Individual Discipline: A Holistic Observation

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Abstract

The concept of individual discipline attracts significant attention from scholars and practitioners because it has a great impact on the success of various social systems. In scholarly literature, the concept of discipline is often discussed in a dichotomous manner, where some arguments praise its merits (positive discipline) while others emphasize its demerits (negative discipline). Such a dichotomous approach may lead to a distortion of the actual meaning of discipline. The divergent views expressed by the researchers about the discipline create a gap in the theoretical and practical aspects of the field. This study, therefore, seeks to fill the existing gap in the literature by providing an in-depth analysis of the individual discipline. In order to fulfill this objective, a qualitative research method with an inductive thematic approach was mainly used to explore the various themes that emerge from the literature under review. A critical review of related literature resulted in fourteen different disclosures, from which two conceptual models were developed to help explain the reality of the discipline. The final deduction from the study was that discipline is a complex concept influenced by many factors, and so a broader outlook should be used, without limiting it to a single perspective.

Key Words: Discipline Management, Individual Discipline, Negative Discipline, Positive Discipline

Introduction

Human nature is complex and dynamic; hence, it has a great bearing on the outcomes regarding the success or failure of an organization. An organization's success or failure greatly relies on its potential capacity to retain people who are indispensable in the operational processes (Gallardo, 2020). According to Duminica (2020), both individual and collective behaviors exhibit inherent instability, shaped by a combination of internal and external influences, alongside motivational drives. Work motivation has a helpful and substantial consequence of performing activities of individuals; thus, it also affects the performance of the whole business (Arijanto, 2019). To improve the performance of employees who exhibit strong work ethics, it is vital to acknowledge that motivation along is insufficient. A

corresponding level of work discipline must also be established (Arijanto, 2019). Poor enforcement of the managerial system for disciplining the workers can negatively affect the achievement of goals of an organization (Dekawati et al, 2018; Hope et al, 2022). In short, discipline obviously attends as a central behavioral practice of the efforts that an organization must engage in to effectively achieve its objective (Bhavani, 2020). In other words, discipline is one of the most important tools to achieve the physical well-being of an individual, and it is generally believed that a disciplined person achieves perfection and mastery (Bowdridge and Blenkinsop, 2011). In much content, discipline serves as a mechanism for regulating individual behavior, functioning as a means through which one person or authority exerts control over another. Michel Foucault, one of the influential thinkers studying discipline, suggests that discipline results not only from one person observing another but also from the character or intrinsic qualities an individual himself possesses (Becher and Trowler, 2001).

The concept of discipline has a complex and varied history, with the term often associated with the notions of education (Ali et al, 2017), knowledge (Ali et al, 2017; Hammarfelt, 2020), teaching (Hoskin and Macve, 1986; Hammarfelt, 2020), learning (Hoskin and Macve, 1986), training (Hammarfelt, 2020), upbringing, disciplining (Oloruntimilehin, n.d.; Hoskin and Macve, 1986; Hammarfelt, 2020), regulating, controlling, punishing (Stichweh, 2003), or management (Suojanen, 1963). Historically, the concept of discipline has its roots in military (Hoskin and Macve, 1986), religious (Stichweh, 2003), and colonial governance traditions (Kamphuis and Meerkerk, 2020). Discipline, as a concept within modern discussion, is commentated by various interpretations from many scholars, reflecting its diverse applications across different fields. Consequently, it is clear that various authors strive to characterize discipline from either a positive or negative perspective, often neglecting a more comprehensive approach to the concept. The broader view brings into focus on the interrelationship of various components within disciplines and their distinctive functions. An integrated approach toward discipline thus plays an important role in widening one's intellect and knowledge base for better learning. It is from this point of view that the concept of discipline needs to be re-conceptualized in a pragmatic way. The endeavor to re-evaluate the current body of literature has uncovered several unclear areas related to the concept of discipline that have not been critiqued sufficiently. These unclear areas encompass:

1. Does the successful introduction and operation of the concept of discipline depend on the objective set and scope within the particular context (organizational or societal objective)?
2. Is it necessary to establish a distinct objective for a disciplinary system that is in harmony with the primary contextual objective and scope?
3. What is the keystone or central condition of any disciplinary system?
4. What method can be employed to transform disciplinary objectives into practical actions tailored to a specific context?
5. What intervention strategies are necessary to attain goals of discipline?

6. What is the role of self-authority and willpower in the process of developing self-imposed discipline?
7. Does discipline positively change individual behavior?
8. What are the observable results of discipline?
9. How does discipline help a person develop self-discipline and a sense of own value system?
10. What role does the (external) authority play in the disciplinary framework?
11. How to make rules and regulations come into play in the system of discipline?
12. Does law have something to do with the concept of power in discipline?
13. What does punishment mean in the concept of discipline?
14. Does discipline, especially punishment, negatively change individual behavior?

Some authors have examined in detail the several unclear areas of the disciplinary concept in their writings. However, many scholars in their writings have ignored the interconnectedness and interrelationship among the various ambiguous areas of the discipline. More precisely, they do not explain how the different components for each unclear area are related and connected to each other. Scholars have tended to overlook the nuances of the concept of discipline, leading to a dichotomous perception where it is viewed either as a positive construct or as a negative one. This situation gives way to a notable gap in the consideration and examination of the concept of discipline. Therefore, this study tries to explore these unclear areas of the concept of discipline by analyzing various scholars' viewpoints in relation to their contexts. It will also develop conceptual models of discipline that shall integrate all the variables and concepts used in different studies of different scholars and bring to light their interrelatedness and interdependence.

Method

The concept of individual discipline coupled with employee discipline has been well seen in the literature, which reflects varied definitions and applications. This paper intends to investigate relevant research and scholarly opinions as a method of deducing the true significance and roles associated with the concept of discipline. Considering the above, a partial semi-systematic review approach was taken for the study. As Snyder (2019) mentioned, different approaches can be used for analyzing and synthesizing the findings of the semi-systematic reviews. Most of such approaches usually show similarities with methods adopted in qualitative research studies (Snyder, 2019). The research method adopted for the study was a semi-systematic review, utilizing a deductive thematic approach to make out various themes that are prevailing in the available literature. The thematic analysis performed through a semi-structured approach resulted in the identification of 126 themes for subsequent investigation in the study (refer to Annexure 1). The study of the themes would further lead to an analytical approach toward the phenomenon and result in conceptual model development.

Disclosures

Scholarly themes derived from the current literature are examined to uncover diverse disclosures that may contribute to the development of new insights regarding the

phenomenon under investigation. The rest of the paper illustrates the fourteen disclosures by examining the themes identified through a deductive analysis of the existing literature.

Contextual Objective and its Linkage with Discipline

Different organizations or societies inherently possess distinct objectives that are shaped by their particular scope and nature, resulting in a unique trajectory for their ultimate outcomes. As an example, the primary purpose of education institutions is to develop knowledge and skills among students, generating responsible human resources for society. Military organizations defend the nation, while business enterprises aim to maximize shareholder profits and satisfy customer needs. The inherent nature and core objective of an organization, whether it operates in the field of education, military, business, or any other field, shape its management structure. This management structure defines the specific features of all subsystems of such organizations and the goals of their activities. Consistent with this, a disciplinary system ensures conformity to rules and regulations that would help in meeting the primary objective of any organization or society. It is clear that the primary functions and nature of any disciplinary system are evidently grounded in the objective and scope established by the respective organization or society. In analyzing the concept of discipline both in direct and indirect ways, the impact of organizational objectives on establishing a disciplinary system has been discussed by several scholars. The viewpoints of the scholars with respect to the above-discussed phenomenon are given in summarized form in the following.

Sources	Overall Idea
Thomson (1998)[T-1] Opatha (2009)[T-2] Arisi-Nwugballa (2018)[T-3] Ernest (2021)[T-4]	Organizations or societies formulate work rules and standards that align with their strategic objectives to facilitate short-term and long-term operations efficiently. As a result, the formal objectives of the organization or society are regulated by a defined system that imposes rules and standards applicable to both leaders and followers. Therefore, the fundamental principles guiding the conduct (discipline) of all members are primarily determined by the objectives and scope of their pertaining context.

Disclosure I:

The core objective of a context (organization or society) guides its disciplinary system, ensuring efficient routine activities and long-term survival while guiding its inherent nature.

Setting Own Objective for Disciplinary System

By systems theory, a subsystem can normally be defined as an independent part of the larger system that performs specific functions or activities. Any subsystem without a well-defined objective or function is likely to fail in direction and coherence and fail to effectively perform its contribution to accomplish the performance of the entire system. Besides, the objective of a subsystem serves as the significant principles leading the activities all of the various other subsystems towards a common result, thus determining coordination and synergy. Based on this rationality, setting proper goals for a disciplinary system in harmony with the general objective of an organization or society is significantly important regarding the maximization of the performance of a system and its subsystems. The importance of the specific objective

within the disciplinary system, underlined by several scholars in their works, is noteworthy. The following overall idea encompasses the direct and indirect perspectives of the authors concerning the need to set specific objectives for a disciplinary system.

Sources	Overall Idea
Nel et al (2007)[T-5] Opatha (2009)[T-6,T=7,T-8] Ngwokabuenui (2015)[T-9] Iheanacho (2018)[T-10] Dekawati et al (2018)[T-11] Ernest (2021)[T-12,T13] Oluo et al (2022)[T-14]	Discipline aims to establish a structured approach to managing individuals in order to foster behaviors that align with the objective of the relevant context, whether that be an organization or society at large. Hence, there is an exigent need to develop explicit and specific objectives for the disciplinary system that are in concert with the objective of the context. Setting such clearly defined objectives leads to a foundation for maintaining discipline and ensuring a positive working atmosphere.

Disclosure II:
There should be a clearly defined and specific objective of the disciplinary system, and it becomes much better when its objective is in tune with the overall objective set by the organization or society.

Real Expectation of Discipline
The fundamental nature of all kinds of disciplines is setting boundaries and consequences, yielding a sense of order and control over one's actions and decisions. Hence, the central condition of any disciplinary system is a well-defined structured behavior or behavioral standards. Structured behavior/behavioral standards refer to a set of organized acts or responses that conform to an expected behavior. The concept of structured behavior/behavioral standards is very much applied in psychology and behavioral sciences to describe how people exhibit consistent, predictable behavior under specific circumstances. The concept of structured behavior/ behavioral standards in the disciplinary system acts as a benchmark of one's behavior. Hence, any disciplinary system working on the principle of structured behavior should be aligned with the specificities of a contextual objective (organization or society).

In the context of a disciplinary system, structured behavior or behavioral standards serves crucial two functions. Firstly, it acts as a significant corrective mechanism, facilitating reformation or punishment. By contrasting individual behavior with the prescribed guidelines, individuals can identify their own misconduct and implement necessary changes using strategies, while authorities can emphasize and encourage adherence to these standards. The role of rules and regulations, coupled with penalties for inappropriate conduct, reinforces the structured behavior and fortifies the overall integrity of the disciplinary system. Secondly, well-defined structured behavior provides a foundation and guidelines for cultivation of autonomous behavior, which is essential for maintaining discipline. This discipline enables individuals to transcend the level of structured behavior, underscoring the importance of discipline in fostering self-ruling and self-directing.

The overall idea presented here includes both the direct and indirect viewpoints of the scholars concerning the structured behavior in the disciplinary system.

Sources		Overall Idea
Adesina (1980)[T-15]	Ngwokabuenui (2015) [T-25]	Structured behavior is the actual backbone of any disciplinary system, and it provides clear-cut expectations and roles that an individual is expected to function in a given context. Structured behavior makes individuals aware of the boundaries and consequences of their actions, which in turn also makes the disciplinary process more orderly and efficient.
Rosen (1997)[T-16]	Dekawati et al (2018)[T-26,T-27]	
Abubakar (2000)[T-17]		
Lewis et al (2003)[T-18]	Kelly & Pohl (2018)[T-28]	
Udeozor (2004)[T-19]	Arijanto (2019)[T-29,T-30]	
Nel et al (2007)[T-20]	Ngozi (2021)[T-36,T-37,T-38,T-39,T-40,T-41]	
Bnak et al (2008) [T-21,T-22,T-23]		
	Ernest (2021)[T-42,T-43,T-44]	
Opatha (2009)[T-31,T-32,T-33,T-34,T-35]	Oluo et al (2022)[T-45,T-46]	
Knight & Ukpera (2014)[T-24]		

Disclosure III:

The concept of structured behavior or behavioral standards plays a dual role in a disciplinary system. First, it is a key benchmark that differentiates between positive and negative (punishment or correction) disciplinary approaches. Secondly, it is the basic point of reference for the determination and operation of all other components of the disciplinary system.

Standards derived from Structured Behavior

The structured behavior or behavioral standards is fundamentally connected to codes of behavior as they give specific examples of what are considered acceptable behaviors in given contexts. Codes of conduct are grounded in these structured behaviors or behavioral standards, playing a crucial role in fostering order and cohesion within a given scenario. By delineating expectations and possible repercussions, these codes serve as valuable references for individuals. The significance of codes of conduct within the disciplinary system can be encapsulated as follows.

Sources	Overall Idea
Abubakar (2000)[T-17]	Codes of conduct are essentially the backbone of the discipline in any context, providing a detailed set of guidelines that specify acceptable behavior. Codes of conduct allow individuals to know what is expected of them in terms of structured behavior or behavioral standards. Additionally, codes are very essential in bringing order and making an individual responsible for whatever one commits in a certain context. They uphold ethical behavior and ensure that one is accountable for his or her action.
Finnemore (2006)[T-47,T-48]	
Bank et al (2008)[T-23]	
Opatha (2009)[T-18,T-32]	
Dekawati et al (2018)[T-27]	
Ngozi (2021)[T-41,T-49]	
Oluo et al (2022)[T-50]	
Oxford (2024)[T-51]	
Collins (2024)[T-52]	

Disclosure IV:

A code of conduct is an integral constituent of any disciplinary system because it offers a framework for structured behavior.

Intervention Approach for Cultivating Discipline

In any disciplinary system, there is a need for an intervention strategy that will help one deal with behavioral issues and ensure positive change. An intervention strategy seeks to find the root cause of problematic behavior and provides aid and instruments through which such problems can be confronted and solved. A few of the most effective intervention strategies that can bring considerable change to individuals, groups, and societies are teaching, training, and learning.

Discipline and teaching go hand in hand with each other in bringing about an effective learning environment. While teaching builds on the provision of information and competencies to individuals for success, discipline makes sure such lessons are retained and used appropriately and politely. Training and discipline are just as important as other intervention strategies in terms of achievement and personal development. Training allows the individual to develop new skills, knowledge, and attitudes that are essential to their progress. The practice of discipline serves as the fundamental component that guarantees the consistent application of competencies acquired through training. Learning and discipline go hand in hand since one cannot live without the other. While learning requires discipline as its intrinsic part, discipline provides support and focus that enable learning to take place. On the other hand, learning as a process requires discipline to ensure that the acquisition of new knowledge is complete with its retention. Many scholars point to teaching, training, and learning as strong intervention methods within the disciplines, and their thoughts stand out below.

Sources	*Overall Idea*
Adesina (1980)[T-15] Slee (1995)[T-53] Ngozi (2021)[T-49,T-54,T-55] Oxford (2024)[T-51]	Teaching becomes a highly critical strategy for intervention in disciplining individuals, as it provides them with the necessary knowledge and skills regarding how to make better conduct in life. This will also enable individuals to engage in critical reflection regarding their disciplinary conduct and to identify circumstances that act as triggers for adverse behavior.
Ndu (1980)[T-56] Rosen (1997)[T-16] Opatha (2009)[T-58] Maphosa (2011)[T-57] Ngwokabuenui (2015)[T-25] Iheanacho (2018)[T-10] Ngozi (2021)[T-59] Ernest (2021)[T-13,T-43]	Training is one of the most vital intervention strategies in the area of discipline, whereby training equips an individual with the knowledge and ability to understand and adhere to structured behavior. Additionally, training deepens the ability of an individual to know the ways in which misbehavior takes place, thus developing sensitivity and a more proactive attitude towards discipline.
Jeynes (2019)[T-60] Damrongpanit (2019)[T-61] Ngozi (2021)[T-38,T-41,T-55] Sumadi et al (2023)[T-62]	Learning is considered a major intervention method in the process of discipline, in which a person acquires specific competencies, knowledge, and self-ruling. Understanding the components of structured behavior through the learning process and the principles that govern behavior standards empowers the individual to self-regulate their behavior. Self-regulation allows the appropriate application of disciplined conduct to achieve success and minimizes antisocial or self-destructive behavior.

Disclosure V:

> *Teaching, training, and learning should be viewed as intervention methods to develop people's inner motives for proper discipline.*

Driving Self-power and Willpower in Discipline

Discipline is the mainstay needed to achieve success in every sphere of life. However, it cannot be imposed from outside on any person. It has to be an act of the self, taken by one to maintain focus on goals and achievements when obstacles and distractions come his or her way. Individuals possessing a strong sense of self-authority are able to stay aligned with their values and beliefs, even in the face of obstacles or challenges. To realize a higher level of disciplinary practices through self-authority, individuals must cultivate internal strength and resolution, allowing them to resist temptation, overcome obstacles, and achieve the goals. This essential human effort is referred to as willpower. Self-authority and willpower thus provide the basic building blocks necessary for higher levels of discipline to develop within a person, wherein the individual would draw their inner strength and resilience to overcome adversities and reach their complete potential. The roles of self-authority and willpower within the disciplinary system, as understood through the scholars' direct and indirect viewpoint, can be encapsulated as follows.

Sources	Overall Idea
Tracy (2011)[T-63] de la Fuente et al (2020)[T-64] Bhaskar (2021)[T-65] Siska et al (2022)[T-66] Tao & Jing (2023)[T-67]	The power of self-authority and willpower is a significant feature of an individual's ability to keep discipline intact. A weak sense of self-authority cannot establish and maintain discipline in life. Likewise, a weak-willed sense of determination causes detours that divert disciplined behavior. The development of self-authority and willpower allows individuals to struggle through hindrances, remain focused, and implement obligations toward certain goals.

Disclosure VI:

> *Self-authority and willpower serve as key determinants in the development of higher levels of discipline within an individual.*

Modifying Behavior Positively through Discipline

While discipline is usually viewed as a punitive action where rules are kept in line, it can actually be used as one of the strongest approaches to motivating positive behavior. Positive behavior modification strategy shapes behavior in a good way and creates high self-esteem and confidence for the concerned individuals, hence bringing positive permanent changes. By giving precedence to the positive behaviors, discipline becomes a means of fostering growth and development rather than just a means of control and punishment. Following is an overall idea given by different authors directly and indirectly about the power of discipline to modify behavior positively.

Sources	Overall Idea
Abubakar (2000)[T-17] Udeozor (2004)[T-19] Greenberg & Baron (2007)[T-68]	Positive reinforcement strategies are part and parcel of approaches aimed at behavioral modification in the disciplinary framework on constructive grounds. These techniques have

Maphosa (2011)[T-69,T-70] Kelly & Pohl (2018)[T-28] Arijanto (2019)[T-71] Ngozi (2021)[T-36,T-37,T-38,T-55,T-72,T-73,T-74]	been overtly designed to encourage desirable conduct through corrective measures that help shift from negative to positive conduct.

Disclosure VII:

For the development of positive or advanced levels of discipline in the individual, the disciplinary system has to be executed using positive behavior modification-based strategies.

Visible Outcomes from Discipline

Many scholars have identified the positive aspects of discipline as understood from their conceptual standpoints. Some examples of the positive effects of discipline expressed by various authors are as cultivating characters, ordinariness, self-control and efficiency (Ndu, 1980)[T-56], protecting unfair and disproportionate treatment (Lewis et al, 2008)[T-75], guiding to make rational and logical decision (Udeozor, 2004)[T-19], improving self (Sharma, 2009)[T-76], developing self-control, protecting against harmful actions, ensuring peaceful environment (Opatha, 2009)[T-34], increasing performance (Opatha, 2009)[T-80], efficiency (Opatha, 2009)[T-81], peace and order (Ibara, 2017)[T-77], playing multirole in development (Ibara, 2017)[T-78], achieving goals (Iheanacho, 2018)[T-7], reflecting values of obedience, dutifulness, loyalty, order and neatness (Dekawati et al, 2018)[T-79], self-control, respect for self and others, restraining from evil actions (Ngozi, 2021)[T-82], developing a habit (Ngozi, 2021)[T-83] and improving teamwork (Ernest, 2021)[T-84].

Disclosure VIII:

The discipline brings constructive and contributive results in the given context, providing advantages to various stakeholders.

Direction towards Self-ruling and Own Value System

Self-awareness: It is defined as being able to visualize oneself with clarity, effectively becoming the focus on one's own attention (London et al, 2022). It can also be referred to as monitoring one's thinking, feelings, and actions (Rangaraju, n.d.). Self-awareness is actually all about understanding the development of a person, which can be perfected through better understanding and making rightful decisions by practicing discipline. This may include structured routines, self-regulation, and ethics. This encourages introspection, which allows an individual to understand patterns and choose more fulfilling lives and thus discover themselves to improve.

Self-control: It is one outcome of positive discipline. It refers to the ability of an individual to change and regulate one's responses to suppress unwanted behavior, guiding it towards long-term goals (Bagala, 2021). Self-control is an activity that enables individuals to monitor their feelings, thoughts, and actions to achieve particular goals. An individual with self-control can take control of temptations and impulses while making thoughtful decisions. Then, it will be evident how structured behavior is related to self-control and how the development of this capability is crucial in many spheres of life.

<u>Self-discipline:</u> The most significant result of discipline is self-discipline. de Ridder et al (2012) suggested that self-discipline is the ability to override the immediate impulses, to regulate one's emotions and thoughts, and to change the behavior toward attaining long-term goals. In this connection, Cambridge Dictionaries Online defines self-discipline as the ability to make yourself do what should be done without wasting time or energy (Gorbunovs et al, 2016). As observed by Bhaskar (2021), self-discipline, otherwise known as internal discipline, is a more rare form of discipline where the motivation to adhere to standards is not out of fear from other external consequences. A person who shows self-discipline has successfully set himself as the principal authority that regulates his own actions.

<u>Self-governance:</u> It is considered a person's ability to act within the boundaries of rules they have set. It has been referred to as the ability of a person or group to perform all the major governing functions autonomously, free of interference from the external world (Rasmussen, 2011; Sørensen and Torfing, 2009; Esmark and Triantafillou, 2009). An individual is more disciplined when one consistently exhibits commitment to his or her goals and values, unmindful of any external influences or any challenge from within. This form of discipline is built upon a deep insight into one's intrinsic motivations, strengths, and constraints, along with the ability to repeatedly make choices that are in line with one's broader goals for accomplishment. By this stage, discipline no longer pertains to mere habits or patterns of activity but assumes a lifestyle that promotes increased persistence, tenacity, and multi-dimensional well-being. With this definition in mind, it could be assumed that the highest plane of a disciplinary system manifests itself in the behavior of a person, which is conducted autonomously, conducted by one's own inner regulation rather than by any external authorities.

How self-awareness, self-control, and self-discipline interlink with regard to the individualist concept of discipline is explained below from the standpoint of the authors.

Sources	*Overall Idea*
Hasibuan (2003)[T-85] Hartatik (2014)[T-86] Arijanto (2019)[T-30] Astuti (2020)[T-87] Bhavani (2020)[T-88] Sitopu (2021)[T-89] Tumanan et al (2023)[T-90] Asgaruddin (2023)[T-91,T-92]	Self-awareness is fundamental in building discipline, for it allows the person to find out everything about his own thoughts, feelings, and actions. This would increase awareness about oneself, which would then promise better self-control and acceptance of accountability for one's actions.
Ndu (1980)[T-56] Slee (1995)[T-53] Rosen (1997)[T-16] Opatha (2009)[T-34] Maphosa (2011)[T-93] Ngwokabuenui (2015)[T-25] Iheanacho (2018)[T-10] Ngozi (2021)[T-59,T-82]	Self-control provides the identical foundation for discipline, as it arms the individual with the ability to control and manage thoughts, emotions, and actions to allow them to achieve goals that are wanted. In other words, self-control acts as a supportive base for discipline because it enables one to stay on task and move forward toward targeted goals with commitment and determination.
Oosthuizen (2003)[T-94] Bear (2005)[T-95]	Individual discipline by itself enshrines self-discipline, which instills a sense of responsibility and personal control over one's actions. By

Sources	Overall Idea
Okumbe (2007)[T-96] Ikoya (2009)[T-97] Opatha (2009)[T-101] Osher (2010)[T-98] Amstutz (2015)[T-99] Nyongesa et al (2016)[T-100] Bhavani (2020)[T-102]	being self-disciplined, one can realistically get rid of temptations, diversions, and impulses that stand in the way of progress towards certain goals. As a whole, self-discipline provides the fertile ground necessary for instilling discipline into the life of an individual, serving as a catalyst for personal development and success.

Disclosure IX:

Discipline implants self-awareness, self-control, self-discipline, and self-governance in a person because it gives the individual autonomy, independence, responsibility, and a meaningful and worthwhile life to live.

Role of External Authority, Law and Power in Disciplinary System

<u>Rules and Regulations:</u> A rule is an abstract idea that serves as a guide to actions, behaviors, or established practices indicating what is permissible and not permissible. Regulation may refer to directives/guidelines or orders issued by a governing agency/institution aimed at enforcing compliance in some activity or shaping personal conduct. A discipline is a system in which individual behavior is controlled by an external governing authority that ensures obedience to the goals of discipline while implementing rules and regulations consistent with the law. Several scholars have reiterated the importance of rules and regulations in the disciplinary system towards its effective functioning. A synthesis of the general theme pertaining to this phenomenon as provided by different scholars follows.

Sources		Overall Idea
Adesina (1980)[T-15] Rosen (1997)[T-16] Lewis et al (2003)[T-18] Hasibuan (2003)[T-85] Finnemore (2006)[T-47] Aguba (2009)[T-103] Opatha (2009)[T-3,T-10,T-31,T-32,T-35,T-58,T-105,T-106,T-107,T-108] Hartatik (2014)[T-86] Knight & Ukpera (2014)[T-104] Ngwokabuenui (2015)[T-9] Ibara (2017)[T-77] Dekawati et al (2018)[T-26] Arijanto (2019)[T-29,T-30,T-71] Astuti (2020)[T-87] Bhavani (2020)[T-88]	Sitopu (2021)[T-89] Ngozi(2021)[T-39,T-40,T-109] Ernest (2021)[T-4,T-42,T-84] Oluo et al (2023)[T-45,T-46,T-50,T-110] Tumanan et al (2003)[T-90] Asgaruddin (2023)[T-91,T-92] Collins(2024)[T-51] Oxford (2024)[T-52]	A set of rules and regulations in a particular context will help individuals become disciplined in various aspects of life. In other words, such guiding principles give a boundary on the behavior of an individual, stipulating clearly what is acceptable in terms of action and behavior. More importantly, rules and regulations promote consistency and fairness in decision-making by ensuring that everybody is subjected to the same standards and that disciplinary actions are meted out equally to all people.

Disclosure X:

Rules and regulations represent one of the most significant external factors that constitute the foundation of an effective disciplinary system.

<u>Authority:</u> The concept of authority, which is complex and multilayered, has to be viewed under different lights. For instance, Njegovan et al (2011), in analyzing various author's

approaches, placed authority into two broad forms, namely epistemic authority based on expertise and deontic authority, which is related to commitments and power. As different authors' views, authority is something external with the power to control others who are under its subordination. Exercising authority as the external force within a disciplinary system is fundamentally central to the formulation of rules and regulations pertinent to various disciplines across different contexts.

Sources	Overall Idea
Adesina (1980)[T-15] Peretomode (1995)[T-111] Nel et al (2007)[T-5] Aguba (2009)[T-103] Opatha (2009)[T-112] Ngozi (2021)[T-39] Oluo et al (2022)[T-50]	External authority plays a very important role in promoting personal discipline through setting frameworks for behavior and standards. It presents an orderly, structured mechanism where a hierarchy is set and rules are enforced.

Disclosure XI:

Authority operates as a distinct entity separate from the individual, playing a crucial role in the efficient operation of the disciplinary system. It serves as the establishment and functioning of discipline and its various components.

Law and Power: The Merriam-Webster.com Dictionary defines law as a rule of conduct or action prescribed or formally recognized as binding or enforced by the controlling authority of any group or organization that seeks to maintain orderly public or private conduct within the community. In accordance with Melé and Rosanas (2003), power can be conceptualized as the actual ability to enact change, to be an active causal agent and have things happen as a result of one's actions. In literature, both authority and power are intertwined; one function in relation to the other. Law and power are some of the basic tools utilized in maintaining order in the community. The good use of such tools would bring about discipline in people ensuring cohesion and the smooth functionality of society. Therefore, law and power must work together to ensure discipline and the integrities of the legal framework. The section below attempts a brief overview of what different scholars say about the relationship of law and power in the disciplinary mechanism.

Sources	Overall Idea
Adesina (1980)[T-15] Peretomode (1995)[T-111] Cole (1996)[T-113] Finnemore (2006)[T-48] Bank et al (2008)[T-114] Bhavani (2020)[T-88] Ernest (2021)[T-115]	Laws create an organized framework that specifies clear rules and consequences for non-compliance, thus setting a guide on how individuals are expected to conduct themselves. In similar meaning, power influences individual behavior through controlling or commanding influence on their actions. In short, the relations between law and power implant a structure and, at the same time, an incentive for people to shape their behavior according to what is expected from them in society.

Disclosure XII:

In disciplinary management, the concept of law and power functions as the guiding mechanism in ensuring discipline works effectively and efficiently.

Role of Punishment in Discipline

Any disciplinary mechanism should, in principle, be instituted on the basis of a punishment system, whether or not it is ever called upon to be utilized. Punishment tends to deter people from behaving in a way that violates the established rules and standards. This is because punishment serves as a message of the possible results of their actions. Besides, punishment rehabilitates individuals by giving them time and space for self-reflection on their behavior with the necessary changes needed to prevent them from committing the offense again.

Sources	Overall Idea
Akubue (1999)[T-116] Finnemore (2006)[T-47] Opatha (2009)[T-105,T-107,T-108] Maphosa (2011)[T-93,T-117,T-118] Knight & Ukpera (2014)[T-119,T-120] Ibara (2017)[T-77] Ngozi (2021)[T-74,T-109,T-121] Ernest (2021)[T-42] Oluo et al (2022)[T-45,T-110] Oxford (2024)[T-51] Colins (2024)[T-52]	Punishment discourages deviant behavior and compels obedience towards set rules and regulations as stipulated by the governing authority. It is greatly significant in attaching some consequences to improper acts so that an individual may be able to understand the gravity of actions and their impact on the people around them. Punishment must be equitable and proportionate, and it remains a very important tool within the disciplinary system to enforce good practice, ensuring for all its members a safe and respectful community.

Disclosure XIII:

Setting up a penalty system corresponding to the severity of the misconduct will ensure that any disciplinary framework is effectively and successfully implemented.

Modifying Behavior Negatively through Discipline

All individuals naturally have a tendency to engage in activities that violate the norms of society. In this context, throughout the course of human history, the role of punishment has played a central role in influencing human behavior. However, the use of punishment as a tool for altering behavior has remained a debated topic.

It is crucial to assess the adequacy and efficiency of positive behavior modification strategies in handling cases of severe misbehavior displayed by individuals. Despite arguments by psychologists, individuals use different punishment techniques as management strategies to handle the behavior of individuals displaying misconduct. It is challenging to find a place that utilizes positive reinforcement strategies everywhere for all kinds of misbehavior.

Punishment in academic discourse is usually divided into two different types: positive and negative punishment. While in the process of positive punishment, some form of stimulus is introduced with the intent of decreasing the probability of a certain behavior, in negative punishment, the intent to decrease this probability is achieved through the removal of a stimulus (Scott et al, 2023). In relation to this, the role of punishment here is to change a person's behavior where misbehavior has been committed. This concept is based on its rationale that it has the ability to change a person's undesirable actions into acceptable conduct. Punishment is one form of behavior modification and can be used to provide an individual the chance to become aware of and learn from their maladaptive behavior, thus

inculcating more positive character attributes in their behavior. It is positive learning through punishment and is one kind of behavior modification in a positive manner. Positive learning through punishment represents a form of behavior modification that is approached in a constructive way.

The punitive type of approach is injurious in nature and makes the individual isolate himself or herself from the accepted system. If the individual does not satisfactorily learn about the consequences related to their unacceptable behavior and again commits the same misbehavior, the last resort is serious punitive measures. While considering the organizational system, the dismissal serves as a punishment measure in serving the disconnection of an individual from the system. In contrast, within the context of general society, incarceration typically involves the individual.

Sources	Overall Idea
Greenberg & Baron (2007)[T-68] Maphosa (2011)[T-57,T-93,T-118] Knight & Ukpera (2014)[T-119,T-120] Ngozi (2021)[T-121] Ernest (2021)[T-42,T-122]	There are two ways of using punishment in the modification of human behavior. The first is the positive aspect of punishing, where it acts as a rather constructive teaching tool, which leads the individual not to repeat the exact same unwanted behavior again. On the other hand, the negative one proceeds to take effect when a person does not take any lessons from his or her misbehavior and keeps on repeating them; here, the system needs to take more serious actions, like dismissal or putting behind bars, to save the sanctity of the whole.

Disclosure XIV:

Negative behavior modification, especially in its numerous forms of punishment, is the very important segment of the disciplinary system that is supposed to keep people's behavior in line with what is considered the structured behavior by the context.

Conceptualizing the Concept of Discipline

A total of fourteen disclosures were discerned through a comprehensive analysis of the available literature as a result of the study. These disclosures answer the review of insight into the fourteen unclear areas associated with the concept of discipline. In addition, these significant disclosures can also be used to construct two conceptual models that try to outline the reality of functioning under the concept of discipline.
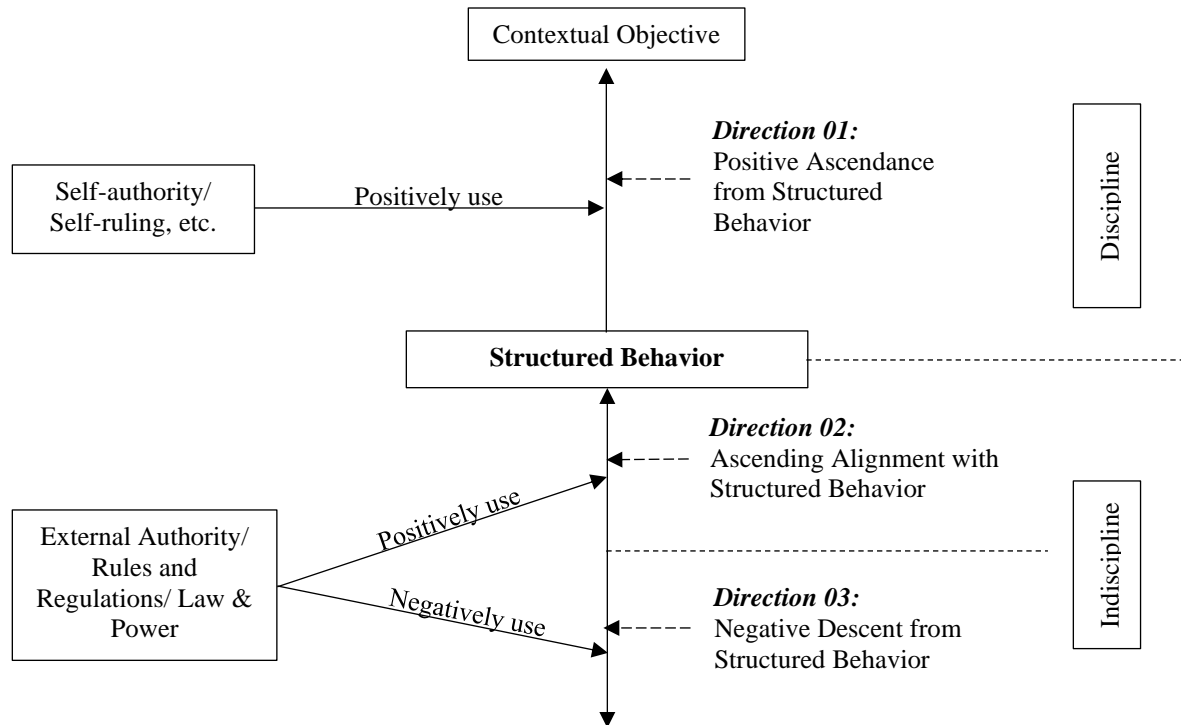
Conceptual Model 1: Tri-directional Model

Most scholars have connected in two categories of discipline in their works: positive discipline and negative discipline. In the field of academic and professional practice, a significant number of scholars have not fully acknowledged the importance of connecting the concept of discipline with the meanings and applications tied to the concept of indiscipline. Indiscipline means the absence of self-control and self-discipline; hence, it manifests behavior disorderly and unruly manner. Indiscipline, as elucidated scholastically by Timothy (2008)[T-123], Jakayinfa (2013)[T-124], Ngwokabuenui (2015)[T-125] and Ngalya (2013)[T-126] emphasizes several key critical

characteristics in defining the concept. They point out indiscipline as the violation of defined policies, rules, and regulations, besides acting against authoritative orders.

Both concepts of discipline and indiscipline clearly pointed out that authority, along with rules and regulations, function as identical mechanisms in assessing whether an individual's behavior is typically regarded as disciplined or not. In the practical sense, the concept of structured behavior/ behavioral standards is the important criterion to find out whether behavior will fall under the category of being either disciplined or indisciplined. Mareš (2018) explains the concept of discipline and indiscipline by removing the dichotomous perspective. It is suggested by Mareš (2018) that discipline and indiscipline work in a continuous approach. In synthesizing fourteen disclosures alongside the existing literature using an inductive approach, it indicates to delineate the role of discipline into three distinct pathways that an individual must follow (Figure 1).

The first direction relates to the positive side of disciplinary behavior. This avenue produces beneficial results for individuals and the organization or community. This may be called the "*Positive ascendance from structured behavior*". This orientation commences from the structured behavior or benchmark of the disciplinary system. Structured behavior refers to the set expected parameters of individual behavior within the disciplinary context. Whenever people start acting more than the level of structured behavior or benchmark, they become more independent, and their growth becomes more oriented towards themselves. Here, the individual tries developing his personality by becoming more aware of himself through self-awareness, self-control, and self-discipline to attain self-governance. In this context, the intellectual capacity of an individual to manage their behavior independently of any external authority increases to a great extent, which urges them to behave in a manner that exceeds the level of compliance in normative situations without ever violating the established rules and regulations. Consequently, the importance of rules, regulations, external authority, power, and punitive measures becomes insignificant in this context. The important point here is that a person can constitute his or her own rules, regulations, and behavioral codes that govern himself or herself and sustain standards of behavior. Hence, it justifies why numerous thinkers perceive discipline as a positive term.

Figure 1: Tri-directional Model

Ordinary individuals represent the second approach of the tri-directional model. Their practice of disciplinary behavior is below the threshold of structured behavior, or the benchmark. However, they have very positive beliefs and motivations about following the disciplinary system and always try to reach and maintain the expected level of structured behavior. This can also be termed "*Ascending alignment with structured behavior*". Here the management and development of individual discipline are enabled by rules, regulations, influences of external authorities, power, and punitive actions. Moreover, individuals have a tendency to make amends for their misbehavior in order to develop a more disciplined attitude.

People whose behavior is not in line with the socially accepted norms are always compelled towards misbehavior. They often violated the set rules and regulations with an intent to keep away from the accepted codes of behavior. Disciplining in a negative approach, and most importantly, punitive approach works fine at the initial stage to handle such grave misbehaviors depicted by the individuals. In the case of those who commit misconduct as a habit, the power of behavior modification through punishment becomes less effective. Therefore, more intensive levels of punitive measures need to be implemented to control and modify their deviant behavior. This form of discipline could be termed "*Negative descent from structured behavior*". This presents the third direction of the tri-directional model of discipline.

### *Conceptual Model 2: Holistic Approach for Discipline*
Scholars examine the concept of discipline and its constituent components, posting that discipline is inherently a positive construct while punishment is a negative one. However, such a simple dichotomous perspective cannot fully explain the practical understanding of

discipline. It involves a multitude of factors that are both interrelated and interconnected in their functioning. Figure 2 illustrates the essential components of a disciplinary system and their interrelations grounded on the main results of the study.

Conclusion

The inductive analysis of the concept of discipline reveals that each individual may possess different interpretations of what discipline signifies for them personally and the methods they adopt to apply it within their specific contexts based on their philosophical beliefs. In this context, some fundamental components that are essentially needed for discipline to be rightly acted upon may not be given due attention. The neglect of the components of discipline leads to misconceptions and wrong interpretations of the concept. From this, one may draw an inference that different viewpoints on discipline are molded by what a scholar thinks. The main conclusion drawn from the study is that discipline is a complex concept that cannot be perfectly defined without taking into account all of its various components. Consequently, it is necessary to establish the definition based on basic components, which are depicted in the proposed conceptual model (Figure 2). The holistic point of view towards discipline allows one to understand its actual nature and functions, which allows them to eliminate their narrow definitions based on a singular perspective.

Figure 2: Holistic Approach of Discipline
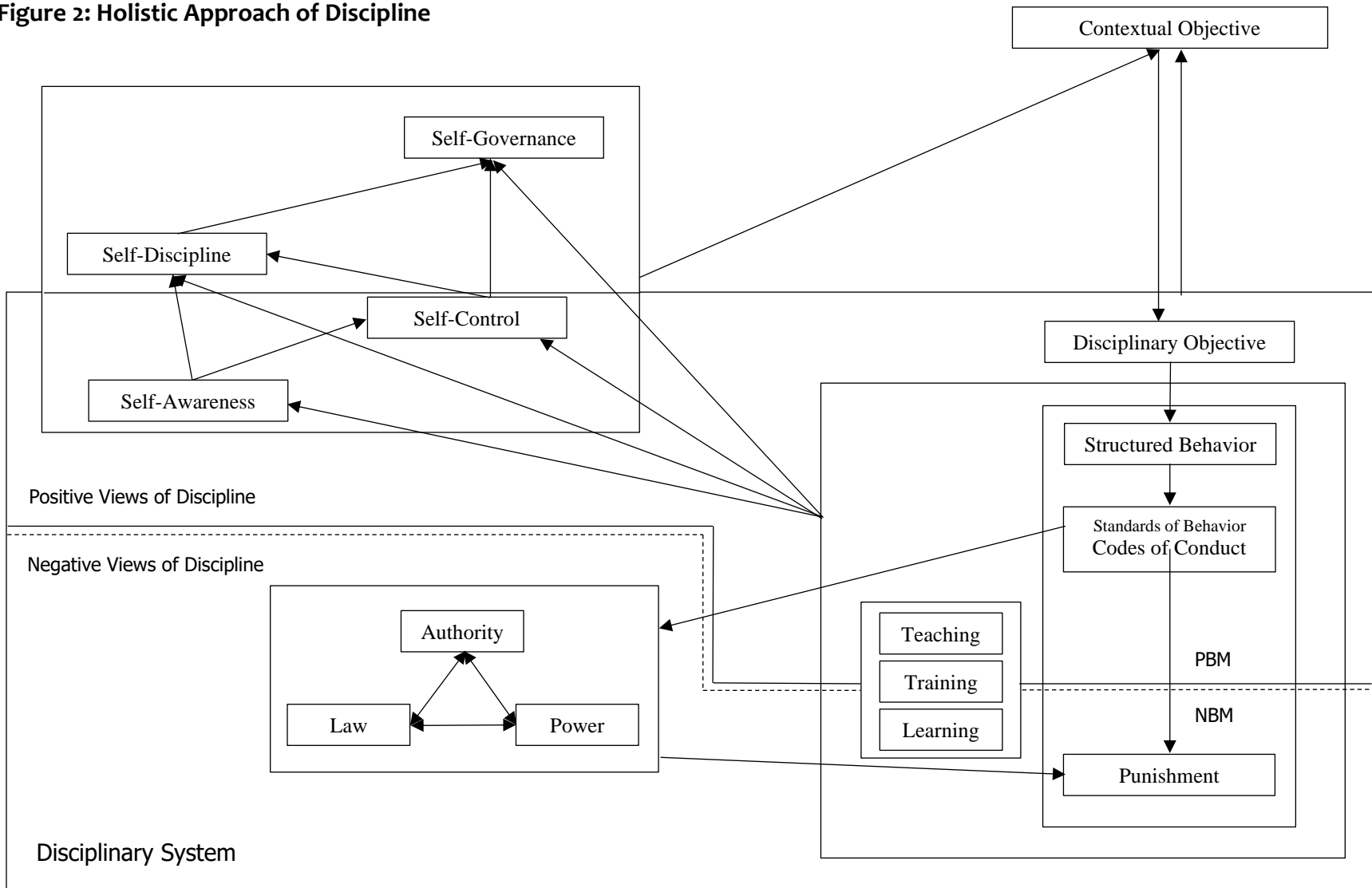
PBM: Positively Behavior Modification/ NBM: Negatively Behavior Modification

Annexure 1. Themes derived from the Literature

T-1	Organizations' objectives, policies, procedures, and work rules operate efficiently within a given context with clear job responsibilities, goals, rewards, and punishments for deviation (Thomson, 1998).
T-2	Organizations should set up work rules in the light of their goals or objectives, from which various forms of disciplinary action should be taken in case of their violation. (Wray et al, 1996, cited by Opatha, 2009).
T-3	Formal organizations are intentionally structured and organized entities, having clearly defined functions, structures, and lines of authority. They work towards the attainment of predefined goals and are usually governed by formal documents such as memoranda, articles of association, and bylaws (Arisi-Nwugballa, 2018).
T-4	Formal organizations set rules and regulations for all stakeholders, managers, and employees through which a common objective is achieved. Any kind of behavior that does not align with the stated rules is indiscipline (Ernest, 2021).
T-5	Discipline refers to an action or behavior carried out by the authority in an organization, often management, to deter the organization's workforce from disruptive behavior that jeopardizes the functioning of the organization (Nel et al, 2007).
T-6	Discipline is an action by management in pursuit of compliance with organizational standards (Werther and Davis, 1989, cited by Opatha, 2009).
T-7	Discipline has the objective of inducing in employees sensible behavior, considering obedience to rules (Dessler, 1984, cited by Opatha, 2009).
T-8	EDM is an organized way of managing and influencing employees to ensure that they comply with and continuously practice behaviors (rules of behaviour, alternatively the code of behaviour at work) in order to achieve organizational goals and objectives (Opatha, 2009).
T-9	The act constitutes a breach of the established school rules and regulations, potentially hindering the efficient and orderly operation of the educational institution (Edem, 1982, cited by Ngwokabuenui, 2015).
T-10	Schools need discipline to achieve goals and develop character through self-control training among children (Iheanacho, 2018).
T-11	Discipline is a necessary feature in any organization if goals are to be met (Dekawati et al, 2018).
T-12	Discipline in various organizations brings about the attainment of goals at higher levels (Ernest, 2021).
T-13	Organizational discipline seeks to achieve good behavior in its workforce through training and instruction on how to achieve the objectives of the organization (Ernest, 2021).
T-14	Enforcement of disciplinary measures will enhance organizational growth (Oluo et al, 2022).
T-15	Discipline is a teaching methodology whereby students learn to respect authorities at school, observe laws and regulations set forth by the school, and maintain consistent behavior (Adesina, 1980).
T-16	Discipline is knowledge-based training and characterized by the development of self-control, character, order, efficiency, and strict control to enforce obedience; that is, it plays the role of systematic rule (Rosen, 1997).
T-17	Discipline is an individual's inside willingness and personal effort to act in accordance with an accepted pattern of behavior, which may be molded by one's state of mind and codes of conduct (Abubakar, 2000).
T-18	Discipline is such management action taken against an employee who has not been in a position to meet reasonable expectations about performance and conduct while following the rules (Lewis et al, 2003).
T-19	Discipline is an organized way by which people are guided into being rational and logical in their decisions (Udeozor, 2004).
T-20	Discipline is a mechanism offered by employers to help employees change improper behavior using proper disciplinary measures: counseling and warnings, for instance (Nel et al, 2007).

T-21	In essence, the most basic reason for disciplinary action is to help an employee adhere to the company's standards for performance (Bank et al, 2008).
T-22	Management usually makes any disciplinary action either because work performance is unsatisfactory or unacceptable behavior by the worker (Bank et al, 2008).
T-23	The corrective, or progressive, discipline is encouraged by a disciplinary code. In most instances, this is a procedure for making employees understand and meet required standards (Bank et al, 2008).
T-24	Disciplinary action and procedures are used by organizations to correct the behavior or work standard of their employees and not to punish them (Knight and Ukpera, 2014).
T-25	Discipline is training designed or intended to produce orderly conduct, self-control, and direction (Ngwokabuenui 2015).
T-26	Discipline in an organization helps individuals understand and differentiate what has to be done, what can be done, what must be done, and what cannot be done because it is prohibited (Dekawati et al, 2018).
T-27	Discipline involves an understanding of the established system of rules, norms, criteria, and standards, which serves as a foundation for success, as adherence to these standards is essential (Prijodarminto, 2000, cited by Dekawati et al, 2018).
T-28	Discipline codes that have changed to incorporate positive interventions have reduced expulsions and suspensions in schools, thus boosting academic performances (Kelly and Pohl, 2018).
T-29	Work discipline is the rule or regulation enacted by an organization that requires adherence to certain provisions in work (Arijanto, 2019).
T-30	Work discipline is the awareness and consciousness of a person to follow and comply with rules and social norms in their working area (Arijanto, 2019).
T-31	Discipline is an organizational condition where employees conform to the organization's rules and standards of acceptable behavior (Robbins, 1982, cited by Opatha, 2009).
T-32	The term 'rules' refers to the fundamental work performance standards, standards of conduct, behavior, and attendance, regulations, policies, & procedures guiding various organizational activities (Opatha, 2009).
T-33	For consistent behavior, which helps attain a proper level with accepted norms, one needs discipline. Moreover, discipline is considered the very essence of a democratic way of life (Singh et al, 1990, cited by Opatha, 2009).
T-34	EDM seeks to develop self-control, encourage behavior to meet set rules of behavior, protect the organization against harmful actions, ensure a peaceful working environment, and treat employees fairly in employee treatment and industrial relations that guard them against illegal acts and harm to employees (Opatha, 2009).
T-35	Rules are procedures written to clarify obligations and responsibilities of staff or employees (Opatha, 2009).
T-36	Discipline leads to moral behavior, social principles/ standards, and right actions (Ngozi, 2021).
T-37	Discipline is a strategy whereby people, students, or even teachers alter the wrong attitude they have and move along a better standard of behaviour in meeting societal improvement (Ngozi, 2021).
T-38	Discipline encompasses specific roles that lead to the developmental strategies of students, such as learning the social standards of conduct (Ngozi, 2021).
T-39	Discipline is the mutual respect for the authority, regard for the rules, and high standards of behavior between students and teachers that ensures a smooth process in teaching and learning (Olagboye, 2004, cited by Ngozi, 2021).
T-40	Discipline is a way of directing students in a particular pattern and following rules at school (Sinha, 2019, cited by Ngozi, 2021).
T-41	Discipline enables students to learn what are acceptable standards of conduct in society (Ngozi, 2021).
T-42	Discipline can be termed the imposition of rules or standards of behavior that people are forced to obey and punishments thereafter if they fail to do so (Ernest, 2021).

T-43	Organizational discipline concerns moral and mental training, harnessing natural instincts, commanding obedience by systematic methods, maintaining order, and training individuals through instruction and control (Ernest, 2021).
T-44	In institutions of higher learning, discipline enables it to turn out good graduates into society who know the difference between good and bad and work towards societal welfare (Ernest, 2021).
T-45	Discipline can be said to be a process of correcting or punishing a subordinate who has violated some workplace rule of conduct (Dessler, 2001, cited by Oluo et al, 2022).
T-46	The organization helps ensure that all employees are fully aware of what to expect from them, the rules, practices, and policies of the company, as well as the consequences for a breach of the same (Oluo et al, 2022).
T-47	In order to achieve consistency in disciplinary penalties and setting expectations among employees, an organization should develop a code on possible offenses and possible disciplinary actions (Finnemore, 2006).
T-48	Codes, on the other hand, help in establishing the legitimacy of organization discipline and providing essential documentary evidence in the hearings of arbitration pertaining to dismissal on unfair grounds (Finnemore, 2006).
T-49	Discipline is that process in the development of attitudes, habits, ideas, and codes of conduct within the social life of the school, guided by ethical teaching, religion, and cooperation (Duke, 1989, cited by Ngozi, 2021).
T-50	Discipline is a force that compels individuals or groups to conform to those rules, regulations, standards, and procedures that have been proven necessary for an organization (Oluo et al, 2022).
T-51	Discipline is a means of teaching obedience to rules or a code of behavior, and this is frequently achieved by using punishment to correct deviations from the expected behavior (Oxford, 2024).
T-52	Discipline is the imposition of a code of conduct or obeying rules on individuals who then face punishment if these expectations are not met (Collins, 2024).
T-53	Discipline focuses on teaching and maintaining self-control (Slee, 1995).
T-54	Disciplinary actions are ways of training good habits at home or in schools (Sinha, 2019, cited by Ngozi, 2021).
T-55	Discipline is a positive force, meaning training rather than correction or punishment, and seeks to establish conditions such that learning can occur without restriction (Igwe, 1980, cited by Ngozi, 2021).
T-56	Discipline is training in the cultivation of character, orderliness, self-control, and efficiency (Ndu, 1980).
T-57	The word discipline is a training that corrects, molds, strengthens, or perfects something and is very much associated with control obtained through obedience (Newberger, 2000, cited by Maphosa, 2011).
T-58	Discipline is training through the enforcement of organizational rules (Mathis and Jackson, 2000, cited by Opatha, 2009).
T-59	Discipline trains the desired features a student needs and will enable such traits as self-control, tolerance, diligence, integrity, and even patriotism in them (Ngozi, 2021).
T-60	The study shows that the discipline of learning is one of the significant determinants of achieving learning (Jeynes, 2019).
T-61	The relation of self-discipline to learning outcomes is very important and positive (Damrongpanit, 2019).
T-62	Apart from the involvement of students in the learning process, it also depends upon their inherent disciplined attitude instilled since childhood (Sumadi et al, 2023).
T-63	Willpower is important for self-discipline to enable one to avoid taking shortcuts and acting in short-term gain (Tracy, 2011).
T-64	The big five-factor model of personality maintains that self-discipline, as one of the facets of conscientiousness, has a very strong association with self-regulations (de la Fuente et al, 2020).
T-65	Individuals who exhibit self-discipline often become the higher authority in their own behavior (Bhaskar, 2021).

T-66	In enhancing children's independence in learning and, consequently, their learning achievements, self-regulation and discipline are the critical factors (Siska et al, 2022).
T-67	People who possess self-discipline may effectively gratify their needs for autonomy, which in turn enhances motivation and autonomy (Tao and Jing, 2023).
T-68	Organizations apply a systematic approach to rewarding desirable behavior and disciplining counterproductive behavior (Greenberg and Baron, 2007).
T-69	Disciplinary actions should be corrective measures directed to the accountable person and not punitive ones (Maphosa, 2011).
T-70	It insinuates that reward for desirable behavior is more productive and efficient than punishment for undesirable behavior (Carter, 2011, cited by Maphosa, 2011).
T-71	Latainer in Sutrisno (2013) defined discipline as one of the powers within an employee, whereby they can adapt voluntarily to decisions, regulations, and high work and behavior values (Arijanto, 2019).
T-72	Examples include giving social rewards, such as praising, to well-behaved staff or students (Ngozi, 2021).
T-73	The behaviorist thinkers hold the view that the effective use of reinforcement should rule out the application or usage of punishment (Ngozi, 2021).
T-74	Good behavior is said to be best achieved through reinforcement, and punishment is not a preferred method of correcting behavior or maintaining discipline (Ngozi, 2021).
T-75	The aim of the disciplinary procedure is to protect employees from unfair and disproportionate treatment but also enables employers to deal with unsatisfactory employees (Lewis et al, 2003).
T-76	Discipline is a practice concerned with self-improvement that helps individuals to work towards their goals (Sharma, 2009).
T-77	Discipline is necessary to help keep peace and order in both classrooms and schools through the establishment of simple rules and regulations that check with offenses and promote good citizenship (Ibara, 2017).
T-78	Discipline plays a multi-faceted role in students' development processes (Ibara, 2017).
T-79	Discipline is a conduct that is believed to reflect the need to possess values of obedience, dutifulness, and loyalty, as well as order and neatness (Dekawati et al, 2018).
T-80	As cited by Mathis and Jackson, 2000, performance can be increased to a large extent by discipline (Opatha, 2009).
T-81	EDM objectives refer to the targets set for the future for handling discipline in employees with much efficiency (Opatha, 2009).
T-82	Discipline is one of the human values that engenders self-control, respect for self and others, and restraint from evil actions (Ngozi, 2021).
T-83	Discipline is a habit (Rahul, 2018, cited by Ngozi, 2021).
T-84	Organizational discipline aims at improving teamwork, unifying people through observing rules and regulations, and increasing the workers' level of tolerance (Ernest, 2021).
T-85	Discipline is a state of mind that prompts individuals to act in the light of established norms and rules with a view towards observing self-awareness and the use of applying them successfully (Hasibuan, 2003).
T-86	Discipline at work is a strategy managers use to try to modify behavior and enhance awareness of agency rules and social norms (Hartatik, 2014).
T-87	Mas'udi (2000) defines discipline as the awareness to do a job efficiently, in accordance with rules, and full responsibility without any compulsion from any person (Astuti, 2020).
T-88	Discipline is the awareness and willingness of a person to comply with organizational policies or norms that have been set within social existence and where discipline becomes a mandatory thing within the organization (Bhavani, 2020).
T-89	Discipline refers to the person's awareness or willingness to act in compliance with all organizational or company regulations and social norms (Sitopu, 2021).
T-90	Discipline is an individual's awareness and willingness to comply with the regulations of the company and the demands of social norms (Tumanan et al, 2023).

T-91	Self-discipline means that by becoming part of an organization, the satisfaction of one's needs is to voluntarily comply with all regulations, showing awareness and understanding of the rules of the organization (Asgaruddin, 2023).
T-92	Discipline is an awareness of and readiness of a person to follow the norms of organization and society, that is, his or her voluntary obedience and understanding of his or her duties and responsibilities (Asgaruddin, 2023).
T-93	Any disciplinary action that fails to encourage self-regulation in the learner is ineffective in addressing issues of indiscipline (Maphosa, 2011).
T-94	Positive discipline provides ways that help learners develop responsibility skills, initiative, and problem-solving, which in turn promote self-discipline, further contributing to relationships and problem-solving (Oosthuizen, 2003).
T-95	Discipline seeks to direct a child to correct his or her behavior and gets him or her to practice self-discipline (Bear, 2005).
T-96	The research reveals preventive discipline to be an administrative action by the managers of education with the purpose of instilling self-discipline in the students to avoid committing rule infractions (Okumbe, 2007).
T-97	In the supportive approach to school discipline, the administrator supports both teachers and students in maintaining their self-discipline (Ikoya, 2009).
T-98	School discipline is a multidimensional enterprise not centered on punishment but rather on the construction of student self-discipline (Osher, 2010).
T-99	Preventive discipline means the encouragement of teachers to self-discipline themselves and promote that rather than by superiors forcing it (Amstutz, 2015).
T-100	Discipline enables children to develop self-discipline, which significantly impacts their moral and psychological growth (Nyongesa et al, 2016).
T-101	The primary purpose of preventive discipline is to promote self-discipline among all members of the organization (Opatha, 2009).
T-102	Discipline should start from self-discipline, and it should not be corrective in nature but rather to correct and enforce the standards of the organization (Bhavani, 2020).
T-103	The theory by Douglas McGregor is based on the view that discipline is imposed from outside a person who, out of fear of punishment or sanction, does not adhere to rules but instead follows externally imposed discipline (Aguba, 2009).
T-104	Discipline can only be effective if it is substantively and procedurally fair; therefore, proper rules and proper processes have to exist in the workplace so that the organization is able to follow its policies as well as the legislative requirements (Knight and Ukpera, 2014).
T-105	The word discipline refers to a mode of conduct imposed on individuals or groups through strict rules and often avenged on them when these rules have been violated (Collins Birmingham University English Language Dictionary, 1987, cited by Opatha, 2009)
T-106	Rules are official guidelines on the duties and responsibilities of employees (Opatha, 2009).
T-107	Penalty or Sanction: A penalty or a sanction shall be an action taken against a violation of rules or infractions committed (Opatha, 2009).
T-108	Corrective behavior is necessary to deter employees from repeating their violation of rules through various penalties, which in effect will encourage improvement in their future behaviors (Opatha, 2009).
T-109	Principals should ensure that discipline policies have differentiation between categories of offenses (Ngozi, 2021).
T-110	The principle of discipline is that any penalties for violation of the rules must be announced in advance (Oluo et al, 2022).
T-111	Discipline can be defined as the ability of a person to adhere to the authority and respect the laws of a given organization or society (Peretomode, 1995).
T-112	EDM requires identifying the authority level of management to decide disciplinary actions for rule violations, similar to determining the disciplinary actions against rule violations (Opatha, 2009).

T-113	Employee discipline and organisational justice are research domains that suggest procedural justice as the most suitable theory to explain disciplinary processes in organizations (Cole, 1996).
T-114	Nowadays, employment law treats discipline more as corrective action rather than punitive (Bank et al, 2008).
T-115	Organizations usually use different types of disciplinary measures, such as corrective, supportive, and preventative discipline, to maintain law and order in the organization (Ernest, 2021).
T-116	Discipline is a punishment whereby responsibility is enforced on students concerning their actions (Akubue, 1999).
T-117	The educators, to their part, use punitive disciplinary measures for both petty and grave types of indiscipline (Maphosa, 2011).
T-118	Punishment is an extreme unpleasantness aimed towards reducing or eliminating the recurrence of an undesirable behavior (Maphosa, 2011).
T-119	As a form of punishment, discipline may not achieve the desired or effective outcome and could even cause or exacerbate problems with specific individuals or employees (Knight and Ukpera, 2014).
T-120	The effects of punishment do not last for a long time; they just prevent undesirable behavior rather than eradicating it altogether (Knight and Ukpera, 2014).
T-121	Punishing bad behavior suppresses it, which may develop into repeated aggressive behavior, with the punisher acting as a role model for future actions (Ngozi, 2021).
T-122	Punishment is a correction tool, but it should be only intentionally used so as not to cause friction between leaders and followers, reducing their work efficiency (Ernest, 2021).
T-123	Indiscipline is the exact opposite of discipline or lack of discipline. This involves any kind of behavior that surpasses acceptable social standards and values (Timothy, 2008).
T-124	When rules and regulations set by the school are violated, the smooth running and harmony of the educational system suffer gravely. Indiscipline simply implies non-compliance with rules and regulations that have been laid down by institutions. When such set guidelines are intentionally or otherwise infringed upon, it affects negatively the smooth running of the institution-hence a lack of discipline. In simpler words, indiscipline is a way of living wherein one does not follow rules and never pays regard to authority (Jekayinfa, 2013).
T-125	Any violation of school policies and regulations could bring disorderly conditions to the smooth and efficient functioning of the institution (Ngwokabuenui, 2015).
T-126	Schools' indiscipline refers to those actions and behaviors that are disrespectful to the rules and regulations at the educational institution. Such misbehavior may take the shape of vandalizing the school's property, an unfavorable attitude towards studies, unethical practices, substance abuse, theft, late arrival, and offensive language (Ngalya, 2017).

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