UNIVERSITY OF CAPE COAST

STUDENTS' AND TEACHERS' PERCEPTION OF DISCIPLINE IN

ADONTEN SENIOR HIGH SCHOOL

BY

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DECLARATION

Candidate's Declaration

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

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

Name: Sarah Ama Inkoom

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…………………

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ABSTRACT

This study investigated the students' and teachers' understanding of discipline. It also looked into those acts considered indiscipline by students and teachers, and the causes of indiscipline in the school. An enquiry was also made into the effects of indiscipline and measures that could be adopted to control indiscipline in the school. Students and staff of Adonten Senior Secondary School were selected as sample for the study. In all 84 students and 26 teachers constituted the sample. The study revealed that both students and teachers understand discipline as the state of order in the school. It also showed that students and teachers as well see stealing, sneaking out of school, fighting/quarrelling, possession of illegal kits and sexual misconduct as acts of indiscipline in the school.

The study identified favouritism on the part of teachers and indiscriminate insulting of students as some of the causes of indiscipline in the school. Again, it was found that indiscipline in the school affects teaching and learning and the academic performance of students. The study further revealed that by suspending indiscipline students and making them sign bonds to be of good behaviour before their parents could curb indiscipline in the school. The offer of guidance and counseling services, praising of well-behaved students at school gatherings and writing of good comments in the terminal reports of self-discipline students to their parents were also identified as measures that could be used to promote discipline in the school. Male teachers should be advised to avoid engaging in immoral activities with female students.

ACKNOWLEDGEMENTS

DEDICATION

To my family

TABLE OF CONTENTS

Page

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

Background to the Study

Educational institution set up in every country is to equip the citizens with knowledge, skills, attitudes and values that will help the citizens make meaningful contributions to the development of their country. The schools become the most important institutions that are most crucial to every country's development.

For this reason, most secondary schools in Ghana have been put in the boarding system to ensure effective inculcation of the aims and objectives of our educational system. The school has laid down rules and regulations that they work with. Students who abide by these rules and regulations are considered well disciplined, those who do not, are indiscipline and therefore do not want to submit themselves to acquire what the school system has to offer them and may become deviants. The school is set up to control through the manipulation of the environment to develop the young ones towards ends that are regarded as desirable by the society. Also, the value placed on schools, as agents of socializing has been reported by many and thus the popular concern for any disruption of the smooth functioning of the school. It is in recognition of this role of the school that discipline in schools has become a major concern to educational administrators, parents, government and sometimes students themselves.

To understand the behaviour of students, it is worthy to note the effects of the rapid changes that the country is going through. Principles and values that used to uphold good behaviours in the past are now broken down. This concern was much earlier expressed by Busia (1968) when he observed that… Africa today is a world of shaken beliefs and uncertain values". The consequences today are a general moral decadence which also affects educational institutions. Busia's concerns are being confirmed in the news papers and on the internet where immoral issues and pictures of rape, defilement, prostitution and corruption are constantly reported and the students read about them.

Indiscipline in Senior Secondary School in the country ranges from violent demonstrations that is the extremes, strikes, truancy, sexual assault, bullying, stealing, cheating at exams, secret cults, aggression, lying, fighting, insubordination, insolent behaviour, rudeness, lack of respect for mates, seniors and staff, possession of unprescribed articles and wears, substance abuse, ignoring the channels of communication, breaking of bounds, clashes with other schools among others.

Denga (1981) sees indiscipline as a "plague" that can destroy the very fabric of the school organisation if left loose. According to him, this awareness should prompt and galvanized the school principals and heads to protect their schools from the highly inflammable effects of indiscipline.

According to the Macmillian English dictionary for Advanced learners international students edition, discipline means the practice of making people obey rules behaviour and punishing them if they do not.

Adonten Secondary School was the first secondary school in Ghana and second in West Africa that staged a serious violent demonstration in 1966 soon after the 24th February Coup d'état which over-threw Osagyefo Dr. Kwame Nkrumah. This made a lot of people to see the school as a place where violent actions are the order of the day. Again in February 1992, there was another student demonstration where the school had to be closed down for a short period.

Adonten Secondary School started as a private secondary school at Aburi-Akuapem on 10th January 1957. It was run by the Proprietor whose educational background was business-like and a legal practitioner. He admitted students whose grades were poor but had a sports background. The proprietor who was the general manager and part-time headmaster run the school until 1st October, 1963 when the Ministry of Education absorbed it into the public system as a day secondary school with hostel attached. At the beginning of the 1972/73 academic year the government fully took over the running of the school. The school was then given a 63-acre land for its own permanent buildings, but lack of infrastructure at the permanent site compelled the school to continue its activities at the old site until 1996 where there was a partial movement to the new site. Since then the school run two campus with a distance of about one and half of a kilometre to be covered by walking to and from by the students and some of their house staff members.

From the beginning of the 2005/2006 academic year, the school was able to move totally to its new site but without the full complement of staff especially house staff members to oversee to the activities of boarding students. Mostly you

find boarding students going to their teachers houses which are outside the school compound for consultation. The school field has a pathway through which student can take to town. Again the field is not in a very good shape, so sports students used to practice on the old site field which is in town.

In the 1980s, the rate of students disturbances in some part of Ghana increased so much so that, there was a general concern to find out other causes and possible ways of curbing them. Consequently, committees of enquiry were set up by the Ghana Education Service to probe students' indiscipline leading to disturbances in some schools in the country. Some of the schools in the Eastern Region were Oda Secondary School, Akim Swedru Secondary School, Manya Krobo and Adukrom Secondary School of which Adonten Secondary School is (no exception), a senior to all the schools mentioned in connection with these students disturbances.

Adonten Secondary School students mostly come from the periphery of Accra and belong to Christian and Moslem religion. The school is a mixed boarding institution that admits boys and girls who are aged thirteen to sixteen years, and have passed through the Basic Education Certificate Examination (BECE). The school has a population of around thousand two hundred (1,200) with the majority being girls. It has its own share of discipline problems. As such the word discipline is always found in the schools documents.

Formerly students indiscipline experienced by the school was in relation to demonstration and disturbance actions, bullying, fighting or clashing with other school especially during sports times and as such the school noted for its notoriety

in certain circles. For some years now the trend of discipline problems in the school has changed. The school disciplinary committee records in their files that, most often some students obtain/get permission to visit hospital at home but do not attend the hospital and over stay with unacceptable excuses. Also bullying has assumed different dimension. Almost every year a final year student is punished severely for bullying charges, and this is having an effect on the academic tone of the school. Again the use of mobile phones in the school, sexual misconduct, substance abuse, vandalizing personal belongings, verbal assaults on prefects among others constitute acts of indiscipline in schools. These create anxiety among students causing discipline problems. The head master and teachers of the school have been accused of being lackadaisical towards their duties.

Statement of the Problem

The Senior Secondary School Certificate Examination (SSCE) now the West African School Certificate Examination (WASSCE) result of Adonten Secondary School, according to records, keeps on fluctuating with increasing numbers and deteriorating year by year.

However this is a school that every student comes in the grade. The community seems not to be satisfied with the performance of the students both at school and the (SSSCE) and (WASSCE) results especially with the introduction of the league table (phenomenal or concept). Students fail to stay in school continuously to obey rules and regulations, and their failure bring in its trail, all forms of ill conducts and finally fail to excel in the (SSSCE) (WASSCE).

Indiscipline has serious repercussion on the teaching and learning process. With good discipline, teaching and learning is usually smooth and uninterrupted. On the other hand, where there is indiscipline, instructional time and effort are wasted instead of being put to profitable use.

Often teachers in the school tend to blame indiscipline in the school on the students, whereas the students also accuse teachers as being the root cause of much of their misbehaviour in the school. If change is to occur as far as discipline is concern, then there is the need for students, teachers and perhaps parents to recognize and appreciate their proper role, right attitudes, insight understanding in maintaining effective school discipline. This calls for a study into the perception of discipline among students and teachers of the school.

The statistics of the school concerning SSSCE and WASSCE results from 1996 to 2006 (see Appendix A) show the fluctuating and deteriorating picture. When the data is studied, picking three core subjects, that is English language, Core Mathematics and Integrated Science, it could be noticed that in 1998 and 1999 the percentage passes in two of these three core subjects dropped from 94% to 52.6% and 94.9% to 78% in English language and mathematics respectively.

Again, 2000 and 2001 results in the said three core subjects showed drastic drop from 95.6% to 61%, 98% to 59% and 84% to 46% in English language core mathematic and integrate science respectively. The statistics further indicated that in 2005, only 34% of the students passed as against 60% recorded in 2004 in English language. Similarly, in core mathematics there was a drop in

percentage pass from 82% to 32%. However there was an improvement in the result of integrated science from 63% to 80%.

In the same vein the pattern in the elective subject areas was not so different from that of the core subjects, just that at a point, that is, from 2001 a few of the elective subject gained stability. The raw result also showed that most of the passes were not strong as there were a lot of D and E grades which summed up to make the total passes appear high.

The implication is that, even though students have obtained passes it may not be able to get them to continue education in higher institutions unless they re-sit the examination.

Purpose of the Study

The purpose of the study is to find out whether students and teachers attach different meanings to discipline in the school and the implications of this on academic work.

Research Questions

The study sought to answer the following questions.

1) How do students and teachers understand discipline?

2) In the view of students and teachers what behaviours constitute indiscipline in the school? What are the causes of indiscipline in the school?

3) In what ways do students and teachers agree on the effects of indiscipline in the school?

4) What can be done to improve discipline in the school?

Significance of the Study

This study is expected to contribute to the body of knowledge about teachers' perception about discipline in schools. It is also envisaged that the findings reveal the differences in values of attitudes about people's opinion, understanding and misconceptions about the disciplinary problems in the school.

It might also help to enlighten students and teachers on the appropriate attitudes and roles they are expected to play in order to help deal effectively with discipline problems in the school. Again the study the researcher to document information on the nature, causes and remedies of discipline problems and help uncover whatever differences that might exist in the perception of students and teachers.

The study would help the parents and other opinion leaders of the town to understand the state of discipline in the town. The Ghana Education Service can also formulate policies and programmes that would serve as useful guide to all schools taking some except from this work. It may also serve as the basis for further studies in the area.

Delimitation

Delimitations has to do with the scope of the research. This study was delimited to only Adonten Senior High School in the Eastern Region of Ghana. The study also delimited to only teaching staff due to time and resource constraints. The main reason for delimited the study to Adonten Senior High School to enable the researcher to do an indebt investigation into the subject matter.

Limitations

A research of this nature would have required the researcher to use a number of public secondary schools and to cover the whole students' body and teachers in each school. However due to financial constraints and time, samples of one school was involved in the study.

Responses from both students and teachers may not reflect the real situation on the ground since both groups may in one way or the other try to give responses that will protect the reputation of the school. These are likely to affect the validity of the conclusions drawn from the study.

Organisation of the Study

The study has been put into five chapters. Chapter one gives an account of the background to the study, the statement of the problem and purpose of the study. It also raises research questions and states the significance of the study as well as the delimitation and limitations.

Chapter two discusses the review of related literature, whiles chapter three presents the methods and techniques that was adopted to collect and analyse the data. Chapter four focuses on the presentation and discussion of results. The final chapter, that is, chapter five provided to the summary, findings, conclusions and relevant recommendations to educational administrators.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter assembles facts about what other writers and researchers have documented on the role of discipline in the management of schools and some suggestions which have been made towards improving discipline.

Antwi (1992) observes that one of the marks of a profession is the ability of the profession to conduct research into its specialized field and to document findings in the professional journal for all to read. He however lament that not much research is done by teachers in Ghanaians schools. This review deals with the internal dynamics of discipline in the school situation.

It concentrates on aspects of discipline in relation to the perception, meaning and concept of discipline, the acts or manifestations of indiscipline in students and teachers behavior; causes of indiscipline, and management techniques necessary to enhance discipline in schools.

The Concept of Perception

Perception is important because it is one of the starting points for all other psychological processes. Perception supplies the data needed for learning and remembering, for thinking and problem-solving, for communication with others,

for experiencing emotions and for being aware of oneself. Perception therefore drives the human beings in his actions and behaviroural patterns. Perception is the process by which we obtain knowledge about the world.

According to Webster New Collegiate Dictionary (1981) perception is among other meanings the quick, acute and intuitive cognition which has a capacity for comprehension. Rock (1984) has also remarked that perception is an activity of sense organs in responding to external stimulation, in short, it realized through intelligence and that is a skill or set of skills. Rock further states that the concept of perception as the mental process derived from the Gestalt theory of stimuli organisation and interpretation of patterns of stimuli by people in their environment.

Gestalt psychology is the study of perception and behaviour from the standpoint of an organization's response to configurationally wholes with stress on the identity of psychological and physiological events and rejection of atomistic or elemental analysis of stimulus, precepts and response. According to Gestalt psychologist, the organism psychological environment is also crucial in self-development. Irwin & Nucci (2004) concisely describe a person's perception as the way in which an object was perceived and how this was determined by the total context or configuration in which an object was embedded.

People experience reality as they perceive it and according to their own private logic. Thus, the theory of individual psychology focused on an understanding of individuals in relation of their social environment.

Shetzer and stone (1980) The client centred theory and the theory of individual psychology highlighted a good deal on the environment of the perceived object. They both also indicated that in the concept of perception, subjectivity was the underlying factor. Much as certain individuals would experience reality differently, they could also perceive things differently. Thus any analysis based on perception of individuals must necessarily be subjective.

The Concept of Discipline

Discipline is a concept with varied interpretations. A careful study of literature suggests that most people have divergent views on the subject discipline, however something which is popular cut across all the views.

Is "discipline" concerned with preventing misconduct or with punishing it? The word, according to the American Heritage Dictionary of English Language, refers to both preventive and remediation. It can be "training that is expected to produce a specified character or pattern of behavior" or "controlled behavior resulting from such training," but it can also be "punishment intended to correct or train" Educational researchers have examined both the prevention and the remediation aspects of school and classroom discipline, and thus finding about both are cited.

Jones (1979) says that "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitates learning and minimizes disruption" (p.26). Variations on these definitions are offered by Duke (1989), Gettinger (1987), Strother (1985), and many others. Researcher William Wayson

notes that some educators view disciplinary activities as irritating intrusion into school life which should not be necessary. Wayson (1984) disagrees, regarding these activities as a natural part of the educational process, and quotes 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.

Tamakloe, Atta and Amedahe (1996) see discipline as a training that develops self control, character and efficiency. To them true discipline is self-discipline in which a learner decides to put himself under a kind of order (subject discipline) with a freedom of choice. Thus a student should willingly choose to do what the members of his society accept as good behaviour. Many students can not do this and it is for this reason that punishment and rewards have to be used to make them finally act in accordance with the accepted behaviour.

According to Charles (1981), discipline is tied directly to "misbehaviour. What sets misbehaviour apart from behaviour is that misbehaviour refers to behaviour that people do not like, approval of or condone". Sometimes students behave in ways considered hostile, abusive and disrespectful. Teachers do not approve of those behaviours which they call misbehaviours. Thus Charles explains that a student who misbehaves is not disciplined and "students who behave responsibly and do what they know they are supposed to do even when the teacher is not looking" are disciplined. To him discipline requires freedom of choice and the understanding of consequences and thus being in conscious control of your own behavior and controlling your emotions such as anger, hostility and defiance of authority.

On the other hand, Asiedu-Akrofi (1978, p. 135) identifies two kinds of discipline. The first one "exist in a situation where the rules and regulations of the school are easily supported and obeyed by students" Asiedu-Akrofi explains that when students understand and participate in making rules they become responsible and co-operative. Asiedu-Akrofi considers the second kind of discipline as externally imposed sanctions where students are always compelled to obey their teachers. He explain that this denies the individual the chance of learning to exercise his sense of judgment as well as responsibility. One may be fast at suggesting the application of the first type of discipline in schools and condemning the second type. But experience shows that a teacher's greatest professional efficiency is how wisely the two approaches to the maintenance of discipline are balanced.

Shertzer and stone (1980) distinguish among four approaches to discipline. These are:

1. Discipline as imposition of punishment on a culprit for wrong doing.

2. Discipline as rehabilitative effort at helping deviants through acceptable channels of relieving themselves of frustration.

3. Discipline as a means of avoiding misbehaviour by proving a conductive climate for positive behaviour.

4. Discipline as a corrective measure in promoting self directed behaviour.

This description suggests two broad views of discipline whether applied in a school or any institution. One is discipline as a corrective measure imposed from above for misbehaviour or an offence. It is also a measure intended to deter others from committing similar offences.

The second is discipline as a technique to motivate student to exhibit good behaviour. Thus Shertzer and stone feel that the forth aspect to discipline as describe above is guidance oriented which promote self- control, an ingredient for self- discipline.

The educationist understand discipline as a self-induced condition and external imposition of sanctions (Tetteh-Enyo, 1995). Tetteh-Enyo continued that discipline is the training of mind and body to produce obedience and self-control. School discipline depends on the training of the mind, directly or indirectly, so as to place one's actions under the pressure of certain external influences. He adds that discipline emanates from a conditioning of the mind and also the result of the training of the mind that is self-induced or externally imposed. He concludes that children would be ill-prepared to face the rigours and realities of life in future if they do not permit the moulding of character through rules and regulations.

On the importance of discipline Tettey-Enyo (1995 p. 33) states that discipline is a necessary condition for school work and no school can afford to work in an atmosphere of indiscipline. He adds that discipline not only sets the tone of work but also determines the rate of achievement. He concludes that discipline fosters growth and development and must therefore be enforced. School discipline has two main goals: (1) ensure the safety of staff and students; (2)

create an environment conducive to learning. Serious students' misconduct involving violent or criminal behaviour defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve non-criminal student behaviour.

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time. For example, Gottfredson, Karweitand and Gottfredson (1989) calculate that in six middle schools in Charleston, South Carolina, Students lost 7,932 instructional days … 21 years! … to in-school and out-of-school suspensions in a single academic year.

It is important to keep the ultimate goal in mind while working to improve school discipline. As education researcher Duke (1989) points out. "the goal of good behaviour is necessary, but not sufficient to ensure academic growth". Effective school discipline strategies seek to encourage responsible behaviour and to provide all students with a satisfying school experience as well as to discourage misconduct.

The Acts or Manifestation of Indiscipline in Students and Teachers Behaviour

Disciplinary problems that occur in schools are many and varied. Acts or manifestations of indiscipline are sometimes discussed based on their frequency in schools, how serious the given offences are and whether the disciplinary problem have reduced or worsened over time. An indiscipline student or group of

students in reacting to an unpleasant situation in a school may overtly exhibit behavior which is inimical to the smooth running of the school.

Irwin & Nucci (2004) identify lying, stealing and cheating as acts of dishonesty among students. They explain that students tell lies in various degrees which reflect fear of failure, fear of a punitive, insensitive parent or a disturbed capacity to distinguish reality from fantasy. Also, when students steal, it may be as a result of monetary, lack of judgement or from misdirected peer influence. Millman et al (1980) explain that stealing may represent hostility towards parents as an attempt to win attention. The tendency of stealing among students causing serious disciplinary problems is the possibility of hostile behaviour towards a suspected thief. Sometimes too, the guilty student remains unknown and teachers will punish an entire class or group for missing items.

Gnagey (1968) says the common act of indiscipline among students is truancy which is often associated with poor school performance and low grades. He distinguishes truancy from school phobia and explains that the phobia child will often remain at home using fear or harm at school as reasons for doing so. But the truant child who does poorly in school tends to dislike school and spends his time away from home when cutting school without his parents knowledge. He explains that the truant may remain absent from school because of a felt inability to succeed and making learning possible.

As highlighted by Millman et al (1980) sexual behaviour is one major disciplinary problem in educational institutions. In their work, they stated that in the United States in 1975, "13,000 births were to women under 15 years of age

and the highest increase in gonorrhea occurred in the under-fourteen age group".

In Ghana the situation is not that different as we see many teenagers dropping out of school due to pregnancies (Tetteh-Enyo 1995). Available evidence indicates that females aged 15 to 19 years contribute to about 10 percent to the total number of births recorded in Ghana (Ghana, 1999). These figures indicate the volume of cases of sexual behaviours being handled by teachers. This also indicates that adolescent's inability to cope with his or her developing sexuality and as such poses serious disciplinary behaviours in educational institutions.

Despite the proliferation of drug-abuse education programmes in the late seventies, children and teenagers continue to smoke, use alcohol and take drugs (Curwin and Mendles, 1988). They noted in their studies 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 age seventeen about 25 percent of the boys and 16 percent of the girls are regular smokers. Also, it is rare to find a high school student who has not had a drink, and alcohol use among teenagers ranged from 30 to 80 percent. Curwin and Mendler explained that curiosity, peer pressure, personal problems and other factors contributed to the use of drugs.

Charles (1981) notes that these acts of indiscipline keep increasing with the rapid change in our belief, customs, occupations, values, the development of urbanization and industrialization and the general scientific and technological influence. He explains that such behaviors have negative effects on school

atmosphere and learning. Charles enumerates three kinds of misbehaviour that may much concern teachers as:

1. Behaviour that affront their sense of morality;

2. Behaviour that is deviant and

3. Behaviour that disrupts class work.

He explains that the common disciplinary problems under reference are truancy, stealing, fighting cheating, bullying and lying.   Adentwi (1991) also identifies three main categories of behaviours. These are:

(a) Teaching/Studies related behaviour which include 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 dressing, flirting (sexually) with students and undermining fellow teachers and superiors before students.

Causes of Indiscipline

The general causes of indiscipline which leads to misbehaviour in schools are many and varied. These may result as a reaction to the way the school is managed; the way the teachers behave or misbehave; conflict between accepted behaviour at home and norms of the school; peer influence on the child; or a manifestation of the negative innate tendencies of the child, usually referred to as natural causes.

Nacino-Brown, Oke and Brown (1982) identify three main headings under which the causes of indiscipline in schools and colleges can be categorized. Their model enumerates these as follows:

1. Teacher – related causes/ Teacher-caused misbehaviour

2. Misbehaviour due to the curriculum and Environment (school based)

3. Student – related causes/Student-caused misbehaviour

Teacher Caused

This has to do with misbehaviour caused by the teacher him/herself, often associated with his/her personality characteristics or self-presentations. The teacher may, without realizing it, be him/herself responsible for encouraging or reinforcing those very negative types of behaviour in his/her students that he/she seeks to restrain.

According to Fontana (1986), the nearness of age between students and teachers is often one big handicap in disciplinary matters. So also is the teacher's lack of knowledge about school standards and rules, which the pupils/students naturally exploit, whenever possible.

Webster (1968) also describes a number of teacher-related behaviour problems that result from the nature of interpersonal relations between the teacher and the students. He observes that "a teacher who is unable to maintain the appropriate social distance required by his role in his dealings with students can find that students fail to respect him or her" (pp. p 33 – 34). Webster says this

type of problem arises when the teacher is more concerned with making friends with his students at the expenses of maintaining order. Webster again notes that behaviour problems arise when a teacher directs his attention to a certain student or group of students and ignores others. He explains that student who are not permitted to interact with their teachers in informal conversations are more likely to become hostile and malicious towards the teacher and their more accepted peers.

In support, Blair, Jones and Simpson (1975) state that, students do not want to see anyone be a favorite, get too much special attention or get away with breaking rules. They want everybody to be treated alike, unless of course they themselves are getting the special treatment.

Stenhouse (1967) explains that teacher who fails to overcome domestic squabbles and frustrations become verbally aggressive towards students in the classroom. These emotional outbursts do not create a good relation since very soon students start to resent and rebel against such a teacher.

Punishment has been among the most frequent forms of man's attempts to train his young because of its power and because of its ease of use. Webster (1968) again notes that when teachers employ extremely harsh rules or regulations to punish students, it produces behaviour problems and cautions that "Excessive Control over students elicits feelings of rebellion and hostility which results in counter–aggressive behaviour in students. He advises that teachers should more frequently reward good tendencies in place of repressing bad ones.

Traux and Tatum (1966) examined students' adjustment, they found that school children adjusted more positively to school teachers and peers when teachers display empathy and positive regard for children. Furthermore, in a power analysis of teachers' interaction with Eskimo and Indian Students, who had recently moved to urban settings, Kleinfield (1972) found that, teachers who were effective in combining a show of personal interest in the student with demands for solid academic achievement were those who proved to be most successful with students. These observations, therefore, go to emphasize the point that, indiscipline may result out of a sheer sense of lack of teacher approval, acceptance and respect for students, as well as failure to take an active part in students as persons.

Misbehaviour due to Curriculum and Environment (School Caused)

School-related causes of indiscipline refer to misbehaviour that results from the organizational set-up of the school, its policies, programme which includes the curriculum and practices of some individuals within it.

Many writers support the setting up of rules and regulations in a school to guide students in their behaviour Examples are Stenhouse (1967), Gnagey (1968) and Asiedu-Akrofi (1978).   They state that these rules should be few, simple and consistently enforced. Thus where these principles governing effective school rules are not followed, the students may become confused about what is expected of them in terms of conduct and misbehave as a result. They further states that youth is a period of self-education and does not need rigid control and school

23

masterly absolutism which has been nursed into our schools by our cultural belief that children are seen and not heard. This militates against students who have opinions to express and where students are not given the chance to participate in the formulation and administration of rules and regulations but are rigidly controlled, they show their dissatisfaction in the form of misbehaviour and rebellions.

Fontana (1986) succinctly captures a good number of school-related causes of indiscipline in the following words:- "the nature of school rules, the system of sanctions and punishment, the accessibility or otherwise to key members of staff, the pastoral care network, the leadership styles adopted by the head and by seniors and middle management staff, the attitude towards children's academic and social problems and the general philosophy and ethics of the school, all seem to play an important part in influencing children's reaction.

Caulley (1963) on the basis of his study of the Ghanaian situation, found out that, the causes of indiscipline in schools could be the abolition of corporal punishment in schools; political upheaval in the country, interference in school discipline by persons in higher positions and lack of cooperation of parents with teachers.

Ampah (1998) states that people go to school primarily to acquire knowledge. The study of the subjects which leads to this end can cause trouble in the school. He identified a number of questions which he claims will guide teachers as follows; Is the lesson interesting and well prepared? Are the learning experiences and class activities exciting? Do the children understand the lesson?

Did the teacher begin the lesson at the level of the children? Are the methods used appropriate for the lesson? After answering the questions the class teacher would have appraised the lesson and can draw conclusions about whether it contributed to discipline or not. Irrespective of the home background of students, schools themselves may sometimes be responsible for the disruptive and uncooperative attitude of students.

Trotter as cited in Blair et al (1975) established that school climate which is sometimes referred to as school ethos determines the nature of discipline in a school. Generally speaking, a school that is well noted for discipline in all aspect of school life is very likely to have a very good state of discipline. In a well noted study of standards of behaviour, academic and school attendance among twelve inner London Comprehensive schools found that the ethos of a school has a definite impact on the behaviour and academic performance of its students. He observed that schools which are noted for good academic performance had their students performing well with school work, whereas those schools which empathized proper student behaviour but deemphasized academic achievement also produced positive results in terms of student behaviour. In addition he also found that generally a school with low delinquency and low truancy also did well academically.

In his conclusion, he stated that some schools were better than others and that the success or failure of a school owed much to how effective the leadership organized the school. Anderson and Dyke (1963) observe that punishment is a negative approach to misbehaviour because it is based upon fear of reprisal rather

than on the positive concept that a person should behave in a certain manner just because it is the right thing to do. It is directed at symptoms rather than causes of misbehaviour. Yet in some schools, the rules and regulations spell out automatic penalties without recognizing individual differences in student which is important to determine the disciplinary actions that will provide different learning experiences. They explain that where the school authorities are not aware of the limitations of punishment and do not use it skillfully, the use of punishment can be counter productive and lead to more misbehaviour when students feel they are unfairly punished, they advised school authorities to note that at the secondary school level, punishment is a supplement to other techniques in developing responsible conduct and not a cure-all for school disciplinary problems.

Asiedu-Akrofi (1978) believes that some of the disciplinary problems that occur in the schools result from the failure of the school to provide appropriate guidance and counseling services to the students. He notes that "the phenomenal increase in school enrolment, the varied socio-economic backgrounds of the children who enter our schools, the rigid subject-centredness of our school curricula and the glaring individual differences that mark school children tend to challenge the teacher". Thus the student may require guidance and counseling not only for personal adjustment but also in choosing between optional subjects and programmes and making vocational or career choices. Asiedu-Akrofi states that the disciplinary problems may result where the school does not have any programmes to deal with these issues and help students' who have behaviour problems.

Perhaps it is also important to add that, the type of school – whether single sex or mixed, the size of the class, availability of teaching-learning resources, the competence of teachers in handling classroom routine and the nature of timetable schedules are other aspects of the school that may introduce school problems.

Student – Related Causes

The student-related causes of indiscipline focus on the psychological nature and the sociological background of individual student and groups within the school that predispose them to put up unacceptable behaviours in schools.

Charton and David (1993) have made an interesting analysis of the factors responsible for human behaviour generally. They attribute the causes of misbehaviour in schools to two major factors, namely biological and environmental factors. Biological causes of misbehaviour, according to Charton and David, include disorders in the hereditary characteristics of individual's chromosominal abnormalities and genetic defects.

The environmental causes also include family factors such as separation of young children from their parents (or parent substitutes) for a long time, parental deprivation resulting from loss of parent(s) through divorce (broken home) or death, and other reasons which lead to inadequate parenting, adverse influences on children arising from conditions existing among inadequate, disturbed and anti-socio families, child abuse and over-permissiveness on the part of some parents are often environmental factors which contribute to students' misbehaviour in schools. Blair et al (1975) also in their studies of human behavior

27

attribute the causes of students misbehaviour to the biological characteristics they posses, the kind of experiences they have had and the social pressures operating on them at the moment.

The biological causes of misbehaviour according to Blair et al (1975) include adolescence and its related problems. Adolescence is a period of normal growth and development, a transition from childhood to adulthood and characterized by "storm and strife" Thus most adolescents face problems in adjusting to physiological changes and to adults social standards that sometimes prove extremely difficult for them as individuals. They get emotionally involved in thought and discussion and see things in a right or wrong perspective and this causes them to be highly critical of many institutions and customs. As a result, "they usually accept adult authority but they test it frequently and rebel if they find it unjust or without logic" (Blair et al, 1975 p. 20). They explain that this attitude of the adolescent usually affect discipline in a way when adults impose discipline and students reject both the adults and discipline.

In addition, Blair et al (1975) identify inadequate experiences at home and an inability or difficulty in relating to adults as some factors which cause maladjustment and inhibit the student from adjusting to the norms and rules in the school environment. Owing to the inadequacies of personal adjustment within a student, his behaviour most often goes contrary to the school's rules which cause disciplinary problems.

Blair et al (1975) further states that not all acts of misbehaviour in the school are due to personal and emotional maladjustments. They state that some

problem students "are relatively well adjusted youngsters who, in order to satisfy their very normal needs, identify and associate with anti-social groups. Some students also conform to group pressures, they conform to what is expected of them and thus eventually find themselves in difficulty" (Blair et al, 1975, p. 97).

DeConde as cited (1971) writing on students activities stresses on the mass media as being a cause of increased student' rebellion. Another cause of student indiscipline he emphasizes is a desire for students to be involved in decision-making.

The effects of peer-group influence on discipline are identified by that document Stenhouse (1967). He states that as students enter adolescence, the peer group takes an extreme importance and peer norms begin to favour independence from authority. Thus students sometimes misbehave in order to get the attention recognition and approval of their peers. When students refuse to do what the teacher has asked, they usually weigh the effects of their defiance on their standing among their peer and Stenhouse attributes this behaviour to the value teenagers place on peer norms. In addition to ignorance of rules, stenhouse (1967) identifies too many rules and inconsistency in their application as a cause of misbehaviour. Stenhouse concludes by suggesting that rules and regulations that students are to abide by should be few, simple and consistently enforced to avoid confusion to what is to be done.

Gnagey (1968) identifies frustration as a cause of students' misbehaviour .He explains that students who are unable to satisfy some dire needs get frustrated and become aggressive in their behaviour. Gnagey cited Trotter (1972) as having

provided empirical data to show that aggression in children increases significantly after they have experienced failure. Blair etal (1975) explain further that when children experience failure they sometimes develop negative feelings about school work and become aggressive in their behaviour.

Gnagey (1968) again identifies ignorance and luck of understanding of the school rules as one of the reasons for students misbehaviour especially during the early days in school. He writes; "Even if a student is presented with a neatly organized set of by-laws, he never really knows which status are operational and which are just on papper". (Gnagey, 1968), in support of Blair et al (1975) writes that conflicting rules generate disciplinary problems in schools where students and teachers have multi-cultural background. When rules operative in the school differ from rules at home, students are often misunderstood and misjudged by their teachers and they misbehave as a result of frustration.

(Blair et al, 1975) further states that views, values and beliefs among minority-group of students often clashes with those of their teachers. They add that class difference of students and their teachers result in conflicting attitudes. Most teachers tend to be of middle class background and they become offended by the vulgar language and uncouth behaviour of students from working class backgrounds. These differences influence discipline strongly because some students are branded as indiscipline by their teachers which spur them to misbehave.

Management Techniques Necessary to Enhance Discipline in School

One of the techniques recommended for the management of school is the involvement of students in the decision making process in the institution. Effective student participation in school administration promotes discipline among students. Wayson and Lasley (1984) note that in well disciplined schools:…..rather than rely on power and enforce punitive model of behaviour control, (staff) share decision making power widely and so maintain a school climate in which every-one wants to achieve self-discipline.

The behaviourist psychologist believes that a child's behavior is a result of his psychological nature or factors and sociological background, and they have called on teachers to be sympathetic towards misbehaving children. This implies that teachers have the opportunity to alter the behaviour of children by creating new social arrangements and assisting them to develop new ideas and patterns of conduct.

Blair et al (1975) observe that before any steps are considered, the school should first analyse the ways in which it attempts to prevent behaviour problems. This means provision should be made for flexible programming, individualization of instruction and developing activities and these should be significant to encourage the student to participate in and thereby averting troubles.

To maintain discipline many writers on school discipline state that the best way of handling misbehaviour is to prevent it from happening. Proponents of these include Stenouse (1967), Gnagey (1968), Aseidu-Akrofi (1978) and Charles (1981). This is because preventive discipline does not only help to create the

congenial atmosphere so badly needed for effective teaching and learning but also helps to avoid the many negative effects of punishment. It is believe that the practice of discipline is very much linked with the concept of discipline held by an individual or the institution or even the State. Dobson (1983) appears to support the practice of the strict disciplinarian - the one who can control his class without being oppressive. Such a teacher, he points, is almost always loved by his/her students for the following reasons.

1. There is safety and order

2. Children love justice

3. Children admire strict teachers because chaos is nerve cracking. He again suggests a reward system based on the use of reinforcement, a control technique in maintaining discipline in the school systems.

For the purpose of this study, how to maintain discipline will be classified into

(a) preventive indiscipline

(b) supportive discipline

(c) corrective discipline

(d) guidance and counseling

Preventive Indiscipline

Charles (1981) believes that one can build total discipline by attending to all aspect of discipline to its totality but admits that all disciplinary problems cannot be eliminated, but you can prevent many of them. To him, building total discipline is by preventing bad behaviour from occurring. This implies that as part

of strategies for dealing with misbehaviour, school administrators can prevents some behaviour problems by instituting programmes to achieve this. Some school authorities set up rules which serve as the code of conduct in the school. Sometimes rules are accompanied by procedures and these are expectations for behaviour which apply to specific actions. These rules do not only serve to prevent misbehaviour in schools but also as standards against which the conduct of the students and teachers may be compared and remedial action taken where necessary.

Webster (1968), has noted that for rules and regulations to effectively guide students conduct, students should be made aware of the rules, the rational behind each rule and the reasons behind the rules whether or not they welcome the rules. He explains that it is important to make them aware that good behaviour means choosing good consequences and bad behaviour is choosing undesired consequences. When this happens, it is students who punish or reward themselves by how they behave and the teacher simply administers what the students choose to happen to them. It is significant to note that rules should not be designed to catch students' misbehaving so that they can be punished but should be designed to provide guidelines that help children examine their own behaviour considering its effects on themselves and others.

Musaazi (1985), states that the rules and explanation of their implications for the smooth running of the school should be written down and if possible circulated to all students and staff. His call on teachers is to "Set good examples

of disciplined behaviour and should always display courtesy, consideration, respect, professional manner, honesty punctuality and good speech.

Gnagey (1968) also notes that rules should be well published. Consistently enforced and revised in response to changing needs. He explains that if rules are not relevant to students needs or are considered to be inappropriate then, disciplinary problems will easily result. Also, if a teacher fails to enforce the rules consistently, students may soon begin to try out certain infractions just to see if the regulation will actually be enforced. He concludes that if rules are meaningful and positive, students will co-operate to uphold and defend them. As a result, there will be fewer disciplinary actions to be taken.

Charles (1981) states that the school curriculum should provide activities that is enjoyable as possible and to allow students to make genuine progress. When the curriculum is not relevant to student's needs it can produce student apathy, boredom and frustration, all of which erupt into misbehaviour. Thus when student's interest is upheld, it removes many of the conditions that encourage misbehaviour. In support, Brown (1964) observed that recreational and social contacts on campus are useful means because they help to channel the energies and experiences. He places emphasis on recreational activities and warns that "Unless such activities are sufficient the student will look else where for outlets considered more adequate for their energies and personal experiences. Too often these outlets are places which are not wholesome (Brown 1964, p.258).

On preventive discipline Musaazi(1985) identifies effective communication among staff and students as essential for good discipline in

school. He adds that information which is important to students be communicated to them through school councils and prefect.

Tetteh-Enyo (1995), in his address to headmasters and headmistress of second cycle institutions, admits that maintaining discipline in school is not an easy task , since it goes beyond having rules and regulations , a daily routine , a code of discipline and a schedule of sanction and punishments. He notes the importance to recognize staff and students as members of the school society, respect the rights and responsibilities of both staff and students and appreciate basic freedom as well as limitation of personal freedom just as it is done in the wider society.

On school rules, Tetteh-Enyo calls on heads to relate them to purpose of the institution and should be part of the general moral and legal codes of the wider society. He adds that the involvement of teachers and Students in the formulation of rules will ensure their enforcement and mitigate the craze of certain teachers for cheap popularity with students. When involved, the teachers would find themselves as part of the solution to the problems of the schools and will not compound problems for the headmaster or headmistress to solve. In support Cudjoe (1996) adds that the headmaster or headmistress should endeavour to establish a good channel of communication to ensure free flow of information from top to bottom and bottom to top. This will help remove tension which often leads to disturbances in schools.

Supportive Discipline

Supportive Discipline is psychological approach to disciplinary problems. It is a system of discipline which attempts to produce lasting changes in student's behaviour through the process of calling on them to make value judgments about their behaviour. Supportive discipline is the view of Ginott as cited in Charles (1981) is a matter of choice and that students are rational beings who choose to behave the way they behave. No one forces them and neither does their background. It is therefore the teacher's responsibility to support the students make good choices. Charles continued that students should consider choices that bring success and sense of belonging rather than failure (Charles 1981, p 51).

Webster (1968) views discipline as "the development of ability to control ones self in order to achieve certain objectives" p.49. Webster explains that the techniques used in facilitating the development of self-control support discipline and these should be compatible with the basic principles upon which society is based. Webster explains that this kind of desired discipline can be obtained only if we base techniques and approaches upon reasons, respect and relevance. Disciplinary techniques that promote self-discipline in students must reflect the use of reasons and the ability of the individual to use reason in making decisions regarding his behaviour. These techniques should be compatible with basic values of respect and dignity so that a student whose behaviour is completely unacceptable will still deserve our respect as human being. Webster (1968) concludes that punitive actions taken against a student must be reasonably

relevant to the specific act which necessitated the actions and respect his human dignity.

Upon the basic principles of reason, respect and relevance in disciplinary techniques, Webster (1968) provided guidelines in the development of self-control which is the aim of supportive discipline. These are:

1. Students should be made aware of rules and regulations and the rationale for each rule.

2. If misbehaviour takes place teachers should discover the causes of such behaviour. This implies that the teacher should listen to the reasons which students give for their actions.

3. If a punitive action must be taken, it is important to remind the student of the reasons behind his punishment.

4. A student who has misbehaved should be addressed in private regarding his conduct or the application of punishment because it is frustrating to a student to be crushed verbally in the presence of the student's peers.

5. Punishment must be related to the misbehavior which the teacher is trying to extinguish.

Charles (1981) noted another technique to support discipline is to reward success. The use of reward motivates and builds self-concepts which remove many of the causes of misbaviour. Charles explains that rewards help in the maintenance of discipline by drawing attention of learners to standards and achievements and then praising and encouraging them as a consequence. When students hope for continued success and they get involved and become more

interested in their work, "self-assurance grows and the students realizes that good behaviour has worthwhile pay offs" (Charles, 1981, p.107).

For maximum effects of rewards psychologists recommended that;

1. Non-material rewards should be used since material rewards could result in difficulties.

2. Rewards should be given as soon as the desired behaviour occurs

3. Rewards should be realistic. This means they should commensurate with the standards of behaviour such that they are desired by the students as good enough for the behaviour expected of them.

4. Rewards should be consistently used so that students will aim and work for them.

Gnagey (1968) sees giving rewards as a meritorious actions and expression of authority's approval of that action hoping that the child will enjoy and value the approval and that perhaps others will take note and learn. He explains that as punishment is deterrent, so reward is used as incentive conditioning. Reward as an incentive to better efforts may, to some extent, prepare the way for growth and reform. He advise that the teacher should not hesitates in offering recognition of what a child has done when it is due.

Negative behaviour such as truancy is usually punished in the hope that it will disappear. But Millman et al (1980), have stated that rewarding positive behaviours in a truant will undo the maladaptive pattern. They revealed positive changes truants as a result of rewarding positive behaviours. In their approach to truants the students was treated as an equal in the process and dealt with as a

mature participant who had the major responsibility for change. His mother rewarded him for going to school as she promised and when the principal also praised the truant student for improved attendance, absentee rate consistently declined.

Corrective Discipline

Teachers do their best to prevent misbehaviour and to support self-control through attention, communication and success. Yet students violate established rules and choose bad behaviours. Charles (1981) states that anytime students' choose to misbehave, corrective measures should be employed to redirect their behaviours. He advises that when students choose to misbehave teachers should invoke the consequences immediately. This should be so because the understanding is that teachers do not punish but rather students choose consequences through their behaviour.

On the other hand Stenhouse (1967), though in support of the use of punishment, warns about the negative effects that punishment has on students and discipline. He observes that some punishment generates fear in children and reduce their creative problem solving abilities. Punishment imparts negatively on the interpersonal relationship between the students and teachers by creating hatred among the two parties. He explains that frequent use of harsh methods of punishment may also result in a negative attitude towards the school, the teachers and the learning process on the part of the students. He states that the greatest

shortcoming of punishment is that it does not teach alternative methods that may be used to prevent future misbehaviour.

Notwithstanding these misgivings against the use of punishments, Musaazi (1985) suggest a few basic principles that are considered helpful when punishing students. These are:

1. The punishment should be educative in nature. The primary purpose of a punishment must always be to create a self-disciplined person. So the punishment should bring to the attention of the student his responsibility to the school community.

2. The punishment should always be in keeping with the offence. For example, a teacher should not assign a student to weeding for every violation of school rules because such a punishment only serve to undermine the importance of farming and the students come to hate weeding as he associate it with punishment.

3. The punishment must be administered as soon as possible after the violation.

4. The punishment must be one that is within authority of the teacher or school.

5. The teacher must keep a positive relationship with students despite the punishment.

Stenhouse (1967, p 150) has observed the uniqueness of individual personalities and reminds teachers that "there are very few actions which are

regarded as "right" by all groups and that what we tend to regard as right owes a great deal to our cultural background: In advising he stresses that:

1. The teacher should appreciate the effects of the community and group on the individual to which a person belongs.

2. He should realize that children will come to school with widely different codes of behaviour and patterns of discipline as a result of the social setting in which they have been brought up.

3. Teachers should accept that these influences will continue after the child starts school and that the child will still have to conform to the community pattern of life outside the school, a pattern which may be different from which they are attempting to establish.

4. Teachers should also realize that the values and attitudes which they have adopted as a result of their upbringing may be different from the standards being impressed on the children by their parents.

Stenhouse appealed to teachers to be guided by these principles. Stenhouse cautioned teachers never to generalize but see the students as an individuals. When the values which are found to be necessary are applied with consistency, not only will the student realize that there are rules but that the rules apply.

Guidance and Counselling

The administration of discipline is not considered a function of the school counselor. However, as school-based professionals, Counselors sometimes, become involved in the discipline process in some way. Counsellors may need to

challenge themselves to critically look at their involvement in disciplinary issues in the classroom and elsewhere in the school in the light of their role as student advocates.

Discipline can, indeed, be the source of conflict among counselors, students, teachers and school authorities. Salmon (1985) suggest that the school head and the Counsellor need to be viewed by teachers as playing a supportive role, as far as discipline is concerned.

Anderson and Dyke (1963) have also stated that to achieve self-control, guidance and Counseling programme is a positive approach to discipline which stresses on developing a human beings as a unique personality. They explain that the major objective of guidance and counseling is the achievement of self control which is dependent upon the ability of the individual to assess the consequences of his or her own behaviour and to act accordingly. Apart from focusing on the development of the individual to learn about himself for purpose of making satisfactory adjustments, guidance and counseling also offers the student an opportunity to know what is going on in the world of work and the choice of subjects and programmes for the different types of occupations. They advise that counseling by the entire staff will aim at long-range gains.

On the other hand, Anderson and Dyke (1963), Remley and Albright (1998) have warned that in providing guidance and counseling programmes, discipline can be a source of conflict among Counsellors, students, teachers and school authorities. They advise that Counsellors should not be used as substitutes for referring deviant students to, by the head of the school. They add that if

students get the impression that their Counsellors are used as punitive agents or even condoning with the administration to bring misbehaving students to book, they will not feel encouraged to send their personal problems to the Counsellors for help. Such a situation will result in role conflicts among Counsellors concerning their obligations to students, teachers and administrators and their own Counselling philosophy.

Stickel, Satchwell and Meyer (1991) found that of 160 Counsellors used in a study of Counsellor Involvement in discipline, 41 percent reported that they were often, or very often, required to Counsel with individual students in connection with disciplinary issues. 54 per cent reported that they were required by the school head to Counsel with deviant students, while 62 per cent said, they were asked by teachers to help Counsel Students, involved in indiscipline.

Brown (1964) observes that group Counselling makes possible some prevention or correction of anti-social behaviour. He explains that when a student is a member of a group (presuming the group is socially decent), where all the students talk over their problems, he is prone to express himself and release his tension. In such groups, a Counsellor will prove useful by giving his service in the nature of directions to help them control their troublesome emotions through control of their release.

The methods of preventing indiscipline, supporting discipline, correcting discipline and using guidance and Counselling are attempts to help create a school environment which is conducive for good learning and positive relationships. But none of them is perfect for all teachers and all students all of the time. Even

though the school environment, with its rules and curricula are the same for all students, the individual student and teachers have different personalities with different backgrounds and coming from different communities with different ways of life. Thus an approach that may be effective for one teacher correcting a student may not work well for another teacher. What remains then as Charles (1981, p. 63) advises, "Is for teachers to construct their own personal systems of discipline, so as to complement their personalities and philosophies while attending, at the same time, to the realities of their students, school, curricula and communities". He adds that this is to help them keep with the realities of the situations in which they work.

As stated in a way, idealism and naturalism seem to influence the concept and practice of discipline. Whether one takes the stand of the idealist or the naturalist, one may have to know the causes of indiscipline so as to effect an appropriate means of ensuring discipline. When a disciplinary problem arises and the causes has been located, it becomes necessary for some means to be employed to achieve a desirable result. In view of the different suggestions put forward, it can be said that one method which might be appropriate with some individuals in a particular situation, might not be suitable to another group of persons in a different situation or environment. Hence techniques of discipline shall vary, as far as situations and individuals are concerned.

Summary

On the whole discipline means that students are provided with an opportunity to exercise self-control, to solve personal problems, to learn and to promote the welfare of the school. It means prevention of misbehavior and use of corrective measures to promote self-directed behaviour. Discipline also means helping problem students find acceptable channels of relieving themselves of frustration.

Factors that cause disciplinary problems were also discussed. It was revealed that some of the causes are due to the physiological nature of the child and his inability to adjust to certain conditions. While some behaviour problems are caused by problems within the home, negative and bad influences from the community also plays a role. In the school environment the relationship among students and the nature and attitudes of teachers may influence the behaviour of the student negatively. Also, the organizational set up of the school, its policies and nature of rules play an important role in influencing students to misbehave.

Discipline is necessary and has some basic importance. Therefore suggestions offered to help improve upon discipline in schools included providing a conducive climate for positive behaviour, implementing techniques of supportive discipline and guidance and counseling in correcting misbehaviour to promote self-directed behavour. This calls upon the teachers to set good examples of disciplined behaviour for the students to emulate and to respect and understand every student as an individual while keeping with the realities of the situations in which they work.

The review of literature provides an in-depth knowledge and understanding of discipline. This knowledge will help design questionnaire to collect views from students and staff on the meaning and perception of discipline, their causes and remedies to students and teachers behaviour. Again, the review of literature suggests techniques in preventing supporting and correcting misbehaviour which is the focus of the study. In all, the review of the related literature on the subject of the study is very relevant.

CHAPTER THREE

METHODOLOGY

The previous chapter dealt with the review of related literature on the concept of discipline, the acts or manifestations of indiscipline in students and teachers behaviour, causes of indiscipline and management techniques necessary to enhance discipline. This section looks at the methodology that was adopted for the study. It will cover the research design, study sites, population/sampling, selection of subjects, instrument, mode of data collection and methods of data analysis and presentation of the results.

Research Design

The research design adopted for this study was the case study using the descriptive survey approach to examine the acts of indiscipline, manifestation and remedies to these problems in secondary schools. Adonten Senior Secondary school was used for the case study.

The survey research, according to Saunders, Lewis and Thornhill (2007) is usually associated with the deductive approach. It is a popular and common strategy, most frequently used to answer who, what, where, how much and how many questions and therefore tends to be used for exploratory and descriptive

research. Surveys are popular as they allow the collection of a large amount of data from a sizeable population in a highly economical way.

It is often obtained using a questionnaire, allowing easy comparison. In addition the survey strategy is perceived as authoritative by people in general and is both comparatively easy to explain and to understand (Saunders, Lewis and Thornhill, 2007). Survey research is better suited to studying a large number of cases and is generally considered to be more appropriate for studying personal factors and for descriptive analysis of relationships (Powell and Connaway, 2004).

The survey strategy allows one to collect quantitative data which one can analyze quantitatively using descriptive and inferential statistics (Saunders, Lewis and Thornhill, 2007). The quantitative approach will therefore be employed because a lot of empirical work on issues of indiscipline in schools already exists to guide and to help the researcher relate the study to the existing body of literature.

Population

Busha and Harter (1980) define population as any set of person or subjects that possess at least one common characteristic. According to Alreck and Settle (1985) respondents in a population must possess the information required for the study.

The study was limited to the teachers and students of Adonten Secondary School, Aburi-Akuapem in the year 2007. At the time of the study the school's

population was 1,223 with 1,121 in the boarding house and only 102 being day students. The number of girls in the school stood at 722 and the boys being 501. There were 45 teaching staff and 55 non-teaching staff members. The students are in three year groups, that is, forms 1, 2 and 3. Through random sampling, 26 students were selected from each year group, with the inclusion of 6 school prefects to give a total of 84 students respondents. The teaching staff was allocated 26 slots including the purposive role of the headmaster, assistant headmasters, senior house mistress, heads of departments, chaplain and house masters and mistresses. All groups were considered vital for the study because the teachers are dispensers of knowledge and skills and the students the beneficiaries and the products who are used for the ultimate evaluation.

Both students and staff population figures were obtained from 2007 statistics provided by the planning administration of the school.

Sampling

Sampling is a process or technique that allows a researcher to make inferences about a population based on the nature of the sample (Kumekpor, 2002). It is often used when it is impracticable to collect data from the entire population. The primary purpose of sampling is to select elements that accurately represent the total population from which the elements were drawn.

There are two basic types of sampling methods, probability sampling and non-probability sampling or representative sampling. Probability sampling is most

commonly associated with survey-based research strategies where one needs to make inference from research questions to meet ones objectives.

Probability sampling, according to Powell and Connaway (2004), enhances the likelihood of accomplishing this objective and also provides methods from estimating the degree of probable success.

The process of probability sampling can be divided into four (4) stages which includes identifying suitable sampling frame based on research questions or objectives, deciding on a suitable sample size, selecting the most appropriate sampling technique to select the sample, and checking that the sample is representative of the population

Powell and Connaway (2004) refer to probability sampling as the basic sampling method of survey research. The technique of simple random sampling therefore gives each element in the population an equal chance of being included in a sample.

In addition the purposive non – probabilistic sampling was used to select the headmaster, assistant headmaster, heads of department and some staff members.

Total Student Population – Year 2007

The total students population by class and programme is as shown in Table 3.1 that follows:

Table 1

Total student population by forms and classes for the year 2007

Class	SHS1	SHS 2	SHS 3	Total
Science 1	27	22	37	86
Science 2	19	23	17	59
Business 1	69	81	57	207
Business 2	72	77	63	212
General Art 1	82	68	73	223
General Art 2	65	74	66	205
Visual Art	37	49	53	139
Home Economics	35	27	30	92
Total	406	421	396	1223

Class List for 2007

Table 2

Sample of Teachers in Actual Population

Position	Total
Headmaster	1
Assistant headmasters	2
Senior house mistress	1
House masters	4
House mistress	4
Chaplain	1
Head of Departments	3
Guidance and Counseling Coordinator	1
Other Teachers	9
Total	26

Records of the population of subjects in each class were obtained from the schools' administration. This was obtained for the purpose of knowing the actual population of subjects in each class.

Instrumentation

The main instrument for data collection was the questionnaire. Data were collected basically from primary sources. The questionnaire considered for data collection because all the respondents were literate who could read and write. A data collection is any type of device used to measure variable. The type of

instrument a researcher selects for data collection depends on the data that is expected from respondents. According to Atengdem (1997), the following must also be considered in the choice of a data gathering instrument:

1. Ease of administration

2. Ease with which response is elicited

3. Precision and accuracy with which variables can be measured

4. Validity and reliability of the instrument and

5. Practical limitation (time and cost)

In view of the above and the fact that this work is a quantitative research, structured questionnaires were used the main instrument for data collection.

Questionnaire

The questionnaire is one of the most commonly used data collection techniques in survey research. They are a formulated series of questions arranged in a pre-determined order and commonly used in survey research. According to Powell and Connaway (2004), proper construction of the questionnaire is essential to its success and generally, the researcher must consider his or her information needs and the characteristics of the participants.

Moreover, because each respondent to the questionnaire is noted to respond to the same set of questions, it provides an efficient way of collecting responses from a large sample prior to quantitative analysis.

The questionnaires were made close-ended and open-ended responses. The close-ended questions provided a variety of multiple choice answers from

which the respondents were given opportunity to tick as applicable. The open –
ended questions gave opportunity to respondents to express their opinions. The
questionnaire was further divided into five sections a, b, c, d, and d as follows:

a. Consists of items that sought the views of students and teachers on the
    their understanding of discipline.

b. Contains items on acts considered indiscipline by students and
    teachers

c. Consist of items designed to measure respondents' views on the cause
    of indiscipline – looking at student-related causes. Teacher-related
    causes environmental and school-based factors of disciplinary
    problems.

d. Consist of items designed to measure the effects of indiscipline in the
    school

e. Consist of measures for controlling disciplinary problems in the
    school/Rewards for discipline.

Pilot Testing

A pilot study was conducted at the Akuapemam Secondary School. It is an
older generation second cycle institution with a total number of 1,253 students
and 72 teaching staff. It was chosen because of similarity of functions it performs
as an academic institution. Pilot studies are important because they help the
researcher to refine the data collection plans with respect to both the content of
the data and the procedures to be followed. According to Cresswell (1994), testing

is important to establish the face validity of an instrument and to improve questions, format and the scale. The questionnaire was validated for construct and face validity using peer/expert review.

The research instrument was pre-tested at the Akuapemam Secondary School, using 30 respondents. The purpose of the pilot study was to find out the level of use of disciplinary strategies and measures in the older institutions.

Reliability and Validity

It is important for instruments used in data collection to be reliable and valid. Reliability ensures that the items on the research instrument solicit the exact response expected by the researcher (Yin, 1994). The reliability of a research instrument can be ensured through pilot-testing the instrument on a small scale.

Validity establishes the domain to which a study's findings can be generalized. This is typical of survey research which relies on statistical generalization.

In this study, the data collected from the questionnaire were analyzed to find out if it conforms or detracts from the proposed theoretical framework of the study. The goal of reliability is to minimize the errors and biases in the study. In this study, the analysis of the pilot-test generated 0.7 Chrum alpha questionnaire reliability was concerned with the stability of responses and the researcher contended that some sense of reliability was obtained by comparing responses to similar questions posed in the pilot test.

Developing Final Questionnaire

Using results of the analyzed questionnaires, experiences during the pre-testing exercises as guide and discussion with the supervisor, necessary changes were made on the questionnaire. Redundant questions were deleted. Questions were also included to take care of specific areas which were previously not considered. Some questions were re-phrased to avoid ambiguity and improve clarity. Answers provided by the respondents made it possible for the researcher to change some of the open–ended questions to close ones. The questionnaires finally consisted of both close - ended and open- ended questions.

Administration of Questionnaire

There are three main methods of administering survey questionnaire. The questionnaire can be self-administered, which means that respondents are asked to complete the questionnaire themselves, administered face to face to respondents by researchers, or administered to respondents via the telephone by interviewers. Data gathering was accomplished in four weeks. During this period, all data gathering instruments already mentioned were employed to obtain as much information as possible to meet the research objectives. The questionnaires were administered to a sample of 84 students in the secondary school under study.

For academic staff, questionnaires were administered mainly with the aid of departmental heads that assisted in distribution and collection. Telephone requests were subsequently made to tutors who had not submitted their completed

questionnaires after three weeks. A thorough briefing on purpose of the research was given to the respondents before the questionnaires were completed.

Data Management and Analysis

At the end of each day's schedule of the administration of questionnaire, the researcher cross-checked the entire completed questionnaire to ensure that all questions were well answered. The questionnaires were also analyzed according to the response categories. The questionnaires contained both open-ended and close-ended questions. To facilitate data analysis, all the open-ended questions were post-coded to ensure uniformity of responses.

The raw data was tallied item by item, the frequencies were then change to percentages. To make the table more readable the Likert scale type was used, example strongly agree, agree, disagree strongly disagree/ very often, often, occasionally, never. The non responded questions were neglected because they were insignificant.

Data Analysis

The type of data analysis is determined by the objectives of the study and the research design. The survey method was used and data were collected by means of questionnaire. Data obtained from the quantitative survey was analysed using percentages. Tables made up of frequencies and percentages were constructed from the coded schemes.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter employs the tools that were discussed in the previous chapter. It discusses the analysis and presentation of the data gathered using the research instruments. The analysis uses frequencies to present the data in an organised manner under specific sub-headings according to the research questions.

In each discussion the views and opinions of students precede that of teachers, in some circumstances a comparison is carried out to ascertain the coinciding and conflicting views of the two groups of respondents within the different strata.

Table 3

Age distribution of Students and Teachers

Category	Age	Freq.	Percentage
Students	13 – 15	10	11.9
	16 – 18	70	83.3
	19 – 21	4	4.8
	> 21	0	0
	Total	**84**	**100**
Teachers	21 – 25	3	11.54
	26 – 30	5	19.23
	31 – 35	4	15.38
	36 – 40	5	19.23
	41 – 45	7	26.92
	46 and more	2	7.69
	TOTAL	26	100

Source: Survey instrument

Table 3 shows the age distribution the respondents. As expected, the age distribution of the students was on the lower side compared to that of the teachers. Whiles 16 – 18 (83.3%) was the leading age category amongst students, 41 – 45(26.92%) was the dominant category amongst teachers. This is quite a big age gap.

Gender of Respondents

The gender distribution of respondents was given consideration in the study. Table 4.2 gives the summary if the gender distribution of sample which included the students as well as the teachers.

Table 4

Gender distribution of Students and Teachers

Gender		Freq.	Percentage
Males:	Students	18	21.4
	Teachers	13	50
	Total	**31**	
Females:			
Students		53	63.1
	Teachers	13	50
	Total	**66**	
NR:	Students	13	15.5
	Teachers	0	0

Source: Survey instrument

Table 4 shows the distribution of the sample. Females Students constituted 53 representing 63.1% as compared to 18 male students representing 21.4%. Table clearly indicates that there were more female students than male students.

In the case of the teachers, the gender distribution was a tie of 50% each. On the students side, 13 (15.5%) did not however respond to this question.

Occupational Background of Sampled Students Parents

The researcher thought of looking into the occupational background of the students. As such, the survey instruments captured the occupations of the parents of student respondents. Table 5 gives a summary of the occupations of students constituting the sample for the study.

Table 5

Occupation of Parents of sampled students

OCCUPATION	Father	Percentage	Mother	Percentage
Government- Agencies	23	27.3	5	6
Business	21	25	6	7.1
Trading	10	11.9	43	51.2
Driving	10	12	0	0
Teaching	6	7.1	5	6
Farming	4	4.8	0	0
Banking	3	3.6	2	2.4
Pastoring	3	3.6	0	0
Weldering	2	2.3	0	0
Nursing	1	1.2	2	2.4
Catering	1	1.2	7	8.3
Seamstress	0	0	4	4.7
No Response	0	0	10	11.9
Total	84	100	84	100

Source: Survey Instrument

Table 5 shows that the predominant occupation for the fathers of the students was government agencies (27.4%) whiles that of the mothers was Trading (51.2%). A head on comparison from Table 5 shows that in occupation of the formal sector like the banks, government agencies, and teaching, the fathers predominated the mothers. In contrast, the mothers also recorded majority of responses in the informal sector like catering, seamstress and trading. This will influence the view of existing literature that mothers have a greater responsibility of bringing children up a better way. Since they are mostly in the informal sector they have the mandate to schedule themselves well to be able to monitor their children.

It is paramount to note that every human is influenced by his/her environment, since students develop with their siblings, the number of people around their developmental age is very critical especially where the predominant age is 16 – 18 years. The researcher therefore sought to ascertain the number of siblings each of the sampled students has. The out-come of that survey is as tabulated in Table 6.

Table 6

Number of Siblings of Student Respondents

Number Of Siblings	Frequency	Percentage
1	7	8.3
2	12	14.3
3	25	29.8
4	21	25
5 or more	19	22.6
Total	84	100

Source: Survey Instrument

From Table 6, most respondents have 3 siblings, representing 29.8% of responses whiles those having 4 siblings (25%) and 5+ siblings (22.6%), were also very significant figures recorded. The least recorded number of siblings per respondent was 1 with only 7 (8.3%) occurrence.

Research Question One

How do students and Teachers Understand Discipline?

This part of the study sought to investigate the understanding of discipline as perceived by both the students and the teachers. In soliciting the perception of students and teachers on their understanding of discipline, question items in the survey instrument were carved around the differing meanings that are generally attached to discipline. The outcome of the survey on perception of discipline as perceived by both students and teachers is as presented in Table 7.

Table 7

Understanding of Discipline as perceived by students and teachers

Understanding of Discipline by Students and Teachers	strongly agree	Agree	Disagree	strongly disagree	Neutral	Total
State of order in School: Students	34 (40.5%)	35 (41.7%)	12 (14.3%)	3 (3.6%)	0 (0.0%)	84
Teachers	9 (34.6%)	14 (53.8%)	1 (3.9%)	2(7.7%)	0 (0.0%)	26
Punishment imposed by teachers:						
Students	17 (20.2%)	27 (32.1%)	14 (16.67%)	7(8.3%)	19(22.6%)	84
Teachers	4 (15.4%)	13 (50.0%)	6 (23.1%)	1 (4.0%)	2 (8.0%)	26
Techniques to improve good behaviour:						
Students:	23 (27.4%)	20 (24.6%)	4 (5.0%)	16 (19.0%)	21 (25.0%)	84
Teachers	9 (34.6%)	11 (42.3%)	1(4.0%)	3 (11.5%)	2(8.0%)	26

Source: Survey Instrument

The understanding of discipline as perceived by students and teachers varied across the likert scale. Valuing the scale with strongly agree is the highest categorical value whiles strongly disagree as the lowest. It is shown in table 7 that a two way divide of agree and disagree will give a cumulative of 82.3% for those who agree and 17.9% for those who disagree. However, the details indicate that 35(41.7%) of students agree to the definition of discipline as state of order in school. In addition 40.5% strongly agree to this definition of discipline. The contrast shows that 12(14.3%) disagree to the definition of discipline as state of order in the school whiles likewise 3(3.6%) indicated they strongly disagree to this definition. Comparing this to that of the teachers, they also agreed to this definition with a similar distributions. 53.8% agreed to discipline as a state of order in the school whiles 34.6% strongly agreed to this definition. The flip side of the coin recorded 3.9% and 2.7% disagreeing and strongly disagreeing respectively.

In addition defining discipline as punishment imposed on students by teachers, 27(32.1%) of the respondents were of the view that they agree to this definition whiles 17(20.2%) strongly agreed to this definition. The other side of the coin indicated that 14(16.67%) disagreed to this definition whiles 7(8.3%) strongly disagreed to this definition. The teachers also had similar views but not strongly accepted since 50.0% agreed to this definition and 15.4% strongly agreed. In both categories, however, there significant respondents who remained neutral on this issue were 22.6% for students and 8.0% for teachers.

Also, the definition of discipline as a technique to improve good behaviour followed a similar pattern as above. 23(27.4%) indicated that they strongly agree to

this definition whiles 20(24.6%) also said they agree. The opposing views were 4(6.4%) disagreeing to this definition and 16(25.4%) strongly disagreeing.

On the whole using a likert scale and valuing responses to open the divide of views, it can be concluded that respondents were of the view that discipline can be predominantly defined as a state of order in school.

The definition and understanding of discipline as perceived by teachers in these strata varied across the likert scale in a similar way as that of the students. Valuing the scale with strongly agree as the highest categorical value whiles strongly disagree as the lowest. It is shown in Table 4.5 that a two way divide of agree and disagree will give a cumulative of 88.4% for those who agree and 11.6% for those who disagree. It is evident from Table 4.5 that both students and teachers commonly agree on this definition of discipline.

Here also, the details indicate that 53.9% of teachers agree to the definition of discipline as state of order in school. In addition 34.6% strongly agree to this definition of discipline. The contrast shows that 3.9% disagree to the definition of discipline as state of order in the school whiles likewise 2.7% indicated they strongly disagree to this definition.

The other definitions also indicate that defining discipline as punishment imposed on students by teachers, 27(32.1%) of the teacher-respondents were of the view that they agree to this definition whiles 15.4% strongly agreed to this definition. The other side of the coin indicated that 23.1% disagreed to this definition whiles 4.0% strongly disagreed to this definition.

On the definition of discipline as a technique to improve good behaviour 27.4% and 24.6% strongly agree and agree respectively. This gives a cumulative agree value of 52% for teachers' responses to this item. From Table 7 it seen that only cumulative percentage of 24% oppose the definition while 25% of stood neutral to this item.

On the whole using a likert scale and valuing responses to open the divide of views, it can be concluded that teachers were of the view that discipline can be predominantly defined as a technique to improve good behaviour.

From the discussions above it can be said that both students and teachers agree on the assertion that discipline is a state of order in school.

Research Question Two

In the View of Students and Teachers, What Behaviours Constitute Indiscipline in the School?

In research question two the researcher sought to find out from respondents which behaviours constitute indiscipline in school. Acts of indiscipline were classified and respondents asked to share their views on a similar likert scale as the one above ranging from strongly agree down to strongly disagree and neutral. The responses in Table 8 show those acts considered indiscipline by students and teachers in the school.

Table 8

Acts Considered Indiscipline in Schools

Acts Considered Indiscipline	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Total
Stealing of students belongings:						
Students	47 (56%)	23(27.4%)	9 (10.7%)	5(6.0%)	0(0.0%)	84
Teachers	12 (46.2%)	9 (34.6%)	4 (15.4%)	1(3.8%)	0(0.0%)	26
Bullying of junior students:						
Students	41(48.8%)	24 (28.6%)	8 (9.5%)	11(13.1%)	0(0.0%)	84
Teacher	13(50.0%)	9 (34.6%)	4 (15.4%)	0 (0.0%)	0(0.0%)	26
Sneaking out of school:						
Students	32(38.1%)	27 (32.1%)	20 (23.8%)	5 (6%)	0(0.0%)	84
Teachers	15 (57.7%)	6 (23.1%)	5 (19.2%)	0 (0.0%)	0(0.0%)	26
Fighting/Quarrelling						
Students	26 (31%)	33 (39.3%)	19 (22.6%)	6 (7.1%)	0(0.0%)	84
Teachers	8 (30.8%)	7 (26.9%)	10 (38.5%)	1(3.8%)	0(0.0%)	26
Possession of illegal kits						
Students	40 (47.6%)	24 (28.6%)	12 (14.3%)	8 (9.5%)	0(0.0%)	84
Teachers	6 (23.1%)	8 (30.8%)	12 (46.2%)	0 (0.0%)	0(0.0%)	26

Table 8 cont'd

Sexual Misconduct:

Students	21(25%)	24 (28.6%)	27 (32%)	12 (14.3%)	0(0.0%)	84
Teachers	6 (23.1%)	8 (30.8%)	12 (46.2%)	0 (0.0%)	0(0.0%)	26

Cheating during exams:

Students	17(20.2%)	29(34.5%)	24 (28.6%)	14 (16.7%)	0(0.0%)	84
Teachers	7 (26.9%)	12 (46.2%)	5 (19.2%)	2 (7.7%)	0(0.0%)	26

Smoking and Alcohol

Students	19 (22.6%)	19 (22.6%)	34 (40.5%)	12 (14.3%)	0(0.0%)	84
Teachers	6 (23.1%)	8 (30.8%)	12 (46.2%)	0 (0.0%)	0(0.0%)	26

Truancy

Students	17 (20.2%)	29 (34.5%)	24 (28.6%)	14 (16.7%)	0(0.0%)	84
Teachers	6 (23.1%)	10 (38.5%)	10 (38.5%)	0 (0.0%)	0(0.0%)	26

Forced abortion

Students	4 (4.8%)	17 (20.2%)	23 (27.4%)	40 (47.6%)	0(0.0%)	84
Teachers	3 (11.5%)	6 (23.1%)	10 (38.5%)	1 (3.8%)	6 (23.1%)	26

Strikes, Demonstration and Riots:

Students	19(22.6%)	6(7.1%)	39 (46.4%)	20(23.8%)	0(0.0%)	84
Teacher	0 (0.0%)	2 (7.7%)	12 (46.2%)	12 (46.2%)	0(0.0%)	26

Source: Survey Instrument

From Table 8, it shown that 47(56%) of the student-respondents and 12(46.2%) teacher-respondents strongly agree that stealing was an act of indiscipline. Though 5(6.0%) and 1(3.8%) students and teachers respectively, indicated that they strongly disagree with the assertion that stealing is an act of indiscipline. Similarly, students and teacher respondents scored 23(27.4%) and 9(34.6%) respectively, for "agree". This gives a cumulative agree responses of 83.4% and 80.8% for students and teachers respectively, and indication that both group of respondents consider stealing as an act of indiscipline.

Bullying of junior students, sneaking out of school, fighting/quarrelling and possession of illegal kits were scored 41(48.8%), 32(38.1%), 26(31%) and 40(47.6%) respectively for strongly agree by student-respondents. In the same vein teachers responded to these items indicating that 50%, 57%, 30.8% and 23% considered bullying of junior students, sneaking out of school, fighting/quarrelling and possession of illegal kits as acts of indiscipline. On the other hand less than 20% of respondents from both groups disagree that bullying of junior students, sneaking out of school, fighting/quarrelling and possession of illegal kits are acts of indiscipline.   The responses tabulated in Table 8 are clear indications that both students and teachers consider the afore-mention acts as indiscipline behaviours.

On behaviours such as sexual misconduct, cheating in examinations, Truancy, smoking and drinking of alcohol, all cumulative (strongly agree and agree) responses from both students and teachers were above 50%, in consideration that these acts are indiscipline in the school, except smoking and drinking of alcohol where 45.2% of the students saw these as indiscipline acts. Even then 53% of the

teacher respondents, saw smoking and drinking of alcohol by students as indiscipline act.

On the order hand less than 35% of students as well as teachers considered forced abortion, strikes, demonstrations and riots as indiscipline behaviour. This suggests that more than 60% of students and teachers, contrarily to expectation, do not see the acts mentioned in this paragraph as indiscipline acts.

From Table 8 it is seen that stealing, bullying of junior students, cheating during exams, sneaking out of school, fighting/quarrelling, sexual misconduct, smoking/alcohol, possessions of illegal kits and truancy all recorded above 50.0% of respondents indicating that they are acts of indiscipline from students and teacher alike.

However, over 60% of students and teachers do not consider forced abortion, strikes, demonstrations and riots as indiscipline acts.

Research Question Three

What are the causes of indiscipline in the school?

This section of the write up is devoted to seeking the causes of indiscipline in schools. Students as well as teachers were presented with question items of which the responses were used to deduce those factors that are likely to lead to indiscipline acts amongst students in schools. The outcome of the responses are as shown in Table 9.

Table 9

Causes of Indiscipline

CAUSES OF INDISCIPLINE	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Students are the major cause of disciplinary problems in the school:					
Students	38 (45.2%)	38 (45.2%)	6 (7.1%)	2(2.4%)	84
Teachers	9(34.6%)	15 (57.7%)	2 (7.7%)	0(0.0%)	26
Students imitate negative attitudes:					
Students	42(50.0%)	28(33.3%)	8(9.5%)	6(7.1%)	84
Teachers	4(15.4%)	20(76.9%)	2(7.7%)	0(0.0%)	26
Teachers who insult students:					
Students	40 (47.6%)	28 (33.3%)	9 (10.7%)	7(8.3%)	84
Teachers	10 (38.5%)	13 (50.0%)	3(11.5%)	0(0.0%)	26
Students influence by past students:					
Students	42(50%)	28(33.3%)	6(7.1%)	8(9.5%)	84
Teachers	7(26.9%)	13(50.0%)	6(23.1%)	0(0.0%)	26
Teachers immoral activities:					
Students	38 (45.2%)	30 (35.7%)	1(1.2%)	15(17.86%)	84
Teachers	14(53.8%)	7 (26.9%)	5 (19.2%)	0 (0.0%)	26

Table 9 cont'd

Teachers who practices favoritism:

Students	39(46.4%)	25(29.6%)	11(13.1%)	9(10.7%)	84
Teachers	10(38.5%)	12(46.2%)	4(15.4%)	0(0.0%)	26

Teachers inability to teach effectively:

Students	17(20.2%)	35(41.7%)	23(27.4%)	9(10.7%)	84
Teachers	5(19.2%)	7(26.9%)	12(46.2%)	2(7.7%)	26

Over enrolment:

Students	21(25%)	26(31%)	28(33.3%)	9(10.7%)	84
Teachers	6(23.1%)	14(53.8%)	5(19.2%)	1(3.8%)	26

Harsh punishment:

Students	15 (17.9%)	23 (27.4%)	34(40.5%)	12 (14.3%)	84
Teachers	4 (15.4%)	7 (26.9%)	12 (46.2%)	3 (11.5%)	26

Poor Performance:

Students	14(16.7.0%)	21 (25%)	26 (31.0%)	23(27.4%)	84
Teachers	5(19.2%)	15 (57.7%)	5 (19.2%)	1 (3.85%)	26

Teachers' leniency:

Students	17(20.2%)	28(33.3%)	26(31%)	13(15.4%)	84
Teachers	6(23.1%)	16(61.5%)	4(15.4%)	0(0.0%)	26

Table 9 cont'd

Teachers breaking the rules:

Students	13 (15.5%)	21 (25%)	34(40.5%)	16(19.04%)	84
Teachers	3(11.5%)	10(38.5%)	12(46.2%)	1(3.8%)	26

Teachers are the major cause of problems of indiscipline:

Students	9 (10.7%)	12 (14.3%)	38 (45.2%)	25(29.7%)	84
Teachers	5(19.2%)	3 (11.5%)	17 (65.4%)	1(3.9%)	26

Source: Survey Instrument

In this section the frequencies of strongly agree and agree on one hand and strongly disagree and disagree on the other hand will be summed up as agree and disagree respectively, for the purpose of discussion.

It was interesting to note in this study that students themselves accept that they are the major cause of indiscipline problems in the school. Students and teachers alike responded in the affirmation that students are the major cause of indiscipline in schools. In the same way as 90.4% of students agree to the statement, 92.3% of teachers also agree to this assertion. The implication here is that students and teachers unanimously accept that students are the major cause of indiscipline behaviours in school.

The tabulation on Table 9 indicates that 83.3% and 91% of students and teachers respectively agree that students misbehave because they imitate negative attitudes. However, 16.6% of students and 7.7% of teachers do not agree to this. As to whether insult from teachers create indiscipline in students, students and teachers alike responded in the affirmation by 80.9% and 88.5% respectively, with only 19% of students and 11.5% teacher disagreeing to this assertion. This is an indication that insults from teachers create indiscipline in students.

On the influence of past students on students' misbehaviour, 83.3% of students as well as 76.9% of teachers sampled agree that student misbehaviour could be the result of influences of past students, but 16.6% of students and 23.1% of teachers disagree to this.

In much the same way 80.9% and 89.7% of students and teachers respectively, feels that teachers engaging in immoral activities will cause indiscipline

75

in students. On the other hand 19% of students and 19.2% of teachers sampled hold contrarily view to this.

A teacher favouring some students in many things in school is also perceived a potential cause of indiscipline amongst students. In this study 76% and 84.7% of students and teachers respectively responded to affirm this phenomenon. The contrary views were 23.8% and 15.4% from students and teachers respectively. This suggests that a teacher favouring some students has the potential to create indiscipline in students.

As to whether students misbehave because of teachers' inability to teach effectively, 61.9% of students agree and 46.1% of teachers also agree. This implies that over 50% of teachers sampled do not agree that teachers' inability to teach effectively could cause students to misbehave; a contrary view to that held by most students sampled.

Over enrolment in schools create congestion in dormitories and classrooms. The researcher wanted to find out if over enrolment can breed indiscipline amongst students. To this assertion 56% of students and 76.9% of the teachers agree that over enrolment breeds indiscipline in students. However 44% and 23.1% of students and teachers respectively, held the contrary view. In any way the statement that over enrolment breeds indiscipline dominated the responses.

It was interesting to note that both students and teachers disagreed that harsh punishment causes students to misbehave. As indicated in Table 9, over 50% of students and teachers alike do not agree to this statement. In a similar situation, while 58.4% of the students sampled do not agree that student's bad academic experience

will breed indiscipline in the student, 76.9% of teachers agree that bad academic experience will breed indiscipline in students.

In another development both students and teachers agree that students may misbehave because of teacher's leniency in dealing with recalcitrant students. Contrary to expectation there was a tie between students who agree and those who disagree to the statement that students misbehave to find out if they will be punish. The balance here was as amazing as responses from students for both strongly agree and strongly disagree recorded 21.4%. Similarly responses from students for both agree and disagree recorded 28.6%. However, 61.5% of teachers agree that students may misbehave to see if they will be punished.

In another development 59.5% of students feel students misbehave because teachers break the rules. Interestingly there was no clear cut between teachers who agree or disagree to this assertion as each side of the divide scored 50%.

In a related development both students and teachers disagree to the statement that teachers are the major cause of most problems of indiscipline in schools. Thus, 75% of students and 69.3% of teachers disagree to the statement.

Research Question Four

In what ways do Students and Teachers agree on the Effects of Indiscipline in the School?

This section of the study looked into the effects of indiscipline in schools. The researcher sought the views of students and teachers on the effects that can come about as a result of indiscipline in the school. In order to achieve this objective, some

specific questions spelling out some effects of indiscipline in the school were presented to students and teachers for their responses. Table 10 gives a summary of the out come of the responses.

Table 10

Effects of disciplinary problems

Effects of Disciplinary Problems	Strongly Agree	Agree	Disagree	Strongly Disagree	Never	Total
Indiscipline in the school makes it unattractive to parents and guardians:						
Students	50(59.5%)	20(23.80%)	7(8.33%)	5(5.95%)	2 (2.3%)	84
Teachers	15(57.7%)	10(38.5%)	1(3.8%)	0(0.0%)	0(0.0%)	26
Indiscipline denies the school makes the school lack community moral and economic support:						
Students	44(52.4%)	23(27.4%)	8(9.5%)	9(10.7%)	0(0.0%)	84
Teachers	14(53.8%)	10(38.5%)	2(7.7%)	0(0.0%)	0(0.0%)	26
Indiscipline in the school makes teaching unpleasant:						
Students	33(39.3%)	28 (33.3%)	16(19.1%)	7(8.3%)	0(0.0%)	84
Teachers	12(46.2%)	13 (50.0%)	0(0.0%)	0(0.0%)	1(3.8%)	26
Disciplinary problems in the school often waste teaching time/hours:						
Students	22(26.2%)	30 (35.7%)	21(25%)	11(13.1%)	0(0.0%)	84
Teachers	13(50%)	9 (34.6%)	1(3.8%)	0(0.0%)	3 (11.5%)	26
Disciplinary problems in the school affects academic performance of students:						
Students	34(40.5%)	18 (21.4%)	21(25.0%)	11(13.1%)	0(0.0%)	84
Teachers	6(23.1%)	9 (34.6%)	8(30.8%)	0(0.0%)	3 (11.5%)	26

Source: Survey Instrument

From Table 10 it seen that 59.5% of the students sampled strongly agree that indiscipline in the school makes it unattractive to parents and guardians. Again 23.8% of students also agree to the same statement. In the same manner, 57.7% and 38.5% of the teachers sampled strongly agree and agree respectively to the assertion that indiscipline in the school makes it unattractive to parents and guardians.

In a similar development, both students and teachers unanimously agree that indiscipline in the school makes the school lack community support morally and economically. Their views as tabulated in Table 10 show that 52.4% of students and 53.8% of teachers were strongly in support of this assertion and again 27.4% and 38.5% of students and teachers respectively agree to the same statement; given cumulated agree of 79.8% and 92.3% for students and teachers in the order given.

Further investigation revealed that students and teachers alike agree to the statement that indiscipline in the school make teaching unpleasant. In much the same way students and teachers without dissent agree that disciplinary problems in the school often reduce the time for teaching and learning. The implication here is that teachers can not give off their best in indiscipline dominated environment. Again, in an environment where indiscipline thrives, much time for teaching and learning is lost to settling of cases and disputes amongst students and teachers, teachers and teachers, students and administrators and so on.

Another effect of indiscipline which was considered worthy of investigating was the effect of indiscipline on the academic performance of

students. As indicated in Table 4.8, 40.5% and 21.4% of students strongly agree and agree respectively to the statement. The responses from the teachers were not different as 23.1% and 34.6% of them strongly agree and agree respectively. This suggests that both students and teachers agree that indiscipline in the school affect the academic performance of students negatively.

From the above discussion it could be realized that not only does indiscipline in the school makes it unattractive to parents and guardians and lack community support, it also makes teaching unpleasant and reduces time for teaching and learning. Again indiscipline in the school negatively affects the academic performance of students in the school.

Research Question Five

What can be done to improve discipline in the school?

Having gone through with investigations into the causes and effects of indiscipline in the school, the researcher then looked into those measures that could be taken to curb indiscipline in the school. In doing this the views of students and teachers as well were solicited. The results of the views solicited from students and teachers are as presented in Table 11

Table 11

Controlling Discipline

Controlling Discipline	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Suspending students from school: Students	37(44.1%)	31(36.9%)	11(13.1%)	5(5.9%)	84
Teachers	15(57.7%)	10(38.5%)	1(3.8%)	0(0.0%)	26
Inviting parents of students and students signing bonds of good behaviour before parents: Students	47(56.0%)	22(26.2%)	8(9.5%)	7(8.3%)	84
Teachers	13(50.0%)	9(34.6%)	1(3.9%)	3 (11.5%)	26
Deboardinizing the student: Students	37(44.1%)	19(22.6%)	17(20.2%)	11(13.1%)	84
Teachers	14(53.8%)	10(38.5%)	2(7.7%)	0(0.0%)	26
Teachers Rebuking student in private or public: Students	27(32.14%)	25(29.8%)	25(29.8%)	7(8.3%)	84
Teachers	8(30.8%)	10(38.5%)	7(26.9%)	1 (3.9%)	26
Teachers writing bad comments on students in the terminal report to parents: Students	28(33.3%)	27(32.1%)	20(23.8%)	9(10.7%)	84
Teachers	6(23.1%)	9(34.6%)	8(30.8%)	3(11.5%)	26

Source: Survey Instruments

As indicated in Table 11, it is seen that both students and teachers hold the popular view that suspending students from school for acts of indiscipline is one of the best measures to reduce indiscipline acts in the school. Table 4.9 indicates that an aggregate of 81% of students and 96.2% of teachers support this view, leaving less than 20% of students 5% of teachers who do not. The implication here is that suspending students from school for acts of indiscipline will do much to control indiscipline in the school.

Another item which received overwhelming positive response was the assertion that inviting parents of students for students to sign bonds of good behaviour before the parents will reduce the incidence of indiscipline in the school. To this statement, over 80% aggregate responses from students and teachers alike supported it.

In another development, though both students and teachers supported the idea of deboardinizing students, responses from students was not as high as that from teachers. Whilst only 66.7% of students sampled were in support of this statement, as much as 92.3% of teachers supported the idea. This suggests that though both students and teachers agree to deboardinizing students, teachers have stronger support for this idea than students. Similarly, students and teachers agree that rebuking students in private or in public could help control indiscipline in the school as over 60% in each case agree to this idea.

With regard to the statement that teachers should write bad comments on students who misbehave in the school in their terminal report to parents, 65.4% of

students thought this could help curb the indiscipline situation. In towing the same line, 57.7% (on aggregate) of teachers agree to the statement.

From the foregoing it is realized that suspending students from school and asking students who misbehave to sign bonds of good behaviour before their parents can help control indiscipline in the school. Again deboardinizing the student and rebuking students may also help in curbing indiscipline in the school. Lastly, writing bad comments about ill-behaved students was also seen as another means by which indiscipline could be controlled in the school.

Rewards of Discipline

This section of the study looked at how rewards to well-behaved students can help promote discipline in the school. As was done in other sections of the study, opinions of students and teachers were sought on how rewards could be used to promote discipline and good behaviours in the school. To simplify the discussion under this section, aggregate responses of agree (strongly agree +agree) and disagree (strongly disagree and disagree) will be used.

The various reward mechanisms suggested for the purpose of this study and the responses from students and teachers are presented in Table 12 that follows.

Table 12

Rewards of discipline

Rewards of Discipline	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teachers showing interest in student academic and other activities in the school: Students	43(51.2%)	31(36.9%)	10(11.9%)	0(0.0%)	84
Teachers	19(73.1%)	6(23.1%)	0(0.0%)	1(3.8%)	26
Offering guidance and counselling to students with all kinds of problems: Students	54(64.3%)	17(20.2%)	7(8.3%)	6(7.14%)	84
Teachers	22(84.6%)	3(11.5%)	1(3.8%)	0(0.0%)	26
Teachers and headmaster praising good students during school gathering: Students	45(53.6)	23(27.4%)	8(9.5.0%)	8(9.5.0%)	84
Teachers	20(76.9%)	5(19.2%)	1(3.8%)	0(0.0%)	26
Teachers writing good comments in students terminal reports: Students	45(53.6%)	28(33.3%)	10(11.9%)	1(1.2%)	84
Teachers	12(46.2%)	8(30.8%)	4(15.4%)	2(7.7%)	26

Source: Survey Instrument

Management theory of re-enforcement has shown that to promote attitude positive re-enforcement would aid that, similarly to kill an attitude punishment and negative re–enforcement can aid that. Rewards to good behaviours are also measures of curbing indiscipline amongst students.

In this survey over 85% aggregate responses on both sides, students and teachers, agreed that teachers showing interest in the activities of students enjoins the students to be discipline. This suggests that if teachers show apathy in activities of students, they may be frustrated and misbehave eventually. In a similar manner, offering guidance and counselling services to students received high approval from both students and teachers. Table 12 shows that an aggregate score of 84.5% and 96.1% was recorded for students and teachers respectively in agreement to this assertion. It was again realized from the survey that praising well-behaved students during school gathering has a positive effect of promoting discipline in the school.

The survey further revealed that writing good comments about well-behaved students in their terminal report will motivate them repeat and improve upon their behaviour and thereby promoting discipline in the schools. In the survey, 86.9% of students and 77% of teachers samples indifferently agree that writing good comments about disciplined students in terminal reports promotes discipline in the school.

Also 60.3% added that teachers and heads of schools praising good students during school gathering was a very positive way of dealing with indiscipline whiles 56.3% also strongly agreed to teachers writing good comments

in students' terminal reports. However, 12% also contradicted these views and indicated that they disagree to the fact that praising students during school gathering will help in rewarding discipline.

Summary

The study sought to look into the following:

1. Understanding of discipline by students and teachers

2. Acts considered indiscipline by students on one hand and teachers on the other hand

3. Causes of indiscipline in the school

4. Effects of disciplinary problems in the school

5. Controlling indiscipline in the school

6. Rewards for discipline

On the perception of discipline as conceived by both students and teachers, it was revealed that both groups of respondents hold a popular view that discipline is a state of order in the school. This agrees with Tettey-Enyo (1995) that discipline is a necessary condition for school work and no school can afford to work in an atmosphere of indiscipline. Again students and teachers as well agree that discipline could be looked at as punishment imposed by teachers. This supports Shertzer and Stone (1976) that discipline could be seen as an imposition of punishment on a culprit for wrong doing. As to whether discipline should be considered as technique to improve behaviour, both groups were in agreement that discipline is a technique to improve good behaviour.

The researcher looked into those acts considered indiscipline by students and teachers. It was interesting to note that both students and teachers commonly agree that stealing of students belongings, bullying of junior students, sneaking out of school, fighting/quarrelling, possession of illegal kits and sexual misconduct are acts of indiscipline. Also cheating during examinations, smoking and taking of alcohol and truancy were seen as acts constituting indiscipline. This agrees with Gnagey (1968), he states that the common act of indiscipline among students is truancy which is often associated with poor school performance and low grades. Also Milman et al (1980) found that sexual misconduct is one major disciplinary problem in educational institutions. Surprisingly both groups did not see forced abortion and strikes, demonstration and riots as acts of indiscipline.

The study further revealed that students are the major cause of indiscipline in the school. It was also revealed that students misbehave because they imitate negative attitudes from their peers. In addition, students and teachers commonly agree that teachers insulting students can cause indiscipline in the school. Further revelations in the study were that, influences of past students, teachers engaging in immoral activities and teachers practicing favouritism are among the causes of indiscipline in the school. Again over enrolment, harsh punishment, bad academic experiences and teachers' leniency in dealing with recalcitrant students were also sighted as acts that can cause indiscipline in the school. These support three main categories of misbehaviours identified by Adentwi (1998). These are:

(d) Teaching/Studies related behaviour which include absenteeism; lateness, laziness, ineffective teaching and inadequate control over subject matter.

(e) Inter-personal relations behaviour - where the teacher uses abusive language on students and over-familiarity with students.

(f) Self-Comportment behaviour which includes smoking, drunkenness, improper dressing, flirting (sexually) with students and undermining fellow teachers and superiors before students.

It was exciting to note in the study that, students sometimes misbehave to see if they will be punished. However students and teachers held diverging views over the statement that students misbehave because teachers break the rules. While students disagree to this assertion teachers had split responses on this statement. As to whether teachers are the major cause of indiscipline in the school students and teachers as well dissented to this.

On the effects of indiscipline in the school, the study revealed that indiscipline in the school makes the school unattractive to parents and guardians. The study further showed that the community become reluctant in providing support to the school when indiscipline prevails in the school. In addition, it was found that indiscipline in the school makes teaching unpleasant and reduces the time available for teaching and learning and this consequently affects academic performance of students.

Having investigated the effects of indiscipline the researcher looked at the measures that could be adopted to control indiscipline in the school. With regard to this, the study showed that suspending and deboardinizing students could curb acts of indiscipline among students in the school. The signing of bonds to be of good behaviour in the presence of parents was also found to be another good

measure that can help control indiscipline in the school. In addition it was realised that when students are rebuked in private or in public upon acts of indiscipline, they will refrain from this act of indiscipline. In the same direction, the study showed that by writing bad comments in the terminal report to parents, students stay away from acts of indiscipline in the school.

In order to promote discipline in the school certain measures were identified to be espoused. The study showed that when teachers show interest in the academic and other activities of students the students become encouraged to repeat good behaviours which interested the teachers. Also the provision of guidance and counselling to students was found to promote discipline in the school. This supports the believe of Asiedu-Akrofi (1978) that some of the disciplinary problems that occur in the schools result from the failure of the school to provide appropriate guidance and counseling services to the students.

Furthermore, the act of praising well-behaved students at school gathering was found to encourage the said students to repeat the good behaviour and others to follow suit. Again by writing good comments in the terminal reports of well-behaved students, they are motivated to repeat these good behaviours. These support Charles (1981); on the notion that another technique to support discipline is to reward success. He noted that the use of rewards motivates and builds self-concepts which remove many of the causes of misbehaviour.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Discipline is a critical issue in school administration. The effectiveness of institutional performance is dependent on the incidence of discipline that that institution. This study was designed to investigate students' and teachers perception of discipline in Adonten Senior High School.

The main objective of the study is to find out whether students and teachers attach different meanings to discipline in the school and the implications of this on academic work. To achieve the objective of the study, the following research questions were used to guide the study.

1. How do students and teachers understand discipline?

2. In the view of students and teachers what behaviours constitute indiscipline in the school?

3. What are the causes of indiscipline in the school?

4. Do students and teachers agree on the effects of indiscipline in the school?

5. What can be done to improve discipline in the school?

In order to achieve the objective of the study, questionnaires were prepared by the researcher and administered to both students and teachers to seek their views on the subject under investigation. The data collected were analysed

using the Statistical Package for Service and Solutions software. Sample of 84 students and 26 teachers were selected to participate in the study.

Summary of Findings

One of the major findings study was that both students and teachers consider discipline as a state of order in the school. The findings also revealed that Punishment imposed by teachers was seen as a means of ensuring discipline among students in the school. Discipline was understood as technique for improving behavior among students.

It also emerged from the findings that students and teachers considered stealing of students' belongings and bullying of students as acts of indiscipline in the school. Sneaking out of school, fighting/quarrelling and possession of illegal kits, sexual misconduct, cheating during examinations, smoking and alcohol intake and truancy constitute indiscipline.

Under causes of indiscipline in the school, the study found out that students were the major cause of most of the disciplinary problems in Adonton Senior High School. It come out that students misbehave because they imitate negative attitudes from their peers and influence of past students. Furthermore, it emerged those teachers who engage in immoral activities with students contribute to the causes of indiscipline in the school. Teachers insulting students, Teachers favourism and inability of teachers to teach effectively also emerged as a cause of indiscipline in the school.

On the effects of indiscipline in the school, the study revealed that indiscipline in the school makes the school unattractive to parents and guardians. As such the school the school could not attract the needed community support. The findings also indicated that disciplinary problem in the school makes teaching unpleasant which eventually affects academic performance of students in the school.

On measures that could be adopted to curb indiscipline in the school, the findings revealed that suspending students from school, inviting parents of students and students signing bonds of good behaviour before parents, deboardinizing the students and teachers showing interest in student academic and other activities in the school were the issues that come up. It also emerged that writing bad comments on ill-behaved students in their terminal report to parents and provision of guidance and counselling services to students could help to improve discipline in the school. Teachers and headmaster praising good students during school gathering

Conclusions

The following conclusions were drawn based on the findings of the study: Since students understand that punishment is a means of correcting students and ensuring discipline, teachers should apply punishment accordingly to ensure discipline in the school.

Students should be educated on all those acts that were considered as indiscipline in the eyes of students and teachers, as this could help some of them, if not all, to stay away from these acts. The various measures identified as means

of controlling indiscipline in the school, such as praising well-behaved students, offering guidance and counseling service, students writing undertakings in the presence of parents, among others, should be employed as these could help in controlling indiscipline in the school.

Students were seen as the major cause of disciplinary problems in the school, hence it is of utmost importance that any action on the part of teachers or school administration that is likely to bring about misunderstanding among students should be well explain to them.

Teachers should be made to understand the need to respect the dignity of students and avoid insulting them unnecessarily as this causes students to misbehave when they feel that they are not respected. Teachers should avoid indulging in immoral activities with students. Teachers should avoid the act of favoritism. Teachers should prepare well and far in advance before delivery any lesson so that students can have confidence in them.

Recommendations

Upon considering the findings and the conclusions drawn from the study, the following recommendations were made:

1. Teachers and school administrators should adopt praising of well-behaved students as a positive measure to promote discipline in the school.

2. Teachers should avoid favouritism but show positive interest in students' academic work and other activities that promote discipline in students.

3. Male teachers should be advised to avoid engaging in immoral activities with female students.

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APPENDICES

APPENDIX A

Result 1.1: Adonten Secondary School SSSCE/WASSCE Results From 1996 to 2006

SUBJECT	1996			1997			1998			1999		
	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED
ENGLISH LANGUAGE	150	39	26	178	78	43.8	157	148	94	217	112	52.6
MATHEMATICS (CORE)	150	79	53	178	32	18	157	149	94.9	217	167	78
INT. SCIENCE	150	92	61	178	130	73	157	132	84	217	209	96
SOCIAL STUDIES	150	119	79	178	97	54.5	157	148	94	217	158	73

CHEMISTRY	35	19	54	32	13	41	37	25	67.6	25	25	100
PHYSICS	35	23	66	32	10	31	24	16	66.7	25	25	100
BIOLOGY	22	7	32	24	10	42	18	12	66.7	25	22	94.7
ELECTIVE MATHS	13	9	69	9	6	66.7	6	6	100	29	28	96.5
BUSINESS MGT	37	17	46	41	12	29.3	41	32	78	66	52	78.8
ACCOUNTING	22	11	50	26	3	11.5	29	26	89	44	31	70.5
ECONOMICS	47	10	21.3	44	8	18	65	48	73.8	109	93	85.3
COSTING				41	32	78	29	25	86			
TYPING	15	4	26	15	5	33.3	12	7	58.3	22	6	27
FOODS & NUTRITION	35	0	0	36	26	72	33	28	84.8	44	37	84
MGT. IN LIVING	35	25	71.1	36	29	80	33	26	78.8	44	33	75
TEXTILES	30	13	43.3	23	22	95.7				81	80	98.7
GENERAL KNOWLEDGE IN	65	31	47.7	59	48	81	22	22	100	38	36	94.7

ARTS (GKA)

PICTURE MAKING	30	23	76	23	21	91	22	22	100	38	38	100
GRAPHIC DESIGN												
GOVERNMENT	125	66	52.8									
LIT. IN ENGLISH	37	30	81							01	01	100
GA	42	37	88	21	14	66.7						
CRS	25	11	44	25	3	12	19	13	68.4	20	04	20
TWI	83	69	83	32	22	68.7						
FRENCH												
GEOGRAPHY	17	3	17.6	19	0	0	18	16	88.9	24	15	62.5
HISTORY	32	22	68.7	43	36	83.7	37	25	67.6	41	33	80
COD				41	32	78						
CLOTHING & TEXTILES												

SUBJECT	2000			2001			2002			2003		
	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED
ENGLISH LANGUAGE	234	218	95.6	188	115	61	330	235	71.2	365	131	36
MATHEMATICS (CORE)	234	221	98	188	111	59	330	273	82.7	365	68	18.6
INT. SCIENCE	234	197	84	188	87	46	330	326	98.7	365	146	40
SOCIAL STUDIES	234	197	84	188	153	81	330	304	92.7	365	260	71
CHEMISTRY	24	22	91.7	22	19	86	30	27	90	38	13	34
PHYSICS	24	23	96	22	14	64	30	21	70	38	8	21
BIOLOGY	21	18	88	21	20	95	26	24	92.3	32	23	72
ELECTIVE MATHS	25	20	80	37	19	51.3	38	36	94.7	47	19	40

BUSINESS MGT	67	64	95.5	50	14	28	94	93	98.9	99	85	86
ACCOUNTING	49	48	98	35	33	94	70	70	100	78	49	62
ECONOMICS	86	82	95.3	82	73	89	128	123	96	162	45	27
COSTING	23	23	100	39	35	89.7	84	83	98.8	93	62	66
TYPING	18	03	16.7	16	3	18.8	24	2	8.3	21	2	9
FOODS & NUTRITION	43	38	88	32	28	87.5	43	34	79.1	45	35	77
MGT. IN LIVING	43	39	90	32	30	94	44	41	93.2	46	26	56
TEXTILES	55	29	52.7	54	44	81	102	100	98	105	87	83
GENERAL KNOWLEDGE IN ARTS (GKA)	28	26	93	24	22	91.7	61	41	67.2	61	52	85
PICTURE MAKING	28	27	100	23	19	82.6	59	59	100	61	52	85
GRAPHIC DESIGN							1	1	100			
GOVERNMENT	47	44	93.6	55	20	36.4	73	70	95.9	105	100	95

Subject												
LIT. IN ENGLISH	39	22	56	29	20	69	64	63	98.4	66	26	39
GA				4	04	100	06	06	100	09	8	89
CRS	14	13	92.9	14	11	78.6	68	66	97.1	100	82	82
TWI	01			16	16	100	28	27	96.4	26	26	100
FRENCH				12	9	75	17	14	82.4	31	07	22
GEOGRAPHY	20	17	85	25	13	52	38	28	73.7	54	8	15
HISTORY	17	15	88	05	05	100	24	23	95.8	14	8	57
ANIMAL HUSBANDARY												
GENERAL AGRIC												
COD												
CLOTHING & TEXTILES												

SUBJECT	2004			2005			2006		
	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED	TOTAL NO. PRESENT PER SUBJECT	NO. PASSED	% PASSED
ENGLISH LANGUAGE	485	291	60	503	170	34	455	399	87
MATHEMATICS (CORE)	490	402	82	503	163	32	455	182	40
INT. SCIENCE	486	307	63	503	406	80	455	148	32
SOCIAL STUDIES	487	429	88	503	477	95	455	436	95
CHEMISTRY	40	35	87	57	43	75	47	17	36
PHYSICS	41	20	49	54	13	24	45	12	26
BIOLOGY	35	35	100	41	38	92	32	32	100
ELECTIVE MATHS	48	42	87	50	25	50	47	20	42

BUSINESS MGT	128	117	91	150	61	40	146	120	82
ACCOUNTING	107	83	77	111	81	73	124	96	77
ECONOMICS	245	114	46	235	78	33	231	123	53
COSTING	117	57	48	105	101	96	116	100	86
TYPING	24	10	41	32	21	65	23	19	82
FOODS & NUTRITION	63	50	79	54	51	94	54	52	96
MGT. IN LIVING	82	48	58	63	57	90	54	51	94
TEXTILES	163	22	13	150	126	84	123	95	77
GENERAL KNOWLEDGE IN ARTS (GKA)	92	89	96	150	149	99	125	108	86
PICTURE MAKING	87	63	72	43	43	100	40	37	92.5
GRAPHIC DESIGN	1	0	0	45	30	66	32	28	87.5
GOVERNMENT	101	46	45	78	45	57	97	79	81

LIT. IN ENGLISH	87	53	61	103	69	67	79	72	91
GA	14	12	86	23	23	100	16	15	94
CRS	130	36	27	135	71	52	122	105	86
TWI	40	37	92	36	35	97	53	53	100
FRENCH	43	09	21	29	9	31	39	29	74
GEOGRAPHY	30	26	86	25	7	28	25	13	52
HISTORY	40	24	60	61	36	59	37	23	62
ANIMAL HUSBANDARY				15	12	80	13	10	77
GENERAL AGRIC				16	14	87	13	13	100
COD				40	38	95	24	17	71
CLOTHING & TEXTILES	20	17	85	9	9	100			

STUDENTS AND TEACHERS' PERCEPTION OF DISCIPLINE IN ADONTEN SENIOR HIGH SCHOOL, ABURI-AKUAPEM

QUESTIONNAIRE FOR TEACHERS ONLY

This study is being carried out with the purpose of finding out the perception of discipline by teachers and students of Adonten Senior High school, Aburi-Akuapem, the effects and how to control or remedy them.   You are entreated to answer the questions as objectively and honestly as possible. Your response will be treated with strict confidentiality and without victimization as the purpose of the work is purely academic.

Thank you.

INSTRUCTION

FILL IN THE BLANK SPACES AND INDICATE BY TICKING [√] IN THE BOX OF THE RESPONSE THAT APPLLIES TO YOU

SECTION A - BIO - DATA TEACHERS BACKGROUND.

1.   AGE:

         21 - 25 years   [   ]

         26 - 30 years   [   ]

         31 - 35 years   [   ]

         36 - 40 years   [   ]

         41 - 45 years   [   ]

         51 and above   [   ]

2.   GENDER :   MALE   [   ]   FAMALE   [   ]

3.   Professional Teacher   [   ]   Non – Professional Teacher [   ]

4.   Number of years teaching ……………………………………………….

5.   Single [   ]   Married [   ]   Divorced [   ]   Widow [   ]

6.   Do you have children? ………………………………………………….

     If yes, please state the number of children …………………………….

SECTION B

MEANING AND NATURE OF DISCIPLINARY PROBLEMS

Please tick   [√] in the box that best expresses your considered opinion on each of the following conception on the meaning of discipline according to the following scale.

MEANING OF DISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
7. Discipline refers to the state of order in the school which permits teaching and learning to proceed smoothly and productively.				
8. Discipline refers to punishment imposed by the teacher after a student has misbehaved.				
9. Disciplined actions refers to technique used by the teacher to increase good behaviour in students.				

SECTION C

ACTS OF INDISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
10. Stealing of other student's belonging				
11. Strikes, demonstrations and Riots.				
12. Bullying of junior students.				
13. Cheating during test and examination.				
14. Going out of school without permission/sneaking out of school during night time				
15.Fighting/quarrelling				
16. Sexual misconduct				
17. Smoking, substance abuse and alcohol				

drinking.			
18. Possession of unprescribed kits and gadgets.			
19. Forcing Abortion.			
20. Dodging class (Truancy)			

ACTS OF DISCIPLINE

Listed below are some of the students' behavior which constitute indiscipline in schools. Indicate how frequent each behavior occurs among students in the school by ticking the appropriate column.

SECTION D

CAUSES OF INDISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
21. Students misbehave because they are harshly punished				
22. Students are the major cause of most of the discipline problems in the school				
23. Teachers are the major causes of most of discipline in the school				
24. Students who constantly experience failure at academic work tend to misbehave in school				
25. Teachers who are believed to engage in sexual relationship with students are often disrespected by students in school.				
26. Teachers who insult students cause students to disrespect them.				

CAUSES OF UNDERLINING INDISCIPLINE IN THE SCHOOL

Please tick [√] in the appropriate box to indicate the extent to which you agree or disagree with the following statement about the causes of indiscipline, in your

36. Rearrange and rank the following as causes of indiscipline with number 1 rank as the most or major cause and number 5 the least cause of student indiscipline.

27. Students sometimes misbehave just to find out whether they will be punished for breaking a particular rule.				
29. Students misbehave because teachers do not show respect for rules pertaining to their own conduct in school.				
30. Students disrespect a teacher who practices favoritism.				
31. Students misbehave because they imitate negative attitudes from films, magazines books and internet.				
32. Students misbehave because inability to teach effectively				
33. Students misbehave because of teacher's leniency in dealing with students who violate school rule.				
34. Students misbehave because of influence of past students.				
35. Students misbehave because of over enrolment school.				

    (i)   Influence from teachers.

    (ii)   Neglect from parents.

    (iii)   Influence from peers and friends.

    (iv)   The school's rules and punishment.

    (v)   Influence from the public.

SECTION   E

EFFECTS OF DISCIPLINARY PROBLEMS IN THE SCHOOL

E- EFFECTS OF DISCIPLINARY PROBLEMS

Please tick [√] in the appropriate box to indicate the extent to which you agree or disagree with the following statements.

EFFECTS OF INDISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY AGREE
41. Indiscipline in the school makes teaching unpleasant thus leading to transfer of teachers to other school.				
42. Disciplinary problems in the school often reduce the time for teaching-learning process.				
43. Disciplinary problems in the school affect the academic performance of students.				
44. Indiscipline in the school makes it unattractive to parents and guardians of JSS students to choose the school as their first choice.				
45. Discipline problems in the school makes the school lack community moral and economic support.				

E – MEASURES FOR CONTROLLING DISCIPLINARY

PROBLEMS IN THE SCHOOL

To what extent would you recommend the following as punishment for students to put up good behavior in the school.
Or disagree with the following statements.

MEANS OF CONTROLLING DISCIPLINARY PROBLEMS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
36. Teachers- rebuking students in private or public.				
37. Inviting parents of students and the student signing bond of good behavior before parent.				
38. Teachers writing bad comments on students in the terminal report to parents.				
39. Suspending students from school.				
40.Deboardinizing the students.				

SECTION F

REWARDS FOR ENSURING DISCIPLINE

To what extent would you recommend the following as rewards to encourage students to put up good behavior in school?

REWARDS FOR ENSURING DISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
46. Teachers showing interest in student academic and other activities in the school.				
47. Teachers and headmaster praising good students during school gathering.				

48. Teachers writing good comments in students terminal reports.				
49. Offering guidance and counseling to students with all kinds of problems.				

50.   In your opinion state four most effective ways of ensuring discipline in your school.

1.   …………………………………………………………………………………

2.   …………………………………………………………………………………

3.   …………………………………………………………………….....................

4.   …………………………………………………………………………………

STUDENTS AND TEACHERS' PERCEPTION OF DISCIPLINE IN ADONTEN SENIOR HIGH SCHOOL, ABURI-AKUAPEM

QUESTIONNAIRE FOR STUDENTS ONLY

      This study is being carried out to investigate what teachers and students think about the nature, causes and remedies of indiscipline in Adonten Senior High school , Aburi- Akuapem. The information you will provide will be used to determine the level of indiscipline in the school and what to be done to improve upon it. Your response will be held with strict confidentiality and without victimization.
Please complete the questionnaire as accurately and fully as possible.

Thank you very much in anticipation of your co-operation.

INSTRUCTION

FILL IN THE BLANK SPACES AND INDICATE BY TICKING [√] IN THE BOX OF THE RESPONSE THAT APPLLIES TO YOU

SECTION A - BIO - DATA STUDENTS BACKGROUND.

1.   AGE:

        13 - 15 years   [   ]

        16 - 18 years   [   ]

        19 - 21 years   [   ]

        22 and above   [   ]

2.   GENDER: MALE   [   ]   FAMALE   [   ]

3.   Form: S.H.S 1   [   ]   S.H.S 2 [   ]   S.H.S 3   [   ]

4.   Your father's occupation ……………………………………………

5.   Your mother's occupation ………………………………………….

6.   Number of children of your parents including you …………………………

SECTION B

MEANING AND NATURE OF DISCIPLINARY PROBLEMS

Please tick   [√] in the box that best expresses your considered opinion on each of the following conception on the meaning of discipline according to the following scale.

MEANING OF DISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY
7. Discipline refers to the state of order in the school which permits teaching and learning to proceed smoothly and productively.				
8. Discipline refers to punishment imposed by the teacher after a student has misbehaved.				
9. Disciplined actions refers to technique used by the teacher to increase good behaviour in students.				

SECTION C

ACTS OF DISCIPLINE

Listed below are some of the students' behavior which constitute indiscipline in schools. Indicate how frequent each behavior occurs among students in the school by ticking the appropriate column.

ACTS OF INDISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
10. Stealing of other student's belonging				
11. Strikes, demonstrations and Riots.				
12. Bullying of junior students.				
13. Cheating during test and examination.				
14. Going out of school without permission/sneaking out of school during night time				
15.Fighting/quarrelling				
16. Sexual misconduct				
17. Smoking, substance abuse and alcohol drinking.				
18. Possession of unprescribed kits and gadgets.				
19. Forcing Abortion.				
20. Dodging class (Truancy)				

SECTION D

CAUSES UNDERLINING INDISCIPLINE IN THE SCHOOL

Please tick [√] in the appropriate box to indicate the extent to which you agree or disagree with the following statement about the causes of indiscipline, in your school.

CAUSES OF INDISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
21. Students misbehave because they are harshly punished.				
22. Students are the major cause of most of the discipline problems in the school.				
23. Teachers are the major causes of most of discipline in the school.				
24. Students who constantly experience failure at academic work tend to misbehave in school.				
25. Teachers who are believed to engage in sexual relationship with students are often disrespected by students in school.				
26. Teachers who insult				

students cause students to disrespect them.				
27. Students sometimes misbehave just to find out whether they will be punished for breaking a particular rule.				
29. Students misbehave because teachers do not show respect for rules pertaining to their own conduct in school.				
30. Students disrespect a teacher who practices favoritism.				
31. Students misbehave because they imitate negative attitudes from films, magazines books and internet.				
32. Students misbehave because inability to teach effectively.				
33. Students misbehave because of teacher's				

leniency in dealing with students who violate school rule.				
34. Students misbehave because of influence of past students.				
35. Students misbehave because of over enrolment				

36. Rearrange and rank the following as causes of indiscipline with number 1 rank as the most or major cause and number 5 the least cause of student indiscipline.

     (i)   Influence from teachers.

     (ii)   Neglect from parents.

     (iii)   Influence from peers and friends.

     (iv)   The school's rules and punishment.

     (v)   Influence from the public.

SECTION E

EFFECTS OF DISCIPLINARY PROBLEMS IN THE SCHOOL

E- EFFECTS DISCIPLINARY PROBLEMS
Please tick [√] in the appropriate box to indicate the extent to which you agree or disagree with the following statements.

EFFECTS OF INDISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY AGREE
41. Indiscipline in the school makes teaching unpleasant thus leading to transfer of teaching to				

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
other school.				
42. Disciplinary problems in the school often reduce the time for teaching-learning process.				
43. Disciplinary problems in the school affect the academic performance of students.				
44. Indiscipline in the school makes it unattractive to parents and guardians of JSS students to choose the school as their first choice.				
45. Indiscipline problems in the school makes the school lack community moral and economic support.				

E – MEASURES FOR CONTROLLING DISCIPLINARY

PROBLEMS IN THE SCHOOL

To what extent would you recommend the following as punishment for students to put up good behavior in the school.
Or disagree with the following statements.

MEANS OF CONTROLLING DISCIPLINARY PROBLEMS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
36. Teachers- rebuking students in private or public.				
37. Inviting parents of students and the student signing bond of good behavior before parent.				
38. Teachers writing bad comments on students in the terminal report to parents.				

39. Suspending students from school.				
40.Deboardinizing the students.				

SECTION F

REWARDS FOR ENSURING DISCIPLINE

To what extent do agree on the following as rewards to encourage students to put up good behaviour in school.

REWARDS FOR ENSURING DISCIPLINE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
46. Teachers showing interest in student academic and other activities in the school.				
47. Teachers and headmaster praising good students during school gathering.				
48. Teachers writing good comments in students terminal reports.				
49. Offering guidance and counseling to students with all kinds of problems.				

50.   In your opinion state four most effective ways of ensuring discipline in your school.

1.   …………………………………………………………………………

2.   …………………………………………………………………………

3.   …………………………………………………………………………

4.   …………………………………………………………………………