

The role of culture in student discipline of secondary schools in cross-cultural context: a systematic literature review and future research agenda

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1099

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Abstract

Purpose – The present study is a systematic review that identifies future research avenues on culture and discipline in secondary schools in a cross-cultural context.

Design/methodology/approach – The literature, as published in top management, education and psychology journals, was reviewed around culture and discipline in secondary schools. This systematic literature review (SLR) used several preferred reporting items for systematic reviews and meta-analyses (PRISMA) guidelines and categorised the studies published during the period 2014–2020.

Findings – The author identified six major themes: (1) punishment, (2) restorative practices (RPs), (3) racial disparities, (4) competitiveness, (5) school climate and (6) secondary school student discipline in a cross-cultural context. Further, the author suggested several future research avenues under these emerging themes.

Research limitations/implications – The scope of this study is limited to culture and discipline in a secondary school context. The findings provide a solid foundation for researchers in the areas of culture and discipline in secondary schools.

Originality/value – To the best of the author's knowledge, this study can be considered as the first SLR conducted using PRISMA guidelines to identify several under-researched areas in the field of culture and discipline in secondary schools in a cross-cultural context. The study provides several future research insights.

Keywords Cross-cultural context, Systematic literature review, Secondary schools, Discipline

Paper type Literature review

Introduction

The focus of this paper is to review research papers published on culture and discipline in secondary schools in a cross-cultural context and to identify possible future research avenues. Hue (2001) showed that in some schools, many teachers expressed concern that half of all classroom time was spent managing students' behaviour, rather than on instruction. Another reason to conduct this study is that most of the studies on student discipline focussed on parenting and education, generally pointing towards a positive correlation with some performance indicators, and very few studies empirically test discipline as a driver of academic performance (Baumann *et al.*, 2020). Further, several researchers identified that students from different cultural backgrounds have different disciplinary behaviours (Baumann *et al.*, 2020; Jenkins and Ueno, 2017; Vincent *et al.*, 2015). Therefore, it is essential to investigate the role of culture and discipline in secondary schools in a cross-cultural context, which is an important area worth further investigation. Moreover, during the literature review, it was identified that none of the studies up to date were found which systematically reviewed literature on the role of culture of student discipline in secondary schools using preferred reporting items for systematic reviews and meta-analyses (PRISMA) guidelines. Therefore, this study can be considered as the first systematic literature review (SLR) to identify future research avenues on culture and discipline in secondary schools in a cross-cultural context. Therefore, this leads to the formation of the research question: "What

