area of development.
- f) Parents, caregivers and teachers need to stand for both orphan and other students like a motivator, controller, trainer, facilitator, leader and moderator in order to develop their life.
- g) Positive parenting is also one of the most important role for orphan and other students to maintain their development progress.

11. CONCLUSION

To conclude, the orphan students really need physical support as well as psychological counseling than other students. This finding is giving awareness to all environments which means government, caregivers and teachers who have great responsibilities in order to develop in academic as well as behavior development to the orphan students. Thus, the government must take responsibilities for issue of using drug among the adolescents to be disappeared in order to cover the students' life by empowering their physical development and cognitive development. However, having civil war that effect on the students' development tremendously with negative effect can be avoided. School curriculum and co-curricular activities should be practiced depending upon on students' interests and abilities. Hence, the investigator concludes that parents, teachers and caregiver have very vital role to empower life of both orphans and other students with due and proper care. The Government's intervention is vital for sustainable growth and development.

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