A Conceptual Framework to Measure Student Discipline of Secondary Schools in Cross Cultural Context

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Abstract

The main aim of this study is to develop a conceptual framework to measure the student discipline levels in secondary schools in cross-cultural context. The author systematically reviewed several theoretical and empirical papers published in top management, education and psychology journals using several PRISMA guidelines in the area of culture and discipline of secondary schools published during the period of 2014 to 2020 across several databases including Google Scholar, Griffith Library, Emerald Full text, ProQuest, ScienceDirect and Scopus. The qualified final level 60 articles were reviewed, and the author identified five major factors which affect the student disciplinary levels in secondary schools as student counselling, bullying prevention, school climate, racial disparities and restorative practices. Therefore, based on the literature, the author developed five hypotheses considering the five major factors, which leads to the development of a conceptual framework which facilitates future researchers to measure student disciplinary levels in secondary school context.

Keywords: conceptual framework, student disciplines, secondary school, cross culture, PRISMA

Introduction

❖ The focus of this paper is to review research papers published on culture and discipline of secondary schools in cross-cultural context, to develop a conceptual framework to measure the student discipline levels in secondary schools in cross-cultural context.

❖ Hue (2001) showed that in some schools many of the teachers expressed concern that half of all classroom time was spent on managing students' behavior, rather than on instruction, and that discipline problems were responsible for a significant proportion of this lost instructional time.

❖ The main reason to conduct this study is that most of the studies on student discipline focused on parenting (Baumrind, 1997; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987) and education (Pellerin, 2005), generally pointing towards a positive correlation with some performance indicators, with very few studies empirically testing the discipline as a driver of academic performance and competitiveness (Baumann, Winzar, & Viengkham, 2020).

❖ However, what has been missing from the current literature is that, up to date none of the studies reviewed the existing literature, systematically using Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines about the role of culture on student discipline of secondary schools

Literature Review

❖ School discipline specifically can be defined as "all activities that are implemented to control learner behavior to enforce compliance and maintain order" (Bechuke & Debeila, 2012).

❖ Further, Cameron (2006) indicated school discipline as the school policies and actions taken by school personnel to prevent students from unwanted behaviors. According to Gaustad (1992), school discipline has two main goals.

❖ First goal is to ensure the safety of staff and students, and second goal is to create an environment encouraging learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process (Gaustad, 1992).

❖ However, the commonest discipline problems involve noncriminal student behavior (Moles, 1989). These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment (Gaustad, 1992).

❖ Disruptions interrupt lessons for all students, and disruptive students lose even more learning time (Gaustad, 1992).

❖ Therefore, school administration bodies need to develop various rules and regulations to maintain a peaceful school environment (Lawa, Wiyono, & Supriyanto, 2019; Mansfield, Fowler, & Rainbolt, 2018; Nakpodia, 2010).

Literature Review

❖ Culture can be defined as the ideas, customs and social behaviors of a particular people in a society (Cobley, 2008; Kroeber & Kluckhohn, 1952). Culture, by its simplest terms, is a system of meaning shared by a group of people, to make sense of our reality, or as Hofstede (1991) put it: "the collective programming of the mind" (Baumann et al., 2020; Kuczynski, Marshall, & Schell, 1997).

❖ Culture greatly influence the thinking pattern of a person, how a person speak, act and how they experience the world around them (Baumann et al., 2020).

❖ Cultural differences in discipline practices is a considerable challenge to practitioners (Tajima & Harachi, 2010).

❖ In eastern and western educational settings, culture plays an important role. For example, many North East Asian parents in Japan and China, provides additional tutoring to their children for subjects such as math's, science and languages (Yamamoto & Brinton, 2010). Park and Abelmann (2004) stated that even in 1990s, private classes on English language was popular in Korea.
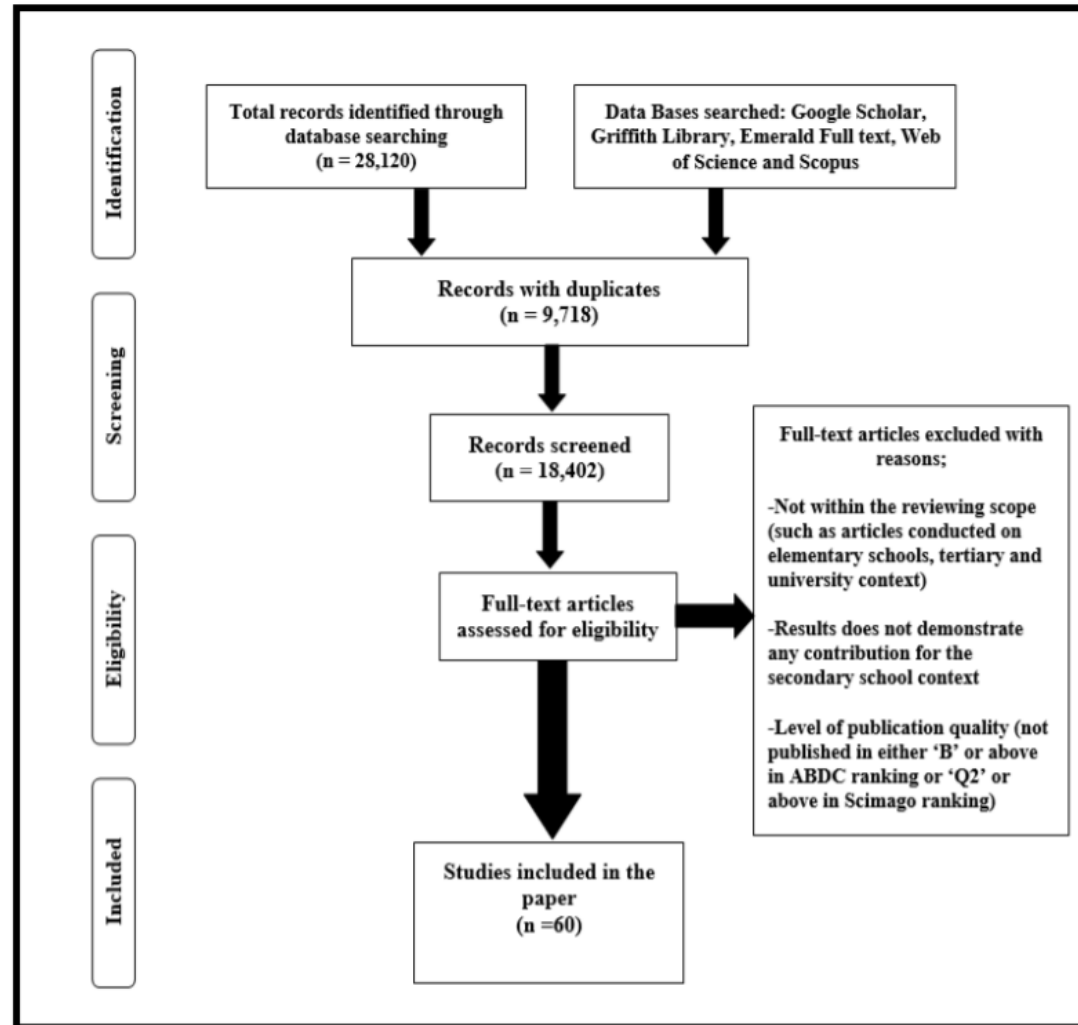
Methodology

The systematic literature reviews (SLR) are often contrasted with traditional literature reviews since systematic reviews are objective, replicable, systematic, comprehensive and the process is reported in the same manner as for reporting empirical research (Weed, 2005).

Methodology

❑ Researcher conducted the database search manually using several keywords such as "culture and discipline in secondary schools", "why discipline and culture matters in secondary schools" and "discipline and culture of high schools". Researcher reviewed studies published in top management, psychology and education fields across several databases including Google Scholar, Griffith Library, Emerald Full text, ProQuest, Science Direct and Scopus.

❑ A total of 28,120 studies were identified with a customer search of over 2014 to 2020.

❑ All results were limited to English only peer-reviewed studies.

❑ Initially researcher grouped the identified studies and removed the duplicated records of 9,718 studies from the system. The remaining were assessed using the below mentioned criteria. The studies which are out of the reviewing scope such as articles conducted on elementary schools, tertiary and university context and articles which are not contributing to the secondary school sector has been removed from the process.

❑ From the remaining studies published in either 'B' or above in ABDC ranking or 'Q2' or above in SC imago ranking has been selected for the final reviewing. Other than these rankings, several studies also included considering the higher impact factor of the journal and contribution of the paper. Finally, a total of 60 studies were identified as qualified.

Methodology - Flow chart of the literature search process

Identification

Total records identified through database searching
(n = 28,120)

Data Bases searched: Google Scholar, Griffith Library, Emerald Full text, Web of Science and Scopus

Records with duplicates
(n = 9,718)

Screening

Records screened
(n = 18,402)

Eligibility

Full-text articles assessed for eligibility

Full-text articles excluded with reasons;

-Not within the reviewing scope (such as articles conducted on elementary schools, tertiary and university context)

-Results does not demonstrate any contribution for the secondary school context

-Level of publication quality (not published in either 'B' or above in ABDC ranking or 'Q2' or above in Scimago ranking)

Included

Studies included in the paper
(n =60)

Major themes identified through the literature

The qualified final level 60 articles were reviewed, and the author identified five major factors which affect the student disciplinary levels in secondary schools as student counselling, bullying prevention, school climate, racial disparities and restorative practices.

Conceptual framework: Factors affecting student disciplinary levels in secondary schools

Independent variables
Student counselling
Bullying prevention
School climate
Racial disparities
Restorative practices

Dependent variables
Student disciplinary levels in secondary schools
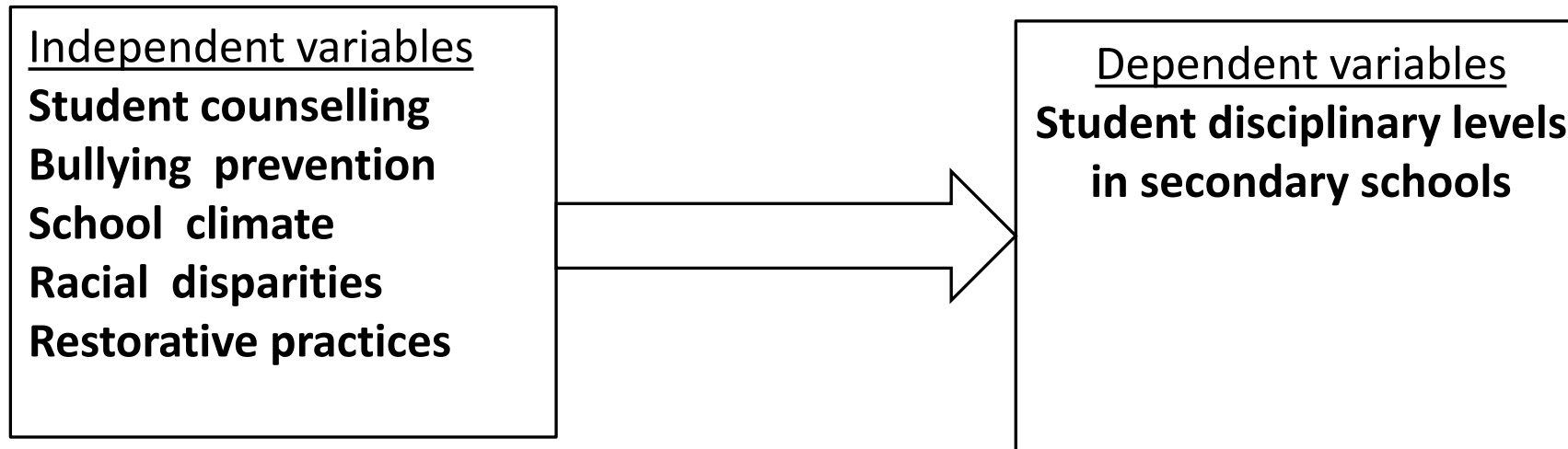
Conclusion

The purpose of this systematic literature review was to develop a conceptual framework which facilitates future researchers to measure student disciplinary levels in secondary schools using the five factors of student counselling, bullying prevention, school climate, racial disparities and restorative practices.

Consequently, literature published in top management, psychology and education journals during the period of 2014 to 2020 has been reviewed. To the best of the authors' knowledge, this study can be considered as the first systematic literature review conducted using PRISMA guidelines about culture and discipline of secondary schools in cross cultural context with several future research insights.