UNIVERSITY OF CAPE COAST

INDISCIPLINE BEHAVIOUR AMONG STUDENTS OF MAMPONG

TECHNICAL COLLEGE OF EDUCATION IN THE ASHANTI REGION OF

GHANA

YVONNE FREMA BOAMAH

2010

UNIVERSITY OF CAPE COAST

INDISCIPLINE BEHAVIOUR AMONG STUDENTS OF MAMPONG

TECHNICAL COLLEGE OF EDUCATION IN THE ASHANTI REGION OF

GHANA

BY

YVONNE FREMA BOAMAH

Dissertation submitted to the Department of Educational Foundations of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Guidance and Counselling.

OCTOBER, 2010

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature……………………….. Date………………..

Name: Yvonne Frema Boamah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature………………… ……. Date………………..

Name: Godwin Awabil

ABSTRACT

The purpose of the study was to investigate the causes, effects and how to control indiscipline in the Mampong College of Education. Both theoretical and empirical literature covered the acts of school indiscipline, causes, effects and methods used in controlling school indiscipline.

Descriptive survey design was employed for the study. The study involved both students and tutors of Mampong College of Education. The sample size for the study was 220. Stratified sampling technique was used to select students for the study. Simple random technique was used to select 180 students. All the 40 tutors were purposively selected for the study. The reliability coefficient obtained from the pre-test was 0.91. Questionnaire was the main instrument used to collect data. The items were mostly multiple choice items. The data were analyzed using frequencies and percentages.

The major findings were that tutors saw truancy and breaking of bounds as major acts of indiscipline in the college, while students regarded stealing as a major act of indiscipline in the college. Both students and tutors selected poor feeding by school authorities as a major cause of school indiscipline among students. On controlling indiscipline in the college, tutors suggested that involving students in formulation of school rules and regulations was the option, while the students indicated that giving moral and social talks to students was the best option.

It was recommended that class registers needed to be marked at the beginning and end of each lesson in order to check truancy. It was also recommended that student feeding should be improved so as to reduce acts of indiscipline in the college.

ACKNOWLEDGEMENTS

This dissertation owes its success to a number of people who in diverse ways contributed toward its completion. First, I wish to thank my supervisor, Mr. Godwin Awabil, a lecturer at the Counselliing Centre, University of Cape Coast for taking time out of his tight schedule to mark this dissertation. His constructive criticism and inputs went a long way to shape this work. My husband Frank Boamah, thank you for your encouragement.

My sincere thanks go to Mr. Akwasi Amponsah of Mampong Technical College of Education, who helped me type the manuscript, without him I would not have been able to finish this work. The dissertation would not be complete without acknowledging Miss Juliana Nkrumah and also Mr. Asumin Amofa for reading through the work.

 I am most grateful to my dear mother Miss Mary Donkor, my brothers and sisters Osei, Ata, BB, Ataa and Adwoa for their encouragement and support.

My sincere thanks go to the staff and students of Mampong Technical College of Education for responding to the questionnaires. All errors found in this work remain the sole responsibility of the author.

DEDICATION

To my dear Late Daddy John Eric Ankrah for his inspiration.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

Background to the study

In recent times, the government and the entire nation are alarmed at the rate at which indiscipline behaviour is on the increase in Ghana as a whole. Cases of indiscipline have been frequently reported in the print and electronic media. Examples of indiscipline behaviours reported these days include: rape, armed robbery, over speeding, murder cases, building of houses in unauthorized places and under high tension cables. Other reported cases include littering of rubbish indiscriminately, disobedience on the part of children to their parents, teachers and school rules and regulations, disobedience on the part of workers in general to rules and regulations at various work places.

Asare Boadu reported on Monday 4th September issue of the 'Daily Graphic' (2006), on Nigerian students of Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi who had gone on rampage smashing vehicles and blocking traffic because two of their colleagues had been stabbed, one to death, by suspected armed robbers. Bonney and Darfah on Friday, 8th September, 2006, reported in 'Daily Graphic' of the dismissal of twenty-four students of University of Ghana, Legon and KNUST because of indiscipline. In another development, the same paper reported of a case where a lady musician

1

Nana Akua Amoah, (popularly known as Mzbel) was attacked by armed robbers and was allegedly raped. Also the same paper reported of three policemen who had been remanded by an Accra circuit court for their involvement in a missing cocaine scandal. In a similar case, Mensah, (2006) reported an issue in the 'Daily Graphic' with the heading, 'Horror at La', a story in which a thirty-four year old man killed his girlfriend. All these examples from the 'Daily Graphic' seem to point to the fact that, there is really indiscipline in the country. The former vice-president of Ghana (Alhaji Aliu Mahama) had a case for staging a campaign against indiscipline in our society and the country as a whole.

School discipline is more important because education is the bedrock of national development. The Longman Dictionary of Contemporary English defines discipline as 'the practice of making people obey rules and orders or the controlled situations that result from this practice'. The dictionary further explains that discipline is also a method of training your mind or learning to control your behaviour. Discipline is also the ability to teach someone to obey rules and control their behaviour (Longman Dictionary, 1998).

Discipline in Mampong Technical College of Education cannot be ruled out because this will equip both students and teachers to achieve their objectives in terms of teaching and learning. In the school setting, indiscipline takes different forms; these include truancy/absenteeism, rude behaviour, demonstrations, theft, sexual misconduct, examination malpractices, lateness to class, inattentiveness and excessive talking in class.

Sexual misconduct among students in colleges of education is no news as teacher trainees decide to stay with girls and even women at their various villages where they have their teaching practice. Those on campuses also impregnate girls around the schools; reports are sent from towns to school authorities about students getting some young girls pregnant and not taking responsibilities. Some students also engage in sexual acts in classrooms and even under trees (Report by Mampong Technical College of Education Disciplinary Committee, 2007).

Students in the colleges of education show maximum amount of disrespect for their tutors. Some students think that they are at par with some of the tutors, so they do not see why those tutors should control them. Some also think that they are now in the tertiary institution because of the diploma courses offered and should be treated like their colleagues at the universities and the polytechnics. Students wish to go their own way. With the least provocation, students boycott classes, refuse to take their meals at dining halls and threaten those who would want to eat to stop eating. Some students write and phone to threaten individual tutors. A case like this happened recently in the researcher's college where a student made a threatening phone call to the vice principal (Administration). Events of such nature are always reported in the dailies. A good example is what happened on May 20, 2006 at Mampong campus of the University of Education Winneba and the students of Amaniampong Senior High School where riot broke out. Three students sustained various forms of injury and properties were also destroyed. There are many other demonstrations which were also reported in the papers but time will not permit the researcher to write all.

The situation in Mampong Technical College of Education is no different. As already indicated indiscipline seems to be increasing as the years go by and if care is not taken things would get out of hand. Indiscipline reported in the school include the wearing of unprescribed uniforms, breaking school bounds, bullying, assault, sexual misconduct, the use of hard drugs like marijuana, drunkenness, truancy/absenteeism, rude and arrogant behaviour, examination malpractices and threatening teachers. All these cases are handled by the college's disciplinary committee and the offenders are referred to the college counsellor. The most important aspect of all these behaviours mentioned above is to look out for their causes, and effects on the students, and to find lasting and workable solutions to them.

Statement of the problem

Indiscipline behaviour Mampong Technical College of Education has in recent times become a serious issue of concern. Acts of indiscipline in the colleges have attracted the attention of the public, teachers, parents and the government. Some of the acts of indiscipline in colleges include wearing of unprescribed uniforms, breaking school bounds, bullying, assault, and sexual misconduct, the use of hard drugs like marijuana, drunkenness, truancy/absenteeism, rude and arrogant behaviour, examination malpractices and threatening of teachers. The government of Ghana, as a result, issued a directive through the Teacher Education Division of the Ghana Education Service to all colleges on the need to enforce discipline in the colleges of education, of which

4

Mampong Technical College of Education is one (Teacher Education Division, 2007).

Reports indicate that acts of indiscipline exist in Mampong Technical College of Education .For example, in August, 2006 during the college's election, a student made an anonymous phone call, insulted and threatened the Vice Principal (Academic). Around that same time, students boycotted the dining hall food. Breaking of bounds has always been the lifestyle of Mampong Technical College of Education students. However, there is no empirical finding on the acts, effects, and causes of indiscipline in the college. The only available study on indiscipline behaviour was carried out by Kanmiki (2003).He conducted a study into indiscipline behaviour among students in the St. John Bosco's College of Education in the Upper East Region. However, his study did not cover acts of indiscipline and causes of indiscipline behaviours. This research will consider those areas.

Purpose of the study

The main purpose of the study was to investigate the acts and causes of indiscipline in the Mampong Technical College of Education. It also aimed at identifying the effects of indiscipline on students and the methods that are used to reduce or control indiscipline in the college.

Research Questions

The study was guided by the following questions.

1.	Which acts of indiscipline do tutors and students of Mampong Technical College of Education consider as common among students?

2.	What do students of Mampong Technical College of Education consider to be the major causes of indiscipline in the college?

3.	What are the major effects of indiscipline on student teachers?

4.	What methods are used to control indiscipline behaviour in the college?

Significance of the study

Students at the colleges of education need some kind of guidance; this will help them correct their inappropriate behaviours on campus and on field of work. The results of the study will help college authorities to identify the appropriate punishment that should go with each indiscipline act. The findings of this research will help the college administration to know some of the activities in the college that generate indiscipline behaviours of students in the college and also how the college administration and tutors contribute to some of the negative actions of students. Furthermore, the findings will guide the Institute of Education of the Cape Coast University (UCC) and Ghana Education Service (GES) to review their code of discipline in the colleges of education to match their current status as diploma awarding institutions.

After the completion of this research, the findings will add up to the already existing information on indiscipline and its effect on student teachers.

6

Also it will serve as a reference material to students, college administrations and other researchers.

Delimitation

The study considered only the teaching staff and students of Mampong Technical College of Education. This institution was chosen for the study because Mampong Technical College of Education is all male, and indiscipline acts are presumed to be high among males. The research covered indiscipline acts, their contributory factors and effects on students.

Limitations

The research was conducted in one of the 38 Colleges of Education in Ghana. Therefore the findings of the study cannot be generalized to all the 38 colleges. Besides, questionnaire was used for the study and therefore the issue of bias cannot be completely ruled out.

Organisation of the study

This research has been organized into five chapters. Chapter one is the introduction. It deals with the background to the study, statement of the problem, purpose of the study and research questions, significance of the study, delimitation, limitations and the organization of the study.

The Chapter Two focuses on review of related literature. Issues covered include historical aspect of school discipline, definition of discipline, concepts of

discipline, school discipline, and concepts of indiscipline, current theories and practices for managing indiscipline behaviour in schools, acts of indiscipline, causes and effects of indiscipline. It also highlights controlling indiscipline in schools. The chapter ends with a summary of the review.

Chapter Three is devoted to the research methodology. It examines the research design and explains the rationale for the design. The population sample and sampling techniques, research instrument for collecting data, data collection procedure and coding were considered.

Chapter four deals with results and discussions of the data collected, while Chapter five which is the last chapter presents summary of findings, conclusion, and counselling implications of the findings, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Historical aspects to school discipline

Throughout the history of education the most common form of school discipline was corporal punishment. Whilst a child was in school a teacher was expected to act as a substitute parent, with all the normal forms of parental discipline open to them. In practice this meant that children were commonly punished with the birch or cane. However, corporal punishment was often problematic. Unless strictly monitored it could be open to abuse and there was a growing opposition to any use of physical force in disciplining individuals from the late eighteenth century onwards. A further complicating matter was the rise of compulsory education, as parents might be compelled to send their children to schools in which the disciplinary regime was at odds with parental views on punishment. Corporal punishment was consequently abolished in many countries and replaced by positive reinforcement of behavior, in addition to forms of discipline more agreeable to parental taste, such as the detention of students.

Most modern educationalists in Europe and North Australia advocate a disciplinary policy focused on positive reinforcement, with praise, merit marks,

house points and the like playing a central role in maintaining behaviour. When positive reinforcement does not work teachers adopt a variety of punishments including detention, suspension and ultimately expulsion of the students from the school. In part, the disciplinary regime of a school relates to the amount of deference a pupil is expected to show to their teachers.

In the Caribbean and East Asia in particular, a child is expected to show complete obedience to their teacher, with corporal punishment still a sanction in some countries in these regions (From Free Encyclopedia, 2001).

Definition of discipline

Is "discipline" concerned with preventing misconduct or with punishing it? The word discipline, according to the American Heritage Dictionary of the English Language, refers to both prevention and remediation (cited in Wikipedia, the Free Encyclopedia, 2001). It can be "training that is expected to produce a specified character or pattern of behaviour or controlled behaviour resulting from training", but it can also be "punishment intended to correct or train".

Educational researchers have examined both the prevention and the remediation aspect of school and classroom discipline and thus findings about both are cited in this report. According to Jones (cited in Cotton, 1990) discipline most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption. Variations on this definition are offered by (Huke, 1989, Gettinger, 1987; Strother 1985) and many others. Researcher Wayson and Lasley (1984) noted that some educators view

10

disciplinary activities as irritating instructions into school life which should not be necessary. Wayson et al (1984) disagree, regarding these activities as a natural part of the educational process, and quote educator James Hymes, who defines discipline as 'the slow, bit by bit, time-consuming task of helping children to see the sense in acting in a certain way.'

Creating the right tone in the school or classroom is the most effective way of keeping poor behaviours to a minimum. Even the well-regulated school or classroom will experience some disruptions at some times. Like most teachers you are probably more concerned about the maintenance of discipline in your classroom than almost any other aspect of teaching. In some schools, challenging behaviour is more of a problem and there are reasons for this. In general, children or students will behave how they have been taught to behave and where poor behaviour is tolerated or ignored, children or students will continue to behave in that way. So it is important from the onset that you establish the sort of behaviour you expect and that the school or class know and understand that you are in charge, but that you are neither a dictator nor a tyrant.

The relationship you have with each child in the school or class is possibly the most powerful tool at your finger tips. If you respect children and hold them in high regard, they will do the same to you. There are some children for whom life is very difficult; life may have treated them badly. This does not mean that you have to tolerate poor behaviour in your school or classroom. Simply knowing why a child or student behaves differently from other children helps you to determine the best strategy for dealing with the child's difficulties. Students know when the

teacher arrives in the morning in a "bad mood or in a good mood". Therefore know your emotional state when you arrive at school in the morning and ensure that if you are upset, this is not communicated to the students. This kind of behaviour can contribute to students' indiscipline in the schools. Students want a teacher who is largely calm and self-controlled. Similarly, a teacher wants students who are also calm and self-controlled (Cotton, 2001).

Concepts of discipline

According to Shertzer and Stone (1976), the term "discipline" is most commonly restricted to situations involving the handling of misbehaviour by imposing punishment. According to Lee (as cited by Shertzer and Stone) disciplining role implies a punitive power. This power is of necessity external, exclusively directive and threatening. It is external because it is imposed upon the student by the administrative authorities. It is exclusively directive because it spells out in precise terms what these authorities wish the student to do or undo. It is threatening because of its essence; punishment must be threatening to a person. This concept of discipline requires that social control based upon imposing conformity, or obedience to authority will be maintained by external restraining authorities, such as parents, teachers, principals or representatives of the law.

A second view of discipline emphasizes discipline's rehabilitative function for those who commit errors. Discipline is seen as a reconstructive effort so that errant individuals may find substitute channels for unacceptable actions that result from feelings of frustration and disappointment (Shertzer and Stone, 1976).

A third notion of discipline is that it is a preventive force. Optimum development of individuals comes through providing an emotional climate and environment that encourages, assists and permits positive healthy attitude and feelings. The school and home environments should be minimally repressive so that little motivation for misbehaving exists. This type of environment encourages the discovery of satisfaction that conforms to healthy acceptable social standards. This view of discipline is focused upon training to develop self-control (Shertzer and Stone, 1976).

A fourth concept of discipline is that it is a process designed to help individuals accept the reality of external authority. Advocates of this concept of discipline believe that students who misbehave need help in perceiving and accepting authority as it implies upon their inner life and overt behaviour. The disciplinary process stresses the fact that misbehaving individuals need to learn to understand and accept emotionally the necessity and wisdom of authority as it affects responsible self-direction in society (Shertzer and Stone, 1976).

From the guidance point of view, discipline is most often conceived as the means of correcting the fault-lines in individual's personality rather than as the external maintenance of social control. Discipline as punishment alone or as a means of encouraging conformity is less apt to be corrective or growth producing. Active rehabilitative procedures are needed to transform misbehaviour into enlightened self-directed behaviour (Shertzer and Stone, 1976).

Tamakloe, Amedahe and Atta (1996) identified two types of discipline. These are;

➤ The external discipline and

➤ Self discipline.

External discipline is made up of external restriction or restraint on a person by an outsider through the use of punishment, rewards and competitions.

Self discipline is internal and covert from within the child through a process of training. The child learns self-control and orderliness.
Ghosh, Tamakloe et al (as cited by Adu Poku, 2002) regard self-discipline as the most ideal. Fagbulu (1975) assumes that the nature of discipline does not imply strict regimentation and that there is the need for students to have faith and trust in the sense of fair play of the teacher.

Webster (1968) mentioned different ways in which people see discipline as a means of counselling students, guiding and persuading them towards the desired goals.
Others still see discipline as a means of punishment for the violation of rules and that students should do as they are asked.

School discipline

From Wikipedia (2001), school discipline is a form of discipline found in schools. The term refers to students complying with a code of behaviour often known as the school rules. Among other things the rules may set out the expected standards of clothing, time keeping, social behaviours and work ethic. The term may also be applied to the punishment that is the consequence of transgression of the code of behaviour. For this reason the usage of school discipline sometimes

means punishment for breaking school rules rather than behaving within the school rules.

Generally, the aim of school discipline is (in theory at least) to create a safe and happy learning environment in the classroom. A classroom where a teacher is unable to maintain order and discipline can lead to lower achievement by some students and also make some unhappy. The enforcement of discipline in schools can, however, be motivated by other non-academic often moral objectives. For example, a traditional British public school usually has a strong underlying Christian ethic, and enforces strong discipline outside the classroom as well as in it, which applies particularly to boarders. Duties can include compulsory chapel attendance, sport participation, meal attendance, conformity to systems of authority within houses, strongly controlled bed times and restricted permission to leave the school grounds. Such duties can be stringently enforced, formerly by corporal punishment, and more recently by curtailment of freedoms and privileges (e.g. groundings and detentions), and by punishments administered by senior pupils on more junior ones (this last form tends to be the harshest and most arbitrary form of discipline).

In modern times, practices such as forced prolonged exercise to the point of exhaustion, sleep deprivation and caning has been known in extreme cases as severe abuse. Such systems of discipline are often deliberately arbitrary, working on the philosophy that purely reasonable rules are inherently logical and therefore open to question and debate. The conservative inherent in traditional religious schools often demand full and unquestioning, instructive for and adherence to

rules, and an atmosphere of complete obedience, which necessitates a universal, rigorously enforced system of discipline (Wikipedia, 2001).

Cotton (1990) referred to the letter written by Harvard Education in 1987 that during most of its twenty-two years of existence, the Annual Gallup Poll of the Publics Attitude towards the Public Schools has identified "lack of discipline" as the most serious problem facing the nation's educational system. Many educators and students are also gravely concerned about disorder and danger in school environments, and with good reason. Each month approximately three percent of teachers and pupils in the urban schools, and one to two percent in rural schools are robbed or physically attacked.

A letter by Harvard Education in 1987 stated that nearly 17,000 students per month experience physical injuries serious enough to require medical attention. The letter added that school personnel, students and parents call attention to the high incidence of related problems such as drug use, cheating, insubordination, truancy, and intimidation which result in countless school and classroom disruptions and lead to nearly two million suspensions per year.
In addition to these school discipline issues, American classrooms are plagued by other, more minor kinds of misbehaviour which disrupt the flow of classroom activities and interfere with learning. Approximately half of all classroom time is taken up with activities other than   instruction, and discipline problems are responsible for a significant portion of this lost of 'instructional time (Cotton, cited in Wikipedia, 1990). Rogers (1998) saw discipline and control as though

they meant the same thing in our school setting and noted that, "do we need to control our students or discipline them"?

Cotton (cited in Wikipedia, 2001) believed that discipline and control are not the same. Discipline is about good order, complicity about agreed behaviours. The writer further stated that 'a disciplined school or classroom is one which is well-managed and where agreed modes of conduct predominate'. Cotton (2001) went further to explain that school or class control, on the other hand, implies power and containment. It places the teacher or the school administration in a position of authority over the students. The teacher or school administrator, of course, is in a position of power and control to some extent but it is how this is employed which makes the difference to the teacher-student relationship. The ideal school or classroom is one where the teacher is assured of good behaviour, good interpersonal relationship and a good work ethic. This ideal school or classroom relies on the student subscribing and agreeing with the teacher and school administration. The teacher does not have to tell the students what to do because they know what to do and how to do it. The explicit and implicit rules have been agreed.

An authoritarian school or classroom, on the other hand, relies on the teacher being in control and telling the students frequently what they must and must not do. In an environment where students feel controlled, they are more likely to engage in disruption if that control is weakened for any reason.

To ensure effective school discipline, students must have the opportunity to develop their God-given talents and teachers must also have the opportunity to

experience professional fulfilment and job satisfaction. To fulfil the dream, the school administration has to work hand in hand with both teachers and students to achieve this purpose Cotton (2001).

The Concept of Indiscipline

Indiscipline is behavioural disorder that is classified as an act of delinquency, just like lying, stealing, and playing truant or running away from home or school. It is often the cause of a lot of mental, emotional and also physical damage, such as damage to properties in the homes as well as in schools. An indisciplined child is an uncontrollable child and can do just about any damage when he or she does not get whatever he or she wants.

Asiedu-Akrofi (1978) defines school indiscipline as where students show their disapproval on how the school is run by disregarding the formal means of communicating their feelings to the school authorities. The disapproval may either be peaceful or violent, eg. boycotting classes, refusal to take meals in the dining hall, deserting the school compound, damaging school property, burning teachers' cars and sometimes personal attacks on school personnel who they consider to be the cause of maladministration against which they are protesting.

Adding to the debate, Gyan(2006) argued that Fosu (2005) sees student indiscipline as a situation where students challenge the traditional values of the institutions, refuse to attend classes, engage in disturbing activities like throwing

sand, firing bamboo guns, hurling chairs around in a bid to have a hearing from the very institution they are demanding change.

The issue of indiscipline as perceived is challenging to the teaching profession. It is not helped by the popular perception that indiscipline is not only related to students. Over the last decade, the standards of discipline are fast deteriorating in the school environment. School is just not what it used to be any more as very few schools are able to maintain the same standard of behaviour. Teachers do not seem to have the same confidence and commanding personality as they used to. Also work pressures have increased to such a degree that all that teachers think of is completing the curriculum on schedule. Quite obviously, most of them seem to lack the dedication to go beyond the call of duty and the syllabus and contribute to the all-round development of the child. Our education system also can be a factor to school indiscipline since students are not prepared for employment. The curriculum is far removed from practical knowledge and this makes the child's mind and feet wander. If the child is offered practical courses that cater for his requirements, he will have a purpose and therefore less time to indulge in indiscipline behaviour (Wikipedia, 2001).

Current theories and practices for managing indiscipline behavior in schools

From the Free Encyclopedia, a number of theories have been identified to form a comprehensive discipline strategy for an entire school or a particular class. Consequently, the following theories may be of use to superintendents, principals,

and deans of disciplines, teachers and instructors. The theories include reality therapy, positive approach to discipline, teacher effectiveness training, transactional analysis, assertive discipline, Adlerian approaches and students' team learning.

Reality Therapy

William Glasser's Reality Therapy involves teachers helping students make positive choices by making clear the connection between student behavior and consequences. Class meetings, clearly communicated rules and the use of plans and contracts are featured.

Researchers Emmer and Huskier (1989), Gottfredson (1989), Hayman and Halley (1982), have noted modest improvements as the result of this approach.

A Positive Approach to Discipline

This is based on Glasser's Reality Therapy and is grounded in them a sense of responsibility. Programme components include developing and sharing clear rules, providing daily opportunities for success and in school suspension for non-compliant students. Cotton (2001), as cited by Allen (1981), is generally supportive of this programme.

Teacher Effectiveness Training

This philosophy differentiates between teacher- owned and student-owned problems and proposes different strategies for dealing with them. Students are taught problem- solving and negotiation techniques. Researchers for example,

Emmer and Huskier (1989) find that teachers like the programme and that their behaviour is influenced by it, but effects on student behaviour are unclear (Cotton, 2001).

Transactional Analysis

Within the context of counselling programmes, students with behaviour problems use terminology and exercises from this programme to identify issues and make changes. The notion that teaches person psyche includes child, adult and parent components is basic to the Transactional Analysis Philosophy such research as has been conducted and found this counselling approach beneficial. (Mclntyre, 2005).

Assertive Discipline

First publicized and marketed in 1976 by developer Lee Canter, this programme is well respected and widely used. According to Render, Padilla, and Krank, over half a million teachers have received assertive discipline training. This programme focuses on the right of the teacher to define and enforce standards for student behavior. Clear expectations, rules, and penalty system with increasingly serious sanctions are major features (Mclntyre, 2005).

Adlerian Approaches

Named after psychiatrist Alfred Adler, "Adlerian Approaches"as an umbrella term for a variety of methods which emphasize understanding the individuals' reasons for maladaptive behaviour and helping misbehaving students

to alter their behaviour, while at the same time finding ways to get their needs met.

These approaches have shown some positive effects on self-concepts attitudes and lots of control but effects on behaviour are inconclusive (Emmer & Huskier, 1989).

Student Team Learning

This is a cooperative learning structure and, as such, is an instructional rather than a disciplinary strategy. Small teams are formed and in each team, students with different levels of ability use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Its use, however, appears to have a positive effect upon the incidence of classroom misbehaviour (Gottfredson, 1989).

Acts of Indiscipline

School is a battle ground for too many participants, a place where major confrontations and minor skirmishes occur daily. Teachers and students share the same space, time, goals and needs. They spend most of the day communicating with each other, thinking about each other, scheming against each other and judging each other. For most teachers and students, a main battlefield revolves around discipline. Much has been written about discipline over the years and

many programmes and methods have been tried and retried with new names. The issue will always be an integral part of school because students will always learn more than the content of the curriculum. They will learn about their behaviour, their choices and their impact on others (Wikipedia, 2001). Acts of indiscipline can be discussed based on how often that act is committed, how serious those offences are and whether the disciplinary problems have reduced or worsened over a period of time (Wikipedia, 2001).

Charles, as cited by Fosu (2005), provides another view of disciplinary problems as to which of the sexes is guilty of what offences. In whatever form disciplinary problems are discussed Charles, (1996), states that the teachers are most concerned about three kinds of misbehaviour which are (a) behaviour that affects their sense of morality, (b) behaviour that is defiant and (c) behaviour that disrupts class work. He explains that the common disciplinary problems under reference are stealing, fighting, cheating, bullying and lying. Millman, Schaefer and Cohen (as cited by Fosu, 2005) identify lying, stealing, and cheating as acts of dishonesty among students. They explained that students tell lies in various degrees, which reflect fear of failure, fear of punishment and insensitive parents or a disturbed capacity to distinguish reality from fantasy. Gnagrey (as cited by Fosu, 2005) mentioned truancy as a common act of indiscipline. Gnagrey added that students who do not perform well in school tend to play truant. This, he believed, is due to fear or phobia. The writer further explained that the phobia child will often remain at home using fear or harm at school as reasons for doing so. But the truant child does poorly in school, tends to dislike school and spends

his time away from home when running away from school without his parents' knowledge. He continued to explain that the truant may remain absent from school because of a feel of inability to succeed.

Others like Curwin and Mendler (cited by Fosu, 2005) noted that despite the numerous educational programmes, children and teenagers continue to smoke, use alcohol and take drugs. In a study they conducted, Curwin and Mendler noted that as many as two thirds to three quarters of high school students in the United States have tried smoking at one time or another. Their studies revealed that by the age of seventeen, 25% of the boys and 16 percent of the girls are regular smokers. It was also revealed that it was rare to find a high school student who had never had a drink or used alcohol.

Sclaefer, Cohen and Millman (1980) say that sexual behaviour is a major indiscipline problem in educational institutions. In a research they conducted in the United States in 1975, they noted that 13,000 births were to women under 15 years of age and the highest increase in gonorrhea in the under fourteen age group. Milliman et al (1980) mentioned that societal changes have made adult authority and leadership less secure. They concluded that this has resulted in increased disrespect toward school authorities and explained further that acts of indiscipline include student openly refusing to comply with instructions from teachers and being impulsive and self-centred. The situation in Ghana is not different as we see many teenagers dropping out of school due to pregnancy (Tettey Enyo, 1995). Other forms of indiscipline as stated by Fosu include students who openly refuse to comply with requests from teachers and being

24

impulsive and self-centred. On acts of indiscipline Adentwi (1998) identifies three main categories of behaviours involving teachers.

These are; (a) Teaching related behaviour, which includes absenteeism, lateness, laziness, ineffective teaching and inadequate control over subject matter; (b) Inter-personal relations behaviour where the teacher uses abusive language on students and over familiarity with students (c) self-comportment behaviour which includes smoking, drunkenness, improper teachers dressing, flirting (sexually) with students and undermining fellow teachers and superiors.

According to Goodlad (1984), one worry of school administrators, teachers and parents is the increase in students' misbehaviour, which has become serious. This disruption of school discipline may assume diverse forms; protest, demonstrations, strikes, riots, bullying, breaking of bounds, resisting authority, using firearms and others. Misbehaviours that were identified by Greene (1962) as acts of indiscipline were talking, disobedience, carelessness, defiance of authority, cutting classes, inattention, tardiness, cheating and throwing objects.

Research conducted by Sadker and Sadker (1994) indicated that a hostile school setting discourages girls from fully participating in their own education and leads them to devalue themselves and their academic potentials. This may lead to academic and discipline problems such as falling in grades and class cutting. Absenteeism or class cutting is part of the school discipline problems. Gyan (2006) indicated that bullying in schools is a significant and persuasive problem; however, it is a severally underrated problem within our educational system. Greenbaum, Turner and Stephens (1989) reviewed a study conducted by

Olwens and found that 15% of school children are involved in bully-victim problems. One in ten students is regularly harassed or attacked by bullies.

Makinde (1990) conducted a research in Nigeria schools where a list of acts of indiscipline was recorded in the schools' log books. The acts that were recorded include the following; stealing, truancy, disobedience, lying, insubordination, fighting, cheating, lateness, rudeness, malicious destruction of property, sex offences, cruelty, smoking, drinking of alcohol and drugs.

Causes of Indiscipline

There are many reasons for a lack of discipline in schools. According to Varma (1993) disciplinary problems arise when learners, apparently deliberately, set about frustrating educators from attaining the task for which they have been employed. They do this by being inattentive, covertly disruptive, disobedient, and rude and threatening to push the situation out of the educator's control. Before educators assume the challenge to maintain discipline in schools and in the classroom situation it is imperative for them to consider the factors that contribute to the misbehaviour of learners. This will assist educators to be able to take proactive steps to curb disciplinary problems.

Lemmer, (1998) states that when one attempts to face the challenges of discipline maintenance on the school premises, one should look at what is best and practicable for learners. Educators have taken into account the factors that might be the sources of misbehavior amongst learners.

Looking at the situations in our schools these days, it is imperative for scholars, academics, communities, administrators and other stakeholders in education to look critically at what is happening in our schools in terms of discipline. There are a lot of factors that can contribute to the disciplinary problems in our schools today. Some of these factors are social, economical, psychological and philosophical. Curwin and Mendler (1988) identified a structure which has two sub- headings. These are; out of school causes of indiscipline and in school causes of indiscipline. Other researchers also came out with certain findings in their research as sources of disciplinary problems.

Schools do not exist as isolated institutions untouched by the social events surrounding them. Schools are both a mirror image of what transpires in their communities and a force that attempts to convey and shape the values, beliefs and attitudes of students. Being both a mirror image and a dynamic force make it essential that we understand how factors that occur both within and outside the boundaries of schools interact to create discipline problems. Once the context is understood, teachers can learn how to act upon those factors that are within their control and learn to live with those that are not.

Out-of School Causes of Indiscipline

Violence in Society

Without belaboring the social ills of our world, the fact is that we live in a society where resolving problems through shootings, knifing, fist fights, extortion

and threats of injury is commonplace. Everyday we pick up the newspaper and learn of another violent death. People's inhumanity to one another is not news; children are constantly exposed to violence and have become insensitive to it. A research was conducted in U.S.A shortly after the assassination attempt on president Reagan. School children were interviewed to learn of their reaction. Surprisingly, there was this absence of emotion to the event. With this, we can easily say that violence has now been accepted as a natural way of life even by children (Curwin & Mendler, 1988).

Effects of the Media

Television has often been blamed with justification for the increase in violence among children. It was recently noted that, at least fifty acts of violence during a half-hour broadcast of a well-known, daily cartoon show. Try observing children's television and notice how the most popular shows glamorize and glorify anti-authority protagonists as they behave irresponsibly. A recent study that reviewed a decade of research concerning television and youth concluded that children will have viewed approximately 18,000 acts of television violence by the time they enter adolescence. Although it is impossible to know the full extent of the influence of standard programming, we believe that television and other media have a potentially damaging effect on children…… kinds with special needs seem particularly at risk. Sprafkin, Kelly and Gadow (as quoted by Curwin and Mendler, 1988) found that emotionally and learning disabled children are less able to distinguish between fantasy and reality on television programmes and

commercials. In media sexploitation and subliminal seduction, Wilson Bryant Key points out how violent and sexual messages are implicitly and explicitly built into television and print advertisements. His studies show that people become agitated when confronted with these messages, which are really selling sex, death and violence (Curwin & Mendler, 1988).

"Me" Generation

The absence of emotional nourishment for many of our children, in a nation still reeling from the values permeated by what Christopher Lasch calls the 'me generation', is another external cause of school discipline problems. We have become a throw-away society that discards husbands, wives, children and things. Rightly or wrongly, many people seek refuge from unhappiness and depression in ways that leave little time and commitment for their children.

Recent statistics have suggested that between 35 and 50 percent of all school-age children will experience significant shifts in their family constellation before they complete school. Twelve of 100 children in 1986 were born to unmarried parents, 40 were born to parents who were divorced before the child was 18, 5 had parents who separated and 2 had parents who died. In all, only 41 percent reached their 18th birthday in traditional family units.

It is no secret, therefore, that many students come to school more concerned for their basic security need than for learning their times tables. The less of reliance upon parents for basic security has created a large group of children who are desperate for help in healthy emotional development. Many

students have adopted the "me-generation" attitude of "meet my needs first. I do not intend to wait, I come first" (Curwin & Mendler, 1988)

Lack of a Secure Family Environment

Perhaps the largest single influence on children is the quality of their home life. Throughout the last century our society has undergone major shifts in values and traditions. Smaller nuclear units in a multitude of configurations have replaced the extended family. Single- parent families, two working – parent families, and one and two –child families are all common. The divorce rate has steadily risen so that some states have more divorces than marriages. All those changes, while neither good nor bad in themselves, have made it increasingly difficult to raise children in the traditional ways. And because we have not been as successful in developing family systems that match these shifting life styles, many parents have no new options for providing a secure family structure (Curwin & Mendler, 1988).

Much research shows how parents respond to their children's misbehaviour has major consequences for the children's future development. For example, Holmes and Robbins according to Curwin and Mendler (1988) found that unfair, inconsistent and harsh discipline by parents predicted later alcohol and depressive disorders. Self- concepts are first developed and most strongly influenced in the home and parents need to learn more skills for helping children develop amid constantly shifting family pattern.

Difficult Temperament

Some recent studies such as that made by Maziade et al. (cited by Curwin & Mendler, 1988) have found children's temperaments to be more "plastic" than formerly believed particularly at the extreme ends of the continuum; children who are very easy or very difficult to deal with are likely to remain that way for years. Clearly, some children are difficult to manage despite adequate parenting and relative absence of all the psychosocial factors already mentioned. But parents can influence such children to change in desirable ways when a firm, consistent, and loving approach to discipline is offered.

In School causes of Indiscipline

Student Boredom

Teachers have spent many years accumulating a body of knowledge that they value and they are excited with their work when they feel their students are enthusiastic about what is being offered. Nobody wants to have students in class who appear uninterested, do not participate and do not do their assignment.

Some students do not present themselves as discipline problems because they have developed good classroom etiquette. They sit up straight, appear attentive by making eye contact, nod their heads very often and present themselves as interesting as they want and somewhat involved, even when they are downright bored. But there are some students who do not have or will not develop these survival skills. Instead they act out to satisfy their needs. They have

31

no desire to have their boredom and they appear unconcerned with the consequences of poor grades, a trip to the principal's office or a phone call home. Most teachers feel fed up and angry with such students and they view them as waste of their time. Such students derive pleasure from making the teacher angry, and their teachers derive a measure of satisfaction in catching them being "bad". When this interaction continues, conflict ensues. The teacher will often resort, consciously or not, to labeling the student negatively and the student will then accuse the teacher of picking on him unjustly, A discipline problem has occurred and both are responsible (Curwin & Mendler, 1988).

Powerlessness

Powerlessness is another factor in school and classroom discipline problems. Some students rebel as a way of voicing their dissatisfaction with their lack of power. In most school, students are told for six hours everyday where to go, what time to be there, how long to take for basic biological necessities which learning is relevant, what to learn and how their learning will be evaluated. These decisions are often made by the local school board or by the school administration in consultation with members of the school community. Student participation in decision-making is often excluded.

The result is that one group develops rules and procedures that define behavioral standards for another group that has had little or no input. More than one revolution has been precipitated by a similar division of power. Schools that exclude students from school or classroom policy making committees run a major

risk of widespread dissatisfaction with rules that are perceived as arbitrary dissatisfaction by acting out when they perceive themselves as having no say in how the school or classroom is run. "Powerless" students have more power than many school personnel give them credit for and many students are more than willing to show just how much power they really have (Curwin & Mendler, 1988).

Unclear Limit

At the very least, teachers and administrations must clearly and specifically inform students of the standards of acceptable behaviour before they are violated and what will happen when these standards are violated. At best, students are often presented with unclear rules and less clear consequences. In most schools, students are unwillingly encouraged to break rules because they are not informed of them in advance. When limits are unclear, students will test the system to find out what they are (Curwin & Mendler, 1988).

Lack of Acceptable Outlets for Feelings

Another source of discipline problems is the lack of acceptable outlets for expressing feeling. Do not run, do not fight, and do not throw food. Most teachers have rules so students know what not to do, but teachers rarely teach student what to do instead. We assume that they know how to behave properly and forget that it requires skill and training to learn what to do instead of fighting. Students need emotional behavioural and intellectual skills for following rules (Curwin & Mendler, 1988).

Attack on dignity

Most significantly, most students with chronic behaviour problems believe that they cannot and will not be successful in school- such students often appear to try. They do not believe they can receive the attention and recognition they need through school achievement. They see themselves as losers and have ceased trying to gain acceptance with the mainstream. Their self-message is "since I can not be recognized as anything other than a failure, I will protect myself from feeling hurt'. To do nothing is better than to try and fail. And to be recognized as a troublemaker is better than being seen as stupid.

Related to the issue of self-concept is maintaining student dignity. When a student's dignity is attacked, he will protect himself in whatever way he can, even at the cost of his relationship with the teacher and possibly his education (Curwin & Mendler, 1988).

Other sources of disciplinary problems that have been revealed by researchers are as follows: Lack of parental involvement, poor relationship between educators and learners, educators as poor role models, unjustified school rules and an authoritarian leadership style. Inefficient presentation of lessons and lack of motivation of learners were also identified.

Lack of parental involvement

According to Serfontein (as cited by Bissety 2000) and Oppelt (2000) in many schools in South Africa ill-discipline is rife and parental involvement is lacking. According to Van Wyk (2001) and Ramsey (1994) many parents are reluctant to co-operate with the educators in disciplining their children. Many seem to transfer their obligations to the schools, with the result that the schools have to handle all the disciplinary problems. The children will feel more secure and form and behave better if their parents are involved in school activities. Dowling and Osbourne (1985) support this view by stating that if children with behavioural problems realize that their support and educators are collaborating to manage difficulties, they experience more consistency and feel more contained. In the opinion of Blandford (1998) an active relationship between parents and educators has great benefits. But educators are using corporal punishment as a strategy to discipline learners.

Guidelines on alternatives to corporal punishment as well as guidelines for the development of code of conduct were introduced by the National Department of Education in 2000 (Republic of South Africa Government Printers, 2000). Despite the fact that the above-mentioned documents were introduced, educators are facing a high rate of learner disciplinary problems. Van Wyk (2001) is of the opinion that educators need to be taught disciplinary strategies proactively and constructively as an alternative to punitive measures like corporal punishment. Ramsey (1994) recommends that innovative approaches should be used to manage learner discipline.

In a study conducted by Mabeba and Prinslo (2000) it was suggested that in-service training programmers should devote modules to discipline management because educators very often get into classroom situations lacking relevant strategies to handle behavioural problems. Blandford (1998) further states that when educators require expert support and service, this should be provided by a highly qualified and effective team of professional agencies. Thus, educators need to be trained so that they can know what is available to help them to manage their classrooms effectively and efficiently.

Poor Relationship between Educators and Learners

In the classroom situation there must be a positive rapport between educators and learners so that effective teaching and learning can take place. According to Kruger and Steinman (2003) a positive school climate is one in which learners are assisted along a number of development pathways. Educator-learner relationships should be characterized by caring and a positive school climate should manifest listening, critical questioning, openness and a feeling of being cared for. In such a caring environment, learners will be more willing to take risks. If there is a positive rapport between educators and learners, learners will achieve good results in their studies and they will also behave correctly. A positive school climate will have the following impact on the teaching and learning situation and the achievement of learners: a reduction of absenteeism and drop-out rates because learners want to be at school, the promotion of motivation and learners' will to learn (Kruger & Steinman, 2003). Kruger and Steinman

36

(2003) further state that a positive school climate will also have the following impact on the teaching and learning situation and the achievement of learners: increased willingness on the part of educators to take risks, to step outside the defined boundaries and to make the classroom more exciting and challenging for learners as well as the encouragement of learners to continue with confidence in their efforts even if they failed to succeed the first time.

A number of researchers have indicated that academic achievement and learners' behaviour are influenced by the quality of the educator-learner relationship (Burden, 1995) Cangelosi, (1997) and Kruger, 1997). These researchers posit that if educators are treating their learners correctly learners are likely to co-operate with them, behave correctly and perform successfully in their studies. Cangelosi (1997) supports this view by stating that learners are likely to co-operate with educators if they consistently communicate in an assertive manner rather than either a hostile or passive manner. Educators should be patient, polite and civilized. They must not shout at learners because educators who shout across the classroom to offend learners may create a poor educator-learner relationship.

School or classroom disturbance may be brought about by unsound relationships between educators and learners (Lemmer, 1998). Learners may deliberately frustrate educators from achieving the tasks for which they were employed. Smith and Laslett (1993) state that "a persistent frown of intimidating scowl is likely to convey anxiety as much as displeasure and an angry shout can awkwardly modulate into a shriek more suggestive of hysteria than confident

control". Sometimes a long-term rivalry from the community may spill into the school or classroom where the learner may wish to make a school a place of rebellion and revenge against educators.

Educator as poor Role Models

For educators to manage their classes effectively and for them to exercise discipline over learners, they must themselves be disciplined. Their examples as disciplinarians are the most potent force in the character formation of learners. Learners learn a great deal by watching adults. Badenhorst and Scheepers (1995) hold the opinion that a role model generally lives in such a manner that his or her way is worthy of imitation in both lifestyles and the underlying value system. They further state that when they think back to the great educators they had, it is not so much the skills these educators taught that were cherished, but their whole mode of living. It was worthy of following and often used as the foundation on which to structure their own lives. In contrast educators who are behaving wrongly have a negative impact upon managing discipline in schools (Mabeba & Prinsloo, 2000).

In South Africa there is a great concern at the moment at what seems to be the collapse of moral values at personal, community and national levels. This has a great impact on learner discipline on the school premises (Summers, 2002). Among the factors that are causing problems in the school is the erosion of moral standards. According to Bissety (2001) this is evident from the increasing number of sexual relationships between educators and learners and also from the collapse

of mutual respect and dedication. Hlatshwayo (2005) provides examples of these views by stating that a Limpopo educator has been arrested for allegedly sodomizing a 15 year old learner and then "buying the boy's silence" by giving him the answers to an Afrikaans examination paper. Another educator, from Bolobedu South High, was allegedly caught having sex with a young female learner in the school's science laboratory. In a third incident, a Jopi Village primary school educator was arrested after allegedly raping a 15 year old learner in his class. In yet another incident of this type a Limpopo principal was accused of sexual harassment and accepting bribes to renew the contracts of temporary educators (Hlatshwayo, 2006).

The 'Daily Sun' of 5th December 2005 noted that the National Minister of Education, Mrs. Naledi Pandour, is deeply worried about the sexual abuse that is taking place in schools. She said in instances where the abuse had been brought to the department's attention, stern measures have been taken. Pandour cautioned that educators should do more to ensure that learners do not only learn how to read and write but also learn about values and the need to treat others with respect and dignity (Daily Sun, 2005). According to the Mpumalanga Department of Education (2005) in the Nkangala Region of Mpumalanga there are also a number of educators whose professional conduct is a cause for concern. Examples of deviant behaviour that were reported in these particular schools included: late-coming and early departure, long absence from school with or without permission, dodging classes, lack of commitment to their work and insubordination.

Unjustified School Rules

According to Rich, (1982) school rules may be breached when learners feel that they are unjustified. This will undoubtedly happen if learners were not allowed to take part in the formulation of those rules. It is therefore necessary that learners must understand why the rules have been formulated and why they should comply with them. Murphy, (1995) Charles, (1996) and Msomi, (1999) support this view by stating that educators should ensure that they involve their learners when they are formulating school rules. Learners will consider rules to be fair if they are allowed to partake when the rules are drawn up. It is important that every school should have an effective discipline policy since a school may become dysfunctional if such a policy does not exist. According to Blandford (1998) a school without an effective discipline policy that encompasses strategies and mechanisms that are available to all the members of the school community cannot function as a centre for teaching and learning. The process of developing and implementing a discipline policy involves collaborative decision-making. Therefore all the members of the school community should have the opportunity to partake in the decision making.

The 'Sunday Time' of 12th January 1992 noted that Grade 12 learners in Black Township in South Africa were continuously failing because of the conspicuous lack of discipline among them. It is important that discipline should be maintained at all times in schools and that each and every school must have a code of conduct. Educators should also avoid making irrelevant rules because this will create serious disciplinary problems in the school and classroom. McQueen

40

(1992) supports this view and states that irrelevant rules are useless and disastrous because poorly chosen rules will create serious management and disciplinary problems in the classroom situation. According to Burden (1995) a rule that has several conditions and qualifiers in its wording may be confusing. It is therefore better to keep the wording simple and short so that the meaning is clear and recognizable. Consequently, for learners not to breach the school rules, they must know the rules as well as the meaning of the rules (McPhillimy, 1996).

An authoritarian leadership style

In the opinion of Beck, (1990) educator-learner relationships in the school situation should be warm and cordial. In a similar vein, Pretorius (as cited by Louw, 1993) states that a warm democratic learner-rearing style in the classroom situation is more important in terms of influencing the learners than an authoritarian or permissive attitude. According to McKay and Romm, (1995) an authoritarian style of leadership may cause learners to burst into violence because they do not have a say in what concerns their rights and the welfare of the school. In this regard Pretorius (as cited by Louw, 1993) posits that the educators should avoid autocratic communication, excessive control, domination and an unpedagogic and compulsive exercising of power that undermine the learners' feelings of freedom and security.

In the school, and particularly in the classroom situations, educators are expected to communicate effectively with their learners so that behavioural problems can be prevented. Froyen and Evertson (1999) endorse this by stating

41

that effective communication in the school prevents problems from occurring. When educators are unable to communicate effectively with their learners, the learners will ignore their instructions and they will ultimately misbehave in their classes. De Kock (as cited by Louw, 1993) states that education demands that educators confidently disclose themselves through open communication styles. If confidence or assertiveness is lacking, educators will protect themselves by using certain communication styles that will result in learners ignoring the instruction or behaving in provocation styles. De Kock (as cited by Louw 1993) indicated that serious conflicts may arise if educators simply try to handle the situation autocratically. In such situations learners are often accused of rudeness, when in reality, the problem is the educators' inability to communicate effectively. Relevant discipline techniques are important because confronting misbehaviour without a plan will produce both the desired results and a feeling of confidence.

Inefficient presentation of lessons

According to Bennett (1992) a boring, lifeless or irrelevant lesson or educator might cause learners to be frustrated and may lead to them acting disruptively during class. Naidoo and Potterton (1994) add to this view by stating that in a classroom situation, where the educator is doing all the talking and not allowing learners to explore and discover themselves, learners are forced into a passive listening role. Out of boredom, some learners will then look for ways to entertain themselves at the expense of the educator. This may be a way for learners to assert themselves and challenge the school system because the lessons

are boring and not challenging. Educators should therefore ensure that they are able to attain the necessary skills to perform their duties successfully. Kruger (1996) also indicates that, because educators are accountable for learner competency, the educational process must involve goal-setting, selection of objectives for individual learners and groups of learners pre- and post-testing and evaluations of educators' effectiveness. According to Kruger (1996) an educator who lacks these skills will experience enormous frustration on the job.

Lack of motivation of learners

The word "motivation" is derived from the Latin word", "movere" meaning to move (McLean, 2003). Therefore motivation is the sum of all that moves a person to action. To motivate denotes that one person provides another person with a motive to do something. Motivation can be regarded as a key aspect of emotional intelligence covering the marshalling of feelings of enthusiasm, confidence and persistence. According to the South African Oxford School Dictionary (1998) the concept "motivate" means 'to give a person a motive or incentive to do something'. Motivation has two main tasks. First, it has a directional task, choosing among options and maintaining the action as desired. Second, it has an intensity task; for example, maintaining a level of enthusiasm (McLean, 2003).

According to Burden (1995) most educators use the concept motivation to describe those processes which can arouse and initiate behaviour, give direction and purpose to behaviour. Educators are therefore interested in a particular sort of

learner motivation, which is to motivate learners to learn. Educators should ensure that learners are motivated to learn and behave appropriately because unmotivated learners will be demoralized and not behave appropriately. Educators should adopt a behaviouristic model whereby desirable behaviour is reinforced while undesirable behaviour is ignored. Some form of reward like merit awards/slips or some form of approval usually reinforces good behaviour.

Du Preez (1998) posits that some learners may have a negative attitude towards learning and doing school work in general. Their behaviour is usually evident in their laziness, indifference, persistent carelessness, cheating, restlessness or untidiness. Educators should ensure that learners are motivated to learn and behave appropriately because unmotivated learners will be demoralized and not behave appropriately.

According to Ansu (1992) discipline feechools is the functioning of the school according to what the school authorities consider as the rules of proper conduct and orderly action. The rules which are supposed to be observed by students as well as the teachers are usually conflicting or ignored. To avert this problem, Gnagey (1971) suggests that guidelines for students conduct should be made explicit enough and consistently enforced to avoid infractions of school rules.

Tettey-Enyo (1995) on the other hand perceived poor facilities, poor feeding, lack of classrooms, laboratories, workshops, and teachers' equipment and materials, to constitute the immediate causes of students' indiscipline. He claimed that sometimes lack of information blurs their understanding of issues and

therefore channel of communication must be kept open at all times. On conflicting rules, Gnagey (1968) cited Kvareceus' assertion to reinforce the point that when rules operative in the school set-up differ from those that are operational in the home, students become confused and misbehave as a result.

Gyan (2006) added that another important factor that determines the nature of indiscipline in a school is the school climate or the ethos of the school. He observed that if the school climate is hostile, the level of discipline is likely to be very low and vice versa. This fact has been well established by a number of significant studies.

Rutter, Tizzand, Mortmore and Outon (1979) conducted a well-noted study of standards of behaviour, academic achievement and school attendance among some twelve inner London Comprehensive schools. Their findings were that the ethos of a school has a definite impact on the behaviour and academic performance of its students.

They observed further that those schools which adopted an 'academic' ethos had their students performing better with school work, whereas those schools which emphasized proper student's behaviour but de-emphasized academic standards also produced quite positive results in terms of students' behaviour. In addition, Rutter et al found that generally, a school which does well on social measures (such as low delinquency and low truancy rates) also does well on examination results. Based on those observations, Rutter et al (1979) made an important conclusion that some schools are better than others and that the relative success or failure of a school owes much to the way the school is organized.

Fontana (1985) indicated that the nature of school rules, the system of sanctions and punishment, the pastoral care network, the headship style of the headmaster and his staff may influence reactions of students.

Goldstein and Consley (1997) indicated that very violent children are almost always frequent recipient of severe corporal punishment at home. They also cited a study by Hyman and Wise as evidence that corporal punishment may be one of the causes of school vandalism. A teacher who punishes students frequently is more likely to be attacked by angry students.

Controlling Indiscipline in Schools

Three dimensional approach to discipline

Curwin and Mendler (obcit), Rutter and associates conducted a longitudinal study of a secondary school in Great Britain and concluded that the school does make a difference in student behaviour and achievement even when factors such as socio- economic status, location of the school and family background are controlled.

Rutter clearly suggested that despite all of the causes of discipline problems, schools can and do make a difference in affecting student behaviour and achievement. According to Rutter and his associates, there is still difficulty in translating principles of successful schooling into tangible and realistic procedures that can be implemented in the school or classroom.

After all, discipline problems have existed for as long as schools. Any time a group of 25 to 30 people are in close proximity to each other for 6 hours every day, 10 months of the year, a variety of interpersonal conflicts occur. Three-dimensional discipline offers many ways to help one take charge of such conflicts. The three dimensions are: Prevention, Action and Resolution.

Prevention-This is what can be done to prevent problems.

Action- This is what can be done when misbehaviour occurs to solve the problem without making it worse.

Resolution- This is what can be done for the out of control students.

It will help you prevent problems by acknowledging that they will occur and by providing many behavioural, interpersonal and anxiety management skills that will reduce the impact of misbehaving students upon the teaching- learning process. If teachers allow themselves to become helpless in the face of the overwhelming causes of misbehaviour, it becomes impossible to teach.

Three- Dimensional Disciplinary Approach is designed to help the teacher work effectively with the student despite these numerous problems. Some processes that form the foundation of an effective discipline programme have been identified (Curwin & Mendler, 1988).

1. **Let students know what you need**

To run a school, you must establish clear and specific guidelines that define rules and consequences for both you and your students.

2. Provide instructions at levels that match the student's ability

If a student is acting out, assume that this is his defense against feeling like a failure because he cannot, or believes he cannot, handle the material. You may want to conduct some brief test to determine academic level or have the child referred to educational specialists in your building for an assessment. If you are unable or unwilling to adapt your teaching style to lower or higher academic levels based upon the students, then you are offering the student a valid excuse for acting out. Just as expectations that are too high lead to frustrations, those that are too low lead to boredom and the feeling that success is cheap and not worthy of effort.

3. Listen to what students are thinking and feeling.

There is probably no skill more important than active listening to defuse potentially troublesome situations. Students misbehave when they feel anxious, fearful or angry. Teachers who learn how to identify with students who have negative feelings and who can convey understanding and empathy through reflective or active listening are usually able to short circuit the cycle that leads to discipline (Curwin & Mendler, 1988).

4. Use Humor

You are not paid to be a comedian nor should you be expected to come to prepare with arsenal of jokes. But many frustrating situations can be lightened by learning how to poke fun at you and by avoiding defensiveness. Make sure that

students are not the butt of your jokes. Moscowitz and Hayman (1974) found that students who rated their teachers as "best" mentioned the following teacher characteristics; they listened well, they were able to focus upon the current interests of students, they avoided yelling when disciplining and they used humor.

5. Offer choices

Students should always be offered a choice and must be helped to see that the consequences are a result of their choices.

6. Refuse to accept excuses

Once there are sensible rules and consequences established in the school or classroom, all misbehaviour is greeted with specific consequences. If there is a fight, it makes no difference who started it. Students with good excuses learn that a good excuse will avoid trouble; students with bad excuses learn that they need some practice in improving their excuse- making skills. Either way, accepting excuses teachers help students to be irresponsible. If you will accept legitimate excuses, they should be included as part of the rules and stated clearly before an incident occurs (Curwin & Mendler).

Gnagey (1968) observes that although we often think of rules and regulations as additions to frustration a whole host of frustrations can be avoided if classroom behaviour is routinized to some extent.

Direct appeal: Direct appeal sometimes can avert misbehaviour in class or school by simply talking to students to be of good behaviour. Laslett and Smith

are of the view that, direct appeals ensure discipline where students are made to understand the consequences of misbehaviour. They also say, "The most effective appeal is the personal one made on the basis of a good relationship" (p.17).

Punishment: Punishment is something undesirable that a student may be made to suffer or do because of inappropriate or deviant behaviour. Some common forms of punishment that are used in classroom situations include a reduction in score or grade, loss of privilege, fine, detention after school, in-school suspension, refer to the head, confiscation of students property, corporal punishment, sanction by peer mates, and assigning of extra work (Gnagey, 1968).

According to Owusu (2001) punishment may be necessary to deter others from violating rules and procedures: especially when such violations become chronic. Indeed, all the various forms of punishment, already mentioned, may have their place in a teacher's disciplinary system, though their use requires a great deal of judgment and care.

Bull (1988) and Mendler (1988) translated broad school policies and principles of educational practice into realistic procedures and formulated a discipline plan that included the following:

(i) Students should be shown the rules and regulations.

(ii) Instructions are to be provided at levels that match students' ability.

(iii) Students' thinking and feelings should be taken into account.

(iv) Students should be allowed to choose from choices offered by teachers.

(v) Excuses should not be accepted.

(vi)   Legitimize behaviour that cannot be stopped.

(vii)   Use hugs and touching in communicating with children.

(viii) Be responsible for yourself and allow kids to be responsible to themselves.

(ix)   The teacher must realize and accept that he will not reach every kind of students.

(x)   The teacher should make it a point to start afresh every day.

Bull and Mendler felt that these procedures should be most valid in addressing the problem of indiscipline. They advocated no principles, rules or process but believed that working closely with students on pastoral matters will yield results especially if staff takes their behaviour as modes rather than specifying rules for action. Thus if teachers attended classes, assembly and church services, supervised and patronized school activities their contact with students would involve the enforcement of discipline and they would serve as models worthy of emulation by students. According to the study conducted by Mtsweni (2008) strategies that can be considered for the promotion of discipline at schools include the following:

Educators should provide educational assistance to learners

Educators should guide learners towards judging their own behaviour. Instead of passing judgment on violators' actions, educators should ask questions that encourage learners to judge their own behaviour. They should stay focused and, if necessary, help the learners to accept ownership for their problems.

Educators should guide learners to create plans for improving future behaviour. They should ask the learners to formulate alternative ways of behaving the next time they are confronted with similar situations. They must monitor learners' plans to help ensure success. Educators should build learners' commitment to their plans by giving them feedback and reinforcement. Learners will feel more committed if educators acknowledge the validity of their plans. Doing this could be as simple as eye contact and a smile, or a pat on the back, or as complex as a scheduled meeting to discuss their plans and requirements for success.

Educators should deal with the present (not the past). The purpose of a responsibility plan is to teach learners new behaviour for the future. Past mistakes should not be relived or thrown up on learners. Educators should not allow excuses. Excuses serve only to pass on or avoid responsibility. They must not even entertain a discussion about excuses. Instead, they must ask learners what they could do the next time they are confronted with similar situations (Mtsweni, 2008).

Educators should work as a team when they are executing their professional duties.

Educators should never underestimate the value of teamwork in their profession. They should not be expected to work only on their own. The following points will possibly assist educators in dealing with their professional duties.

If educators have difficulties or problems of any kind they should ask other colleagues in their schools for advice. They can learn a great deal from one another. A group of staff could meet once a week for 30 minutes. Each week an educator should take a turn to briefly summarize a specific problem: this could be about, for example, finding an appropriate method to a teaching task or managing behaviour. The other educators can brainstorm possible ways of dealing with this problem. The educator should then select theories, which seem to offer promising explanations. Head educators have an important role to play in developing initiatives such as these.

Educators can also form teams that deal with various aspects such as latecoming, bunking classes and discipline in general. Learners will eventually become aware that educators work as a team and they will know that they will not receive sympathy from any educator if they misbehave. An educator must also take time to observe how other educators manage their classes and invite colleagues to watch him/her teaching. Together they can discuss which teaching methods/disciplinary actions worked well and they can identify areas that are in need of improvement.

In addition, schools can send educators on training courses. Afterwards, educators who attended a course should be encouraged to give presentations to their colleagues and share any resources they obtained.

Amongst other things, this study revealed that educators are not consistent in applying disciplinary measures against learners. All the educators and others involved with the learners at schools should agree on a common approach to

responding to learners' behaviour, especially in the use of rewards and punishment. Educators should apply disciplinary measures consistently so that learners will understand school and classroom rules and stick to them (Mtsweni, 2008).

Educators must adopt various strategies to motivate and encourage learners to learn

Educators should reward learners when they are behaving appropriately and have successfully completed their work. They should do this through praise and class recognition. Any plan for dealing with inappropriate behavior must include the encouragement of positive behaviour. Otherwise the learners learn what they are not to do; they have not learnt what they should do (Mtsweni, 2008).

Schools should have discipline policies

Observations by the researcher indicated that some of the schools are operating without discipline policies. It is imperative that all schools must have discipline policies in order to function successfully. The schools' discipline policies must specify clearly consequences for misbehaviour. Schools need to work out policies on suspending and expelling learners from schools because of their behaviour. This means that all educators have to follow the same procedures at a particular school in order to ensure that all learners are treated fairly. The policies should describe what unacceptable behaviour is, the actions that will be

taken by class educators and the schools when rules are breached, the contact with families and the length of time learners can be suspended (Mtsweni, 2008).

Learners must be informed as to what is expected of them in the school and classroom situations

Educators should ensure that learners are informed as to what is expected of them and what action will be taken against them if they breach school rules and regulations or behave in an unacceptable manner. Parents need to be constantly informed of these expectations while educators need to work together and be consistent when disciplining learners (Mtsweni, 2008).

Educators must have classroom rules

Classroom rules are regarded to be the general behaviour standards or expectations that are to be followed. They comprise a code of conduct intended to regulate individual behaviour in an attempt to avoid disruptive behaviour. Rules guide the way that learners interact with one another, prepare for class and conduct themselves during the classes. Classroom rules ensure that classroom policy is carried out. When this study was undertaken, the researcher observed and noted that many educators did not have classroom rules in their classes. (Mtsweni, 2008)

Educators should ensure that learners contribute in the drawing up of classroom rules. It is important to involve the learners when the rules are being formulated because it shows confidence in their   ability to cooperate by setting reasonable rules and it also increases the likelihood that the learners will adhere to

the rules because they assisted in formulating them. They should ensure that the learners understand the agreements made between them and the learners and they will consider them to be fair if agreements were reached amicably. The rules should be consistent with the discipline policy of the school.

Educators should also ensure that their classroom rules are presented clearly and concisely. Classroom rules should include the following three parts:

- Rules that the learners should follow

- Consequences of breaching the rules

- Rewards when learners follow the rules

    Rewards and incentive should be available to influence the learners to follow the rules and the classroom rules must be clearly displayed on the notice board. (Mtsweni, 2008)

Educators must be regarded as good role models

Educators should act as role models for their learners. If they behave unethically, they will damage their own self and they will lose the trust and respect of both their learners and the community. Educators therefore must behave the same way they want their learners to behave.

There must be positive relationships between learners and educators

The presence of positive relationships and attitudes among educators, learners and parents is perceived as a characteristic of a functional and disciplined school. There must be positive relationships among these stakeholders.

Effects of indiscipline

There is a widespread acceptance of the fact that disciplinary problems in the school subtract from the teaching and learning process. Discipline is important to any institution that hopes to be effective. Effective discipline is necessary for the achievement of high pass rates in school examination and the grooming of future adults capable of making effective contribution to their own life and the society that they live in and the country as a whole. Without effective discipline the teacher can do very little to enhance teaching and learning.

Charles (1981) identified   that "if students do not stay on task and do not learn what they are supposed to, no matter the good plans, activities and materials that the school has, will mean nothing. Deutsch (1960) after studying procedures in an urban school where teachers spend (75%)of their time trying to maintain order saw that the actual time left for teaching and learning is limited and this reduces the teacher's ability to teach and the students opportunity to learn.

According to Adu- Poku (2002), Shirley and Jonathan explain that the indiscipline behaviour of students interrupts their own learning and that of others. This may come about as a result of unnecessary laughter by the students, noisy entry to classroom, and conversing with other students. Also when students are under punishment, it affects their learning because while they will be out there working, their friends will be in class learning.

Students also lack the ability to make meaningful contributions in class when they involve themselves in indiscipline behaviours. When students do other things aside listening to the teacher, it leads to lack of concentration on the part of

the students and they will not be able to understand what the teacher is teaching and will not be able to make meaningful contributions in class. It is an undeniable fact that academic excellence and indiscipline cannot co-exist. Indisciplined students perform poorly in their academic work. When students show clear acts of indiscipline like improper dressing, rude and arrogant behaviour, moving about in class without permission, lateness to class, trauma, cheating during class tests and examinations, sleeping in class during lessons and so on, more or less on daily basis, they receive some punishment and all these account for bad performance of indisciplined students (Adu- Poku, 2002).

Charles (1981) also identified from a study conducted by Bull and Solity of some social effect of indiscipline. Because some students show gross disrespect towards their teachers it affects their interactions with them. When students deliberately refuse to answer questions and consistently lie to teachers, when they assault teachers physically and verbally, it leads to poor social interaction between the students and teachers.

Socially, the interactions between indisciplined students and their peers can also be affected when indisciplined students bully their schoolmates and also show some kind of superiority to other students.

Charles (1981) continued that the deviant behaviour of a few members of a class can be so disruptive that everybody also cannot do any meaningful academic work. Many kinds of learning require close attention and uninterrupted work that is especially true of the type of learning activities engaged in schools. He further stated that learning in schools requires a very calm and distraction- free

atmosphere, purposeful direction from the teacher and time to ponder over what one is taught or reads on his own and that these conditions cannot be maintained in schools or classroom where indiscipline is rife, disruption frequent and students move about without permission.

Kerr and Nelson (cited by Charles, 1981) identified that indiscipline behaviour may cause harm to the student and others. This may arise from behaviour such as untidiness, violent protests and demonstrations, drug abuse and smoking.

Johnson and Bony (1970) stated that, "every aspect of the instructional programmes of a school depends upon the effective management of students". They also stressed the need for cooperation and coordination of the activities of successful teaching and learning. Indiscipline behaviour attitudes affect students for life because some of them end their education, because they are dismissed from their various schools. Some students make the effort to enroll again after staying in the house for some years; others too become frustrated and end it there.

All these contribute to the number of dog chain sellers, armed robbers and other hardened criminals that we have in our societies.

Inappropriate and undesirable behaviour of students cause unpleasant effects and it undermined the aim of achieving set goals in school. This affects the nation's quality of education for all societies.

Summary

Regardless of the specific strategy used, all strategies are dependent upon clear lines of communication. Many of the strategies are best used between

educators who have a working relationship with the subject. This being the case, many colleges are moving to build educational systems that require relationship-building.

As, Wayson, et al (1982) pointed out in their summary of the schools, these schools generally did not use packaged programmes, instead, they either develop their own programmes or modify commercially available programmes to meet the needs of their particular situations.

From the literature review so far, indiscipline among students is very high the world over, and Ghanaian students are no exception. It seems much effort is needed by parents, colleges and all and sundry to help curtail indiscipline among students. Counselling services also need to be intensified in Ghanaian colleges. It seems there are few studies on causes and effects of indiscipline among Ghanaian students, hence the justifications for the study.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the methodology that was used in conducting the study. There is discussion on the research design, the population, sample and sampling method, the research instrument for collecting data and also how the pilot study was conducted. Data collection procedure and data analysis procedures are also looked at.

Research design

According to Fouche and De Vos (1998), a research design is a detailed plan of how a research project will be undertaken. It provides the basis according to which the data are to be collected to investigate the research question. In the opinion of Hopkins (1976) the collection and analysis technique that best suits the problem and is expected to provide the most reliable and valid data should be employed. The researcher should select the research approach after considering the aim of the research, the nature of the research question and the resources (informative subjects) available to him or her (Schurink, 1998).

A descriptive sample survey was used for this study. This study tried to identify indiscipline acts, their causes and their effects on students in Mampong Technical College of Education.

According to Best (1996), descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes, opinions that are held, processes that are going on or trends that are developed.

The descriptive research method deals with the questions based on the current state of affairs (McMillan & Schumacher, 1993). According to Allison, Owel, Rothwell, O'Sullivan, Saunders and Rice (1996) a descriptive approach sets out to seek precise and adequate descriptions of the activities, objects, processes and persons involved in the study. Simelane (1998) supports this view by stating that a descriptive approach provides a detailed description of the phenomenon. Kvale (1996) corroborates by stating that in a descriptive approach the subjects describe as precisely as possible what they experience and feel, and how they act. Amedahe (2000) also maintains that in descriptive research, accurate description of activities, objects, processes and persons is the object.

Population

According to Seaberg (as cited by Strydom & De Vos, 1998) a population is the total set from which the individuals or units of the study are chosen. It is the totality of persons, events or organization units with which the real research problem is concerned. The individuals or units possess specific characteristics. There is a target population and accessible population. The portion of the target population to which a researcher has reasonable access is known as the accessible population (Simelane, 1998).

The population of the study is made up of six hundred students and forty tutors. The college is a single sex college. A detailed break down of the number of students enrolled and tutors in the college which was given by the school authorities is represented in the Table 1 below:

Table 1

School population of Mampong Technical College of Education as at 2007/2008 academic year

Forms	Number of students	Number of Tutors	
		Male	Female
DBE 1	210	34	6
DBE 2	190	-	-
DBE 3	200	-	-
Total	600	34	6

Sample and sampling techniques

Hoberg (1999) states that the first question that a researcher should ask himself/herself concerns the number of participants to be included in the sample.

As an initial step in the sampling process, the school class register was used since it contained all the names of students in the various classes. It contained the accessible population for the study as given by the school authorities.

The sample for the study comprised 30 percent of the total student population, thus a total of 180 students and forty tutors. Stratified sample technique and simple random sampling technique (lottery) were used to select students for the study. Here 'Yes' and 'No' were written on pieces of paper and placed in a box. Students were asked to pick one each. All those who picked Yes were selected for the study. The sample for each class was distributed according to the year group. The reason for employing this sampling method was that each member of the student population had an equal chance of

being selected. All the 40 tutors were purposively selected for the study. They included 34 males and 6 females.

Table 2

Total sample for the study

Sample	Sample selected	Tutors	Total sample
DBE 1	63	40	103
DBE 2	57	-	57
DBE 3	60	-	60
Total	180	40	220

Research instrument for collecting data

The instrument for the study was questionnaire. There were two sets of questionnaire, one set for students and another set for tutors. The questionnaire was made up of five major sections, for both tutors and students; Section (A) consisted of items dealing with personal data of respondents, of both tutors and students. Section (B) contained 16 items which are considered as common acts of indiscipline of students. Section (C) consisted of items designed to measure respondents' views on major causes of indiscipline. Section (D) consisted of items designed to seek the views of the respondents on the major effects of indiscipline on student teachers. Section (E) was made up of 13 items for students and 14 items for tutors to identify methods to be used to control indiscipline behaviour in the school.

The questionnaire was made up of close-ended Likert scale items. Questionnaire based on the Likert scale has been found to be the most suitable type of instrument for the measurement of attitudes and perceptions. The Likert type scale items were largely made

up of positive statements indicating favourable response, though a few ones were deliberately worded in the negative way to check "response set" i.e., the tendency for respondents to agree or disagree with items.

Pre-testing of instrument

Strydom (1998), states that a pilot study can be viewed as a "dress rehearsal" of the main investigation. It is similar to the researcher's planned investigation but is conducted on a smaller scale. A pilot study is indispensable for the correct administering of the data. It provides evidence of possible ambiguities or inappropriate questions (Nisbet & Entwistle, 1970). It also helps the researcher to get an overview of time management during the actual research. It helps the researcher to think well in advance about the analysis of the results. The researcher is also able to identify confusing and ambiguous language, and to obtain information about possible results (Oppenheim, 1992).

In order to test for the reliability of the instrument, the questionnaire was presented to some students at Wesley College of Education in Kumasi. Those students were randomly selected. The students were chosen for the study because they had similar characteristics as the sample for the study. A total of twenty students were sampled from the college. The staff selection was done using simple random sampling approach. A total of ten tutors was used; five males and five females. In all thirty subjects were selected for the pre-test. The reliability coefficient of the instrument was 0.9134. The test enabled the researcher to determine the reliability of the research instrument. It also helped the researcher to reframe some items in the questionnaire to enable respondents of the main study to easily understand and respond appropriately to the items.

Data collection procedure

According to Bogdan and Biklen (1992) the term data refers to the rough materials researchers gather from the world they are studying. Data form the basis of an analysis and include materials that the researchers conducting the study actively record, such as interview transcripts and participants observation field notes. Other forms of data include media such as diaries, photographs, official documents and newspaper articles (Bogdan and Biklen, 1992). Data involves the particulars one needs to think soundly and deeply about the aspects of life one wishes to explore. Richards (2005) states that data are the "stuff" one works with, the records of what one is studying. Richards (2005) further states that the researcher created this data by selecting and using it as evidence in an analysis.

The phrase "data collection" has a bearing on the way in which information and knowledge about the topic of research is obtained. A researcher has to choose data sources and set boundaries for generating the data in question. The researcher conducted the survey in person because she is a tutor in the college where the research took place. The questionnaires were personally delivered to the tutors and they were asked to submit the filled questionnaires to the researcher after two days. With the students, the researcher arranged with the college authorities to conduct the survey in the afternoon after classes' hours in order not to interfere with college lessons. The completed questionnaires of the students were collected after one hour.

Data analysis procedure

For the purpose of scoring and analysis of the data, the various categories on the questionnaire were coded according to the following scoring key. Statements made in the positive were given values like strongly Agree - 4, Agree - 3, Disagree -2, Strongly disagree - 1. This scoring scale was reversed for negative statement as follows:

Strongly agree - 1, Agree – 2, Disagree – 3, strongly disagree – 4. This coding process was repeated for the other responses on the various scales in the instrument. The researcher recorded on the broadsheet all the ticked responses of the questionnaire. They were then put into the computer for data analysis. The Statistical Package for Social Science (SPSS) was used. As a descriptive sample survey it employed descriptive tools such as means and rank orderings in data analysis. Frequencies and percentages were also used in analyzing the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents and discusses the results of the study. Areas considered are personal data of respondents, acts of indiscipline, major causes of indiscipline, major effects of indiscipline, and methods used to control indiscipline acts in the college.

Personal data of respondents

The personal data of respondents were presented according to age and year grouping. The aim was to help the researcher to know the kind of people she was dealing with.

Age of respondents

The ages of students were considered necessary for the study as it helped the researcher to find out the age group within which each student fell. Results in Table 3 indicate that majority of the students (86%) were within the range of 21-26 years, and only 3.9% fell within 27-35 years. This means that most of the students were young and active and therefore, indiscipline acts could still be high.

Table 3

Age of student respondents

Range	Frequency	Percentage (%)
18-20	18	10.0
21-26	155	86.1
27-35	7	3.9
Total	180	100

Source: Field data, June, 2008.

Table 4 shows the age distribution of tutors in the colleges of education. From the Table, three tutors representing 7.5% were in the age range of 26-30years. Fourteen (35%) fell in the age range of 31-35years while, majority 23 (57.5%) fell within the range of 36 years and above.

Table 4

Age of Tutor Respondents

Range	Frequency	Percentage (%)
26-30	3	7.5
31-35	14	35.0
36 and above	23	57.5
Total	40	100

Source: Field data, June, 2008

Year groupings of student respondents

The data in Table 5 indicate the various year groupings of student respondents. The table reveals that out of the 180 student respondents, 45

representing (25%) were in the first year, 95 or (52.8%) were in year two, while 40 (22.2%) were in year three. It could be seen from the responses that the first year students were more disciplined and ready to conform to school rules and regulations than their counterparts in the other year groupings.

Table 5

Year Group of Respondents

Year group	Frequency	Percentage (%)
DBE1	45	25.0
DBE2	95	52.8
DBE3	40	22.2
Total	180	100

Source: Field data, June, 2008.

Analyses of Data based on research questions

Research question 1: Which acts of indiscipline do tutors and students of Mampong Technical College of Education consider as common among students?

Students and tutors were asked to indicate the extent to which they agree or disagree to the statements of indiscipline acts in the college of education. For easier analysis of the results strongly agree and agree have been collapsed into agree and strongly disagree and disagree have also been collapsed into disagree. The responses of students are indicated in Table 6, while those of tutors are shown in Table 7.

70

Table 6

Students' responses to acts of indiscipline

	Agree		Disagree		Total	
Indiscipline Items	Freq.	(%)	Freq.	(%)	Freq.	(%)
1. Absenteeism	90	50	90	50.0	180	100
2. Lateness to class	119	63.9	55	36.1	180	100
3. Truancy	100	55.6	80	44.4	180	100
4. Breaking bounds	116	64.5	64	35.5	180	100
5. Not wearing the prescribed uniform	96	53.4	84	46.6	180	100
6. Fighting	103	57.2	77	42.8	180	100
7. Cheating during examination	87	48.3	93	51.6	180	100
8. Leading strike action	73	40.6	107	59.4	180	100

Source: Field data, June, 2008.

Table 6 depicts 11 acts of indiscipline. Students were made to select the most common acts of indiscipline among students in the college. From the data in Table 6, 131 students representing (72.7%) selected stealing and taking alcohol as the most common acts of indiscipline on the campus. This finding is consistent with the findings of Millman, Schaefer and Coheur (cited by Fosu, 2005) that stealing was identified as one of the most common acts of dishonesty among students. Makinde, (1990) also found that stealing, and taking alcohol were some of the offenses recorded in the school log books in Nigeria.

One hundred and sixteen students selected taking drugs (e.g.) marijuana as the third common act of indiscipline in the school. This finding is consistent with the study conducted by Curwin and Mendler (1988) that children and teenagers in the United States of American continue to smoke, use alcohol and take drugs. The researchers noted that as many as two thirds to three quarters of high school students have at one time or another become victims to this indiscipline act. This means that taking alcohol and drugs has been with students for a long time.

The same number of students (116) identified breaking of bounds as one of the major acts of indiscipline in the college. This was also identified by Goodlad (1984) as one of the diverse forms of indiscipline that he mentioned in his studies. He stated breaking of bounds among others as one of the acts of indiscipline. This means that students' running away from school without permission has been in the system for some time now.

One hundred and seven (59.4%) of the students disagreed that leading strike action was an act of indiscipline in the college. This finding is not consistent with the study of Goodlad. Strikes were mentioned by Goodlad as one of the acts of indiscipline in the schools, which may lead to the disruption of school discipline. Although students disagreed according to this study that cheating in examination was not a major act of indiscipline, it has been identified by Green (1962) as one of the major acts of indiscipline in his study.

Table 7

Tutors Responses to Acts of Indiscipline

Items	Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%
1. Absenteeism	27	67.5	13	33.0	40	100
2. Lateness to class	30	75.0	10	25.0	40	100
3. Truancy	33	82.5	7	17.5	40	100
4. Breaking bounds	33	82.5	7	17.5	40	100
5. Not wearing prescribed school uniform	30	75.0	10	25.0	40	100
6. Fighting	21	52.5	19	47.5	40	100
7. Cheating during examinations	26	65.0	14	35.0	40	100
8. Leading strike action	16	40.0	24	60.0	40	100
9. Stealing	20	50.0	20	50.0	40	100
10. Taking drugs (marijuana)	27	67.5	13	32.5	40	100
11. Taking alcohol	30	75.0	10	25.0	40	100

Source: Field data, June, 2008.

In Table 7 the responses given by the tutors indicated that truancy and breaking of bounds were the commonest acts of indiscipline among students. In each case, 33 teachers out of 40 agreed to the statements. This finding agrees with Gnagrey as cited by Fosu (2005) that students who do not perform well in school tend to play truant. The result of the finding indicated that only seven tutors did not agree to these statements as acts of indiscipline among students. The second highest act of indiscipline as indicated

by the tutors were lateness to class, not wearing prescribed school uniform and taking of alcohol. In each of the statements 30 out of the 40 tutors agreed to these statements. Taking drugs (marijuana) and absenteeism were the third highest on the list. Makinde(1990) discovered that truancy and lateness were some of the major acts of indiscipline in Nigerian schools.

Absenteeism which was also identified by the tutors as the third highest act of indiscipline supports the findings of Sadker and Sadker (1994). They found that absenteeism was one of the problems that affect school discipline. The finding, that students do not wear prescribed school uniform, is consistent with what Adentwi (1998) found in his study, that improper student dressing was a major act of indiscipline in schools.

Taking drugs and alcohol were also selected as major acts of indiscipline in the college in this study by tutors. This is in line with what Adentwi (1998) found. He found that smoking and drunkenness are acts of indiscipline among students.

From the responses of students and tutors it seems the two groups had different views on the most common acts of indiscipline among students. While the students identified drug abuse and taking of alcohol as the most common acts of indiscipline, the tutors indicated that breaking of bounds and truancy were the most frequent acts of indiscipline in college.

Research question 2: What do students of Mampong Technical College of Education consider to be the major causes of indiscipline in the college?

This section of the questionnaire sought respondents' opinions on the causes of indiscipline in the college. In discussing the causes of indiscipline, students were given

74

nine statement items to determine whether they could be the causes of indiscipline in the college. The results are presented in Table 8.

Table 8

Students' Responses to Major causes of Indiscipline

Items	Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%
1.Poor teaching methods	131	72.8	49	27.2	180	100
2.Poor feeding by school authorities	144	80.0	36	20.0	180	100
3.Unfair school rules and regulation	123	68.4	57	31.6	180	100
4.Discrimination by some teachers	110	61.1	70	38.9	180	100
5. Problem from home	85	47.2	94	52.2	180	100
6. The general set-up of the school constitutes indiscipline.	74	41.1	106	58.9	180	100
7.Lack of interesting college activities	91	50.9	88	49.1	180	100
8.Some teachers assault and threaten students	135	75.0	45	25.0	180	100
9. Some teachers are not respectable. They are often drunk, and do not dress well.	103	57.2	87	42.8	180	100

Source: Field data, June, 2008.

From Table 8, out of the total of 180 students, 144 students selected poor feeding by school authorities as the major cause of school indiscipline. This means that only 36

students disagreed to this statement. This finding agrees with what Tettey-Enyo (1995) found in his study that poor feeding is one of major causes of indiscipline in schools.

One hundred and thirty five students indicated that some teachers assault and threaten students and rated this as the second highest cause of student indiscipline in the college. This finding suggests that there is poor teacher-learner relationship. Mtsweni (2008) in reviewing a number of researchers (Burden, 1995, Cangelosi, 1997, Kruger, 1997) indicated that academic achievement and learners' behaviour are influenced by the quality of the educator-learner relationship. These researchers posit that if educators are treating their learners correctly, learners are likely to co-operate with them, behave correctly and perform successfully in their studies. Cangelosi (1997) supports this view by stating that learners are likely to co-operate with educators if they consistently communicate in an assertive manner rather than either a hostile or passive manner. Educators should be patient, polite and civilized.

One hundred and twenty three students also selected unfair school rules and regulations as a cause of school indiscipline. This finding is consistent with the assertion made by Curwin and Mendler (1988) which admonished that lack of acceptance outlets for feeling is one of the in-school causes of indiscipline. Most teachers have rules so students know what not to do, but teachers rarely teach students what to do instead. We assume that they know how to behave properly and forget that it requires skill and training to learn what to do instead of fighting. Students need emotional, behavioural and intellectual skills for following rules. Gnagey (1968), cited Kvareceas and further added that when rules operative in the schools set up differ from those that are operational in the home, students become confused and misbehave as a result.

This point is also consistent with what Rich (1982) identified. According to Rich (1982) school rules may be breached when learners feel that the rules are unjustified. This will undoubtedly happen if learners were not allowed to take part in the formulation of those rules. It is therefore necessary that learners must understand why the rules have been formulated and why they should comply with them.

Research question 3: What are the major effects of indiscipline on student teachers?

 Tables 9 and 10 are used to answer the research question 3. Table 9 presents responses from students, while Table 10 presents   responses from tutors.

Table 9

Students' responses on effects of indiscipline

Items	Agree				Total	
	Freq.	%	Freq.	%	Freq.	%
1. Students do not have time to study	109	60.6	71	39.4	180	100
2. Students are not punctual to classes and other school gatherings	107	59.4	73	40.6	180	100
3. Students do not win inter-college quizzes, etc.	65	35.7	115	64.3	180	100
4. Students do not make good grades or fail their examinations	111	62.0	69	38.0	180	100
5. Some students are suspended from college	115	64.3	65	35.7	180	100
6. Some students are also dismissed from college	107	59.4	73	40.6	180	100

Source: Field data, June, 2008.

The data in Table 9 indicate that students agree that the major effect of students' indiscipline in the college is that students who are offenders are suspended from college.

A total of 115(64.3%) out of 180 students agreed to this statement. This means that only 65 students disagreed to this statement.

One hundred and eleven students agreed with the statement that students do not make good grade, and may even fail their examination as the second highest of effects of indiscipline in the college. This means that only 69 students disagreed to this statement. The statement agrees with the findings made by Adu Poku (2002) that academic excellence and indiscipline cannot co-exist. Undisciplined students perform poorly in their academic work. When students show clear acts of indiscipline like improper dressing, rude and arrogant behaviour, moving about in class without permission, lateness to class, truancy, cheating during class tests and examinations, sleeping in class during lessons and so on, more or less on daily bases, they receive severe punishment . He continues that the deviant behaviour of few members of the class can be so disruptive that other students cannot   do any meaningful academic work.

A total of 107 students agreed to these two statements as effects of indiscipline in the college. Students are not punctual to classes and other college gatherings and some students are also dismissed from college. This also means that only 73 students disagreed to these two statements as effects of indiscipline .One hundred and nine students agreed to the statement that students do not have time to study as an effect of indiscipline. A total of 115 students disagreed to the statement that students do not win inter-college quizzes, debates and sport activities as a result of indiscipline. Only 65 students agreed to this statement.

Table 10 below shows that, thirty- six out of 40 tutors agreed that some students are suspended from the college due to indiscipline behaviour. This means that only four tutors disagreed to this statement. Thirty- five tutors also agreed to the statement that

students do not make good grades or they fail their examination when they are not disciplined. Twenty- nine out of 40 tutors agreed to three of the statements. They agreed that students do not have time to study, are not punctual to classes and other college gatherings, and also some students are dismissed from the college as a result of indiscipline acts. This indicates that only 11 tutors disagreed to these statements. Twenty-seven tutors also agreed that students do not win inter- college quizzes when they engage themselves in indiscipline behaviour.

Table 10

Tutors' responses on effects of indiscipline

	Agree		Disagree		Total	
Items	Freq.	%	Freq.	%	Freq.	%
1. Students do not have time to study	29	72.5	11	27.5	40	100
2. Students are not punctual to classes and other college gatherings	29	72.5	11	27.5	40	100
3. Students do not win inter-college, quizzes, etc.	27	67.5	13	32.5	40	100
4. Students do not make good grades or fail their examinations	35	87.5	5	12.5	40	100
5. Some students are suspended from college	36	90.0	4	10.0	40	100
6. Some students are also dismissed from college	29	72.5	11	27.5	40	100

Source: Field data, June, 2008.

The finding that students do not have time to study due to indiscipline behaviour corroborates what Charles (1981) opines that if students do not learn what they are supposed to, no matter the good plans, activities and materials that the school has, it will mean nothing. This is true because students can benefit from good school environment when they make good use of the opportunities available by staying in class and on campus and using the materials at their disposal to study. Deutsch (1960) also stated something similar, when he said that if teachers instead of teaching use the time to maintain order, the actual time that will be left for teaching and learning will be limited and this will reduce the teachers' ability to teach and the students' opportunity to learn.

The table further shows that students are suspended from college and at times dismissed as a result of indiscipline. Thirty-six (36) tutors agreed that students are suspended from the college, and 29 also agreed that some students are dismissed from college, because of indiscipline. According to Johnson and Bany (1970), the instructional programme of a school depends upon the effective management of students. They also stress the need for cooperation and coordination of the activities of successful teaching and learning, so if a student misbehaves to distract the instructional programme of a school, that student should be dismissed.

Research question 4: What methods are used to control indiscipline behaviour in the college? Tables 12 and 13 are used to answer the above research question.

Table 11

Students' response on methods used to control Indiscipline Behaviour in the College

Methods of control	Agree		Disagree		Total	
	Freq.	%	Freq.	%	Freq.	%
1. Counselling misbehaving students	157	87.2	23	12.8	180	100
2. Involving students in formulation of school rules and regulations	148	82.2	32	17.8	180	100
3. Review some school rules and regulation	157	87.2	23	12.8	180	100
4. Improving the quality of teaching and learning facilities	141	78.3	39	21.7	180	100
5. Improving the quantity and quality of students' food	142	78.9	38	21.1	180	100
6. Making punishments to be equal to students' offences	124	68.9	56	31.1	180	100
7. Encouraging students to engage in sports and games	138	76.7	42	23.3	180	100
8. Giving moral and social talks to students	161	89.4	19	10.6	180	100
9. Giving rewards to well-behaved students	152	84.5	28	15.5	180	100
10. Bringing religious people to talk to students.	153	75.0	27	25.0	180	100

Source: Field data, June, 2008.

Table 11 presents some of the methods that are used to control indiscipline acts in college. Ten statements were submitted to respondents. The respondents agreed to all the

statements made as good methods of controlling indiscipline in the college because the

agreed options had a greater percentage than the disagreed

options. Summing the agreed and disagreed options, a total of 161 representing 89.4%

responses were recorded. There is an indication that moral and social talks to students

were mostly used to control indiscipline acts. This shows that students are prepared to

take advice when they are encouraged to do so. One of the processes identified in the

three-dimensional approach to discipline designed by Rutter and associates supports this

fact (cited in Curwin & Mendler, 1988).

The processes identified that on discipline programme the disciplinarian should 'let

students know what is 'needed' and then establish clear and specific guidelines that

define rules and consequences. Students should also be made aware of the consequences

of their actions.

The second highest selected item by students on the method of controlling

indiscipline acts was review of some school rules and regulations. Out of the total of 180

respondents, 157 or 87.2% of the respondents indicated that some school rules and

regulations must be reviewed. This means that certain school rules and regulations that

bring about indiscipline acts need to be looked at and reviewed. It was also found that

one hundred and fifty-seven (87.2%) students agreed that counselling should be offered

to students who exhibit indiscipline behaviour. This finding is consistent with the views

expressed by Rutter and associates (cited in Curwin & Mendler, 1988) that students

should be offered a choice and must be helped to see the consequences of their choices.

Surprisingly, 56 representing 31.1% indicated that making students' punishment equal to

their offences was not a good method to use in controlling indiscipline, while 42

respondents representing 23.4% also indicated that encouraging students to engage in sports and games was also not a good method to control indiscipline acts.

Table 12

Tutors' Response on Methods to Control Indiscipline

Methods of control	Agree		Disagree		Total	
	Freq	%	Freq	%	Freq	%
1.Counselling misbehaving Students	27	67.5	13	32.5	40	100
2.Involving students in formulation of school rules and regulations	30	75.0	10	25.0	40	100
3.Review some school rules and regulation	33	82.5	7	17.5	40	100
4.Improving the quality of teaching and learning facilities	33	82.5	7	17.5	40	100
5.Improving the quantity and quality of students' food	30	75.0	10	25.0	40	100
6.Making punishments to be equal to students' offences	21	52.5	19	47.5	40	100
7.Encouraging students to engage in sports and games	16	40.0	24	60.0	40	100
8.Giving moral and social talks to students	20	50.0	20	50.0	40	100
9.Giving rewards to Well- behaved students	27	67.5	13	32.5	40	100
10. Bringing religious people to talk to students.	30	75.0	10	25.0	40	100

Source: Field data, June, 2008.

The Table 12 above shows that out of 40 tutors, 33 (82.5%) were of the opinion that involving students in the formulation of school rules and regulations and also improving

the quality of teaching and learning facilities are the best means for controlling indiscipline in the college.

Thirty (75%) tutors also agreed that review of some school rules and regulations and also improving the quality of students' food is another means by which we can control indiscipline in the colleges. The data also indicated that 27 (67.5%) tutors agreed that counselling misbehaving students could be used to control indiscipline.

Involving students in formulation of school rules and regulations has been highlighted by Ruther and associates (cited in Curwin & Mendler, 1988) in one of their approaches for controlling indiscipline. One of the processes that were mentioned on their discipline programme stated that listen to what students are thinking and feeling. There is no skill more important than active listening to defuse potentially troublesome situations. Students misbehave when they feel anxious, fearful or angry. Teachers who learn how to identify with students who have negative feelings and who can convey understanding and empathy through reflective or active listening are usually able to short circuit the cycle that leads to discipline. Students should also be offered a choice and must be helped to see that the consequences are a result of their choices.
Twenty -four (60.0%) tutors disagreed that encouraging students to engage in sports and games will control indiscipline. Nineteen (47.5%) also disagreed that making the punishment to be equal of students offences can also control indiscipline.

Counselling misbehaving students is one of the methods that have been identified in this research to control indiscipline behaviour. Twenty-seven (67.5%) tutors agreed to this method. This is in agreement with what Rutter and associates as (cited by Curwin & Mendler 1988) stated that let students know what you need. To do that you must establish clear and specific guidelines that define the consequences for both you and your students.

They also suggested that you need to offer a choice, that is, students should always be offered a choice and must be helped to see that the consequences are a result of their choices.

According to the free encyclopaedia, reality therapy which is one of the current theories for managing indiscipline behaviour is also consistent with counselling misbehaving students. The reality therapy states that teachers should help students make positive choices by making clear the connection between student behaviour and consequences.

Bull and Mendler (1998) stated in one of their procedures formulated to control indiscipline, students should be shown the rules and regulations. According to the study conducted by Mtsweni (2008) educators should ensure that they involve their learners when they are formulating school rules and taking decisions that directly affect the learners. This agrees with the findings that were made in this study.

The current study further revealed that reviewing some school rules and regulations is a method being used to control indiscipline behaviour of students. One hundred and fifty-seven students and 30 tutors supported this method. This is in agreement with what Rutter and associates cited by Curwin and Mendler (1988) that we should provide instructions at levels that match the students' ability.

Certain rules and regulations are such that they have to be reviewed before matching with the students' ability. According to Curwin and Mendler (1988), Rutter and Associates believe that,

> "If a student is acting out, assume that this is his defence against feeling
>
> like a failure because he cannot or believes you may want to conduct some
>
> brief test to determine academic level or have the child referred to

educational specialists in your building for an assessment. If you are unable or unwilling to adapt your teaching style to lower or higher academic levels based upon the students, then you are offering the student a valid excuse for acting out. Just as expectations that are too high lead to frustrations, those that are too low lead to boredom and the feeling that success is cheap and not worthy of effort" (Rutter & Associates as cited by Curwin & Mendler 1988, pp.13,14)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study sought to find out the major indiscipline behaviours of students in the Mampong Technical College of Education. The study was also intended to identify, the major causes of indiscipline as perceived by tutors and students and the methods that are used to control indiscipline behaviour in the college.

The descriptive samples survey was used for the study. Questionnaire which is one of the major instruments in descriptive research was adopted to collect information from members of the population.

The total population was six hundred and forty. This comprised students and tutors. The total student population was six hundred, while the teaching staff was numbered up to forty, comprising thirty-four males and six females.

The sample for the study comprised 30 percent of the total student population, that is, 180 students. Stratified proportional sampling and simple random sampling techniques (lottery) were used to select students for the study. Out of the tutors' population of 40 in the school, all the 40 were used for the study. They included 34 male tutors and 6 female tutors. The data were analysed using frequencies and percentages.

Summary of Findings

Both tutors and students generally agreed on the existence of acts of indiscipline in the college although they differed on the acts on indiscipline that were deemed common among students.

The study revealed that absenteeism, lateness to class, truancy, breaking bounds, not wearing prescribed school uniform, fighting, cheating during examinations, leading strike action, stealing, taking drugs (wee) and taking alcohol were acts that occurred very often in the college.

According to the tutors, truancy and breaking bounds were the most common acts of indiscipline in the school whilst students mentioned stealing, taking alcohol and taking drugs as the most common acts of indiscipline among them.

On the causes of indiscipline acts commonly found in the college, both tutors and students were of the opinion that poor feeding by school authorities was a major cause of indiscipline in the college.

With respect to the effects of indiscipline acts on students there were some agreements in the opinion of the tutors and the students with regard to a number of the effects mentioned. They both agreed that some students are suspended from college and also students do not make good grades or they fail their examinations. On the methods of controlling indiscipline in the school, it came out that both tutors and students agreed on the various methods. On the other hand, tutors were of the view that, involving students in the formation of school rules and regulations was the very best option but students were of the view that giving moral and social talks to students should be the best option. The study also found that both tutors and students indicated that students' indiscipline behaviour is managed using counselling.

Conclusions

Based on the findings of this study it is concluded that tutors regard truancy and breaking of bounds as major acts of indiscipline in the college, while students indicated that stealing, taking alcohol, lateness to class, breaking of bounds, taking drugs, and fighting as major acts of indiscipline in the college.

On the major causes of indiscipline both tutors and students selected poor feeding by school authorities as a major cause of school indiscipline. With respect to the major effects of indiscipline in the college both tutors and students, stated that some students are suspended from college.

As to methods to be used in controlling indiscipline in the school, tutors said that involving students in the formulation of school rules and regulations and also improving the quality of teaching and learning facilities are the best options but students also stated that giving moral and social talks to students and counselling students are the best options.

Counselling implications of the findings

The knowledge in the various acts of indiscipline in the college will help the counsellor to have an idea about the common indiscipline practices in the college. Based on this the counsellor can find a better way to alter behaviours that are not satisfactory and enhance some more adaptive ones.

Since poor feeding of students by college authorities was a major cause of indiscipline, counsellors should help the college authorities to take a second look at the college feeding and find better ways to rescue the situation.

Knowing the effects of student indiscipline behaviour in the college, the counsellor will be able to assist students to prevent such problems from arising. Because if students

know what will happen after involving themselves in certain practices, they will be careful in what they do while in the school. Counselling services for misbehaving students are based on the assumption that target students lack insight and understanding regarding their own misbehaviour.

. Students should be given moral and social talks since they control indiscipline in the college. The college counsellor should organize moral and social talks in the college with assistance from the experts, such as the college chaplain. The talks will let students, know how to react to situations that they are not happy with and also to have a better understanding of their own behaviour.

Recommendations

The following recommendations are made based on the findings and conclusions drawn from this study.

Rules and regulations concerning how students leave college need to be looked at again by the school administration. To check students on how they break bounds, proper measures have to be taken to check students' attendance in the classroom since truancy was also seen as a major act of indiscipline. Class registers have to be marked at both the beginning and ending of individual tutors' lessons. Besides, a serious measure has to be taken by the college authorities to check stealing in the school.

College authorities need to improve upon the student feeding because poor feeding was selected as the major cause of indiscipline in the college in order to avoid serious indiscipline in the college.

Rules governing suspension has to be looked at; instead of sending them home, internal suspension can be given. Students need to be involved in the formulation of

school rules and regulations. Also, teaching and learning facilities need to be improved to check students' indiscipline in the college.

Finally, as a long term measure, the school administration should employ a lot of teachers who have had training in guidance and counselling to handle students having disciplinary problems.

Areas for Further Research

The study is limited in scope to only Mampong Technical College of Education. It is therefore difficult to generalize the current findings to the population of students and tutors in all the colleges. To be able to generalize the findings to all colleges of education in Ghana, there is the need for research to be conducted in some of the colleges in the country.

REFERENCES

Adentwi, K. I. (1998). *Teachers' and students' perception of classroom indiscipline in selected Senior Secondary Schools in the Cape Coast Municipality.* Unpublished masters thesis, University of Cape Coast, Cape Coast, Ghana.

Adu, P. A. (2002). *Tutor and students perceptions about indiscipline in selected teacher training colleges in the Ashanti Region of Ghana.* Unpublished dissertation, University of Cape Coast, Cape Coast, Ghana.

Allen, S. (1981). *A study to determine the effectiveness of positive approach to discipline system for classroom management*. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, CA.

Allison, B., Owel, A., Rothwel, A., O'Sullwan, T., Saunders, C., & Rice, J. (1996). *Research skills for students*. London: Kogan Paste Limited.

Amadehe, F. K. (2000). Research methods in education, Cape Coast: University Printing Press.

Ansu, D. (1992). *Education and Society: Sociology of African Education.* London: Macmillian.

Arkinson, L. R., & Hilgard, E. R. (1989). *Introduction to Psychology*. London: Harcourt Brace.

Asare, B. K. & Darfah- Frimpong, E. (2006, May 20). Riots at Mampong. *Daily Graphic*, pp. 1, 3.

Asare, B. K. (2006, Sept. 4). Nigerian students of KNUST on rampage. *Daily Graphic,* pp. 1, 3.

Asiedu-Akrofi, K. (1978). *School organization in modern Africa*. Tema: Ghana Publishing Corporation.

93

Beck, C. (1990). *Better schools: A values perspective.* New York: Faber and Faber Limited.

Becker, W. & Thomas, D. (1975). *Teaching classroom management*: Champaign: Illinois Research Press.

Badenhorst, J., & Scheepers, L. (1995). *School management g training.* Pretoria: Kagiso Publishers.

Bennet, R. (1992). *Discipline in schools: Psychological perspective on the Elton Report.* London: Routledge.

Best, J. W. (1996). *Research in education (*7th ed.). New Delhi: Prentice-   Hall of India Private Ltd.

Bissety, K. (2000, Feb. 25). Expelling school crime. *Daily News*, p.3.

Blandford, S. (1998). *Managing discipline in schools.* London: Routledge.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education* (2nd ed.). Boston: Allyn and Bacon.

Bonney, E & Darfah- Frimpong, E. (2006, Sept. 8). Legon, KNUST dismiss 24 students. *Daily Graphic,*   pp. 1, 3.

Borg, W. R., & Gall, M. D. (1993). *Educational research: An introduction* (6th ed.). New York: Longman Publishing Company.

Brown, A. (1964). *Discipline concepts in education*. Boston: Paul Edidus.

Buckley, N. V., & Walker, H. M. (1976). *Modifying classroom behaviour*. Champaign: Illinois Research Press.

Burden, P. R. (1995). *Classroom management and discipline.* London: Longman Publishers.

94

Bull, R. (1988). *The Social psychology of facial appearance*. New York: Springes-Yirleg.

Caulley, B. E. (1963). Indiscipline in schools causes and remedies. *Ghana Association of Teachers*, *6*, 5-11.

Cangelosi, J. S. (1997). *Classroom management strategies.* (3rd ed.). New York: Longman Publishers.

Charles, C. M. (1996). *Building classroom discipline.* (5th ed.). United States of America: Longman Publishers.

Charles, C. M. (1988). *Building classroom discipline: From models to practice* (3rd ed.). New York: Longman, Inc.

Charles, C. M. (1986). *Elementary classroom management* (3rd ed.). New York: Longman, Inc.

Charles, C. M. (1983). *Elementary classroom management* (2nd ed.). New York: Longman, Inc.

Charles, C. M. (1981). *Building classroom discipline*: From models to practice (2nd ed.). New York: Longman Inc.

Charlton, S., & David, P. (1993). *Managing misbehavior in schools*. New York: J & L Composition Ltd.

Cobb, P., & Richards, J. (1983). *Counting types: Philosophy, theory and applications.* New York: Praeger Scientific.

Cohen, L., & Manion, L. (1994). *Research methods in education*. London: Groom Helm Ltd.

Cotton, K. (1990). *School wide and classroom discipline.* Retrieved August 12, 2009, from http: //w.w.w. wikipedia.org.

Cotton, K. (2001). *Historical attitude to school discipline*. Retrieved September 2, 2009, from http: //w.w.w. wikipedia.org.

Cotton, K. (2001). *School wide and classroom discipline.* Retrieved August 12, 2009, from http://w.w.w. wikipedia.org.

Custer, G. V. (1959). *Dictionary of education*. New York: McGraw-Hill, Inc.

Curwin, R. L., & Mendler, A. N. (1988). *Discipline with dignity. Association for supervision and curriculum development*. Virginia: Edward Brothers Inc.

Daily Son, (2005). *Pandor's tough talk on abuse.* 17th January, 2004.

Deutsch, M. (1960). *Minority group and class status society for applied anthropology.* New York: McGraw-Hill, Inc.

Dowling, E., & Osbourne, E. (1985). *The family and school.* New York: Routledge.

Dobson, J. (1983). *Dare to discipline.* Wheaton Illinois: Tyndale House.

Du Preez, P. J. (1998). *Educational management: A guide to educators and managers.* Lynwood Ridge: Amabhuku.

Duke, D. L. (1979). *Classroom management*: Chicago: University of Chicago Press.

Emmer, E. T., & Aussiker, A. (1989). *School and classroom discipline programs: How well do they work? In strategies to reduce student misbehavior.* Washington, DC: Office of Educational Research and improvement.

Emmer, E. T., & Huskier, M., (1989). *Classroom management plan.* London: Macmillian.

Emelia, R. F. (2005). *Teachers' and students perception of indiscipline in secondary schools. A case study of Sunyani secondary school*. Unpublished dissertation, University of Cape Coast, Cape Coast, Ghana.

Encyclopeadia (2001). *Historical aspects of school discipline*. Retrieved September 2,

    2009, from http://www.wikipedia.org.

Fagbulu, F. (1975). *Administrative practice for teachers*. London: Stanley Thomas.

Fontana, D. C. (1985). *Classroom Control: understanding and guiding classroom*

    behaviour. London: The British Psychology Society.

Fosu, R. E. (2005). *Teachers' and students perception of indiscipline in senior secondary*

    schools. A case study of Koforidua secondary school. Unpublished dissertation,

    University of Cape Coast, Cape Coast, Ghana.

Fouche, C. B., & De Vos, A. S. (1998). Selection of research design. In A.S. De Vos,

    A.S. (Ed,), *Research at grass roots*: *A printer for the caring professions,* (pp. 45-

    49). Pretoria: Van Schaik, Inc.

Free Encyclopedia (2001). *Concept of discipline*. Retrieved September 2, 2009, from

    w.w.w. wikipedia.org.

Froyen, L. A., & Everson, A. M. (1999). *School wide and classroom management: The*

    reflective educator leader. (3rd ed.). New Jersey: Prentice-Hall.

Gettinger, M. C. (1987). Methods of proactive classroom management. *School*

    Psychology Review, 17(2), 227-242.

Gnagey, W. J. (1968). *The psychology of discipline in the classroom.* London: Macmillan

    Company.

Goldstein, A. P., & Conoley J. C. (1997). *School violence intervention.* New York: The

    Guilfond Press.

Goodlad, J. (1984). *A place called school*. New York: McGraw-Hill Publishing Co.

Gosh, B. (1987). *Personnel management and industrial relations*. Calcutta: The world

    Press Private Ltd.

Gottfredson, D. C. (1989). *Developing effective organizations to reduce school disorder: Strategies to reduce student misbehaviour.* Washington, DC.: Office of Educational Research and Improvement.

Gray, C., Oconnel, J., & Scanlon, D. (1996). *Education and nation building in Africa.* New York: Freidrick Praecers Publishing.

Greene, J. E. (1962*).* Alleged misbehaviours among senior high school students. *Journal of Social Practice, 20* (1)15-18.

Green B. S., Turner, B., & Stephens, R. (1989). *Set straight on bullies.* San Francisco: Jossey-Boss Publishers.

Gyan, E. (2006). *Teachers and students' perception of discipline in senior secondary School: A case study of Sunyani secondary school.* Unpublished dissertation, University of Cape Coast, Cape Coast, Ghana.

Hayman, D. & Hally J. (1982). *Leaving home*: *The therapy of disturbed young people* (2nd ed.). London: Sage Publications.

Hlatshway, R. (2005). *Teacher's trade passes mark or sex with pupil.* Pretoria: City Press.

Hlatshway, R. (2006). *Principal fingered in sex, bribery allegations.* Pretoria: City Press.

Hoberg, S. A. (1999)*. Educational management: Research methodology.* Pretoria: University of South Africa.

Hopkins, C. D. (1976). *Educational research: A survey for inquiry.* Columbus: Charles E. Merrill.

Hunter, M. (1990). *Discipline that develops self-discipline*. California: Corwin Press Inc.

Huke, S. (1989). Following the movement from transpersonal psychology to multidisciplinary orientation. *Journal of Transpersonal Psychology*, *31*(1), 27-39.

Jones, V. F., & Jones, L. S. (1990). *Comprehensive classroom management. Motivating and managing students.* (3rd ed.). Boston: Allyn and Bacon.

Johnson, L. V., & Bany, M. A. (1970). *Classroom management theory skill training*. London: The Macmillian Company.

Kanmiki, D.. D. (2003). *Students' and teachers' perception of classroom discipline and its influence on teacher trainees:* A case study in St. John Boscow training college, Navrongo. Unpublished masters' dissertation, University of Cape Coast, Cape Coast: Ghana.

Kruger, A. G. (1996). *Classroom management:* Pretoria: University of South Africa.

Kruger, A. G. (1997). *Classroom management: Only study guide for EDAW*. Pretoria: University of South Africa.

Kruger, A. G., & Steinman, C.F. (2003). *The organizational climate and culture of schools.* Pretoria: Van Schaik.

Kvale, S. (1996). *Interview: an introduction to qualitative research interview*. London: Sage Publications.

Lemmer, E. M. (1998). *The teacher and the learner*. Pretoria: Johannesburg Hodder and Stoughton.

Longman Dictionary (1998). *Longman dictionary of contemporary English.* Edinburg Gate, England: Pearson Education Limited.

Louw, W. J. (Ed.). (1993). *Classroom practice: An orientation.* Pretoria: Academica.

Mabeba, M., & Prinsloo, E. (2000). Perceptions of discipline and ensuring problems in secondary education. *South African Journal of Education*, *2*(1), 121-130.

Makinde, O. (1990). *Fundamental of guidance and counselling.* London: Macmillan

      Publishers.

Mampong technical college of education (2007). *Disciplinary committee report.*

      Mampong Ashanti.

Mckay, V., & Romm, N. (1995). The practice of discipline in education. In Mckay, V.

      (Ed.), *Sociology of education,* (pp. 23-45). Johannesburg: Lexicon.

Mclean, A. (2003). *The motivational school.* London: Paul Chapman Publishers.

Mclntyre, T. (2005). *Assertive discipline.* Retrieved August 12, 2009, from

      http://maxweber.hunter.curry.edu/pub/eves/EDSPC715-MCINTHRE.

McMillan, J. H., & Schumacher, S. (1993). *Research in education: A conceptual*

      introduction. (3rd ed.). New York: Harper Collins Collage Publishers.

McPhillimy, B. (1996). *Controlling your class. A teacher's guide to managing classroom*

      behavior. New York: John Willey and Sons.

McQueen, T. (1992). *Essentials of classroom management and discipline.* New York:

      Harper Collins Publications.

Mendler, A. N. (1988). *Discipline with dignity. Association for supervision and*

      curriculum development. Virginia: Edward Brothers Inc.

Mensah, M. (2006, Sept.14). Horror at La, man 34 severs head of girlfriend. *Daily*

      Graphic, pp 1, 3.

Millman, H. L, Schaefer, C. E., & Cohen, J. J. (1980). *Therapies for school behaviour*

      problems: *A handbook for practical interventions.* San Francisco: Jossey-Boss

      Publishers.

Morel, R. (2001). Corporal punishment in South African schools: A neglected

      explanation for its existence. *South African Journal of Education*, *21*(4), 23-32.

Moscowitz, G. & Hayman, J. L. (1974). *Handbook of classroom management*. London: Harcourt Brace.

Msomi, T. (1999). Why our school is best: No short skirt, or painting nails, no late comers, no loafers who don't study. *Drum, 352*, 12-23.

Mtsweni J. (2008*). The role of educators in the management of school discipline in the Nkangala Region of Mpumalanga*. Unpublished master's thesis, University of South Africa.

Murphy, C. (1995). Managing students: Building positive attitudes in the classroom. *Schools in the Middle Schools*, *4*(14), 12-18.

Naidoo, M., & Potterton, M. (1994). To beat or not beat: Towards alternative forms of discipline. *Transvaal Educational News, 92*(2), 6-7.

Nelson, J. L., & Carlson, K. (1990). *Critical issues in education.* New York: McGraw-Hill Publishing Company.

Nisbet, J. D., & Entwistle, N. J. (1970). *Educational research methods.* London: University of London press Ltd.

Okine, B. C. (2006, Sept.13). Mzbel in rape ordeal. *Daily Graphic*, pp 1, 3.

Oppelt, T. (2000, April 2). *Teachers cannot beat values into children.* Sunday Times, p. 6.

Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement.* London: Printer Publishers.

Owusu, A. B. (2001). *Teachers' and students' perception of classroom indiscipline in Kumasi metropolis.* Unpublished dissertation, University of Education, Winneba.

Ramsey, R. D. (1994). *Shaping a school culture that works for learning and against discipline problems.* New Jersey: Prentice-Hall.

Render, G. F., Padilla, J. M., & Krank, H. M. (1989). Assertive Discipline: A critical review and analysis. *Teachers College Record*, *3*, 16-24.

Render, G. F., Padilla, J. M., & Krank, H. M. (1989). What research really shows about assertive discipline? *Educational Leadership*, *12*, 35-42.

Republic of South Africa (2000). *Alternatives to corporal punishment. The learning experience.* Pretoria: Government Printers.

Rich, J. M. (1982). *Discipline and authority in school and family*. Toron: Lexington.

Richards, L. (2005). *Handling qualitative data: A practical guide.* London: Sage Publications.

Rutter, M., Tizzard, J. M., Mortimore, P. & Outon, J. (1979). *Fifteen thousand hours.* London: Open Books.

Sadker, M., & Sadker, D. (1994). Failing at fairness: How America's schools cheat girls New York: Scribner. *Psychology. 58*, 371-382.

Sah, S. (2006, Sept.13). The missing 77 parcels of cocaine cops remanded. *Daily Graphic*, pp. 1, 3.

Savage, T. V. (1999). *Teaching self-control through management and discipline*. (2ⁿᵈ ed.). Boston: Allyn and Bacon.

Schurink, W. J. (1998). Participant observation. In A.S. De Vos (Ed.). *Research at Grass Roots: A primer for the caring professions,* (277-296). Pretoria: Van Schalik.

Sclaefer, C. E., Cohen, J. J. & C. E., (1980). *Classroom management and discipline*. United Kingdom: Longman Publishers.

Shetzer, B. & Stone, S. C. (1976). *Fundamentals of guidance*: (3rd ed.). Boston: Houghton Mifflin company.

Simelane, S. (1998). *Teacher's experience of education in public secondary schools in Swaziland*. Unpublished dissertation, Rand Afrikaans University, Johannesburg.

Smith, C. J., & Lasett, R. (1993). *Effective classroom management: A teacher's guide.* (2nd ed.). London: Routledge Publishers.

Strother, D. B. (1985). Practical applications of research. *Phi Delta Kappan Journal, 66*(10), 725- 728.

Strydom, H. (1998). *Ethical aspects of research in the caring professions.* In A.S. De Vos (Ed.), *Research at grass roots: A primer for the caring professions* (pp. 14-30). Pretoria: Van Schaik

Strydom, H., & De Vos, A. S. (1998). *Sampling and sampling methods, research at grass roots: A primer for the caring professions*. Pretoria: Van Schaik.

Summers, H. (2002). *Life skills: Moral values and the classroom.* Johannesburg: University of Witwatersrand.

Sunday, T. (1992). *South African pupil's poor results tackled.* Cape Town: Oxford University Press.

Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (1996). *Principles and methods of teaching*. Accra: Black Mask Limited.

Teacher education division, (2007). *Indiscipline in colleges of education circular*. Accra.

Tettey-Enyo, (1995). School discipline. *CHASS Journal: The Educator*, *1*, 33-35.

Van Wyk, N. (2001). Perceptions and practices of discipline in urban black schools in South Africa. *South African Journal of Education*, *2*(30), 59-70.

Varma, V. P. (1993). *Management of behaviour in schools*. United Kingdom: Longman

Publishers.

Wayson, W.W., Devoss, G. G., Kager, S.C., & Lastey, R. (1982). *Handbook for developing schools with good discipline.* Bloomington IN: Phi Delta Kappa.

Wayson, W. W. & Lastey, T. J. (1984). *Climate for excellence*: Phi Delta Kappan.

Webster, S.W. (1968). *Discipline in the classroom. Basic principles and problems.* San Francisco: Chandler, Inc.

APPENDIX A

STUDENTS QUESTIONNAIRE

The purpose of this study is to investigate and analyze the causes of indiscipline in the teacher training colleges its effects on students and to identify methods that can be used to reduce or control indiscipline in the college.

Kindly complete the following questionnaire as frankly as you can. All information provided by you would be treated confidentially.

Thank you for your co-operation.

SECTION A

PERSONAL DATA OF RESPONDENTS

Please tick [ ] or write your response appropriately.

1. Age of student: 18 – 20 [ ]   21 – 26 [ ] 27 – 35 [ ]

2. Sex: Male [ ] Female [ ]

3. Religion: Christian [ ] Muslim [ ] Traditional [ ] Other [ ]

4. Form: DB1 [ ] DB2 [ ] DB3 [ ]

SECTION B

Acts of indiscipline

Please indicate the extent to which you agree or disagree to the following as the act of indiscipline.

	Strongly Agree	Agree	Disagree	Strongly Disagree
5. Absenteeism				
6. Lateness to classes				
7. Truancy				
8. Breaking bounds				
9. Not wearing the prescribed school uniform.				
10. Fighting				
11. Cheating during examinations				

SECTION C

Major causes of indiscipline

Please tick (√) in the appropriate box the extent to which you agree or disagree with the following as major causes of indiscipline in your school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
12. Poor teaching by some teachers				
13. Poor feeding by school authorities				
14. Unfair school rules and regulations				
15. Discrimination by some teachers				
16. Problems from home.				
17. The general set up of the school constitutes indiscipline				
18. Lack of interesting college activities				
19 Some teachers assault and threaten students.				
20. Some teachers are not respectable. They are often drunk, and do not dress well.				

SECTION D

Major effects of indiscipline in schools

Please indicate the extent to which you agree or disagree to the following as the major effects of indiscipline.

	Strongly Agree	Agree	Disagree	Strongly Disagree
21. Students do not have time to study				
22. Students are not punctual to classes and other school gathering.				
23. Students do not win inter-college quizzes, debates and sport activities.				
24. Students do not make grades or even fail their examinations.				
25. Some students are suspended from college.				
26. Some students are also dismissed from college.				

SECTION E

Methods used to control indiscipline behaviour in the school.

Please indicate the extent to which you agree or disagree to the following as methods used to control indiscipline behaviour in the school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
27.Counselling misbehaving students				
28. Review some school rules and regulations				
29. Involving students in formation of school rules and regulations.				
30. Improving the quality of teaching and learning facilities.				
31. Improving the quantity and quality of students' food.				
32. Making the punishment to be equal of student's offences.				
33. Encouraging students to engage in sports and games.				
34. Giving moral and social talks to students.				
35. Giving rewards to well behave students.				
36. Bringing religions people to take to students.				

QUESTIONNAIRE FOR TUTORS

The purpose of this study is to investigate and analyze the causes of indiscipline in the teacher training colleges its effects on students and to identify methods that can be used to reduce or control indiscipline in the college.

Kindly complete the following questionnaire as frankly as you can. All information provided by you would be treated confidentially.

Thank you for your co-operation.

SECTION A

PERSONAL DATA OF RESPONDENTS

Please tick [ ] or write your response appropriately.

1. Age of Tutor: 20 – 25 [   ] 26 – 30 [ ] 31 – 35 [   ] 36 and above [   ]

2. Sex: Male [ ] Female [ ]

3. Religion: Christian [   ] Muslim [ ] Traditional [   ] Other [   ]

4. Rank: Superintendent [   ]   Principal Supt. [   ] Assistant Director I [   ] Assistant Director II [   ] Director [   ]

SECTION B

Acts of indiscipline

Please indicate the extent to which you agree or disagree to the following as the act of indiscipline.

	Strongly Agree	Agree	Disagree	Strongly Disagree
5. Absenteeism				
6. Lateness to class				
7. Truancy				
8. Breaking bounds				
9. Not wearing the prescribed school				
10. Fighting				
11. Cheating during examinations				
12. Leading strike action.				
13. Stealing				
14. Taking drugs (Wee)				
15. Taking alcohol				

Major effects of indiscipline

Please indicate the extent to which you agree or disagree to the following as the major effects of indiscipline

	Strongly Agree	Agree	Disagree	Strongly Disagree
16. Students do not have time to study				
17. Students are not punctual to classes and other school gathering.				
18. Students do not win inter college quizzes, debates and sport activities.				
19. Students do not make good grades or even fail the examinations.				
20. Some students are suspended from college.				
21. Some students are also dismissed from college.				

SECTION D

Methods used to control indiscipline behaviour in the school.

Please indicate the extent to which you agree or disagree to the following as methods used to control indiscipline behaviour in the school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
22. Counselling misbehaving students.				
23. Review some school rules and regulations.				
24. Involving students in formation of school rules and regulations.				
25. Improving the quality of teaching and learning facilities.				
26. Improving the quantity and quality of student's food.				
27. Making the punishment to be equal of student's offences.				
28. Encouraging students to engage in sports and games.				
29. Giving rewards to well behaved students				
30. Bringing religions people to take to students.				
31. Giving rewards to well behaved students				