UNIVERSITY OF CAPE COAST

IMPROVING DISCIPLINE IN CHRIST EBENEZER

PREPARATORY AND JUNIOR HIGH SCHOOL, DARKUMAN, ACCRA

FRANCIS KABENLA MIAH

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BY

FRANCIS KABENLA MIAH

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

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DECLARATION

Candidate's Declaration

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

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

Name: Francis Kabenla Miah

Supervisor's Declaration

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

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

Name: Rev. Kodwo Arko-Boham

ABSTRACT

Indiscipline in schools in Ghana is a concern to administrators, teachers, parents and even students. Most common acts of indiscipline among students include stealing, cheating in examinations, lateness to school and absenteeism.

The objectives of this study were to identify the factors contributing to students indiscipline, prevalence of these acts of indiscipline and measures to adopt to deal with indiscipline among the students of Christ Ebenezer Preparatory and Junior High School, Darkuman in Accra. The study was guided by four research questions.

The study was carried out using students and all teachers from the Christ Ebenezer Preparatory and Junior High School as respondents. Data were collected using questionnaire as instrument. The questionnaire was validated by experts. The reliability coefficients from 0.933 to 0.979 were established using the Cronbach's alpha coefficient reliability technique. The data collected were analysed using frequency and percentage values.

The findings showed that peer pressure and imitation of negative attitudes from films mostly contributed to student indiscipline in the school. Also, stealing and lateness to school ranked topmost among disciplinary problems.

Lastly, some recommendations which include the following had been put forward to address the indiscipline: Adults should get involved in school activities and act as mentors to counsel students to impart values that would endow students with acceptable social skills. Parents should play active role in nurturing their own children and propose norms and values to be respected and followed.

ACKNOWLEDGEMENTS

DEDICATION

To my late father, Lawrence Joseph Miah for the interest shown in my education.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education is an important human activity which is one of the most powerful instruments for shaping the human race. An educational system aims at producing citizens for the benefit of society. Barrett (1979) says education produces responsible citizens for society through which an individual grows into a responsible adult when given opportunities to develop the elements of this quality. The school system offers this opportunity and also reduces the effects of wrong or inappropriate decisions.

The education sector has been beset with indiscipline. According to Williams (as cited in Futrell & Powell, 1996), the issue of school violence is not a new phenomenon. He traced school violence back to the 1950s when the problem was not discipline, but juvenile delinquency. In that decade, "there seemed to be a marked increase in both the serious and less serious antisocial behaviour on the part of our youth..." (p. 2).

School indiscipline has been over time an issue of huge concern in Ghana among educators, policy-makers and the public opinion in general, owing to the outbreak of hostility among peers, violence within teacher-student relationship and vandalism. These diverse degrees of indiscipline being perpetrated by

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students in the country include stealing, bullying/violence to other students, insolence to teachers, truancy, improper dressing, smoking cigarette, sexual misconduct, rioting, drug abuse and occultism. Examples of these diverse acts of indiscipline in recent times are:

1. Prempeh students rioted in the school in February 2002 and vandalised the residence of Mr. Obeng Odoom, the Senior Housemaster (Ablekpe, 2002).

2. Three pupils of local Islamic Primary and Junior Secondary besmeared teacher's room with excreta at Kwame Danso after the teacher had punished them (Donkor, 2002).

3. Three Juaben Secondary School students dismissed for immoral acts (Asare, 2002).

4. Two candidates of Airport Police Junior Secondary School in Accra, writing the BECE were arrested by the police for carrying a gun to the examination centre (Norreti, 2002).

5. In a report from the Kumasi metropolis, it was found that two female candidates out of 9,000 who registered to write the 2006 Basic Education Certificate Examination (BECE) were pregnant whilst 12 out of the 9,966 females who registered to take part in the BECE which ended on April 27, 2007, were in advanced stages of pregnancy (Asare, 2007).

6. Students of Savelugu Senior High School assaulted and inflicted wounds on the Headmaster, Mr. Paul Kally. His bungalow and the school's only pick-up vehicle were vandalised (Alhassan, 2008).

7. Clashes occurred between students of Bawku Senior High School and Bawku

Technical Institute after a quarrel over a girl (Glover, 2009).

Some researchers (Charles, 2005; Senter, 1999) identified misbehaviours such as fooling around, disturbing others, aggression, immorality, defiance of authority, class disruptions, and generally not adhering to school and classroom rules and procedures.

Indiscipline in our schools not only interfere with student learning, but it also erodes teachers' morale and undercuts the public's confidence in our schools. In addition, poor school and classroom discipline subvert the proper normal growth and development of the students (Wynn & Ryan, 1992). A research by Carroll (2006) on the effect of criminal and violent acts on the levels of academic success of 8th graders in North Carolina public middle schools revealed that acts of violence and crime do adversely affect academic achievement. Besides, it kills the zeal of teachers, and capable teachers may not like to work in such areas due to insecurity. Lastly, scarce resources used for carrying out development projects are diverted into repairing equipment such as tables, chairs and buildings destroyed by these rioting students.

Some stakeholders of education such as the government, educationists, parents and guardians have expressed concern about these students' indiscipline. On the side of the government of Ghana, Mr. Mark Owen Woyongo, the Upper East Regional Minister of Ghana expressed his displeasure over acts of vandalism perpetrated by students in the country and warned that such incidence would not be tolerated. The Minister said this after a clash between students of Bawku Technical Institute and Bawku Senior High School at Bawku on April 4, 2009

which ended in destruction of school property at Bawku Technical Institute the next day after another clash (Glover, 2009).

At a workshop organised by the Ashanti Regional Education Office for 21 district Guidance and Counselling coordinators on August 31, 2008 in the region in Kumasi under the theme, "efficiency of guidance and counselling coordinator: the way forward," the Regional Director of Education, Mr. Joseph Kwabena Onyinah expressed the worry of the Ghana Education Service (GES) about the rise in occultism in pre-tertiary institutions. The Director added that occultism resulted in madness, armed robbery or other social vices. The Ashanti Regional Guidance and Counselling Coordinator, Mr. Joe Koranteng revealed that many schools and colleges were plagued with homosexuality. He added that many students indulged in the practice through information gathered from pornographic exposures, ignorance, lack of self control and peer pressure (Ghana News Agency [GNA], 2008).

Some parents and guardians of students in two senior high schools in Ho, OLA Girls and Mawuli, have expressed worry about indiscipline in those schools. Speaking to the GNA about the *laissez faire* atmosphere in OLA Girls' Senior High School, a middle aged woman expressed her disgust at the strange happenings (GNA, 2009).

The reasons advanced for these acts of indiscipline include peer pressure, bad administration, poor parental control at home and the mass media. Gottfredson (1989) stated that discipline problems were associated with certain characteristics: unclear rules or rules are unfairly or inconsistently enforced;

misgivings about the school rules; unfamiliarity of teachers and administrators with the rules or disagreement on proper responses to student misconduct; poor teacher-administration cooperation or inactive administration; punitive attitudes of teachers; ignored misconduct; and large schools or inadequate teaching resources.

Statement of the Problem

In spite of the great achievements, in recent times, acts of indiscipline have crept into the school system. These acts of indiscipline include:

i.   Lateness to school/truancy and absenteeism;

ii.   Improper dressing;

iii.   Stealing/Thievery;

iv.   Seniors bullying juniors/Fighting among the students;

v.   Failure to do home work and to copy notes;

vi.   Writing derogatory remarks (graffiti) against teachers and students on the walls of the school;

vii.   Cheating in classwork and at times in examinations;

viii.   Pupils/students squandering school fees; and

ix.   Insubordination to school authority.

For instance, on April 13, 2004 a boy stole a colleague's items in class. And on December 16, 2004 a boy left the school compound without permission. Again, on April 8, 2005, a boy showed gross insubordination towards a teacher. Further, a boy squandered his school fees on March 3, 2006. Then, on April 24, 2006, a student left the school premises for home and lied to the parents that he

had been sacked for non-payment of school fees. Two boys fought seriously on July 16, 2007. Finally, on November 24, 2008, some students cheated during examination.

In a bid to improve discipline in Christ Ebenezer Preparatory and Junior High School, Darkuman, Accra, several measures including the provision of class attendance registers, which are marked daily by teachers have been put in place. Parents whose wards misbehave are invited by the Guidance and Counselling Committee of the school for discussion and counselling. Additionally, sermons on good behaviour are given regularly during weekly services for students. Despite these measures, pupils/students still indulge in indisciplinary acts such as stealing, gross insubordination towards teachers, fighting, examination malpractices etc. These acts of indiscipline affect the image of the school and dent the effort of management and teachers. Aside that, it is the products from the basic level of education that get to the higher levels and cause some of these acts of indiscipline witnessed in the secondary schools and allied institutions. This has raised concern from teachers and educators on the need to investigate the view of teachers and students on the concept of discipline as pertains to the Christ Ebenezer Preparatory and Junior High School, Darkuman, Accra.

Indiscipline among students should be addressed (a) to ensuring the safety of staff and students, (b) to creating an environment conducive to learning, (c) because acts of violence and crime do adversely affect academic achievement (Carroll, 2006) and, (d) to producing quality human resource for the country. Serious student misconduct involving violent or criminal behaviour defeats these

goals (Moles, as cited in Gaustad, 1992). However, it is not known whether teachers and students have the same insight on the concept of discipline. Further, strategies used to improve discipline have not been studied, hence the need for the study.

Purpose of the Study

The study sought to find out whether students and teachers comprehend disciplinary issues as pertain in the school and their ramifications. Thus, the core of this study is to establish teachers and students meaning of discipline, the prevalence of disciplinary problems and strategies to improve discipline to ensure academic excellence in the school. The specific objectives are to:

i. explore the perception of students and teachers on discipline in the Christ Ebenezer Preparatory and Junior High School

ii. identify the causes of indiscipline in the Christ Ebenezer Preparatory and Junior High School

iii. ascertain factors that will help improve discipline in the Christ Ebenezer Preparatory and Junior High School.

Research Questions

In line with the purpose of the study stated above, answers were found to address the following questions:

1. How do teachers and students in Christ Ebenezer Preparatory and Junior High School, Darkuman, Accra perceive discipline?

2. What are the possible causes of indiscipline in Christ Ebenezer Preparatory and Junior High School?

3. What is the prevalence of disciplinary problems in Christ Ebenezer Preparatory and Junior High School?

4. What can be done to reduce indiscipline among students in Christ Ebenezer Preparatory and Junior High School?

Significance of the Study

It is envisaged that the study will provide valuable information to the school stakeholders such as teachers, school administrators, parents and the community. To the teachers the study is likely to provide useful information on their role as planners and supervisors of the teaching and learning activities. The teachers will at the same time appreciate their special importance in school as students' role models. The findings may further assist teachers in identifying some of the weaknesses in the existing strategies and also lead to the development of new strategies for addressing indiscipline in schools. To the school administrators the study will give them an insight on the importance of timely support to teachers in relation to their performance and guidance of students. Parents will understand their role as co-educators and thus work jointly with the school authorities to promote students' discipline. The community will get to know the role to play as partners in schools and devise means of effectively facilitating the efforts of the school authorities for better performance. Further, the study will help the revision of Disciplinary Code of Conduct and involve students in its formulation.

Delimitation of the Study

The study was restricted to student respondents from the Junior High School and all the teachers in the school. Again, the study was restricted to acts of

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indiscipline that occurred: (a) in school buildings (b) on school grounds (c) on school buses, and (d) at school-sponsored events or activities held in places other than school grounds or school property. These delimitations were necessary to improve recall and to ensure that the reported incidents were comparable across schools. Generalisation of results was all limited to perception of teachers and students in Christ Ebenezer Preparatory and Junior High School, Darkuman, Accra.

Limitations of the Study

As an admirer of the school and also a teacher, there may be the disposition to suppress some issues in order to protect the image of the school and highlight others so as to uplift the image. However, I was as objective as possible in the collection of data by using only the facts given as responses from the instruments and not on opinion. Also, causal inferences from this study cannot be made because alternative explanations cannot be ruled out. Again, the study involves the behaviour of one person or group of persons. The behaviour of this one unit of analysis may or may not reflect the behaviour of similar entities. Further, the study may be suggestive of what may be found in similar establishment, but additional research would be needed to verify whether findings from this study would generalise elsewhere.

Organisation of the Rest of the Study

The study consists of five chapters. The chapter one gives an account of the background of the study, the statement of the problem and purpose of the study. It also raises the research questions, states the significance of the study, as well as

indicates the delimitation and limitations of the study. Chapter two deals with the review of literature related to the study whilst chapter three examines the methods and techniques that were adopted to collect and analyse the data. Chapter four focuses on the presentation and discussion of findings. The summary, conclusions and relevant recommendations to educational administrators are given attention in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter elaborates on the literature related to the subject under study with emphasis on the following:

1. Meaning of discipline

2. Conditions that promote discipline problems

3. Costs and benefits of discipline

4. How to maintain discipline

Meaning of Discipline

The word "discipline" encompasses a wide spectrum of meaning, well from the negative or positive perspective. According to the *American Heritage Dictionary of the English Language* (2000) discipline refers to both prevention and remediation—it is training that is expected to produce a specified character or pattern of behaviour, especially training that produces moral or mental improvement or controlled behaviour resulting from such training; self‑control; or control obtained by enforcing compliance or order; or a state of order based on submission to rules and authority; or punishment intended to correct or train. Kyriacou (1995) referred to discipline as the maintenance of order and control necessary for effective learning. Basically this it involves pupils acting in line with the teacher's intentions for their behaviour, be it listening, talking or under-

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taking the academic work in hand. The *Encarta World English Dictionary* (2009) said discipline is the practice or methods of teaching and enforcing acceptable patterns of behaviour; a controlled orderly state, especially in a class of school children; the ability to behave in a controlled and calm way even in a difficult or stressful situation; mental self-control used in directing or changing behaviour, learning something, training for something; and punishment designed to teach somebody obedience. The *Chambers of English Dictionary* (1990) defined discipline as "punishment" (p. 403). Eggleton (2001) opined that discipline is training which corrects, moulds, or perfects the mental faculties or moral character; obedience to authority or rules; punishment to correct poor behaviour. Musaazi (1982) declared that discipline means orderliness.

Student discipline therefore means the provision of students with an opportunity or chance to exercise self-control, to solve school problems, to learn and to promote the welfare of the school. Musaazi (1982) adds that, in meting out punishment, it should be done with love and care. Wynn and Ryan (1992) saw discipline as not doing wrong things. To teach discipline is to have students learn to obey adult directions, not to do wrong things; not to strike another child in school, or ruin the environment of the classroom through disruptive behaviour. Jordan (2000) proposed two meanings to discipline as punishment and to teach. There are different forms of punishment—physical, for instance spanking or psychological, such as taking away the privileges of a student or making the student sit in the corner of a room. Jordan continued that punishment was more popular with teachers and parents than the other forms because it was easy to use.

For example, putting a child in time-out does not need much thought, and it works in the short run.

Punishment can easily be overused or abused. Again, its focus is on what the child has done wrong and does not teach children the behaviour skills they need. Jordan concluded that the goal of any disciplinary action should be to help young people gain life skills, build self-esteem and have healthy relationships with others.

Nonetheless, usually the phrase 'to discipline' carries a negative connotation. This is because enforcement of order, that is ensuring that instructions are carried out, is often regulated through punishment. To be disciplined is then subject to context, either a virtue (ability to follow instructions well) or an euphemism for punishment (as disciplinary procedure).

Discipline problem is multifaceted, about its displays and causes, as well as its meanings and functions in the social, psychosocial and pedagogical fields. As to the displays, major situations are put in what Amado and Freire (as cited in Freire & Amado, 2009) pointed out as the first level of indiscipline: those incidents of disruptive nature whose disturbance affects the good classroom functioning. The incidents that may fall in the second and third levels are conflicts among peers and conflicts within teacher-student relationship, which might be taken on proportions of violence and even delinquency; the latter is less frequent than the former. Discipline differs from pro-social conduct which means doing good things.

Contrary to views on discipline, some educators see disciplinary activities as

irritating intrusions into school life. William Wayson disagreed with these events as a natural part of the educational process. He quoted James Hymes, who defined discipline as: ...the slow, bit-by-bit, time-consuming task of helping children to act in a certain way (Cotton, 1990).

From all the definitions, I found the definition by Adesina (1990) as very apt. Adesina defines discipline as the readiness and ability to respect authority and observe conventional or established laws of the society or any other organization. Discipline can thus be seen as a means whereby individuals are trained to be law abiding, orderly and ensure peaceful coexistence within a community.

Conditions that Promote Discipline Problems

Freire and Amado (2009) adduced the causes of discipline problems to include those related to external influences and of social, economic, cultural, generational nature, idiosyncrasies of the student, their social and family context, those linked to the personality and professionalism of the teacher, those associated with school as an organisation or the educational system as a whole.

Environmental Factors which Cause Discipline Problems

Community-Related Causes

A number of students living in the rural areas and the cities do not have recreation grounds where they can be engaged to draw their minds off antisocial activities and lifestyles. Lack of social amenities and recreational facilities may leave these students a wide social gap. To fill this social void the students may resort to drinking alcohol which propels them to violent behaviour.

For fear of being rejected, the students may indulge in improper behaviour so

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as to be accepted by the gangsters (Christle, Jolivette & Nelson, 2000). The students may have few role models and other people they admire in the communities. As these few role models gain more fame and respect because of their unsavoury reputation the students may be urged on to copy the bad attitude unknowingly. Also, students who are abused at home tend to withdraw and muse on the remedies to such ill-treatments. To find emotional solution, they tend to adopt antisocial means (Forgatch & Patterson, 1998).

Poverty in rural areas and some urban communities in Ghana (Ghana Statistical Service [GSS], 2000a) due to unemployment may compel some people to employ illicit means such as robbery, theft and prostitution to survive (Bauer & Shea, 1999). Thus, some students from poor homes and backgrounds who could adopt creative skills and critical thinking for survival adopt such negative means for status and material reward (Christle et al., 2000).

Peer Pressure

Some recent studies settled that peer group pressure is perhaps the fastest rising and most worrying cause of violence among youth, whether in school or out (*The American Teacher*; Toby; U.S. Department of Justice, as cited in Futrell & Powell, 1996, March).

The ethos of young people is perceived to be at variance with that of adult. Students and other people tend to peers for pieces of advice on social attitudes, dressing, identity and acceptable social behaviour (Bauer & Shea, 1999). To be part and admitted into the group, a new member must conform to the group's ideals. Penchant for destruction on others in the classroom or outside may be an

acceptable way to gain peer consent or recognition (Gable, Arllen & Hendrickson, 1995). Peer groups may form gangs and be obliged to be loyal and mandated to adhere to the code of conduct (Lal, Lal & Achilles, 1993). People join gangs for perks, pride in appearance, desire for respect, recognition (Lal et al.) and protection. All gangs, no matter the gender commit indisciplinary acts like assault, intimidation, defying authority, committing violent and illegal acts, use of vulgar language, disruptive and antisocial behaviour.

Drug Abuse/Substance Abuse

Ghana, like other countries, has not been spared the problems of drug abuse (Amartey-Quarcoo, Nyavor, Atsiatorme & Djan, 1995). Breslow and Smothers (2004) stated that alcohol was the most accessible drug to students. Powell, Zehn and Kottler (1995) stressed that 19% of the secondary school students use alcohol weekly. Researchers have established significant links between adolescent substance use and negative school behaviours—school failure, alienation from school and school misbehaviour (Hawkins, Catalano, & Miller, 1992; Petraitis, Flay & Miller, 1995). Alcohol affects judgement and self control (Amartey-Quarcoo et al., 1995). It also interferes with the user's cognitive functioning especially the executive functioning since the drunk person cannot select appropriate response options and cannot effectively inhibit behaviours. Further, alcohol often produces psychomotor stimulation effects that result in increases in sensation-seeking and impulsivity as well as increases in confrontational and provocative behaviour (Breslow & Smothers, 2004). Acute drunkenness leads to slurred speech, unsteady gait, perceptual distortions and mood swings (Powell et

al., 1995). In the end, anyone drunk with alcohol will fail to monitor their own behaviour to assess its aptness.

Marijuana (cannabis) is the second ranked substance used by secondary students and learners use it to self-medicate or self-soothe in order to avoid facing their own problems (Powell et al., 1995). Amartey-Quarcoo et al. (1995) stated that marijuana is harmful and can seriously affect a person's memory and ability to think and solve problems. Also, smoking it can cause accidents by affecting vision, coordination, timing and judgement. Behaviours linked with marijuana use include giggling, withdrawal symptoms and unusual facial expressions.

The Media

Teens are perhaps even more likely to be influenced by the media, both for developmental reasons and simply because they are exposed to so much of especially the electronic media. "Part of the environment of nearly every adolescent currently growing up in the United States and other industrialized countries is daily use of a variety of media" (Arnett, 1995, p. 519). Farber, Provenzo and Holm (as cited in Finley & Finley, 2005) have said that "young people are voracious consumers of popular culture" (p. 17). The media can stir up the student's indiscipline by justifying violence as a way to solving problems. The raid of Iraq by the Coalition Forces of America and Britain is typical example. This event shows that, the use of force and gallantry by the strong to coward people into submission is always right. The social learning theory (Concise Encyclopaedia of Psychology, 1996) said that young learners can acquire hostile trends through observational experiences. This could occur by watching movies

and drama episodes on the television. Some of the scenes from the movies and drama encourage the young people to use drugs freely, undermine school rules and regulations, commit antisocial behaviours such as rape, kidnapping and armed robbery. Roberts, Hendriksen and Christenson, (as cited in Wedding, 2000) stated, "Media messages influence young people by providing explicit, concrete 'models' for behaviours, attitudes, and feelings" (p. 4).

Adult Role Models

Some undisciplined learners sometimes copy the 'elitist' lifestyles of adults but may lack the money to maintain these newly acquired lifestyles. They may hence resort to stealing (Christle et al., 2000). Such role models may be known through their weird dress codes, hair styles that may conflict religious and societal norms; for example, dressing to expose vital parts. People who express their disgust over such dress codes are ridiculed and considered outmoded. Some hostile adult role models especially rap musicians, use obscene lyrics and gestures that are embraced by these innocent young boys and girls who communicate among themselves. Learners imitating such models use verbal abusive language on their peers freely. This may provoke physical retaliation by their victims.

Teacher-Related Causes of Discipline Problems

Teacher Role Models

Educators who terrorise learners into submission for any reason may equally trigger intolerance and fear if the learners are further handled with hostility and conflict in line with school ethos (Carter, 2002). Thus, males will adopt the dictatorial tendencies of male educators; and the girls, enticed by the verbal attack

of the female teachers. Many teachers derive pleasure and satisfaction in exercising power and use it arbitrary by exacting obedience from the students. Through their actions or conduct, the male teachers may express their so-called bossy masculinity (Carter, 2002) which may influence the learners' behaviour and beliefs. Some teachers tell students that it is not manly to seek help from such petty incidents as pushing and shoving, taunting and verbal profanities (Amnesty International, 1997; Carter, 2002). But without adult intervention, the offences could go on. Amnesty International (1997) ended that students are allowed to call other students offensive names and no action is taken by the teachers — this sends a message to students that intolerance is acceptable. In Carter (2002), an educator who was interviewed on her lax attitude on discipline said that she just pretended not to hear when they called her name (for help). It was not that she did not care, but just that she did not want to be shouting all the time.

Teacher-Learner Relationships

Learners react violently if the classroom setting further alienates them as against a controlled classroom ambience that is serene and conducive for teaching and learning (Duncan, 1999). Ideally, teachers should exude hope for students but, some teachers offer little support to their students and are unable to complete their syllabus (George, George, Gersten & Grosenick, 1995). Students treat such teachers with scorn. Also, over-emphasis of academic issues and dependence on punishment to correct misbehaviour eventually worsens the students' exploits. Further, ill-comments on the performance and look of students may exacerbate the bad relationships between students and teachers (George et al., 1995).

Teachers' Experience/Sense of Competence in Discipline

For several focus groups including Teachers' Unions the presence of young and inexperienced teachers in the classrooms narrows the gap between "adult" model and students, thus undermining teachers' authority. Children react negatively to inexperienced teachers whose tone of voice and inconsistent application of rules fail to command respect (Hinds, Kishchuk, Gonsalves & Richardson, 2006). Hinds et al., added that within the same school, different teachers may have different penalties for infractions, contributing to a sense of arbitrariness of discipline policy.

Teacher Qualifications and Training

Teachers need to know how to speak to pupils, how to carry themselves and how to set and maintain standards. However, some teachers are not able to fulfil these requirements. Hinds et al. (2006) said that ineffective school and discipline management can partly be due to lack of teacher qualification and training. In their research, Hinds et al. (2006) discovered that, respondents such as Education Officers, principals, Parent-Teacher Association (PTA) representatives and youth groups noted that pupils display indiscipline because teachers themselves are young and undisciplined.

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School-Related Causes of Discipline Problems

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Negative Reinforcement

Bauer and Shea (1999) said negative reinforcement is the contingent of an aversive stimulus that results in increased behaviour production to avoid or escape the aversive stimulus. Teachers, who give students very difficult tasks during

teaching, bolster the students' off-tasks behaviour. When students are attracted to and focus on something else aside what is being taught, their behaviour is said to be off-task. Harrison, Gunter, Reed and Lee (1996) said that, when students who are behaviourally-disoriented are given tasks to perform and they know that it will expose their weak knowledge base, the level of their misbehaviour increases and hastens their level of noncompliance.

Uncritical Instruction

Uncritical instruction does not consider the background, experience, knowledge and interests of the students as well as the real task in the teaching and learning process. The critical education built on the critical theory (Bauer & Shea, 1999) advanced that any training that emphasises form (rather than meaning and correctness) over creativity and differing thinking rouses students' indiscipline. Contrary to the dialogical teacher-learner interactions, the uncritical instruction is teacher-centred and hence not helpful. Again, it is typified by competition and less cooperation. Students may thus develop egoistic trends which can lead to unhealthy competitions and confrontational posture when given tasks to execute (Carter, 2002). Further, students often do not acquire listening skills. Brilliant students are always praised to the chagrin of the academically less endowed. Students who are castigated feel unwanted, debased and become apathetic towards lessons. They finally misbehave with the view to attracting attention.

Curriculum and Language Problems

All instructional materials and activities designed against the interests of the students maybe deemed boring and difficult to understand. If group work is not

key in the task, students find the curriculum too individualistic. When students are not given the chance to learn from their peers in class, they resort to disruptive behaviour in order to avoid disgrace for not being able to perform a task (Cornwell & Bawden, 1992). It is thus eminent that curriculum which is not all inclusive can threaten the behaviourally-challenged students especially those who can easily instigate. Again, students who are inadequate in terms of language of instruction would always feel upset and may become disruptive for fear that they may not be favoured by the difficulty of content which uses language that exposes their intellectual weakness.

Parent-Related Causes of Discipline Problems

Discipline

An observation made by Szyndrowski (1999) showed that between 3.3 to 25 million children throughout the world experience one form of domestic violence or other each year. Domestic violence affects children emotionally, physically, behaviourally and socially. Bauer and Shea (1999) asserted that extreme form of discipline may lead to child abuse and child neglect. Child abuse may take the following forms—verbal, physical, mental and sexual harassment. Under such conditions, the victim's health and welfare are ruined. Child neglect refers to the failure of parents to provide for the medical, physical, emotional and educational needs of the child by the individual who is responsible for their welfare. Szyndrowski's (1999) research findings showed that parental discipline and family interaction patterns seriously impart on the development of children's hostile behaviour. Parental behaviour may impart into children, morals, values,

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problem solving proficiency and pro-social behaviour. Children subjected to coercive discipline could develop violent behaviour in their social interaction with other people. Szyndrowski (1999) stated that abused boys are 1000 times more likely to cause some violent act against an adult partner and/or their children. They are often deviant bullies with frequent interpersonal confrontation with peers and teachers (Bauer & Shea, 1999). Children who are put through *laissez faire* discipline are more likely to be lawless, undisciplined and antisocial (Szyndrowski, 1999). They may not be able to adjust to community norms aptly for example, privacy and show disrespect when communicating with adults.

Parental Engagement in School

Lack of parental engagement in school contributes to children's discipline problems in school. In a research, Hinds et al. (2006) interviewed some respondents in several groups and the respondents felt that parents do not show continuous interest in their children's education; instead, the parents tend to show up only at examination time. Also, PTAs tend mainly to focus on fund raising and are sometimes dysfunctional. Youth agency participants noted that partnership between home and school needs to be made stronger and trained counsellors should visit homes.

Child-Rearing Style

Right guidance is seen as especially important during the formative years (Hinds et al., 2006). But there is lack of structure and supervision in children's lives and so have too many privileges too early. These create discipline problems because these children lack parental control. Due to the changing economic base,

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too many absent parents leave children to raise themselves. Parents leave home very early and return late in the night. For example, in the Organisation of Eastern Caribbean States (OECS), people move from an agricultural work force to a tourism work force, where they work for long hours which extend into the evening with children being neglected as a result (Hinds et al., 2006).

Television and peers also serve as negative sources of influence on discipline and as areas where parents have or exert little control. Some parents instil bravery and heroism in their children especially boys because being manly is considered to be a macho. King (1992) observed that African cultures uphold the saying that a man should not cry when injured or beaten to pulp but suppress the pain like a sacrificial lamb. Someway, males are taught to hit back at perpetrators of misbehaviour instead of running home crying to report such incidents. The wise saying, 'an eye for an eye' and, 'a tooth for a tooth' (Matthew 5:38, King James Version) is held by the male group and should be applied in disagreement.

Violent Parents

Research showed that 50% to 75% violent males also abuse children (Bauer & Shea, 1999). In the heat of disagreements, either parent may resort to verbal attacks or subject another to physical attacks. As Szyndrowski (1999) stated, a boy-child who sees his father always beat the mother anytime there is a squabble may in time beat up the partner in an attempt to compel her into compliance. Similarly, a girl-child who sees her mother slights the partner will learn to humiliate others verbally when irritated. He added that parents who address their children using vulgar languages may imprint such attitude in them and later adapt

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to it as their way of life. Further, children who observed violent relationships are likely to show problems relating to authority, emotional and mental complaints, fear and distrust of close friends or patterns of over-compliance and anxiety.

Parental Role Models

Some children copy and use their fathers' use of alcohol and drugs, and how they terrify their mothers and siblings. They could fight over petty quarrels. To be recognised, such children may rebel against any authority so as to be praised and equally feared.

Parental Substance Abuse

Children from rural and deprived schools come from homes where alcohol and illicit drugs play a major role (Dodge, Bates & Pettit, 1990). Such children are usually neglected and their siblings are compelled to play the role of caretakers because their parents' caretaking roles are hindered. Powell, Zehn and Kottler (1995) admitted that parents, who are addicted, are easy faultfinders and scream at their children on any trivial issue. Again, such parents try to keep a closed-home environment where everyone is brought under control. There is little space for personal freedom since the children have to submit to their weird parents. Hence, the children fail to maintain and establish meaningful, healthy relationship with others. They also have difficulty in stating their feelings and tend to keep their feelings to themselves. Besides, they cannot deal with psychologically-charged situations properly. Faced with frustration, neglect and abuse, these children easily get angry and vent their irritation on their peers in school at the least provocation. They may show combative hostility (may scream

at) and physically or verbally abuse others without reason (McAdams & Lambie, 2003).

Student-Related Causes of Discipline Problems

The student-related causes of indiscipline focus on the sociological background and psychological nature of the individual student within the school which make them vulnerable to objectionable behaviours. The causes include poor academic performance, lack of attention, lack of power, desire for revenge, lack of self confidence and ineffectiveness of school administrations.

Poor Academic Performance

At times students may not be able to cope with the rigorous academic work, and the medium of instruction may further alienate some of these students. To avoid taunts from peers, these students may adopt disruptive behaviours. In a study report of a university in Sri Lanka, Peiris (as cited in Weeramunda, 2008) adduced the probable causal factors to be: (a) inability of some students to cope with rigorous standards of the university; and (b) use of English as the medium of instruction in certain Faculties.

Lack of Attention

In the school, most students gain attention through normal channels. However, some students misbehave to gain attention. Most commonly, these students are the ones who arrive late for class, speak out without permission, or make weird noises that distract class and teacher attention (The Master Teacher, 2009).

Lack of Power

Some students often feel defeated if they do as they are told. They disregard authority, break rules, or bully others (The Master Teacher, 2009). These students truly feel that lack of power lies behind all their woes, and that more power would be the answer to all their problems. The need for power is shown by open dissent and refusal to follow rules.

Desire for Revenge

Some students derive personal satisfaction in being mean, vicious, and violent. They will seek revenge against teachers and classmates in any way they can. These are the students who write on desks, beat up classmates, threaten younger students, break windows, and write on school walls (The Master Teacher, 2009).

Lack of Self-Confidence

Students who lack self-confidence feel that they lack the ability to function in the classroom—but may feel completely adequate outside school (The Master Teacher, 2009). These students frustrate and anger teachers because the teachers feel their behaviour is a cop-out. When they are supposed to be studying, they play and talk to others. This misbehaviour arises from a lack of self-confidence.

Ineffectiveness of School Administrations

Educators may give privileges to perceived good students, deal with problems on ad hoc bases and not take decisive disciplinary measures to curb indiscipline when needed. Some students consider themselves as not "liked" by school authorities and think that teachers do not want them. All these can trigger

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indiscipline with the least provocation.

Costs and Benefits of Discipline

Costs of Discipline

The costs of discipline may arise as discipline deviates into negative punishments. Negative discipline in schools can stem from corporal or emotional punishment carried out by teachers and other school staff, in the belief that this is the right mode of disciplining, correcting, controlling, educating, or modifying the behaviour of a child (Ennew, 2008, October). It also includes acts carried out by another child who has been given (or assumed) authority or responsibility to impose punishment on other children. The effects of negative discipline include physical and psychological hurt to the recipient, as well as other children who witness it.

These can be inflicted as:

1. Direct assaults (beating, hitting, slapping or whipping any part of a child's body), with or without an implement like a cane, stick or belt.

2. Indirect assaults (pinching, twisting ears and joints, pulling hair, cutting and shaving hair, or dragging a child against his or her will).

3. Forced acts that are physically painful or damaging (holding a weight for a long time, kneeling on stones, standing or sitting in a contorted position).

4. Risky tasks that are dangerous or beyond a child's strength (sweeping or digging in the hot sun, unprotected cleaning of toilets).

5. Confinement, being tied up or being forced to stay at one place for a long time.

6. Verbal assaults, humiliation, ridicule and assaults on dignity, intended to

reduce a child's confidence, self-esteem or dignity.

7. Threats of physical punishment.

Real examples from Vietnam of brutal punishment at school are as follows:

a) Forced to stand in front of the class while being condemned by classmates;

b) Hit on the forehead by a ruler thrown by the teacher;

c) Not being allowed to eat while other children do so (punishment effected by the teacher because parents did not pay the school fees on time); and

d) Two children forced to slap each other on their cheeks (Ennew, 2008, October).

Negative discipline transcends the real forms of punishment. It also depicts a system where children are not allowed to partake in their own discipline. The children have to be able to realise what their mistakes are and how they can atone (Ennew, 2008, October).

Benefits of Discipline

Discipline is a very necessary condition for successful education. Huge outlay in education may not yield positive result without discipline. In 2003 Emmer, Evertson, and Worsham identified three themes in their discussion of the purposes of discipline as: learning, safety and character building. To maintain an academically focused classroom for teaching and learning to take place, some standard of behaviour must be promoted or cultivated. Thus, one benefit of discipline is that it promotes learning, or at least provides conditions which may boost or facilitate learning and/or a favourable learning environment. Discipline also helps to discourage disorderly conduct that may threaten safety in classroom and in the school in general. Students should be provided a safe learning

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environment where pushing and shoving, poking, tripping, hitting, rowdy and other distractions are prohibited. These are undesired activities that can result in time wasting, injury to self or others in the classroom. Safety should be ensured not only of persons but also school property. Activities as writing in library or school textbooks, graffiti on walls, slashing things, ripping hooks off walls and engraving on desks, can all be costly to schools and also create a state of deprivation of use for others. Such undesired behaviours could be curbed through enforcement of rules and logical consequences. Discipline in education promotes good citizenship and instils good character in students. The school is a place that provides opportunities for children to interact and learn to live and work amicably with each other. They may learn how to relate responsibly with others, tolerate others, show courtesy, and to show consideration to others. The school being a miniature model of the larger society further provides an opportunity for students to learn about and become good citizens with rights and responsibilities in a diverse and democratic society.

Some students value discipline in schools. One high school student stated: "If there were no discipline, the school would not be distinguished from the street" (Bowen, 2008, p. 1).

How to Maintain Discipline

Every teacher and school has a particular style and technique of discipline. Varying effective discipline strategies such as classroom management, partnership with parents and the community, in-school and out-of-school suspensions, corporal punishment, alternative schooling and schoolwide

discipline plans, verbal intimidation and intentionally ignoring less serious offences can remedy indiscipline.

Teachers are the heads of discipline and thus, have to control their environment for effective teaching, learning and understanding. Teaching at optimum level should reduce student discipline problems to the minimum. Killion (as cited in Eggleton, 2001) asserted that students behave better when they are provided with effective teaching. Many aspects of classroom life may contribute to students' misbehaviour: the physical arrangement of the classroom, boredom or frustration, transitional periods, lack of awareness of what is going on in every area of the classroom. Inappropriate behavioural manifestations of students can also stem from certain types of teaching behaviour. On the other hand, classroom climate and physical arrangements can encourage desirable behaviour. Teachers should regularly appraise the teaching and learning milieu for conditions or procedures that bring about or encourage misbehaviour. Again, they need to become more cognizant of the kinds of behaviour they exude and the relationship between their teaching behaviour and the resultant behaviour of students.

Setting expectations and informing all students at the start of the academic year will provide a better classroom ambience for the rest of the year and beyond. Fuhr (as cited in Eggleton, 2001) stated five basic classroom management procedures that top classroom managers follow. These include: Telling students and parents what is expected of them and posting them when class first begins. They communicate the effects of not doing what is expected. They also treat all students with positive attitude and serve as role models. Fuhr added that blending

effective classroom management and humour can reduce indiscipline greatly.

Another way is to improve the relationship between the school, parents and the community. Schools that improved the quality of their collaboration reported fewer students in need of discipline. Sheldon and Epstein's (2002) longitudinal data from elementary and secondary schools analyses showed that no matter the schools' prior rates of discipline, more family and community involvement in activities, resulted in fewer students being disciplined. Koonce and Harper (as cited in Seda, 2007) highlighted that children whose parents are involved with school, showed higher attendance rates, positive attitudes toward school, positive behaviour and increased positive interactions with peers.

In cases of serious offences such as fighting or repeated misconducts, the student may be suspended or expelled (Bock, Tapscott & Savner, 1998). For effective suspension, Joseph Feucht, an Assistant Principal of Westlake, Louisiana has devised a workable plan. When students are suspended from his school, they are given some books to read and tested when they return to school. If the students fail to excel, they are given an in-school suspension to brush up. The idea is that a suspension should not result in playtime but be punitive as well as academically productive (Feucht, 1998).

Alternative to out-of-school suspension is in-school suspension where, students are isolated in a room, made to work on regular tasks and must follow strict behaviour code. In-school discipline measure fulfils three vital criteria: It modifies student misbehaviour; the assignments protect the overall student learning environment by isolating disruptive students; and finally, protect the

community by keeping offending students off the streets (Sheets, 1996). Students who cannot be successful in regular classroom environment are enrolled in alternative schools. Majority of alternative school programmes are drawn up to take out indiscipline students from the regular alternative schooling and hopefully restore them to rejoin the compliant majority (Johnson & Weatherill, as cited in Eggleton, 2001). Three types of alternative schools exist and each one caters for a certain need (Gregg, as cited in Eggleton, 2001). Type 1 offers a full-time multi-year education options for students of all kinds. Type 2 operates by isolating, containing and reforming disruptive students. Students do not choose this type but are placed in the programme for a specific period of time. The curriculum is structured for a few basic courses. Type 3 provides a short-term but therapeutic setting for social and emotional problem students that created academic or behavioural barriers to learning.

Another discipline measure is through corporal punishment. Straus (1994) defined corporal punishment as "the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behaviour" (p. 4). However, research shows that it is ineffective and always affects self-concept (Hyman, 1996). Psychiatric News (as cited in Cryan, 1995) asserted that the psychological effects may be as harmful as the physical effects. Psychological effects may include increased anxiety and fear, feelings of helplessness and humiliation, stifled relationship with others and violence and destruction at home and school (Cryan, 1995). Corporal punishment may suppress bad behaviour but does not teach new behaviour (Bongiovanni, as

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cited in Hyman, 1996).

In verbal intimidation a misbehaved student is severely rebuked by a teacher in private. It is meant to be extremely unpleasant for the student. The teacher can also deliberately ignore less serious offences which will not create indiscipline.

Though all the measures stated may achieve a certain level of success, each cannot achieve total positive behavioural change; there is the need to blend them. Hyman (1996) said a combination of reward, positive motivational techniques and appropriate non-physical punishments would prevent most misbehaviour.

In sum, literature has been reviewed on the meaning of discipline, the conditions that promote indiscipline which were categorized into environmental factors, school-related factors, teacher-related factors and student-related factors. The negative effects and benefits of discipline were also identified.

The literature also presented a variety of strategies which can be employed in addressing disciplinary problems. This can be through varying classroom management and collaboration between the school management, parents and guardians and the community among others. However, researchers maintain that there is no universal ideal solution as each school and student is unique and strategies must be tailored to suit the individual situation.

CHAPTER THREE

METHODOLOGY

This chapter discusses the method of research, the respondents of the study, the sample and sampling technique, the instrument used, pilot testing of instrument, the administration of the instrument and the statistical treatment of data that were gathered.

Research Design

The research design for the study was a case study, which is focused on a particular problem. In the case study the researcher sacrifices generalisability for an in-depth understanding of a single phenomenon under consideration (Borg & Gall, 2006). This means that in the case study emphasis is laid on a problem in a local setting and its findings are to be evaluated in terms of the local applicability and not universal validity. The purpose is to improve the practices of a school and at the same time enhance the competencies of those who try to enhance the practices. Therefore, this design was used to find out the views of students and teachers of Christ Ebenezer Preparatory and Junior High School, Darkuman, Accra on the state of discipline in the school and to find ways of improving it.

Population

Christ Ebenezer Preparatory and Junior High School, established on October 8, 1991 is a Private School with registered number, AMA/ED/PPA 28. It is

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located on the Kofi Owusu Street near the Sallaria Hotel, Darkuman, Accra. The school's mission is to train individuals formally in both academic and non-academic process to acquire the basic academic and moral training so as to fit themselves into the society wherever they find themselves with the backing of God; hence, the motto of the school 'God is our strength.' The school has a Pre-school, Primary and Junior High Schools on the same compound which is walled. The Primary has a total of sixteen classrooms—classes one to four have three streams each; and classes five and six have two streams each. The Junior High School has forms one to three each form has two streams.

Christ Ebenezer Preparatory and Junior High School has a total enrolment of 1082: Primary—792 pupils and the Junior High School—290 students. On staffing, the Primary has staff strength of 23 teachers and the Junior High School, 13 teachers. The school has a staff common room, an office, a library, a store room and a computer laboratory. The school does well in the BECE and since 2002; about 90% of candidates get admission to their first choice Senior High Schools (SHSs). The school also takes part in national programmes such as essay competitions, quizzes and painting competitions and has won awards including the Food and Drugs Board Art award and the Holyword Entertainment award in 2003. There are clubs, namely, Ananse Girl Child Society, Red Cross, Read Wide, French Club, Mathematics Club and Scripture Union, which meet weekly. There is also weekly entertainment for students to relieve them of boredom and also develop their innate talents. The school is noted for its effectiveness and resolve on discipline no matter one's background.

The target population comprised students of Christ Ebenezer Preparatory and Junior High School, Darkuman, Accra for the 2009/2010 academic year and the teachers of the school. The students were the boys and girls of the Junior High School and of ages between 10 and 16 years. The total student population of the school as established on the class lists for the 2009/2010 academic year was 290 as shown in Table 1.

Table 1: Total Student Population - 2009/2010

	Form			Total
Stream	1	2	3	
A	47	50	54	151
B	46	51	42	139
Total	**93**	**101**	**96**	**290**

Source: Class List for the Academic Year 2009/2010

The teacher population of 36 was made up of 25 males and 11 females. Of these 36 teachers, six were professionals and 30 were non-professionals.

Sample and Sampling Procedure

In the sampling process I first considered the class lists and staff list of the school since they contained the names of all students by class and the staff respectively. They therefore formed the target population for the study as given by the school authorities. The students' sample size comprised 84(50.9%) boys and 81(49.1%) girls and their age distributions were as follows: 10–12 years were 16 (9.7%); 13–15 years were 142(86.1%); and 16+ years were seven (4.2%). The teacher population was 36 and comprised 25 males and 11 females.

The simple random sampling which is the basic sampling technique where

we select a group of subjects (a sample) for study from a larger group (a population) was used. Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection; that is, each member of the population is equally likely to be chosen at any stage in the sampling process. According to Krejcie and Morgan (1970), 165 respondents were required to achieve a 95% confidence interval in generalising to the 290 students. The sample size for each class was the class enrolment divided by total student population, multiplied by sample size responses. After the calculations, 27 and 26 form one students stood for A and B respectively; 28 and 29 form two students represented A and B respectively; whilst 31 and 24 form three students were for A and B respectively as shown in Table 2.

Table 2: Students Sample

	Form			Total
Stream	1	2	3	
A	27	28	31	86
B	26	29	24	79
Total	**53**	**57**	**55**	**165**

The student respondents for each class were selected by allowing all the students from each class to draw slips of paper marked 'Yes' and 'No' from a hat based on the class enrolment. The 'Yes' represented the sample size of students to be selected as respondents for each class as shown in Table 2 whilst the 'No' represented those not to be selected as respondents. All the 36 teachers in the school made up of one Headmaster, one Assistant Headmaster and 34 subject and

class teachers from both the Primary and Junior High Departments were chosen by census for the study because the number could easily be managed.

Table 3 presents the demographical data of the groups of teacher respondents.

Table 3: Ages of Teacher Respondents

Age	Freq.	%
20-24 years	0	0.0
25-29 years	5	20.8
30-34 years	7	29.2
35-39 years	5	20.8
40+ years	7	29.2

From Table 3, there was no teacher below age 25 years. Seven (29.2%) of the teachers were over 40 years of age and a total of 17(70.8%) were between 25 and 39 years old.

Table 4: Gender of Teacher Respondents

Variable	Freq.	%
Males	16	64.0
Females	9	36.0

From Table 4, more than half of the teacher respondents 16(64%) were males. With the male dominance in the school, the male teachers may express their so-called bossy masculinity through their actions or conduct, (Carter, 2002) to suppress the learners' indiscipline behaviour and beliefs.

Table 5: Professionalism of Teacher Respondents

Variable	Freq.	%
Professional	4	16.0
Non-professional	21	84.0

From Table 5, 21(84.0%) of the teachers were non-professionals with the rest four(16.0%) being professionals. This means that more than three-quarters of teachers were not trained. The untrained teachers may lack the appropriate training in child psychology and the needed experience in handling conflicts. They may therefore not adopt the right approach in handling indiscipline (Hinds et al., 2006) but use unconventional methods in discipline. But, with the passage of time and continuous teaching (as more than half of the teachers had taught for 5–14 years as shown in Table 6), they could gain the knowledge and experience as disciplined teachers due to their direct contact with the students as subject/class teachers.

Table 6: Teaching Experience of Teacher Respondents

Variable	Freq.	%
0-4 years	4	17.4
5-9 years	6	26.1
10-14 years	7	30.4
15-19 years	4	17.4
20-24 years	2	8.7
25-30 years	0	0.0

Table 6 shows that none of the teachers had taught for more than twenty-four years. However, six (26.1%) teachers had taught for 5–9 years; seven (30.4%)

teachers had taught for 10–14 years and four(17.4%) teachers had taught for between 0–4 years and 15-19 years in each case. Thus more than half, that is, 13(56.5%) of the teachers had taught for minimum of 10 years. This implies that more teachers had a certain level of teaching experience to enable them apply the rules and discipline policy and impart on the less experienced ones.

Instrument

The instrument employed for the study was the questionnaire. The reason for using it was that it was convenient and quick during data collection. It is known to be quite valid and reliable when it is well constructed. It is also economical in terms of money and time spent in the usage. Additionally, it makes group comparison easy. Conversely, questionnaires like many evaluation methods occur after the event, so participants may forget vital issues. Again, questionnaires are standardised so it is not possible to explain any points in the questions that respondents might misinterpret. Further, open-ended questions can generate large amounts of data that can take a long time to process and analyse. This was addressed by limiting the space available for respondents so that the responses could be brief.

There was one main set of questionnaire for both students and teachers because both respondents were addressing the same issues. The questionnaire consisted of four major sections: Section A of the instrument contained eight items that dealt with demographic data of both students and teachers. Section B consisted of seven items designed to measure respondents' perception of discipline and intents of discipline. Section C comprised 39 items which focused

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on causes of indiscipline. These focused on environmental factors, student-related causes, teacher-related causes and school-related causes of disciplinary problems and their level of seriousness as well as notions about the prevalence of school disciplinary problems. Section D contained 12 items designed to measure perception of respondents on various remedies to deal with school disciplinary problems. The items on this section centred on the role of school rules, rewards and punishments in the maintenance of discipline, various strategies used by teachers to promote school discipline and students and teachers preferences for various forms of rewards and punishment as school discipline.

Most of the items were closed-ended four-item Likert-type scale, and few open-ended questions. The open-ended questions were envisaged to offer the respondents with an opportunity to give their opinions on the major causes of indiscipline and ways of promoting discipline in the school. The Likert-type questionnaire has been found to be most convenient type of instrument for measuring attitudes and perceptions. For, it allows respondents to express the degree of their belief in any given statement (Best & Kahn, 2006). The four-item Likert-type was chosen based on the recommendations of Casley and Kumar (1988) who opined that if an odd number response scale is used, there is the high degree for individuals to select responses in the centre of the scale.

Pilot Testing

A pilot testing was conducted to determine the validity and reliability of the research instrument. This involved conducting a preliminary test of data collection tools and procedures to identify and eliminate problems before actually

collecting data from the target population.

Gomm (2004) defines validity as a relationship of accuracy between the responses and the reality the responses were intended to capture. Tamakloe, Amedahe and Atta (2005) state that validity determines if a test measures what it is meant to measure. For this study, content validity and face validity were chosen (Black, 2002; Gray, 2004).

Content validity involves validating the content of a test (Gray, 2004) whilst face validity measures the construct the questionnaire is supposed to measure. It is based on the subjective judgement of the researcher.

Trochim (2001) says the term reliability means the "consistency and repeatability" of a measure (p. 88). Reliability relates to the quality of measurement. A measure is considered reliable if it would give the same result continuously (assuming that what is being measured is not changing).

The computer software was used to analyse the reliability of the data by computing the Cronbach's alpha coefficient of the items under the various Sections. The reliabilities of the various items were as shown in Table 7.

From Table 7, the Cronbach's alpha coefficient was between 0.933 and 0.979. According to Pallant (2001), Cronbach's alpha coefficient of 0.70 or more is considered to be reliable. Therefore, the instrument was reliable.

To gain content validity for the study the prepared questionnaire was given to my supervisor for perusal. Relevant suggestions were added to rectify and finalise it. For face validity, my supervisor was satisfied with the items of the questionnaire that the construct were to be tested; hence, satisfying face validity.

Table 7: Pilot Test Reliability Analysis of Subscales of the Research Instrument using Cronbach's Alpha

	Teachers		Students	
Sub - scales	Number of items	Cronbach's Alpha	Number of items	Cronbach's Alpha
Concepts of discipline	5	0.971	5	0.973
Prevalence of acts of indiscipline	20	0.979	18	0.979
Ranking causes of indiscipline	5	0.933	5	0.969
Remedies to deal with indiscipline	4	0.956	4	0.972
Punishment as a means of school discipline	7	0.969	7	0.977

Source: Pilot Test, CEP and JHS, Accra.

The responses from the respondents in the pilot testing were not included in the main study in order to avoid any influence on the main study.

Data Collection Procedure

Permission to do the research was orally requested from the School Management. The purpose of the study was clearly outlined to the School Management, teachers and students. An informed consent was thus sought and deception was averted as much as possible. Through the directive of the Headmaster, the Assistant Headmaster discussed the time and venue with me. It was agreed that the questionnaires be administered in individual classes at 2:00pm since there was no suitable place to gather all the students.

The Assistant Headmaster helped me by supervising the respondents whilst I administered the questionnaires on the students (one class at a time) and individual teachers at a time.

The responses of the students were collected from them on the same day, and those of the teachers were collected after three days. All the 165 questionnaires given out to the students were completed and returned, giving a 100% return rate. As to the teachers, 26 out of 36 questionnaires were returned; constituting 72% return rate.

Data Analysis

The data collected with the questionnaire were edited. The main statistical method applied was organising the data according to the items under the various sections in the questionnaire and finally tabulating the responses item after item. The frequency and percentage analyses of the data were derived by using the computer and the result presented in a table format. The data were then analysed by comparing the responses of students and teachers using the frequency and percentage analyses.

With regard to the open-ended questions, first, I read through all the responses and identified themes. I then assigned codes (a number) to each theme. Finally, I read all the open-ended responses again and entered the codes for each record in the survey database and tabulated the codes as in closed-ended survey responses.

To make the analysis and discussion of the results easier, the two positive responses (Strongly Agree and Agree) were grouped together as "Agree" and the

two negative responses (Strongly Disagree and Disagree) were grouped together as "Disagree." Again, the two responses (Very Often and Often) were grouped together as "Often" and the responses (Occasionally and Never) were grouped together as "Occasionally." Further, the two responses (To a great extent and To a little extent) were grouped together as "To a little extent" whilst the two responses (To a very little extent and Not at all) were also grouped together as "To a very little extent."

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this study was to identify the meaning of discipline, the factors contributing to students discipline problems, prevalence of these acts of indiscipline and measures to adopt to deal with indiscipline among the students in Christ Ebenezer Preparatory and Junior High School, Darkuman in Accra. The respondents were all the teachers in the school and samples of students from the junior high school. The main instrument used for data collection was questionnaire. One set of questionnaire was administered to both teachers and students as they were all addressing the same issue.

The questionnaire had items on the demographic data of teachers and students. They also investigated the concept of discipline by teachers and students, the causes of disciplinary problems and the prevalence of disciplinary problems and strategies teachers may use to improve discipline in the school. There were four research questions which guided the study:

1. How do teachers and students in Christ Ebenezer Preparatory and Junior High School, Darkuman, Accra perceive discipline?

2. What are the possible causes of indiscipline in Christ Ebenezer Preparatory and Junior High School?

3. What is the prevalence of acts of indiscipline in Christ Ebenezer Preparatory

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and Junior High School?

4. What can be done to reduce indiscipline among students in Christ Ebenezer

Preparatory and Junior High School?

Research Question One: How do teachers and students perceive discipline?

Research question one sought to know how the teachers and students

understood discipline and intents of discipline. This consists of four items and

three items of questionnaire as shown in Table 8 and Table 9 respectively.

Table 8 focused on items related to respondents' perception of discipline.

Table 8: Teachers' and Students' Perception of Discipline

		Agree		Disagree	
Item		Freq.	%	Freq.	%
Discipline refers to the punishment	(T)	16	61.5	10	38.5
imposed by the teacher to a student	(S)	132	80.0	33	20.0
Discipline refers to techniques used by	(T)	25	96.2	1	3.8
the teacher to increase good behaviour	(S)	146	88.5	19	11.5
Discipline is an action that promotes	(T)	23	88.5	3	11.5
effective teaching and learning	(S)	139	84.2	26	15.8
Discipline is an action that helps	(T)	20	76.9	6	23.1
students manage their behaviour	(S)	134	81.2	31	18.8

Table 8 indicates that most teachers and students agreed that the meaning of

discipline was techniques used by the teacher to increase good behaviour, which

was buttressed by 25(96.2%) teachers and 146(88.5%) students. The second, rated

meaning of discipline among the teacher and student respondents was that

discipline is the state of order which promotes effective teaching. Twenty-three

(88.5%) teachers and 139(84.2%) students affirmed this. Both teachers and students agreed that the third rated concept on meaning of discipline was that disciplinary actions help students manage their behaviour. This was indicated by 20(76.9%) teachers and 134(81.2%) students. Nevertheless, both teacher and student respondents least agreed on the meaning that discipline is the punishment given to students who break school rules as shown by 16(61.5%) teachers and 132(80%) students. This implies that the respondents did not approve of punishment as means of ensuring discipline. In spite of the score differences and ratings, the overall response of teachers and students on discipline, involves actions which are adopted to discover innate abilities of students to ensure order instead of punishment. This notion of discipline hinges on self-discipline. The finding confirms the views of Musaazi (1982) who opined that discipline involves counselling, guidance and advice to produce students who are orderly. In contrast, teachers' and students' low rating for punishment as a connotation of discipline is at variance with Eggleton (2001). The writer stressed that discipline means punishment. However, respondents who rejected punishment appear to support Jordan (2000) that the goal of any disciplinary action should be to help young people gain life skills, build self-esteem and have healthy relationships with others. But, punishment should be used when counselling and persuasion fail to ensure good behaviour.

The overall responses of teachers and students on discipline involve measures that are adopted to bring out inherent abilities of students to ensure order despite the score differences and ratings. This concept on meaning of

discipline involves measures that are adopted to bring out inherent abilities of students to ensure order. It is based on self-discipline rather than punishment.

Table 9 focused on items related to concepts on intents of discipline.

Table 9: Teachers' and Students' Concepts on Intents of Discipline

		Agree		Disagree	
Item		Freq.	%	Freq.	%
Disciplinary actions deter students	(T)	24	92.3	2	7.7
from committing similar offences	(S)	146	88.5	19	11.5
Disciplinary actions are intended to	(T)	24	92.3	2	7.7
help students become responsible	(S)	152	92.1	13	7.9
Disciplinary actions are intended to help	(T)	22	84.6	4	15.4
students manage their behaviour well	(S)	125	75.8	40	24.2

From Table 9, teachers' most agreed intents of discipline was that disciplinary actions help people become responsible and disciplinary actions help to deter students from committing similar offences. These were indicated by 24(92.3%) teachers in each case. The students' most agreed intent of discipline was that disciplinary actions help people become responsible; followed by discipline help to deter students from committing similar offences. These were supported by 152 (92.1%) students and 146(88.5%) students respectively. This meant that both teachers and students agreed that disciplinary actions help people become responsible. This is in line with Wynn and Ryan (1992) who saw discipline as not doing wrong things. However, both teachers and students agreed least on the intent that discipline help students manage their own behaviour well. This is buttressed by 22(84.6%) teachers and 125(75.8%) students.

Research Question Two: What are the possible causes of the acts of indiscipline in the school?

Research question two sought to know what causes indiscipline in the school. This consists of 18 items of the questionnaire as shown in Table 10.

Table 10: Teachers' and Students' Responses on Causes of Indiscipline

		Agree		Disagree	
Item		Freq.	%	Freq.	%
Students from 'broken families' more	(T)	15	57.7	11	42.3
often tend to misbehave in school	(S)	85	51.5	80	48.5
Students misbehave because they	(T)	19	73.1	7	26.9
imitate bad behaviours from parents	(S)	85	51.5	80	48.5
Students misbehave because they	(T)	26	100.0	0	0.0
imitate negative attitudes from films	(S)	147	89.1	18	10.9
Students misbehave because of	(T)	26	100.0	0	0.0
influence from peers	(S)	151	92.6	14	7.4
Students misbehave because	(T)	8	30.8	18	69.2
teachers punish them unfairly	(S)	90	54.6	75	45.4
Teachers who engage in sexual affairs	(T)	22	84.6	4	15.4
with students are often disrespected	(S)	143	86.7	22	13.3
Teachers who insult students cause	(T)	23	88.5	3	11.5
students to disrespect them	(S)	145	87.9	20	12.1
Teacher absenteeism from school	(T)	8	30.8	18	69.2
causes students to disrespect them	(S)	38	23.0	127	77.0

Table 10 (continued)

Item		Agree Freq.	%	Disagree Freq.	%
Students misbehave in order to	(T)	7	26.9	19	73.1
reduce boredom in school	(S)	73	44.2	92	55.8
Students disrespect a teacher who	(T)	19	73.1	7	26.9
does not dress properly	(S)	110	66.7	55	33.3
Students misbehave because teachers	(T)	14	53.8	12	46.2
disrespect rules on their own conduct	(S)	107	65.2	57	34.8
Students misbehave because they do	(T)	11	42.3	15	57.7
not understand school rules	(S)	71	43.0	94	57.0
Students misbehave because they	(T)	5	19.2	21	80.8
think the school rules are unfair	(S)	46	27.9	119	72.1
Students disrespect a teacher who	(T)	20	76.9	6	23.1
practises favouritism	(S)	108	65.5	57	34.5
Students misbehave to find out whether	(T)	10	38.5	16	61.5
they will be punished for breaking rules	(S)	93	56.4	72	43.6
Students misbehave because of	(T)	13	50.0	13	50.0
failure at academic work in school	(S)	111	67.7	53	32.3
Students misbehave because they	(T)	5	19.2	21	80.8
are harshly punished	(S)	74	44.8	91	55.2
Students misbehave because of poor	(T)	13	50.0	13	50.0
food served at the canteen/dining hall	(S)	60	36.6	104	63.4

From Table 10 there were some similarities and differences concerning teachers and students responses on the causes of disciplinary problems. Teachers' most agreed causes of indiscipline were peer influence and imitating negative attitudes from films; whilst students' most agreed cause was peer influence. Imitating negative attitudes from films was students' second cause of indiscipline. These were shown by 26(100%) teachers in each case and 151(92.6%) students and 147(89.1%) students respectively. Similarly, both teachers and students agreed that the third cause was insult from teachers indicated by 23(88.5%) teachers and 145(87.9%) students. Additionally, 22(84.6%) teachers and 143(86.7%) students agreed that teachers who engaged in sexual affairs with students were the fourth cause of indiscipline. In like manner, both teachers and students regarded improper dressing by teachers and disregard for school rules by teachers as the sixth and eighth cause of indiscipline respectively. These were supported by 19(73.1%) teachers; 110(66.7%) students and 14(53.8%) teachers; 107(65.3%) students respectively. Students from 'broken homes' and imitating bad behaviour from parents were considered eleventh cause of indiscipline in each case by students whilst teachers considered 'broken homes' as the seventh cause. These were indicated by 85(51.5%) students and 15(57.7%) teachers respectively. Imitating bad behaviour from parents was teachers' sixth cause of indiscipline, backed by 19(73.1%) teachers. However, students' seventh cause of indiscipline was favouritism by teachers, but this was teachers' fifth cause of indiscipline; shown by 108(65.5%) students and 20(76.9%) teachers respectively. Unfair school rules and harsh punishment were teachers' least cause of

indiscipline in each case. On the contrary, students' least cause of indiscipline was teacher absenteeism; shown by five (19.2%) teachers and 38(23.0%) students.

From the responses of the respondents, the most causes of indiscipline were influence from peers and imitating negative attitudes from films. The others were insults from teachers, teachers' sexual affairs with students, favouritism by teachers, improper dressing by teachers, 'broken homes', teachers' disregard for school rules and imitating bad behaviour from parents. The least causes were unfair school rules, harsh punishment and absenteeism by teachers.

Peer influence as one of the most causes of indiscipline from the study supports some recent studies by *The American Teacher*; Toby; U.S. Department of Justice (as cited in Futrell & Powell, 1996, March) that peer group pressure is perhaps the fastest rising and most worrying cause of violence among youth in school. Copying bad attitude from parents and films are in line with the social learning theory (Concise Encyclopaedia of Psychology, 1996) which says that young learners can acquire hostile trends through observational experiences. This can occur by watching movies and drama episodes on the television and even bad family interactions. Also, teachers are supposed to encourage students and not insult them. Insults worsen the relationship between teachers and students. George et al. (1995) affirm that insulting students causes indiscipline.

Teachers are considered as role models and in *loco parentis* for students. Thus, involving in sexual affairs with students is seen as unethical. This supports claim by Hinds et al. (2006) that pupils display indiscipline because teachers themselves are indisciplined. Again, some students consider themselves as not

'liked' by school authorities. These students antagonise the perceived 'liked' students which elicits indiscipline at the least provocation by the 'liked' students. Further, improper dressing by teachers impart negatively on students as they copy and practise such dressing, in line with the social learning theory. 'Broken home' as cause of indiscipline fits into Doughty's (2008) research in the United Kingdom which showed that children suffer badly from divorce or parental break-up, and that those children brought up by a single parent were more likely to do badly at school, suffer poor health, and fall into crime. Such learners from 'broken families' are prone to disciplinary problems because there may not be an adult to regulate and monitor their exposure to dangerous films and pictorial information. These children could acquire the bad attitudes as shown in the films.

Though the respondents did not see teacher absenteeism as a disciplinary problem as shown by eight (30.8%) teachers and 38(23.0%) students, its effects are precarious as it reduces teachers' contact hours with students. As a result, teachers may not complete their syllabus (George et al., 1995). This will impact negatively on students' results in their BECE. It should hence be checked.

Students learn from their teachers. Once the teachers disregard school rules in respect of their conduct, the students may do same and thus break school rules which constitute indiscipline (Hinds et al., 2006). The respondents appeared to have no problem regarding punishment and school rules to correct indiscipline. This was shown in their low ratings by five (19.2%) teachers and 74(44.9%) students in respect of harsh punishment resulting in indiscipline; and five (19.2%) teachers and 46(27.9%) students representing students' misbehaving because of

unfair school rules. Teachers should not think that students were comfortable with happenings and exploit the low ratings to their advantage and abuse the students. Because terrorising students into submission may with time trigger intolerance if students are further handled with hostility and conflict in line with school ethos (Carter, 2002). Rather teachers should explore other forms of discipline which will bring out the inborn abilities of the students which is self-discipline.

Research Question Three: What is the prevalence of acts of indiscipline in the school?

Research question three sought to know the rate of cause of indiscipline in the school and the dominant cause of indiscipline. This comprises 20 items on prevalence of acts of indiscipline as presented in Table 11 and five items on ranking causes of indiscipline as shown in Table 12 respectively.

Table 11: Teachers' and Students' Responses on Prevalence of Acts of Indiscipline

Item		Often Freq.	Often %	Occasionally Freq.	Occasionally %
Stealing of other students' belongings	(T)	9	34.6	17	65.4
pens, money, books, etc.	(S)	125	75.8	40	24.2
Bullying of junior students	(T)	2	7.7	24	92.3
	(S)	64	38.8	101	61.2
Cheating during classwork and	(T)	2	7.7	24	92.3
examinations	(S)	97	58.8	68	41.2
Disobeying authority	(T)	4	15.4	22	84.6
	(S)	65	39.4	100	60.6
Absenteeism from school/class	(T)	5	19.2	21	80.8
	(S)	91	55.2	74	44.8
Going out of school without	(T)	1	3.8	25	96.2
permission	(S)	36	21.8	129	61.2
Physical attack e.g. fighting among	(T)	1	3.8	25	96.2
students with/without a weapon	(S)	64	38.8	101	61.2
Truancy	(T)	5	19.2	21	80.8
	(S)	74	44.8	91	55.2
Telling lies/ Giving misleading	(T)	8	30.8	18	69.2
information	(S)	99	60.0	66	40.0
Failing to do homework and	(T)	14	53.8	12	46.2
other exercises	(S)	92	55.8	73	44.2

Table 11 (continued)

Item		Often Freq.	%	Occasionally Freq.	%
Drinking of alcohol	(T)	0	0.0	26	100.0
	(S)	3	1.8	162	98.2
Smoking of cigarette	(T)	0	0.0	26	100.0
	(S)	2	1.2	163	98.8
Showing disrespect towards a	(T)	2	7.7	24	92.3
teacher	(S)	52	31.5	113	68.5
Proposing love to the opposite	(T)	1	3.8	25	96.2
sex	(S)	49	29.7	116	70.3
Destruction of school property	(T)	2	7.7	24	92.3
	(S)	67	40.6	98	59.4
Lateness to school	(T)	13	50.0	13	50.0
	(S)	110	66.7	55	33.3
Wearing unprescribed	(T)	3	11.5	23	88.5
uniform	(S)	31	18.8	134	81.2
Improper dressing	(T)	5	19.2	21	80.8
	(S)	87	52.7	78	47.3
Verbal abuse of teachers	(T)	2	7.7	24	92.3
	(S)	40	24.2	125	75.8
Writing on school walls	(T)	4	15.4	22	84.6
	(S)	102	61.8	63	38.2

Table 11 shows the differences and similarities between teachers and students responses on the prevalence of disciplinary problems in the School. Fourteen (53.8%) teachers and 92(55.8%) students regarded failure to do home work and other exercises as the first and fifth frequent disciplinary problems in the school. On the contrary, 125(75.8%) students considered stealing of students' belongings as the first frequent disciplinary problem. In addition, 110(66.7%) students considered lateness to school as the second disciplinary problem whilst 102(61.8%) students perceived writing on school walls as the third agreed disciplinary problem. However, 13(50.0%) teachers agreed that lateness to school was the second frequent disciplinary problem.

Nine (34.6%) teachers agreed that the third disciplinary problem was stealing of students' belongings. In contrast, four (15.4%) teachers agreed that writing on school walls was the eighth disciplinary problem in the school. In like manner, teachers' fourth agreed disciplinary problem was telling lies which was in contrast to students' third agreed disciplinary problem. Those who agreed on this problem were eight (30.8%) teachers and 99(60%) students respectively.

Moreover, two (7.7%) teachers and 97(58.8%) students regarded cheating in classwork and examinations as the twelfth and fourth disciplinary problem in the school respectively. Also, five (19.2%) teachers and 91(55.2%) students agreed as fifth and sixth respectively, that students engaged in absenteeism. Smoking of cigarette and drinking of alcohol were the least agreed disciplinary problems among teachers and students. None of the teacher saw smoking of cigarette and drinking of alcohol as disciplinary problems in the school. However, two (1.2%)

students and three (1.8%) students indicated smoking of cigarette and drinking of alcohol respectively, as disciplinary problems. Thus, smoking of cigarette and drinking of alcohol were not frequent disciplinary problems in the school.

Children failed to do homework, possibly due to lack of supervision at home. This supports the views of Hinds et al. (2006) that lack of parental control creates discipline problem. Teacher and student respondents accepted the issue of lateness to school as indiscipline. This confirms the views of The Master Teacher (2009) that indiscipline includes lateness to class/school.

Teachers and students agreed that stealing of items occurred among students as indicated by nine (34.6%) teachers and 125(75.8%) students. Stealing is a serious offence in the school just as it is in any other institution. Indeed, education will lose its rationale if students who are being trained to add value to society end up as robbers. Stealing is unethical and causes financial constraints to parents. It could be habitual leading to imprisonment. This practice must therefore be stopped in order to protect the entire society. These learners could develop this bad attitude as modelled in the films or from peers in line with the social learning theory (Concise Encyclopaedia of Psychology, 1996). Smith and Furlong (as cited in Mabitla, 2006) found that watching acts of indiscipline advances indiscipline.

Students told lies or gave misleading information in order to avoid punishment thus supporting the claim of Bauer and Shea (1999). Lying is a serious issue because the children are being trained to fit well into society. Hence, the act should be curbed. The occurrence of writing on school walls by students supports The Master Teacher (2009) that writing on school walls is an

indisciplinary act among students. Students perhaps wrote on the walls to express their sentiments on happenings in the school as there might not be alternative avenues to do that.

Also, 91(55.2%) students and five (19.2%) teachers agreed that students engaged in absenteeism. Although some teachers did not seem to regard absenteeism as a problem the practice needs to be checked. This habit reduced the contact hours for learning which could hinder effective understanding of topics taught. The implications are that some students do not attend classes regularly.

Absenteeism is antecedent to cheating in classwork and examinations. The prevalence of cheating in classwork and examinations is a serious act of indiscipline since students who indulge in the act are not all set for examinations. Such students employed this act to avoid getting low marks which could call for taunts from colleagues. Thus, the practice should be checked, to prevent possible cancellation of papers and dismissal of students. Hence, the Code of Discipline for students stipulates that students who indulge in cheating should have their papers cancelled for the first offence. For subsequent offence, students should be dismissed. Koonce and Harper (as cited in Seda, 2007) therefore admonish parents to get involved with school administration to raise attendance rates.

Smoking of cigarette and drinking of alcohol were the least disciplinary problems. The least use of alcohol in the school contrasts the findings of Breslow and Smothers (2004) who stated that alcohol was the most accessible drug to students. Powell, Zehn and Kottler (1995) also stressed that 19% of the secondary school students used alcohol weekly. Alcohol and cigarette were not used by the

respondents. Maybe due to the education on the harmful effects of these substances to the health of the respondents or the supply of these substances to the respondents was cut off. The use of these substances depended on their supply or availability. Once there was no access to the substances, the respondents could not use them (Amartey-Quarcoo et al., 1995).

Ranking Causes of Indiscipline

Table 12 presents respondents' responses to items ranking causes of indiscipline. The rankings are 1, 2, 3, 4 and 5. The number 1 indicates the most or major cause and number 5 shows the least cause of indiscipline.

Table 12: Teachers' and Students' Responses on Ranking Causes of Indiscipline

		1		2		3		4		5	
Item		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Influence from teachers	(T)	2	7.7	2	7.7	1	3.8	6	23.1	15	57.7
	(S)	25	16.2	24	15.6	31	20.1	32	20.8	42	27.3
Neglect from parents	(T)	14	53.8	7	26.9	3	11.5	2	7.7	0	0.0
	(S)	20	13.0	34	22.1	37	24.0	34	22.1	29	18.8
Influence from peers and	(T)	7	26.9	12	46.2	4	15.4	2	7.7	1	3.8
friends	(S)	81	52.6	30	19.5	21	13.6	16	10.4	6	3.9
The school rules and	(T)	2	7.7	2	7.7	6	23.1	8	30.8	8	30.8
punishment	(S)	13	8.4	22	14.3	30	19.5	42	27.3	47	30.5
Influence from the public	(T)	1	3.8	3	11.5	12	46.2	8	30.8	2	7.7
	(S)	16	10.4	43	27.9	33	21.4	31	20.1	31	20.1

From Table 12, 14(53.8%) teachers regarded neglect from parents as the first

ranked cause of indiscipline in the school. On the contrary, 81(52.6%) students cited influence from friends as the topmost cause of indiscipline in the school. Additionally, 25(16.2%) students considered influence from teachers as the second ranked cause of indiscipline, whilst 20(13.0%) students perceived neglect from parents as the third cause of indiscipline. The teachers considered influence from peers and friends as the second ranked cause of indiscipline in the school. This was supported by seven (26.9%) teachers. However, two (7.7%) teachers considered in each case that influence from teachers and school rules and punishment were the third ranked disciplinary problems. In like manner, students' fourth ranked cause of indiscipline was influence from the public. Supporters of this assertion were 16(10.4%) students. The school rules and punishment was the least ranked cause of indiscipline on the part of students whilst the teachers' least ranked cause was influence from the public. These were backed by two (7.7%) students and one (3.8%) teacher respectively.

The issue of neglect from parents is considered a serious act. Parents are supposed to nurture their children to conform to societal norms. Once the parents are unavailable, the child is left with a social void where he goes on escapade to copy from friends and television, acts that may influence him negatively. This confirms the research findings of Szyndrowski (1999) that children subjected to *laissez faire* discipline are likely to be undisciplined and lawless. Perhaps, parents neglect their children because of the economic situation which compels parents to leave home early for work and return home late only to find their children asleep and not knowing what the children did in their absence.

The results also showed that influence from peers and friends was one of the most ranked acts of indiscipline. This assertion is confirmed by the views of *The American Teacher*; Toby; U.S. Department of Justice (as cited in Futrell & Powell, 1996, March) who indicated that peer group pressure is perhaps the fastest rising and most worrying cause of violence among youth, whether in school or out of school. Two (7.7%) teachers ranked influence from teachers as the third cause of indiscipline. This confirms the views of Carter (2002) that teachers may influence learners' behaviour and beliefs. Influence from the public was ranked fourth cause of indiscipline by students as indicated by 16 (10.4%) students and the least cause by teachers indicated by one (3.8%) teacher. This supports the claims of Bauer and Shea (1999) and Christle et al. (2000) who opined that people indulge in illicit and negative acts such as robbery and thievery for survival. Regarding the school rules and punishment two (7.7%) teachers ranked it as the third cause of indiscipline whilst 13(8.4%) students ranked it as the least cause. This assertion confirms the views of Cornwell and Bawden (1992) that students become disruptive in order to avoid disgrace when they are not given the chance to learn from their peers in class.

Research Question Four: What can be done to reduce the acts of indiscipline among students in the school?

Research question four sought to know the measures that could be taken to reduce indiscipline among students in the school. This comprises four items of the questionnaire as shown in Table 13 and seven items on punishments to use to address discipline as indicated on Table 14.

As a teacher, you bear the responsibility for disciplining your students, shaping their behaviour, and helping them make good choices, day in and day out. So in order to make quick, sound decisions, you will need to develop a "toolkit" of effective student discipline strategies to choose from. The following strategies, used within the context of a caring teacher-student relationship, will help you have a positive influence on your students' behaviour: 1. Reviewing existing school rules; 2. Punishments or Loss of privileges for wrongdoing; 3. Students' participation in formulating school rules; and 4. Rewards for good behaviour.

The teacher and student respondents' views on given strategies as means of discipline are presented on Table 13.

Table 13: Teachers' and Students' Responses on Strategies Teachers may use to Improve Discipline

		Agree		Disagree	
Item		Freq.	%	Freq.	%
Existing school rules should be	(T)	20	76.9	6	23.1
reviewed	(S)	145	89.5	17	10.5
Punishments for wrongdoing are	(T)	23	88.5	3	11.5
effective in preventing indiscipline	(S)	130	80.2	32	19.8
Students should participate in	(T)	22	84.6	4	15.4
formulating school rules	(S)	148	91.4	14	8.6
Rewards for good behaviour are	(T)	24	92.4	2	7.6
helpful in dealing with indiscipline	(S)	133	82.1	29	17.9

Table 13 shows responses of teachers and students on strategies teachers may use to improve discipline in the school. There were some variations

regarding teachers and students responses on the strategies. Teachers' most agreed strategy for improving discipline was rewards for good behaviour. This was supported by 24(92.4%) teachers. In contrast, students' most agreed strategy was participation of students in formulating school rules, which was supported by 148(91.4%) students; however, this was the teachers' third strategy and was backed by 22(84.6%) teachers. The second agreed strategy of teachers, which on the contrary, constituted the least strategy of students, was the use of punishment for wrongdoing. This was backed by 23(88.5%) teachers and 130(80.2%) students respectively. Again, the second agreed strategy for the students was the review of the existing rules, shown by 145(89.5%) students. But, this assertion constituted the least strategy of teachers, indicated by 20(76.9%) teachers.

Thus, teachers' and students' overall responses on strategies for improving discipline suggest that the most agreed strategies were students' participation in formulating school rules and rewards for good behaviour, followed by review of existing rules and punishment for wrongdoing.

Students received higher ratings than teachers on the review of existing rules: 145 (89.5%) students and 20 (76.9%) teachers and on participation in formulating school rules, 148(91.4%) students, and 22(84.6%) teachers. These outcomes presuppose that some of the rules were inimical to their very existence as students and therefore they needed to partake in formulating rules that will favour them or review rules which are not in their interest. Involvement of students in formulating favourable school rules and changing some rules which are inimical to their interest support the view of Bauer and Shea (1999) who

indicated that people indulge in increased behaviour production to avoid or escape an aversive stimulus. Again, from the responses, the use of punishment as strategy by teachers to improve discipline received lower rating among students than teachers: 130(80.2%) students; 23(88.5%) teachers. This is because the students were on the receiving end of punishment which could be overused or abused to debase them. This backs the claim of Jordan (2000) that punishment can be abused or overused.

Punishment, as previously mentioned, is designed to decrease the likelihood of getting undesired behaviour. It involves either giving something negative or taking away something positive. An example of giving something negative is making the student stay after school, giving the student some lashes or yelling at the student. Research on punishment shows that it often immediately stops the misbehaviour but does not automatically mean it is a good strategy for changing behaviour (Martens & Meller, 1990). Martens and Meller suggest that punishment is often ineffective in changing behaviour, despite quickly suppressing it. Mild punishment does not seem to work very well, and even with severe punishment, the undesired behaviour tends to recur when the punisher is not around.

Table 14 presents the responses of the respondents to punishments as means of school discipline.

Table 14: Teachers' and Students' Responses on Punishments as means Of School Discipline

Item		To a little extent Freq.	%	To a very little extent Freq.	%
Teachers writing bad comments	(T)	14	53.8	12	46.2
on students in a terminal report	(S)	90	55.6	72	44.4
Teachers making verbal report to	(T)	16	61.5	10	38.5
students' parents on their conduct	(S)	120	74.1	42	25.9
Students being given testimonials	(T)	12	46.2	14	53.8
with negative comments on conduct	(S)	66	40.7	96	59.3
Problem students to be suspended	(T)	20	76.9	6	23.1
from school	(S)	68	42.0	94	58.0
Students being referred to the	(T)	21	80.8	5	19.2
Disciplinary Committee	(S)	73	45.1	89	54.9
Students being made to do	(T)	14	53.8	12	46.2
manual work	(S)	80	49.4	82	50.6
Students being given some lashes	(T)	20	76.9	6	23.1
in the presence of other students	(S)	124	76.5	38	23.5

Table 14 depicts responses of teachers and students on punishments teachers may use to improve discipline in the school.

There were some similarities and differences regarding teachers' and students' views on the punishment. Teachers' most agreed punishment for improving discipline was referring students to the Disciplinary Committee which was backed by 21(80.8%); this was the students' fifth punishment supported by

73(45.1%) students. But, the students most agreed punishment was lashing before the other students. This was backed by 124(76.5%) students. However, lashing together with suspension of problem students was the second punishment of the teachers as indicated by 20(76.9%) teachers in each case. On the contrary, suspension of students was the sixth punishment of the students supported by 68(42.0%). Moreover, 120(74.1%) students agreed on verbal report on students' behaviour to parents as the second punishment for improving discipline. But, this was teachers' fourth agreed punishment. Writing bad comments on students' report cards was students' third agreed punishment shown by 90(55.6%) students. In like manner, teachers regarded writing bad comments on students' report cards and doing manual work as the fifth punishment. However, doing manual work was students' fourth agreed punishment. Teachers and students regarded bad testimonials as the least punishment for improving discipline indicated by 12(46.2%) teachers and 66(40.8%) students. The most agreed punishment was students being referred to the Disciplinary Committee and lashing. The others were suspension, verbal reports to parents, writing bad comments in report cards and doing manual work. The least agreed punishment was giving negative testimonials.

The teacher and student respondents thought of lashing as being effective in dealing with indiscipline because of its physical pain and psychological effects such as increased anxiety and fear, feelings of helplessness and humiliation (Cryan, 1995) on them. On the other hand, more than half of the students 120(74.1%) students considered verbal report to parents as punishment to curb

indiscipline. This was corroborated by 16(61.6%) of the teacher respondents who believed in verbal report to parents as a measure to curb indiscipline. Verbal report to parents provides parents with first hand information on their wards' attitude; thus, they can take steps and collaborate with the school to curb indiscipline. This agrees with Sheldon and Epstein (2002) and Koonce and Harper (as cited in Seda, 2007) who acknowledge that the involvement of the community and family and parents with school increased positive behaviour. Perhaps, students' lower ranking of suspension as against that of the teachers' is because it will affect students' academic work. This confirms the Code of Discipline for students, which advises that suspension should not exceed two weeks. Thus, students' views on suspension support Musaazi (1982), who proposed that school authorities should be thoughtful and co-operative in effecting discipline.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

There is a general concern regarding the curbing of indiscipline in our schools. This research investigated ways of improving discipline in Christ Ebenezer Preparatory and Junior High School at Darkuman, which is an urban junior high school in Accra. Discipline was defined and various causes of indiscipline were discussed. The study also examined important aspects of indiscipline, taking into consideration the overall task of the school, school administrators, the teaching staff and parents and guardians. The study was guided by four research questions. The instrument used for the study was Questionnaire with four sections. A closed-ended and few open-ended questionnaire was used to collect the data from both learners and educators as respondents. All the 36 teachers were chosen by consensus and a total of one hundred and sixty-five students were selected as sample using simple random sampling technique. Both teachers and students used the same questionnaire as they were all addressing the same issues. The instrument was validated by experts and reliability coefficients from 0.933 to 0.979 were established using Cronbach's alpha coefficient reliability technique. Finally, the analysis of the research was conducted by coding the items on the questionnaire. The frequencies and

percentages were also determined using the computer software. The results were presented in the form of tables for interpretation and observation of conventions.

Key Findings

The following key findings made on the research are proffered:

1. Teachers and students shared similar views on the concept of discipline despite differences in scores and ratings. The highest rated meaning of discipline was that discipline is a technique used by the teacher to increase good behaviour. Teachers and students rated other concepts of discipline differently. Both teachers and students least agreed on the concept that discipline is the punishment given to students who break school rules.

2. Teachers and students had differing views on the prevalence of disciplinary problems. Teachers regarded failing to do homework and other exercises as the highest ranking disciplinary problem and students considered the stealing of students' belongings as the most prevalent problem. Teachers indicated low rating for the occurrence of cheating in classwork and examinations, writing on school walls and absenteeism. Students rated verbal abuse of teachers and wearing unprescribed uniform low. Drinking of alcohol and smoking of cigarette were the least agreed on disciplinary problem among teachers and students.

3. The most agreed on strategy for improving discipline was rewards for good behaviour and students' participation in formulating school rules. Other strategies endorsed were reviewing existing rules and punishment for wrongdoing.

4. Parents' roles in helping improve discipline in the school were by educating their children on good moral values, exercising parental control and visiting the

school periodically.

Conclusions

Some conclusions are drawn from the findings on teachers' and students' responses on improving discipline in Christ Ebenezer Preparatory and Junior High School, Darkuman, Accra.

1. Teachers and students consider discipline as measures intended to help students increase good behaviour.

2. Disciplinary problems in the school take different forms. They include stealing, failure to do homework and other exercises, cheating in examinations, telling lies, writing on school walls and absenteeism.

3. School authorities take different measures that are appropriate to address disciplinary problems faced in the school. These measures engage both students and parents in the disciplinary management process. Among these measures are guidance and counselling, discussing students' behaviour with parents and giving students testimonials that spell out their bad conduct. The school authorities can resort to suspension and lashing.

4. Parents have crucial roles to play in maintaining discipline in school. They have to exercise good parental care and inculcate good moral values in students. They also have to interact regularly with school authorities to help identify and manage disciplinary concerns.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The school authorities and all stakeholders of the school should get involved in enforcing discipline to its highest level. This can be done through a close collaboration between the school management, teachers, parents/guardians and students where parents and guardians visit the school regularly to enquire of their wards' attitude in school.

2. The school should continue to pursue the agenda of discipline and deepen the positive use of peer conformity such as clubs and social activities. Teachers who enforce discipline should be rewarded to boost their morale. The School Management should in like manner institute an inbuilt system of recognition for students who exhibit exceptional behaviour.

3. The School Management should ensure that students and parents have ownership of established rules and regulations.

4. Parents should continue to play active role in nurturing their own children since it is one charge that should not be delegated. They should restrict their wards to exposure to hostile media coverage to avoid children copying bad behaviours. Parents have to attend PTA meetings regularly and interact with teachers and peers of their wards.

5. The school authorities should ensure close surveillance of students and also profile potentially indisciplined students to serve as pre-emptive measures.

Suggestions for Further Research

Considering the findings and suggested recommendations further research is therefore recommended:

The study was carried out in only one metropolis in Ghana. I am of the opinion

that similar studies be carried in other schools across the country to ascertain the

level of discipline and its effect on academic performance.

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APPENDICES

APPENDIX A

SURVEY QUESTIONNAIRE FOR STUDENTS AND TEACHERS

This study is being carried out to investigate what students and teachers think about the nature, causes and remedies for indiscipline in Christ Ebenezer Preparatory and Junior High School, Darkuman, Accra. This is an academic exercise and the information you provide will be used to determine the level of indiscipline in the school and what needs to be done to improve discipline. Again, your responses will be held in strict anonymity and confidentiality.

Please complete the questionnaire as accurately and fully as possible.

Thank you very much in anticipation of your maximum cooperation.

Name of researcher: Francis Kabenla Miah

SECTION A

Background of Respondents

Please provide information to the following:

Student's Background

1. Age: 10-12years [...]   13-15years   [...] 16+years [...]

2. Gender: Male [...]   Female [...]

3. Form or Class…………………………………......................

Teacher's Background

4. Age: 20-24years[...] 25-29years[...] 30-34years[...] 35-39years[...] 40+years[...]

5. Gender: Male [...]   Female [...]

6. Professional [...]   Non-professional [...]

7. Number of years of teaching:

0-4[...]   5-9[...]   10-14[...]   15-19[...]   20-24[...]   25-30[...]

8. Position in the school...

SECTION B

Perception and Nature of Disciplinary Problems

Please read each statement and circle the symbol that best represents your opinion on each of the following conceptions on the perception of discipline according to the following scale.

SA   Strongly Agree with the statement

A   Agree with the statement

D   Disagree with the statement

SD   Strongly Disagree with the statement

Perception of Discipline

1. Discipline refers to the punishment imposed by the teacher on a

student.   SA A D SD

2. Discipline refers to techniques used by the teacher to increase

good behaviour.   SA A D SD

3. Discipline is an action that promotes effective teaching and learning.

SA A D SD

4. Discipline is an action that helps students manage their behaviour.

SA A D SD

Intents of Discipline

5. Disciplinary actions help to deter students from committing similar offences.

SA A D SD

6. Disciplinary actions are intended to help students manage their own

behaviour well.   SA A D SD

7. Disciplinary actions are intended to help students become

responsible.   SA A D SD

SECTION C

Causes of Indiscipline

Please read each statement and write the symbol that best represents your opinion on each of the following causes of indiscipline in your school according to the following:

SA   Strongly Agree

A   Agree

D   Disagree

SD   Strongly Disagree

1. Students from 'broken families' more often tend to misbehave

in school than students whose parents live together.   SA A D SD

2. Students misbehave because they imitate bad behaviours from

parents.   SA A D SD

3. Students misbehave because they imitate negative attitudes

from films.   SA A D SD

4. Students misbehave because of influence from peers.   SA A D SD

5. Students misbehave because teachers punish them unfairly.   SA A D SD

6. Teachers who are believed to engage in sexual affairs with

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students are often disrespected by students in school.   SA A D SD

7. Teachers who insult students cause students to disrespect

them.   SA A D SD

8. Teacher absenteeism from school causes students to

disrespect them.   SA A D SD

9. Students misbehave in order to reduce boredom in school.   SA A D SD

10. Students disrespect a teacher who does not dress properly.   SA A D SD

11. Students misbehave because teachers disrespect

school rules on their own conduct.   SA A D SD

12. Students misbehave because they do not understand the

 school rules.   SA A D SD

13. Students misbehave because they think the school rules

are unfair.   SA A D SD

14. Students disrespect a teacher who practises favouritism.   SA A D SD

15. Students sometimes misbehave just to find out whether

they will be punished for breaking a particular rule.   SA A D SD

16. Students who constantly experience failure at academic

work tend to misbehave in school.   SA A D SD

17. Students misbehave because they are harshly punished.   SA A D SD

18. Students misbehave because of poor food served at the

canteen or dining hall.   SA A D SD

1. Rearrange and rank the following as causes of indiscipline using the numbers 1,

2, 3, 4 and 5, with number 1 as the most or major cause and number 5 as the least

cause of student indiscipline.

a. Influence from teachers   [...]

b. Neglect from parents   [...]

c. Influence from peers and friends   [...]

d. The school's rules and punishment   [...]

e. Influence from the public   [...]

Prevalence of Acts of Indiscipline

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

VO   Very Often

OF   Often

OCC   Occasionally

N   Never

1. Stealing of other students' belongings (pens, money, books,

etc.).   VO OF OCC N

2. Bullying of junior students.   VO OF OCC N

3. Cheating during classwork and examinations.   VO OF OCC N

4. Disobeying authority.   VO OF OCC N

5. Absenteeism from school/class.   VO OF OCC N

6. Going out of school without permission.   VO OF OCC N

7. Physical attack e.g. fighting among students with/without

a weapon.   VO OF OCC N

8. Truancy.   VO   OF   OCC   N

9. Telling lies/Giving misleading information.   VO   OF   OCC   N

10. Failing to do homework and other exercises.   VO   OF   OCC   N

11. Drinking of alcohol.   VO   OF   OCC   N

12. Smoking of cigarette.   VO   OF   OCC   N

13. Showing disrespect towards a teacher.   VO   OF   OCC   N

14. Proposing love to the opposite sex.   VO   OF   OCC   N

15. Destruction of school property.   VO   OF   OCC   N

16. Lateness to school.   VO   OF   OCC   N

17. Wearing unprescribed uniform.   VO   OF   OCC   N

18. Improper dressing.   VO   OF   OCC   N

19. Verbal abuse of teachers.   VO   OF   OCC   N

20. Writing on school walls (Graffiti).   VO   OF   OCC   N

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 remedies for ensuring classroom discipline in your school according to the following:

SA   Strongly Agree

A   Agree

D   Disagree

SD   Strongly Disagree

1. Existing school rules should be reviewed.   SA   A   D   SD

2. Punishments for wrongdoing are effective in preventing

indiscipline in school.   SA A D SD

3. Students should participate in formulating school rules.   SA A D SD

4. Rewards of good behaviour are effective in dealing with

indiscipline in school.   SA A D SD

Please read each statement and circle the statement that best represents your

opinion according to the following scale:

4   To a great extent

3   To a little extent

2   To a very little extent

1   Not at all

5. Teachers writing bad comments on students in a terminal report.   4 3 2 1

6. Teachers asking students to bring parents to school for verbal

report on their conduct.   4 3 2 1

7. Students being given testimonials with negative comments on

their conduct.   4 3 2 1

8. Problem students to be suspended from school.   4 3 2 1

9. Students being referred to the Disciplinary Committee.   4 3 2 1

10. Students being made to do manual work.   4 3 2 1

11. Students being given some lashes in the presence of other

students.   4 3 2 1

12. In your opinion give four most effective ways of ensuring discipline in your

school.

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STUDENTS' AND TEACHERS' RESPONSES FROM SURVEY QUESTIONNAIRE

Table 8: Teachers' and Students' Perception of Discipline

Item		Strongly Agree		Agree		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Discipline refers to the punishment	(T)	6	23.1	10	38.5	8	30.8	2	7.7
imposed by the teacher to a student	(S)	59	35.8	73	44.2	24	14.5	9	5.5
Discipline refers to techniques used by	(T)	14	53.8	11	42.3	1	3.8	0	0.0
the teacher to increase good behaviour	(S)	88	53.3	58	35.2	13	7.9	6	3.6
Discipline is an action that promotes	(T)	12	46.2	11	42.3	2	7.7	1	3.8
effective teaching and learning	(S)	84	50.9	55	33.3	18	10.9	8	4.8
Discipline is an action that helps	(T)	11	42.3	9	34.6	4	15.4	2	7.7
students manage their behaviour	(S)	82	49.7	52	31.5	23	13.9	8	4.8

Table 9: Teachers' and Students' Concepts on Intents of Discipline

Item		Strongly Agree Freq. %		Agree Freq. %		Disagree Freq. %		Strongly Disagree Freq. %	
Disciplinary actions deter students	(T)	12	46.2	12	46.2	1	3.8	1	3.8
from committing similar offences	(S)	81	49.1	65	39.4	11	6.7	8	4.8
Disciplinary actions are intended to	(T)	15	57.7	9	34.6	1	3.8	1	3.8
help students become responsible	(S)	95	57.6	57	34.5	10	6.1	3	1.8
Disciplinary actions are intended to help	(T)	8	30.8	14	53.8	3	11.5	1	3.8
students manage their behaviour well	(S)	54	32.7	71	43.0	22	13.3	18	10.9

Table 10: Teachers' and Students' Responses on Causes of Indiscipline

Item		Strongly Agree		Agree		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Students from 'broken families' more	(T)	3	11.5	12	46.2	10	38.5	1	3.8
often tend to misbehave in school	(S)	40	24.2	45	27.3	46	27.9	34	20.6
Students misbehave because they	(T)	3	11.5	16	61.5	6	23.1	1	3.8
imitate bad behaviours from parents	(S)	38	23.0	47	28.5	36	21.8	44	26.7
Students misbehave because they	(T)	16	61.5	10	38.5	0	0.0	0	0.0
imitate negative attitudes from films	(S)	92	55.8	55	33.3	12	7.3	6	3.6
Students misbehave because of	(T)	14	53.8	12	46.2	0	0.0	0	0.0
influence from peers	(S)	88	54.0	63	38.7	6	3.7	6	3.7
Students misbehave because	(T)	1	3.8	7	26.9	15	57.7	3	11.5
teachers punish them unfairly	(S)	29	17.6	61	37.0	51	30.9	24	14.5
Teachers who engage in sexual affairs	(T)	14	53.8	8	30.8	2	7.7	2	7.7
with students are often disrespected	(S)	114	69.1	29	17.6	7	4.2	15	9.1
Teachers who insult students cause	(T)	8	30.8	15	57.7	2	7.7	1	3.8
students to disrespect them	(S)	103	62.4	42	25.5	12	7.3	8	4.8
Teacher absenteeism from school	(T)	0	0.0	8	30.8	15	57.7	3	11.5
causes students to disrespect them	(S)	13	7.9	25	15.2	76	46.1	51	30.9
Students misbehave in order to	(T)	1	3.8	6	23.1	16	61.5	3	11.5
reduce boredom in school	(S)	18	10.9	55	33.3	63	38.2	29	17.6

Table 10 (continued)

Item		Strongly Agree		Agree		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Students disrespect a teacher who	(T)	4	15.4	15	57.7	6	23.1	1	3.8
does not dress properly	(S)	44	26.7	66	40.0	34	20.6	21	12.7
Students misbehave because teachers	(T)	3	11.5	11	42.3	8	30.8	4	15.4
disrespect rules on their own conduct	(S)	40	24.4	67	40.9	36	22.0	21	12.8
Students misbehave because they do	(T)	3	11.5	8	30.8	14	53.8	1	3.8
not understand the school rules	(S)	28	17.0	43	26.1	59	35.8	35	21.2
Students misbehave because they	(T)	0	0.0	5	19.2	13	50.0	8	30.8
think the school rules are unfair	(S)	13	7.9	33	20.0	66	40.0	53	32.1
Students disrespect a teacher who	(T)	4	15.4	16	61.5	5	19.2	1	3.8
practises favouritism	(S)	60	36.4	48	29.1	38	23.0	19	11.5
Students misbehave to find out whether	(T)	3	11.5	7	26.9	14	53.8	2	7.7
they will be punished for breaking rules	(S)	29	17.6	64	38.8	46	27.9	26	15.8
Students misbehave because of	(T)	2	7.7	11	42.3	11	42.3	2	7.7
failure at academic work in school	(S)	53	32.3	58	35.4	32	19.5	21	12.8
Students misbehave because they	(T)	0	0.0	5	19.2	18	69.2	3	11.5
are harshly punished	(S)	31	18.8	43	26.1	56	33.9	35	21.2
Students misbehave because of poor	(T)	1	3.8	12	46.2	10	38.5	3	11.5
food served at the canteen/dining hall	(S)	24	14.6	36	22.0	58	35.4	46	28.0

Table 11: Teachers' and Students' Responses on Prevalence of Acts of Indiscipline

Item		Very Often		Often		Occasionally		Never	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Stealing of other students' belongings	(T)	3	11.5	6	23.1	17	65.4	0	0.0
pens, money, books, etc.	(S)	81	49.1	44	26.7	30	18.2	10	6.1
Bullying of junior students	(T)	1	3.8	1	3.8	17	65.4	7	26.9
	(S)	17	10.3	47	28.5	43	26.1	58	35.2
Cheating during classwork and	(T)	1	3.8	1	3.8	20	76.9	4	15.4
examinations	(S)	28	17.0	69	41.8	45	27.3	23	13.9
Disobeying authority	(T)	2	7.7	2	7.7	14	53.8	8	30.8
	(S)	26	15.8	39	23.6	51	30.9	49	29.7
Absenteeism from school/class	(T)	2	7.7	3	11.5	19	73.1	2	7.7
	(S)	32	19.4	59	35.8	61	37.0	13	7.9
Going out of school without	(T)	1	3.8	0	0.0	15	57.7	10	38.5
permission	(S)	12	7.3	24	14.5	42	25.5	87	52.7
Physical attack e.g. fighting among	(T)	1	3.8	0	0.0	20	76.9	5	19.2
students with/without a weapon	(S)	24	14.5	40	24.2	45	27.3	56	33.9
Truancy	(T)	1	3.8	4	15.4	19	73.1	2	7.7
	(S)	22	13.3	52	31.5	42	25.5	49	29.7
Telling lies/ Giving misleading	(T)	4	15.4	4	15.4	13	50.0	5	19.2
information	(S)	43	26.1	56	33.9	47	28.5	19	11.5
Failing to do homework and	(T)	5	19.2	9	34.6	9	34.6	3	11.5
other exercises	(S)	50	30.3	42	25.5	44	26.7	29	17.6

Table 11 (continued)

Item		Very Often		Often		Occasionally		Never	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Drinking of alcohol	(T)	0	0.0	0	0.0	0	0.0	26	100.0
	(S)	2	1.2	1	0.6	3	1.8	159	96.4
Smoking of cigarette	(T)	0	0.0	0	0.0	1	3.8	25	96.2
	(S)	1	0.6	1	0.6	6	3.6	157	95.2
Showing disrespect towards a teacher	(T)	2	7.7	0	0.0	16	61.5	8	30.8
	(S)	15	9.1	37	22.4	67	40.6	46	27.9
Proposing love to the opposite sex	(T)	1	3.8	0	0.0	13	50.0	12	46.2
	(S)	20	12.1	29	17.6	40	24.2	76	46.1
Destruction of school property	(T)	1	3.8	1	3.8	15	57.7	9	34.6
	(S)	12	7.3	55	33.3	51	30.9	47	28.5
Lateness to school	(T)	8	30.8	5	19.2	13	50.0	0	0.0
	(S)	57	34.5	53	32.1	42	25.5	13	7.9
Wearing unprescribed uniform	(T)	2	7.7	1	3.8	11	42.3	12	46.2
	(S)	8	4.8	23	13.9	54	32.7	80	48.5
Improper dressing	(T)	2	7.7	3	11.5	15	57.7	6	23.1
	(S)	35	21.2	52	31.5	48	29.1	30	18.2
Verbal abuse of teachers	(T)	1	3.8	1	3.8	13	50.0	11	42.3
	(S)	15	9.1	25	15.2	43	26.1	82	49.7
Writing on school walls	(T)	1	3.8	3	11.5	15	57.7	7	26.9
	(S)	52	31.5	50	30.3	39	23.6	24	14. 5

Table 13: Teachers' and Students' Responses on Strategies Teachers may use to Improve Discipline

Item		Strongly Agree Freq.	%	Agree Freq.	%	Disagree Freq.	%	Strongly Disagree Freq.	%
Existing school rules should be	(T)	7	26.9	13	50.0	5	19.2	1	3.8
reviewed	(S)	74	45.7	71	43.8	9	5.6	8	4.9
Punishments for wrongdoing are	(T)	11	42.3	12	46.2	2	7.7	1	3.8
effective in preventing indiscipline	(S)	80	49.3	50	30.9	21	13.0	11	6.8
Students should participate in	(T)	7	26.9	15	57.7	2	7.7	2	7.7
formulating school rules	(S)	69	42.6	79	48.8	8	4.9	6	3.7
Rewards for good behaviour are	(T)	12	46.2	12	46.2	1	3.8	1	3.8
helpful in dealing with indiscipline	(S)	73	45.1	60	37.0	17	10.5	12	7.4

Table 14: Teachers' and Students' Responses on Punishments as means of School Discipline

Item		To a great extent Freq. %		To a little extent Freq. %		To a very little extent Freq. %		Not at all Freq. %	
Teachers writing bad comments	(T)	1	3.8	13	50.0	6	23.1	6	23.1
on students in a terminal report	(S)	46	28.4	44	27.2	40	24.7	32	19.8
Teachers making verbal report to	(T)	8	30.8	8	30.8	6	23.1	4	15.4
students' parents on their conduct	(S)	69	42.6	51	31.5	31	19.1	11	6.8
Students being given testimonials	(T)	2	7.7	10	38.5	6	23.1	8	30.8
with negative comments on conduct	(S)	33	20.4	33	20.4	51	31.5	45	27.8
Problem students to be suspended	(T)	4	15.4	16	61.5	4	15.4	2	7.7
from school	(S)	35	21.6	33	20.4	46	28.4	48	29.6
Students being referred to the	(T)	9	34.6	12	46.2	2	7.7	3	11.5
Disciplinary Committee	(S)	40	24.7	33	20.4	43	26.5	46	28.4
Students being made to do	(T)	1	3.8	13	50.0	4	15.4	8	30.8
manual work	(S)	27	16.7	53	32.7	50	30.9	32	19.8
Students being given some lashes	(T)	1	3.8	19	73.1	6	23.1	0	0.0
in the presence of other students	(S)	90	55.6	34	21.0	22	13.6	16	9.9