

UNIVERSITY OF CAPE COAST

SOCIETAL PERCEPTION OF CURBING INDISCIPLINE AMONG
BASIC SCHOOL PUPILS IN THE BIREM NORTH DISTRICT

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BASIC SCHOOL PUPILS IN THE BIREM NORTH DISTRICT

BY

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

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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: James Bismark Boadu

Supervisor's Declaration

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

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

Name: Dr. Kwaku Gyasi Badu

ABSTRACT

Competition, misunderstanding and mistrust are likely to occur when people meet as a group which could ultimately result in conflict or indiscipline. Since the school is a miniature of a society, conflict and indiscipline are likely to occur too. In this regard, the researcher sought to examine the extent to which the authorities manage to curb the level of indiscipline in New-Abirem Junior High School in the Birem North District.

The population for the study comprised guidance co-ordinators, teachers, parents and pupils of the schools in new Abirem Township. The sample size was 148, comprising 80 pupils, 4 guidance co-ordinators, 24 teachers and 40 parents from the four selected schools in New Abirem. The instruments used were questionnaire and interview guide. The questionnaire was pre-tested using 1 guidance co-ordinator, 5 teachers, 10 pupils and 5 parents in a school outside of those selected for main study.

The result of the study revealed that, the true meaning of discipline refers to the ability and readiness to respect authority and to observe the established laws of the society. It was established that, sexual problems and other societal influences are considered serious cases of indiscipline. On the basis of the findings, it was recommended that, those in higher authority should co-operate with one another to maintain sound discipline among school pupils. Also, the use of compromise and arbitrations should be maintained in order to lower the level of indiscipline occurrence in the schools in the district.

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DEDICATION

To my dear family.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Indiscipline, a derivative of the word, discipline, according to the Chambers Twentieth Century Dictionary, is a mode of life of people in accordance with rules; subjection to control. The Oxford Advanced learners' Dictionary, defines it as lack of control in the behaviour of a group of people. In other words, it is the inability of a person to live in accordance with rules and regulations. Tulihi and Bello (1985) assert that indiscipline is the breaking of rules and regulations of institutions.

To this end, indiscipline can simply be seen as a mode of life NOT in conformity with rules and non-subjection to control. By extension, the term connotes the violation of school rules and regulations capable of obstructing the smooth and orderly, functioning of the school system. Again, schools rules and regulations in most cases do affect pupils more than any other things because they are made by the school authorities in order to guide and protect the pupils while in school.

Once again, school discipline is the system of rules, punishments and behavioural strategies appropriate to the regulations of children or adolescences and the maintenance of order in schools. Its aim is to control the behaviour of students. An obedient student is in compliance with the school rules and codes of conduct. These rules may, for

example, define the expected standards of clothing, timekeeping, social behaviour and work ethic. The term discipline is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviours or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, et cetera.

1. Adlerian approaches is an umbrella term for a variety of methods which emphasize understanding the individual's reasons for maladaptive behaviour and helping misbehaving students to alter their behaviour, while at the same time finding ways to get their needs met, according to psychiatrist Alfred Adler. These approaches have shown some positive effects on self- concept, attitude, and locus of control, but effects on behaviour are inconclusive. Not only were the statistic on suspensions and vandalism significant, but also the recorded interview of teachers demonstrates the improvement in student attitude and behaviour, school atmosphere, academic performance, and beyond that, personal and professional growth.
2. Teacher effectiveness training, differentiate between teacher-owned and student-owned problems, and proposes different strategies for dealing with each. Students are taught problem solving and negotiations techniques.

More also, in trying to curb indiscipline, school discipline practices are generally informed by theory from psychologists and educators. There are a number of theories to form a comprehensive

discipline strategy for an entire school or a particular class. These theories were:

Positive approach is grounded in teachers respect for students. Instils in students a sense of responsibility by using youth/adult partnership to develop and share clear rules, provide daily opportunities for success, administer in-school suspension for noncompliant students. Based on Glasser's reality therapy.

Appropriate school learning theory and educational philosophy is a strategy for preventing violence and promoting order and discipline in schools, put forward by educational philosopher Daniel Greenberg and practised by the Sudbury Valley School.

The problem of indiscipline is more apparent among basic schools pupils. Indiscipline among them has attracted serious attention of school administrators. These schools and administrators attributed indiscipline among Basic School pupils to their state of development. They opine that, when pupils notice certain biological changes signalling maturity in the course of their growth and development, they tend to misbehave by faulting school rules and regulations (Mukharjee, 1985).

Again Schaefer and Cohen (1980) also observed that, quite often, teachers tend to be disinterested in dealing with problem behaviours of their pupils with the excuse that they have never received any training as therapists. Teachers again complain that they cannot afford the time needed to deal with two or three disturbed children. Teachers who fail to give such disturbed pupils the attention they deserve soon realize that they are forced to spend so

much of their instructional time contending with behaviour problems that interfere with teaching and learning.

Also, indiscipline is a global phenomenon and is found everywhere, therefore students do no longer believe in hard work as the only honourable path to success, but chose to indulge themselves in all kinds of malpractices especially during examination, and other acts that contribute shame to themselves, their family and the entire nation at large. In addition to this, students who demonstrate lack of discipline could not produce something better for themselves.

Again it was noted in the same report that a proper respect for authority provides for good discipline. A lack of discipline could be due to a lack of respect for authority. A student, who does not have proper esteem and respect for the adult teachers in his/her life, will demonstrate a life of indiscipline.

Most teachers have a desire to help students learn and with proper training can learn to be more effective and reduce the lack of discipline in the class. Many a times, we encounter indiscipline everywhere on the globe. A typical example could be cited about the optimistic reports about India paralleling China's growth rate and the possibility of India overtaking China to become one of the world's super powers. Well, such reports look nice and optimistic but when we see the real picture of India, we get disheartened. The problem does not lie in the widespread poverty and illiteracy of India mass but lies somewhere else especially in the global villages. More also, taking the indiscipline situation in India, precisely the capital New Delhi, it was realized that people drive on the wrong side on the not so busy dual lane roads, not obeying traffic lights at places where traffic personnel are not deputed,

stopping vehicles on cramped single lane city roads, stopping vehicles abruptly in the middle of the road to greet some acquaintances. These are some common sights that constitute indiscipline on any India city roads. Frankly speaking, the major difference between China and India in terms of discipline is the differences in their public life.

In Ghana plying the roads are the classic examples of indiscipline in our public lives, they are not the only avenues where we hysterically display our ignorance. We step out in markets, randomly throw wrappers and packaging anywhere, without any bother, even though there are dustbins around, and instead of dumping the garbage into the bin, we end up in doing collateral damage around the bin.

Another area of indiscipline in the Ghanaian society is pervasive display of lackadaisical attitude of the people especially at the various homes and work places, which also contribute to indiscipline behaviours the country experiences on daily basis. Over a period of time now, especially starting with the era of the military regimes in the 1970's and particularly the so-called Revolutionary era of the 1980's, there has been increasing tolerance for indiscipline, ineptitude and mediocrity with its consequence deterioration of the quality of life in Ghana. This general indiscipline has permeated the social fabric of all aspects of life not sparing the supposedly discipline state institutions such as the military, the police, CEPS, the medics, civil and public services, educational institutions, individual and private enterprise down to traders, market women, drivers and others. Again, congestion in the capital towns, especially with reference to Accra, the widespread of indiscipline has reached its highest peak. Example, a visit to the Central Business District

(CBD) of Accra, or Tudu area as it popularly known on week days would make one wonder if there were any government or authority in place and in charge of matters as traders and hawkers have gradually taken over the driveway meant for vehicles. This is so because nobody checks them or prevents them from doing so.

Attempts to control the indiscriminate proliferation of traders on pavements and the roadsides in the past, only achieved limited success, as traders eventually returned with official approval or condiment. This amounts to blatant ineptitude on part of officialdom. This situation is replicated in all the major cities in Ghana, namely Tema, Takoradi, Kumasi and Tamale. The city authorities have simply failed to discharge their duties effectively. This has been a major cause of the insanitary conditions and polythene littering in our cities. It goes without saying that the overcrowding of the Central Business District (CBD) and the takeover of pavements, walkways and streets by traders is getting worse by the day and create more insanitary conditions, if nothing is done to forestall it.

At this juncture, it would be worthwhile to highlight some of the prevalent cases and acts of indiscipline among people in New Abirem, the District capital of Birim North, where the research of this topic is being carried out. It is normal to see students roam the streets freely nowadays in their school uniforms whilst normal classes are in progress, and there is little or no respect for teachers in the town anymore. Indeed, due to the rapid development of the town and its environs, as a result of the recent discovery of gold by New Mount Gold Mines Company Limited, the population of the area has increased tremendously. This has brought in its wake, acts of indiscipline,

including foreigners, who are engaged in trading or are in search of white collar jobs. This situation has resulted in increased incidence of indiscipline in the town. Obviously, this widespread of indiscipline has not always been the case in New Abirem especially from independence up to the 1990's. A visit to the town centres notably: the market, lorry parks, drinking spots and chop bars especially on week days portray all sorts of indiscipline behaviours. Indecent dressing and other forms of nudity is the order of the day in some of the schools in the town. All schools have a prescribed uniform to be sewn in a prescribed manner. However, it is a common occurrence to see students turning the school uniform into a fashion that advertise his or her body. Yet, any teacher or head of an institution who feels strongly against this is promptly given names and sometimes ridiculed.

Other acts of indiscipline in the town are all about corruption. Public funds meant for welfare and developmental programmes that would have stemmed the tide of mal-behaviours in the youths get diverted to redundant programmes or into the private pockets, thereby infuriated the citizenry to misbehave anytime there is a public forum. This affirmed what Bello (1983) talked about in his studies that lack of moral education given to the youth resulted in mal behaviours such as gross indiscipline and anti- social vices.

In connection with Bello's (1983) statements school children in New Abirem Township involved themselves during market days and practice anti-social behaviours such as pick-pocketing, robbery, sexual harassment, chaos and the use of abusive language. School children also refuse to attend classes. Boys engage themselves in "galamsey" and their female counterparts also do trading at the market thereby reducing academic performance of pupils in the

area. Furthermore, as the people in New Abirem are predominantly farmers, traders and miners, other people from all walks of life come there to trade, and seek for jobs and this has paved way for people to indulge themselves in all sorts of criminal activities, such as rape, defilement, murder and at times engaged in prostitution which makes the place not comfortable for a healthy living. This affirmed Mukharjee (1985) that indiscipline behaviours occur whenever there is peer influence.

Again, Mukharjee (1985) stated that effective education therefore requires that teachers teach well and learners put up an appropriate behaviour for studies and learning to proceed smoothly with minimum disruption. Teachers cannot teach effectively when there are too many disturbances, poor interpersonal relationships between teachers and students always result in poor moral standards. Discussion with most of the teachers, students and parents indicate that, there appears to be disciplinary problems among the four named schools, namely L/A JHS A, L/A JHS B, Akwadum L/A JHS and Presbyterian JHS.

Statement of the Problem

Theory has it that the way indiscipline is managed determines whether its outcome will be functional or dysfunctional. It is quite regrettable that despite attempt made by various governments, school authorities, NGOs and stakeholders to ensure sanity in our schools, we still see indisciplinary cases occurring globally. The New Abirem in the Birem North District also seems to have disciplinary problems which have been much concern to all stakeholders in education.

There will be no meaningful impact in the teaching and learning process if discipline is not adhered to. It is in the light of this, that the researcher would like to find out the extent to which in disciplinary behaviours could affect both the academic and economical life style of the people living in the area.

Purpose of the Study

The study is to find out from the various stakeholders how indiscipline problems could be curbed in our schools.

Research Questions

To delve into the societal perceptions of curbing indiscipline among basic school pupils is a broad assignment. This will take a long period and will require more resources if one wants to look at all aspects involved. The following research questions are, therefore formulated to guide the study:

1. What is the meaning of discipline and indiscipline?
2. What are the school related causes of indiscipline in our schools?
3. How can the use of moral conduct, rewards and motivations curb indiscipline in our schools?
4. What are some of the major contributions made by guidance co-ordinators in promoting discipline in schools?

Significance of the Study

The importance of the study cannot be over-emphasized. It is targeted at finding out how guidance co-ordinators, teachers, parents and pupils could curb indiscipline in the schools in New Abirem and its immediate environments. Again, it will also help administrators or Heads of schools who come into contact with this information in planning their school activities.

Furthermore, it would serve as basis for which disciplinary and other problems of the pupils in the basic schools could be addressed. Through public debates in the communities on discipline, parents would be equipped with the necessary skills to be used in addressing disciplinary problems.

Delimitation of the Study

The study should have covered a wider area beyond the area under study, but due to financial and time constraint, it was limited to the New Abirem District. It would, however, serve as basis for further research work in curbing indisciplinary acts in the district.

Limitations of the Study

The aim of the study is to curb indiscipline among school pupils. However, it would have been helpful if many guidance coordinators, teachers, pupils and parents could have been sampled for the study. However, time constraints and resources are not available; therefore the true situation on the ground about indiscipline was very difficult to be identified in the area.

Again, some of the respondents refused to provide useful information for the fear that the District Directorate could sanction them if the rightful information was provided. No matter how the researcher tried to explain himself, there were still a few respondents who thought the exercise was a device by the authorities to deal with some of them. Despite these developments, the study could still serve as basis for further research work.

Organisation of the Rest of the Study

Chapter two deals with literature review. The review covers such aspects as meaning and the nature of school indiscipline, concept of perception and its influence on behaviour, causes of school indiscipline, pupils related causes of

indiscipline, teacher related causes of indiscipline, parents related causes of indiscipline in schools, the role of Guidance co-ordinators, teachers, pupils and stakeholders in promoting discipline in schools, and the use of rewards and punishment to curb indiscipline in schools.

Chapter three provides the description of the research method, sampling and procedure, data collection procedure, pilot study, data analysis and the characteristics of the population.

Chapter four also deals with the analysis and discussion of the findings.

Finally, Chapter five provides a summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review is meant to assist the researcher to identify methods, measures and approaches used by earlier researchers and to obtain information concerning factors contributing to indiscipline in schools.

In this chapter the following important related literature is reviewed to support the study.

1. The meaning of discipline and indiscipline.
2. School related causes of indiscipline.
3. The use of moral conduct rewards and motivation to curb indiscipline in schools.
4. The role of Guidance Co-ordinators, in promoting discipline in schools.

The Concept and the Meaning of Discipline

The concept or the meaning of discipline has a lot of interpretations and so the word cannot be given a universal definition. According to Dobson (1983) discipline means failure and disaster. To him, good discipline is brought about the intelligent application of reinforcement of the right attitudes and a discouragement of wrong attitudes by sanctions that are in proportion to the offense. Dobson (1983) states that behaviour which achieves desirable consequences will recur for it has shown that rewards are not only used in shaping animal behaviour they succeed even better with humans. But Adentwi

(2010) is of the view that there are two broad approaches to indiscipline whether applied to the entire school settings or a specific classroom. The first approach views discipline as corrective measure imposed by the school. On the other hand, he views discipline as techniques used by the school authorities to increase good behaviour in pupils by helping them appreciate the need to maintain order.

Shertzer and Stone (1980) first define discipline as imposition of punishment on a culprit to reform, and the second as a means of helping deviant individuals appreciate the need to uphold authority, as it affects responsible self-direction in society. They advocate that schools should adopt a model of discipline that would emphasize responsible behaviour on the part of the student themselves. Amartey – Armah (2007) takes a rather midway approach to discipline. He defines discipline as the ‘ways’ including rules and regulations by which control is gained as a result of enforcing obedience order. He also feels that, there can be other less punitive ways of handling misbehaviour. He goes on to explain that the enforcing agent in disciplinary situation could be external as well as internal. For him discipline implies bringing the behaviour of individuals into closer conformity to already set standard of behaviour represented by rules and regulations.

Turner (1973) gives a very interesting definition of school discipline. He states that “school discipline is when teachers find that what they enjoy is stimulated by what they do”. He explains further that when rules are accepted and internalized, it no longer becomes an imposition but a felt need.

Obviously, an exploration of the literature has revealed rich variety of descriptions and suggestions as to the nature and dynamic of

indiscipline. However, several researchers have expressed concern that teachers and other educators lack in the ability to effectively articulate a meaning for the term. After consultation with principals and teachers, McEwan (2000) found that the inability to define a student's behaviour and its positive counterpart in precise behavioural terms is the major stumbling block to developing a cogent behaviour pattern. They believe that it is important to explicitly define the behavioural problems which occur in and out of the classroom in order to be able to effectively treat with them.

Owing to the wide range of behaviours which are considered as indiscipline, several researchers have condensed the list to the most frequent or the top ten displayed by students (McEwan, 2000). In their book entitled *Managing Unmanageable Student* have listed the most frequent infractions in schools as follows:

1. Leaving the school grounds.
2. Physical aggression towards others using the hands, feet and/or object such as hitting, choking, pushing, tripping, biting, throwing stones at someone and pinching.
3. Disturbing others with hands, feet and/or objects with no real malicious intent such as inappropriately touching other students or taking their materials.
4. Use of disrespectful and/or threatening language such as swearing, name-calling, demeaning comments and verbal insults.
5. Inappropriate use of school material such as kicking or throwing furniture, writing on the walls, breaking pencils, taking and using materials from the teacher's desk without permission.

6. Talking out in the class.
7. Out-of-seat behaviour such as moving around for non-purposeful activity.
8. Non-compliance with teacher's requests and directions.
9. Inability to work independently without adult supervision.
10. Non-disruptive disorganised behaviour such as non-completion of homework, slow rate of work completion, excessive dawdling.

Using the results of a study done with teachers Bowen, Jenson and Clark (2004) developed a list of the top ten behavioural problems which reflect similar infractions to the list presented above. However, absent were the inappropriate uses of school material as well as the threatening language.

Amando and Freire (2010) attempted to classify indiscipline behaviour by categorizing them into 'levels'. The 'first level of indiscipline' involves those incidence of disruptive nature whose disturbance affect the good classroom functioning. Conflicts among peers are considered 'Second Level Indiscipline' while conflicts within student-teacher relationships are considered to be third level indiscipline.

Charlot (2010) has categorised misbehaviour into four types. He cites violence which involves serious injury punishable in a court of law as the first type. This he terms 'real violence'. Unruliness, disrespect for school rules and rudeness are grouped together in the second category and the third involves breaches of good manners such as slamming a door in someone's face. The fourth grouping which Charlot (2010) insists is just as violent as the third, dealings with the indifference of students

which he states, is increasingly stressful to teachers. Absenteeism falls into category four where students according to Charlot (2010) hold the view that they are not doing any harm so they should be left alone.

Bowen, Jenson and Clark (2004) suggest that sometimes some of these behaviours are not really indiscipline. They believe that behaviours such as fighting, crying, arguing, noncompliance, or over-activity can be considered normal for the child's developmental level due to the kind of treatment giving to him or her at that particular situation. Laing and Chazen (1986) agree by adding that much aggressive behaviour is entirely copied from peers during their childhood. This assumption is based on the theories of Emmer and Everston (1963) who points out that during the phase of childhood, parents find it very difficult to solve in disciplinary problems of their children in the home. Macmillan (1965), for instance also suggest that young children showing specific hostility, such as those who are designed to get their own way, tend to be socially well-adjusted. However, games which contribute to hostility activities such as hurling to the ground or gripping round the throat, are maladaptive styles of behaviour that also causes indiscipline among school pupils. Laing and Chazen (1986) state that there is evidence that aggression in normal children tends to decline fairly rapidly after about five to six years. Maccoby (1980) adds that children who remain highly aggressive at the tender stage and could not be controlled by their parents throughout their life's.

From the arguments above it follows that the term disruptive behaviour does not mean the same thing for everyone. For example

Amado (2009) believes that for some teachers, when a student comes into the classroom with a cap on his head or chewing gum, he is considered to be displaying disruptive behaviour. Other teachers will dismiss this as an unimportant issue. These differences in the perceptions of teachers can lead to inconsistencies in the approach to discipline in any given school. In support of this Shertzer (1976) asks: Is it possible that there are some initial interruptions that are not per se 'discipline problems' but by calling them that, and then acting on them as though they were, we then incite a real 'discipline problem'?

Again, indiscipline among pupils has attracted serious attention of scholars and administrators. These scholars and administrators attributed indiscipline among secondary school students to their state of development. They opine that when students notice certain biological changes signalling maturity in the course of their growth and development, they tend to misbehave by faulting school rules and regulations (Mukharjee, 1985).

In this connection, Bello (1983) stated that school discipline is the training, which produces in children self-restraint, orderliness, good conduct, operation, and the habit of getting the best out of themselves. It also involves intellectual and moral education as opposed to mere order and instruction.

Discipline is also enforced as a means of accomplishing purpose among others, helping student to learn self-control. Thus, the best discipline brings the student to appreciate to participate in good things and also support their government and nation. This will prepare them to respect the rights of others and appraise correctly the efforts of their people.

Noss (1974) further states that, there is one and only one God and He must be obeyed. This God has communicated his will to men through the prophets of which Mohammed is the last one. His rules and regulation must therefore be obeyed. To the Muslim then, a discipline person is one who has submitted himself or herself to the absolute standard as set up in the Quran.

Confucianism is concerned with the right relationship between man and man. It is aware of the corrupt practices of man but has the hope for man himself who could be made to live a life for a common good. There is “an ideal of social and religious conduct” – the “li” as it is called, in addition to: righteousness which must serve as the principles of social discipline (Noss, 1974).

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

observance of ethical norms a purely individual affair. Everyone is everyone else's keeper. African Traditional Religion therefore upholds the idealistic philosophical view of discipline. Individuals must be brought up to a standard or ideal by the society. In the religious sense then, one could state that the concept of discipline is based on the recognition of man's tendency to do evil rather than the good as expected by the gods, the ancestors, or the Supreme Being. There is therefore, the need to enforce discipline through the use of rules and regulations in order to produce a good society.

Charton and David (1993) are of the view that the seriousness of disciplinary problems is sometimes viewed according to the perception of counsellors, teachers and pupils and something has to be done to curb it. Gnagey (1978) feels that disciplinary behaviours should not be categorized in terms of themselves but in the context in which they occur.

Fontana (1986) notes that school discipline differs from school to school. He explains that behaviour that is accepted in one school may be considered abnormal in another. Bassey (1981) confirms the above by giving an example of a boy from the lower socio – economic background who behaves in a way that is perfectly acceptable at home, but finds to his surprise he is constantly in trouble at his original birth place. At home, he may be used to a certain kind of language. The child walks into school to find his teacher dismayed at his behaviour.

Bassey goes on to explain that an experienced teacher may handle problems in the school whilst a less experienced teacher may be overwhelmed by it. Greene (1962) itemizes misbehaviour often cited by teachers of senior

high school, in the order of frequency as: disobedience, carelessness, talking, defiance of authority and inattention.

According to Charles (2002) teachers are more concerned about three kinds of misbehaviour:

1. Behaviour that affronts their sense of morality.
2. Behaviour that is defiant and aggressive.
3. Behaviour that disrupt class work

A study conducted by Charles (2002) was similar to that of Adentwi (2010). They opine that, disciplinary problems that occur in schools are many and varied in nature, just as there are different kinds of behaviours. They found out in their survey that, teachers in the Senior Secondary schools ranked disruptive behaviour first, defiant and aggressive behaviour second and behaviour of disciplinary problems are in the form of defiance of authority, fighting and truancy.

Again, they identified other categories of behaviours which students of a secondary school engaged in:

1. Teaching/Studies behaviour,
2. Interpersonal relationship behaviour,
3. Self-comportment behaviour.

At this juncture the above named behaviours need to explain further with examples for convenience sake.

1. Teaching/Studied behaviour Examples are; lateness to school, boredom in the teacher's style of presentation of lessons, laziness, ineffective teaching owing to incompetence, inadequate control over subject matter, digression from relevant topics etc.

2. Interpersonal relationship behaviour. Examples are; using abusive language on pupils or students, discriminating between pupils in awarding marks, over familiarity with pupils, unfriendliness towards pupils over insistence on discipline, being too autocratic in class etc.
3. Self – comportment behaviour examples are; smoking, drunkenness, improper dressing, soliciting gifts from pupils, sexual relations with pupils, unfairness with one’s dealing with pupils or students.

Once again there are many reasons why there might be indiscipline in a school. The causes can be divided into two groups, causes within school and causes outside the school.

At a conference on discipline held in Nigeria, Fafunwa (1977) agreed that indisciplinary problem and that it is permeating the entire nation causing a great concern. Empirical evidence has proved that the perception the individuals hold can have effect on discipline (Houstin, Hammer, Padilia & Bee, 1989).

In brief, one agrees with Gnagey (1999) that disciplinary behaviours should not be categorized in terms of themselves but in the context in which they occur. Hence discipline or indiscipline or deviant behaviour comes out as a result of the condition in which one finds himself or herself in the community.

Causes of Indiscipline

In order to deal with a problem effectively it is essential to have a clear understanding of the underlying reasons behind the problem. Teachers are more effective when they have some idea as to the factors which contribute to indiscipline. Fields and Fields (2006) argue that no

amount of respect, teaching, or choice will make discipline effective unless the approach deals with the reasons why the behaviour occurred. Effective approaches to discipline work to get at the root of the problem. It is no easy to figure out why students engage in negative behaviour. Reasons may vary according to situations and students and different reasons require different solutions. Fields and Fields (2006) suggest that the causes of a problem are not always obvious and it may take serious study and even trial and error to get at the root of the matter.

Adesina (1990) also posits that lack of facilities and equipment in a school contributes to indiscipline, in the sense that a school that is better equipped with needed teaching aid and other resources stands a better chance of ensuring better classroom discipline, than one that is less equipped. School authorities are to take into consideration these factors within the school set up and look for opportunities to make the curriculum more functional. Caulley (1994) also talked about indiscipline among pupils in schools in the Ghanaian society.

Researchers agree that it is often difficult to figure out exactly why a student is misbehaving. As a result numerous factors are suggested. Mendler, Curwin and Mendler (2008) list four categories into which every student who misbehaves fits. These are lack of awareness, the belief that they are stupid or hopeless, the desire to look good in front of peers and the need for attention. Charles (2002) agrees that most students do not misbehave because they consider it the thing to do, Listing Egocentrism, threat, provocation, fear, boredom, hopelessness,

frustration or feeling isolated, as the main factors. He goes on to assure that many if not all of these factors can be reduced.

Wachtel (2004), however, cites factors over which the school has no control. One of the main suggestions was loss of connectedness and community in modern society is largely responsible for the dramatic increase in negative behaviour among young people. The role of society in this issue is supported by Curwin and Mendler (2008) who cite societal violence as one of the leading out-of-school factors. Discipline problems in the school reflect the problems that face society (Levin and Nolan, 1996). Thus, as the problems of drug abuse, crime, violence and physical abuse increase in the society, so will the discipline problems in schools. It follows therefore, that some factors that contribute to discipline problems are beyond the school's control (Bayh, 1978).

Another leading cause cited is the effect of the media. Content analysis of television shows indicated at least thirty-two (32) acts of violence per hour in children's shows alone (Levin & Nolan, 1996). Levin and Nolan (1996) continue that the news programs also depict considerable amounts of real violence which is viewed by more than one-third of elementary aged children. Reporting on a review of decades of research concerning television and youth, Curwin and Mendler (2008) concluded that children will have viewed approximately 18,000 acts of television viewing was significantly associated with elementary school children's belief in a mean and scary world and that poor school behaviour was significantly correlated with the home T.V environment. In 1993 the American Psychological Association stated that there was absolutely no

doubt that higher levels of viewing violence on television were correlated with increased acceptance of aggressive attitudes and increased aggressive behaviour.

The influence of television on children is not limited to violence. Television communicates to children pluralistic standards, changing customs, and shifting beliefs and values (Levin and Nolan 1996). This, they believe has affected children's ability to differentiate between right and wrong. Levin and Nolan (1996) also examine the role and function of family in meeting the child's basic needs. They state that the academic achievement and appropriate behaviour are more likely to occur in school when a student's home environment has met his or her psychological, safety and belonging needs as stipulated by Maslow's hierarchy of needs. Curwin and Mendler (2008) agree that the occurrence of negative behaviour can sometimes be linked to an absence of emotional nourishment for many of our children. This, they continue, can be attributed to the fact that some adults seek refuge from unhappiness and depressions in way involve their basic security needs than for learning their time tables. The American Psychological association (1993) concluded that a breakdown in family processes and relationships contribute to children's antisocial behaviour. This is supported by Mendler, Curwin and Mendler (2008) who add that many children with disruptive behaviour come from troubled homes where there may be continuing erosion of the nurturing family structure, the absence of fathers in the home and drug use.

Curwin and Mendler (2008) believe that there are also some factors within the school that perpetuate indiscipline. At the top of their list is student boredom. They suggest that when students become bored they sometimes derive pleasure from making the teacher angry, and their teacher derives a measure of satisfaction from catching them being 'Bad'. They list powerlessness as having some effect on behaviour. Some students rebel as a way of voicing their dissatisfaction with their lack of power. Their participation in decision making is often excluded. Unclear limits, lack of acceptance outlets for their feelings and the need for recognition were also considered as significant factors.

School Related Causes of Indiscipline

School related causes of indiscipline refer to factors within the school which forces students to behave the way they do. There are two main factors, namely biological and environment; these two determined pupils/students behaviour according to Charton and David (1993).

Charton and David (1993) believe that, biological factors include disorders in the hereditary, characteristics of individual, abnormalities in the chromosomes and genetic defects. Others are hyperactivity in children and epilepsy. Environmental factors on the other hand include family factors such as separation of children from parents, through divorce or death. Mendler and Curwin (2008) point out that lack of secure family environment affects children a great deal.

Adensina (1990) adds that poor home training; unrealistic expectations on the parts of pupils all goes on to encourage indiscipline. Research shows that how parents respond to their child's misbehaviour has major consequence

for the child's future development. Adensina argues that children, who are very difficult to deal with, are likely to remain in their difficulties for years. Cronbach (1979), states that some students misbehave as a reaction to being rejected by their peers. According to Gnagey (1999) displaced feelings about parents and siblings are also another cause of disciplinary problems. In his analysis of students' related causes of indiscipline, Fontana (1986) identifies self-concept as an important factor determining the type of behaviour of a child whether positive or negative. He declares that positive self- concept makes children solve problems in realistic manner while negative self- concept makes them feel inadequate in the face of difficulties.

Fontana (1986) continues that pupils with chronic behavioural problems believe that, they can be successful in school. Such pupils or students often appear to give up easily before they are even told to perform a task. They see themselves as losers and without self- confidence. In other to attract attention, they sometimes behave negatively and usually do not care whether they receive punishment or not.

On the part of teachers there is no doubt that the teacher has a role to play in ensuring the discipline of children. There is a belief according to Adesina (1990) that students tend to listen more to their teachers than their parents. He explains that, there exists a traditional authority on the part of the teacher that enables him to produce greater disciplinary effects. But today, things have changed as "few pupils respect the authorities of the teacher anytime punishment is administered to them" (p. 96).

Laslette and Smith (1984), states that notwithstanding this fear of the teacher's punishment, the teacher's relationship with students can bring

positive change in the behaviour of a student. It is always important to focus on the positive rather than the negative, they pointed out. If a teacher is conscientious, courteous to children and colleagues, prepare and present interesting lesson, children will respect him. A teacher will find out this positive attitude toward children and his behaviour in the school will go a long way to prevent problems of management, and a teacher should not give chance for disruptive behaviours to begin.

Laslette and Smith (1984) argue again that fairness and a sense of humour are qualities that can develop a positive relationship between a teacher and her students. “A teacher who stands too much on dignity or who is habitually cold and remote may be fearful of what might happen if the defences are lowered” (p.139). Again, if violence does occur, Laslette and Smith (1984) argue that there should be a strategy for the teacher to respond but not that of anger, because anger can flare up and unless the teacher is stronger and effective than the student, an angry response of a teacher could have a disastrous consequences. An effective communication among staff and students is essential for good discipline in schools. Information that is important to students should be communicated to them through prefects and various committees in the school.

Again, several researchers agreed that when classrooms are characterized by disruptive behaviour the teaching and learning environment is adversely affected. Firstly, initial behaviour of the teaching and learning environment is adversely affected. Furthermore, the initial behaviour can cause a ripple effect, leading to several students displaying disruptive behaviour. Kounin (1970) adds that additionally,

the methods the teacher uses to curb the misbehaviour and the targeted student's, resultant behaviour cause a second ripple. This result in loss of valuable teaching and learning time. Some teachers spend between thirty (30) and to eighty (80) percent of their time addressing discipline problems. (Levin and Nolan, 1996). Also, stress that classroom management is one of the most influential factors in failure among novice teachers. (Vittetoe, 1977). Not only do classroom discipline problems have negative effect on students, but they also have very negative effects on teacher effectiveness and longevity (Levin and Nolan, 1996). In addition to these problems are psychological safety, readiness to learn and future behaviours which affect students.

Notwithstanding parent's related causes of indiscipline also occurred frequently in our schools. More and more, parents admit that they cannot control their children disciplinary behaviours, because of differences in character.

Furthermore, according to Mendler and Curwin (2008) "many students or pupils act as free agent, they do not live at home and are responsible for their own welfare" (p. 3). The number of pupils placed on permanent suspension from school for misbehaviour is on the increase and needs to addressed it.

Adesina (1990) observes that parents are accustomed to petitioning the school authorities on the use of corporal punishment on their children. They go as far as challenging the teacher for disciplining their wards. He explains that it is the responsibility of parents to teach their children not only acceptable social habits of the society but also accepted norms of behaviour.

He argues that if parents provide the necessary school requirements to their children, and if influential parents stop interfering with the school administration, teachers will be interested in the life of students or pupils.

Again, Emmer and Evertson (1981) feel that school rules do not only serve to prevent misbehaviour in school but also do serve as standard against which the conduct of both teacher and student may be compared as remedial action taken when necessary. Jones and Jones (1990) suggest that pupils can be expected to support rules and procedures that enhance learning only when the learning process shows respect for pupils and their needs. To them, rules to prevail, should be designed to provide guidelines that will help children to examine their own behaviour, considering its effect on them and others.

For effective school rules that apply, pupils will be more likely to behave in accordance with the rules, if they know that the rules are accepted by others such as their parents and peers. Gnagey (1999) says that if rules are not sensible enough to students, and if they are not related to their needs, they are considered to be unfair. When rules are stated clearly, some students will not break it. Gnagey (1999) further explain that “certain number of youngsters normally fall victim of the laws merely because they are not aware of the school regulations” (p. 96). Also, if a teacher fails to enforce his/her roles consistently, his or her students may soon begin to try out certain infractions just to see if the regulations will actually be enforced the use of moral conduct, rewards and motivation.

Means of Curbing Indiscipline

The issues of indiscipline will always be an integral part of the school management and this could be stopped if only the content of the curriculum

support good discipline in the school. By trying to control disciplinary problems, Gnagey (1999) points out that children's behaviour can be affected by the use of rewards and punishment. Many Writers (Jones and Jones, 1990, Caffyn, 1989, Fontana 1986) have observed that, traditionally, school discipline has been more concerned with punishment than rewards. It is not surprising, therefore that some teachers feel a system of discipline based on giving rewards to motivate pupils to behave well.

Laslette and Smith (1984) explain that the most important factor in learning behaviour is what happens immediately following the behaviour. "Pleasant consequences are most likely to reinforced the behaviour and make it more likely to happen again" (p. 34).

Fontana (1986) defines rewards as "something material or non - material that appears desirable to the person concerned". (Page.78). He goes on to say that ,the value of a particular thing as a reward depends on the strength of the desire attached to it by the one for whom it is intended. Rewards then help in the maintenance of discipline by drawing the attention of learners and achievements with their own individual work, praising and encouraging them as a consequence.

Notwithstanding, there are two types of rewards, stated Fontana (1986) "material and non-material rewards" (p. 35). Non-material reward consist primarily of such things such as teacher attendance, teacher praise and teacher encouragement. A material reward on the other hand is made up of good marks, good termly report, special responsibilities and privileges. For him, rewards help to keep children inward and interested in their work and in helping them to build upon better achievement by raising their confidence and

interest in their own ability. Fontana (1986) further stresses the need to emphasize rewards for good behaviour and more or less ignore bad behaviour. But it is interesting to note that, teachers punish for offenders more than they reward for good behaviour even though rewards are believed to be more effective in getting pupils behave well.

According to Emmer, Evertson, Stanford Clements and Worshman (1997) “a reward is something desirable that students received in return for accomplishment efforts or other appropriate behaviour” (p. 57). For them, “material rewards include food, discarded classroom materials and books”. (Page.60). They agreed that though rewards help to motivate appropriate behaviour, it is not sufficient to prevent all disruptive or other inappropriate behaviours”. Again, Emmer, Evertson, Stanford, Clements and Worshman (1997) argued that there is the need to have a penalty available, in case chronic misbehaviour or serious infections occur, (p. 62).

Charton and David (1993) stated that the use of rewards as a behaviour modification tool would be used on some principles that is, efforts should be made to determine the appropriate rewards for some incorrigible offenders because appropriate or good behaviour are not realized when it is exhibited. In other words, shy and introverted individuals need to be reinforced secretly instead of publicly.

Again, effective punishment according to Fontana (1986) is the withholding of rewards or praise and encouragement. He explains that potential of anything as punishment depends on the strength of the feeling expressed towards it by the one supposed to suffer it. Corporal punishment and other positive methods are commonly used in basic and the second cycle

schools. Buckley and Walken (1970) stated that many teachers believed that corporal punishment is a quick and easy way to restore order in the school. For them, corporal punishment appears to be the least effective method of behaviour control, although it is the most frequently used method. Although the offenders get quick results, they tend to be short-lived with students pretending to behave only in the actual presence of the one imposing the punishment.

Furthermore, throughout the history of education the most common means of maintaining discipline in schools was corporal punishment. While a child was in school, a teacher was expected to act as a substitute parent, with many forms of parental discipline or rewards open to them. This often meant that students were commonly chastised with the birch, cane, paddle, strap, yardstick if they did something wrong.

Laslette and Smith (1984) similarly observed that punishment creates negative feeling and destroys the interpersonal relationship between the teacher and the pupil. It is therefore important that before using punishment, the teacher, guidance co-ordinator or parent should consider why he or she is punishing the child and focus on the idea he or she hopes to achieve by the end of the punishment. In addition to this, detention is one of the most common punishments in schools in the United States, Britain, Ireland, Singapore, Canada, Australia and some other countries. In addition to this, pupil to go to a certain area of the school during a specified time on a school day (either break or after school), but may also require a pupil to attend school at a certain time on a non-school day, stand e.g. "Saturday detention" at some US, UK and Irish schools. Student can do work; stand against the wall or just sit at the desk

in a convenient and quite manner. In the UK, the Education Act 1997 obliges a (state) school to give parents or guardians at least 24 hours' notice of a detention outside school hours so arrangements for transport and or childcare can be made. This should say why it was given and, more importantly, how long it will last (Detentions usually last from as short as 10 minutes or less to as long as 5 hours or more). Typically, in schools in the UK and Singapore, if one misses a detention, then another four are added or the student gets a more serious punishment. In UK schools, for offences too serious for a normal detention but not serious enough for a detention requiring the pupil to return to school at a certain time on a non – school day, a detention can require a pupil to return to school 1-2 hours after school ends on a school day, e.g. “Friday Night Detention”.

Laslette and Smith (1984), again propounded that exclusion, withdrawing or permanent exclusion also accounted for the removal of a student permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. Some education authorities have a nominated school in which all excluded students are collected; this typically has a much higher staffing level than mainstream schools. In some US public schools, expulsions and exclusions are so serious that they require an appearance before the Board of Education. In the UK, head teachers may make the decisions to exclude, but the student's parents have the right of appeal to the local education authority. This has proved controversial in cases where the head teachers decision has been overturned (and his or her authority thereby undermined), and there are proposals to abolish the right of appeal.

Again, according to Tagiuri and Petrullo (1959) posits that, suspension or temporary exclusion is mandatory leave assigned to a student is a form of punishment that can last anywhere from one day to several weeks, during which time the student is not allowed to attend regular lesson. In some US and Canadian schools, two types of suspension was in place: that is school suspension (ISS) and out of school suspension (OSS). In school suspension requires the student to report to school as usual but sit in a special room all day. Out of school suspension, bars the student from being on school grounds. The students' parents, guardians are notified of the reason for and duration of the out of school suspension, and usually also for in-school suspension. Sometimes student have to complete work during their suspensions, in order to behave well in the school. In some UK schools, there is reverse suspension as well as normal suspension. A pupil suspended is sent for a period of time set. A pupil reverse suspended is required to be at school during the holidays. Some pupils often have to complete work while reverse suspended.

The Role of Guidance Co-ordinators and School Indiscipline

Schools do not exist as isolated institutions all over the world. Schools according to Fontana (1986) are a mirror image of what transpires in the communities and as such it is essential to understand how factors that occur within and outside the boundaries of the school can create disciplinary problems.

Teacher, knowingly or unknowingly, may encourage disciplinary problems in the school, just as its positive behaviour encourages the student; its negative behaviour also affects the student. Fontana (1986) explains that the behaviour of the teacher could reinforce that negative or positive

behaviour in his student which he seeks to restrain. The teacher's lifestyle which may affect behaviour in his pupils may include physical appearance, preparation and delivery of lessons, his relationship with other teachers and students.

According to Fontana (1986) an improper dressing of a teacher to school or class may trigger off indiscipline. Again, a teacher whose lesson is not well prepared to suit the student age, ability and level of interest will encourage indiscipline.

Fontana (1986) is of the view that the way and manner rewards, threats and punishment are used by teachers, their fairness and consistency may affect discipline.. This observation therefore goes to emphasize the point that indiscipline may result when there is a lack of acceptance and respect for students and also when teachers fail to live up to expectation.

Dobson (1983) traces the causes of indiscipline among the youth to bad childhood training. He points out that there is a critical period during the first four or five years of a child life during which he can be taught proper attitudes. Unfortunately, most parents encourage the wrong attitudes of children at this early stage, thereby reinforcing the negative rather than positive attitudes and this therefore set the stage for further rebellion.

On discipline in the classroom, Dobson (1983) points out that the second most influential forces in the rise of disorder has been the school. To him, the school seems to have lent a hand in this because of the permissive philosophy it has adopted. People do not seem to know what is right or wrong, thereby making discipline difficult to enforce. In Dobson's view, the causes of indiscipline are rooted in two broad areas; the home and the school. According

to Dobson the home and the school are the two major institutions involved in the moral training of the child for life. Therefore, if they failed to educate the child properly, it normally resulted into negative behaviour and can contribute to indiscipline among them.

De-Conde (1977) writing on student activism stresses the mass media as being a cause of increased students' rebellion. He writes, communication between youth cultures, as well as increase students travel, had made the younger generations protest against matter of international concern. Through the media, certain indisciplinary behaviours have been witnessed by the youth in their living room. This gives them the chance to organize militant protest, which results into their assaults by the traditional rulers in their community. To De-Conde, one could say that the wrong values communicated the mass media could be a cause of school indiscipline.

Again, according to De-Conde (1977) emphasized, that there was a desire for students to be involved in decision making so to put up a good behaviour. Notwithstanding it could be inferred from De-Conde's writing that the mass media and lack of students' involvement in decision making, sexual problems and rules that perceived to be unfair could be some of the reasons that causes indiscipline which leads to rebellion.

Strategies for Dealing with School Indiscipline

Most people, sometimes in their lives experience uncertainties and need help. When individuals are troubled and uncertain, they want help from counsellors. To confirm this, Tyler (1990) states that "it is the relatively calm, non-threatening counselling that such a person is more likely to be able to face confusion courageously, sort out from values he or she has been exposed to

and thus come out with a workable philosophy”.(Page 8). Guidance coordinators play a supportive role as far as discipline is concerned, most especially to pupils who have self-concept problems, Tyler (1990) points out. Through counselling, students are accepted without conditional restrictions. The fundamental purpose of counselling, according to Sherter and Stone (1980), is to “effect the necessary change in behaviour which in turn will permit the recipient to leave a more productive and self-satisfying life” (p. 165). They continue that, school counselling therefore focuses on the individual problems and need of pupils or students and help them learn good behaviours and unlearn the unwanted ones, so that they can become independently and able to handle future conflicts.

Furthermore, the literature once again, reveals some strategies for dealing with indisciplinary problems. Discipline strategies vary along a continuum. From extremely authoritarian in which the adults make all of the decisions (Fields & Bosser, 2002). The authoritarian method can be aligned with the behaviourist philosophy which emphasizes shaping behaviour through the use of rewards and punishment. According to Kohn (1999) these models are based on immediate and unquestionable obedience as the target behaviour. These are often associated with anger and sometimes result in depression and low self-esteem. At the other end of the continuum Fields and Bosser (2002) associate the permissive model with the maturationist philosophy of education which is firmly grounded and exhibited by the best teacher. In this model there is the absence of any type of discipline. Children are left to learn from their own mistakes. Baumerind (1967) believes that this model over-emphasizes

freedom. Fields and Bosser (2002) also share the same view that maturationist philosophy can also result in low self-esteem and difficulty in getting along with school pupils and others.

Researchers agreed that indiscipline behaviour by students cannot contribute to the development of the nation building. Charles (2002) states that many of the discipline techniques we have relied on are ineffective especially those that involve demanding, bossing, scolding, warning, belittling and punishing as these tactics can keep behaviour partially under control only for a while. He adds that they can produce detrimental side effects such as uneasiness, evasiveness, fearfulness, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate, and for many the desire to leave school as soon as possible. These circumstances lead to inhibited learning.

These views are not adopted by all, however as some researchers insist that the traditional methods still hold a place in any discipline system. Following is a brief overview of some of these strategies.

Rules to Guide Indiscipline

One of the most basic and common part of any traditional discipline system is the setting of rules. Evertson, Emmer and Worsham (2000) explain that a rule identifies general expectations or standards for behaviour and adds that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom environment. Clement and Sova (2000) add that rules are the foundation for school conduct or behaviour. It is essential that

children understand exactly what behaviours are acceptable in school and which ones are not, and this is communicated through clear guidelines and rules. Moreover, several researchers agreed that students should be a part of the process of developing appropriate rules for the classroom and the school. On the other hand Fields and Fields (2006) suggest that instead of setting rules, which are rigid, set guidelines which are flexible and take circumstances into consideration, adding that children will more likely follow guidelines they themselves have helped to determine.

Behaviour Contracting

The developing of the behaviour contract was grounded on the theories of operant conditioning, which hold that behaviours which are reinforced are likely to be repeated and those which are not reinforced will soon disappear (Levin & Nolan, 1996). A behaviour contract is a written agreement between the student and the teacher which commits the student to behave more appropriately and specifies a reward for meeting the commitment. The resulting consequence for not holding to the contract, rewards for meeting the expectations and time frame are also specified. Usually a parent is involved in the development of the contract to ensure that the student obtains the necessary support in maintaining the terms stated. The contract attempts to control behaviour that is not controlled effectively by normal classroom procedures, to encourage self-discipline on the part of the student and to address any type of behavioural issues. As such behaviour contracts can range from

very simple to complex. Some samples of behaviour contracts are included in the Appendices.

Non-Traditional Methods

Fields and Bosser (2002) proposed a model which provide the ideal balance which is called the constructivist model. Through this model students can learn from their own experiences and make informed logical choices. Kounin (1970) agrees that this constructivist model works towards self-determined responsible behaviour reflecting concern for the good of oneself and others. The constructivist approach to discipline strives to equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviour. Students also develop caring and respectful relationships with each other and with the adults in their lives. As a result they are encouraged to think about the effects of their actions on others. The model involves guidance by adults and the exploration of consequences of negative actions. While children are able to become involved in decision-making, they get the chance of co-operating and making an intelligent and informed decisions. Whenever they choose to display negative behaviour they understand that they are choosing the negative consequences that result from those behaviours. This shared-power model results in high self-esteem, good social skills, general competence and self-discipline. De-Veries (1999), Fields and Bosser (2002) stress that having mutual respect between adult and child is crucial to the success of the constructivist approach to discipline. They add that this type of

relationship results from taking time to get to know the students and building positive relationship from taking with them.

Curwin and Mendler (2008) agreed that instead of trying to solve the discipline problem it may be wiser to positively affect the lives of children. They add that building and maintaining positive relationships with the students would decrease the frequency of certain negative interactions between teacher and students. Some of the ways of developing these positive rapport with students suggested by them are:

- i. Pay attention to the small details which make the classroom welcoming.
- ii. Greet students
- iii. Notice and build on students strengths
- iv. Tell personal stories
- v. Call students by name
- vi. Teach empathy
- vii. Let them see who you are
- viii. Have fun with them
- ix. Listen to them
- x. Use non-verbal messages
- xi. Say no respectfully

Fields and Fields (2006) also agree that teacher-child relationships are a critical part of teaching, and that teachers need to build positive relationships with children in order to influence their behaviour and thoughts. This, they claim, creates harmonious classrooms that are

conducive to learning, as self-esteem, confidence and feelings of security are encouraged.

Along with positive relationship, there is the suggestion by researchers that keeping students engaged during class time would help to eliminate disruptions and reduce general indiscipline. For instance, Curwin and Mendler (2008) state that the best way to prevent behavioural problems is to engage students with lessons that are interesting and entertaining. They suggest that teachers take into consideration the multiple intelligences and learning styles in the classroom, teach with energy and enthusiasm, make their objectives clear from the outset, use informed grouping tactics and incorporate games into the lessons. Clements and Sova (2000) add that one of the most important aspects of managing student behaviour is to ensure that teaching practices and classroom organization are appropriate to the needs of the learner. These strategies are expected to reduce the chances of boredom as students become motivated to be involved. Fields and Fields (2006) add that sometimes the cause of inappropriate behaviour is that children have learned inappropriate role models. Children today are bombarded with all forms of violence on television, movies, and cartoons and more importantly on the video games which they play. In order to counteract such pervasive influences adults must provide positive modelling for pupils to emulate to bring a desired behaviour. This strategy can also be helpful for providing students with an example to imitate. Fields and Fields (2006) agree that students with the

examples of admired adults as they construct their own ideas of appropriate behaviour.

Over and over again, researcher findings demonstrate that children learn how to treat one another from the way they are treated by their teachers and parents. According to Lane (1986), students learn behaviours such as dealing with anger or pain, responding to the anger of others, and dealing with personal problems from the way they see adults behave in such situations. The styles of interaction which students adopt are highly influenced by the interaction styles of adults in their lives. As such, teachers and parents who exhibit very controlling behaviour are setting an example of demanding their own way without regard for others Fields and Fields (2006). It follows therefore that when adults create a culture of sensitivity, respect and kindness, these result in students who treat each other with respect and consideration.

The strategies outlined above seem to focus mainly on classroom discipline. However, Clements and Sova (2000) believe that schools need a team approach in dealing with indiscipline, adding that every school needs a nucleus of staff trained in non-violent physical crisis intervention, that can respond by restraining and removing violent and non-compliant students. They propose that schools take a holistic discipline approach to combat the increasing problem of violence disruptive behaviour. They have outlined a school-wide discipline model which is proactive and comprehensive but includes elements of traditional disciplinary methods. They advise that school staff should first be trained in effective communication and mediation skills as well

as non-violent physical crisis intervention techniques. After the completion of training, there should be communication with parents in the form of seminars whereby the school's vision for a safe school is explained. Next, as with traditional methods school rules are to be developed based on discussions and input of all members of staff. Each teacher is to then develop with his or her class the individual classroom rules. All of the school and class rules must be clearly communicated to parents along with a request for their cooperation.

Curwin and Mendler (2008) agree that an effective discipline approach involves a united effort by the entire school. They have outlined 12 processes that form the foundation of any effective discipline programme which includes:

1. Let students know what you need
2. Provide instruction that match the students' level of ability.
3. Listen to what students are thinking and feeling
4. Use humour
5. Vary your style of presentation
6. Offer choices – 'You can do your assignment now or during recesses.
7. Refuse to accept excuses -accepting excuses, teaches the students how to be irresponsible
8. Legitimise behaviour that you cannot stop – e.g. If there are daily paper airplanes buzzing past your ear, consider spending 5 minutes a day having paper airplane contests. When certain types of misbehaviours are legitimised the fun of acting out fizzles.

9. Use hugs and touching – pat on the back, high five, and handshakes.
One of the biggest educational fallacies is the prohibition against using touch because of sexual misunderstanding.
10. Be responsible for yourself and allow the kids to take responsibility for themselves you are responsible for being on time, being prepared and making your lessons meaningful. You are not responsible for judging students' excuses or doing their work for them.
11. Realise and accept that you will not reach every child – Some students must be allowed to choose failure.
12. Start fresh every day.

Summary of Literature Review

The literature review revealed that the perceptions of indiscipline vary among individuals. While there is certain behaviour which is considered by all to be negative, there are those actions which may depend on the teacher's, researcher's or student's point of view.

Also in this second chapter, the concept and the nature of school indiscipline by different writers have been dealt with. It came to light that how an individual perceived an event or a condition has an effect on the behaviour of that individual and this situation also affects discipline. The literature also presented a variety of strategies which can be employed in attempting to deal with behavioural problems. It is obvious, though; that what is now occurring is a shift in the approach to dealing with indiscipline. While the traditional methods of addressing behaviour after they occur are explored in the literature, the research findings reveal a profound predilection towards proactive methods. Whether one takes the stand of the idealist or the naturalist, needs to

know the causes of indiscipline so as to affect appropriate means of ensuring discipline. The causes of indiscipline are as many and varied as the acts of indiscipline in broad terms. The causes of indiscipline can be said to be internal or external to the student.

When a disciplinary problem arises and even where the cause has been located, it becomes very important for some means to be adopted to achieve an acceptable result. Many vital suggestions have been put forward in one way or the other to curb indiscipline in our society. Researchers maintain that there is no universally ideal solution to the problem of indiscipline in each community, school and student is unique and strategies must be fashioned to suit the individual situation.

However, it could be said that, one method which might be appropriate with some individuals in a particular way might not be suitable to another groups of persons in a different situation. Hence, techniques of discipline shall vary from situation to situation and from individual to individual.

CHAPTER THREE

METHODOLOGY

This chapter deals with the methodology used in conducting the research. It describes the research design, population and sample technique, instruments used to collect the data, data collection procedure and data analysis plan.

Research Design

The study was a descriptive survey. The aim was to generalize from a sample to a population so that inference could be obtained about some attitudes, characteristics, or behaviour of the population. . The survey technique was used because the needed information could be easily obtained and without much cost. But the use of descriptive survey, the information required could be obtained within some period of time through the use of questionnaire and interview guide. As Gay (2004) puts it, “the descriptive sample survey involves collecting data in order to test hypothesis or to answer questions concerning the correct status of the subject of study” (p. 187). This descriptive sample survey has been recommended by Babbie (2004) for purpose of generalizing from a sample to a population, so that the inferences can be made about the same characteristics, attributes or behaviour of the population. Since the study was on the perception of guidance co-ordinators, teachers, parents and pupils on school indiscipline, the design was found appropriate to be used.

Population

It would be worthwhile to say something about New-Abirem Township. New-Abirem is the District capital of Birim North District which is one of the 17 Districts in the Eastern Region of Ghana. New-Abirem was selected for the study, because New-Abirem, being farming, mining and a commercial town with rich resources has different people with different cultural background, such differences in culture had influenced the general behaviour of the citizenry in the town. It is an undeniable fact that children from different cultural backgrounds experience different views and behaviours. According to the provisional figures from the 2010 Population and Housing census, the Birim-North had a population of 143,950 –the male population being 76,398 (53%) and the female 67,552 (47%) .Currently, there are 10 primary schools and 4 Junior High Schools.

The school population constituted 1,379 people. It was made up of all guidance co-ordinators, teachers, pupils and parents. The total number of guidance co-ordinators in (L/A J.H.S, ‘A’) was 1, and teachers population was 6. The pupil population was 250 and the parent population was 81.

The second selected school was (L/A J.H.S ‘B’) which had the total population of 1 Guidance Co-ordinator, 6 teachers, 260 pupils and 120 parents. On the other hand, the third school Akwadum L/A model J.H.S also had 280 pupils, 1 guidance co-ordinator, 12 teachers and 100 parents, while the fourth selected school, Presbyterian Junior High School had 230 pupils, 1 guidance co-ordinator, 10 teachers and 80 parents.

Sample and Sampling Procedure

The school population of the J.H.S in the town constitute 1370 people. It was made up of all guidance co-ordinators, teachers, pupils and parents.

One hundred and forty eight (148) respondents were selected to form the sample. Out of this were 4 Guidance Co-ordinators, 24 teachers, 40 parents and 80 pupils in the sampling schools. The simple random sampling method was used to select respondents for the study, as it gave all units of the target population an equal chance of being selected. It is also appropriate when a population of study is similar in characteristics of interest. In the simple random method, the lottery technique was used. Here, the required number needed to form the sample size for each school was labelled on pieces of papers. The pieces of papers were put into a box and reshuffled. One of the respondents was asked to select a piece of paper without looking into the container or box, one after another, until the required sample size was obtained. Thus individual in the sample had the equal probability of being selected.

The sample had respondents from all the 4 named Junior High Schools in the town. The schools were given serial code to identify them .A for L/A J.H.S A, B for the second selected school which is L/A J.H.S.B, C for Akwandum L/A model J.H.S and the fourth school Presbyterian J.H.S which has a serial code of D. Since the school did not have the same number of guidance co-ordinators, teachers, pupils and even parents, selection of the respondents was not even. In some cases only 1 guidance co-ordinator was selected from the school since there were not enough guidance co-ordinators apart from only the modal J.H.S in the town. Again, pupils and parents were

selected based on the population of the school. In all 80 pupils, 4 guidance coordinators, 24 teachers and 40 parents were selected from the four (4).

Instruments

Questionnaires and interview guide were used to obtain information for the study. The questionnaires contained 55 items. Closed-ended and open-ended questions were administered to the respondents. The close – ended questions required the respondent to give restricted answer, which fell within the scope of the project for which the researcher was investigating. The open – ended questions, however sought to give more room for self – expression. Thus it captured respondents' view on a phenomenon.

After reviewing the literature on the school indiscipline, the major issues in school disciplinary control were identified. No instrument was found appropriate, that specifically measure the perception of guidance coordinators, teachers and pupils on school indiscipline than questionnaire and interview guide as outlined by Gay (2004) The use of the descriptive sample survey involves collecting data in order to test hypothesis or to answer questions concerning the correct status of the subject of the study (p. 187)

The questionnaire was a self – designed instrument made up of eight parts, namely sections A,B,C,D,E,F,G,H,. Section A dealt with the meaning of discipline and indiscipline. Section B sought to tackle school related causes of indiscipline.

Section C was purported to find out the use of moral conduct, rewards and motivation to curb indiscipline in our basic schools.

Whiles section D and E still deal with school related causes of indiscipline, whilst F and G also with the use of moral conduct reward and motivation to

curb indiscipline in our basic schools whilst H of the questionnaire projected the means of ensuring discipline by Guidance Co-ordinators.

Again, for the purpose of information, the researcher used questionnaire because it provides a wider coverage for the researcher to approach respondents more easily and at a specific time. In addition to this, the use of questionnaire is less expensive than other methods and also it can be sent through the mail with less cost. Finally, the use of questionnaire are stable, consistent and of uniform measures without any violation.

On the other hand, there was the need to use an interview guide after examining the questionnaire, because interview guide was therefore used to confirm the information from the respondents. More also in supporting this view, Cannel and Kahn (1986) note that, interview schedule and questionnaire appear as powerful instruments for social research, perceptions, attitude and opinions which cannot be inferred by observation and are accessible through interviews and questionnaire.

Pre-testing of Instruments

The questionnaire was pre-tested at Akwadum Modal Junior High School at Abirem. Its purpose was to establish the face validity of the questionnaire and improve the questions format and scales. To make the research work more vivid and precise, the face validity and reliability of the questionnaire were drawn from the various research books at the University of Cape Coast Library. Again Akwadum Modal Junior high School was selected because of proximity and the similar characteristics that exist between Akwadum Modal Junior High School and the schools selected for the study. Ten teachers and two Guidance Co-ordinators volunteered and responded to

the questionnaire for the pre-test. Analysis of the pre-test revealed some weaknesses in the items in the draft questionnaires which were modified. Examples of such weakness were questions which were found misleading and not clearly understandable. Some of the questions were,

How is indiscipline resolved? Was changed to how do school authorities curb indiscipline in their schools when they occur?

2. “Indiscipline caused by the flow of barriers to communication” was also re-stated as “indiscipline is caused by lack of communicating well with pupils and also failed to involve them in decision making.

Finally the draft questionnaire was revised to give a clear meaning to rest of all the questionnaire in the questionnaire in the study.

Data Collection Procedure

The researcher explained the questionnaires to the guidance co-ordinators, teachers and the pupils and entreated them to complete the questionnaire within three days. Parents however, delayed in filling their copies of the questionnaire after repeated visits. It took the researcher a month to retrieve copies of the questionnaire administered to the parents.

As soon as the questionnaires were retrieved, screening of each questionnaire was thoroughly done for the missing information. Some of the respondents did not provide the relevant information needed even though the questions were explained to them. Out of the 150 copies of the questionnaire that were administered by the researcher, 130 were retrieved; ten were rejected owing to errors and omission in the responses. The total number of questionnaire used for the study stood at 120 which represented 80% return rate.

Data Analysis

The study was intended to examine the perception of guidance coordinators, teachers, parents and pupils in promoting discipline in the Basic Schools. Frequency counts and percentages were used to analyse the data. Information gathered from the questionnaires was checked and frequency counts were made available to answer the relevant questions that were intended to help provide the answer to the objectives set.

The frequency was calculated for each set of questions. Later, the total percentage for all respondents was worked out. In addition to this, the scores of the various items in each section were tallied and frequency distribution tables were drawn from the respondents.

In the open-ended questions, responses were compared and those answers that had the same opinion were grouped together and general patterns sorted out. In some cases, frequency counts were made for groups of opinion observed. Then the percentage was calculated, so that, a clearer view of the responses made by respondents could be obtained.

Again, it was also necessary to group some of the columns on the four – point scale presented in the questionnaire. In this way, a better understanding and a clearer picture of the trend of opinion expressed by respondents was obtained. Finally, quantitative and qualitative analysis involving frequencies and percentages were used in the analysis of the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents data collected from the field, analysis and discussion of the data. In this connection, data presentation and analysis are made on data supplied by the guidance co-ordinators, teachers, pupils and parents of the four selected Junior High School in the New-Abirem Township in the Birim-North District of the Eastern Region. Again chapter four also explained the meaning of discipline and indiscipline in schools, school related causes of indiscipline, the use of moral conduct, reward and motivation to curb indiscipline in the basic schools and the role of Guidance and Counselling Co-ordination on promoting discipline in schools.

The first part of the questionnaire, that is, item (1-4) (see appendix) were used to explain the meaning of discipline and item (5-36) was used to explain the school related causes of indiscipline. The other remaining research questions, items (37-46) were once again used to find out how school rules, moral conduct, rewards and motivation was used to curb indiscipline in our Basic Schools. The last two research questionnaire, item (47-51) was to find out how motivation could be used to promote discipline in schools, whilst item (52-55) also talked about the role of Guidance Co-ordinators to promote discipline in schools.

Research Question 1

What is the Meaning of Discipline and Indiscipline?

Respondents were asked whether they had knowledge about the meaning of either discipline or indiscipline.

The responses from the four groups of respondents are summarised in Table 1 below.

Table 1: The Meaning of Indiscipline in the Basic Schools

The meaning of indiscipline	Category	Responses						Total	Percentage
		Agree		Disagree		Undecided			
		N ^o	%	N ^o	%	N ^o	%		
The meaning of indiscipline	G.C	4	100					4	100
	Teachers	20	88.9	4	11.1			24	100
	Pupils	60	83.4	15	12.0	5	4.6	80	100
Nature of school indiscipline	Parents	28	70.2	10	37.0	2	2.8	40	100
	G.C	3	95.6	1	4.4			4	100
	Teachers	2	0.5	20	90.5	2	7.7	24	100
Other indisciplinary behaviours such gossiping and effective communication system.	Pupils	75	20.0	5	80.0			80	100
	Parents	33	2.9	7	76.7			40	100
	G.C	3	99.0	1	1.0			4	100
	Teachers	20	97.8	1	1.2	3	1.0	24	100
	Pupils	77	97.9	1	1.1	1	1.2	80	100
	Parents	38	93.3	2	6.7			40	100

KEY: G. C. – Guidance Co-ordinator(s)

Pertaining to the question how the respondents understood the meaning of indiscipline, all the respondents had a fair idea of the meaning of discipline

which is the opposite of indiscipline. To the respondents, indiscipline behaviour should not be cherished by pupils whilst discipline is intended to make an individual put up desirable behaviours in the society.

To this effect, Guidance Co-ordinators supported and agreed to the statement that, discipline should be encouraged in schools to bring out a desirable behaviour among pupils in schools. Respondents rated the statement positively with percentage scores of (100) whereas (88.9%) of the teachers were also in favour of the same views. On this same matter, (83.4%) of pupils and (70.2%) of parents also did agree with the other respondents.

This finding is close to the observations made by Adentwi (2010) that... “Discipline is one of the techniques used by school authorities to influence a desirable behaviour in pupils”. Again, the finding is similar to that of Amartey-Armah (2007) that... “Discipline is the way by which pupils abide by rules and regulation in a civil society”.

With respect to factors accounting for the nature of school indiscipline, (95.6%) and (90.5%) of Guidance Co-ordinators and teachers respectively indicated that lack of co-operation was a factor contributing to the indiscipline in the schools. Again, the respondents were of the view that, there existed a cordial relationship among schools authorities. On the other hand, pupils representing (80.0%) and parent representing (76.7%) also disagreed with the statement that lack of co-operation negatively contributed to indiscipline in schools.

Hence, indisciplinary behaviours among pupils in schools could not be attributed to lack of co-operation, but could be attributed to the pupils own deviant behaviours.

With regard to the question on whether communication contributed to indisciplinary problems in the schools, all the four groups of respondents namely guidance co-ordinators, teachers, pupils and parents refuted the statement. They all agreed with (100%) ratings that pupils were allowed to express their views freely without any provocation from the school authorities. When respondents were asked whether other indisciplinary behaviours such as, gossiping, truancy, sexual abuse, cheating during examinations, bullying and stealing constituted indiscipline in the schools, all the respondents affirmed these factors. About 99%, 97.9%, 97.8% and 93.3% of guidance co-ordinators, teachers, pupils and parents respectively agreed that these factors contributed significantly to indiscipline in the schools.

This finding is similarly to that of Amartey-Armah's (2007) which stated that... "gossiping among females or pupils in and outside the school, if not properly checked will contribute a lot to school indisciplinary problems. It could be deduced from the findings that, majority of the people interviewed, all have an in-depth knowledge about indiscipline and behavioural patterns among peoples in their communities. Finally, from the study conducted, all the analysis proved that, the views from the four named respondents, guidance co-ordinator, teachers, pupils and parents in terms of indiscipline are complementary rather than contradictory.

Research Question 2

What are the School Related Causes of Indiscipline in our Schools?

Respondents were asked to analysis some of the main causes of indisciplinary problems in the schools.

The main responses from the four groups of respondents namely guidance co-ordinators, teachers, pupils and parents are summarised in Table 2 below.

Table 2: School Related Causes of Indiscipline

School related causes of indiscipline	Category	Responses							
		Agree		Disagree		Undecided		Total	Percent
		N ^o	%	N ^o	%	N ^o	%	N ^o	%
Lack of	G.C	1	2.0	2	90.0	1	8.0	4	100
Administrative measures put in place of solving disciplinary problems among school pupils	Teachers	6	10.0	15	80.5	3	3.5	24	100
	Pupils	75	90.2	1	18.0	4	22.0	80	100
	Parents	36	60.2	2	9.8	2	1.0	40	100
Community/ Societal influence also contributes to pupils indisciplinary problems in schools.	G.C	3	96.4			1	1.6	4	100
	Teachers	18	98.2	4	1.6	2	0.2	24	100
	Pupils	45	86.3	28	12.0	7	1.7	80	100
	Parents	36	93.7	3	4.3	1	2.0	40	100

KEY: G.C. = Guidance Co-ordinator (s)

With regard to the research question on school related causes of indiscipline, all the respondents were of the view that both administrative and

societal factors played a vital role in influencing the behaviour of the child, whether positive or negative.

The statement that school administration could contribute to indiscipline among school pupils (90.0%) of Guidance Coordinators and (80.5%) of teachers are rejected the statement. Their reason was that immoral behaviour from the pupils was not as a result of administrative lapses but the pupils themselves. On this same issue (90.2%) of pupils and (60.2%) of parents were in favour of the statement. Again, they argued that school authorities failed to put things at their proper places, therefore there is the need for the authorities to improve upon their failures.

This finding defies that of Gnagey's (1999) that... "Lack of a well form related policies in schools do not give an opportunity to anybody to foul or put up unacceptable behaviour".

When respondents were asked again to identify other related causes of indiscipline in schools, they justified their arguments with these factors. They affirmed that, factors such as teachers' absenteeism, administrators not opening up with pupils, teachers failing to deliver lessons properly, and heads of institutions levying pupils without their concern, all accounted for disciplinary problems among pupils. This finding is in line with that of De-Conde (1977) that... "The way and manner a particular school is organised by the school authorities sometimes have an influence on the child's behaviour.

With respect to the question on community/societal causes of school indiscipline, (96.4%) of guidance co-ordinators and (98.2%) of teachers respectively indicated that, community/societal causes of indiscipline played a greater role in influencing the behaviour of the pupil. They were of the view

that, bad training at the home by biological parents and other related factors all contributed to shape the character and behaviour of the child. Similarly, (86.3%) of pupils and 993.7% of parents also shared the same views.

This finding is similar or close to the observations made by Charton and David (1993) that... “Genetic defects and environmental factors also determined the behaviour of the child”.

Really, it could be deduced from the study that both administrative and societal causes of indiscipline could be curbed, if massive education is done to educate the public.

Research Question 3

How can the use of Moral Conduct, Rewards and Motivation to Curb Indiscipline in our Basic Schools?

To ensure discipline in pupils in the basic schools, respondents were asked how they perceived the use of moral conduct, reward and motivation as a factor to curb indiscipline.

The responses from the four named respondents are summarized below in Table 3.

Table 3: The Uses of Moral Conduct, Rewards and Motivation to Curb Indiscipline in our Basic Schools

Means of ensuring discipline through moral, conduct, rewards and motivation.	Category	Responses						Total	Percent
		Agree		Disagree		Undecided			
		N ^o	%	N ^o	%	N ^o	%	N ^o	%
Training in moral conduct, rewards and motivation promote moral character in pupils.	G.C	4	100.0					4	100
	Teachers	24	100.0						100
	Pupils	70	82.2	8	10.0	2	7.6	80	100
	Parents	40	100.0					40	100
Morality as a means of promoting discipline ensuring pupils academic progress.	G.C	4	100.0						
	Teachers	24	100.0						
	Pupils	76	98.0			4	2.0	80	100
	Parents	40	100.0					40	100
Morality on anti-social vices should be curbed to promote co-operation among school pupils.	G.C	4	100.0					4	100
	Teachers	24	100.0					24	100
	Pupils	80	100.0					80	100
	Parents	40	100.0					40	100
Motivation as a means of ensuring discipline should be encouraged in schools.	G.C	1	50.0	2	20.0	1	30.0	4	100
	Teachers	20	80.0	2	20.0	2	20.0	24	100
	Pupils	2	64.5	78	35.5			80	100
	Parents	40	100.0					40	100

KEY: G.C. = Guidance Co-ordinator (s)

With regard to the research question how the use of moral conduct, reward and motivation could ensure discipline, all the respondents had an in-depth knowledge about the statement as shown in Table 3. To the respondents,

they agreed that the best way of ensuring discipline in pupils was through motivation which contributes a lot to moral training of pupils.

In supporting this statement, both the guidance co-ordinators and teachers agreed and rated it very high (100%) whilst (100%) of parents and (82.2%) of pupils also agreed with the statement.

With respect to the question about morality as a means of promoting academic progress and discipline in schools, all the four category of respondents namely, Guidance Co-ordinators, teachers, pupils and parents agreed that, the schools and the home should take up this responsibility and train the child morally to behave well in the society. Their views were represented by the percentage scores of (100 %,) (100%),(100%) and (98%) of respondents – Guidance Coordinators, teachers, parents and pupils respectively.

Pertaining to item (37) of the questionnaire on how morality could promote co-operation among school pupil, all the respondents agreed to the statement that pupils should be morally trained to be of good character. In agreeing to the statement, all the respondents namely Guidance Co-ordinators, teachers, pupils and parents representing (100%) indicated that, the school authorities and the pupils work together to promote discipline in schools.

With reference to how motivation could served as a means of curbing indiscipline, all the respondents agreed to the statement that motivation serves as a factor of curbing indiscipline. In this particular statement, Guidance Co-ordinators rated it averagely with (50%) meaning they wholly support this idea. The pupils on the other hand rated it as high as (64.5%) indicating that they did not have enough motivation to encourage them to put up a good

behaviour in the schools. In supporting this same statement on motivation both teachers and parents also rated it very high with percentage scores of (80%) and (100%) respectively.

However, the teachers and parents had different views. They agreed that, motivation was the best way to promote sanity in pupils but not punishment as they related it highly with a percentage scores of (100%) and (80.0%) respectively.

This finding is not in line with the findings by Laslett and Smith (1984) that punishment is not the best way to ensure discipline but just to reform a deviant behaviour. Also, motivation should be encouraged all the time to bring sanity among school pupils.

It could be deduced from the respondents that school authorities need to come out with a well sustainable and pragmatic measures to curb indisciplinary behaviours in pupils.

Research Question 4

What are some of the Major Contributions made by Guidance Coordinators in Promoting Discipline in Schools?

In a civil society, promoting discipline in schools could not be properly achieved without the active participation of Guidance Co-ordinators and stakeholders such as opinion leaders, educationist and the communities NGO'S.

The responses from the four named category of respondents are summarized in Table 4 below.

Table 4: The Role of Guidance Co-ordinators in Promoting Discipline in Schools

Guidance Co-ordinators in Promoting school disciplines	Category	Responses							
		Agree		Disagree		Undecided		Total	Percent
		N ^o	%	N ^o	%	N ^o	%	N ^o	%
One major functions of a counsellor is to assist in promoting and solving problems and challenges among school pupils.	G.C	4	100.0			4			100
	Teachers	20	90.5	4	0.5	24			100
	Pupils	70	85.4	5	4.6	5			100
	Parents	10	20.8	25	70.3	5	10.0	80	100
School rules and regulations can be properly enforced through active participation of Guidance Co-ordinators	G.C	2	89.8	1	6.2	1	4.0	4	100
	Teachers	20	88.3	3	11.0	1	0.7	24	100
	Pupils	70	89.9	2	2.2	8	8.9	80	100
	Parents	28	60.5	10	30.9	2	8.6	40	100
Guidance Co-ordinators co-operate with parents to ensure total discipline in schools.	G.C	1	90.4	2	6.0	1	3.6	4	100
	Teachers	10	95.2	12	2.6	2	2.2	24	100
	Pupils	20	89.2	56	5.8	4	5.0	80	100
	Parents	5	80.5	33	15.3	2	4.0	40	100

KEY: G.C. = Guidance Co-ordinator(s)

As regards to the research question how the respondents understood the contributions made by Guidance Co-ordinators in promoting discipline, the three respondents (Guidance Co-ordinators, teachers and pupils) all agreed

that to ensure good academic work solely depends on discipline. They backed this assertion with percentage scores of (100), (90.5) and (85.5) respectively. On this same statement about pupils academic performance parents were not in favour as they rated it low as (20.8%). This suggests that parent do not know the work of Guidance Co-ordinators in promoting discipline to their wards. Therefore, school authorities should inform parents to know the work of Guidance Co-ordinators in promoting discipline in their pupils.

This finding affirmed the statement made by Sheter and Stone (1980) that... “The fundamental purpose of counselling is to effect the necessary behaviour which will permit the recipient to live a more productive and self-satisfying life” (p. 165).

Pertaining to the question of how school rules and regulations should be enforced to promote discipline, all the respondents agreed that the best way to instil discipline in pupils was through rules and regulations by Guidance Co-ordinators. Both Guidance Co-ordinators and teachers rated the statement (89.8%) and (88.3%) respectively, whilst pupils and parents rated the same statement with a percentage scores of (89.9%) and (60.5%) respectively.

With respect to the last statement negatively in table 4, all the respondents agreed to the question that Guidance Co-ordinators, parents, pupils and teachers should co-operate to promote discipline in schools. They rated the statement with percentage scores of (90.4%), (95.2%), (89.2%) and (80.5%) respectively.

It could be deduced from the findings that ensuring discipline in every sphere is a co-operative effort therefore everybody should work hard to achieve this needed result.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Overview of the Study

When people meet as a group, there is the possibility of misunderstanding arising whenever there is a problem. The school which is a miniature of a larger society is likely to involve itself with all sorts of indisciplinary acts and conflicts during the normal course of running the school. Head teachers or Headmasters, who are the Super Co-ordinators, are likely to face opposition from staff and pupils when performing their administrative functions. Such situations may be destructive if not carefully handled. It may lead to a breakdown in the administrative set up and may not auger well for effective teaching and learning, and the pupils in the classroom will suffer. Since situations like indiscipline is likely to happen in schools, the researcher found it necessary to determine the extent to which in disciplinary problems among pupils of Junior High Schools in New-Abirem in the Brim North District of the Eastern Region could be curbed.

The population covered all Guidance Co-ordinators, Teachers, Pupils, and Parents in the District to find out if there were agreements in perception among them with respect to discipline. The sample size was drawn from the named respondents, whose views were used to ascertain the extent of

indisciplinary behaviours among school pupils in the research area and means to combat it. In connection with this, data were collected from 148 respondents. Namely, Guidance Co-ordinators, Teachers, Pupils from the four (4) named Junior High Schools and some selected Parents from the Parent Teachers Association (PTA) representing the sample size. Again, the major means of collecting the data was through the use of questionnaire which constituted closed and open ended items.

Furthermore, due to lack of obtaining concrete information about the views of obtaining information which might not have been easily accessed, data collected, frequencies and percentage scores were employed from all categories of respondents.

Key Findings

The major findings of the study are as follows,

'In all the four selected schools studied, indiscipline occurrence is rare. However, it occurs often in some schools in the District. The indiscipline perceived by the respondents are caused by the following:

1. The meaning of discipline and indiscipline;

At this juncture, all the respondents understood the concept discipline as a proper way of observing the established laws of the land and behave well in the society. On the other hand, respondents were also not happy about the indiscipline behaviours portrayed by pupils that resulted into cheating in examination, truancy, the use of hard drugs to study, stealing, sex scandals and unwanted pregnancy cases all constituted to indiscipline in schools.

2. School related causes of indiscipline;

School rules and regulation are not strictly enforced. Some of the problems arose was that school authorities failed to stamp their authorities on pupils to be disciplined. This came to light through the researchers interactions with the pupils (60.2%) out of 148 respondents were of the view that school rules are not properly enforced in the schools.

3. The use of moral conduct, rewards and motivation to curb indiscipline;
Respondents are general of the view that, one of the best way of reading indiscipline in the school is inculcate moral discipline in pupils and motivate them all the time. This will allow pupils to co-operate with all spheres of school decisions in order to bring unity and sanity in the school.
4. The role of Guidance Co-ordinators in promoting school discipline;
Enforcement of school rules and regulations remain the main opportunity of ensuring discipline in the school. To this, all the Guidance Co-ordinators with a percentage scores of (100%) are of the view that, they should all co-operate with the parents, school authorities and even the pupils to promote discipline in the schools.

Finally, the outcome of the follow-up interview portrayed that in disciplinary behaviour away school pupils could be curbed whenever they are involved in decision making, having the chance to co-operate with the school authorities, the staff and the parent teachers association(P.T.A) of the school.

Conclusions

The study has revealed that, people have a fair idea of discipline and indiscipline, and also, some negative factors in the school that promote

indiscipline among pupils, the use of moral conduct, rewards and motivation to curb indiscipline in our basic schools and the role of guidance co-ordinators in promoting discipline. Such situation when carefully identified and dealt with, will contribute to the smooth running of discipline of schools in the District.

However, it was observed throughout the study that indiscipline problems is now of low prevalence in the District. This is due to the application of disciplinary resolution techniques which is adopted by the Heads of schools and the District Assembly to curb disciplinary problems among school pupils so as to improve upon their academic performance.

Also, discipline is likely to work better in an atmosphere of peace, openness in the daily lives of the people in the community in Birem North District.

Recommendations

Based on the findings and the conclusions of the study, the following are recommended for effective management of our schools:

1. That opinion leader and other stakeholders should come out with pragmatic measures to curb indiscipline entirely from the system. This could be achieved when the District Assembly in conjunction with the District Education Office organise public lectures and symposiums to educate the general public on the negative effects of indiscipline in the society, such as armed robbery, rape, the use of hard drug, teenage pregnancy, defilement, truancy and school dropout which are causing a lot of disciplinary problems in the District.

2. The District Education Office with the support from the District Assembly should come out with bye-laws that will check excessive behaviour on the part of students, teachers and parents. These by-laws must be discussed with all stakeholders to ensure their support and commitment.
3. The District Education Office in conjunction with the school authorities should organize workshops for school based Guidance and Counselling Co-ordinators to update them with the skills and knowledge used to counsel pupils on indisciplinary issues. There should be a cordial relationship between parents, teachers and pupils in order to ensure discipline in the schools. This could be achieved through effective discussion during Parents Teachers Association (P.T.A) meetings on regular and sustainable basis. Teachers should be encouraged to teach Religious and Moral Education lessons very well. The lessons should be practically oriented in order to have a positive impact on the pupils or students.

Suggestions for Further Research

The research questions posed at the beginning of the study have been thoroughly dealt with. However there is the need for further investigation of some issues in the area. The research covered only the pupils of four selected Junior high schools in New-Abirem. It is thus, suggested that, further research work be done to cover other Basic Schools in the District. This will establish firmly the perceptions of Guidance Co-ordinators, teachers, pupils and parents towards curbing indiscipline among pupils in the Basic Schools in the District.

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APPENDICES

APPENDIX A

Questionnaire for Guidance Co-ordinators, Teachers, Pupils and Parents

This questionnaire is intended to find out what Guidance Co-ordinators, teachers, pupils and the school authorities tried to come out with the meaning of discipline, nature, characteristics and causes of indiscipline and possible remedies. It is purely an academic study and the information you provide will be confidential. It will therefore assist to determine proper means of solving disciplinary problems in our school. May you please answer the following questions?

Thank you.

INSTRUCTIONS: Please tick (✓) against the best statement you think to be the meaning of school indiscipline.

The meaning of discipline	Agree	Disagree	No Response
1. Discipline is the ability and readiness to respect authority and observed laid down rules of the society.			
2. Discipline helps to deter pupils from committing crimes.			
3. Discipline is techniques used by both guidance co-ordinators and teachers to increase good behaviour in pupils.			
4. Disciplinary actions are there to help pupils become more responsible and manage their behaviour well.			

Provide or indicate by ticking (√) the appropriate statement as to whether you agree or disagree about the school related causes of indiscipline.

School related causes of indiscipline.	Agree	Disagree	No Response
5. Students co-operate well with teachers in the school.			
6. The nature of interpersonal relationship between teachers and pupils in the school is not very good.			
7. Teachers in school punish boys more than they punish girls, because they have affairs with them.			
8. Girls gossip in the school than boys on any information that they hear.			
9. Female teachers in the schools are more sympathetic to pupils who have problems than male teachers.			
10. Sexual harassment, rape, truancy and cheating during examination and stealing, are some of the factors that causes disciplinary problems in the school.			

Please provide or indicate by ticking (√) the appropriate statement as to whether you agree or disagree about the school related causes of indiscipline.

School related causes of indiscipline	Agree	Disagree	No Response
11. Factors within the school set-up are largely responsible for most of the school indiscipline.			
12. School which does not have any policy for dealing with indiscipline tends to express more disciplinary problems.			
13. Indiscipline can sometimes occur in school because of overcrowding conditions in the school.			
14. Students misbehave in the school because schools rule are not made clear.			
15. The quality of discipline can affect the whole atmosphere of the school.			
16. Students misbehave because school rules are perceived to be unfair.			

Please provide a tick (✓) in the appropriate box to indicate whether you agree or disagree with the following statements about school related causes of indiscipline.

School related causes of indiscipline.	Agree	Disagree	No Response
17. Most of the indisciplinary problems in the school are cause by the pupils when they rebel against school authority.			
18. School pupils whose felt needs are not met get frustrated and misbehaved.			
19. Pupils in school who constantly fail their examinations misbehaved.			
20. Pupils with negative self-image tend to misbehave in the school more than pupils with positive self-image.			
21. Pupils with difficult economic background tend to be truant in the school.			
22. Pupils who have difficulty in relating to adults in a more positive way misbehave in the school.			
23. School pupils misbehave in the school to attract attention from others.			

Please provide a tick (✓) in the appropriate box to indicate whether you agree or disagree with the following statements about school related causes of indiscipline.

School related causes of Indiscipline	Agree	Disagree	No Response
24. Teachers who are often late to school cause pupils to misbehave in class.			
25. Teachers in school who insult pupils in class cause pupils to misbehave.			
26. Male teachers who are believed to engage in sexual relationship with girls are often disrespected by pupils in the school.			
27. Female teachers who have unfair sexual relationships with male pupils are not respected in the school.			
28. Very lenient teachers in the school cause pupils to disobey orders in the school.			
29. In the school, teachers who have inadequate capacity to control pupils' misbehaviour gives room to			

them to misbehave.			
30. Pupils misbehave in school in the sense that teachers do not show respect for rules and regulations.			
31. Very strict teachers cause some pupils to disobey orders in the school.			
32. Pupils behave when teachers do not prepare their lesson notes well to teach a lesson.			
33. Teachers who do not relate their lessons to pupils everyday cause pupils to misbehave.			
34. Pupils misbehave in school when they realized that the teacher is firm.			
35. Pupils misbehave when teachers prove to be unfair in meting out punishment.			
36. Teachers are the main cause of the disciplinary problems in the school.			

Please tick (√) in the appropriate box to indicate whether you agree or disagree with the following statement the use of Moral Conduct, Reward and Motivation to curb indiscipline in our Basic Schools.

The use of school rules, moral conduct and rewards to curb indiscipline in our Basic Schools.	Agree	Disagree	No Response
37. Moral training in moral conduct promotes discipline in the community.			
38. Establishing good relationship between teachers and non-teaching staff to come out with their grievances.			
39. School rules and regulations are consistently enforced.			
40. Teachers use both tangible and intangible rewards to ensure that pupils behave well.			
41. School rules should be very few and precise to the pupils.			
42. Motivate pupils with praise to encourage them to be disciplined.			
43. Schools set up specific rules and procedures to check misbehaviour of			

pupils in the school.			
44. Parents co-operate with teachers in the school to prevent indiscipline among pupils.			
45. Rewards work best among school pupils when it is fairly distributed and this brings discipline in schools.			
46. Reviewing school rules regularly to the notice of the pupils promote school discipline.			

Please provide a tick (√) to indicate whether you agree or disagree to the following statement about motivation as a means of ensuring discipline.

	Agree	Disagree	No Response
47. The use of motivation such as gifts and praises promote discipline in schools.			
48. Motivation is more effective in dealing with school indiscipline.			
49. Motivation works best to curb disciplinary behaviours among pupils.			
50. Teachers tend to use more encouraging words to stop discipline among pupils.			

51 Guidance Co-ordinators use theories as a basic technique in curbing down indiscipline in the school.			
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Please provide tick (√) to indicate whether you agree or disagree to the following statement about the means of ensuring discipline by Guidance Co-ordinators

Means of Ensuring Discipline by Guidance Co-ordinators	Agree	Disagree	No Response
52. Through Guidance and Counselling, Guidance Co-ordinators assist deviant pupils to be disciplined in their community.			
53. School rules and regulations can be properly enforced through active participation of Guidance Co-ordinators, when the support schools activity.			
54. Guidance Co-ordinators cooperate with the parents to ensure discipline in schools.			
55. The use of reward by Guidance and Counselling Co-ordinators promote total discipline among pupils in schools.			