UNIVERSISTY OF CAPE COAST

STUDENT- TEACHER PERCEPTIONS OF THE STATE OF DISCIPLINE IN SENIOR SECONDARY SCHOOLS: A CASE STUDY OF KWANYAKO SECONDARY SCHOOL

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By

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Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast in partial fulfillment of the requirements for the awards of Master of Education Degree in Educational Administration

NOVEMBER, 2009

DECLARATION

Candidate's Declaration

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

Candidate's Signature	Date
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Name: Elizabeth Sackey

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 Dat	te
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Name: Dr. Rosemary Bosu

ABSTRACT

The general purpose of this study was to find out the perceptions of students and teachers on the state of discipline in Kwanyako Senior Secondary School. Research questions formulated to direct the research focused on the perceptions of discipline, causes and remedies to indiscipline in schools to enlighten students and teachers on the roles they play in order to address the problem of indiscipline in the school. Simple random sampling was used to select 104 students, purposive sampling to select twenty members of staff including the Headmaster, Assistant Headmaster and Guidance and Counselling Co-ordinator with data analysed using simple percentages.

The study revealed a congruence of opinions among the respondents on most of the disciplinary issues by expressing similar sentiments and proposing strategies to encourage discipline in students but frowned on the extreme punitive forms on indiscipline. A closer look at the student- related causes of disciplinary problems derived from responses revealed they are mostly orchestrated by students. To improve discipline in schools, all communication avenues should be effectively utilised in relation to students, demanding self control from students knowing the consequences of their behaviours. This will be achieved if guidance and counselling services are made a full-time responsibility in schools.

It was therefore recommended that school administrators seeking to maintain discipline in their schools, should work on getting to know students individually, liaising with the community and some of its members serving as resource persons in extracurricular activities as well as school governance.

iii

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DEDICATION

This work is dedicated to my son William des Bordes.

TABLE OF CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENTS	iv
DEDICATION	V
LIST OF TABLES	Х
CHAPTER	
ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	7
Research Questions	8
Significance of the Study	8
Delimitation	9
Limitation	9
Operational Definitions	9
TWO: REVIEW OF RELATED LITERATURE	10
The Meaning of Discipline	11
Acts of Indiscipline	17
Causes of Indiscipline	21
Student-Related Causes	26
Environmental Factors	26
Teacher-Related Causes`	28

School-Related Causes 30 Ways of Maintaining Discipline 33 **Preventive Discipline** 34 Supportive Discipline 38 **Corrective Discipline** 44 Summary 47 THREE: RESEARCH METHODOLOGY 49 **Research Design** 49 50 Population Sample and Sampling Procedure 50 52 **Research Instrument** Validity of Instrument 54 Administration of Questionnaire 54 Method of Data Analysis 55 FOUR: **RESULTS AND DISCUSSION** 56 Background of Respondents 56 **Research Question 1** 60 **Research Question 2** 63 Research Question 3 66 Research Question 4 70 79 Research Question 5 89 Summary FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 89 Conclusions 93 Recommendations 94

Page

	Page
Areas for Further Studies	92
REFERENCE	97
APPENDIX	102

LIST OF TABLES

Tab	le	Page
1	Disciplinary Cases and Corrective Measures	7
2	Total Students Population - Year 2005	51
3	Students Sample Population	51
4	Teachers Sample Population	52
5	Age of Respondents	57
6	Occupation of Parents	58
7	Distribution of Teachers by Age	59
8	Teaching Experience of Teachers	60
9	Students' Perception of Discipline	62
10	Teachers' Perceptions of Discipline	64
11	Students' Opinion on the Extent of Seriousness of	
	Indiscipline in the School	67
12	Teachers' Opinion on the Extent of Seriousness of	
	Indiscipline in the School	68
13	Students' Opinion on Student-Related Causes	71
14	Teachers' Opinion on Students-Related Causes of	
	Indiscipline	72
15	Students Opinion on Teacher-Related Causes of	
	Indiscipline	74
16	Teachers' Opinion on Teacher-Related Causes of	
	Indiscipline	75

17	Students' Opinions on School-Related Cause of School	
	Indiscipline	77
18	Teachers' Opinion on School – Related Cause of School	
	Indiscipline	78
19	Students' Opinion on Ways of Maintaining Discipline	
	in the School	81
20	Teachers' Opinion on Ways of Maintaining Discipline	
	in the School	83
21	Students' Views on Maintaining Discipline Through	
	Rewards	86
22	Teachers' Views on Maintaining Discipline Through	
	Rewards	87

Page

CHAPTER ONE

INTRODUCTION

Background to the Study

Indiscipline in schools has been a major concern to educators, parents and students in general from time immemorial. They are gravely concerned about disorder and danger in the school environment, it is a topic discussed at almost all Parent/Teacher Association meetings. The present situation is alarming. Students are openly defying the rules and regulations of the school. Order is giving way to disorder and it appears the students just enjoy being disobedient. Horrible stories have been reported in some schools. A scene at an inter-school athletics or football match is usually disgusting .Open insult and profanities are frequent. Destruction of properties and those of individuals is common. Occasionally, some teachers and students in urban and rural schools are robbed or physically attacked. Some experience physical injuries serious enough to require medical attention. For instance, some teachers at Tarkwa Secondary School were brutalized and some went on admission for months in 1990. Some personnel, students, and parents have called attention to the high incidence of related problems in school environments-problems such as drug use, cheating, insubordination, truancy, and intimidation, which result in countless school and classroom disruptions and lead to many suspensions. In American, classrooms are frequently plagued by other more minor kinds of misbehaviour which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this loss of instructional time (Cotton1990).

The spate of acts of indiscipline by some students in Ghana that dominated the national newspapers in recent times included in armed robbery case in Kumasi involving two students of St. Peter's Secondary School(Ghanaian Times, June 7,1996) and the possession of a pistol by a student of Aggrey Memorial Zion Secondary School ("Daily Graphic," December 17, 1999).

One fairly recent case was the shooting of a female student by a male student at Tamale Secondary School which was reported in the "Daily Graphic" of May 31, 2000. Students of the senior secondary schools in the Upper East Region have been notorious for strike actions. In Bolgatanga Secondary School students embarked on strike actions in 1992, 1993 and 1995, Navrongo Secondary School in 1996,St.John Bosco's Training College in 1997 and 1998 and Bawku Secondary School in 1997.

The educational reforms of 1987; Free and Compulsory Basic Education (FCUBE) brought about tremendous increase in student enrolment and a new system of assessment. This increased the workload of the teachers. As a result, attention on students' management was relegated to the background. This was very alarming and so required very serious attention. Until this was done, all the secondary schools in Ghana would be engulfed in mass strike actions that would have grave repercussions on education. Some had blamed the situation on indiscriminate exposure of the students to videos and bad parental care.

Others such as opinion leaders and some parents think that the school was to be blamed because teachers themselves had different ideas about the meaning of discipline. Administrators and teachers had suggested various methods by which the situation could be contained. These included reintroduction of corporal punishments like caning and social sanction such as withdrawal of privileges and dismissal from school.

The results of corporal punishment are unpredictable, even when they were successful at inhibiting inappropriate behaviour .Corporal punishment still does not foster appropriate behaviour. It often creates resentment and hostility, making good working relationships harder to create in the future. Corporal punishment is related to undesirable outcomes, such as increased vandalism and drop out rate in the school. In the view of the researcher the term "discipline" seems to have no specific meaning to which all educators are willing to subscribe .It may be defined in accordance with each educator's brand of educational philosophy, for this reason, it is most appropriate that, at the beginning of this research work, terms be defined so that we have a frame of reference within which to work. The English term" discipline" is derived from the Latin word "discipline which means "instructions" (Brown, 1964). Drever (1976) indicates that the root notion of discipline in modern usage is control of conduct Jones, F.H. (1979) pointed out that discipline may be 'positive or negative if it helps in the attainment of certain goal, or negative notion if it means punishment.

In addition to these the Chambers Twentieth Century dictionary (William, 1966) and Webster's new collegiate dictionary (Miriam- Webster 1953)

have a number of definitions, with the following shades of meanings: mode of life in accordance with rules, subject to control; order; punishment; control gained by enforcing obedience or order; orderly prescribed conduct or pattern of behaviour; self control.

These meanings imply that there is a goal or standard to be achieved and every effort must be made to bring about a personality that portrays the set standard. Where there is a conflict between the will of the enforcing agent and the one being controlled going against the set rules, then there is a disciplinary problem. The person who disobeys is then said to be an undisciplined individual. In the school situation, the students are the ones to be controlled, and the teachers and the administrators are the agents of control that is authority. Since the school in the community is a social system having the purpose of transmitting knowledge to learners, there is the necessity for control so that a meaningful interaction can take place between learners ,teachers and administrators .In the absence of control, indiscipline and chaos are the results and the set objective are not achieved,(Taba,1962; Sawyer & Telford1968).

Discipline was for that matter strictly enforced order and correction in almost every offence .It was believed that the fear of punishment, caning in particular, resulted in very few cases of indiscipline, as it is in the Holy Bible, "spare the rod and spoil the child". School discipline has two main goals: first, it ensures the safety of staff and students, and second, it creates 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 no criminal student behaviour.

Statement of the Problem

Indiscipline in schools is a major concern to parents, teachers and educators. In view of the present rate of indiscipline and concern shown by many people, if critical measures are not taken to check it, the consequences would be a disaster to the whole nation. There would be financial loss to the nation in terms of manpower development, for the right people may not be found to occupy position in the country in future. It is this fast rate breakdown in order, observed by the researcher in the school situation that prompted her to embark on this study.

The so called advanced countries, originators of many philosophies of education, are themselves plagued with all sort of youth vandalism, widespread drug abuse, immorality, plain disobedience to authority and violence. Ghana, the recipient of some of these philosophies such as the 'laissez-faire' and permissive philosophies is having its share of the problem too.

The teacher, whose traditional role is the transmitter of knowledge, is being threatened by this need to control his class. (Guskin 1970, P115) states that school teachers and administrators have been struggling to find ways and means of dealing with numerous disciplinary problems that they have to handle daily. Disciplinary problems in Kwanyako Secondary School are on the increase and have been a source of grave concern to both the School authority and Parents.

Kwanyako Secondary School is the only Secondary School in the Kwanyako village. The school is not fenced so people pass through it to and from the village. This has made it difficult to control the movement of the students. About two hundred and fifty students are accommodated in the school's hostel but they are not fed by the school. So the students spend most of their time in cooking and roaming in town aimlessly with the excuse of going to buy food. According to some teachers and some concerned citizens who stay in the village; many students are sometimes seen in town during class hours and in the night, which is very disturbing. Most of them, especially the boys give the senior housemaster a lot of problems to the extent of exchanging words with him when he tries to instill discipline. Lateness, absenteeism, pregnancy, abortions, stealing, bullying and disrespectfulness, are some of the offences committed. The assistant headmaster tried his best to control the movement of the students by being very strict on them. The students went on demonstration against him in 2004. Thirty-seven students from Kwanyako Secondary school have been suspended, twenty-four withdrawn from the hostel system and made day students and fourteen also dismissed due to indiscipline from 2003 to 2006 (Disciplinary File, Table 1.)

The consequences of these disciplinary measures affect not only the students but the whole school and parents. It is time consuming since every time there are disciplinary cases, the disciplinary committee spends time to meet; also students who are punished sometimes are affected psychologically. Those who have been dismissed may have no hope for a future career because most of the students who engage in indiscipline are not academically good. Most parents become disappointed and frustrated as their resources are wasted.

This study was therefore designed to look at the perceptions of students and teachers of the nature of disciplinary problems and ways of maintaining discipline in Kwanyako Secondary School.

Table 1

Disciplinary	Corrective	Year and Number			
Problem	Measure	2003	2004	2005	2006
Stealing, fighting					
Bullying, Truancy	Suspension	7	4	10	16
Stealing, Assault					
Bullying, Truancy	Deboardinisation	3	5	8	8
Pregnancy, Abortion					
Assault	Dismissal	1	4	4	5
Total		11	13	22	29

Disciplinary Cases and Corrective Measures

Purpose of the Study

The study sought to find out the perceptions of students and teachers on the state of discipline in Senior Secondary Schools. The specific objectives were to:

i. determine the extent of students' awareness of the state of indiscipline in the school,

- ii. determine the extent of teachers' awareness of the state of indiscipline in the school,
- iii. identify the causes of indiscipline in the school,
- iv. suggest ways of maintaining discipline in the school

Research Questions

The study sought to answer the following questions:

- 1. What are the students' perceptions of discipline in Kwanyako Secondary School?
- 2. What are the teachers' perceptions of discipline in Kwanyako Secondary School?
- 3. What is the extent of seriousness of indiscipline in Kwanyako Secondary School?
- 4. What are the causes of indiscipline in Kwanyako Secondary School?
- 5. What measures can be put in place to maintain discipline in Kwanyako Secondary School?

Significance of the Study

The rationale behind the study was to create awareness of the disciplinary problems facing Kwanyako school administration and to bring to light the causes of indiscipline among students. It is anticipated that the outcome of the study could be utilized by Kwanyako school teachers to directly to improve upon disciplinary measures in the school.

The study will also help teachers and the school administration to create an acceptable atmosphere for the development of good social behaviors among

students. It should stimulate further study on indiscipline in other schools, and thus contribute to improving upon standards of discipline at the secondary schools in Ghana. Finally, the study highlights the need to use individual school's research analysis as a sound bases to address the particular disciplinary problems of specific Senior Secondary Schools in Ghana.

Delimitation

The study was restricted to Kwanyako Secondary School because the researcher's intention was to implement the findings of the study in the school to improve discipline. For that reason the study was a case study which is an appropriate and suitable method for this purpose, because it was situation focused.

Limitation

One obvious limitation is the researcher's objectivity. As a teacher in the school, there may be the tendency to suppress some indisciplinary issues such as pregnancy and truancy, to protect the image of the school and over emphasize good behaviours such as punctuality and good academic performance as a way of protecting the school.

Operational Definition

For the purpose of the study, the following terms have been operationally defined.

- 1. Educands –all those thought to be uninformed of some subject matter and are therefore under tutelage.
- Educators all those concerned with the teaching of the educands, for example, teachers, headmasters, education officers among others.

- 3. Administrators those persons having the responsibility of ensuring the smooth running of a school so that the school objectives are achieved
- 4. Indiscipline unacceptable attitudes, conduct and relationships within the school and community.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section deals with the review of related literature on issues related to indiscipline in schools. The review is organized in sub- headings namely: the meaning of discipline, the major causes of disciplinary problems and ways of maintaining discipline.

The Meaning of Discipline

Is "discipline" concerned with preventing misconduct or with punishing it? The word, according to the American Heritage Dictionary of the English (1975), refers to both prevention and remediation. It can be "training that is expected to produce a specified character or pattern of behaviour" "controlled behaviour resulting from such training", but it can also be "punishment intended to correct or train." Educational researchers have examined both the prevention and remediation aspects of school and classroom discipline, and thus findings about both are cited in this work.

Jones (1979) said that "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption" (p.26). Variations on this definition are offered by Duke (1989), Gettinger (1987), Strother (1985), and many others. Researcher William Wayson notes that some educators view disciplinary activities as irritating intrusions into school life which should not be necessary. Wayson disagreed, regarding these activities as a natural part of the educational process, quoted 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. Whatever their exact definition, most researchers and writers seems to agree that nowhere is it more true that "an ounce of prevention is worth a pound of cure" that in the area disciplining young people in educational settings.

A careful study of the literature suggests that most people have divergent views on the subject of discipline. This is clearly stated by Webster (1968, p.4) when he states that "to some people discipline means counselling the students, guiding and persuading them towards desired goals. To others discipline means self- control with responsibilities and good manners. To some it means punishment for the violation of rules and that students should do as they are asked and should not defy teachers'.

Webster (1968 p.4) saw discipline as "development within the individuals of the necessary personal control to allow them to be effective contributing members of a human community at large". For this to be possible Webster explained that effort should be made to enhance the development of internalized personal control based upon firm belief in the ability of the individual to learn both to respect and co-operate with others. He added that when students are provided with the opportunity to participate in making decision about things which control behaviour, they will be able to set limits and choose from behavioural alternatives to learn personal control. He justified his views by stating that "True self – discipline can not be learned if restraints are superimposed from without" (Webster, 1968, p. 5).

Asiedu-Akrofi (1978, p.138) identified two kinds of discipline. The first one "exists in support of (Webster (1968). Asiedu –Akrofi explained that when students understand and participate in making rules they become responsible and co- operative. Asiedu-Akrofi considered the second kind of discipline as externally imposed sanctions where students are always compelled to obey their teachers. He explained 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. However, experience shows that a teacher's greatest professional efficiency is how wisely the two approaches to the maintenance of discipline are balanced.

The above view about externally imposed discipline was also observed by Reid (1962, p. 133) when he stated that "in any school some measures of imposed discipline is justified and the disorderly must not be allowed to interfere with the liberties and rights of others and even with their own". What justifies discipline is that the students must be led through the externally imposed to choose for themselves laws through which they may become emancipated. He concluded by stating that "discipline requires freedom of choices and the understanding of consequences. It teaches students to impose limits on themselves, as to what to do and what not to do," (Reid, 1962, p. 1370). Thus by choosing to behave in certain ways individuals learn to gain acceptance from others and consequently acceptance of themselves.

In support of the above view of discipline, Tamakloe, Atta and Amedehe (1996) saw discipline as a training that develops self-control, character and efficiency. They viewed discipline as self-discipline in which a learner decides to put him 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.

This type of discipline confirms the existentialists' view of human nature that every man has the freedom to choose what he wants (Nyong 1996). Also, where there is freedom and choice there is responsibility, so every man must be responsible for his action. Unfortunately many students cannot do this and it is for this reason that punishments or rewards have to be used to make them finally act in accordance with the accepted norms Sherster and stone (1976) suggested among four approaches to discipline. These are:

- (a) discipline as imposition of punishment on a culprit for wrong doing,
- (b) discipline as rehabilitative effort at helping deviants through acceptable channels of relieving themselves of frustration,
- (c) discipline as prevention of misbehavior by providing of conducive climate for positive behavior and
- (d) discipline as a corrective measure and promoting self-directed behavior.

This description suggests that two broad views of discipline whether applied in a school or any institution are one, discipline as a corrective measure imposed from above for misbehavior or offence It is also a measure intended to deter others from committing similar offences. The second is discipline as a technique to motivate students to exhibit good behaviour. Thus Shertzer and Stone feel that the fourth aspect of discipline as described above is guidance operated and promotes self-control.

According to Charles (1998, p.4), discipline is tied directly to misbehavior. What sets misbehaviour apart from behaviour is that misbehavior refers to behaviour that people do not like, approve or condone. Students sometimes behave in ways considered hostile, abusive and disrespectful. Teachers do not approve of these behaviours and thus are labelled misbehaviours. Thus Charles (1981, p. 4) explained 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 understanding of consequences and thus required one to be in conscious control of one's behaviour and emotions such as anger, hostility and defiance of authority.

Educationists understood discipline as a self-induced condition and external imposition of sanctions (Tetteh-Enyo, 1995). According to Tetteh- Enyo (1995), 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 a training of the mind that is self-induced or externally imposed. He concluded that children would be ill-prepared to face the rigors and realties of life in future if they do not permit the molding of character through rules and regulations.

African Traditional Religion supports the idealistic perspective of discipline, the ideal here is that what is held by the society as good, which has been handed down by ancestors or gods. Evil is frowned upon and good is encouraged. To ensure a disciplined society, rules and regulations are provided and are expected to be obeyed. Some serious wrong doings or sins are not just against an individual but gods, the ancestors and the Supreme Being Himself. Certain acts of indiscipline are therefore tabooed and anyone committing them receives swift punishment which may come if not from man, or from the gods. Religion therefore gives a backing to good disciplinary conduct. Everyone has the duty to ensure that the taboos are kept since infringement of them brings displeasure of the gods not only on the culprit but also a the society as a whole." Among the Akans" writes Rev. Sarpong, 1972), every ethical conduct may said to be religiously oriented There are no ethics for the sake of ethics; nor is the observance of ethical norms a purely individual affair.

Everyone is the other person's keeper (p.41). Africa Traditional Religion therefore upholds the idealistic philosophical view of discipline. Individuals must be brought up to a standard or ideal by the society. In the religious sense then, one could state that the perception of discipline is based on the recognition of man's tendency towards evil rather than good as expected by the gods, the ancestors, or the Supreme Being. There is therefore the need to enforce discipline through the use of rules and regulations in order to produce a good society.

In relation to the importance of discipline, Charles (1981) calls on teachers to do everything reasonably possible to forestall misbehaviour and to

correct it quickly and effectively when it occurs. He advised teachers never to be reluctant to discipline students because discipline "Is the key to learning, sanity and joy in the school... It keeps students on task, help them establish responsible behaviour and insists on their exhibiting good human relationships" (Charles 1981, P. 209). Tetteh-Enyo (1995,p.33) supported this observation when he stated that discipline is a necessary condition for school work and no school can afford to work in an atmosphere of indiscipline. He added that "discipline not only sets the tone of work but also determines the rate of achievement". He concluded that discipline fosters growth and development and must therefore be enforced.

Acts of Indiscipline

Disciplinary problems that occur in schools are many and varied. Acts of indiscipline are sometimes discussed based on their frequency in schools, how serious the given offences are and whether the disciplinary problems have reduced or worsened over time (Charles 1983). In whatever form disciplinary problems are discussed, Charles (1983) stated that teachers are most concerned about three kinds which are

- (a) Behaviour that affronts their sense of morality,
- (b) Behaviour that is defiant and aggressive, and
- (c) Behaviour that disrupts class work. He explained that the common disciplinary problems under reference are truancy, stealing, fighting, cheating, bullying and lying.

Milliman, Schaefer and Cohen (1980) identified lying, stealing and cheating as acts of dishonesty among students. They explained that students tell

lies in various degrees which reflect fear of failure, fear of a punitive, insensitive parent or a disturbed capacity to distinguish realty from fantasy. Also, when students steal, it may be as a result of a momentary lack of judgment or from misdirected peer influence Milliman et al (1980) explained 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.

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

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 Mendler, 1988). Curwin and Mendler 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 the other. Their studies revealed that by age seventeen about twenty five per cent of the boys and sixteen per cent of the girls

are regular smokers. Also, it was rare to find a high school students who have not had an alcoholic drink among teenagers ranged from 30% to 80%. Curwin and Mendler explained that curiousity, peer pressure, personal problems and other factors contributed to the use of drugs.

Sexual behaviour is one major disciplinary problem in educational institutions which has been highlighted as presented by Mlllman et al (1980). 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 14 year age group" (Mlllman et al, 1980, p.408). In Ghana the situation is not that different as many teenagers dropped out of school due to pregnancies (Tetteh-Enyo, 1995). Available evidence indicates that females aged 15 to 19 years contribute to about 10 % to the total number of birth recorded in Ghana (Ghana 1999). These figures indicate the volume of cases of sexual behaviours being handled by teachers. This also indicates many adolescent's inability to cope with his or her developing sexuality and as such poses serious acts of indiscipline in educational institutions.

Charles (1981) noted that these acts of indiscipline keep increasing with the rapid changes in our beliefs, customs, occupations, values, the development of urbanization and industrialization and the general scientific and technological influences. He explained that such behaviours have negative effects on school atmosphere and learning. MIIIman et al (1980) also identified that societal changes have made adult authority and leadership less secure. This has resulted in increased disrespect towards school authorities and in more violent acts against school authority. MIIIman et al explained that acts of indiscipline include

"students openly refusing to comply with requests from a teacher and being impulsive and self-centered. There are some students who have authority problems that are manifested in rebellious negativistic attitudes towards the teach rs" (p.485).

Acts of Indiscipline

On acts of indiscipline among teachers, Adentwi, (1998) identifies three main categories of behaviours. These are:

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

Barnes (1963) in a study among elementary teachers pointed out that some of the most frequently mentioned causes of indiscipline are insufficient ability of teachers to identify differences in pupils' interest, desire for attention on the part of pupils, differences in family values, insufficient parental interest, limited intelligence and limited home background.(p.293). In broad terms these causes could be said to be associated with the environment, the school and heredity. Teachers' attitude of ignoring misconduct: This attitude suggests that both students' behavior and attitudes are adversely affected when teachers ignore violations of school or classroom rules. Ambiguous or inconsistent teacher response to misbehaviour: When teachers are inconsistent in their enforcement of rules, or when they react in inappropriate ways (such as lowering students' grades in response to misconduct. Among the kinds of punishment that produce particularly negative student attitudes are public punishment (Elliott 1989) and corporal punishment.

Causes of Indiscipline

When John Hopkins University researchers Gary D. Godfredson and Denise C. Godfredson (1985) analyzed data from over 600 of the nation's secondary schools, they found that the following school characteristics were associated with discipline problems ; Rules were unclear or perceived as unfairly or inconsistently enforced, students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper responses or student misconduct; teacher-administration was poor or administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools were large or lack adequate resources for teaching (Gottfredson 1989).

After reviewing dozens of studies on students' behaviour, Duke (1989) agreed with many of the Gottfredsons' conclusions. That orderly schools, he noted, usually balance clearly with established and communicated rules with a climate of concern for students as individuals, while small alternative schools

often maintain order with fewer formal rules and a more flexible approach to infractions than large schools typically have.

Gnagey (1968) also identified ignorance and lack 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 when statutes are operational and which are just on paper" (Gnagey, 1968 p.14).

In addition to ignorance of rules, Stenhouse (1967) identified too many rules and inconsistency in their application as a cause of misbehaviour.

Blair, Jones and Simpson (1975) stated that the behaviour of a child at any moment, is the result of biological and environmental factors operating simultaneously. This implies that behaviour is caused and thus there are causes behind every type of behaviour exhibited by children.

Dobson (1983) traced the causes of indiscipline among the youth to bad childhood training. He pointed out that there is a critical period during the first four or five years of a child's life during which can be taught proper attitudes.

Unfortunately, most parents reward the wrong at this early stage thereby reinforcing the negative rather than the positive attitudes, therefore setting the stage for future rebellion. On discipline in the classroom, Dobson pointed out that the second most influential forces in the rise of disorder have been the school .He stated that, it should now be apparent to everyone that we are in the midst of a world wide revolution. In Dobson's view then, the causes of indiscipline are rooted in two broad areas of the home and the school. Smith (1969) mentioned five causes of indiscipline in schools. These are frustration, inhibition, broken homes, ill heath and personal maladjustment. He pointed out that the home has a very strong impact on the behaviour of the child in school. Smith states, for example that: lying and stealing are more frequently observed in children of broken homes than those whose parents are living together. Impoverished backgrounds and low standards in values are found to be associated with a lack of sensitivity to conventions and a tendency towards defense behaviour. (Smith 1969). Thus Smith supported the view of others like Wright (1971) and Caulley (1963), in pointing to the home as a source of indiscipline in later life.

For the purpose of this research the cause of disciplinary problems will be clarified as (a) student-related causes (b) environmental factors, (c) teacherrelated causes, and (d) school-related causes.

Student-Related Causes

Student related causes of indiscipline focus on the psychological nature and the sociological background of individual students and groups within the school that predispose them to put up unacceptable behaviours in school. Blair et al (1975) in their studies of human behaviour attributed the causes of student's misbehaiour to the biological characteristics they possess, the kind of experiences they have had and the social pressures operating on them at any 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 form 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, even though accept adult authority but they test it frequently and rebel if they find it unjust or without logic (Blair et al, 1975, p. 20).

In addition, Blair et al (1975) identified 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 or her behaviour most often goes contrary to the school's rules . Blair et al (1975) stated further that not all acts of misbehaviour in the school are due to personal and emotional maladjustments. They stated that some problem students "are relatively well adjusted youngsters who, in order to satisfy their very normal needs, identify and associate with antisocial groups.

Because of group pressures, they conform to what is expected of them and thus eventually find themselves in difficulty (Biair et al, 1975). The effects of peer-group influence on discipline are identified by Stenhouse (1967). He stated that as students enter adolescence, the peer group assumes an extreme importance and peer norms begin to favour independence from authority. Thus students sometimes misbehave in order to get 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 peers and Stenhouse (1967) attributed this behaviour to the value teenagers place on peer norms.

Blair et al (1975) explained further that when children experience failure they sometimes develop negative feelings about school work and become aggressive in their behaviour. However, a child who is achieving his or her goal is seldom a disciplinary problem. Such a child is in the best possible emotional state and continues to benefit from the learning experiences of the school while those children who are unsuccessful academically tend to put up negative attitudes which end them into trouble.

In support of Gnagey (1968), Blair et al (1975) wrote that conflicting rules generate disciplinary problems in a school where student and teachers have a 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. As cited by Trotter (1972) who showed that views, values and beliefs that characterize minority-group students often clash with those of their teachers. Thus 'behaviours that are considered good and right by minority students might be considered bad and wrong by a teacher' (Blair et al, 1975.p. 21), they add that class differences 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 indisciplined by their teachers which spurs them to misbehave.

Environmental Factors

The environmental factors that promote indiscipline include the family and community which have negative influences on the behaviour of the child. With regard to environmental factors contributing to students' misbehaviour in school, Bair et al (1975) identify parental deprivation resulting from the death of one or both parents as well as divorce and violence within the home. They cited Trotter (1972) who had shown the relationship between deviant behaviour and family instability. Trotter showed that children who come from homes that had been broken by death, divorce and violence were more often maladjusted. He explained that some students from families that incorporate violence as a value and use it as a method of control were most engaged with disciplinary problems. Through imitation of parents at home this kind of behaviour perpetuates itself from home to school.

Blair et al (1975) also identified the inadequacies of the home as a factor that makes students frustrated. They explained that some students get frustrated as a result of conflict in the family and lack of affection from parents. In an effort to reduce pent-up feelings and tensions, such students employ anti-social behaviours such as aggression and truancy. Blair et al (1975, p. 397) explain that, "The truant child who is disapproved of in school has many familial disadvantages. The severity and quantity of cases of school indiscipline bear a high correlation with the degree of family instability". Curwin and Mendler (1988) also identified the lack of a secure family environment as an environmental cause of indiscipline. They stated that throughout the last century society had undergone major shifts in values and traditions. The extended family has been replaced by smaller nuclear units and divorce rate has steadily risen. Curwin and Mendler (1988) also noted that all these changes have made it increasingly difficult to raise children in the traditional ways. This is because people have not been successful in developing family systems that match their shifting life styles and many parents have no new options for providing a secure family structure.

On the role of the media in promoting indiscipline, Blair et al (1975) saw the media as an agent which sometimes projects violence as a value of the community in which they live. They noted that the values that the media often presents to the adolescents are violent. Blair et al (1975) cite Bandura (1971) who had stated that the media presents a youth sub-culture in the kind presented on television and in movies as rebellious and the youth in many communities have accepted this. Bandura (1971) explained that film-mediated models are just as effective as real life models in shaping children's aggressive responses. In support, Curwin and Mendler (1988) observed that the most popular shows on children television show glamorized and glorified anti-authority protagonists as they behave irresponsibly. They believe that television and other media have a potentially damaging effect on children. Kids with special needs seem particularly at risk. It would be unfair to blame the biological characteristics and factors from the home and its environment alone for student's misbehaviour and general indiscipline in schools. This is because the school is a community with a culture, values, relations and inter-relations and these also influence the behaviours of students both negatively and positively.

Teacher-Related Causes

There are many situations in which teachers may knowingly or unknowingly lead students into acts of misbehaviour. Teacher-related misbehaviour is often associated with the teacher's personality, self-presentations or relationship with students.

In relation to the characteristics and personality of the teacher, Webster (1968) observed that if a teacher dresses improperly or immodestly to class his or her appearance may trigger off indiscipline in the form of ridicule or negative comments. In support of the teacher's characteristics causing indiscipline, Stenhouse (1967) explains that teachers who fail to overcome domestic squabbles and frustrations become verbally aggressive towards students in the classroom. These emotional outbursts do not create a good relation since students soon start to resent and rebel against such a teacher.

The school environment involves interpersonal relationships between teachers and students and among the students themselves. Webster (1968, p. 34) identified teacher-student relationship as a source of misbehaviour as he observed that "A teacher who is unable to maintain the appropriate social distance required by his dealings with students can find they fail to respect him as an adult". He explained that this problem arises when teachers relate at intimate levels with the students such that respect for their role as leaders and adults is destroyed.

On the issue of teacher-student intimacy related problems, Webster (1968) again notes that behaviour problems arise when a leader directs his attention to certain student or group of students and ignores others. He explains the "students who are not permitted to interact with their teacher in informal conversations are more likely to become hostile and malicious toward the teacher and their more accepted peers" (Webster, 1968, p. 35). In support, Blair (1975, p. 400) state that; "students do not want to see anyone be a favourite, 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."

Punishment has been among the most frequent forms of man's attempt to train his young because of its power and because of its ease of use. This is observation by Blair et al (1975) who noted that punishment is often accompanied by undesirable results which include hostility and resentment towards the punished and a disintegration of the student morale. Webster (1968, p. 36) also note that when teachers employ extremely harsh rules or regulation to punish students, it produces behaviour problems and cautions that "Excessive control over students elicits feelings of rebellion and hostility which results in counteraggressive behaviour in students". He advises that teachers should more frequently reward good tendencies in place of repressing bad ones.

School-Related Causes

School-related causes of indiscipline refer to misbehaviour caused as a result of what happen on school environment. This includes the organizational set up of the school, its leadership, its policies; the nature of school rules; the system of sanctions and punishments; practices of individuals within the school and every activity in the school. All these play an important part in influencing students' reactions and whether the reactions will be negative or positive depend on the effectiveness of the leadership.

Many writers support the setting up of rules and regulations in a school to guide students in their behaviors. Examples are Stenhouse (1967), Gnagey (1968) and Aseidu-Akrofi (1978). They have stated that these rules should be few, simple and consistently enforced. Thus where these principles governing effective school rules are not followed, students may become confused about what is expected of them in terms of conduct and misbehave as a result. They further stated that youth is a period of self-education and does not need rigid control and school masterly absolutism which has been nursed into our schools by our cultural belief that children should be and not heard. This militates against students who desire to have their opinions expressed and where students were not given the chance to participate in the formulation and administration of rules and regulations but are rigidly controlled, show their dissatisfaction by misbehaving. In support of students, Brown (1964, p. 259) expressed the opinion that "students should have some voice in policy making with the reasons that, in a democratic institution, all parties concerned should have some representation and that students will be more inclined to abide by the policies if they helped establish them".

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 aspects of school life is very likely to have a very good state of discipline. This has been established by Trotter (1972) who, said that 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 had a definite impact on the behaviour and academic performance of its students. He observed that schools which were noted for good academic performance had their students performing well in school, whereas those schools which emphasized proper student behaviour but did emphasize academic achievements also produced positive results in terms of student behaviour. In addition, Trotter found that generally a school with low delinquency and low truancy also did well academically. In his conclusion Trotter 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.

Asiedu-Akrofi (1978) believed that some of the disciplinary problems that occur in schools result from the failure of the schools to provide appropriate guidance and counselling services to the students. He noted that "the phenomenal increase in school enrolment, the varied socio-economic backgrounds of the children who entered our schools, the rigid subject-centeredness of our school curricula and the glaring individual differences that marked school children tend

to challenge the teacher" (Asiedu-Akrofi, 1978,p.122). Thus students might require guidance and counselling not only for personal adjustment but also in choosing between optional subjects and programmes and making vocational or career choices. Asiedu-Akrofi states that disciplinary problems may result where the school does not have any programme to deal with these issues and help students who have behaviour problems.

The violation of rules and regulations is an accepted practice in most societies in which there is a desire to live an orderly life, some also, punishments for misbehaviour had a substantial influence in controlling students' behaviour in the school. But there are limitations in punishment as a form of treating misbehaviour and some school authorities have not taken note of this. Anderson and Dyke (1963) observed 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. Thus in some schools, the rules and regulations spell out automatic penalties without recognizing individual differences in students which is important to determine the disciplinary actions that will provide different learning experiences. Anderson and Dyke(19630 explained 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

level, punishment is a supplement to other techniques in developing responsible conduct and not a cure-all for school disciplinary problems.

Ways of Maintaining Discipline

Behaviorist psychologists such as Dobson (1983) and Siann and Ugwuegbu (1980) believe that a child's behaviour is as a result of his or her psychological nature or factors and sociological background. They have suggested that teachers should be sympathetic toward misbehaving children. They imply 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) observed 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 students to participate in and thereby avert troubles. In order to maintain discipline many writers on school discipline have stated that the best way of handling misbehaviour is to prevent it from happening. A few are Stenhouse (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.

In support of preventive discipline, Charles (1981) believed that one can build total discipline by attending to all aspects of discipline in totality but admits that all disciplinary problems can not be eliminated. Building total discipline is done by preventing bad behaviour from occurring, supporting discipline by implementing techniques of supportive discipline and correcting discipline

Preventive Discipline

Charles (1981, p. 222) noted that you can not prevent all behaviour problems but you can prevent many of them. This implies that as part of strategies for dealing with misbehaviour, school administrators can prevent 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 serve as standards against which the conduct of the students 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 rationale behind each rule and the reasons behind the rules whether or not they welcome the rules. He added that the rules should be explained to students, clearly showing both the negative and positive consequences when they behave in line or against the rules. Webster explained that it is important to make students 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 student' misbehaving so that they can be punished but should be

designed to provided guidelines that help children examine their own behaviour considering its effects on themselves and others.

Crispin (1966) has shown that participation in formulation of rules have a great effect on students behaviour. He reported how a new teacher's concept of disciplinary method brought order to a study hall in a school in America where pandemonium used to reign. The new teacher explained to the children the conditions and atmosphere that were desired and asked the children to set up a committee to draw procedures to be followed by all. The children developed rules of conduct and designed a system for enforcing the rules they had made. When this was implemented, the children began to take an interest in their study hall and discipline ceased to be a problem.

One of the implications from Crispin was that the new teacher worked through her pupils and not against them. The improved discipline relied on the establishment of rules as a means of preventing problem behaviour. It also entailed keeping students actively involved in their school work and curtailing misbehaviour. To maximize effectiveness of school rules, Blair et al (1975), also suggested that students need to be involved in developing the rules; rules need to be clearly stated and should be as few as possible and lastly, students behaviour should be closely monitored and frequently discussed to ensure that it is consistent with school rules. In support of maximizing effectiveness of school rules, Musaazi (1985) added that the rules and an explanation of their implications for the smooth running of the school should be written down and if possible circulated to all students and staff. He called for teachers to set good example of

disciplined behaviour and always display courtesy, consideration, respect, a professional manner, honesty, punctuality and good speech" (Musaazi, 1985, p. 183).

Gnagey (1968) also noted that rules should be well published, consistently enforced and revised in response to changing needs. He explained that if rules are not relevant to be inappropriate then disciplinary problems will easily result. Also, if a teacher falls 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.

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

Charles (1981) observed that acceptance for everyone is a technique that does much to prevent behaviour problems. He stresses that "students' prime objective is to be accepted, to feel wanted, to feel that they belong" (p. 225) in the school and one way to foster a sense of belonging is to give attention to every student. He advised school authorities and teachers to speak directly to individual students as often as possible and call them by their first names. This creates awareness in them that the school principal knows and cares for them. In support of relating well with students, Musaazi (1985) identified effective communication among staff and student as essential for good discipline in school. He adds that information which is important to students should be communicated to them through school councils and prefects.

Tetteh-Enyo (1995), in his address to Headmasters and Headmistresses of second cycle institution, admitted that maintaining discipline in schools is not an easy task since it goes beyond having rules and regulations, a daily routine, a code of discipline and a schedule of sanctions as members of the school society, respect the rights and responsibilities of both staff and students and appreciate basic freedom as well as limitations of personal freedom just as it is done in the wider society.

With regard to school rules, Tetteh-Enyo (1995), called on heads to relate them to the purpose of the institution and should be part of the general moral and legal codes of the wider society. He added 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 headmasters or headmistresses to solve. Cudjoe (1996 adds that the headmaster should endeavor to establish a good channel of communication to ensure free flow of information from top to bottom and bottom to top. This would help remove tension which often leads to disturbances in schools.

Supportive Discipline

Teachers do what they can to prevent misbehaviour but not all misbehaviour can be prevented. This is because, as Charles (1981, p. 255) observes, 'there are times when students become restive, have difficulties, are seduced by attractive objects or fall under the spell of intriguing school mates and friends and as a result put up unacceptable behaviours" He advised that at the first signs of incipient misbehaviour, teachers should implement techniques of supportive discipline which help students maintain self control and behave appropriately.

Supportive discipline is a psychological approach to disciplinary problems. It is a system of discipline which attempts to produce lasting changes in students' behaviour through the process of calling on them to make value judgments about their behaviour. Supportive discipline is the belief of Glasser (1969), Dreikurs (1971 and Ginott (1972), as cited in Charles, 1981 that:

Behaviour 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 teachers' responsibility to support the students to

make good choices, choices that bring success and a sense of belonging rather than failure (Charles 1981).

Glasser, Dreikurs and Ginott (1972) supported Webster's (1968) view of discipline as "the development within persons of ability, to control themselves in order to achieve certain objectives" he stated that the technique 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 (1968, p. 49) explained that this kind of desired discipline "can be obtained only if we base techniques and approaches upon reason, respect and relevance". Disciplinary techniques which promote self-discipline in students must reflect the use of reason 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 be accorded respect as a human being. On the relevance of disciplinary techniques, Webster (1968) concluded that punitive actions taken against a student must be reasonable, 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 were:

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

- 2. If misbehaviour takes place teacher should listen to the reasons which students give for their actions
- 3. If a punitive action must be taken, students must be 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 misbehaviour which the teacher is trying to extinguish.

Charles (1981) suggested other techniques that teachers could employ in giving attention to supporting self-control or self-discipline. Charles advised teachers to help students make better choices by making them see that they have the right to choose how they will behave. All behaviour has its consequences and teachers should always invoke those consequences or choose to behave in a bad way to receive negative consequences.

While supportive discipline based on a choice to act in a good way or in a bad way has elements of proven effectiveness (Charles 1981), it does not give attention to the inner difficulties that affect each student. It over simplifies disciplinary controls and places too much responsibility on the young personalities without regard to counselling or developing rapport between the teacher and students. Counselling is not a perfect approach to discipline for all teachers and all students all of the time. This is confirmed by Tamakloe ,E.K.Atta, E.T.& Medahe, F.K.(1996) (1996) when they stated that many students can not willingly choose to do what members of the society accept as good behaviour.

Another technique advanced by Charles (1981) to support discipline is to reward success. The use of rewards motivates and builds up students' selfconcepts which remove many of the causes of misbehaviour. Charles (1981), explained 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 student realizes that good behaviour has worthwhile payoffs "(Charles, 19981, p. 107).

The following have been recommended by psychologists to give maximum effect of rewards:

- 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 be 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) saw the giving rewards as meritorious act and an expression of authority's approval of the action that earned the award, and hoped that the child will enjoy and value the approval and that perhaps others would take note and emulate. He explained that as punishment is a deterrent, so reward is used as an incentive in conditioning. Reward as an incentive to better efforts may, to some extent, prepare the way for growth and reform. Gnagey advised that the teacher should not hesitate 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 Milliman et la (1980) have stated that rewarding positive behaviours in a truant will undo the maladaptive pattern. They revealed a positive change in truants as a result of rewarding positive behaviours. In their approach to truants the student was treated as an equal and in the process dealt with as a mature participant who had the major responsible 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, the truant's absentee rate consistently decreased.

Anderson and Dyke (1963) have also stated that to achieve self-control a guidance and counseling programme is a positive approach to discipline which stresses on developing a human being as a unique personality. They explained that the major objective of guidance and counselling is the achievement of self-control which is dependent upon the ability of the individual to assess the consequences of his own behaviour and act accordingly. Apart from focusing on

the development of the individual to learn about himself for purpose of making satisfactory adjustments, guidance and counselling also offers the students 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 counselling by the entire staff will aim at long-range gains.

On the other, Anderson and Dyke (1963) have warned that in providing guidance and counseling programmes, discipline can be a source of conflict among counsellors, student, teachers and school authorities. They advise that counsellors should be used as substitutes for referring deviant students to the head of the school. They added 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 counsellor for help. Such a situation will result in conflicts among counsellors concerning their obligations to students, teachers and administrators and their own counselling philosophy.

In support of guidance and counselling, Brown (1964) observed that group counseling makes possible some prevention or correction of anti-social behaviour. He explained 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 or she is prone to express himself and release his tensions. In such groups, a counsellor will prove useful by giving his services in the nature of directions to help them control their troublesome emotions through control of their release.

Corrective Discipline

Teachers do their best to prevent misbehaviour and to support self-control through attention and communication. Yet students may violate established rules and choose bad behaviours. Charles (1981) stated that when students choose to misbehave, corrective measures should be employed to redirect their behaviour. Students who break the school rules are punished since consequences are linked to rules and students know in advance what they are. He advised 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, warned about the negative effects that punishment has on students and discipline. He observed that some punishments generate fear in children and reduce their creative problem solving abilities. Punishment impacts negatively on the interpersonal relationships between the students and teachers by creating dislike among the two parties. He explained that the frequent use of harsh methods of punishment may also result in a negative attitudes towards the school, the teacher and the learning process on the part of the student. Stenhouse stated that the greatest shortcoming of punishment is that it does not teach alternative methods that may be used to prevent future misbehaviour.

Not withstanding these, there are many misgivings against the use of punishment, Musaazi (1985) suggested a few basic principles that are considered helpful when punishing students. These were;

- 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 or her 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 serves to undermine the importance of farming and the students come to hate weeding as they 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 the authority of the teacher or school.
- 5. The teacher must keep a positive relationship with students despite the punishment.

The methods of preventing indiscipline, supporting discipline and correcting discipline are attempts to help create a school environment which conducive for learning and positive relationships. But perhaps 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 students and teachers have different personalities with different backgrounds because they come from different communities with different ways of life. Thus an approach that may be effective for one teacher in correcting a student may not work well for another teacher. What remains then as Charles (1983, p. 63) advised, "is for teachers to construct their own personal systems of discipline that will complement their personalities and philosophies while attending, at the same time, to the realities of their students, schools, curricula and communities'. He added that this would help them with the realities of the situations in which the work.

Stenhouse (1967, p. 150) 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 disciplines as a result of the varied social settings 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 backgrounds may be different from the standards being impressed on the children by their parents.

Stenhouse (1969), appeals to teachers to be guided by these principles, never to generalize but see the student as an individual. Where the values which realize that there are rules, but that these rules work.

Summary

The literature reviewed provides varied broad perspectives on the subject of discipline in schools. The concept of discipline has different interpretations to different people. For instance, to some, it means the imposition of external sanctions for wrong doings to compel students to obey. To others, it is rehabilitative efforts for helping problem students find acceptable channels of relieving themselves of frustration. Discipline yet another perspective, means prevention of misbehaviour and the use of corrective measures to promote positive self-directed behaviour. 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.

The literature also revealed that while some behaviour problems are caused by problems within the home, negative and bad influences from the community could also play a role. In the school environment the relationships among students and the nature and attitudes of teachers may influence the behaviour of the student negatively. As well, the organizational set up of the school; its policies and nature of the school's rules also play an important role in influencing student behaviour.

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

When a disciplinary problem arises and when the cause has been located, it becomes necessary for some means to be employed to achieve a desirable result. Many suggestions have been put forward by different authority and it can be concluded that one method which might be appropriate with one person or some individuals in a particular situation might not be suitable to another individual or group of persons in a different situation. Hence, techniques of discipline may vary from situation to situation and from individual to individual.

CHAPTER THREE

METHODOLOGY

This chapter presents an overview of the methods and procedures used to carry out the study. It describes the research design, population, sample and sampling procedure used as well as how data was collected. In addition the methods used to analyse the data are also described.

Research Design

The research design for the study was a case study which focused on a particular problem. Borg and Gall (1993) stipulated that the case study researcher sacrifices generalisability for an in- depth understanding of a single phenomenon under consideration. This implies that the case study places emphasis on problems in a local setting and its findings are to be evaluated in terms of local applicability and not universal validity. Even though case study research sacrifices generalisability, it also provides an in-depth understanding of a single instance of the phenomena and consideration (Borg and Gall, 1993). This study seeks to find out whether students and teachers understood disciplinary issues as it pertains in the school and their implications. Thus the design was utilized to find out the perceptions of students and teachers of Kwanyako Secondary School on the state of discipline in the school and find ways of maintaining it.

Population

The target population of the study was made up by students of Kwanyako Secondary School who entered the school between 2004 and 2006 and teachers of the school. The total population of the students stood at 520 according to the class list for 2004 to 2006. (Table 2). The teacher population consisting of 19 professional and 6 non- professionals was made up of 9 females and 16 males.

Sample and Sampling Technique

The sample was made up of two categories of respondents; one of students and the other of teachers. The sample of student comprised 20 per cent of the students' population. Thus a total of 104 students made up of 20 per cent students from each of the three levels of the school were selected through the random sampling technique.(Table 3). The simple random sampling procedure was preferred in selecting the subjects because the representative ness of the sample to the population was guaranteed since in this method each person had an equal chance of being selected.

Purposive sampling however was used to select the teachers. Out of a population of twenty-five teachers in the school twenty were sampled for the study. They included one assistant headmaster, two senior housemasters and two senior housemistresses, six house masters, six housemistresses, one Guidance and Counseling Co-coordinator and two other teachers.(Table 4) The rationale behind this purposive sampling was that these personalities had certain responsibilities and that they were also involved with discipline in the school in one way or the other. These put them in a better position to provide relevant information for the study. All the teachers sampled responded to and returned the questionnaire.

Table 2

Total Students Population-Year 2005

Class	SS .1	SS.2	SS.3	Total
General Arts	65	66	53	184
Home Economics	52	49	48	149
Agric. Science	66	65	56	187
Total	183	180	157	520

Reference: Class list for 2005

Table 3

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Student Sample Population

Class	SS.1	SS.2	SS.3	Total
General Arts	12	10	12	34
Home Economics	s 11	13	12	36
Agric. Science	10	14	10	34
Total	33	37	34	104

Reference: Class list for 2005

Table 4

Position	Total
Assistant Headmaster	1
Senior Housemaster and his Assistant	2
Senior Housemistress and her Assistant	2
Housemasters and Mistresses	6
Assistant Housemasters and Mistresses	6
Guidance and Counselling Co-ordinator	1
Other Teachers	2
Total	20

Teachers Sample Population

Research Instrument

The data collecting instrument for the study was the pen-and-paper questionnaire. Kerlinger (1973) observed that the questionnaire is widely used for collecting data in educational research because it is very effective for securing factual information about practices and conditions and for enquiring into opinions and attitudes of respondents. The reasons for using it were that it gave a quick way of collecting data. It is known to be quite valid and reliable if well constructed. It is also economical in terms of money and time spent in its usage.

There was one questionnaire for both students and teachers. There reason was that responses were sought from both sets of respondents on the same issue. The questionnaire was made up of four major sections. Section (a) consisted of items dealing with demographic data of both teachers and students. Section (b) of the instrument had 28 items designed to ascertain respondents' perceptions of the meaning of discipline, disciplinary acts and their level of seriousness as well as notions about the nature of school disciplinary problems. Section (c) consisted of items designed to obtain respondents' view on the causes of indiscipline. These centered on student-related causes, teacher-related causes, environmental factors and school-related causes of disciplinary problems. Section (d) of the instrument was designed to measure respondents' perceptions on various remedies to deal with school disciplinary problems. The items in this section centered on the role of school rules, rewards and punishments in the maintenance of discipline, various strategies employed by teachers to enhance school discipline and students and teachers preference for various forms of rewards and punishments as a means of maintaining school discipline.

Items on students' and teachers' backgrounds, 19 and 57 were close-ended Likert scale items. The open-ended questions were expected to offer the respondents the opportunity to express their opinion on the major causes of indiscipline and ways of ensuring discipline in the school. The Likert-type questionnaire has been found to be the most suitable type of instrument for the measurement of attitudes and perceptions. This is because it enables respondents to indicate the degree of their belief in a given statement (Best and Khan, 1996). Also the four- point Likert type was preferred because of the recommendations of Casley and Kumar (1988) who stated that if an odd number response scale is used; there is the tendency for individuals to select responses in the center of the scale.

Validity of Instrument

To ensure content validity and reliability for the study the draft questionnaire was shown to the supervisor for the study to read through and offer suggestions since content validity is based on expert judgment (Gay, 1987; Borg and Gall, 1989). The researcher following this added certain items to the questionnaire and also to restructure others in an appropriate manner. The questionnaire was pre tested on nine students and two teachers in the school who were not part of the sample of the study, to check its fact and content validity.. The pre test, revealed some ambiguities. Subsequently, modifications were therefore made to some of the items and their responses.

Administration of Questionnaire

The instrument was administered by the researcher. The student respondents were grouped by levels in their classrooms to answer the questionnaire. This procedure helped to minimize the mortality rate of the questionnaire. All the 104 questionnaires to students were completed and returned constituting 100 per cent return rate. In the case of teachers, the headmaster and his assistant, the questionnaires were left with them, who promised to fill them within the shortest possible time. All 20 questionnaires were completed and returned. This also constituted a 100 per cent of the total responses of teachers. On the whole a total of 124 questionnaires were administered and collected. (See appendix for questionnaires).

Method of Data Analysis

Filled questionnaires from respondents were checked to make sure that all the items had been responded to. The items were then coded to facilitate the analysis of the data collected. The data was analyzed according to the research questions. Frequency and percentage distribution tables were used to analyze the data by comparing the responses of the teachers and students on the various items. Information such as effective ways of ensuring discipline in the school, which could not be quantified, was also described.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis of data collected. The chapter is divided into four sections. Section one deals with the background information on the respondent focusing on their ages, their parent's occupation and the teaching experience of the teachers.

Section two deals with the findings on the meaning and nature of discipline and examines what constitutes acts of indiscipline in relation to the frequency of occurrences and seriousness of the given acts of indiscipline in relation to school indiscipline. The data analysis is based on student-related causes, teacher-related causes and school related causes. The last section of the chapter presents the findings and remedies for dealing with school indiscipline which includes the use of rewards and punishment.

Background of Respondents

The background characteristics of the respondents that were considered included ages, occupations of parents of students and teaching experience of the teachers. These would be shown in Tables 5, 6 and 7 respectively.

Table 5

Ages of Students			
Age	Students		
(In years)	No	%	
14-16	56	43	
17-19	58	57	
Total	104	100	

Table 5 indicates that 56 of the respondents representing 43% were between the ages of 14-16, whilst 58 representing 57% were within the ages of 17-19. It could be deduced from these results that many students in the school were in their teens, which implies that the school was likely to face many disciplinary problems emanating from adolescents misbehavior. Blair et al (1975) who stated that delinquency rates soar during the period of adolescence because it is a development stage that is prone to indiscipline.

Table 6 shows the percentage distribution of parents by occupations. The data on the table shows that majority of the parents of the students were in low income earning occupations.

Table 6

Occupation	Mother	Percentage	Father	Percentage
Teachers	18	17.3	10	9.6
Nurses	20	19.2	-	-
Traders	47	45.1	38	46.5
Housewives	20	19.0	-	-
Farmers	9	0.8	32	30.8
Carpenters	-	-	24	23.0
Total	104	9.34	104	100

Occupations of Parents

The data in table 6 shows that, majority of mothers (26.9%) of the students were traders, housewives (19.0%) and nurses (19.2%). However, most the fathers tended to be farmers, (30.8), and carpenters (23.0). It appears from the table that most of the parents are in low income earning occupations and would thus have low family incomes. The tendency therefore, for the students to be influenced to look for assistance from other sources, may be high. If their parents were unable to provide, the needs of their wards in the school. The implications were that such students were likely to leave the school without permission and indulge in unaccepted activities. These act and their consequences invariably will affect discipline in the school.

Teachers' Background

All the 20 teachers sampled were professional. The teachers consisted of 8 females (40%) and 12 (60%) males. Table 2 shows the age distribution of teachers whilst table 3 presents their teaching experiences.

Table 7

Age	No of Teachers	Percentage
28-34	9	45
35-40	5	25
41-48	4	20
48-50	2	10
50-55	0	0
Total	20	100

Distribution of Teachers by Age

Table 7 indicates that none of the teachers were above 50 years while the majorities (45%) were between 28 and 34 years. The implication for maintaining discipline is that many of the teachers were likely to over look some students' misbehaviours and thereby not strictly enforce discipline in the school. If, on the contrary the young teachers were disciplinarians then they are likely to co-operate with the school authority to intervene to improve upon discipline. The teaching experience of the teachers is presented in Table which reveals that majority of the teachers had taught for many years.

Table 8

Years of Teaching	Respondent	Percentage
0 - 5	2	10
6 – 10	9	45
11 – 20	6	30
Above 20	3	15
Total	20	100

Teaching Experience of Teachers

The result in Table 8 indicates that 2 (10%) of the teachers have been teaching for 0-5 years and 9 (45%) have over 6 years teaching experience. Whereas 6 (30%) maintain that they have taught for 11 - 20 years. Only 3 representing 15% have taught above 20 years. This implies that the teachers are likely to be experienced and if they co-operate in implementing the interventions that will improve discipline in the school, the fears expressed by the implications of the ages will be reduced.

Research Question 1

Research Question one was stated: what are the students' perceptive of discipline?

Discipline is a concept with varied interpretations. A careful study of the literature suggests that most people have divergent views on the subject discipline. Webster (1968, p4) stated that "to some people discipline is persuading them towards desired goals. To others discipline means self-control with responsibilities and good manners. To some it means punishment for the violation of rules and that student should do as they are asked and should not defy teachers.

According to the study, more than half of the students agree with three out of the four statements on the perception of discipline, which indicates that the students had good understanding of the perceptions of discipline and believe that disciplinary measures were intended to make students responsible. The result of the issues that answer this question is presented in Table.

Table 9

Students' Perception of Discipline

Perceptions of Discipline	Strongly	Disagree	Disa	agree	Agree		Strongly Agree		Т	'otal
	No	%	No	%	No	%	No	%	No	%
Discipline is a technique used										
to increase good behavior.	5	4.8	8	7.6	30	28.8	61	58.8	104	
Disciplinary actions are										
intended to help student	4	3.8	3	2.8	32	30.7	65	62.7	104	
become responsible.										
Discipline refers to the										
punishment imposed by the	28	26.9	58	55.7	14	13.4	4	3.8	104	
teacher.										
Disciplinary actions help to										
deter students from committing	2	1.9	16	15.0	59	56.7	57	25.9	104	
offences.										

The data in Table 9 shows that more than half of the students 61(58.8) agree with the statement that discipline refers to the techniques used by the teacher to increase good behaviour. Most of the students 65(62.7%) were also of the view that disciplinary actions are intended to help students become responsible and to manage their own behaviour responsibly. (82.6%) students disagreed to the statement that "Discipline refers to the punishment imposed by the teacher after a student had misbehaved". (55.7%) also agree to the statement that disciplinary actions help to deter students from committing offenses. This indicates that students have good understanding of the concept of discipline and believe that disciplinary measures were intended to make students responsible.

Research Question 2

What are the teachers' perceptions of discipline?

According to Charles (1981) discipline is tied directly to mishehaviour. What sets misbehaviour apart from behaviour is that misbehaviour refers to behaviour that people did not like approve of or condone. Sometimes student behave in ways considered hostile, abusive and disrespectful. Teachers do not approve of those behaviours which they call misbehaviours. The educationist understands discipline as a self-induced condition and external imposition of sanctions (Tetteh-Enyo 1995) Teachers do what they can to prevent misbehaviour but not all misbehaviour can be prevented. This is because as Charles (1981) observed "there are time when students become restive, have difficulties, are seduced by attractive objects or fall under the spell of intriguing school mates and friends as a result put up unacceptable behaviours".

63

In relation to the perception of discipline it was realized that the closeness of the expressed opinion by both the teachers and the students demonstrate the strength which they share the convictions on these issues. Table 10 shows the results of the teacher's perception of discipline in the school.

Table 10

Teachers' Perceptions of Discipline

Meaning of Discipline	Strong	gly	Disag	gree	Agree		Strong	gly	Te	otal
	Disagi	ee					Agree			
	No	%	No	%	No	%	No	%	No	%
Discipline is a technique										
used by teachers to										
increase good behaviour.	-	-	1	5	8	40	11	55	20	100
Disciplinary actions										
are intended to help										
students become										
responsible	1	5	2	10	4	20	13	65	20	100
Discipline refers to the punishment imposed by teachers. Disciplinary actions help	2	10	3	15	8	40	7	35	20	100
to deter students from										
committing similar										
offences.	5	25	9	45	8	40	2	10	20	100

The data in Table 10 indicates that the difference between the students and teachers was on the first statement that "discipline refers to the punishment imposed by the teacher after a student has misbehaved. About 35% of the teachers agreed with this statement on the contrary, 58(55.7%) students, disagreed. This indicates that, while many teachers would discipline a student by punishing him after he has misbehaved, many students do not view that as discipline. The reason could be that because the students are at the receiving end of disciplinary measures and bear the brunt of disciplinary actions imposed by teachers, they will disagree with any imposed punishment as a means to discipline.

Both teachers and students expressed similar opinions in their responses to the assertion that "discipline refers to the techniques used by the teachers to increase good behaviour". They also maintained that "disciplinary actions help to deter students from committing similar offences" and "disciplinary actions help students to become responsible and manage their own behaviours effectively". The closeness of the expressed opinions among the teachers on one hand and the students on the other demonstrates the strength with which they share their convictions on these issues.

It also implies that many of the students agree with the teachers on the perception of discipline. This position held by the teachers and students buttress the point made by Glasser (1969), Dreikur (1971) and Ginott (1972) who "...do not generally favour punitive measure of discipline but emphasize on supporting students to appreciate and choose between good and bad so as to manage their own behaviours appropriately". (Charles, 1981 p. 114)

65

In the same manner, a majority of the students and teachers disagreed with the statement that "disciplinary actions deter students from committing similar offences". Though both teachers and students would prefer internal discipline, as earlier stated, majority of the teachers have the belief that some amount of externally imposed control measures are necessary to ensure good behaviours. This is in of Reid (1962) and Tamakloe et al (1996) who observed that some measure of imposed discipline is justified in any school since many of the students cannot choose to behave responsively all the time.

Research Question 3

What is the extent of seriousness of indiscipline in the school?

Disciplinary problems that occur in schools are many and varied. Acts of indiscipline are some times discussed based on the frequency in schools, how serious the offences are and whether the disciplinary problems have reduced or worsened over time (Charles 1983). Teachers are most concerned about three kinds of mishaviours which are a) behaviour that affronts their sense of morality, b) behaviour that is defiant and aggressive and c) behaviour that disrupts class work. It has been realized that the common disciplinary problems under reference are truancy, fighting, cheating, bullying and pregnancy much as one would not expect to have the teachers and students agreeing completely over how serious the offences are, there is the belief that a large measure of agreement between the teachers and students would help to reduce much of the dissensions over appropriate punishment for given offences. One issue that requires explanation is why students engage in acts of indiscipline, if they perceive them to be very serious offences. This could be an indication of the frankness and readiness to discuss disciplinary problems.

Table 11

Extent of Seriousness of Indiscipline in the School

Students' Opinion

Acts of Indiscipline	Very	Serious	Serie	ous	Not	serious	Total	
	No	%	No	%	No	%	No	%
Stealing	74	71.1	20	19.2	10	9.6	104	100
Bullying	22	21.1	48	46.1	34	32.6	104	100
Disrespectfulness	29	27.8	68	65.3	7	6.7	104	100
Drunkenness	14	13.4	34	32.6	56	53.8	104	100
Going out of school								
without permission	15	14.4	29	53.8	60	54.6	104	100
Abortion	92	88.4	12	11.5		-	104	100
Pregnancy	90	86.5	14	13.4		-	104	100
Examination								
malpractices	28	26.9	67	64.4	9	8.6	104	100
Truancy	41	39.4	48	46.1	5	4.8	104	100

The data above show the level of seriousness students attach to the various acts of indiscipline. Based on this assumption, stealing, pregnancy and abortion recorded 74%, 90% and 92% respectively, indicating that these were more serious offences. Disrespectfulness and examination malpractices were seen to be serious

whiles indisciplinary acts of going out of school without permission and drunkenness are seen to be less serious offences

Table 12

Extent of Seriousness of Indiscipline in the School -

Teachers' Opinion

Acts of indiscipline	Very S	Serious	Ser	rious	Тс	otal
	No	%	No	%	No	%
Stealing	13	65.0	7	35.0	20	100
Bullying	8	40.0	12	60.0	20	100
Disrespectfulness	16	80.0	4	20.0	20	100
Drunkenness	11	55.0	9	45.0	20	100
Going out without permission	14	70.0	3	30.0	20	100
Abortion	20	100		-	20	100
Pregnancy	20	100		-	20	100
Examination malpractices	16	80.0	4	20.0	20	100
Truancy	11	55.0	9	45.0	20	100

As observed from Table12, it is clear that all the teachers were of the view that all the given acts of indiscipline were serious. No teacher has indicated any of the given acts as not being serious. A majority of them indicated that bullying and going out of school without permission are serious offences while the remaining offences were seen as very serious. All the teachers expressed the opinion that abortion and getting pregnant are very serious offences. On differences in opinions between the teachers and students, it was observed that while all the teachers were of the view that the given offences are either serious or very serious, the students think some of the acts were not serious offences. As most of the students cited only three offences as being very serious, many of the teachers expressed the opinion that 7 offences are very serious. Also, while most students viewed truancy, cheating during examinations and disrespecting and examination malpractices as not serious, teachers held the view that such acts were very serious. This implies that many teachers viewed the given offences, as more serious than the students. This difference could be attributed to the age and training that the teachers have had.

However, there were similar opinions shared between students and teachers on some of the offences as described in tables 11 and 12. Both students and the teachers expressed the opinion that abortion and getting pregnant were very serious offences. This implies that all the teachers and a good number of the students saw abortion and getting pregnant as very serious offences. The common stand point shared by the teachers and students means that it is likely for them to agree on the appropriate type of sanctions to mete out.

Research Question 4

What are the causes of indiscipline in the school?

Literature has indicated that indiscipline in schools is caused by different factors. Gottfredson (1989) for instance stated that unclear rules, punitive attitudes of teachers and inadequate resources as some of the causes of indiscipline in schools. Blair, Jones and Simpson (1975) also state that the behaviour of a child at any moment is the result of biological and environmental factors operating simultaneously. This implies that behaviour is caused and thus there are causes behind every type of behaviour exhibited by children. It is therefore important to find out the causes of indiscipline which will guide us to apply appropriate interventions to improve situations in schools.

This study sought to find the particular causes of indiscipline in Kwanyako Secondary School, it focused in particular at student-related, teacher-related and school-related causes of indiscipline, which are presented in Table 13, 14,15,16,17 and 18.

Table 13

Student Opinion on Student-Related Causes

	Strongl	y Agree	Ag	gree	Disa	igree	Strongly	Disagree	То	tal
Causes of school indiscipline	No	%	No	%	No	%	No	%	No	%
Students	10	9.6	70	76	24	23.3	-	-		
Poor Academic Performance	14	13.4	71	63.3	19	18.2	-	-	104	100
Broken Home	21	20.1	70	67.3	13	12.5	-	-	104	100
Negative Peer Influence	14	13.4	50	48	32	30.7	8	7.6	104	100
Negative attitudes from films	31	29.8	69	66.3	4	3.8	-	-	104	100

The result showed in Table 13 gives an indication that majority of the students affirm with the statement about students-related causes of indiscipline. For every cause of indiscipline students either agreed or strongly agreed. The implication of this phenomenon is that students believe that disciplinary problems emanate from themselves. This can further serve as a good indication that students will be willing to co-operate with the authorities to find appropriate solutions to the problems of indiscipline in the school.

The data provided in Table 14 reveals that many of the teachers agreed to all the statement on students related causes of school indiscipline whilst only few disagreed on three of the causes.

Table 14

Causes of school	Stron	gly	Ag	ree	Disa	igree	To	tal
indiscipline	Agre	ee						
	No	%	No	%	No	%	No	%
Students	4	24	13	65.0	3	15.0	20	100
Poor Academic								
Performance	6	30	10	50.0	4	20.0	20	100
Broken Home	9	45	11	55.0	-	-	20	100
Negative Peer Influence	3	15	10	50.0	7	35.0	20	100
Negative attitudes from								
films	7	35	13	65.0	-	-	20	100

Teachers' Opinion on Students – Related Causes of Indiscipline

The result in Table 14 on the first the statement that, "students are the major causes of most of the disciplinary problems gained the attention of as many teachers as students." The statement attracted 13(65.0%) teachers as 72(76.3%) of students agreeing. The implication is that both teachers and students ascribe indiscipline in school to the students.

The similarities in opinion by students and teachers with regards to students- related causes of indiscipline are worthy of notice. Most of the teachers, 65% and students 66.3% share a common view that "students misbehave because they imitate bad behaviours from films". This implies that teachers and students are aware that some films have bad influence on the behaviour of the students. This view buttresses the assertion made by Bandura (1971) and Curvin and Mendler (1988) that "film mediated models are just as effective as real models in shaping children behaviour. It is therefore, important that students are supervised for the films they watch.

Another opinion both students and teachers shared commonly is on the fact that students tend to misbehave when they experience failure in academic work. 50% teachers and 68.3% students agreed to the statement. This revelation also supports the claim by Blair et al (1975) that aggression in children increases significantly after they have experienced failure. The data in Table 15 present the result of the opinions of students on teacher –related causes of indiscipline in the school.

Table 15

Students Opinion on Teacher – Related Causes of Indiscipline

Causes of school indiscipline	Stron	gly Agree		Agree	Disa	gree	Strong	y Disagree	То	tal
	No	%	No	%	No	%	No	%	No	%
Teachers		-	11	10.5	29	27.8	64	61.5	104	100
Harsh punishment.	21	20.1	68	65.3	15	14.4	-	-	104	100
Unfair punishment	38	36.5	45	51.9	12	11.5	-	-	104	100
Promiscuous Teachers.	70	76.3	21	20.1	13	12.5	-	-	104	100
Teacher-disrespect to students.	22	21.1	60	57.6	12	11.5	-	-	104	100
Teachers have favourites.	34	32.6	58	55.7	12	11.5	-	-	104	100

From Table 15 it could be said that 70(67.3%) students agreed with the statement "teachers who engage in sexual relationship with students are often disrespected by student" 64(61.5%) students disagreed with the statement that "teachers are the major cause of problems of indiscipline in the school". This is in agreement with the view held by the majority who agreed that students are the major cause of most of the disciplinary problems in the school. The responses gathered from teachers as regards the teacher – related causes of indiscipline in the school are highlighted in Table 16.

Table 16

Causes of school	Stro	ongly	Agre	e	Disa	agree	Stro	ngly	Т	otal
indiscipline	Agr	ee					Disa	gree		
	No	%	No	%	No	%	No	%	No	%
Teachers	-	-	2	10.0	8	90.0	10	50.0	20	100
Harsh punishment	-	-	12	60.0	5	25.0	3	15.0	20	100
Unfair punishment	-	-	10	50.0	6	30	4	20.0	20	100
Promiscuous Teachers	11	55.0	5	25.0	4	20.0	-	-	20	100
Teacher disrespect to students.	10	50	7	35	3	15.0	-	-	20	100
Teachers have										
favourites.	9	45.0	7	35.0	4	20.0	-	-	20	100

Teachers' Opinion on Teacher – Related Causes of indiscipline

From Table 16, it can be observed that most of the teachers affirmed that all but one of the statements on the teacher – related causes of indiscipline. A high proportion of the teachers strongly disagreed to the statement that "teachers are the major cause of problems of indiscipline in the school". Most of the teachers just as the students strongly agree on the statement that teachers who engage in sexual relationship with students are often disrespected by students. As 11(55.5%) teachers and 70(67.3%) students agree with the statement.

The agreement between the teachers and students on the issue of sexual relationship between teachers and students may be mainly due to the fact that society abhors such behaviours. Sexual relationships between teachers and students have the tendency to influence favouritism and other acts of discrimination, inequities in terms of rewards and punishments. The implication of the above revelation is that teachers as role models should refrain from sexual relationships with students.

Again there was a strong agreement between teachers and students on the statement that "students misbehave because teachers do not show respect pertaining to their own conduct." 10(50.0%) teachers agreed to the statement. 60(57.6%) students also expressed agreement with the statement. The findings indicate that many of the students and teachers alike think teachers are responsible for some of the problems of indiscipline shown by students. It again demonstrates that teachers sometimes blame themselves or their colleagues for the indiscipline acts which is a sign of good will on the part of the teachers to amend their ways to pave way for discipline to prevail in the school.

76

Acts of school indiscipline can also trace its root to some internal factors in the school. The item by item analysis of the opinions of the teachers and students on the school-related causes of indiscipline are presented in Tables 17 and 18.

Table 17

Causes of School	Stro	ngly	Agre	ee	Disa	agree	Stro	ngly	То	otal
Indiscipline	Agre	ee					Disa	igree		
	No	%	No	%	No	%	No	%	No	%
Boredom or tension in										
the school	12	20.1	54	51.9	38	36.5	-	-	104	100
Unclear school rules		-	21	20.1	61	89.7	22	21.1	104	100
Unfair school rules	22	21.1	66	63.4	6	15.3	-	_	104	100

Students' Opinions on School – Related Cause of School Indiscipline

The data in Table 17 indicate that most of the students agree on all the three school-related causes of indiscipline. They agreed with the statement that "students misbehave in order to reduce boredom or tension in school". 54 (51.9%) students agreed with the statement, but 38(36.5%) disagreed. with it. This implies that many students were aware that students misbehave when they are bored or under tension. This could probably indicate that the students are under tension perhaps due to the pressure of academic work. The school administrators should create room for additional recreational activities as a way of preventing unnecessary stress which could lead to possible student indiscipline. All work and no play make jack a dull boy.

Table 18

Causes of School	Str	ongly	A	Agree	Dis	agree	Stro	ongly	То	otal
Indiscipline	A	gree					Dis	agree		
	No	%	No	%	No	%	No	%	No	%
Boredom or tension										
in the school	5	25.0	7	25.0	8	40.0	-	-	104	100
Unclear school rules		-	3	15.0	10	50.0	7	35.0	104	100
Unfair school rules	7	35.0	11	55.0	2	10.0	-	-	104	100

Teachers' Opinion on School – Related Cause of School Indiscipline

The data in Table 19 display that majority of the teachers agreed on all the statements on school-related causes of school indiscipline. Whilst 8(40.0%) disagreed on the statement that "students misbehave in order to reduce boredom", 5(25.0%) and 7(35.0%) agree to it. Only 3 (15.0%) agree to the statement that "students misbehave because they do not understand the school rules" but the others 10(50.0%) disagreed to this assertion. Where as 7(35.0) strongly disagree. This revelation implies teachers believe that students are not oblivious of the school rules but intentionally flout them.

The Tables, 17 and 18 also show some similarities in the responses provided by the teachers and the students. For instance 66(63.4%) students and 11(55.0%) teachers agree with the statement that' students misbehave because they think the rules are unfair''. This expression gives credence to Gnagey (1968) who noted that students become rebellious when they feel rules are unfair to them. The expressions made by both groups give the indication that many teachers and students hold the view that some school rules are unfair to students. The support from teachers implies that some of the rules contained in the Code of conduct are not appropriate.

Most of the students and teachers disagreed to the statement. that "students misbehave because they do not understand the rules" 50% teachers and 68.6% students also disagreed. This finding is in contradiction to the assertion made by Webster (1968) that students sometimes behave contrary to sets of rules because they do not understand them. The views shared by the groups point to the fact that most of the students understand the school's rules. It also implies that the school authority has educated and articulated to the understanding of the students the rules and regulations that govern the school.

Similar opinions were expressed by the teachers and students on the school rules and punishments. Both groups placed the school rules and punishments as the third major cause of indiscipline. This popular opinion among the teachers and the students on the school rules might be an indirect call on the school administrators to review the rules enshrined in the Disciplinary Code of Conduct in order to make it acceptable and effective.

Research Question 5

What measures can be put in place to maintain discipline in the school? The way teachers and students perceive acts of indiscipline as being serious or not serious determine the method adopted in dealing with the situation. The behaviourist psychologists believe that a child's behaviour result of his psychological nature or factors and sociological background. This implies that teachers have the opportunity to alter the behaviour of children creating new social arrangement and assisting them to develop new ideal patterns of conduct. Tetteh-Enyo (1995,) in his address to headmasters and headmistresses of second cycle institutions, admitted that maintaining discipline in schools 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. In support, Cudjoe (1996) added that headmasters 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 remove tension which often leads to disturbances in the school. The statement that guidance and counselling co-ordinators should not be made to discipline students who misbehaviour attracted equal opinion from the teachers and the students 100% and 96% respectively. The opinion shared by them reflects the observation made by Anderson and Dyke (1963) who postulate that counselling and discipline responsibilities must be separated in order to prevent students from seeing their counsellors as punitive agents and refusing to send their problems to them. Tables 19 and 20 display the views expressed by students and teachers respectively.

80

Table 19

Students' Opinion on Ways of Maintaining Discipline in the School

	Stron	gly Agree	Agr	ee	Disa	gree	Stro	ngly Disagree	Т	otal
Strategies to instill discipline	No	%	No	%	No	%	No	%	No	%
Participation in the formulating school rules	31	21.6	56	61.5	17	16.3	-	-	104	100
Severe punishment should be used to correct bad behaviour	-	-	7	6.7	36	43.6	61	58.69	104	100
Review of existing school rules	50	55.7	38	36.6	8	7.6	-	-	104	100
Teachers respect to students	68	65.3	36	34.6	-	-	-	-	104	100
Assigning more responsibilities to students	12	2 11.5	71	68.23	21	20.1	-	-	104	100
Guidance and counseling coordinators should not discipline										
students	20	5 25.0	70	67.3	8	7.6	-	-	104	100
Rewarding good behaviour	26	25.0	64	61.5	14	13.4	-		104	100

The data in Table 19 reveals that except for one statement (severe punishment should be used to correct bad behaviour), a large number of the students agreed to the listed ways to maintain discipline. The extent to which students agreed to these means of maintaining discipline in the school portrays that the school authorities can easily ensure discipline should they make efforts to introduce the necessary interventions.

The statement that "severe punishment should be used to correct bad behaviour" attracted significantly high, 61(68.6%) respondents strongly disagreeing whilst 63(34%) disagree to it. It is important to note however, that this does not imply that students are against punishment. This stems from the revelation that majority of the same students agreed to the use of punishment for wrong doing as an effective means to deal with indiscipline. The implication therefore, is that punishment need not necessarily be severe to be as effective a measure to deal with problems of indiscipline. Thus to be an effective means of dealing with school indiscipline, punishment must be meaningful and acceptable.

Table 20

Teachers' Opinion on Ways of Maintaining Discipline in the School

Strategies to instill discipline	Stro Agr	ongly	Agre	e	Disagree		Strongly Disagree		Т	otal
Strategies to fistili discipline	No		No	%	No	%	No	%	No	%
Participate in										
formulating school rules	8	40.0	12	60.0	-	-	-	-	104	100
Severe punishment should be used to correct bad										
behaviour		-	2	10.0	14	70.0	4	20.0	104	100
Review of existing school rules	13	65.0	7	6.5	-	-	-	-	104	100
Teachers respect to students	12	60.0	8	40.0	-	-	-	-	104	100
Assigning more responsibilities to students	9	45.0	11	55.0	-	-	-	-	104	100
Guidance and counseling coordinators should not										
discipline students	1	4 70.0	6	30.0	-	-	-	-	104	100
Rewarding good behaviour	4	20.0	16	80.0	-			-	104	100

Table 20 shows that a greater proportion of the teachers accepted the ways listed to maintain discipline. However, they rejected (disagreed) to the use of severe punishment to correct bad behaviour. The findings show that both students and teachers share the same opinion on the statement that "rewards of good behaviour are effective in dealing with indiscipline". In terms of percentage all the teachers and 86.5% students agreed with the statement. Thus both teachers and students are of the opinion that rewarding good behaviour can promote good behaviour and limits indiscipline acts. This opinion seems to be in tandem with the behavioural psychologists who support the need to accentuate positive conducts of learners by placing emphasis on rewards for good behaviour.

The statement that "existing school rules should be reviewed also drew similar opinions from the teachers and students. That is as 100% teachers agreed, 82.2% students also agreed to the statement. This similarity in opinions support Gnagey (1968) who observed that periodic review of rules is necessary to make them effective enforcers of discipline. For instance disciplinary action for abortion is dismissal. However, as an alternative, students can be counseled and the parents can be asked to accompany their wards to school for discussion on the issue.

Also both students and teachers shared similar opinions on the formulation of school rules all the teachers agreed. In the same vain 87(82.1%) students agreed to the statement. The fact that teachers are prepared to involve students in the formulation of rules implies that teachers are prepared to co-operate with students in the enforcement of school rules and regulations. This finding highlight

84

the truth in Crispin's (1966) work which reveals that students participation in the formulation of rules brought about order in a school.

The teachers and students again established a common ground on the statement that "misbehaviour can be prevented by giving more responsibilities to students". 100% teachers as 83 (79.07%) students agreed to the statement. Thus, teachers as well as students think that if students are occupied with responsibilities, bad behaviour can be prevented. This view held by teachers and students strongly buttress the view of Brown (1964) that focusing their energies on useful and constructive activities, apportioning responsibilities to students makes them less prone to deviancy.

The findings also show that 100% of both the teachers and the students agreed to statement "teachers should show respect to their students". This revelation is a mark of goodwill and demonstrates teachers respect for the students.

The statement that guidance and counselling co-ordinators should not be made to discipline students who misbehave also attracted equal opinion from the students and the teachers. Majority of both groups agreed to the statement. That is as 100% teachers agreed to the statement, 96% students agreed to it. This indicates that both teachers and students maintain that guidance and counseling co-ordinators should not be made to discipline students who misbehave. The opinion shared by them reflects the observation made by Anderson and Dyke (1963) who postulated that counselling and discipline responsibilities must be separated in order to prevent students from seeing their counselors as punitive agents and refusing to send their problems to them.

The responses from students and teachers on the use of rewards as a means of maintaining discipline in the school are shown in Tables 22 and 23. Table 22 presents students' opinion whilst Table 23 shows the teachers'

Table 21

Types of Rewards	Great		Appreciable		Little		Not at		
	Extent		Extent		Extent		all	Total	
	No	%	No	%	No	%	No %	No	%
Praise		-	28	26.9	65	62.5	11 10.5	104	100
Public ceremony	68	65.3	36	34.6	-	-		104	100
Positive comments on reports	74	71.1	30	28.8	-	-		104	100
Award of certificates	83	79.8	21	20.1	-	-		104	100

Students' Views on Maintaining Discipline through Rewards

It can be deduced from Table 21, that a good number of students appreciate the idea of given rewards to instill discipline in the school. Three out of the four stated rewards were recommended by students. On the other hand "teachers praising students before other students" did not get a favourable response. This finding is in support of Milliman et al (1980) who have observed that many children get embarrassed with public praises

Table 22

Strategies to maintain	Great Extent		Appreciable		Little Extent		Total	
discipline	No	%	Extent					
			No	%	No	%	No	%
Praise	-	-	8	40.0	12	60.0	20	100
Public ceremony	7	35.0	13	65.0	-	-	20	100
Positive comments on								
reports	14	70.0	6	30.0	-	-	20	100
Award of certificate	16	80.0	4	20.0	-	-	20	100

Teachers' Views on Maintaining Discipline through Rewards.

Table 22 displays that majority of the teachers 14(70.0%) were in favour of the statement that "teachers writing good comments on students 'terminal reports". "Given student special certificates of merit on conduct." Attracted the opinion of 16(80.0%) teachers. 12(60.0%) teachers expressed a less favorable opinion on "teachers praising students before others." This is in line with the students negative impression about public praises. This opinion is likely to be true because praises could be counter productive when students become complacent.

The shared opinion expressed by both groups of respondents on their preference to rewards giving .has the indication that many teachers and students appreciate the use of rewards as ways of maintaining good behavior among students. This opinion could probably be due to the explanation of Charles (1961) who has observed that use of rewards motivates and build self confidence which removes many of the causes of misbehaviour

Summary

To summarize, it should be pointed out that there are differences in opinion between the teachers and the students, on causes of indiscipline and the extent of seriousness of acts of indiscipline. In spite of the differences there is a high level of agreement between the teachers and the students on many of the disciplinary problems and the way of maintaining discipline in the school. This shows that with good leadership and co-operation of the teachers and students, the problem of indiscipline can be solved. What is required then is an introduction of some interventions by the school authorities, which will effectively instill discipline in the school. .

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter a summary and discussion of the findings are made, conclusions drawn and recommendations are offered. The general purpose of the study was to find out whether students and teachers understood disciplinary issues that pertained in the school and their implications. The specific objective of the study was to find out students' and teachers' perception on the state of discipline in the school, to identify the views of the causes of indiscipline and ways of maintaining discipline in the school.

The sample of the study consisted of 124 people made up of 20 teachers and 104 students. The teachers were selected using the purposive sampling. This was to ensure the inclusion of some personalities to provide relevant information for the study. The student sample was selected through the simple random sampling technique to ensure that each member of the population had an equal chance of being selected. The instrument for the study was a questionnaire; it had 57 items made up of 55 close - ended and two open ended questions. The data collected were analysed and summarized using frequencies and percentages to describe and compare the responses of the teachers and students on the various items on the questionnaire

The findings summarized below were derived from the answers to the five research questions. The main findings of the study were as follows: Both the teachers and the students expressed similar sentiments as far as meaning of discipline is concerned. Majority of both teachers and students agreed on the meaning of discipline referring to strategies to encourage students to put up best behaviours in a bit to urge them to act responsively. Again, both teachers and students agreed on the fact that discipline is a corrective tool put in place by the teacher after an offence has been committed thus external discipline.

The agreement expressed in relation to discipline as a corrective measure was an indication of the awareness of the teachers and students about the need for external control measure which are expedient to enable students put best of behaviours. This finding gives supports Tamakloe et al (1996) who have observed that many of the students in Ghana need to be prompted before they can behave responsively.

Most of the respondents seemed to frown on the more punitive form of discipline. This finding is in support of assertion by Glasser (1969), Drelkurs (1971) and Ginott (1972) that emphasis should be placed "on techniques that support students to appreciate and chose between good and bad so as to manage their own behaviours appropriately". It is hoped fervently that the positive perception of the concept of internal discipline by the teachers and students would make them favour the interventions that would strengthen self direction for the students.

Nevertheless, there is still a place in the school system for externally induced behaviour change, given the earlier findings. A combination of internal and external discipline is thus required and the search for the appropriate mix must be a continuing one involving both the school authorities and the teachers.

The second set of major finding is about the extent of seriousness of the given acts of indiscipline in the school. The study found out that the most common forms of indiscipline, as revealed by the study, were going out of school without permission, sneaking out of school in the night and truancy and abortion occur frequently and this should be a cause for concern. These have social, economic and health implications. Among these are school drop outs, prostitution and the health complications of and abortion. Thus, the school authorities, parents and society in general must be involved in the efforts to reduce these vices.

The differences in the background of teachers and students have some amount of influence on their perceptions of the seriousness of an offence. Whiles majority of the teachers saw truancy examination malpractice, and disrespect to school authority as serious offences, a greater proportion of student respondents viewed them as less serious offences.

These responses were influenced by differences in the background of the two groups. This finding is supported by Trotter (1972) as cited by Blair et al (1975) also showed that the differences in background results in conflicting attitudes which influence discipline to a large extent.

The next finding was about what caused indiscipline in the school. A closer look at student-related causes of disciplinary problems revealed that both the students and teachers shared the view that most of these problems in the school are orchestrated by students. This gave a clear indication that any attempt made to solve disciplinary problems should be directed to the ones caused by students. It is believed that the open admission to these will urge students to cooperate positively with teachers in the implementation of any interventions aimed at improving the level of discipline among students.

On the teacher-related causes of indiscipline, the teachers and students held the view that teachers cause some disciplinary problems in the school. Yet it is significant to note that, despite these views, many of the teachers and students still gave credit to the teachers. A substantial number of the teachers and students disagreed to teachers being the major cause of indiscipline in the school.

The fourth major finding is about measures put in place to maintain discipline in the school. In relation to that, it was found that rewards were more recommended than punishments in getting the students to put up good behaviours in the school. While most teachers and students showed a tendency not to recommend more punitive measures (suspension, lashing of students, testimonials with negative comments), majority of them highly recommended the use of rewards. This finding is in line with Gnagey (1968) who advocates rewarding positive attitudes to eliminate misbehaviours.

In the final analysis the teachers and students came up with various suggestions for effective discipline in the school. All the teachers as well as about 50% students supported the suggestion of the construction of a fence wall. Although the building of a fence wall is a major financial task for school administrators, when constructed, the movement of students to and from school will be controlled. It will also curb unnecessary public intrusion on the school

92

premises. While this suggestion is a long term measure, in the interim, majority of the teachers recommended that the school guidance and counselling co-ordinators should rather strengthen their activities, concentrate on counselling services that will help find solutions to the students' emotional problems and reach out to students at the appropriate time.

Conclusions

In conclusion, the findings in this study showed that respondents generally agreed on the meaning of discipline, the causes of indisciplinary acts and effective ways of ensuring discipline in the school. There was no agreement between students and teachers on acts of indiscipline that were considered serious or not serious. This implies that many teachers viewed most of the given offences as more serious than the students. Therefore, it can be said that this is an area from which disciplinary problems can arise.

In view of this, it is suggested that the school authorities should involve the students in the formulation of rules to enhance their uses and procedures. This is because when students participate in developing and reviewing school discipline measures, it creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures; assures that all students and staff understand what is and what is not acceptable.

Recommendations

From the result of this study the following recommendation are made:.

- Teachers and students need to meet frequently for discussion so that they agree on acts of indiscipline considered serious or not serious. With input from students, administrators and teachers should develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.
- Administrators should encourage school and community wide commitment to establishing and maintaining appropriate student behaviour in school and at school – sponsored events.
- Guidance and counselling co-coordinators and teachers should work on getting to know students as individuals: take an interest in their plans and activities.
- Counsellors should seek the cause of the misconduct and assist students in developing needed skills to behave appropriately.
- 5. Teachers should be encouraged to handle all classroom discipline problems that they reasonably can; support their decisions.
- 6. Headmasters should increase their visibility and informal involvement of the school; increase personal interactions with students.
- 7. Teachers' skills as classroom managers and disciplinarians should be improved by arranging for appropriate staff development activities.

- Administrators should make use of in-school suspensions, which include guidance, support planning for change and skill building. Educators should avoid out of school suspension and reserve the use of suspension for serious misconduct.
- 9. Administrators should make use of home-based reinforcement to increase the effectiveness of school-based agreements and directives; parents should be made aware of the fact that bad training of their children at home does trigger off student rebellion in school. Therefore, they must make every effort to give the best possible training and assistance to their wards at home.
- 10. It is also recommended that the under listed ineffective discipline practices should be avoided

Ignoring student behaviour or which violates schools or classroom rules; it will not go away.

- a) The use of vague or unenforceable rules.
- b) Ambiguous or inconsistent treatment of misbehaviour.
- c) Draconian punishment and punishment delivered without accompanying support.
- d) Corporal punishment.

The strength of the research base supporting these guidelines suggests that putting them into practice can help administrators and teachers to achieve the ultimate goal of school discipline; which, as stated by Wayson and Lasley (1984, p 419), is "....to teach students to behave properly without direct supervision"

Finally, school discipline must be diligently tackled by school authorities. Heads and teachers must also be role models in matters of discipline for students to emulate.

Areas for Further Studies

Students should be studied under conditions where they are involved in decision making and where they are not involved so as to find their effect on the level of discipline in the school. A large scale study on the causes and techniques of discipline with random samples taken across the country could be undertaken so as to enable more generalized statements to be made and to have a national picture.

It is suggested to future researchers to extend the sample to include all stakeholders such as Board of Governors, parents and old students Associations. As stakeholders in the education of students, their perceptions about discipline and contributions will provide suggestions to maintaining discipline in schools.

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APPENDIX

QUESTIONNAIRE FOR STUDENTS AND TEACHERS

This questionnaire is being used to investigate what students and teachers think about the nature, causes and remedies for indiscipline in Kwanyako Secondary School. Your response will be held in strict confidence and without victimization. You are, therefore, requested to answer all the questions that follow as frankly and as openly as you can.

Thanks in advance.

Section A

Background of Respondents

Please provide information to the following

Student Background

1. Age
2. Form
3 .Father's occupation
4. Mother's occupation
5. Number of children of your parents
Teacher Background
Teacher Background 1. Age
U
1. Age

3. Are you a professional or non- professional.....

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

Meaning and Nature of Disciplinary Problems.

Please circle the symbol that best express your opinion on each of the following statement on the meaning of discipline, according to the following scale.

SA	Strongly agree with the statement.				
А	Agree with the statement				
D	Disagree with the statement				
SD	Strongly disagree with the statemen	t			
1.	Discipline refers to the punishment imposed				
	by the teacher	SA	А	D	SD
2.	Discipline refers to techniques used by the teacher	er			
	to increase good behaviour	SA	А	D	SD
3.	Disciplinary action help to deter students from				
	committing similar offences	SA	А	D	SD
4.	Disciplinary actions are intended to help students	5			
	become responsible and to manage their own				
	behaviour effectively	SA	А	D	SD
DI					

Please indicate how often the following acts of indiscipline occur in school by circling the symbol that best represent your opinion according to the following scale

VO - Very Often OF - Often OCC - Occasionally N - Never

5. Stealing VO OF OCC N

6.	Bullying	VO	OF OCC N
7.	Smoking	VO	OF OCC N
8.	Disobeying authority	VO	OF OCC N
9.	Going out of school without permission	VO	OF OCC N
10.	Truancy	VO	OF OCC N
11.	Examination malpractices	VO	OF OCC N
12.	Sneaking out of school during night time	V O	OF OCC N
13.	Fighting among students	VO	OF OCC N
14.	Telling lies on others	VO	OF OCC N
15.	Drinking alcohol	VO	OF OCC N
16.	Abortion	VO	OF OCC N
17.	Use of profane language	VO	OF OCC N
18.	Showing disrespect towards a teacher	VO	OF OCC N
19.	Other acts of indiscipline that occur in the sc	hool	

.....

Please indicate the extent of seriousness of the following acts of indiscipline.

- VS Very Serious
- S Serious
- NS Not Serious
- NVS Not Very Serious

20. Stealing	V S	S	NS	NVS
21. Bullying	VS	S	NS	NVS
22. Truancy	VS	S	NS	NVS

23. Smoking	VS	S	NS	NVS
24. Rude behaviour towards				
authority	VS S	S N	S	NVS
25. Not putting on prescribed dress in scho	ool VS	S	NS	NVS
26. Sexual misconduct	VS	S	NS	NVS
27. Destruction of school property				
eg. breaking of chairs, tables etc.	VS	S	NS	NVS
28. Lying	VS	5 S	NS	NVS

Section C

Causes of School Indiscipline

Please read and circle the symbol that best express your opinion on each of the following causes of indiscipline:

SA	Strongly Agree				
А	Agree				
D	D Disagree				
SD	Strongly Disagree				
29.	Students are the major cause of most of the disc	iplinar	y		
	problems in the school.	SA	А	D	SD
30.	Teachers are the major cause of most of the				
	problems of discipline in the school.	SA	А	D	SD
31.	Students who constantly experience failure at				
	academic work tend to misbehave in school.	SA	А	D	SD
32.	Students misbehave because they are				
	harshly punished.	SA	А	D	SD
33.	Students from broken homes tend to misbehave				
	in school more than students whose parents				
	live together.	SA	А	D	SD
34.	Students misbehave in order to reduce boredom	or			
	tension in school.	SA	А	D	SD
35.	Students misbehave because teachers punish				
	them unfairly.	SA	А	D	SD
36.	Teachers who are believe to engage in sexual rel	lations	hips		

with students are often disrespected					
by students in school.	SA	А	D	SD	
37. Students misbehave because they do not underst	and				
the school rules.	SA	А	D	SD	
38. Teachers who insult students cause students to					
disrespect them.	SA	А	D	SD	
39. Students misbehave because they think the rules					
are unfair.	SA	А	D	SD	
40. Students disrespect a teacher who does not					
dress appropriately.	SA	А	D	SD	
41. Students sometimes misbehave jut to find					
out whether they will be punished for breaking					
a particular rule.	SA	А	D	SD	
42. Students misbehave teachers do not show					
respect for rules pertaining to their own					
conduct in school.	SA	А	D	SD	
43. Students disrespect a teacher who					
practices favoritism.	SA	А	D	SD	
44. Students misbehave because they imitate bad					
behaviours from parents.	SA	А	D	SD	
45. Students misbehave because they imitate					
negative attitudes from films	SA	А	D	SD	
Section D					

REMEDIES FOR DEALING WITH SCHOOL INDISCIPLINE

Please read each statement and circle the symbol that best represents your opinion on each of the following statements as ways of maintaining discipline in your school.

SA	Strongly Agree				
А	Agree				
D	Disagree				
SD	Strongly Disagree				
46.	Existing school rules should be reviewed.	SA	А	D	SD
47.	Punishing for wrong doings are effective				
	in preventing indiscipline in school.	SA	А	D	SD
48.	Students should participate in formulating				
	school rules.	SA	А	D	SD
49.	Rewards of good behaviour are effective in dea	ling w	ith		
	indiscipline in school.	SA	А	D	SD

Please read each statement and circle the symbol that best represent your opinion.

SA	Strongly Agree
А	Agree
D	Disagree
SD	Strongly Disagree

50. Teachers writing bad comments on students

	in a terminal report.	SA	А	D	SD	
51.	Teachers asking students to bring parents to					
1	school for verbal report on their conduct.	SA	А	D	SD	
52.	Students being given testimonials with negative					
	comments on their conduct.	SA	А	D	SD	
53.	Problem students to be suspended from school.	SA	А	D	SD	
54.	Students being referred to the Disciplinary					
	Committee.	SA	А	D	SD	
55.	Students being made to do manual work.	SA	А	D	SD	
56.	Students being given lashes in the presence					
	of other students.	SA	А	D	SD	
57.	In your opinion state four most effective ways of	f ensur	ing d	iscipli	ne in your	
	school.					
1			•••••			
2			•••••	•••••		
3	3					
4			•••••			