

UNIVERSITY OF CAPE COAST

TEACHERS' AND STUDENTS' PERCEPTION OF INDISCIPLINE
IN SENIOR SECONDARY SCHOOLS: A CASE STUDY OF SUNYANI
SECONDARY SCHOOL

BY

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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 Name: Emelia Rachel Fosu Signature.......... Date. 20-9-2005

SUPERVISOR'S DECLARATION

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

Supervisor's Name: Dr. Y.A. Ankomah Signature.......... Date. 20/9/2005

ABSTRACT

Indiscipline in schools is a major concern of parents, teachers, students and all those who are involved in the education of the child. The state of indiscipline in schools, in the home, at work places and on the roads is a concern of everybody in Ghana. The campaign against indiscipline by the vice-president of Ghana goes to confirm that there is indiscipline in the country.

The study investigated the perceptions of teachers and students on indiscipline in Senior Secondary Schools with Sunyani Secondary School as a case study. Thus the research design was to find out the views of students and teachers of Sunyani Secondary School on the state of discipline in the school. Two hundred and sixteen students out of the student population of 1440 made up the students' sample for the research whilst 36 teachers were sampled out of the 64 teacher population. The sample for the students was drawn through a random sampling technique and the sample for each class was distributed according to programme of study and the number of students in each department. On the other hand, purposive sampling was used to select the teachers by picking those who hold position in the school as house masters, heads of departments, guidance and counseling coordinators and assistant head masters.

The instrument for the study was a questionnaire for both the teacher and student respondents. An item by item analysis of data was made using frequencies and percentages. It was found from the study that indiscipline is really on the increase and the most common forms of indiscipline in the school were stealing, cheating in examinations, sexual misconduct and going out of school without permission, and these also occurred often in the school. With acts of indiscipline there were divergent views.

The teachers and students did not share similar views on the wearing of unapproved dresses; when the teachers thought it was a serious problem, the students thought otherwise.

The study again revealed that school rules did not have much influence on the students so as to cause indiscipline in the school. The study rather found that there was the need for external control in ensuring discipline in the school. The respondents preferred corrective measures to punitive measures in ensuring discipline. It is better to reward students and counsel offending students rather than punish them. A suggested means of ensuring discipline in the Sunyani Secondary School, which is quite close to the Sunyani town, is the fencing of the school. Again the study revealed the need to invite parents of wrong doers to meet the headmaster for discussions, and for strengthening the guidance and counseling department to work more effectively.

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DEDICATION

This dissertation is dedicated to my parents Opanin Isaac Fosu and Maame Rebecca Achema who died on 5th and 9th of June 2002 respectively, and my son Amo Frimpong Manso.

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CHAPTER ONE

INTRODUCTION

Background of the Study

Schools are purposeful institutions set up by the society to provide instruction for the systematic education of learners. Through the school the society hopes to get its people to have good morals and conform to the norms and values of the society. Society therefore places emphasis on the type of knowledge imparted to learners so as to achieve these goals. Education should be worthwhile to the society.

In Ghana, indiscipline seems to be on the increase. There are acts of indiscipline going on in most of our societies. Often cases of rape and armed robbery are reported in the daily news papers. Over speeding, drunken and negligent drivers also cause accidents on our busy roads. Some people decide to throw rubbish anywhere they like. Others build their houses at unauthorized places or along river-banks, which often cause flooding in our cities. Children disobey parents and do whatever pleases them. Murder cases are reported often on the radio and in the dailies.

Acts of indiscipline can be found in every corner of our country, be it in the military, economic, social, political or spiritual spheres. Our society has become a place where some people choose to settle their problems with fists, wars, coup d'états, threats of injury to mention but a few. A case in question is when a student had his right fore arm cut off by a palm wine taper, for taking some of his palm wine (Ghanaian Times, June 6, 2003).

The noble objective of the government, parents and educationists is being

hampered by indiscipline that has reared its head in our secondary schools. The level of indiscipline leaves much to be desired. It is in recognition of this that Dr. Addo Kuffour, the Minister of defense noted that the rate at which discipline is declining in many schools has contributed to the erosion of high academic attainments, demoralized teaching and brought sorrow and disappointment to many parents. He said this at the 30th anniversary and speech and prize giving day of Anglican Secondary School in Kumasi (Daily Graphic, July 21, 2003). Of late there have been many incidences of rape, armed robbery, school riots, and many other cases of indiscipline in some Senior Secondary Schools in Ghana. These problems were almost unheard of in the past, and therefore, they are a source of bother to many people, most especially parents and educators.

Indiscipline in schools takes many forms in this country. It could be, truancy in school, rude behaviour, stealing, sexual misconduct and worst of all, demonstrations. As stated earlier, indiscipline is on the increase, and this has been the concern of citizens and the government. Of late students go to the extent of stealing outside the school environment and some are even involved in armed robbery. Sexual misconduct among students is no news as students engage in sexual acts in classrooms and under trees. Students do not respect teachers and wish to go their own way. Cases of demonstrations, either peaceful or violent happen often. The least provocation makes students boycott classes, refuse to take their meals prepared in the dining hall or write to threaten the authorities. Some go to the extent of destroying school property and maiming some staff members. In some instances the headmasters, accountants, matrons, domestic bursars, senior housemasters, and senior housemistresses have been physically manhandled. An example is what happened on May 28, 2003 at Konongo Odumasi

Secondary School. There was a students' riot at the school in which students destroyed properties worth millions of cedis. The students acted because some twenty-two students were caned for not attending normal classes and extra classes. (Daily Graphic, June 3, 2003).

In another instance two students from St. Peters Secondary School were involved in an armed robbery case (Ghanaian Times, June 7, 1999). A pistol was retrieved from a student in Aggrey Memorial Zion Secondary School, Cape Coast (Daily Graphic, Dec. 17, 1999) and another student shot a female student of Tamale Secondary School (Daily Graphic, May 31, 2000).

The situation in Sunyani Secondary School is no exception. Indiscipline seems to be increasing as the years go by. Disciplinary cases reported in Sunyani Secondary School in the past five years include stealing, wearing unaccepted uniforms, going to town without permission, running away to Sunyani Polytechnic, sexual misconduct, arson, robbery, bullying, assault, and the use of hard drugs like marijuana, cigarette and amphetamine. In 1997, a boy was sacked from the boarding house for smoking and possessing marijuana. The boy managed to sneak to the school one mid-night and set one of the blocks ablaze. Fortunately, some student spotted the fire and they quenched it.

In the year 1999, the disciplinary committee of the school sat on twenty-two cases. The cases included stealing and sexual misconduct. Among the cases was the one involving some form two students. They laid ambush and robbed some Junior Secondary School pupils who had come to the school to watch a football match that was going on between Sunyani Secondary School and a sister school from Sunyani town. In the same year, two female students forged the signature of the housemistress and went to town

whilst three form three students who were about to write their final examination were sacked for stealing a large quantity of louvre blades. In the year 2000, disciplinary cases in the school seemed to have gone down a bit. Sixteen cases were reported to the disciplinary committee to handle. Cases handled in 2000 included stealing, bullying, drug abuse, sexual misconduct and truancy. In that year, a student and his friends tried to burn one of the dormitories after he had been suspended from the school for stealing. The group also smeared human excreta on the door and the veranda of the Assistant Headmaster in charge of domestic affairs of the school.

Disciplinary cases in the school went up again in 2001. The disciplinary committee handled 33 cases. That year, most of the cases handled included students going to town without permission, stealing, drug abuse and cheating in internal examinations. A form three student was caught with marijuana and he was sacked from the school. Another form three student and his accomplices stole a master's fowl and they were caught and sacked from the school. Yet another form three student stole louvre blades from the school and he was caught. This same year, one form two student collected trousers from a form three student but failed to give the trousers back to him. When the form three student asked for his trousers, the form two student assaulted him.

Disciplinary cases handled by the disciplinary committee seem to be going up again in the year 2002. More than thirty cases were handled. The cases included stealing, sexual misconduct, and the use and sale of hard drugs and students going to town without permission. A form two student was caught smoking marijuana. He also had a quantity of marijuana (wee) in his pocket. The packets were wrapped for sale.

A case of sexual misconduct involving a female student of Sunyani Secondary School and an old student of the school who completed school in 2000 was also handled. The mother of the girl reported to the headmaster that her daughter could not be found and that somebody had told her that her daughter was being kept in the boy's room. She also reported the case to the Women and Juvenile Unit of the Ghana Police Service as the case turned out to be a sex scandal involving teenagers. The boy was arrested by the police and held in police custody overnight. He was later given police enquiry bail so that he could produce the girl. After that they invited the headmaster, the senior housemistress and the assistant headmaster to the police station. The senior officers at the Women and Juvenile Unit invited the Social Welfare Officer, The regional chairman at the Commission for Children and some other people from different offices to counsel the culprits since the culprits were teenagers. The officers pleaded with the school authority that the girl should not be sacked but should be pardoned. Later the discipline committee of the school met on the case and decided that the girl should be withdrawn from the boarding house since she ran away from the boarding house to town to indulge in the act, but the Board of Governors of the school overturned the committee's decision. They argued that the act was committed outside school premises.

A stealing syndicate was also busted. Some group of students' stole students' shoes, clothes, and other things and sent them to town for a woman to sell and they were caught and handed over to the police. The case was booked for court. But the woman was only fined a peanut and the case closed. Another student was apprehended for teaching some form one students how to steal and smoke Indian hemp. He was sacked from the school.

In whatever forms indiscipline takes, the public is interested in knowing what the causes are. Committees of inquiry have come out with a number of causes or factors contributing to indiscipline; the general public has its own thought-out causes. People are so much concerned with the indiscipline problems in our schools that all would want to find the causes so that they could be resolved. The dress code of the youth, the way they walk about and do their things, the way they speak to their teachers and other adults, the entertainment they enjoy and even how they misconduct themselves in their day to day activities nowadays make people think that things are getting out of hand. Therefore there is the need to look for the causes and solutions. Past and present governments have been blamed for indiscipline in schools. In some cases it is alleged that the Young Pioneer Movement of Dr. Kwame Nkrumah's regime and the PNDC and NDC eras have a hand in this. People think students were being given revolutionary instructions that have gingered them to stand up and deal with school authorities and this is what has led to indiscipline in schools. Some people have even blamed the PTAs and old boys for their interference in the school administration as a factor contributing to indiscipline in schools.

In general it appears that there are two broad factors that contribute to indiscipline in schools. These are the external and internal factors. The external factors include management policies; utterances by members of Government, Ghana Education Service Code of discipline, PTA's decisions, while the internal factors include lack of involvement of students in school decision-making, poor quality of teaching, authoritarian administration. Indeed, the problem of indiscipline is discussed at meetings held by educationists as it has become a national problem, which people are grappling with in order to find solutions to. Most attempts to enhance

discipline have failed, therefore, some people have suggested the reintroduction of caning into schools. Others feel giving severer punishments like withdrawal of privileges and even scolding in public would help solve the problem, or deter students from committing acts of indiscipline. The administrator in a charged environmental atmosphere is put in an awkward situation. In the school situation, the students are the ones to be controlled and the teachers and the administrators are the agents of control. This brings the question of their perceptions of indiscipline to the fore.

A circular sent by the Acting Director General of Education, John Budu-Smith to secondary schools, dated June 25, 1999, instructed all headmasters to ensure discipline and order in their respective institutions. This letter was sent to the institutions due to the rising rate in recent times, of incidents of violence and deviant behaviour among students in public schools, which was creating a feeling of insecurity among students and teachers alike. Budu Smith stated, “ These acts creeping into our society are foreign to our cherished culture and traditions as a nation and efforts must be made to stop them” (GES/DDG/ACA/05/1999).

The circular sent by Mr. Budu Smith seems not to have yielded any meaningful result. In the year 2000, the then Director General of Education, Prof. Ameyaw Ekumfi sent another circular to all secondary schools in Ghana to warn final year students to be of good behaviour. He stated that final year students who misbehaved would be dismissed from their schools or they may not be allowed to write their final Senior Secondary Certificate Examination. This warning he stated has been necessary because “a number of prospective secondary school certificate candidates misconduct themselves after they have been registered for the SSCE. Some of the offences these students commit are so grievous that they merit outright dismissal!” Parents were therefore asked to advise their wards to consider themselves

as students as long as they remained in school.(GES/DDG /ACA / 025 /2000).

Writing on indiscipline in schools, Amoah (2000) says that in schools where indiscipline abounds learning is severely compromised, teachers have low morale and there is poor job satisfaction; there is poor interpersonal relationship between teachers and students, and this plunges the society into fear, anarchy and uneasiness. The headmaster of such a school will find it difficult to do his work well and his administration will suffer. He continues by saying that teaching and learning remain elusive goals as long as there is no discipline in institutions set for such purposes.

Societies, as already stated, set out to transmit their norms, values and aspirations to their younger generation. This they may do through the use of sanctions corporal punishment or withdrawal of privileges among other methods. Busia (1968) traced the upsurge of indiscipline from the introduction of formal education and blames the early missionaries for it. He claimed that before the introduction of formal education by the early missionaries, traditional African education enforced discipline so that the concepts of the community, which geared towards good life, could be achieved. Busia noted that the lives of the people were tied up with their religion; which gave support to the laws and customs of each community and to its accepted rules of conduct, courtesy, generosity, honesty and identification with ones family and kindred. The youth, who deviated from the societal norms, were frowned upon and given punishment, which were sometimes brutal.

The Minister of Education in 1958, Nylander, appointed a committee to study the problem of hooliganism in schools in Ghana. The committee concluded that the type of

hooliganism encountered in Ghana was the outward manifestation of a growing lack of the traditional respect and obedience paid by the young to older persons. (Caulley 1963.)

The cases stated above from Sunyani secondary school are only the cases that appeared before the disciplinary committee of the school. There were other cases that did not appear before them but were handled in the dormitories, classrooms or at the housemasters, mistresses, house prefects and form masters levels in the school. This situation is very unfortunate, as effective learning requires that the students is not only being taught but also acquiring and putting up good behaviour in schools and everywhere. Indeed, the need to keep the school environment safe, orderly and peaceful cannot be overemphasized. Educators' effort to improve schools will not be possible without students. Students are the principal actors in the school and their perceptions, sentiments and understanding of disciplinary matters are deemed as a necessary first step towards understanding such problems.

Statement of Problem

Indiscipline in schools is a major concern to parents, teachers, students and all those who are involved in the education of the child. Indiscipline in Sunyani Secondary School is the concern shown by the teachers and students, and the researcher thinks that if something is not done to check this, the consequences on the nation will be far-reaching. The nation will lose financially due to the fact that there will not be enough human resources to occupy right positions in the country. It is this fast rate of the break down of order in Sunyani Secondary School (SUSEC) that raised a concern the researcher and inspired her to embark on this study. The study looked at the perceptions student and teachers hold about indiscipline in SUSEC. SUSEC is a co-educational school. It is one

of the schools, which most parents would wish their children to attend, but the upsurge of indiscipline in the school is scaring some parents.

Purpose of the Study

The study was designed to find out more about the perceptions of discipline held by teachers and students in Sunyani secondary school. Also the study is designed to find out the major causes of indiscipline in Sunyani secondary school and how to improve discipline in the school.

Research Questions

The study was guided by the following questions:

1. In the perceptions of teachers and students of Sunyani Secondary School, which type of disciplinary problems do occur frequently in the school ?
2. Which acts of indiscipline do teachers and students of Sunyani Secondary school consider serious in the school?
3. What do teachers and students of Sunyani Secondary School perceive to be the causes of indiscipline in the school ?
4. What means of ensuring discipline do teachers and students of Sunyani Secondary school suggest for the school?

Significance of Study

All adolescents need guidance and discipline but some methods work better than others. This means there are many methods in dealing with problems. In Ghana, most cases are often referred to teachers or adults to solve. Educators, parents and administrators are all involved in dealing with indiscipline in the school but their

understandings differ. Since teachers and students are the principal actors in the school, their perceptions, sentiments and understanding of disciplinary matters are deemed a necessary first step towards understanding these problems. The dissertation is also important because it is envisaged that its findings would help in uncovering the common notions, insights, understanding, opinions and even misconceptions about school disciplinary problems. Finally the findings of this study when completed will add to the existing information on indiscipline and it is also believed that the findings would serve as a source of reference to students and other researchers.

Limitations

A research of this nature would have required the researcher to cover the whole student body and teachers in the school . But due to financial and time constraints the whole school could not be used.

Operational Definitions

1. Sexual misconduct: This refers to improper sexual behaviour among students of opposite sexes, for example, fondling, kissing in public or having sex in the classrooms, on the field or wherever they feel like having sex.
2. Hypersensitive: This is in reference to an oversensitive, touchy or quick-tempered temperament. A person who is hypersensitive is quick-tempered.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter, which deals with the review of related literature, consists of three aspects. These include the concept of discipline, causes of indiscipline and means of ensuring discipline.

The Concept of Discipline

In this section, the meaning of discipline and the acts that constitute discipline are looked at. Under the concept of discipline, some dictionary definitions, views of other people and some philosophical views are discussed. The question of discipline is ethical and as ethical questions are related to religion, the religious concepts of discipline are also looked at.

The word “discipline” is a concept that has varied interpretations. A careful study of the literature suggests that most people have divergent views on the subject of discipline. Most people, therefore, try to describe it rather than define it. Adentwi (1998) asserts that discipline is a nebulous concept with a myriad of interpretations, each of which is so subjective that it becomes dear that it has always been a contentious issue. Adentwi’s findings confirm the fact that etymologically discipline is dynamic.

Webster (1968) states that to some people discipline means counselling the students, guiding and persuading them towards desired goals. To others, discipline means self control with responsibility and good manners. To some it means punishment for the violation of rules and that students should do as they are asked and not defy teachers. He

again sees discipline as the development within individuals of the necessary personal controls to allow them to be effective contributing members of a democratic society and of a human community at large. For this to be possible Webster explains that efforts should be made to enhance the development of internalized personal control based upon a firm belief in the abilities of the individual to learn both to respect and co-operate with others. He adds that when students are provided with the opportunities to participate in making decisions about things which control their behaviour, they will be able to set limits and choose from behavioral alternatives to learn personal control. He justifies his views by stating that, true self-discipline cannot be learnt if no restraints are imposed from without.

Geddie (1966) and Webster (1953) have, among a number of definitions, the following shades of meanings; training or mode of life in accordance with rules; subjection to control; order; punishment; control gained by enforcing obedience or order; orderly or prescribed training of mind and character to produce self control, obedience ordered behaviour; to be obedient; and self controlled. According to Hurlock (1950), the concept and practice of discipline seem to be related to the philosophical views of the individual. He presents two major philosophical views, which are the naturalist and the idealist views. The naturalist, he says, recommends complete freedom for the child whilst the idealist recommends strict control in order to achieve the ideal

Ross (1964) says that the pragmatist idea of discipline holds that, for a child to know, he or she must be exposed to experience otherwise what he or she has is information and not knowledge. This means that the child should be given the opportunity to participate in acts that will help him to be disciplined.

Dobson (1983), a teacher and psychologist seems to take the idealist stand. To him, good discipline is brought about by the intelligent application of reinforcement of the 'right attitude' and discouragement of the "wrong attitudes" by sanctions that are in proportion to the offences. The concept of discipline then should be based on the principle of reinforcement. Dobson again states that behaviour which achieves desirable consequences will recur for it has been shown that rewards are not only useful in shaping animal behaviour but also they even succeed better with humans. Adentwi (1998) asserts that discipline is a nebulous concept with a myriad of interpretations. Each interpretation he added is so subjective that discipline is not only the most contentious issue but also the underlying issue in educational administration.

Adentwi (1998), Norman and MacMunn (1981) and Ross (1964) classify the concept of discipline into the "repressionist", "impressionist" and "emancipationist" views. According to Ross (1964) the repressionist uses "direct appeal to the motive of fear in order to create lines of conduct and inhibit others"(p.160). The impressionist uses the compelling power of the educator's personality to take the place of punishment. The emancipationist on the other hand wants unhampered freedom for the child, who is to do exactly as his nature prompts him. Ross agrees with the impressionists. To him, there must be a personal educator exerting influence, however gently and unobtrusively he may do it. He, however, cautions that in trying to modify the natural development the learner, the educator must be careful not to produce a copy of his imperfect self repression.

Tamakloe, Atta and Amedahe (1996) say that there is an interrelationship between authority, freedom and discipline. To them authority and freedom cannot be separated so far as school discipline is concerned. According to them, authority, freedom and

discipline are so closely related that they can be conceptualized in a triadic model of freedom, choice and responsibility. These they say are three faces of the same thing.

Brown (1964) looks at the concepts and philosophical background of Catholic discipline and points out that it is necessary that a man who trains an animal should first study the nature of the animal with which he is dealing. He states that, man is a three-dimensional being, he is moral and physical, not just mental and physical. To him, there are three facts that have been made known to the church by revelation. These are sin, redemption and grace. The church is given the divine authority to communicate these ideas to its people. In essence then, the underlying tenets of the catholic concept of discipline is the doctrine of original sin and authority. It seems then, that the whole idea of discipline is to make the individual self-disciplined.

The Islamic religion, like Christianity, holds on to an ideal that must be achieved by the individual. Noss (1974) states that its doctrinal and ethical character is finally determined by an absolute standard of rule of faith. To the Muslim, a disciplined person is one who has submitted himself to the absolute standard as set up in the Quran. The concept and practice of discipline seem, therefore, to be rooted in the sayings or writings of Mohammed. Writing on the topic "Morality in Islam", Braimah (1972) states that, armed with the Holy Quran the Prophet taught morals which embraced the consideration of all moral excellences known to any advanced civilization, such as sincerity, honesty, humility, meekness, politeness, forgiveness, goodness, chastity and other ethical instructions and rules of conduct. It is, however, pointed out that these moral qualities must be based on faith in God.

The African traditional view on discipline is that, whatever is held by the

society as good has been handed down by ancestors or gods. To keep a disciplined society, rules and regulations are provided which are expected to be faithfully observed. To them serious wrong doings and sins are not 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. This holds that the individual must be brought up to a standard or ideal upheld by the society. In religious sense then one could state that the concept of indiscipline is based on the recognition of man's tendency to do evil rather than the good as expected by the gods, the ancestors and 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.

Tettey Enyo (1995) defines discipline as the training of mind and body to produce obedience and self-control. Discipline, he continues, emanates firstly from conditioning of mind and also the training of the mind that is self-induced or externally imposed. He continues by noting that children would be ill prepared to face the rigors and realities of life in future, if they do not permit their character to be molded through rules and regulations.

From the definitions stated above by the scholars, one realises that it is very difficult to define discipline but words like calling to order, self control and punish often appear in their shades. For the purpose of this research, discipline will be defined as a means of ensuring order, of directing individuals to conform to accepted behaviour in the society. On the other hand the individual who does not conform to rules and regulations,

one who is not self-controlled and does things the way he likes is exhibiting acts of indiscipline.

Acts of Indiscipline

Disciplinary problems that occur in schools are many and varied. Acts of indiscipline are sometimes discussed based on their frequency in the school, how serious the given offences are and whether the disciplinary problems have reduced or worsened over time. Charles (1983) provides another view of disciplinary problems as to which of the sexes is guilty of what offences. In whatever form disciplinary problems are discussed, Charles states that the teachers are most concerned about three kinds of misbehaviour which are (a) behaviour that affronts their sense of morality, (b) behaviour that is defiant and aggressive and (c) behaviour that disrupts class work. He explains that the common disciplinary problems under reference are truancy, stealing, fighting, cheating, bullying and lying. Millman, Schaefer and Cohen (1980) identify lying, stealing and cheating as acts of dishonesty among students. They explain that students tell lies in various degrees, which reflect fear of failure, fear of punishment and insensitive parents or a disturbed capacity to distinguish reality from fantasy.

Gnagey (1980) mentions truant as a common act of indiscipline. He says, students who do not perform well in school tend to play truant. This he says is due to fear or phobia. He explains that the phobia child will often remain at home using fear or harm at school as reasons for doing so. But the truant child does poorly in school, tends to dislike school and spends his time away from home when cutting school without his parents' knowledge. He continues to explain that the truant may remain absent from school because of a felt inability to succeed.

Other writers like Curwin and Mendler (1988) noted that despite the numerous educational programmes, children and teenagers continue to smoke, use alcohol and take drugs. In a study they conducted, Curwin and Mendler noted that as many as two-thirds to three quarters of high school students in the United States have tried smoking at one time or another. Their studies revealed that by the age of seventeen, 25% of the boys and 16 percent of the girls are regular smokers. It was also revealed that it was rare to find a high school student who had never had a drink or used alcohol. Schaefer, Cohen and Millman (1980) say that sexual behaviour is a major indiscipline problem in educational institutions. In a research they conducted in the United States in 1975, they noted that 13,000 births were to women under 15 years of age and the highest increase in gonorrhoea in the under fourteen age group. The situation in Ghana is not different as we see many teenagers dropping out of school due to pregnancy. (Tettey Enyo, 1995).

Other forms of indiscipline include students openly refusing to comply with requests from teachers and being impulsive and self centered. On acts of indiscipline Adentwi (1998) identifies three main categories of behaviours involving teachers. These are: (a) Teaching/Studies related behaviour which include absenteeism, lateness, laziness, ineffective teaching and inadequate control over subject matter. b) Inter-personal relations behaviour where the teacher uses abusive language on students and over-familiarity with students. (c) Self-comportment behaviour which includes smoking, drunkenness, improper students dressing, flirting (sexually) with students and undermining fellow teachers and superiors.

Causes of Indiscipline

The causes of indiscipline in schools are many and varied. According to Ansu

(1992) discipline in schools is the functioning of the school according to what the school authorities consider as rules of proper conduct and orderly action. It is, therefore, important to find out the causes of indiscipline which will guide us in applying interventions to improve upon discipline. For the purpose of this research the causes of indiscipline is discussed under (a) student- related causes (b) environmental related causes, (c) school related causes and (d) teacher related causes.

(a) Student-Related Causes

O'Leary (2001) identifies peer-group influence as a cause for indiscipline He states that as students enter into adolescence, peer group and peer norms take an extreme importance and they begin to favour the independence from authority. Thus, students sometimes misbehave to get attention, recognition and approval of their peers. When students refuse to do what the teacher has asked, they weigh the effects of their defiance on their standing among their peers. O'Leary attributes this behaviour to the value teenagers place on peer norms. In addition to these, O'Leary identifies too many rules and inconsistency in application as a cause of indiscipline. He concludes by suggesting that rules and regulations that students are to abide by should be few, simple and consistently enforced to avoid confusion as to what is to be done.

Student related causes include ignorance of rules, frustration, conflicting rules and displacement. They assert that some heads of institutions do not remember to put up the rules and regulations of the school or they never educate students about discipline until the problems occur.

Dobson (1983) traces the causes of indiscipline among the youth to bad child

training. He points out that there is a critical period during which a child can be taught proper attitudes. Unfortunately, most parents reward the wrong attitudes at this early stage thereby reinforcing further rebellion. To Siann, Gerda and Ugwuegbu (1980), if children are given standards of behaviour from adults they tend to adopt these for themselves. Lack of standards by which a school is governed, could therefore be a cause of indiscipline in the school.

(b) School Related Causes

Othaniel (1969) mentions five causes of indiscipline in schools. These are frustrations, inhibition, broken homes, ill health and personal mal-adjustment. He points out that the home has a very strong impact upon the behaviour of the child in school. Tamakloe et al. (1996) and Adentwi (1998) classify the causes of indiscipline into three. These are the student related causes, teacher related causes, and school related causes. They point accusing fingers at teachers for behaving in ways that provoke indiscipline among students. They blame teachers for absenting themselves from school, being late to classes, flirting with the female students, being too autocratic in class, belittling some of the students by pouring sarcasm over them and refusing to answer students pertinent questions in class.

Quarshie (1981) and Afful (1984) noted among other things that lack of students' involvement in school level decision-making, extensive use of students services and national, regional or local politics as some of the causes of indiscipline in schools. Some causes presented by some committees of inquiry into students' grievances include admission, which were controlled by principals, and the refusal of principals to offer substantive entrants' admission. Another is wrong information given to students by

members of staff. Some other causes are the use of corporal punishment and misapplication of funds by school authorities.

In a more down to earth approach to the Ghanaian situation, Tettey Enyo (1995) argues that poor facilities, poor feeding, lack of classrooms, laboratories, workshops, teachers, equipment, and materials in the school contribute to the immediate causes of student indiscipline. He continues that indiscipline arises when students and sometimes staff lack strength of mind and control to find positive and constructive means to solve the problem they face in the school. Sometimes lack of information blurs their understanding of issues and, therefore, the channel of communication must be kept open all the time.

Sackey (1999) states that the list for the causes of indiscipline is not only endless but also would be incomplete without the mention of the personality of the school head, drunkenness, over fraternization with staff or students, chronic ill-health, poor human relationship and over anxiety on his part. Sackey again lays the blame for school indiscipline on the shoulders of the District, Regional and the Headquarters Directors of education. He does not spare the various school publics, such as Parent-Teacher Association (P.T.A), old students association, traditional rulers, members of the community outside the school compound and greedy, selfish and manipulating partisan politicians, who stir up trouble in the schools.

Curwin and Mendler (1988) in their work "Discipline with Dignity", categorise the causes of indiscipline into two. These are in-school causes and out-of school causes. In school causes include punishments given to students, lack of communication between the students and administrators and authoritarian rule.

The Conference of Heads of Assisted Secondary Schools (CHASS, 1995) blame the upsurge of indiscipline on a lack of equity in the award of scholarships in which boarding students have higher awards not necessarily related to any academic merit but simply because such students are lucky to be boarders. They stated that, that was not the first time CHASS was making that assertion but the problem remains unsolved.

(c) Environmental Causes

Charlton and David (1993) have made an interesting analysis of the factors responsible for general human behaviour. They attribute the cause of misbehaviour in schools to two major factors, which are biological and environmental. Biological factors are due to the malfunctioning of the central and peripheral nervous systems and the endocrine glands, disorders in the hereditary characteristics of individuals, chromosomal abnormalities and genetic defects. Other biological conditions that cause misbehaviour include hyperactivity in children, epilepsy and asthma. According to them, the environmental factors include family problems such as separation of young children from their parents (or parent substitutes) for a long time. This they say disrupts the bond of relationship between the two. Parental deprivation due to death or divorce and other reasons lead to inadequate parenting; adverse influences on children from loss of parents through divorce, broken homes or death and other reasons, which lead to inadequate parenting. Child abuse and over permissiveness on the part of parents are other environmental factors which contribute to students' misbehaviour in schools.

De Conde (1971) writing on student activism stressed on the mass media as being a cause of increased student rebellion. He also emphasised the desire for students to be involved in decision making as a cause.

Using the Ghanaian situation, Caulley (1963) found out that the causes of **indiscipline in schools** could be divided into two broad categories. These are **immediate and remote causes**. He gave the immediate causes as abolition of corporal punishment in schools, political upheaval in the country, interference in schools discipline by persons in high positions, and lack of co-operation of parents and teachers. Under remote causes he mentions the following conditions in the child, for example, physical defects, conditions in the home, defective family relationships, and defective discipline.

(d) Teacher – Related Causes

Teachers are not left out when it comes to the causes of indiscipline. The teacher's personality, self-presentation or relationship can be causes for indiscipline. Webster (1968) observed that teachers who fail to overcome domestic squabbles and frustrations become verbally aggressive towards students in the classroom. These emotional outbursts do not create a good relationship since very soon students start to resent and rebel against such a teacher. He explained further that even a teacher's dressing can cause indiscipline. If a teacher dresses improperly or immodestly to class his or her appearance may trigger off indiscipline in the form of ridicule or negative comments.

In the school environment there exists inter-personal relationships between students and teachers and among students themselves. But Webster (1968) again says that, a teacher who is unable to maintain the appropriate social distance required by his dealings with students will not be respected by the students. He further explains that this problem arises when teachers relate at intimate levels with the students such that respect for their role as leaders and adults is destroyed. Webster again points out that **behaviour problem** arise when a leader directs his attention to a certain student or group

of students and ignore others. He explained that students who are not permitted to interact with their teacher in informal conversations are more likely to become hostile and malicious toward the teacher and their more accepted peers.

Fontana (1986) states that, the nearness of age between students and teachers is often one big handicap in disciplinary matters. He adds that pupils naturally exploit school's standards and rules whenever possible due ignorance. Webster, (1968), puts the blame on teachers for using harsher rules or regulations to punish students. He says excessive control over students' elicits feelings of rebellion and hostility and results in counter aggressive behaviour in students. Danaher (1994) in a study of pupils' perceptions of teacher education practicum in an independent secondary school in Melbourne, Australia, found, however, that some students tend to take the law into their hands when they realize that a teacher is not firm enough.

Means of Ensuring Discipline

It is believed that the practice of discipline is very much linked to the concept of discipline held by an individual or even the institution or the state. In enforcing discipline both external and internal agents can be involved. Schneider and Wenz-Cross (1990) state that in the beginning, control over the child is established by external authority but gradually children are encouraged to develop internal controls so that the standards they strive to follow become part of their own lives. In this way the child is allowed to do so willingly without being forced. Whilst some people suggest the use of punishment others suggest rewards and counseling to ensure discipline.

Dobson (1983) proposes the practice of strict disciplinary measures by the one who can control his class without being oppressive. Such a person he points out, is

always loved by his students , because children admire strict teachers and love justice. Dobson also suggests a reward system based on the principle of reinforcement as a control technique in maintaining discipline in the school system.

Tettey-Enyo, (1995) in his address to headmasters and headmistresses of second cycle institutions, admitted that maintaining discipline in schools is not an easy task, since it goes beyond having rules and regulations, a daily routine, a code of discipline and a schedule of sanctions and punishments. He noted the importance of recognizing the staff and students as members of the school society, respecting the rights and responsibilities of both staff and students and appreciate basic freedom as well as done in the wider society.

Jones and Jones (1990) suggest that students can be expected to support rules and procedures that enhance learning only when the learning process shows respect for students and their needs. They are also of the view that rules should not be designed to catch children misbehaving so that they can be punished, but that, they should be designed to provide guidelines that help children examine their own behaviour, considering its effect on themselves and others.

On the school rules Tettey-Enyo (1995) called on the heads to relate them to the purposes of the institution and should be part of the general moral and legal codes of the wider society. He adds that, the involvement of teachers and students in the formulation of rules would ensure their enforcement and mitigate the craze of certain teachers for cheap popularity with students. When involved, the teachers would find themselves as part of the solution to the problems of the school and will not compound problems for the headmasters or headmistresses to solve. In support, Cudjoe (1996) adds that the

headmaster should endeavour to establish a good channel of communication to ensure the free flow of information from top to bottom and from bottom to top. This will help remove tension, which often leads to disturbances in schools.

Others have suggested the use of guidance and counselling. The administration of discipline is not considered a function of the school. However, school based professionals and counsellors, sometimes become involved in the discipline process in some way. Counsellors may need to challenge themselves to critically look at their involvement in disciplinary issues in the classroom and elsewhere in the school in the light of their role as student advocates.

In a letter dated June 25 1999, the Acting Director General of the Ghana Education Service, Mr. Budu Smith, suggested the use of searching and inspection. He directed all heads of basic, secondary schools and colleges to adopt all necessary measures to ensure safety, discipline and order in their respective institutions. The measures he stated should include random searches and inspections. Housemasters, housemistresses, senior housemasters/senior housemistresses in boarding institutions were also advised to strengthen their supervisory roles to ensure discipline in the operation of their boarding facilities (GES/DDG/ACA/05/1999).

Summary

An attempt has been made to explore the relevant literature that would help provide broad knowledge on issues of discipline and indiscipline in schools. The concept "discipline" has different interpretations. It means the use of external sanctions for wrong doings to compel students to obey. It is a rehabilitative effort at helping problem students find acceptable channel of relieving themselves of frustration. Discipline also means

prevention of misbehaviour and the use of corrective measures to promote self-directed behaviour. On the whole discipline means providing students with an opportunity to exercise self-control to solve personal problems, to learn and to promote the welfare of the school and the society as a whole.

Factors that cause indiscipline were also discussed. It was revealed that some of the causes of indiscipline are due to physiological nature of the child and his inability to adjust to certain conditions. Some disciplinary problem behaviours were also blamed on homes where students receive negative and bad influences. In the school environment, the relationship among students and the nature and attitude of teachers may influence the behaviour of the students to act negatively. Also, the organizational set up of the school, its policies and nature of rules play an important role in influencing students to misbehave.

Discipline is a necessary factor in school administration. Therefore, suggestions have been offered to help improve upon discipline in schools. The measures include providing atmosphere for positive behaviour. The measures include rewards and punishments, implementing techniques of supportive discipline and correcting misbehavior to promote self-directed behaviour. This calls for the teachers to set good examples of disciplined behaviour for the students to emulate and for teachers to respect and understand every student as an individual while keeping with the realities of the situations in which they work.

The review of the literature as presented in this chapter has provided some important information and in-depth knowledge and understanding of discipline. When a disciplinary problem arises and even where the cause has been located it becomes

necessary for some means to be employed to achieve desirable results. Many suggestions have been put forward but in all these it can be said that one method which might be appropriate with some individuals in a particular situation might not be suitable in another. Hence techniques for ensuring discipline shall vary from situation to situation and from individual to individual.

CHAPTER THREE

METHODS AND PROCEDURE

In this chapter the methodology employed in conducting the study is discussed. Specifically; there is a discussion of the research design adopted, population, sample and sampling method, instrument for collecting data, pre-testing of instrument, data collection procedure and data analyses.

Research Design

The research design for the study was a case study, which focused on a particular problem (indiscipline). Borg and Gall (1993) stipulate that the case study researcher sacrifices generalisability for in-depth understanding of a single phenomenon under consideration. This implies that the case study places emphasis on a problem in a local setting and its findings are to be evaluated in terms of local applicability and not universal validity. The design was to find out the views of students and teachers of Sunyani Secondary School on the state of discipline in the school and find ways to improve upon it. The research therefore described, analysed and interpreted the perceptions teachers and students have about indiscipline in schools.

Population

The population was made up of students of Sunyani Secondary School for the years 2001 and 2002 and teachers of the school. The school is a co-educational institution The total population of the school stood at 1440, according to the school list. The teacher population including the teaching and non-teaching staff members of the

school stood at 64. The sample was made up of 216 students and 36 teachers.

Sample and Sampling Techniques

As a first step in the sampling process, the school class lists were considered since they contained the names of all students arranged by class. As such, it contained the accessible population for the study as given by the school authorities. The total student population was 1440. The sample for the study comprised 15 per cent of the total student population. Thus, a total of 216 students made up of 15 per cent students from each class was drawn through simple random sampling technique. The sample for each class was distributed according to programme of study. The reason for employing this sampling method was that each member of the population had a chance of being selected.

Purposive sampling on the other hand was used to select the teachers. Out of the teacher population of 64 in the school, 36 were sampled for the study. They include the 2 Assistant Headmasters, the 2 Senior Housemasters and the Senior Housemistress, and the 2 Guidance and Counselling Coordinators, 8 housemasters and 8 housemistresses, and 3 co-opted members of the disciplinary committee. The rationale behind this purposive sampling was that these personalities have certain responsibilities in the school that put them in a better position to provide relevant information for the study. Tables 1, 2 and 3 show the distribution pattern of the students' sample.

Table 1**Total Student Population of Sunyani Secondary School - Year 2002**

Class	SS.1	SS2	SS3	Total
Science	80	62	56	198
Business	90	84	80	254
Vocational	80	70	64	214
General Arts 1	100	96	80	276
General Arts 2	100	98	80	278
Agriculture	90	70	60	220
Total	540	480	420	1440

Reference: 2002 Class Lists

Table 2**Distribution of Students' Sample by Programme of Study**

Class	SS1	SS2	SS3	Total
Science	12	10	8	30
Business	14	14	12	40
Vocational	12	10	8	30
General Arts 1	16	14	12	42
General Arts2	16	14	12	42
Agriculture	14	10	8	32
Total	84	72	60	216

Reference: 2002 Class Lists

Table 3**The Teachers' Sample**

Position	Total
Assistant Headmasters	2
Senior housemasters	2
Senior Housemistress	1
Housemasters	8
Housemistresses	8
Guidance and Counselling	
Coordinators	2
Disciplinary committee members	3
Departmental Heads	10
Total	36

Instrument for Data Collection

The instrument for the study was a questionnaire. There was one main set of questionnaire for both students and teachers. The questionnaire was made up of four major sections. Section (a) consists of items dealing with demographic data of both teachers and students. Section (b) of the instrument contains 13 items designed to measure respondents perceptions about the frequency of disciplinary acts as well as the level of seriousness of the disciplinary problem. Section (d) consists of items designed to measure respondents views on causes of indiscipline. These centered on student related

causes, teacher related causes and school related causes of disciplinary problems. Section (d) of the instrument was designed for respondents to suggest remedies for dealing with disciplinary problems in the school. The items in this section centered on the role of school rules, rewards and punishment in maintenance of discipline, various strategies employed by teachers to enhance school discipline and students and teachers preferences for various forms of rewards and punishments as a means of ensuring school discipline.

Most of the items were close-ended Likert scale items. The open-ended questions were expected to offer the respondents with an opportunity to express their opinions on the major causes of indiscipline and ways of ensuring discipline in the school. The Likert type of questionnaire has been found to be the most suitable type of instrument for the measurement of attitudes and perceptions.

Pre-testing of Instrument

The questionnaire was presented to my supervisor to read through. He suggested that the questionnaire should be restructured by deleting or adding some items. Apart from this a pilot study was conducted to check face and content validity of the questionnaire. This was realized because after the responses the researcher was able to add or delete certain items which were not applicable. However, the respondents (10 students and 1 teacher) used in the pilot study were excluded from the main study. This was to make sure there was no influence on the final study.

Data Collection Procedure

The questionnaires were given to the Assistant Headmaster for academic affairs of the school to administer. The completed questionnaires of the students were collected

after three days while those of the teachers were collected after one week. All the 216 questionnaires were completed and returned. The teachers also had a 100% return rate.

Data Analyses Procedure

The data gathered with the questionnaires were edited. The main statistical technique used was organizing the data according to the items under the sections in the questionnaires and finally tabulating the responses item after item. Item by item frequency analysis of data was made. The data were then analyzed by comparing the responses of teachers and students on the various items.

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CHAPTER FOUR

RESULTS, FINDINGS AND DISCUSSION

In this chapter the results of the data analysis are presented. The first part of the chapter considers the background of the respondents focusing on the age, positions held, teaching experience of teachers and the number of years they have been in the school. The second part presents the findings on acts of indiscipline that occur frequently and acts that are considered serious. The data analysis on causes of indiscipline is based on student-related causes, school-related causes and teacher related causes. The last part of the chapter presents findings on means of ensuring discipline in Sunyani secondary school.

Background of Respondents

(a) Students Background

The majority of the students (75 %) were below 19 years. This is shown in Table 4. From the data in Table 4, it can be deduced that many of the students in the school are in their teens, a period of adolescence, which is considered to be characterized by storm and strife. This implies that the school is bound to face many disciplinary problems emanating from adolescent misbehaviour.

Table 4**Age of Student Respondents**

Age (In years)	Respondents	Percentages
	No.	%
14 - 16	162	75
17 - 19	54	25
Total	100	100

(b) Background of Teachers

All the 36 teacher respondents were professional teachers who have taught for more than three years. They consisted of 14 females (38.9%) and 22 (61.1%) males. The analysis of the data based on the age and teaching experience of the teachers are presented in Tables 5 and 6.

Table 5

Age of Teachers

Age in Years	No.	%
31- 35	8	2.2
36- 40	8	22.2
41- 45	14	38.9
46- 50	4	11
Total	36	100

Table 5 indicates that most of the teachers were above 30 years. None of them was below 30 years. From the results it can be deduced that most of the teachers were old. This implies that many of the teachers will not overlook some students' misbehavior. On the other hand if they are do not care about discipline in the school, they are likely to overlook some misbehaviours

Table 6

Teaching Experience of Teachers

Years of Teaching	No.	%
0-5 years	6	16.7
6-10 years	16	44.4
11-20 years	10	27.8
Above 20 years	4	11.1
Total	36	100

From Table 6, it is evident that only six teachers (16.7%) have been teaching for 1-5 years and most of the teachers (83.3%) have taught for more than 5 years. This means the majority of them are experienced and if there is cooperation they will not find difficulty in implementing policies concerning discipline in the school.

Frequency of Acts of Indiscipline in the School

Section (b) of the questionnaire was used to find the views of the students and the teachers about the frequency of acts of indiscipline in the school. Indiscipline is difficult to measure, because what counts as indiscipline varies from teacher to teacher and from student to student. Even a person can view the same act in different ways, depending on the time of the day or year, the age or the mood of the person. What one teacher may see as acceptable behaviour another teacher may see it as an indiscipline act. The question on the views of respondents on frequency of acts of indiscipline, had response categories “very often” “often”, “occasionally” and “never”. The responses of respondents appear in Table 7 and 8.

The data in Table 7 reveal that out of the thirteen given acts of indiscipline, stealing, truancy, going to town without permission, cheating in exams, sexual misconduct, wearing unapproved dresses and lateness to class and other social gatherings were acts that occurred frequently. Also acts of indiscipline that a majority of students indicated as occurring occasionally are bullying, lying, drinking alcohol, disobedience, to school authority and abortion. A greater number of students (69.5%) ironically stated that smoking never occurred in the school knowing very well that the disciplinary committee had reprimanded some students for smoking Indian hemp. This may seem that the students are not telling the truth. On the other hand the students could have thought that the number was insignificant.

Table 7**Opinion of Students on Frequency of Occurrence of Acts of Indiscipline**

Acts of Indiscipline	Very Often		Often		Occasionally		Never		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Stealing	-	-	136	63.0	60	27.4	20	9.6	216	100
Bullying	16	7.4	56	25.9	144	66.7	-	-	216	100
Truancy	-	-	170	78.7	46	21.3	-	-	216	100
Smoking	-	-	16	7.4	50	23.1	150	69.5	216	100
Lying	-	-	16	12.0	130	60.2	60	27.8	216	100
Going to town without permission	-	-	144	66.7	46	21.3	70	12.0	216	100
Drinking alcohol	-	-	6	2.8	170	78.7	40	18.5	216	100
Sexual misconduct	40	18.5	108	50.0	68	31.5	-	-	216	100
Wearing un-approved dresses	140	64.9	50	23.1	26	12.0	-	-	216	100
Cheating in exams	-	-	170	78.1	46	21.3	-	-	216	100
Disobedience to School authority	-	-	40	18.5	150	69.5	12.0	12.0	216	100
Extortion	-	-	26	12.0	130	60.2	27.8	27.8	216	100
Lateness to school gatherings	-	-	150	69.5	50	23.1	7.4	7.4	216	100

Source: Field Survey, September 2002

Table 8**Opinion of Teachers on Frequency of Occurrence of Acts of Indiscipline**

Acts of Indiscipline	Very Often		Often		Occasionally		Never		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Stealing	-	-	22	61.0	14	38.9	-	-	36	100
Bullying	4	11.1	22	61.1	10	27.8	-	-	36	100
Truancy	-	-	4	11.1	32	88.9	-	-	36	100
Smoking	-	-	24	66.7	12	33.3	-	-	36	100
Lying	-	-	26	72.2	10	27.8	-	-	36	100
Going to town without permission	20	55.6	12	33.3	4	11.1	-	-	36	100
Drinking alcohol	-	-	30	83.3	6	16.7	-	-	36	100
Sexual misconduct	16	44.4	12	33.3	8	22.2	-	-	36	100
Wearing un- approved dresses	-	-	6	16.7	30	83.3	-	-	36	100
Cheating in exams	-	-	20	55.5	16	44.5	-	-	36	100
Disobedience to School authority	-	-	12	33.3	24	66.7	-	-	36	100
Extortion	8	22.2	24	66.7	2	11.1	-	-	36	100
Lateness to class and other school gatherings	16	44.4	12	33.3	8	22.2	-	-	36	100

Source: Field Survey October, 2002

The data in Table 8 reveal that out of the 13 given acts of indiscipline, the teachers indicated that five occur very often, seven occur often, whilst two occurred occasionally. The acts that most teachers indicated occurred very often were going to town without permission, truancy, cheating in exams, stealing and sexual misconduct. No teacher indicated an offence never occurred. The indication is that all the indiscipline acts occur in the school.

It can be deduced from Tables 7 and 8 that there are similarities in opinions expressed by the teachers and the students. This implies that many of the students and the teachers are aware that indiscipline behaviours occur in the school. The responses by the students show their sincerity. Being bold to accept that students steal, go to the town without permission and cheat in examination show that they are prepared to discuss indiscipline problems in the school. The responses also reveal that most of the acts of indiscipline occur often in the school.

On the other hand there were differences in opinions of the teachers and the students as shown in Tables 7 and 8. They did not share similar views on the wearing unapproved dresses. Eighty-eight percent of students stated it occurred often whilst 83% of teachers stated that it occasionally occurred. The implication is that, may be, the students wear the unapproved dresses in the dormitories where the teachers do not see them. Again teachers and students differed in opinion on the drinking of alcohol. The majority of the students (78.7%) indicated that it occurred occasionally whilst (83.3%) of the teachers indicated that it occurred often.

Other differences in opinions were on smoking. A greater percentage of the Teachers (66.7%) indicated that it occurred often whilst (69.5%) of students indicated

that it never occurred. Lying was another offence, which the teachers indicated that it often occurred, but the students did not agree with them. Most of the students (60.2%) indicated that student occasionally lied.

It can be deduced from the responses given by the respondents that while students admit committing indiscipline acts on a lower scale, the teachers' opinion about them indicates otherwise. The implication is that the differences in opinion could be attributed to age differences and the teachers' experience in handling students.

Seriousness of Given Acts of Indiscipline

Apart from the concept of discipline held by an individual, it is believed the way an individual looks at an act of indiscipline as being serious or not will determine the method adopted in dealing with the situation or even the type of punishment meted out. Often there have been fingers raised against the school authority by other members of staff because people were not satisfied with either a punishment prescribed for a particular offence or the method adopted in dealing with a particular act of indiscipline committed in the school. Much as one would not expect everybody to agree completely as to whether an act of indiscipline is serious or not, many may hold the view that if there is a large percentage of agreement between the different categories of respondents in the school on questions of indiscipline, then much of the tension would be reduced and also some amount of discipline would be maintained in the school.

Much as students and teachers may disagree on how serious given acts of indiscipline are, there is the belief that a large measure of agreement would help in reducing dissensions over appropriate punishments for given offences. The opinions of students and teachers on the seriousness of given offences appear in Tables 7 and 8.

Table 9**Opinion of Student Respondents on the Extent of Seriousness of Acts of Indiscipline**

Acts of Indiscipline	Very Serious		Serious		Not Serious		Total	
	No.	%	No.	%	No.	%	No.	%
Stealing	150	69.5	44	20.3	22	10.2	216	100
Bullying	40	18.5	100	46.3	72	35.2	216	100
Truancy	64	29.6	140	64.9	12	5.5	216	100
Smoking	16	7.4	56	25.9	144	66.7	216	100
Lying	-	-	18	7.4	198	91.6	216	100
Going to town without permission	32	14.8	60	27.8	124	57.4	216	100
Drinking alcohol	30	13.9	76	36.1	110	50.9	216	100
Sexual misconduct	13	12.0	95	88.0	-	-	216	100
Cheating in exams	190	88	26	12	-	-	216	100
Wearing un-approved dresses	6	2.8	40	18.5	170	78.7	216	100
Disobedience to School authority	60	27.7	140	64.8	16	7.4	216	100
Extortion	90	41.7	100	46.3	26	12	216	100
Lateness to class and other school gatherings	150	69.5	50	23.1	16	7.4	216	100

Source: Field Survey October, 2002

In Table 9, the data indicate that stealing and cheating in examination were acts that were considered very serious in their magnitude by the students whilst bullying, truancy, sexual misconduct, were considered serious. On going to town without

permission 57.4% of students indicated that it is not a serious offence, 42.6% of the students indicated that it was a serious offence.

Table 10

Opinion of Teacher Respondents on the Extent of Seriousness of Acts of Indiscipline

Acts of Indiscipline	Very Serious		Serious		Not Serious		Total	
	No.	%	No.	%	No.	%	No.	%
Stealing	24	66.7	12	33.3	-	-	36	100
Bullying	12	33.3	24	66.7	-	-	36	100
Truancy	30	83.3	6	16.7	-	-	36	100
Smoking	30	83.3	6	16.7	-	-	36	100
Lying	-	-	12	33.3	-	-	36	100
Going to town without permission	20	55.6	16	44.4	-	-	36	100
Drinking alcohol	14	38.9	22	61.1	-	-	36	100
Sexual misconduct	18	100	-	-	-	-	36	100
Cheating in exams	26	72.2	10	27.8	2	11.1	36	100
Wearing un-approved dresses	20	55.6	12	33.3	-	-	36	100
Disobedience to School authority	20	55.6	10	27.8	-	-	36	100
Extortion	-	-	12	33.3	24	66.7	36	100
Lateness to class and other school gatherings	8	22.2	24	66.7	4	22.2	36	100

Source: Field Survey, October 2002.

The data in Table 10 reveal that, according to the teachers, stealing, truancy, sexual misconduct and cheating in examinations were rated as the acts of indiscipline that were rated very serious whilst all the other offences were indicated serious. None of the teachers indicated that an offence is not serious. The responses given by the teachers imply that they see all the given acts of indiscipline as serious.

The responses given by students and teachers in Table 9 and 10 respectively show that students and teachers agree that stealing is an act that is very serious in the school. They also agreed that bullying, going out of the school without permission, cheating in examinations, sexual misconduct and drinking alcohol are serious offences.

It is observed that while all the teachers viewed all the given offences as either very serious or serious, students indicated that some offences were not serious. On drinking alcohol some (59.9%) students did not agree with the teachers. The implications of divergent opinions may also be attributed to age differences of teachers and students. The similarities in opinion of teachers on the seriousness of some of the offences imply that they can agree on the measures to use in arresting the situation.

Causes of School Indiscipline

In Section (C) of the questionnaire, respondents' opinion on causes of indiscipline in the school was sought. The analysis of the respondents' views on the causes of indiscipline in the school is presented according to whether it is student, teacher or school-related. Again respondents were asked to rank the causes of indiscipline in the school as to which is the major or the minor.

Student-Related Causes

In discussing student-related causes of indiscipline, teachers and students were given five items to determine whether they can be causes of indiscipline in the school.

These were, influence from friends, failure at academic work, bad home training, imitating bad behaviour from films and ignorance of rules. The item-by-item analysis of opinions of the teachers and students on student-related causes of indiscipline in the school are presented in Tables 11 and 12.

Table 11

Opinion of Students on Student-Related Causes of School Indiscipline

Causes of School Indiscipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Peer influence	16	7.4	144	66.7	56	25.9	-	-	216
Failure in academic work	40	18.5	150	69.5	26	12.0	-	-	216	100
Bad home training	50	23.1	124	66.7	22	10.2	-	-	216	100
Imitation of bad behaviour from public	30	13.9	104	50.0	60	27.8	18	8.3	216	100
Ignorance of school rules	70	32.4	140	64.9	6	2.7	-	-	216	100

Source: Field survey, October, 2002

The data in Table 11 indicate that many of the students agreed with all the student-related causes of indiscipline in the school. It was observed that 16 (7.4) strongly agreed and 144 (66.70) agreed that students misbehave because they are influenced by their peers. The rest of the student-related causes, failure at academic work, bad home

training imitation of bad films and ignorance of rules also had the majority of the students rating as causes of indiscipline in the school. This is because the students either agreed or strongly agreed with the causes of indiscipline. This implies that many of the students agree that students mostly cause indiscipline in the school. This shows that students will not condone evil doing in the school and will cooperate with the teachers in finding effective measures in solving the problem.

Table 12

Responses of teachers on Student-Related Causes of School Indiscipline

Causes of School Indiscipline	Strongly Agree		Agree		Disagree		Total	
	No.	%	No.	%	No.	%	No.	%
Influence from Peers	8	22.3	24	66.7	4	11.1	36	100
Failure at academic work	10	27.8	22	61.1	4	11.1	36	100
Bad home training	16	44.4	20	55.6	-	-	36	100
Imitation of bad behaviour from public.	8	22.3	16	44.4	12	33.3	36	100
Ignorance of school rules.	-	-	16	44.4	20	55.6	36	100

Source: Field survey, October, 2002

In Table 12, the teachers were given five student-related acts of indiscipline which are, peer influence, failure at academic work, bad home training, imitation of bad behaviour from films and ignorance of school rules to express their views on whether they are causes of indiscipline in the school. The data in Table 12 show that the teachers

either strongly agreed or agreed with four student-related causes of indiscipline in the school. The teachers agreed that students misbehave because they are influenced by peers. This attracted as many as 8 (22.3%) strongly agreeing and 24 (66.7%) agreeing. The two together indicates that those who agree outnumber those who do not agree. Also, 22 (61.10%) of them agreed that students misbehave when they fail in academic work. The teachers also agreed that bad training at home, imitation of bad behaviour and ignorance of school rules, were also causes of indiscipline in the school. On the other hand the teachers did not agree that ignorance of school rules was a cause of indiscipline in the school. The majority of the teachers (20, i. e. 50.6%) disagreed whilst 16 (44.4%) agreed.

It is important to note that, there were similarities in opinion expressed on the student-related causes of indiscipline. They agreed that students misbehave because they imitate bad behaviours from films. Many students (97.3%) and teachers (66.7%) agreed with the statement. This implies that many teachers and students are aware that some films have negative effect on the behaviours of the students. Again, the opinion expressed by students, that students tend to misbehave when they fail in academic work was supported by the teachers. Twenty-two teachers (61%) and 150 (69.5%) agreed while only 10 (27.8%) and 40 (18.5%) students disagreed with the opinion. On the other hand the difference in opinion on ignorance of school rules as a cause of indiscipline may stem from the fact that the teachers assume that because the students have been given the code of conduct, they should know. It may also mean that the students collect the codes of conduct, but do not bother to read them.

Teacher-Related Causes

Six behaviours of teachers were put up for students and teachers to determine whether they were factors that cause indiscipline in the school. The item-by-item analysis of the opinions of the teachers and students on the teacher-related causes of school indiscipline is presented in Tables 13 and 14.

Table 13

Students Responses on Teacher-Related Causes of Indiscipline

Causes of school Indiscipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	No	%	No	%	No	%	No	%	No	%
	Harsh punishment	50	23.1	140	64.9	26	12.0	-	-	216
Unfair punishment	80	37	136	53.7	20	9.3	-	-	216	100
Sexual relationships	144	66.7	50	23.1	22	10.2	-	-	216	100
Disrespect for rules	-	-	30	13.9	61	19.4	144	66.7	216	100
Favoritism by Teachers	76	35.1	120	55.6	20	9.3	-	-	216	100

Source: Field Survey, October, 2002.

In Table 13, the majority of the students 144 (66.7%) agreed with the statement that “teachers who engage in sexual relationship with students are often disrespected.” Also 144 (66.7%) of students strongly disagreed with the statement that students misbehave because teachers disrespect rules in the school.

The responses given by respondents in Table 13 and 14 indicate that, there was

strong agreement on some issues. The data in Table 13 and 14 show that the majority of teachers and students agreed with the statement “teachers who engage in sexual relationship with students are often disrespected by students”. This is the opinion of 20 (66.6%) teachers and 144 (66.7%) students who strongly agreed with the statement. Their views were supported by 12 (33.3%) teachers and 50 (23.1%) students who agreed with the statement.

Table 14

Teachers Responses on Teacher-Related Causes of School Indiscipline

Causes of school Indiscipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	No	%	No	%	No	%	No	%	No	%
	Harsh punishment.	-	-	20	55.6	12	33.3	4	22.1	36
Unfair punish	4	11.1	24	66.7	8	22.2	-	-	36	100
Sexual relationship	20	55.6	12	33.3	4	11.1	-	-	36	100
Disrespect for rules	-	-	6	16.7	18	50	12	33.3	36	100
Favoritism by teachers	14	38.9	16	44.4	6	16.7	-	-	36	100

Source : Field Survey, October , 2002.

The responses given by the teachers in Table 14 indicate that the majority of teachers agreed with three of the statements on teacher-related causes of indiscipline by 12(33.3%) teachers and 50 (23.1%) students who agreed with the statement. The strong agreement among the teachers and students on the issue of sexual relationship is probably due to the fact that society frowns upon and condemn sex between teachers and students. In addition, sexual relationship between teachers and students is known to lead to other

offences as discrimination or favoritism in terms of rewards and punishment. This implies that, the teachers who are usually regarded as role models, should not engage in sexual relationship with the students. The opinion that “students misbehave because teachers do not show respect for rules pertaining to their own conduct” received a outstanding agreement by many of the teachers, half of the teachers strongly agreed and 12 teachers agreed with the statement. The opinion of the teachers was supported by 124 (66.7%) students as shown in Table13.

The findings imply that many teachers and students in the school blame some teachers for some acts of indiscipline that students put up. It can also be deduced that, teachers turn to blame their colleagues for their bad behaviour. This means they can appeal to them to change so as to improve upon discipline in the school. On the hand, it is very disheartening to note that those who are supposed to ensure discipline are themselves partakers of the causes and that very little can be expected from the students in terms of positive attitudes towards school rules.

School-Related Causes

Three items were put up for respondents to express their opinions on school-related causes of indiscipline. The item-by-item analysis of the opinions of teachers and students on the school- related causes of indiscipline are represented in Tables 15 and 16. In Table 15, most of the students agreed with the statement that “students misbehave in order to reduce boredom or tension in school”. In the table, (7.4%) of students strongly agreed with the statement while (55.6%) students agreed with it. This brings the proportion of students agreeing with the statement to 63%. An overwhelming number of students agreed with the statement that, “students misbehave because they think the rules are unfair.”

Table 15**Students' Responses on School-Related Causes of School indiscipline**

Causes of School Indiscipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	No	%	No	%	No	%	No	%	No	%
	Boredom or tension in school.	16	7.4	120	55.6	80	37	-	-	216
Misunderstanding of school rules.	-	-	36	16.6	130	60.2	50	23.1	216	100
Unfairness of school rules.	50	23.1	136	63.0	30	13.9	-	-	216	100

Source: Field Survey, October 2002.

Table 16**Teachers' Responses on School-Related Causes of School indiscipline**

Causes of School Indiscipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	No	%	No	%	No	%	No	%	No	%
	Boredom or tension in school.	6	16.7	16	44.4	14	38.9	-	-	36
Misunderstanding of school rules.	-	-	4	11.1	24	66.7	8	22.2	36	100
Unfairness of school rules.	8	22.2	12	72.2	2	5.6	-	-	36	100

Source: Field Survey October, 2002.

In Table 16, the teachers agreed with two of the three statements. The majority of the teachers agreed with the statements that students misbehaved in order to reduce boredom and students misbehave because they think the rules are unfair.

The data in Tables 15 and 16 indicate that the majority of teachers and students expressed similar opinions on all the three school related causes of indiscipline. Many members of both groups agreed with the statement that, “students misbehave in order to reduce boredom or tension in school”. Sixteen (44.4%) teachers and 120 (55.6%) students agreed with the statement while 6 (16.7) teachers and 16 (7.4%) students agreed strongly with it. This implies that many teachers and students misbehave when they are bored or under tension. This could probably indicate that the students are under tension due to the pressure of academic work. The opinions expressed on the statement that “students misbehave because they think the rules are unfair” was supported by 120 (68%) students and 26 (72.2%) teachers agreed with the statement while 50 (23.1%) students and 8 (22.2%) teachers strongly agreed to it.

The sentiments expressed by both groups indicate that many teachers and students hold the view that the school rules are unfair to the students. Also the support in opinion from the teachers implies that the rules which the school applies are not appropriate and effective. There is therefore the need for the school administrators to review the rules to make the code effective in maintaining discipline in the school. On the statement “students misbehave because they do not understand the school rules”, most teachers and students disagreed with the statement. Twenty- four (66.7%) teachers and 130 (58.4%) students disagreed while 8 (22.2%) teachers and 50 (23.1%) students strongly disagreed with the statement. This finding is contrary to the views of Webster (1968) who has stated that

students sometimes behave contrary to set rules because they do not understand them. The opinion expressed by both groups therefore indicates that many students understand the school rules.

Ranking of Causes of Indiscipline

Item 4, in Section (c) requested the respondents to rank five given causes of student indiscipline in the school on a scale of 1 – 5, with one (1) being the major cause of indiscipline. The results of the teachers and students opinion in a ranking order are presented in Tables 17 and 18.

Table 17

Opinion of Student Respondents on Ranking Causes of Indiscipline

Cause of Indiscipline	Ranking											
	1 st		2 nd		3 rd		4 th		5 th		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Influence from teachers	-	-	-	-	38	17.6	138	63.9	40	18.5	216	100
Bad home training	-	-	6	2.8	34	15.7	52	14.8	124	66.7	216	100
Influences from peers and friends	90	41.6	110	51.0	16	7.4	-	-	-	-	216	100
The school rules and punishments	16	7.4	40	18.5	140	64.5	20	9.6	-	-	216	100
Influences from public example	130	60.6	60	27.4	26	12.0	-	-	-	-	216	100

Source: Field Survey, September 2002

The data in Table 17 indicate that most of the students (60.5%) found “influences from the public” as the leading cause of student indiscipline in the school. They also indicated “influences from peers and friends” as the second major cause.

Table 18

Opinion of Teacher Respondents on Ranking Causes of Indiscipline

Cause of Indiscipline	1 st		2 nd		3 rd		4 th		5 th		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Influence from teachers	-	-	-	-	-	-	16	44.4	20	55.6	36	100
Bad home training	8	22.2	6	16.6	2	5.6	20	55.6	-	-	36	100
Influences from peers and friends	24	66.7	12	33.3	-	-	-	-	-	-	36	100
The school rules and punishments	-	-	-	-	20	55.6	10	27.8	6	16.6	36	100
Influences from the public	4	11.1	18	50	14	38.9	-	-	-	-	36	100

Source: Field Survey, September 2002

In Table 18, most of the teachers (66.7%) rated “influences from peers and friends as the leading cause of student indiscipline in the school. Influences from the public was rated the second leading cause of student indiscipline by 18 (50%) teachers while the school rules and were placed third by 20 (55.6%) teachers.

Similar opinions were expressed by the teachers and students on the school rules and punishments. Both groups placed the school rules and punishments as the third major cause of indiscipline. This popular opinion among the teachers and the students on the school rules again calls on the school administrators to review the rules enshrined in the disciplinary code of conduct in order to make it acceptable and effective. There was also closeness in opinion expressed by both teachers and students on the “influence of peers and friends” and “influence from the public”.

A majority of the teachers ranked “influence from peers and friends” as the first major cause while the students placed it second. This is an indication that peers and friends influence the students negatively. There is therefore the need for counselling services to educate the students on peer pressures. The closeness in opinion on public influence indicate that the public has certain negative influence on the school. There is therefore the need to protect students from public activities like watching bad films, meeting socially outcast people and listening to some types of music that the society does not approve of. Influences from the teachers emerged as the least cause of student indiscipline from the perspective of the teachers and students.

Opinions on Means of Ensuring Discipline in School

Section (d) of the questionnaire elicited views of teachers and students on strategies for ensuring discipline. The first eight items were strategies for instilling discipline, while the second set of four were on rewards as a means of ensuring discipline. The third set of seven items were on punishments as corrective measures while the last item elicited opinions on ways of ensuring discipline. Analysis of the opinions of the teachers and students on means of ensuring discipline in school is presented in Tables 19 and 20.

Table 19**Opinion of Student Respondents on Given Strategies as Means to Discipline**

Strategies to instill Discipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Review										
school rules	124	57.4	80	37.0	12	5.6	-	-	216	100
Punish wrong doers	20	9.3	156	72.2	40	18.5	-	-	216	100
Students participating in formulating school rules.	70	32.4	120	55.6	26	12.0	-	-	216	100
Rewards of good behaviour	60	27.4	136	63.0	20	9.3	-	-	216	100
Severe punishment serious offence	-	-	12	2.7	80	37.0	-	-	216	100
Giving more responsibilities to students.	16	7.4	150	69.5	50	23.1	-	-	216	100
Respect for students.	140	64.9	76	35.1	-	-	-	-	216	100
Guidance and to be full time work	60	27.4	144	67.0	12	5.6	-	-	216	100

Source: Field Survey, September 2002

The data in Table 19 reveal that the majority of students except one agreed that most of the strategies listed as means of ensuring discipline were good. Out of the eight listed strategies, many of the students agreed with five and strongly agreed with two of the stated strategies. The level of agreement to the given strategies is an indication that students are

prepared to cooperate with school administrators in their efforts to ensure discipline in the school. But 110 (97.3%) students did not support the statement that “severe punishment should be used to correct bad behaviour”. This opinion does not imply that the students are against the use of punishment. This is because 156 (72.2%) of the students agreed to the use of punishment for wrong doing but not severe punishment. The indication that many students support the use of punishments but reject the use of severe punishment as an effective measure in dealing with student indiscipline means that punishment does not have to be severe in order to be acceptable and effective.

Table 20

Opinion of Teacher Respondents on Given Strategies as Means to Discipline

Strategies to instill Discipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Review school rules	24	66.7	16	33.3	-	-	-	-	36	100
Punish wrong-doing	12	33.3	20	55.6	4	11.1	-	-	36	100
Reward good behaviour	10	27.8	26	72.2	-	-	-	-	36	100
Severe punishment for serious offence	-	-	2	5.5	26	72.2	8	22.3	36	100
Give more responsibilities to students.	16	44.4	20	55.6	-	-	-	-	36	100
Counselling to be full time work	26	72.2	10	27.8	-	-	-	-	36	100

Source: Field Survey, September 2002

The data in Table 20 indicate that a majority of the teachers agreed to the strategies on the reviewing of the existing rules, most of the teachers and students expressed a similar opinion. Twenty -six (72.2%) teachers and 150 (69.5%) students agreed that the existing rules should be reviewed. Indeed, Gnagey (1968) has observed that the periodic review of rules is necessary to make them effective enforcers of discipline. For example punishment for drunkenness is suspension and dismissal (Disciplinary Code). A difference could be created if the student is counselled and in addition made to bring the parents for discussion. Concerning formulation of school rules, many of the teachers and students agreed with the statement that “students should participate in the formulation of school rules”. Sixteen (44.4%) teachers agreed with the statement and 12 (33.3%) others strongly agreed while 120 (55.6%) students strongly agreed with the statement. The indication that many teachers want the students to be involved in formulating the school rules implies that the teachers are prepared to cooperate with the students to enforce rules and regulations.

The statement that “misbehaviour can be prevented by giving more responsibilities to students” was equally accepted by a majority of the teachers and students. Twenty (55.6%) teachers and 150 (69.5%) students agreed with the statement. This means that many teachers and students think that occupying students with responsibilities can prevent misbehaviours. In addition, responsibilities to students make them less prone to deviancy (Brown, 1964).

The surprising finding was the opinions expressed by both teachers and students on the statement that “teachers should show great respect for their students”. Twenty (55.6%) teachers agreed and remaining 16 (44.4%) strongly agreed with the statement

while 140 (64.9%) students strongly agreed with it. It is remarkable that all the teachers and students either agreed or strongly agreed with the statement. This again is a sign of goodwill between the teachers and students and an indication of the teachers respect for students. A majority of the teachers and students agreed with the statement that, "guidance and counselling coordinators should not discipline students who misbehave". Twenty-six (72.2%) teachers strongly agreed, while 144 (67%) students agreed with the statement. This implies that most of the teachers and students do not support the guidance and counselling coordinator doubling as a Counsellor and a disciplinarian.

Rewards as Means to School Discipline

The opinions of the teachers and students were elicited on the use of given rewards as means to ensure discipline. The responses are presented in Tables 21 and 22.

Table 21

Opinion of Student Respondents on Given Rewards as Means to School Discipline

Strategies to instill discipline	Great Extent		Appreciable Extent		Little Extent		Not at all		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	Praising students	-	60	27.8		139	63.9	18	8.3	216
Writing good comments on students' terminal reports.	150	69.5	66	30.5	-		-		216	100
Presenting Certificate of merit or conduct. Students being awarded at a public ceremony.	170	78.7	46	21.3	-		-		216	100
	140	64.9	76	35.1	-		-		216	100

Source: Field Survey, September 2002

The data in Table 21 indicate that a substantial number of the students would recommend three out of the four given rewards. On the other hand, “teachers praising students before other students” did not get a favourable response. The expressed opinion indicates that the students’ have a negative impression about publicly praising students. This opinion could probably be due the explanation of Millman et al. (1980) who observed that many children get embarrassed with public praises.

Table 22

Opinion of Teacher Respondents on Given Rewards as Means to School Discipline

Strategies to instill discipline	Great Extent		Appreciable Extent		Little Extent		Total	
	No.	%	No.	%	No.	%	No.	%
Teachers praising students before other student.	-		16	44.4	20	55.6	36	100
Teachers writing good comments on students terminal reports.	26	72.2	10	27.8	-		36	100
Students being given a special certificate of merit or conduct.	30	83.3	6	16.7	-		36	100
Students being awarded at a public ceremony.	12	33.3	24	66.7	-		36	100

Source: Field Survey, September 2002.

Table 22 shows that most of the teachers indicated that they would recommend

“teachers writing good comments on students terminal reports” (72.2%) and “giving students special certificates of merit or conduct” (83.3%) teachers expressed a less favourable opinion about it. This supports the students’ negative impressions about public. This opinion could probably be due to the awareness that public praises could be counter productive when students become complacent, which could lead to a decline in performance (Millman et al., 1980).

The opinions expressed by the teachers and students on their preference for given rewards indicate that many teachers and students recommend the use of rewards as a means of good behaviour among students. The finding is also in support of Charles (1981) who has observed that the use of rewards motivate and builds self-confidence which removes many of the causes of misbehaviour.

Punishment as a Means to Instill School Discipline

The analysis of the opinions of teacher and student respondents on punishment as means to instill school discipline is presented in Table 23 and 24. Table 23 shows the responses of the students on punishment as a measure to achieve school discipline. The majority of the respondents endorsed the view that, “problem students’ parents should be invited to meet with the headmaster” (69.5%), “referring problem students to the disciplinary committee” (60.6%) and “making problem students do manual work” (69.5%) as strategies to ensure school discipline. This implies that many students view these punishments as effective means to ensure school discipline.

Table 23**Opinion of Student Respondents on Punishments as Means to School Discipline**

Measures to Achieve School Discipline	Great		Appreciable		Little		Not		Total	
	Extent		Extent		Extent		at all			
	No	%	No	%	No	%	No	%	No	%
Writing negative comments										
on terminal reports.	6	2.8	90	41.6	120	55.6	-	-	216	100
Inviting parents to meet										
with headmaster.	150	69.5	40	18.5	26	12.0	-	-	216	100
Give testimonials										
with negative comments.	-	-	16	7.4	30	13.9	170	78.7	216	100
Suspend problem										
students from school.	-	-	46	21.2	140	64.9	30	13.9	216	100
Refer problem students to										
the Disciplinary Committee	130	60.6	60	27.4	26	12.0	-	-	216	100
Make wrong doers do										
manual work.	150	69.5	8	3.7	8	3.7	50	23.0	216	100
Give problem students										
lashes in the presence of										
other students.	-	-	18	8.4	40	18.5	158	73.1	216	100

Source: Field Survey, September 2002.

On the other hand, most of the students did not respond favourably to and would not recommend “teachers writing negative comments on terminal reports”, “students being given testimonials with negative comments” and “students being given some lashes in the presence of other students”. This indicates the students’ dislike for these punishments. The opinion on “suspension” could probably be due to their ill-feelings about students staying away from school and missing classes when they are suspended. It implies that many students would not want to be given testimonials with negative comments. It is also an indication that many students do not favour lashing students as a punishment probably because they are likely to be the next recipients.

Table 24 reveals that many teachers expressed a preference for “teachers asking students to bring parents to meet with the headmaster” as a punishment. Twelve (66.7%) teachers indicated they would recommend it. This opinion implies that many teachers view involving parents in the disciplinary process as an effective way of handling students’ misbehaviour. While involving the parents provide an opportunity for parents to know about their wards’ behaviour in school, it also creates a good working relationship between the school and the parents. In addition, a majority of the teachers indicated they would recommend “students being referred to the disciplinary committee” (72.2%) and “students being made to do manual work”(72.2%) as means to ensure discipline in the school. On the other hand, most of the teachers expressed their misgivings about “students being given some lashes”. The teachers opinions on the lashing of students could probably be due to the inhuman nature of the punishment and the resentment that the students show towards their teachers who lash them.

Table 24**Opinion of Teacher Respondents on Punishments as Means to School Discipline**

Measures to Achieve School Discipline	Great Extent		Appreciable Extent		Little Extent		Not at all		Total	
	No	%	No	%	No	%	No	%	No	%
	Writing negative comments On terminal.	2	5.6	18	50.0	16	44.4	-	-	36
Inviting parents to meet with headmaster.	24	66.7	12	33.3	-	-	-	-	36	100
Give testimonials with negative comments.	-	-	4	11.1	26	72.2	6	16.6	36	100
Suspend problem students from school.	-	-	20	55.6	10	27.8	6	16.6	36	100
Refer problem students to the Disciplinary Committee	26	72.2	10	27.8	-	-	-	-	36	100
Made problem students do manual work.	26	72.2	4	11.1	6	16.7	-	-	36	100
Give problem students some lashes in the presence of other students.	-	-	4	11.1	20	55.6	12	33.3	36	100

Source: Field Survey, September 2002.

Effective ways to Ensure School Discipline in SUSEC

Respondents were asked to state four effective ways of ensuring discipline in the school. As indicated in Table 25 only 120 (55.6%) out of the 216 students in the sample responded to this item. Also, all the 120 student respondents expressed similar views on the ways to ensure discipline in the school. The responses were as follows:

1. A wall should be built around the school
2. The SRC should sit on the disciplinary committee's meetings.
3. Parents should give students all their needs.
4. Provide recreational facilities in the school

Table 25

Responses of Students on Effective Ways to Ensure Discipline

Opinion / Responses	No.	%
Building a wall around the school	120	100
A Guidance and Counselling coordinator to stem up their effort in offering services to students.	80	66.7
Review disciplinary code of conduct	33	27.8
SRC represented at disciplinary committee meetings	47	38.9
Parents should visit the school to find out about the conduct of their wards.	53	44.4
Housemaster / Housemistresses should work harder.	60	50
Parents should be responsible to their wards	87	72.2

Source: Field Survey, September 2002.

The suggestion for a wall to be built around the school goes to confirm the public's role in student indiscipline in the school. The opinions also indicate that the students want to be involved in the disciplinary process and in decision-making. The

opinions also indicate that the students are aware of the problems that are created when parents fail to provide them with their needs and thus their call on parents to be responsible. All the 36 (100%) teachers responded to this item. The views of the teachers on the ways to ensure discipline in the school are presented in Table 26.

Table 26

Responses of Teachers on Effective Ways to Ensure Discipline

<u>Opinion / Responses</u>	<u>Respondents</u>	<u>Percentage</u>
Building a wall around the school	36	100
A Guidance and Counselling coordinator to stem up their effort in offering services to students.	24	66.7
Review disciplinary code of conduct	10	27.8
SRC represented at disciplinary committee meetings	14	38.9
Parents should visit the school to find out about the conduct of their wards.	16	44.4
Housemaster / Housemistresses should work harder.	18	50
Parents should be responsible to their wards	26	72.2

As indicated in Table 26, all the teachers were of the opinion that building a wall around the school is an effective way to ensure discipline in the school. The building of a wall around the school is a popular opinion among the teachers and students and goes to confirm that the public and trespassers are actually a problem to the school administrators.

Twenty-four (66.7%) teachers recommended that the guidance and counseling coordinator should not be made to teach in addition to offering guidance and counselling services. This means that counseling should be a full time work devoid of academic work. This is also an indication that, with a student population of 1440 the guidance and counseling play an important role in ensuring discipline.

The next highest expressed opinion was that “parents should be more responsible in the upkeep of their wards in school”. Twenty-six (72.2%) teachers indicated it as an effective way of ensuring discipline in the school. This opinion is in support of the students’ call on their parents to provide them with their needs. This implies that if parents neglect their responsibilities students can indulge in unacceptable behaviours. Still on the parents’ role, 16 (44.4%) teachers stated that parents should visit the school to find out about the conduct of their wards. These opinion imply that parents have a duty to know about their children’s well-being and take care of them even when they are in school. Fourteen (38.95%) teachers stated that the SRC should sit in at disciplinary committee meetings. This is in support of the opinion expressed by the students which is a further indication of the teachers’ readiness to work with the students and to involve them in ensuring discipline.

Discussion of Findings

The study revealed some differences in opinions between the teachers and students on the causes of indiscipline in the school. Notwithstanding the differences, there is a higher level of agreement between the teachers and students on many of the disciplinary issues and the strategies as means to ensuring discipline in the school. This

reflects goodwill among the teachers and students and therefore the need to cooperate towards the solution of the disciplinary problems. What is required then is effective leadership to introduce the necessary interventions for good school discipline to be achieved.

The study found that teachers and students of Sunyani Secondary school hold similar views about indiscipline in the school. The most common forms of indiscipline, as revealed in the study were, stealing, cheating in examination, sexual misconduct, truancy and going out of school without permission. Stealing, cheating in examination, truancy, and sexual misconduct were the acts that both the teachers and the students agreed occurred often. The differences in background between the teachers and students have some influence on the perceptions of the seriousness of the offences. While a majority of the teachers perceived most acts of indiscipline in the school like truancy, cheating in examination and sexual misconduct as serious, most of the students did not always agree with them. On the whole, acts of indiscipline that the students perceived as being very serious offences were stealing and sexual misconduct. The differences in opinions may stem from their age differences. This finding is in support of Trotter (1972) who, as cited in Blair et al. (1975), showed that differences in background of teachers and students result in conflicting attitudes, which influence discipline greatly.

The study also revealed that teachers and students were of the view that most of the disciplinary problems in the school were caused by the students. Influence from peers was rated first as the major cause of indiscipline in the school. This is no wonder as most of the students are in the adolescent age where they tend to copy what their friends do and also do whatever they do to impress their friends not thinking of the

repercussions. This is an indication that any effective solution to the disciplinary problems should focus on the student-related causes of indiscipline. It is hoped that the open admission to these acts would make the students cooperate favourably improving discipline among students.

On the teacher-related causes of indiscipline, the teachers and students held the view that teachers who engage in sexual relationship with students cause some disciplinary problems in the school. Yet it is significant to note that, despite this, many of the teachers and students still gave credit to the teachers. A substantial number of the teachers and students disagreed that teachers were the major cause of indiscipline in the school. The students vehemently rated "influence from teachers" as the least cause of indiscipline in the school. This is an indication that the students trust their teachers.

There were also general misgivings among both teachers and students about the school rules and regulations. The students and teachers did not rate the school rules and punishments as major causes of indiscipline in the school. This may mean that the rules are not often used or that it is an indication that there are flaws with the Disciplinary Code of Conduct of the school which is the guiding principle on disciplinary issues in the school. This finding gives support to Gnagey (1968) who advises periodic review of rules and regulations for effective enforcement of discipline. Rewards were more recommended than punishments in getting the students to put up good behaviours in the school. Whilst most teachers and students showed a tendency not to recommend more punitive measures (suspension, lashing of students, testimonials with negative comments), a majority of them highly recommended the use of rewards.

On the use of corrective measures to ensure discipline in the school there was an

indication that the teachers and students were aware of external control measures which are necessary to get the students to put up good behaviours. More punitive methods were not favoured by most of the respondents. Although they favoured punishments they did not favour punitive measures. Their perceptions of the concept of internal discipline would make them favour the kind of interventions that would emphasize self direction for the students. Nevertheless, there is still a place in the school for externally induced behavioural change, given the earlier findings. A combination of internal and external measures for ensuring discipline is thus required and the search for the appropriate mix must be a continuing one involving both the school authorities and the teachers.

Finally the teachers and students suggested the construction of a fence wall as one of the effective ways of ensuring discipline in the school. All the teachers and about 50% of the students who responded to that item supported the idea of building a wall. Though building a fence wall will mean putting in a huge sum of money for the school administrators, the wall will control students' movement out of school when constructed. It will also curb the intrusion of the public on the school premises. Apart from building of the fence wall, many of the teachers recommended the use of intensive guidance and counseling. To make counseling effective they suggested that the guidance and counseling coordinator should not teach but concentrate on counseling services that will help find solutions to the students' emotional problems. The school administrators should create room for recreational activities as a way of preventing frustration and student indiscipline.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Overview of the Study

The study sought to find out opinions of respondents on indiscipline in school. The main objective of the study was to investigate the perceptions of teachers and students of Sunyani secondary school about indiscipline in the school by looking at the frequency and seriousness, causes and solutions for students' indiscipline.

The sample for the study was taken from Sunyani Secondary School and it consisted of 252 made up of 36 teachers and 216 students. The teacher population was selected using purposive sampling so as to ensure the inclusion of some personalities to provide relevant information for the study. On the other hand the sample for the students was simple random technique to ensure that each member of the population had an equal chance of being selected. The data were analysed using frequencies and percentages to describe and compare the responses of the teachers and the students on the various items on the questionnaire.

Summary of Findings

Respondents generally agreed on the frequency of acts of indiscipline in the school although they differed on the acts of discipline that were deemed serious in the school. There has been an increase in indiscipline in Sunyani Secondary School despite the efforts by the school administration to improve discipline. This threw light on the acts of indiscipline that occur in the school. The study revealed that stealing, truancy, sexual

misconduct, attending classes and other school gatherings late and going to town without permission were acts that occurred often in the school.

On the causes of indiscipline acts commonly found in the school, there were some agreement in opinion of the teachers and the students with regards to a number of the causes mentioned. This shows that it will not be difficult for the two to team up in arresting the situation. On the means of ensuring discipline in the school, it came out that respondents agreed on the means of ensuring discipline in the school.

Conclusions

In spite of the fact that studies that are carried out using questionnaire of this kind usually have many biases, some tentative conclusions could be made with regard to the empirical evidence provided by this study. From the findings of the study, the following conclusions can be made: There is a high level of agreement among teachers and students on many of the disciplinary issues in terms of the frequency and seriousness of acts of indiscipline, the causes of indiscipline and the effective strategies for ensuring discipline in the school. The teachers and students understand discipline as being both internal and external and prefer disciplinary strategies which activate students' desire to act in more responsible ways to corrective measures that are imposed on students. While the students are a major cause of most of the disciplinary problems in the school, the school rules and regulations are not so effective in ensuring students discipline.

Recommendations

Recommendations for improving discipline in the school are based on the findings and conclusions drawn from the study. First and foremost is that the goodwill that exist

between the teachers and students should be maintained. The fact that both teachers and students should have similar opinions on disciplinary issues is a good indication that together they can attain a good measure of school discipline if they painstakingly work at it. This means that the school authorities and teachers must seek and utilize every available opportunity to maintain the common ground of understanding that exist between teachers and students.

To make this possible the school authorities should involve more students in disciplinary processes through the SRC. Again the SRC should be allowed to settle some disciplinary issues that are not very serious. This means not every disciplinary problem should be brought before the disciplinary committee.

The school should have its own rules, (to suit the present calibre of students) apart from that of the Ghana Education Service rules and students should be given a role in the formulation of the rules to enhance their use and procedures. This is because what constitutes acceptable behaviour in the school is the rigidly prescribed rules and regulation by the Ghana Education Service (GES) and the specific by-laws of the school. These rules should be reviewed to suit the individual student's needs. To achieve this the rules and procedures must be integrated with other disciplinary control methods such as the use of rewards and punishment.

In addition, the school administrators should, as a matter of urgency, make guidance and counseling services a full-time responsibility to educate the students on the negative effect of peer influence and family life issues. Guidance and counseling services will help the students achieve self-control and be able to assess the consequences of their own behaviours and to act accordingly. This should be supported by the teachers who

should endeavour to discuss disciplinary problems among themselves and seek the help of school counsellors when they are faced with problems they cannot handle.

Furthermore, all efforts should be made to communicate effectively with parents on students' discipline. This can be done through Parents-Teachers Association meetings. Parents should also be involved in solving disciplinary problems of their wards. It is ideal to invite the parents to the school by writing to them rather than sending the students to bring their parents. Such consultations on issues affecting their wards' well-being will help create a link between parents and the school, and help in the overall development of the students in school. The school authorities should ensure that both teachers and parents strive to complement each other's effort in dealing with students' disciplinary problems.

Finally, as a long term measure, the school authorities should initiate action to build a fence wall around the school. On the other hand, if the authorities do not have funds, they can solicit for funds from District Assemblies in the Region, the Parent-Teachers Association, the Old Students' Association or Non-Governmental Organizations (NGOs).

Suggestion for Further Research

The study is limited in scope to only the Sunyani Secondary School. To be able to generalize the findings for the whole country there is the need to replicate this study in other schools.

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APPENDIX

QUESTIONNAIRE

TEACHERS AND STUDENTS PERCEPTION OF INDISCIPLINE IN SENIOR
SECONDARY SCHOOLS: A CASE STUDY OF SUNYANI SECONDARY SCHOOL.

Questionnaire designed to study the problems of in discipline in Senior Secondary
Schools in Ghana with Sunyani Secondary School as A Case Study

SECTION A

Background of Respondent (Please tick as appropriate)

1 Age

(a) Student: 14 - 16.....	b)Form (Only Students): SS1.....
17 - 19.....	SS2.....
20 - 21.....	SS3.....

Positions Held (Only Teachers):

Assistant Headmaster.....

Senior Housemaster

Senior Housemaster\mistress.....

Housemaster/mistress.....

Guidance and Counseling Coordinator.....

Disciplinary Committee member.....

Teaching Experience Years.....	0 - 5 years	6 - 10years.....
	11 - 19years.....	20 years and above.....

SECTION B**Frequency of Occurrence and Seriousness of Acts of Indiscipline****Section B1**

Please indicate how often the following Acts of indiscipline occur in the school.

Acts of Indiscipline	Very Often	Often	Occasionally	Never	Total
Stealing					
Bullying					
Truancy					
Smoking					
Lying					
Going to town without permission					
Drinking alcohol					
Sexual misconduct					
Wearing unapproved Dresses					
Extortion					
Cheating in exams					
Disobedience to school authority					
Lateness to class and and other school gatherings					

Section B2**Seriousness of Given Acts of Indiscipline**

Please indicate how serious the following acts of indiscipline are in the school.

Acts of Indiscipline	Very Serious	Serious	Not Serious
Stealing			
Bullying			
Truancy			
Smoking			
Lying Going to town without permission			
Drinking alcohol			
Sexual misconduct			
Wearing unapproved Dresses Cheating in exams			
Disobedience to school authority			
Extortion			
Lateness to class and and other school gatherings			

SECTION C**Causes of School Indiscipline****Section C1: Student-Related Causes of School Indiscipline**

Please indicate the item that best expresses your considered opinion about student-related causes of indiscipline in your school.

Causes of School Indiscipline	Strongly Agree	Agree	Disagree	Total
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Influence from peers
and friends.

Failure in academic work.

Bad home background.

Imitation of bad behaviour
from films

Influence from the
Public

Ignorance of
school rules

Section C 2**Teacher-Related Causes of Indiscipline**

Please indicate the item that best expresses your considered opinion about student-related causes of indiscipline in your school.

Causes of school Indiscipline	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
----------------------------------	-------------------	-------	----------	----------------------	-------

Harsh Punishment

Unfair Punishment

Sexual Relationship

Disrespect for Rules

Favouritism by teachers

SECTION C3**School-Related Causes of School indiscipline**

Please indicate the item that best expresses your considered opinion about student-related causes of indiscipline in your school.

Causes of School Indiscipline	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
----------------------------------	-------------------	-------	----------	----------------------	-------

Boredom or tension
in school.Misunderstanding of
school rules.

Unfairness of school rules

SECTION C 4:

Ranking Causes of Indiscipline

Please rank the following causes of indiscipline as the highest or the least in your school .

Cause of Indiscipline	1 st	2 nd	3 rd	4 th	5 th	Total
Influences from peers and friends						
Sexual relationship with students						
Bad home training						
Ignorance of school rules						
Influences from the public						

SECTION D**Section D 1****Given Strategies as Means to Discipline**

Please indicate by ticking the best strategy to ensure discipline.

Strategies to instill Discipline	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
-------------------------------------	-------------------	-------	----------	----------------------	-------

Reviewed Existing school

Rules

Punish wrong

doers

Students should

participate in formulating

school rules.

Rewards good behaviour

Severe punishment for

wrong doers

Giving more responsibilities

to students.

Respect for their

students.

Guidance and Counselling

to be full time work

Section D 2**Given Rewards as Means to School Discipline**

Please indicate by ticking the best reward to ensure discipline in the school.

Strategies to instill discipline	Great Extent	Appreciable Extent	Little Extent	Not at all	Total
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Praising students

before other

student

Writing good

comments on students

terminal reports.

Given a special certificate

of merit or conduct.

Students being

awarded at a public

ceremony.

Section D 3**Punishments as Means to School Discipline**

Please indicate by indicating the best measure of punishment as means to school discipline.

Measures to Achieve School Discipline	Great Extent	Appreciable Extent	Little Extent	Not at all	Total
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Writing

negative comments on

terminal reports.

Inviting parents to meet

with headmaster.

Give testimonials with

negative comments.

Suspended Problem

students the from school.

Refer problem students to

the Disciplinary Committee

Make problem students

manual work.

Give problem students some

lashes in the presence of

other students.

Section D 4**Effective Ways to Ensure Discipline**

Please indicate which of these items are the effective ways of ensuring discipline.

A wall should be built around the school

A Guidance and Counseling coordinator to offer full services time to students.

The rules on the Disciplinary code of conduct should be reviewed.

The SRC should sit on disciplinary committee's meetings.

Parents should visit the school to find out about the conduct of their wards.

Housemaster / Housemistresses should work harder.

Parents should be responsible to their wards.

Create room for recreational activities.
