UNIVERSITY OF EDUCATION, WINNEBA

THE FACTORS INFLUENCING INDISCIPLINE AMONG BASIC SCHOOL

STUDENTS IN BOSOMTWE DISTRICT OF ASHANTI REGION

JULIET BOATENG

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**of Education, Winneba, in partial fulfilment of the requirements for award of the**

**Master of Arts (Educational Leadership) degree**

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## DECLARATION

**STUDENT'S DECLARATION**

I, JULIET BOATENG, declare that this project report, with the exception of quotations references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:    ……………………………………………..

DATE: ……………………………………………………..

**SUPERVISOR'S DECLARATION**

I hereby declare that the preparation and presentation of this project work was supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.

SUPERVISOR'S NAME: DR. KOFI ASIAMAH YEBOAH

SIGNATURE:   ………………………………….

DATE: …………………………………………

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I also wish to mention my husband Mr. Oluwaseun Fashola and my children Michael, Faith and Davis Fashola for their wonderful support given me in my course of study. I say, may God bless you all.

# DEDICATION

To my husband Mr. Oluwaseun Fashola and my children Michael, Faith and Davis Fashola

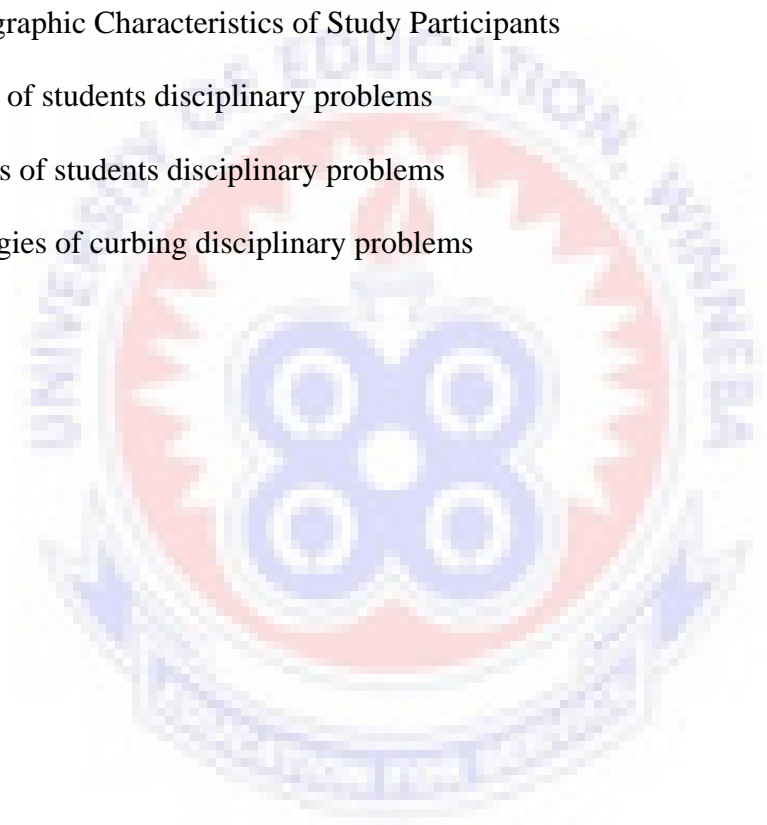and my parents Mr. and Mrs. Sasu-Siaw.

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## ABSTRACT

The main purpose of this study was to determine the factors influencing indiscipline among Junior High School students in Bosomtwe District of Ashanti Region. The research design that was adopted in the study was descriptive survey. The study used quantitative research approach. The population consisted of all JHS 2 students and teachers in the selected Junior High Schools in the Bosomtwe District of Ashanti Region. The population for the study was 140 participants. Questionnaires were the main instrument used for data collection. The data was computed and analyzed using the Statistical Package for Social Sciences (SPSS version 20). The study results concluded that the factors that causes students disciplinary problems were poor parenting, irresponsible parents, frequent absence of head teachers, broken home, lack of commitment by teachers, teachers lateness and absenteeism, undesired head leadership style, school community, negative attitude of community leaders towards the teachers, lack of good role models in the school community, and community not sharing affectionate, warm relationship with students lead to students indiscipline. The study recommended that the Government of Ghana through the Ministry of Education should conduct sensitization campaigns to educate all stakeholders on the need to participate in the discipline of children in and out of school as a measure to ease the increased cases of student indiscipline at the selected schools.

**CHAPTER ONE**

**INTRODUCTION**

**1.1. Background of the Study**

Education in any perspective finds its usefulness in the areas of moral, intellectual, social and spiritual development of the child. This development to a great extent is a function of the quality of the educational system, which is partly measured on the basis of students' discipline. According to Kounin (2008) discipline constitutes one of the fundamental, critical and challenging functions of the teacher. Mostly, when viewed from the fact that students whom they manage are drawn from different home background, accommodates the influence of peer groups and thus bound to exhibit different patterns of behaviour that may not conform to the instructional standard of the school.

Discipline is an aspect of school function which, if not well maintained can render the school system ineffective. School discipline as a matter of fact is seen as a vital element in the process by which students are enabled to function in the society. Kounin (2008) points out that a society without rules is inconceivable, and rules without attitude of disapproval towards them are inconceivable. On the other hand, thinking of discipline in terms of training for society, Docking (2000) says it may encourage schooling for subordination where teachers use their disciplinary authority to satisfy some unfulfilled need within themselves so that they are to view children as a means rather than as ends.

The promotion or maintenance of effective discipline is essential if organised group action is to be effective or productive whether the group is a club, society, a union, a company, a business or industrial concern or a nation. The word discipline connotes that the members or a group should reasonably conform to the rules and regulations, which is the code of

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behaviour which have been formed for it or by it, so that everyone may benefit by them. People's morale or industrial peace are definitely proper by maintenance of discipline, if the members of a group do not abide by the rules of the organisation, it may collapse. Chaos, confusion, disobedience, disloyalty and antisocial activities develop to the detriment of every one. In the words of Mbiti (2007), discipline is the force that prompts an individual or a group to observe the rules, regulations which are necessary for the attainment of an objective. It is a factor, which restrains an individual from doing certain things, which are deemed to be disruptive for the group objectives. Thus, discipline can be described as an attitude of the mind, a product of culture and a particular environment which promotes an individual to willingly co-operate in the observance of the rules of the organization to which he belongs.

School discipline is often seen as an important ingredient in the process by which children are enabled to function in the society because living in the society entails living in association with certain agreed rules, which govern one's behaviour. Thus, keeping order in the school is a multi-faced problem associated with various interacting factors, such as the child himself, home and neighbourhood influence, changing societal values and expectations, the school and its natural environment, and the individual teacher. The problem of indiscipline is more apparent among Junior High School students all over the world (Gaustard, 2005).

Indiscipline among students has attracted serious attention of scholars and administrators. These scholars and administrators attribute students discipline or indiscipline to their state of development. They opine that when students notice certain biological changes signalling maturity in their course of the growth and development, they tend to misbehave by faulting school rules and regulations (Cameron, 2006). Indiscipline is a mode of life not in conformity with rules and non-subjected to control. By extension, the term connotes the violation of

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school rules and regulations capable of obstructing the smooth and orderly, functioning of the school system (Ozigi, 2008). School rules and regulations in most cases affect students more than any other thing because they are made by the school authorities in order to guide and protect the students while in school.

Mbiti (2007) defines discipline as the moral capacity or disposition which when ingrained in the human capacity, becomes a powerful habit for self control. Discipline therefore involves the development of an informed conscience within the individual person as part of his or her personality. Campbell (2000) points out that indeed discipline encompasses training of the mind and character of a person which results to self-control and a habit of obedience. All stakeholders expect and want discipline in schools. This study was therefore necessary so that the factors influencing indiscipline among junior high school students in Bosomtwe District are unveiled and positive approaches and strategies put in place to arrest them.

## 1.2. Statement of the Problem

In the teaching and learning process certain identifiable problems of indiscipline militate against its success and achievements. That means for effective teaching and learning to take place there must be discipline in order to make reasonable achievements. Discipline continues to be a growing problem in our schools. Students' indiscipline generally militates against effective teaching, learning and production of useful members of society. In spite of the effort so far made by the government to curb indiscipline in our Junior High Schools, delinquency, truancy, disobedience, absenteeism, etc. are some of the problems of teaching and learning in our junior high schools in Bosomtwe District of Ashanti Region. So far, there has been limited research on factors influencing indiscipline in public day schools in the study area. Among

the available studies on indiscipline in the study area, few, if any, have focused on the broad and varied factors that may influence indiscipline in public junior high schools.

For example, Padilla (2012) advocates for preventive discipline in line with the modern scheme, where the procedures that emphasize and rewards good behavior are upheld instead of punishing bad behavior. Ozigi and Ocho (2011) argue that a rational approach to the problem of indiscipline rather than an emotional one is the most effective way of dealing with disciplinary cases. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes. Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition. According to Nakpodia (2010), disciplinary problems is a major cause for teachers to feel insecure. Serious breaches of school discipline policy can have profound negative effects on teachers. Teachers subjected to abuse or intimidation report experiencing fears for their safety, lack of sense of dignity at work, intense feelings of anger, humiliation, isolation and depression (Azizi et.al, 2009). According to Elias et al. (2014), Masekoameng (2010), Idu and Ojedapo (2011), and Temitayo et al. (2013) there are hundreds of reasons influencing secondary school learners to misbehave at school, such as, for instance, struggling with hormonal changes, seeing society as deserving criticism and reshaping, a shortage of wisdom to learn from experience, a lack of religion, racism, poverty, and child abuse. Other reasons for learners' misbehavior include learners' who want attention, who see too much violence on television, who have low self-concepts, have no supervision at home, are bored, and do not know of any better. Factors outside the school also play a role. Antisocial and aggressive learners generally come from home environments where their daily

needs are not met. This includes not being served meals, not having an indicated time for going to bed, and a lack of parental control.

Serious breaches of school discipline policy include assault by students on teachers and other students, verbal abuse, offensive language against teachers and other students, sexual and other forms of harassment, threat and intimidation of teachers and other students, possessing offensive weapons, supplying or using illegal drugs, intrusions into the school or classrooms by adults with the intention of confronting teachers have become a case of study that needed immediate attention (Azizi et al. 2009). Indiscipline in school is certainly a matter of immediate concern to the teaching profession. Ensuring discipline in schools should be the concern of everyone. The focal problem of this study therefore, was to unveil the major factors influencing indiscipline in the public Junior High Schools in Bosomtwe District of Ashanti Region. The research gap of this study is that, there is a lack of empirical evidence concerning an assessment of the factors influencing indiscipline among Junior High School students in Bosomtwe District of Ashanti Region. Therefore, this study would assess the factors influencing indiscipline among Junior High School students in Bosomtwe District of Ashanti Region to provide empirical evidence of this gap.

## 1.3. Purpose of the Study

The main purpose of this study is to determine the factors influencing indiscipline among Junior High School students in Bosomtwe District of Ashanti Region.

## 1.4. The objectives of the Study

The objectives of the study were:

1. To identify the types of students disciplinary problems in junior high schools in Bosomtwe District of Region

2. To investigate the major causes of indiscipline among Basic school students in Bosomtwe District of Region

3. To suggest measures that could be taken to curb students' indiscipline in in Bosomtwe District of Region

## 1.5. Research Questions

The study will be guided by the following questions:

1. What are the major types of student's disciplinary problems in Junior High Schools in Bosomtwe District of Ashanti Region?

2. What are the major causes of indiscipline among Basic school students in Bosomtwe District of Region?

3. What measures should be taken to curb students' indiscipline in Basic schools in Bosomtwe District of Ashanti Region?

## 1.6. Delimitation of the Study

The study was conducted in public junior high schools in Bosomtwe District of Ashanti Region. As such the results may not be generalized to the whole county and country. The study was based on roles played by school administration and teachers in influencing students' indiscipline problems and also the extent which family and community influence students indiscipline among junior high school in Bosomtwe District of Region. The study

used teachers and students because the study was based on teachers' roles in influencing students' indiscipline behaviour at school.

## 1.7. Significance of the Study

The importance of this study includes the following:

- To provide information for government and school heads about the determinants of students indiscipline.

- It may also assist parents in monitoring the movement and association of their children with a view to guiding them to become responsible individuals. They are better placed in ensuring good upbringing of their children.

- Besides helping the researcher to gain knowledge about students' discipline problems in basic schools, this study hoped to provide disciplinary policy for the selected schools in the study.

- The findings from this research would help to provide schools with new ideas and strategies to tackle or curb students' discipline problems in school.

- The findings from the study would also give basic school teachers clearer understandings of the main factors causing discipline problems among students.

## 1.8. Organization of the Study

This study consists of five chapters. Chapter one is the introduction to the study. It presents the background of the study, statement of the problem, purpose of study, study objectives, research questions, significance of the study, delimitation of the study and organization of the study. The second chapter dealt with literature of the study. Chapter three

covered the methodology of the study that comprised the research design, population, sample and sampling procedure, data collection tools, data collection and analysis procedure. The fourth chapter also covered data presentation, analysis and discussions. Chapter five concluded the study and made a summary of findings and recommendations.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.0 Introduction

This chapter presents the review of relevant literature for the study. The areas covered were theoretical framework of the study, the concept of discipline, extent to which rules and regulations enhance discipline in students, school rules and time management, issues arising from school rules and regulations in schools, discipline and students academic achievements, empirical framework of the study, importance of discipline, the nature of indiscipline among learners, causes of indiscipline among learners, school- based factors, influence from the environment, home-based factors, types of students disciplinary problems, strategies employed for controlling indiscipline acts among students and conceptual framework for the study.

## 2.1 Conceptual Framework for the Study

Figure 2.1 shows concepts of the independent variables as time management, observance of school rules and regulations as well as the administration of punishments. The dependent variable is academic performance. This study therefore investigated the relationship between the independent variable on the dependent one. The major yardstick to measure a performing, orderly and good school is the degree of discipline of its students. The degree of discipline is determined by interplay of the various school factors that influences it, which includes the head teacher's work experience, peer influence, school size, teachers' involvement and how indiscipline cases are handled or managed. When all the stakeholders and especially the students are sensitized about the need of observing sanity and sobriety in schools, less

discipline problems are encountered. This enhances orderliness and creates a conducive learning environment that boosts students' performance. The conceptual framework (Figure 2.1) of the study presents the interrelationship between independent and dependent variables in the study that influences students' discipline.
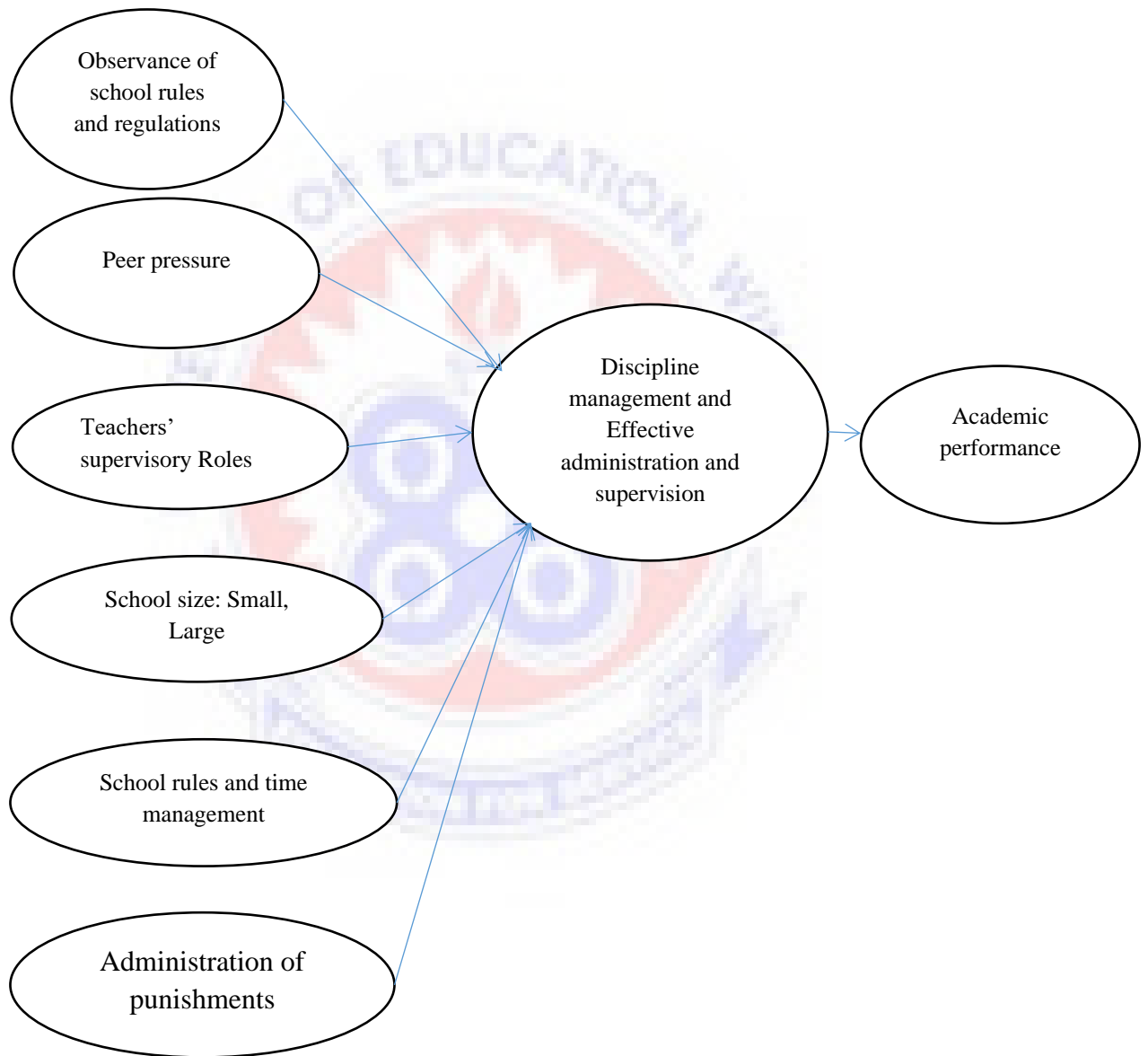


**Figure 2.1: Conceptual Framework**

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## 2.2. The Concept of Discipline

Discipline is the key component to effective school or classroom management. The word discipline has wider significance and has been used more often in the field of education. The definition of the term suggests that discipline can have quite a lot of different implications for schools (Edwards, 2000). The aspect of the definition that relates to teaching seems much more positive than the components that include negative expressions such as, punishment and strict control (Edwards, 2000). Davis-Johnson (2000), defines discipline as a branch of knowledge or learning, a training that develops self-control, character, orderliness or efficiency, it is a strict control to enforce obedience and it is a treatment that controls or punishes, a system of rules. Discipline is a complex process that involves both internal and external factors. It is the system of rule and process that involves both internal and external factors, developing self-control, enforcing obedience for the purpose of gaining more effective dependable action (Charles, 2002). This definition indicates the impact of external factors which are from the environment, in which the child lives, grows and learns. The internal factors from within the child could be the cause for the child's disciplinary problems making discipline a complex process.

Students' indiscipline reduces the effectiveness of the teaching and learning process. (Curwin & Mendler, 2008). One of the various obstacles facing the education system nowadays is disciplinary problem particularly at both Junior and Senior High School level. Students are expected to show adjusted behavior in schools to facilitate effective teaching and learning process in the classroom. School training concerns handling the pupil and should also be offered for both teachers and head teachers. Teachers and head teachers should be properly trained about the impact in the manifestation of conduct disorder in school situation.

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According to Lewis (2009) discipline is one of the major concerns in education. Lewis (2009) further indicated that teachers, students, parents and public who directly or indirectly participate in the education process, see discipline as one of their major concerns. However, many researchers such as Alberto and Troutman (2005) describe the definition and importance of discipline in their own perspectives and concluded that without good discipline there is no success.

## 2.2.1 Extent to which rules and regulations enhance discipline in students

According to Adams (2013), schools rules and regulations are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behaviour and obedience to school authority. Also on admission, schools especially at secondary level, students are given prospectuses, which spell out some of the expectations which include compliance with rules and regulations (Adams, 2013). Kiggudu (2009) conducted a study on how the management of school rules influences students' academic performance in selected private secondary schools of Busiro County in Wakiso District, Uganda. The study employed survey research design particularly cross sectional survey design.

Questionnaire was the main instrument of data collection in addition to interview guide and document review. Four private secondary schools were randomly selected in Busiro County of Wakiso District in which the study was conducted. The major findings of the study were; all schools have written rules and regulations but which they don't understand, some rules and regulations require modifications and others lacked consistency in their implementation, which raises students' anger leading to violence, strikes and aggression.

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The researcher found that despite rules and regulations specifying what school members should do and what they should not do, this expectation, in most secondary schools in Busiro County, students broke the rules and regulations with a lot of indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students. The study was conducted in Uganda while the current study was conducted in Kenya. The study further used a cross sectional survey design. Data generated from across sectional survey was not systematic for analyzing the characteristics in the specific area of concern. The current study employed a descriptive survey research design that is aimed at gathering systematic information from a specific area.

The scope of the study was the selected private secondary schools; however the current study was interested in finding out the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division, Machakos County in Kenya. Kabandize (2014) carried out a study on students control through rules and regulations set by individual schools in Uganda and observed that, rules and regulations are enforced through prefect bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2010) also argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. However, it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another to the extent of using acid as a means of defense. The consequences from such undisciplined behaviours may result into poor students academic performance.

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According to Matsoga (2013), during his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehaviour that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students. An example was cited in 2003 where students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol (Banda, 2014). Some of these students lost their lives, and others lost their sight. In another secondary school, a 19-year-old boy committed suicide after fighting with another student over a borrowed plate (Maleke, 2013).

These were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviours at school. However, these researchers concentrated on discipline in secondary schools without focusing on how effective the existing rules and regulations were in enhancing discipline. Cotton (2010) in his study about the modes of students" control in Public Schools in the United States of America shares the same opinion and recommends an open minded approach to effective school rules and regulations as a way of minimizing unwanted students behaviour in schools. However, since most school rules and regulations are set without students" participation (Kabandize, 2014), students tend to resist them and at times break them leading to indiscipline acts that could result into suspension and dismissal of students.

Salzer-Morling (2010), also concurs with Cotton (2010), and believes that, responsiveness to school rules can become a consequence of how teachers view them. Harris (2015), carried out a study on discipline among learners in a state funded secondary school in

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Oxford, United Kingdom and established that, the collapse of discipline in the classroom order, classroom hooligans was an indication of students disrespecting classroom rules and regulations. Much as Harris (2015) study concentrated on discipline and established that it was declining among students, it did not focus on how effective the school rules were and hence a need for this study. The Elton Committee carried out research on the standards of discipline in Scotland and Wales in 2009, and reported that students were cited with violence that involved verbal and physical aggression to teachers.

According to Adeyemo (2015), who carried out a study on the level of discipline in secondary schools in Nigeria, established that, there was wide spread violation of school rules and regulations which was capable of obstructing the smooth and orderly functioning of the school system. This argument was also supported by Mukharjee (2015), who carried out a study on the standards of discipline in secondary schools in Mexico and noted that certain changes signaling maturity in the course of growth and development of students in secondary schools tend to make students misbehave by faulting school rules and regulations. These researchers however only attempted to establish the level of discipline in schools without studying how effective the rules and regulations were in enhancing discipline and this called for this study.

The question is how effective are the school rules in enhancing discipline in secondary schools? A critical analysis of the above studies did not provide a clear answer. Much as the researchers had studied the way school rules and regulations control the students" behaviour in schools, a gap remained undiscovered on how the administration of rules and regulations was effective in enhancing discipline. This study therefore investigated the existing relationship between the effectiveness of school rules and regulations and discipline

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enhancement. Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 2008).

Regulations are authoritative orders with a course of law intended to promote order and efficiency in a school. Lupton and Jones (2012), also concurred with Okumbe (2008), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behaviour expected of the teachers and the students. However these researchers did not say anything on the effect of school rules and regulations on discipline enhancement hence the need for this study.

### 2.2.3 School rules and time management

In a proper learning situation, a disciplined student is the one expected to do the right thing at the right time (Kajubi, 2017). Bratton and Gold (2013) also shared the same opinion where they argue that, a disciplined student is the one who is in the right place at the right time. However in most schools, students misuse time through loitering in villages and yet time is a factor for achieving success, others arrive very late for classes missing lessons, which seems to affect their academic performance. This can be blamed on the existence of ineffective school rules and regulations especially concerning time management.

According to Byarugaba (2011), time is a scarce resource and therefore requires proper apportioning so as to enable any organization achieve its objectives. Punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution. Many a times, this is usually dependent on effective school rules and regulations. Mafabi (2013) also agreed with this idea and argued that, in the school environment for success to be achieved, the school head teacher is expected to be an example

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of good time management. Despite this expectation, the practice in most secondary schools is that, most of the school activities seem not to respect the designed timetable. There is a need therefore to establish the source of this poor time management.

Clifford (2013) noted that discipline should take precedence over other activities and must be enforced. He argued further that, much of time management in schools is guided by school timetables that indicate time for every activity in the school such as teaching, break time, assembly, lunchtime and sports. This usually forms part of the school rules and regulations. Parkes and Thrift (2011) also shared the same opinion with Clifford (2013) during their study on time management in public schools in the United States of America and established that, time is a mental device that gives order to events by identifying them as successive. But in reality, in most secondary schools, for example, assemblies tend to encroach on the time for other activities an indication of poor time management.

Docking (2007), argues that, a disciplined student is the one expected to arrive before lessons start and wait for the teacher. At the same time a disciplined teacher is the one expected to respect all the time allocated to him or her on the timetable. Despite this belief, most teachers in the secondary schools are also reported to attend lessons late and leave classes before the end of lessons. This generally seems to originate from ineffective school rules and regulations. A critical analysis of the above studies shows that researchers concentrated on time management and its effect on academic performance in a class situation but without looking at its origin. Also the current time management practices in most secondary schools in Ghana has remained unknown and always raised a big concern. This study will therefore reveal the relationship between time management and school rules and regulations.

**2.2.4 Issues arising from school rules and regulations in schools**

Most administrators spend a large portion of their time dealing with school discipline and behaviour. While there is no way to eliminate student behaviour problems, there are steps that can be taken to ensure that discipline programmes are seen as effective and efficient. According to Mafabi (2009), management is the process of working with and through people to accomplish organizational goals. Management deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a particular organization. Rules are suggested or self-imposed guides for a scientific communication for conduct or action or an accepted procedure and custom. Rules or standards of behaviour can be defined as the shared expectations of a group of people.

These include what the group regards as a socially acceptable pattern of behaviour expected of every individual in the group (Harris, 2005). There should be ways of dealing with misconduct at various levels: (1) misconduct inside the classroom; (2) misconduct by breaking school rules; (3) serious misconduct or serious violation of school codes; (4) very serious misconduct or very serious violations of school codes; and (5) criminal acts which not only violate school codes but which breach the law.

Secondary schools have rules and regulations which have common threads. Students are expected to attend every school day, unless they are legally excused, and be in class on time and prepared to learn. They are also to maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy; behave safely, considerately and responsibly, including when travelling to and from school; show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities; treat one another with dignity and

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respect; care for property belonging to themselves, the school and others. Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, is not tolerated as these are acts of indiscipline (Magadla, 2017).

Lack of discipline among students is largely a reflection of attributes, values and practices of their society. This was evident in the conceptual framework where student adherence to school rules and regulations was found to be reliant on parental upbringing and the social environment as intervening variables. If there is no social order in a society, the students will be indisciplined in school (Grossnickle & Frank, 2016). In South Africa, the alarming level of classroom violence and schoolyard crime mirrors a wider problem in a country with some of the world's highest rates of violent crime for instance, a spate of fatal school stabbings involving teenage pupils who were both perpetrators and victims (McGregory, 2016). However, if the family background is not good, different social classes are present, school is located in a socially disadvantaged area and there is bad influence of peer groups it will have a negative effect on discipline so academic achievement will also be negatively affected.

Lack of proper management by teachers results in conflicting rules at home and the school situation. Sometimes, students are ignorant of the rules or want to try the teachers to see which rules are operational and which are not for instance, form four students of Murray secondary, Taita-Taveta, left the school without permission after a trip aborted. They were later suspended. Unqualified school managers are also some of the major causes of crisis in schools (Mwiria, 2014). In the last few years, secondary schools in Kenya have experienced unprecedented spate of students' unrest. This occurrence has elicited a barrage of attacks directed towards students. Most criticism has been precipitated on the premise that students are indisciplined as a result of ineffective rules and regulations (Kiprop, 2017).

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The discipline of students both in school and at home is determined by many factors. Among these factors, parental upbringing lays the most important basis for the discipline of the child. Beyond the home, the social environment plays another fundamental role in shaping the child's character. Corporal punishment has been used for long in our society both at home and outside the precincts of home to instill discipline. Compliance through caning is often mistaken for discipline. However, research has shown that this form of violent approach to discipline is counter - productive in the long run. Corporal punishment dehumanizes the child, is brutal and instills fear in the child which inhibits the child's normal growth and productivity (Kiprop, 2017). Most proponents of corporal punishment are losing sight of the very basic fact that approaches of instilling discipline abound in our midst. Guidance and counseling is yet to be fully embraced in our schools yet it is one of the best methods of reforming children.

In several international treaties that Kenya has ratified, corporal punishment has been regarded as a form of physical violence against children. The World Health Organization (WHO) defines physical abuse as the intentional use of physical force against a child that results in or has likelihood of resulting into harm of the child's health, survival, development or dignity, examples include hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating (WHO, 2010). The Children Act 2001 Laws of Kenya categorizes corporal punishment as a form of violence against children. It is against this understanding that the Act outlaws it.

### 2.2.5 Discipline and students academic achievements

Rules or standards of behaviour can be defined as the shared expectations of a group of people. These include what the group regards as a socially acceptable pattern of behaviour

expected of every individual in the group (Harris, 2015). Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don"ts (Okumbe, 2008). Regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization. McGregory (2016) also concurred with Okumbe (2008), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behaviour expected of the teachers and the students. However these researchers did not say anything on the effect of school rules and regulations on student's academic performance and thus a need for this study.

Good discipline at school plays a vital role in the achievement of expectations and goals. Many secondary schools experience ineffective discipline. This lack of discipline has affected the learner's academic performance and their progress in school. Wood, Nicholson and Findley (2015:312) state that good discipline helps to develop desirable student behaviour. If a school has effective discipline, the academic performance will be good. Directions on the side of the learners as well as educators will be easy and smooth. Gawe, Vakalisa and Jacobs (2011:190) emphasize co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor. Discipline also plays a vital role in the acquisition of responsibility in learners as well as educators. Educator's ability to exercise effective discipline as suggested by Dunham (2014:66) is essential. Good discipline creates a good image of the school and prepares learners for the future.

Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to

adulthood. Parents often have no choice but to enroll their children in a school with poor discipline which often leads to poor academic performances. Effective discipline is needed in school for good academic achievement. When there is effective discipline in a school and in the classroom, effective teaching and learning can take place thus leading to positive academic achievements. Sonn (2009:86) emphasizes that a school without effective discipline is unmanageable and often results in unmotivated and demoralized educators and learners which in turn leads to poor academic performance. Effective discipline results in good academic achievement because self discipline is involved which promotes the focus on the achievement of a learner's goal but indiscipline has negative results such as high failure rates.

Visser (2009) refers to the role of partnership between parents and educators in effective discipline. If discipline [effective] is present at school and the parent at home is also aware of good discipline at school and it is also applied at home, this is a good recipe for good academic achievement because what is applied at school is also applied at home. There is no difference between the school environment and the home environment.

**Empirical Framework of the Study**

**2.3. Importance of Discipline**

Cangelosi (2004) defines discipline as the system of training the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and co-exist with others in society. Charles, (2005) observes that discipline is one of the most important factors that help all social systems to function effectively and achieve their purpose, for no government, institution or establishment of any kind can function without discipline.

Schools are very important social systems that help train students in good conduct and acquisition of knowledge. Fanfuwa (2001) concurs that for proper learning to take place, effective social system must be observed. Discipline must therefore be maintained at all times because it is only where there is discipline that proper learning can be expected to take place. It must be maintained to ensure a peaceful and conducive environment for learning.

Richardson (2003) asserts that good discipline enables the students to focus more, for with good focus, they master the skills offered by teachers. But when students display disruptive behavior, they interfere with the instruction and learning process. Such disruptive students limit themselves and others to the full advantage of academic instruction (Richardson, 2003). Hill (2006) also maintains that knowledge without discipline is useless. It is only knowledge alongside discipline that one can use to get anything in life, for it is the only weapon that one can use to fight against poverty, harassment, difficulties, violence and discrimination in our society. A disciplined and educated student becomes a progressive element in the society. Therefore, students must maintain discipline to earn dignity and success (Hill, 2006).

Indeed, Docking (2007) stresses that the modern scheme of discipline puts great emphasis on teaching students good conduct, making them understand their responsibilities and obligations and the consequences of bad conduct. It therefore goes without saying that, education is handicapped without discipline and discipline without education is dead, since the two concepts are closely linked.

## 2.4. The Nature of Indiscipline among Learners

This refers to the forms of indiscipline or types of misbehavior displayed by learners as witnessed in schools. Indiscipline in schools presents itself in various forms. These disciplinary incidents vary in magnitude. Chipfunyise (2009) in his study on factors influencing indiscipline in schools categorized them as either being mild, moderate or severe forms of indiscipline. Chipfunyise (2009) further noted that the symptoms of indiscipline in schools are easily recognized or noticed unlike the real causes which are subtle. The nature of indiscipline can take various forms which he identified as demonstrations, unrests, mass disobedience, deliberate breaching of school rules, drug use, drunkenness, stealing, truancy, absenteeism, lateness, bullying and laziness.

Cotton (2001) on the other hand identifies the various forms of indiscipline among students in schools as, frequent acts of violence coupled with full destruction of property, flagrant disobedience, disrespect for elders and taking of dangerous drugs. According to Chipfunyise (2009) school students were reported to be truant in the 2011 – 2012 school year. It alleged that statewide, 38% of all truant students were basic school students. Ncube (2013), on nature of indiscipline, could not have summarized it better. He complains that, Newspapers are full of reports of unrest and indiscipline among students. Students go on strike, they resort to copying and cheating in examinations and insult their teachers and principals. They tear away pages from the library books, cut pictures from the magazines, write dirty things on the walls and indulge in many kinds of mischief. They clash with the police, throw stones and brickbats at them and practice violence at any pretext (Ncube, 2013).

## 2.5. Causes of Indiscipline among Learners

Indiscipline is a state of disorder where school rules and regulations are not adhered to. It is a behavior disorder that is classified as an act of delinquency. It is often the cause of a lot of mental, emotional, and also physical damage to property in homes as well as in schools (Kounin, 2008). There is therefore the need to understand the factors which drive and compel students to be in that state of indiscipline.

### 2.5.1 School- based factors

These are factors which emanate from the school. They include absentee head teachers, inadequate meals and lack of teachers' commitment. One major cause of indiscipline is the head teachers' absence from school. Ncube (2013) points out that the blame on indiscipline could be laid squarely at the feet of the head teachers. An absentee head teacher who is perpetually out of school is likely to meet the wrath of students. According to Docking (2007) indiscipline in schools is one of the leading causes of unrests was the habitual absence of head teachers from schools. Some head teachers were not always in school to give guidance to those under them; they were not always available at critical times to give direction and counsel to teachers, students and support staff. The temptation to be absent from school is indeed greater in public day schools. This leads to loss of touch with the school. Absentee head teachers indeed create loopholes and lack of coordination in school activities (Docking, 2007).

Cotton (2001) emphasized that meals are of great value to students. Cotton (2001) further assert that adolescents eat more due to their growth spurt, so if they are not given food and in adequate amounts, chaos may arise. Indeed the food issue featured prominently in terms of quality, quantity, variety and serving system, as a leading cause of unrests in schools (Cotton,

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2001). Griffin (2004) emphasized that some teachers are not strict in maintaining discipline among learners. Others side with students against the administration and even incite the students to strike. According to Cotton (2001) some teachers are said to be dangerously ambitious, leading to incitement of students. Griffin (2004) indicated that teachers are to blame for indiscipline in schools and lamented that the utterances of some teachers in schools were some of the root causes of indiscipline and riotous behaviour among students of such institutions.

### 2.5.2 Influence from the environment

The type of environment in which a child is brought up determines to a large extent the behavior and characteristics that will be exhibited by that child when he/she becomes a grown up. Gibson (2008) stresses that, what a child sees, how it is done, and when it is done, does not go out of the child's mind. Indeed, Carter and McGoldrick (2005) indicated that the environment like the blacksmiths forge tapers and alters our natural characteristics, moulds and alters us according to the treatment given. The widespread unrests and indiscipline among the students reflects the prevailing lawlessness and frustration in the society (Tuluhi & Bello, 2005). A conclusive fact would therefore be that, students' indiscipline is a manifestation of what is happening in the schools and society at large. The factors behind indiscipline include; lack of good role models, drug abuse and moral decay.

Mendler and Curwin (2008) asserts that the school is in many ways a mirror of the society and complains that parents misbehave in the presence of their children and yet they expect these children to behave properly. They further noted that if adults want children to acquire good character, they themselves must be practical models of good character through the lives

they lead. If learners live in a community that does not uphold morality, honesty and glorifies drugs, then students are most likely to imitate such behavior and spill indiscipline to their schools.

Kohn (2009) study on bullying, revealed that poverty and political violence influenced children to develop a pessimistic and insecure concept of the world, their life and future. According to Kohn (2009) children fight violence with violence, and use violent means to protect themselves and avenge violence. Kohn (2009) further indicated that children imitate what they see around them by using violence. Gnagey (2009) on the other hand points out that if celebrities are drug abusers and politicians are corrupt, it may not be an accident therefore that the young people pick the bad habits from their elders. Kohn (2009) concurs that students have no role models to follow and expressed that students imitate their parents, teachers, leaders and elders and behave accordingly. As such, there is crisis of character (Kohn, 2009). Kohn (2009) noted that day school students are in constant touch with the society, hence this can be a great influence on academic performance.

### 2.5.3 Home-based factors

All students are products of the society since they are born and reared there. The home environment plays a very big role in influencing their behavior at school. Docking (2007) agrees that indeed some students come to school already displaying disposition to be disruptive. There are many factors in the home such as poverty, mobile phones, child abuse, broken homes and responsibilities at home that would go a long way in influencing students'

behavior negatively. Poverty is a state where parents are unable to provide adequate basic necessities like proper housing, clothing and food to their children. It is mainly determined by the family's socio-economic status.

Ncube (2013) in her study on investigation of major factors contributing to school drop-out noted that as a result of increased levels of poverty in the country, parents find it prohibitive to provide food, shelter and healthcare, let alone educate their children. Such families may not be able to buy their children school uniforms and textbooks. The temptation to steal from others to make ends meet is therefore indeed great. Assignments may not be done too, due to lack of space and lighting equipment, all of which are perceived as indiscipline in schools. Besides, students from poor families who cannot afford to pay for transport costs, walk long distances to school, thereby arriving late and exhausted. According to the task force on student discipline and unrest in secondary schools in 2001, children who are given little or no pocket money for their basic needs, were often tempted to steal from others; this is indiscipline (Ncube, 2013).

In day schools, it is a common practice to flout the school dress code. Students wearing inappropriate clothes make the school look bad. Tyler (2000) asserts that uniforms in public schools reduce economic and social barriers between students, encourage discipline and affects positive attitude by increasing self confidence, school pride and a sense of belonging. They create a safe environment in schools. Tyler (2000) adds that, learners can then focus more on their school work and less on what their peers are wearing.

Day school students live in their homes where they are expected to carry out duties on a daily basis. Too much household chores may lead to what teachers may term as indiscipline, when because of the chores, assignments are not done or learners report late to school. Such

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activities disrupt normal school routine (Tyler, 2000). Day students come in handy in their homes whenever such activities beckon. It is therefore not unusual to find them engaged in such activities before attending school or during official school hours. According to Aryado (2009) girls help their mothers with labor–intensive household chores before going to school and this enhance the learners' indiscipline behaviours.

Mobile phones are very useful gadgets, but when smuggled into school, may be a source of severe indiscipline. A majority of day school students carry their mobile phones to school. Mobile phones can be a source of great misconduct in schools, among them, viewing pornography and cheating in exams (Aryado (2009). This is a malpractice that is a big headache in many schools. Aryado (2009) notes that some parents facilitate cheating by bringing mobile phones to students in boarding schools during the prayers day ahead of the start of the exams.

Carter and McGoldrick (2005) lamented that the use of mobile phones in exam centers was indeed the greatest challenge they were facing in curbing examination irregularities. Turner (2003) reveals that with mobile phones, one can do a lot of things as well as cheat in exams, since most phones are internet-enabled. Turner (2003) further noted that mobile phones divert students' attention and concentration during class hours. Causes of indiscipline among children are rooted in parenting methods to a large extent. Greene (2002) found out that children with behavioral problems usually have parents who possess ineffective discipline techniques and concluded that the way the parents handle children in the formative years has a great impact on their discipline later in life. Indeed, Fields & Bosser (2002) maintain that, this is the main contributor to the children's development is the family. It is the main source of influence and the social structure in which children obtain their value system.

A number of indiscipline cases could be attributed to absentee parents who abdicate their parental responsibilities to domestic helpers and housemaids (Dobson, 2003).

Gnagey (2009) is adamant that lack of proper parental guidance is a main contributory factor for indiscipline. Gnagey (2009) noted that parents have to first understand their children before they embark on addressing their problems. This helps to avoid a communication gap which allows children to venture into various types of negative behavior. Parents are cautioned to avoid excessive control of their children because this breeds rebellion in the form of withdrawal and criminal behavior. Gnagey (2009) notes that, students resent unrealistic restriction against them, and where a parent may be winning physically, he would certainly be losing psychologically, because the children would rebel.

## 2.6. Types of Students Disciplinary Problems

There are many types of disciplinary problems which could be exhibited in the school. Different authors identified different disciplinary problems. Evertson and Worsham (2000) reported 15 types of disciplinary problems in Junior and Senior Secondary Schools. They are listed below according to the rank order of their seriousness from high to low: Not doing homework, cheating in examination, tardiness or late coming, truancy or absence, jumping over the fence, lack of interest in education, poor classroom participation, property damage or vandalism, telling lies, fraud, fighting among students, bad habits e.g. smoking, getting drunk, Insulting/attacking, teachers, profanity and theft.

Everston (2001) distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely: defiance of school authority, not reporting to after school detention or Saturday school, class disruption, truancy, fighting, the use of profanity,

damaging school property, dress code violations, theft and leaving campus without permission. The other common types of disciplinary problems experienced in schools and mentioned by Scult (2009), include fights, insubordination, little support for educators, a general climate of disrespect and distrust of the administration. Disciplinary problems are almost the same in different schools although the intensity may differ from school to school. This is the reason why authors in many parts of the world keep on mentioning the same types of disciplinary problems (Scult, 2009). Misbehavior in number of schools inhibits optimal teaching and learning. Recurrent disciplinary problems in Ghana include disrespect, disobedience, fighting and class disruption, leaving books at home and failing to do homework (Scult, 2009).

Rosen (2007) added three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom, namely: misbehavior that inhibits the learners own learning, misbehavior by one learner which is destructive to the learning of another and misbehavior which is disrespectful and defiant to the educator. To Rosen (2007), misbehavior could be committed intentionally or unintentionally. He further outlines the situations where the learners' behavior could become real disciplinary problems for the educator and could impact negatively on his/her moral. He identifies six problems of educators. A learner consistently coming to class late and disrupting the flow of the class, He/she talks while the teacher is addressing the class, .she/he write graffiti on school property, student continuously calling out in class, while others are listening and asking questions that have already been answered, one defies the teacher and refuses to follow instructions. One moves around in the class to the point of becoming destructive.

Moreover, Rogers (2005), enumerated typical classroom or school offenses or misbehaviors of students which are commonly observed in classrooms, in school compounds and outside school compounds, and on the way home to school. These are: whispering while the teacher is explaining, showing off, eating during the school period chewing-gum, throwing anything, talking back, passing notes to friends, irritating other children, obscenity, inattentiveness, giggling, cheating, deliberate destruction of school property (vandalism), defiance, carelessness in work, crowding and pushing, lying, forgetful violation of regulation, impertinence, truancy, rudeness, discourtesy, profanity and etc.

Donnelly (2000) on the other hand uncovers a multitude of disciplinary problems and the causative factors to students' misbehavior. He identified around 18 types of commonly observed student's disciplinary problems of which the first 5 are most serious, which include tardiness, truancy, cheating during examination, disturbing in the classroom and not doing homework. The next ranked problems include disrespecting teachers, fighting among each other, extortion/coercion and calling teachers by their names or nick names, and disobedience to the orders of their teachers. School related factors are management problems, lack of facilities, large class size and problem of teacher's personality and lack of teaching skills. According to Donnelly (2000) the types of disciplinary problems listed above are mostly caused by particular learners and they have impacted negatively on educators moral.

Bowman (2004), also lists several types of misbehavior which make the work of educators difficult. These include: repeatedly asking to go to the toilet, missing lessons, absconding, smoking in the toilets, pushing past the educators, playing with matches in class, making rude remarks to teachers, talking when the learner is supposed to be writing, being abusive to the educator, fighting in class, chasing one another around the classroom, taking

the educator's property, wearing bizarre clothing or make-up, cheating the educator, leaving class early and commenting on the work (Bowman, 2004).

## 2.7. Strategies employed for controlling indiscipline acts among students

Paul (2006) asserted that discipline is the practice of care and respect for others and self. It is about safeguarding the rights of people who are exposed to uncooperative, aggressive or blocking responses by others. Strategies therefore vary according to Daukee (2010) along a continuum from the extremely authoritarian in which the adults make all of the rules and punish any deviation, to the very permissive in which the child makes all of the decision (Field & Boesser, 2002). The authoritarian methods according to Paul (2006) can be aligned with the behaviourist philosophy which emphasizes shaping behaviour through the use of rewards and punishment. Paul (2006) added that these models are based on immediate and unquestionable obedience as the target behaviour. There are no allowances for the explanations or investigations of circumstances. As a result they are often associated with anger and sometimes result in depression and low self-esteem.

At the other end of the continuum, Field and Boesser (2002) associated permissive model with maturationist philosophy of education which is grounded on the notion that time is the best teacher. In this model, there is the absence of any type of discipline. Children are left to learn on their own from their own mistakes. Deaukee (2010) believes that this model overemphasizes freedom. Fields and Boesser (2002) felt that this results in low self-esteem and difficulty in getting along with others. But all other models fit along the continuum somewhere between these two extremes.

Researchers agree that traditional forms of discipline which involve the demand of obedience are closer to the authoritarian end of the spectrum and are no longer reliable. Charles (2002) stated that many of the discipline techniques we have relied on are ineffective especially those that involve demanding, bossing, scolding, warming, belittling and punishing as these tactics can keep behaviour partially under control only for a while. He added that they can produce detrimental side effects such as uneasiness, evasiveness, fearfulness, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate and for many the desire to leave school as soon as possible. These circumstances lead to inhibited learning.

These views are not adopted by all, however, as some researchers insist that the traditional method still hold a place in any discipline systems. The following are brief overview of some of these strategies:

**Positive Teacher-Learner Relationships:** This according to Paul (2006) have the potential of creating a conducive learning environment in the classroom and in return brings about an atmosphere that is devoid of unruly behaviours in the entire school environment and this again will determine whether or not a learner can benefit from teaching – learning situations. Paul further quoted (Ferguson & Johnson, 2010) that teachers should be aware of the need for a positive loving relationship if learning is to take place. But, if trust in the relationship between educator and learner is lacking, the educator is in a position of power instead of authority (Hartup, 2003).

When looking at how the teacher-learner relationship could help in promoting effective classroom discipline and which could also help in keeping acts of indiscipline minimal in the entire school environment, Paul (2006) observed that behaving consistently and being open

and approachable will ensure a healthy relationship. Farrant (2004) also supported this when he contended that using humour, friendly greetings and non-verbal supportive behaviour may help improve such relations, but the teachers should avoid humour targeted at the learners (Paul, 2006).

**Clear Guidelines/Rules:** According to Deaukee (2010), one of the most basic and common part of any traditional discipline system is the setting of rules. Everton, Emmer and Worsham (2000) explained that a rule identifies general expectations or standards for behaviour and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from the students. Clements & Sova (2000) added that rules are the foundation for school conduct or behaviour. It is essential that children understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules.

**Behaviour Contracting:** According to Deaukee (2010), the development of behaviour contract as a strategy to control unruly behaviours of students was grounded on the theories of operant conditioning, which holds that behaviour which are reinforced are likely to be repeated and those which are not reinforced will soon disappear. It is a written agreement between the student and the teacher which commits the students to behave more appropriately and specifies a reward for meeting the commitment. The resulting consequences for not holding to the contract, rewards for meeting expectations and time frame are also specified. Usually a parent is involved in the development of the contract to ensure that the student obtains the necessary support in maintaining the terms stated. Deaukee (2010) further emphasized the effectiveness of this method when he stated that the contract attempts to

control behaviours that are not effectively controlled by normal classroom procedures, to encourage self-discipline on the part of the student and to foster the students' sense of commitment to appropriate classroom or school behaviours.

**Non-Traditional Methods:** Fields and Boesser (2002), proposed a model which provides the ideal balance between these two extremes called the constructivist model. Through this model, students can learn from their own experiences and make informed logical choices. Deaukee (2010) agrees that this model works towards self determined responsible behaviour reflecting concern for the good of oneself and others. The constructivist approach to discipline strives to equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviour. Students also develop caring and respectful relationships with each other and with the adults in their lives. As a result, they are encouraged to think about the effects of their actions on others.

The model involves guidance by adults and the exploration of consequences of negative actions. While children are able to become involved in decision-making, they are also guided and taught to make intelligent and informed decisions. Whenever they choose to display negative behaviour, they understand that they are choosing the negative consequences that result from those behaviours.

**Modeling Behaviour:** This is another strategy which researchers consider highly effective for controlling indiscipline among the students. For instance, Davis-Johnson (2000) claimed that teachers are not always modelling positive behaviours. She stressed that part of the role of the teacher is to model the behaviours of positive self-concepts and respect for others and to establish importance of academic achievement. Her view is also shared by Fields (2006) who claim that teacher and parental examples are productive methods of guidance and

discipline. McConville (2003) further stated that students learn both morals and immoral based on what they see than what they hear. Fields & Fields (2006) also added that sometimes the cause of inappropriate behaviour is that children have learned from inappropriate role models.

Deaukee (2010) further stated that an effective discipline approach involves a united effort by the entire school. Deaukee (2010) outlined twelve (12) processes that form the foundation of any effective discipline programme as follows:

- Let students know what you need.

- Provide instructions that match students' level of ability.

- Listen to what students are thinking and feeling.

- Use humour

- Vary your style of presentation

- Offer choice – "you can do your assignment now or during recess"

- Refuse to accept excuses – accepting excuses teaches the students how to be irresponsible.

- Legitimize behaviour that you cannot stop

- Use huge and touching – pat on the back, give handshakes. One of the biggest educational fallacies is the prohibition against using touch because of sexual misunderstanding.

- Be responsible for yourself and allow the kids to take responsibility for themselves. You are responsible for being on time, being prepared and making your lessons meaningful. You are not responsible for judging students' excuses or doing their work for them.

- Realize and accept that you will not reach every child-some students must be allowed to choose failure

- Start fresh every day.

Finally, the future of Ghana as a country is at stake if the problem of indiscipline is left unsolved among students by nipping it at bud through all necessary means possible, since the youths are believed to be leaders of tomorrow. It is in the light of this that the researchers have decided to embark on this study in order to proffer solution that might be of help to all stakeholders of education across all levels in the country.
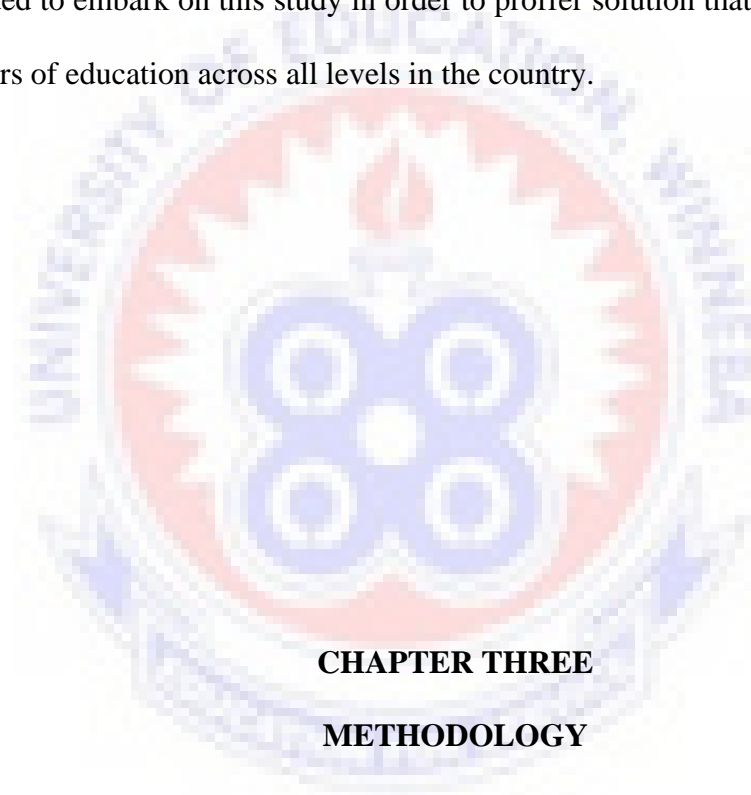
# CHAPTER THREE

# METHODOLOGY

## 3.1 Introduction

This chapter concentrates on the methods and the procedures through which the data for the study was collected. It describes the research design, the sampling procedures, the target population and the methods of data analysis used. The validity and reliability of the data collection instruments were also discussed in this section.

**3.2 Research Design**

The research design that was adopted in the study was descriptive survey. According to Orodho (2003), descriptive research designs are used to obtain important and precise information concerning the status of phenomena and wherever possible to draw valid general consensus from the facts discovered. Kombo and Tromp (2006) maintain that descriptive survey design is a method of collecting information by interviewing or administrating questionnaire to a sample of individuals. The descriptive survey design was the most appropriate for the study because the researcher would collect information on the status of affairs in the schools without manipulating any variables. Tashakkori and Teddlie (1998) assert that descriptive survey design is an effective way of collecting data from a large sample as it consumes little time and is cost effective.

With regard to the research approach, the study used both qualitative and quantitative approaches to come up with adequate findings. Combining the two methods (quantitative and qualitative approach) was helpful to come up with well validated and substantial findings. Collecting diverse types of data provided a better understanding of the research problem and is helpful to strengthen the reliability (Creswell, 2009).

**3.3. Population of the Study**

Kothari (2004) defines target population or universe as being all member of the real hypothetical set of people, events or objectives to which a researcher wishes to generalize the results of the study. In this research, the target population would consist of all JH2 students and teachers in the selected Junior High Schools in the Bosomtwe District of Ashanti Region. The study population was two hundred and twenty (220).

**Table 3.1: Population and sample size**

| Name of school | No. of teachers | No. of teachers sampled | No. of students | No. of students sampled |
|---|---|---|---|---|
| Esereso JHS | 15 | 8 | 75 | 50 |
| Feyiase JHS | 12 | 6 | 53 | 30 |
| Prabon D/A Basic school | 12 | 6 | 53 | 30 |
| Total | 39 | 20 | 181 | 110 |

**Source: Field survey, 2018**

### 3.4 Sample size and Sampling Procedure

The random sampling procedure was used to select one hundred and thirty (130) respondents for the study. This method was used because this method gave equal chance for all members to have an equal chance of being selected. Since the number of population of the selected schools were large this was selected to give equal chance for respondents to be selected for the study. Moreover, the ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. To address the existing gap, Krejcie and Morgan (1970) came up with a table for determining sample size for a given population for easy reference. According to the Krejcie and Morgan (1970), table of determining sample size, a population of 220 requires a sample size of 130. Random sampling technique was used to select the teachers and the students of the selected schools for the study. This method of sampling therefore ensured that all respondents had an equal opportunity of being selected for the study. Furthermore, numbers

1-150 were written on white papers including blank papers, respondents who selected the first

130 papers formed part of the research.

**Table 3.2: Distribution of Sample Size**

| Target Population | Sample Selected |
| --- | --- |
| Students | 110 |
| Teachers | 20 |
| Total | 130 |
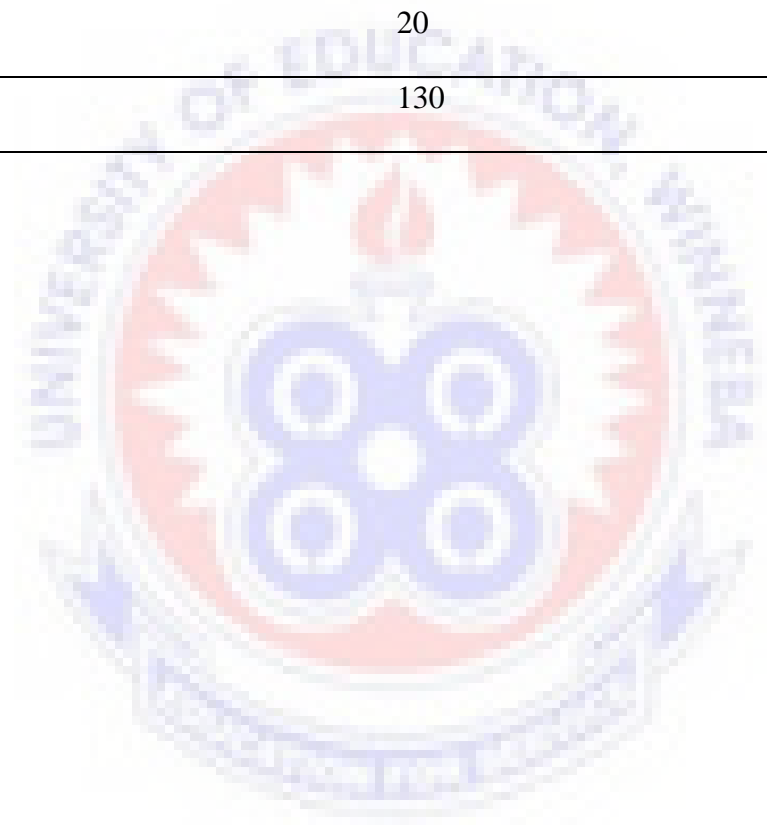
### 3.5 Data Collection Instruments

Questionnaire was used to collect data for the study.

### 3.5.1 Questionnaires for Teachers and Students.

Burns (2000) state that questionnaire enables a researcher to collect data from large groups of individuals within a short period of time. This is an instrument used to gather data which allows measurements for or against a viewpoint. It is a very fast way of obtaining data and has the ability to collect a large amount of information in a reasonably quick space of time. With questionnaires, there is greater uniformity hence greater compatibility in the responses (Kothari, 2004). A well designed questionnaire makes the researcher's work easier and improves the quality of data obtained (Mertens, 2005).

The following instruments would be used to collect necessary data for this study. They are:

- Types of students discipline problems questionnaire
- Causes of students indiscipline problems questionnaire
- Measures in curbing students' indiscipline Questionnaire

### 3.5.1.1. Types of student's indiscipline problems questionnaire

This questionnaire was constructed by the researcher (2016). This is a self-report measure of 21-items designed to determine the types of students' indiscipline behaviours. The questionnaire consisted of 21 items of which items 1 to 4 measured truancy, items 5 to 8 measured absenteeism, items 9 to 13 measured stealing, items 14 to 17 measured fighting, items 18 to 21 also measured disrespect. Participants response to whether each item would be

presented in their relationship on a 5-item point scale ranging from strongly disagree (1) strongly agree (5).

### 3.5.1.2. Causes of students indiscipline questionnaire

This questionnaire was developed by the researcher to identify the causes of students indiscipline behaviours. This is a 12-item self – report scale. Within this, items 1 to 4 measured home factors, items 5 to 8 measured school factors, whiles items 9 to 12 also measured environment factor. It is a five (5) point scale ranging from strongly disagree (1) to strongly agree (5).

### 3.5.1.3. Measures in curbing students' indiscipline Questionnaire

This questionnaire was also developed by the researcher used to determine the measures or strategies that can be employed to curb students' indiscipline. This is a 8-item self-report scale. It is 5-point scale ranging from strongly disagree (1) to strongly agree (5).

### 3.6. Data Collection Procedures

Data in this study was collected using questionnaires. The researcher used two types of questionnaires, the students and the parents' questionnaires respectively. The questionnaire had five sections: The first section include the respondents' background information. The second section found out the impact of the parents' economic status on students' discipline. The third section probed into the parenting styles affecting students' discipline. The fourth section sought to measure the effect of family environment on student discipline. The fifth section measured the dependent variable. Questionnaires give objective information about a given phenomenon hence they are very suitable in this study. The researcher would also use

the interview guide for the head teachers to put forward views on school management and discipline issues.

Mugenda and Mugenda (2003), observe that to obtain accurate data, a researcher needs to obtain maximum co-operation from the respondents. In this study the researcher got permission from the Ministry of Education by getting a permit to do research in the targeted schools. The researcher obtained permission from each head teacher to conduct research in their school. The research questionnaires were distributed to the respondents to participate in the study and were collected when dully completed. There was direct contact with respondents to allow the researcher to give instructions on how to complete the questionnaires and assure the respondents of the confidentiality of their responses.

## 3.7. The Validity and Reliability of the Instruments

Validity is the degree to which all the evidence point to the intended interpretation of the test scores for the proposed purpose. According to Borg and Gall (1989) validity refers to the quality of a data gathering instrument or procedures that enables us to measure what it is supposed to be measured. It is the extent to which the instruments cover the objectives. The validation of the research instruments would be done through the approval of my supervisor. The pilot test was used to estimate the reliability of research instruments. Gay (2003) observes that it concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. It is the degree to which an instrument measures the same way under the same conditions with the same subjects. According to Vos (2003), it is the extent to which a research instrument such as a test, gives the same results on different occasions. Reliability of the instruments was established using Cronbach's Alpha. Pearson's

product moment coefficient of correlation (r) was then used to compare the two scores obtained and by giving an alpha value of 0.8, indicating that the data collection instrument was reliable.

## 3.8. Data Collection Procedure

The researcher collected an introductory letter from the Head of Department to seek permission from heads of the schools that would be involved in the study. The consent of the respondents was also sought. The aim was to establish a close relationship with them, and also inform them about the intention of the study, agree on the reasons given for the collection of data, the dates and the time when they were contacted. According to Creswell (2002) it is unethical to enter into an organization or social groups to collect data without permission from the "gate-keepers" of the organization. Structured questionnaires containing close ended questions were administered to respondents. This was done during regular class periods and break periods. The researcher visited the selected schools and interacted with the school head and gathered the selected students in one classroom and administered the questionnaires to them. The researcher collected the questionnaire after they completed filling the questionnaire. Concerning the teachers, the researcher administered the questionnaire to them directly.

## 3.9. Data Analysis Procedure

After sorting out the questionnaires, the data was computed and analyzed using the Statistical Package for Social Sciences (SPSS version 20). The statistical analysis such as frequencies, percentages and mean would be used to answer the research question.

## 3.10. Ethical Considerations

As this study utilized human participants and investigations certain issues were addressed. The consideration of these issues is necessary for the purpose of ensuring the privacy as well as the security of the participants. These issues were identified in advance so as to prevent future problems that could have risen during the research process. Among the significant issues that were considered included consent, confidentiality and data protection. Permission from the authorities or individuals of the schools who were involved in the study was sought with an introductory letter. Creswell (2009) stated that, it is unethical to enter into an organization or social groups to collect data without permission from the "gate-keepers" of the organization. According to Bryman (2012), the researcher has to ensure confidentiality of data and sources. Also, they argue that names of the participants and the places they live or work must not be revealed. In this study, the identity and confidentiality of participants and data collected were preserved.

The study does not bear participants' names or their places of residence. Moreover, the survey instrument did not require anybody to provide information that would make anyone reading the report to identify the data sources. In the conduct of the research, the questionnaire would be drafted in a very clear and concise manner to prevent conflicts among respondents. People who participated in the research were given ample time to respond to the questions posed on them to avoid errors and inaccuracies in their answers. The respondents were given a waiver regarding the confidentiality of their identity. The respondents' cooperation were eagerly sought after, and they were assured that the data gathered from them were treated with the strictest confidence. This was done with the hope that this promoted trust between the researcher and the respondents.

# CHAPTER FOUR

# RESULTS AND DISCUSSIONS

## 4.0 Introduction

This chapter presented the results and discussed the findings based on the research objectives guiding the study. The main purpose of this study is to determine the factors influencing indiscipline among Junior High School students in Bosomtwe District of Ashanti Region. The objectives of the study were identifying the types of students disciplinary problems in junior high schools in Bosomtwe District of Region. Secondly, investigating the major causes of indiscipline among Basic school students in Bosomtwe District of Region and thirdly, suggesting measures that could be taken to curb students' indiscipline in in Bosomtwe District of Region. The analysis of the study was based on these issues.

## 4.1 Response rate of the Respondents

The researcher sent 130 questionnaires to the field to gather primary data from the respondents. However, out of 130 questionnaires sent out for primary data, 121 questionnaires were received, while 9 questionnaires were not received. This means that the analysis of the study was based on 93% response rate as shown in Figure 4.1.
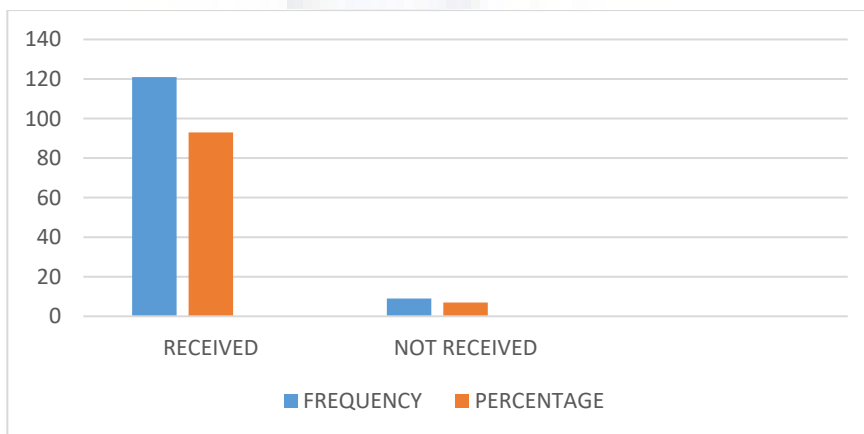
**Figure 4.1: Response rate of the Respondents**

**4.2 Demographic Characteristics of Study Participants**

Table 4.1 gives results on the demographic characteristics of the respondents used for the study, including the respondent's gender, age categories, highest academic qualification and working experience of the respondents.

**Table 4.1 Demographic Characteristics of Study Participants**

| | | Number of Respondents | |
|---|---|---|---|
| Characteristic | Sub-character | Teachers | Students |
| Gender | Male | 12 | 65 |
| | | (60) | (64) |
| | Female | 8 | 36 |
| | | (40) | (36) |
| Age (Years) | Below 25 | 5 | 101 |
| | | (25) | (100) |
| | 25 – 30 | 9 | 0 |
| | | (45) | |
| | Above 30 | 6 | 0 |
| | | (30) | |
| Educational qualification | Basic | 0 | 101 |
| | | | (100) |
| | Diploma | 7 | 0 |
| | | (35) | |
| | Bachelor's | 4 | 0 |
| | | (20) | |
| | Masters | | 0 |

Source: Field survey, (2018)

Table 4.1 indicates that 12 teachers representing 60% were males while 8 teachers representing 40% were females. Moreover, 65 students representing 64% were males while 36 students representing 36% were females. Furthermore, 9 teachers representing 45% were between the age ranges 25-30 years, 6 teachers representing 30% were above 30 years, while 5 respondents representing 25% were below 25 years. Moreover, 101 students representing 100% were below 25 years. The study results held that 9 teachers representing 45% were holding Bachelor's degrees as their highest academic qualification, 7 teachers representing

35% were possessing Diploma qualification, while 4 teachers representing 20% were holding

Masters degrees. Moreover, 101 students representing 100% were basic certificates holders.

### 4.3 What are the major types of student's disciplinary problems in Junior High Schools in Bosomtwe District of Ashanti Region?

Table 4.2 below showed the types of student's disciplinary problems

**Table 4.2: Types of Students Disciplinary Problems**

| Statements | 1 n(%) | 2 n(%) | 3 n(%) | 4 n(%) | Total n(%) |
|---|---|---|---|---|---|
| **Absenteeism** The students' attendance in class were not good | 36 (29.8) | 79 (65.3) | 4 (3.3) | 2 (1.7) | 121 (100) |
| The students' attendance to schools' activities were bad | 66 (54.5) | 53 (43.8) | 1 (0.8) | 1 (0.8) | 121 (100) |
| Schools paid serious attention to absenteeism | 24 (19.8) | 76 (62.8) | 12 (9.9) | 9 (7.4) | 121 (100) |
| The absence of the students were reported to their parents or guardians | 42 (34.7) | 51 (42.1) | 21 (17.4) | 7 (5.8) | 121 (100) |
| **Stealing** The students liked to steal school's properties | 46 (38) | 63 (52.1) | 8 (6.6) | 4 (3.3) | 121 (100) |
| The students liked to steal other students' properties | 24 (19.8) | 50 (41.3) | 30 (24.8) | 17 (14) | 121 (100) |
| Schools took actions to those involved in Stealing | 49 (40.5) | 56 (46.3) | 10 (8.3) | 6 (5) | 121 (100) |
| The students liked to steal valuables and teachers' money | 45 (37.2) | 69 (57) | 7 (5.8) | - | 121 (100) |
|  | 52 (43) | 61 (50.4) | 8 (6.6) | - | 121 (100) |
| **Disrespect** Students in this school do not respect themselves | 39 (32.2) | 80 (66.1) | 1 (0.8) | 1 (0.8) | 121 (100) |
| Students in this school mock or tease their teachers | 15 (12.4) | 57 (47.1) | 31 (25.6) | 18 (14.9) | 121 (100) |
| Students in this school treat adults at school with disrespect. | 42 (34.7) | 56 (46.3) | 11 (9.1) | 12 (9.9) | 121 (100) |

| | 1 | 2 | 3 | 4 | |
|---|---|---|---|---|---|
| Students in this school ignore teachers instruction for no reason | 49 (40.5) | 70 (57.9) | 2 (1.7) | - | 121 (100) |

**Key- 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly disagree**

Source: Field survey, (2018)

Table 4.2 indicated that 79 respondents representing 65.3% agreed that the students' attendance in class was not good, 36 respondents representing 29.8% strongly agreed, 4 respondents representing 3.3% disagreed while 2 respondents representing 1.7% strongly disagreed. Also, 66 respondents representing 54.5% strongly agreed that the students' attendance to schools' activities were bad, 53 respondents representing 43.8% agreed, while 1 respondent representing 0.8% disagreed and strongly disagreed respectively. The study showed that 76 respondents representing 62.8% agreed that schools paid serious attention to absenteeism, 24 respondents representing 19.8% strongly agreed, 12 respondents representing 9.9% disagreed while 9 respondents representing 7.4% strongly disagreed.

Furthermore, 51 respondents representing 42.1% agreed that the absence of the students were reported to their parents or guardians, 42 respondents representing 34.7% strongly agreed, 21 respondents representing 17.4% disagreed while 7 respondents representing 5.8% strongly disagreed. The study results held that 63 respondents representing 52.1% agreed that the students liked to steal school's properties, 46 respondents representing 38% strongly agreed, 8 respondents representing 6.6% disagreed while 4 respondents representing 3.3% strongly disagreed. The study findings revealed that 50 respondents representing 41.3% agreed that the students liked to steal other students' properties, 30 respondents representing 24.8% disagreed, 24 respondents representing 19.8% strongly agreed while 17 respondents representing 14% strongly disagreed.

Moreover, 56 respondents representing 46.3% agreed that the schools took actions to those involved in stealing, 49 respondents representing 40.5% strongly agreed, 10 respondents representing 8.3% disagreed while 6 respondents representing 5% strongly disagreed. Also, 61 respondents representing 50.4% agreed that the students do not like to steal valuables and teachers' money, 52 respondents representing 43% strongly agreed, while 8 respondents representing 6.6% disagreed. Moreover, 80 respondents representing 66.1% agreed that the students in this school do not respect themselves, 39 respondents representing 32.2% strongly agreed, while 1 respondent representing 0.8% disagreed and strongly disagreed.

Furthermore, 57 respondents representing 47.1% agreed that students in this school mock or tease their teachers, 31 respondents representing 25.6% disagreed, 18 respondents representing 14.9% strongly disagreed, while 15 respondents representing 12.4% strongly agreed. To add more, 56 respondents representing 46.3% disagreed that students in this school treat adults at school with disrespect, 42 respondents representing 34.7% strongly agreed, 12 respondents representing 9.9% strongly disagreed, while 11 respondents representing 9.1% disagreed. To add more, 70 respondents representing 57.9% agreed that the students in this school ignore teacher's instruction for no reason, 49 respondents representing 40.5% strongly agreed while 2 respondents representing 1.7% disagreed.

These results are in agreement with Chipfunyise (2009), he indicated that indiscipline in schools presents itself in various forms. These disciplinary incidents vary in magnitude. Chipfunyise (2009) in his study on factors influencing indiscipline in schools categorized them as either being mild, moderate or severe forms of indiscipline. Chipfunyise (2009) further noted that the symptoms of indiscipline in schools are easily recognized or noticed

unlike the real causes which are subtle. The nature of indiscipline can take various forms which he identified as demonstrations, unrests, mass disobedience, deliberate breaching of school rules, drug use, drunkenness, stealing, truancy, absenteeism, lateness, bullying and laziness. Cotton (2001) on the other hand identifies the various forms of indiscipline among students in schools as, frequent acts of violence coupled with full destruction of property, flagrant disobedience, disrespect for elders and taking of dangerous drugs.

**4.4 What are the major causes of indiscipline among Basic school students in Bosomtwe District of Region?**

Table 4.3 indicated the causes of students disciplinary problems.

**Table 4.3: Causes of students disciplinary problems**

| Statement(s) | 1 | 2 | 3 | 4 | Total |
| --- | --- | --- | --- | --- | --- |
| | n(%) | n(%) | n(%) | n(%) | n(%) |
| **Home Factor** | 12 | 22 | 68 | 19 | 121 |
| Poor parenting lead to students indiscipline | (9.9) | (18.2) | (56.2) | (15.7) | (100) |
| Irresponsible parents lead to students indiscipline | 26 | 73 | 10 | 12 | 121 |
| | (21.5) | (60.3) | (8.3) | (9.9) | (100) |
| Parental poverty lead to students indiscipline | 48 | 46 | 21 | 6 | 121 |
| | (39.7) | (38) | (17.4) | (5) | (100) |

| Statement(s) | 1 n(%) | 2 n(%) | 3 n(%) | 4 n(%) | Total n(%) |
|---|---|---|---|---|---|
| Broken home lead to students indiscipline | 48 (39.7) | 57 (47.1) | 7 (5.8) | 9 (7.4) | 121 (100) |
| **School Factor** | 33 | 61 | 13 | 14 | 121 |
| Frequent absent of head teachers lead to students indiscipline | (27.3) | (50.4) | (10.7) | (11.6) | (100) |
| Lack of commitment by teachers lead to students indiscipline | 51 (42.1) | 60 (49.6) | 5 (4.1) | 5 (4.1) | 121 (100) |
| Teachers lateness and absenteeism lead to students indiscipline | 36 (29.8) | 70 (57.9) | 9 (7.4) | 6 (5) | 121 (100) |
| Undesired head leadership style lead to students indiscipline | 48 (39.7) | 46 (38) | 21 (17.4) | 6 (5) | 121 (100) |
| **Environment** | 48 | 57 | 7 | 9 | 121 |
| Indiscipline at the school community lead to students indiscipline | (39.7) | (47.1) | (5.8) | (7.4) | (100) |
| Negative attitude of community leaders towards the teachers lead to students indiscipline | 33 (27.3) | 61 (50.4) | 13 (10.7) | 14 (11.6) | 121 (100) |
| Lack of good role models in the school community lead to students indiscipline | 51 (42.1) | 60 (49.6) | 5 (4.1) | 5 (4.1) | 121 (100) |
| Community not sharing   affectionate, warm relationship with students lead to students indiscipline | 36 (29.8) | 70 (57.9) | 9 (7.4) | 6 (5) | 121 (100) |

**Key -1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly disagree**
Source: Field survey, (2018)

Table 4.3 indicates that 68 respondents representing 56.2% agreed that poor parenting lead to students indiscipline, 22 respondents representing 18.2% agreed, 19 respondents representing 15.7% strongly disagreed, while 12 respondents representing 9.9% strongly agreed. Moreover, 73 respondents representing 60.3% agreed that irresponsible parents lead to students indiscipline, 26 respondents representing 21.5% strongly agreed, 10 respondents representing 8.3% disagreed while 12 respondents representing 9.9% strongly disagreed. To

add more, 48 respondents representing 39.7% strongly agreed that parental poverty lead to students indiscipline, 46 respondents representing 38% agreed, 21 respondents representing 17.4% disagreed, while 6 respondents representing 5% strongly disagreed.

Moreover, 61 respondents representing 50.4% agreed that frequent absent of head teachers lead to students indiscipline, 33 respondents representing 27.3% strongly agreed, 14 respondents representing 11.6% strongly disagreed, while 13 respondents representing 10.7% disagreed. Also, 57 respondents representing 47.1% agreed that broken home lead to students indiscipline, 48 respondents representing 39.7% strongly agreed, 9 respondents representing 7.4% strongly disagreed, while 7 respondents representing 5.8% disagreed. Also, 60 respondents representing 49.6% agreed that lack of commitment by teachers lead to students indiscipline, 51 respondents representing 42.1% strongly agreed, while 5 respondents representing 4.1% disagreed and strongly disagreed respectively.

To add more, 70 respondents representing 57.9% agreed that teachers lateness and absenteeism lead to students indiscipline, 36 respondents representing 29.8% strongly agreed, 9 respondents representing 7.4% disagreed while 6 respondents representing 5% strongly disagreed. Also, 48 respondents representing 39.7% strongly agreed that undesired head leadership style lead to students indiscipline, 46 respondents representing 38% agreed, 21 respondents representing 17.4% disagreed, while 6 respondents representing 5% strongly disagreed. Moreover, 57 respondents representing 47.1% agreed that indiscipline at the school community lead to students indiscipline, 48 respondents representing 39.7% strongly agreed, 9 respondents representing 7.4% strongly agreed, while 7 respondents representing 5.8% disagreed.

Furthermore, 61 respondents representing 50.4% agreed that negative attitude of community leaders towards the teachers lead to students indiscipline, 33 respondents representing 27.3% strongly agreed, 14 respondents representing 11.6% strongly disagreed, while 13 respondents representing 10.7% disagreed. To add more, 60 respondents representing 49.6% agreed that lack of good role models in the school community lead to students indiscipline, 51 respondents representing 42.1% strongly agreed, while 5 respondents representing 4.1% disagreed and strongly disagreed. Furthermore, 70 respondents representing 57.9% agreed that community not sharing affectionate, warm relationship with students lead to students indiscipline, 36 respondents representing 29.8% strongly agreed, 9 respondents representing 7.4% disagreed, while 6 respondents representing 5% strongly disagreed.

These findings concurred with Ncube (2013), he indicated that absenteeism head teachers, inadequate meals and lack of teachers' commitment caused indiscipline. One major cause of indiscipline is the head teachers' absence from school. Ncube (2013) points out that the blame on indiscipline could be laid squarely at the feet of the head teachers. An absentee head teacher who is perpetually out of school is likely to meet the wrath of students. According to Docking (2007) indiscipline in schools is one of the leading causes of unrests was the habitual absence of head teachers from schools. Some head teachers were not always in school to give guidance to those under them; they were not always available at critical times to give direction and counsel to teachers, students and support staff. The temptation to be absent from school is indeed greater in public day schools. This leads to loss of touch with the school. Absentee head teachers indeed create loopholes and lack of coordination in school activities (Docking, 2007).

The type of environment in which a child is brought up determines to a large extent the behavior and characteristics that will be exhibited by that child when he/she becomes a grown up. Gibson (2008) stresses that, what a child sees, how it is done, and when it is done, does not go out of the child's mind.

All students are products of the society since they are born and reared there. The home environment plays a very big role in influencing their behavior at school. Docking (2007) agrees that indeed some students come to school already displaying disposition to be disruptive. There are many factors in the home such as poverty, mobile phones, child abuse, broken homes and responsibilities at home that would go a long way in influencing students' behavior negatively. Poverty is a state where parents are unable to provide adequate basic necessities like proper housing, clothing and food to their children. It is mainly determined by the family's socio-economic status.

## 4.5 What strategies should be taken to curb students' indiscipline in Basic schools in Bosomtwe District of Ashanti Region?

Table 4.4 below depicted the strategies of curbing disciplinary problems

**Table 4.4: Strategies of Curbing Disciplinary Problems**

| Statements | 1 f(%) | 2 f(%) | 3 f(%) | 4 f(%) | Total f(%) |
|---|---|---|---|---|---|
| Involving students in decision-making will help curb students indiscipline | 28 (23.1) | 93 (76.9) | - | - | 121 (100) |
| Cooperation between parents and teachers will help curb students indiscipline | 37 (30.6) | 84 (69.4) | - | - | 121 (100) |

| | 1 | 2 | 3 | 4 | Total |
|---|---|---|---|---|---|
| Awarding well-behaved students will help curb students indiscipline | 50 (41.3) | 59 (48.8) | 6 (5) | 6 (5) | 121 (100) |
| Involvement of students in making rules and regulations will help curb students indiscipline | 37 (30.6) | 57 (47.1) | 19 (15.7 | 8 (6.6) | 121 (100) |
| Positive teacher - students relationship will help curb students indiscipline | 56 (46.3) | 53 (43.8) | 7 (5.8) | 5 (4.1) | 121 (100) |
| Provision of effective guidance and counselling will help curb students indiscipline | 63 (52.1) | 58 (47.9) | - | - | 121 (100) |

**Key: 1-Strongly Agree, 2-Agree, 3-Disagree, 4-Strongly disagree**

Source: Field survey, (2018)

The study results indicate that, 93 respondents representing 76.9% agreed that involving students in decision-making will help curb students indiscipline, while 28 respondents representing 23.1% strongly agreed. Moreover, 84 respondents representing 69.4% agreed that cooperation between parents and teachers will help curb students indiscipline, while 37 respondents representing 30.6% strongly agreed. Also, 59 respondents representing 48.8% agreed that awarding well-behaved students will help curb students indiscipline, 50 respondents representing 41.3% strongly agreed, while 5 respondents representing 6% disagreed and strongly disagreed respectively. Moreover, 57 respondents representing 47.1% agreed that involvement of students in making rules and regulations will help curb students indiscipline, 37 respondents representing 30.6% strongly agreed, 19 respondents representing 15.7% disagreed, while 8 respondents representing 6.6% strongly disagreed.

Furthermore, 56 respondents representing 46.3% strongly agreed that positive teacher - students relationship will help curb students indiscipline, 53 respondents representing 43.8%

agreed, 7 respondents representing 5.8% disagreed, while 5 respondents representing 4.1% strongly disagreed. Moreover, 63 respondents representing 52.1% strongly agreed that provision of effective guidance and counselling will help curb student's indiscipline, while 58 respondents representing 47.9% agreed.

These results are in agreement with Paul (2006), he asserted that discipline is the practice of care and respect for others and self. It is about safeguarding the rights of people who are exposed to uncooperative, aggressive or blocking responses by others. Strategies therefore vary according to Daukee (2010) along a continuum from the extremely authoritarian in which the adults make all of the rules and punish any deviation, to the very permissive in which the child makes all of the decision (Field & Boesser, 2002). The authoritarian methods according to Paul (2006) can be aligned with the behaviourist philosophy which emphasizes shaping behaviour through the use of rewards and punishment. Paul (2006) added that these models are based on immediate and unquestionable obedience as the target behaviour. There are no allowances for the explanations or investigations of circumstances. As a result they are often associated with anger and sometimes result in depression and low self-esteem.

## CHAPTER FIVE

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.0 Introduction

This chapter contains the summary of findings, conclusion, recommendations and suggestions for further research.

### 5.1 Summary

The main purpose of this study was to determine the factors influencing indiscipline among Junior High School students in Bosomtwe District of Ashanti Region. The research design that was adopted in the study was descriptive survey. The study used quantitative research approach. The population consisted of all JHS 2 students and teachers in the selected Junior High Schools in the Bosomtwe District of Ashanti Region. The population for the study was 140 participants. Questionnaires were the main instrument used for data collection. The data was computed and analyzed using the Statistical Package for Social Sciences (SPSS version 20).

### 5.2 Major findings of the Study

The first objective of the study sought to identify the types of student's disciplinary problems in junior high schools in Bosomtwe District of Region. The study results indicate that 65.3% of the respondents agreed that the students' attendance in class were not good. Also, 54.5% strongly agreed that the students' attendance to schools' activities were bad. The

study showed that 62.8% agreed that schools paid serious attention to absenteeism. Furthermore, 42.1% agreed that the absence of the students were reported to their parents or guardians. The study results held that 52.1% agreed that the students liked to steal school's properties. The study findings revealed that 41.3% agreed that the students liked to steal other students' properties. Moreover, 46.3% agreed that the Schools took actions to those involved in stealing. Also, 50.4% agreed that the students do not like to steal valuables and teachers' money. Moreover, 66.1% agreed that the students in this school do not respect    themselves. Furthermore, 47.1% agreed that students in this school mock or tease their teachers. To add more, 56 respondents representing 46.3% disagreed that students in this school treat adults at school with disrespect. Also, 70 respondents representing 57.9% agreed that the students in this school ignore teacher's instruction for no reason.

The second objective of the study sought to investigate the major causes of indiscipline among Basic school students in Bosomtwe District of Region. The study shows that 56.2% agreed that poor parenting lead to students indiscipline. Moreover, 60.3% agreed that irresponsible parents lead to students indiscipline. To add more, 39.7% strongly agreed that parental poverty lead to students indiscipline.   Moreover, 50.4% agreed that frequent absent of head teachers lead to students indiscipline. Also, 47.1% agreed that broken home lead to students indiscipline. Moreover, 49.6% agreed that lack of commitment by teachers lead to students indiscipline.   To add more, 57.9% agreed that teachers lateness and absenteeism lead to students indiscipline. Also, 39.7% strongly agreed that undesired head leadership style lead to students indiscipline. Moreover, 47.1% agreed that indiscipline at the school community lead to students indiscipline. Furthermore, 50.4% agreed that negative attitude of community leaders towards the teachers lead to students indiscipline.   To add more, 49.6%

agreed that lack of good role models in the school community lead to students indiscipline. Furthermore, 57.9% agreed that community not sharing  affectionate, warm relationship with students lead to students indiscipline.

The third objective of the study suggested measures that could be taken to curb students' indiscipline in in Bosomtwe District of Region. The study revealed that, 76.9% agreed that involving students in decision-making will help curb students indiscipline. Moreover, 69.4% agreed that cooperation between parents and teachers will help curb students indiscipline. Also, 48.8% agreed that awarding well-behaved students will help curb students indiscipline. Moreover, 47.1% agreed that involvement of students in making rules and regulations will help curb students indiscipline. To add more, 46.3% strongly agreed that positive teacher - students relationship will help curb students indiscipline. Moreover, 52.1% strongly agreed that provision of effective guidance and counselling will help curb students indiscipline.

## 5.3 Conclusions

The study concluded that the causes of students disciplinary problems were poor parenting, irresponsible parents, parental poverty, frequent absent of head teachers, broken home, lack of commitment by teachers, teachers lateness and absenteeism, undesired head leadership style, school community, negative attitude of community leaders towards the teachers, lack of good role models in the school community, and community not sharing affectionate, warm relationship with students lead to students indiscipline.

The study further concluded that the school rules and regulations were implemented in such a way that they enhanced discipline in the schools under study. The head teachers and teachers of the selected schools maintained that students get permission before leaving the

school, were strict on students' dressing code, provided a written copy of rules and regulations to all students on admission and further maintained that all students have a disciplinary file for recording their offences. On the other hand, not all the rules and regulations were implemented. The study revealed that there were some disciplinary issues in some schools under study. The overall impression from the findings is that students were positive about school rules and regulations.

## 5.4 Recommendations

According to the conclusion of the study, the study recommended that;

1. The Government of Ghana through the Ministry of Education should conduct sensitization campaigns to educate all stakeholders on the need to participate in the discipline of children in and out of school as a measure to ease the increased cases of student indiscipline at the selected schools.

2. Moreover, the district education directorate should encourage head teachers and teachers to use affirmative policy formulation to provide/encourage use of student friendly disciplinary measures like guidance and counseling by experts.

3. The school management should organize seminars and forum for students on the importance of obeying rules and regulations. In such a workshop, teachers and other experts can share with students on real life experience on the obedience of rules and regulations. The school management should request that the head teacher strictly implement the set rules and regulations.

4. The head teachers, through the Parents and Teachers Association (PTA), should establish Community Based Programmes that can mentor the students in the school.

The Head teachers and teachers should involve students in decision-making that will help curb students indiscipline.

## 5.5 Suggestions for Further Research

Based on the limitations of the study the researcher suggested that a similar study should be conducted to investigate the effectiveness of school rules and regulations in impacting life value among Basic High School students in the Ashanti Region.

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**APPENDIX A**

**SELF ADMINISTERED QUESTIONNAIRE FOR STUDENTS**

Dear Respondent,

I am carrying out a study on the topic **'' *An Investigation into the factors Influencing Indiscipline among Basic School Students in Bosomtwe District of Ashanti Region''*.** It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses would be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

…………………………..

**Juliet Boateng**

Researcher
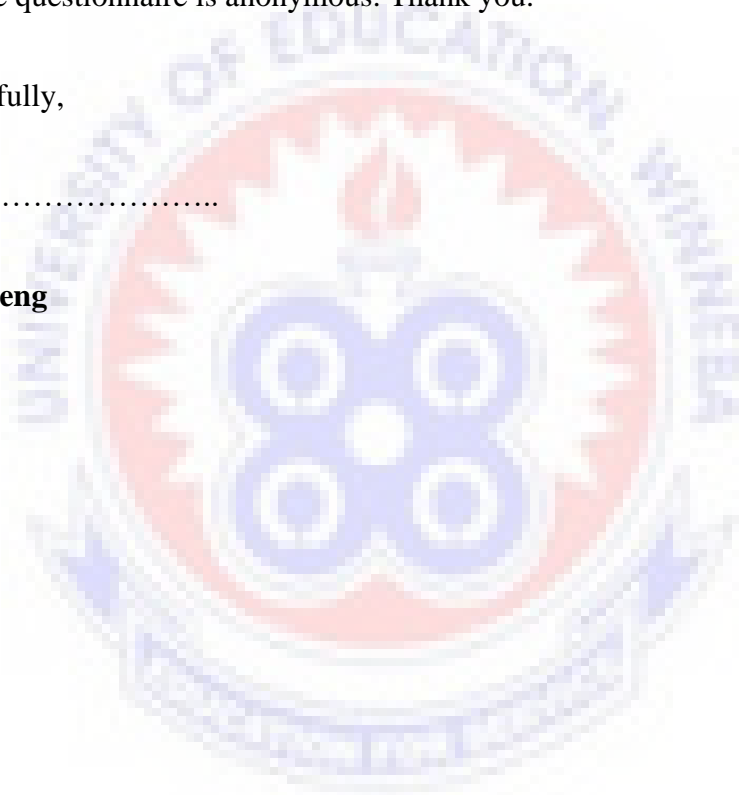
## SECTION A

### STUDENTS BACKGROUND INFORMATION

Direction: Here are some items regarding your background information. Kindly provide the information as requested.

1. Age. 10-12 [    ]. 13-15[    ]. 16-18[    ]

2. Gender: Male [    ]. Female [    ]

3. Educational level of one you stay with. [    ]    Tertiary [    ]    Secondary [    ]
Basic [    ]    None

## SECTION B

## TYPES OF STUDENTS DISCIPLINARY PROBLEMS QUESTIONNAIRE

This section contains items that this section contains items that determine types of students disciplinary problems. Please answer all questions and please use the scale below.

7

**1= Strongly Disagree 2= Disagree 3= Neutral, 4 = Agree 5= Strongly Agree**

| Statements Absenteeism | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. The students' attendance in class were not good | | | | | |
| 2. The students' attendance to schools' activities were bad | | | | | |
| 3. Schools paid serious attention to absenteeism | | | | | |
| 4. The absence of the students were reported to their parents or guardians | | | | | |
| **Stealing** | | | | | |
| 5.The students liked to steal school's properties | | | | | |
| 6. The students liked to steal other students' properties | | | | | |
| 7.Schools took actions to those involved in | | | | | |
| 8.The students liked to steal valuables and teachers' money | | | | | |
| **Disrespect** | | | | | |
| 9. Students in this school do not respect themselves | | | | | |
| 10. Students in this school     mock or tease their teachers | | | | | |

| 11. Students in this school treat adults at school with disrespect. | | | | | |
|---|---|---|---|---|---|
| 12. Students in this school ignore teachers instruction for no reason | | | | | |

**SECTION C**

**CAUSES OF STUDENTS DISCIPLINARY PROBLEMS QUESTIONNAIRE**

This section contains items determining the causes of students disciplinary problems. Please answer all questions and please use the scale below. **1= Strongly Disagree 2= Disagree 3= Not Sure, 4 = Agree 5= Strongly Agree**

7

| Statements<br><br>**Home Factor** | **Strongly Disagree** | **Disagree** | **Not Sure** | **Agree** | **Strongly Agree** |
|---|---|---|---|---|---|
| 1. Poor parenting lead to students indiscipline | | | | | |
| 2. Irresponsible parents lead to students indiscipline | | | | | |
| 3. Parental poverty lead to students indiscipline | | | | | |
| 4. Broken home lead to students indiscipline | | | | | |
| **School Factor** | | | | | |
| 5. Frequent absent of head teachers lead to students indiscipline | | | | | |
| 6. Lack of commitment by teachers lead to students indiscipline | | | | | |
| 7. Teachers lateness and absenteeism lead to students indiscipline | | | | | |
| 8. Undesired head leadership style lead to students indiscipline | | | | | |
| **Environment** | | | | | |
| 9. Indiscipline at the school community lead to students indiscipline | | | | | |
| 10.Negative attitude of community leaders towards the teachers lead to students indiscipline | | | | | |
| 11.Lack of good role models in the school community lead to students indiscipline | | | | | |

| 12. Community not sharing    affectionate, warm relationship with students lead to students indiscipline | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |



## SECTION D

**STRATEGIES FOR CURBING DISCIPLINARY PROBLEMS QUESTIONNAIRE**

This section contains items that determine the strategies to curb students disciplinary problems. Please answer all questions and please use the scale below. **1= Strongly Disagree 2= Disagree 3= Not Sure, 4 = Agree 5= Strongly Agree**

| Statements | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Involving students in decision-making will help curb students indiscipline | | | | | |
| 2. Cooperation between parents and teachers will help curb students indiscipline | | | | | |
| 3. Awarding well-behaved students will help curb students indiscipline | | | | | |
| 4. Involvement of students in making rules and regulations will help curb students indiscipline | | | | | |
| 5. Positive teacher - students relationship will help curb students indiscipline | | | | | |
| 6. Provision of effective guidance and counselling will help curb students indiscipline | | | | | |

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## APPENDIX B

## SELF - ADMINISTERED QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am carrying out a study on the topic **'' *An Investigation into the factors Influencing Indiscipline Among Basic School Students in Bosomtwe District of Ashanti Region''*. It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

……………………………..

**Juliet Boateng**

Researcher

## SECTION A

## TEACHERS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. Age. Less than 30[     ]. 31- 40[     ].41 - 50[     ] 51+ [     ]

2. Sex: Male [     ]. Female [     ].

3. Educational Status: First Degree [    ] M.ed [    ] Mphil [    ]

4. Teaching Experience: 1 – 5 yrs     [     ] 6 – 10yrs [     ] 11 – 15yrs [     ] 16+yrs [     ]

## SECTION B

## TYPES OF STUDENTS DISCIPLINARY PROBLEMS QUESTIONNAIRE

This section contains items that determine types of students disciplinary problems. Please answer all questions and please use the scale below. **1= Strongly Disagree 2= Disagree 3= Not Sure, 4 = Agree 5= Strongly Agree**

| Statements<br><br>Absenteeism | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. The students' attendance in class were not good | | | | | |
| 2. The students' attendance to schools' activities were bad | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 3. Schools paid serious attention to absenteeism | | | | | |
| 4. The absence of the students were reported to their parents or guardians | | | | | |
| **Stealing** | | | | | |
| 5.The students liked to steal school's properties | | | | | |
| 6. The students liked to steal other students' properties | | | | | |
| 7.Schools took actions to those involved in Stealing | | | | | |
| 8.The students liked to steal valuables and teachers' money | | | | | |
| **Disrespect** | | | | | |
| 9. Students in this school do not respect themselves | | | | | |
| 10. Students in this school mock or tease their teachers | | | | | |
| 11. Students in this school treat adults at school with disrespect. | | | | | |
| 12. Students in this school ignore teachers instruction for no reason | | | | | |

## SECTION C

## CAUSES OF STUDENTS DISCIPLINARY PROBLEMS QUESTIONNAIRE

This section contains items determining the causes of students disciplinary problems. Please answer all questions and please use the scale below. **1= Strongly Disagree 2= Disagree 3= Not Sure, 4 = Agree 5= Strongly Agree**

| Statements<br><br>Home Factor | Strongly<br><br>Disagree | Disagree | Not<br><br>Sure | Agree | Strongly<br><br>Agree |
|---|---|---|---|---|---|
| 1. Poor parenting lead to students indiscipline | | | | | |
| 2. Irresponsible parents lead to students indiscipline | | | | | |
| 3. Parental poverty lead to students indiscipline | | | | | |
| 4. Broken home lead to students indiscipline | | | | | |
| **School Factor** | | | | | |
| 5. Frequent absent of head teachers lead to students indiscipline | | | | | |
| 6. Lack of commitment by teachers lead to students indiscipline | | | | | |
| 7. Teachers lateness and absenteeism lead to students indiscipline | | | | | |
| 8. Undesired head leadership style lead to students indiscipline | | | | | |
| **Environment** | | | | | |
| 9. Indiscipline at the school community lead to students indiscipline | | | | | |

| | | | | |
|---|---|---|---|---|
| 10.Negative attitude of community leaders towards the teachers lead to students indiscipline | | | | |
| 11.Lack of good role models in the school community lead to students indiscipline | | | | |
| 12. Community not sharing    affectionate, warm relationship with students lead to students indiscipline | | | | |

## SECTION D

### STRATEGIES FOR CURBING DISCIPLINARY PROBLEMS QUESTIONNAIRE

This section contains items that determine the strategies to curb students disciplinary problems. Please answer all questions and please use the scale below. **1= Strongly Disagree 2= Disagree 3= Not Sure, 4 = Agree 5= Strongly Agree**

| Statements | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. Involving students in decision-making will help curb students indiscipline | | | | | |
| 2. Cooperation between parents and teachers will help curb students indiscipline | | | | | |
| 3. Awarding well-behaved students will help curb students indiscipline | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4. Involvement of students in making rules and regulations will help curb students indiscipline | | | | | |
| 5. Positive teacher - students relationship will help curb students indiscipline | | | | | |
| 6. Provision of effective guidance and counselling will help curb students indiscipline | | | | | |