

UNIVERSITY OF EDUCATION, WINNEBA

THE ROLE OF THE TEACHER IN MANAGING STUDENTS INDISCIPLINE, A
CASE STUDY IN PREMPEH COLLEGE BASIC SCHOOL-KWADASO SUB-
METRO OF KUMASI METROPOLIS

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with a blue and white face-like pattern. The text "UNIVERSITY OF EDUCATION, WINNEBA" is written around the perimeter of the circle.

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**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Science, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, GRACE AMAHOAH, declare that this project report, with the exception of any quotations and references contained in existing published work which have been duly acknowledge, is completely the results 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.

NAME OF SUPERVISOR: PROF. F. K. SARFO

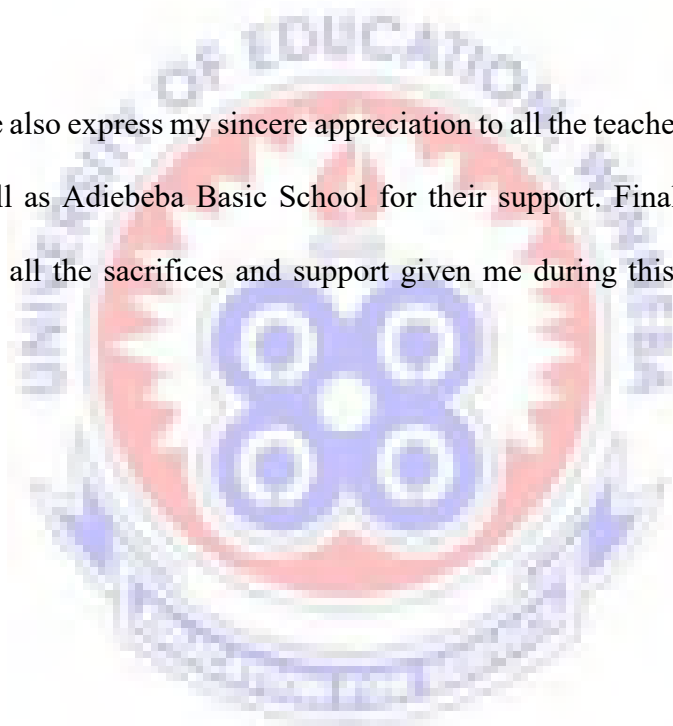
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ACKNOWLEDGEMENTS

Firstly, I thank the Almighty God for seeing me through the carrying out of this project work and bringing me this far. Without Him I could not have come this far. Secondly, I would like to express my profound gratitude to my supervisor, Prof. F. K. Sarfo for his leadership, guidance and all the sacrifices he put to ensure that I finish this work within the stipulated time period and to present a quality work. Prof, I thank you. I also acknowledge the department for all the support given us to help us complete this work successfully.

Let me also express my sincere appreciation to all the teachers at the Prempeh Basic School as well as Adiebeba Basic School for their support. Finally, to my dear family, thank you for all the sacrifices and support given me during this period of my Masters program.



DEDICATION

To my husband Samuel Andrew Ghartey Sey and children Emmanuella, Michelle and Joy.

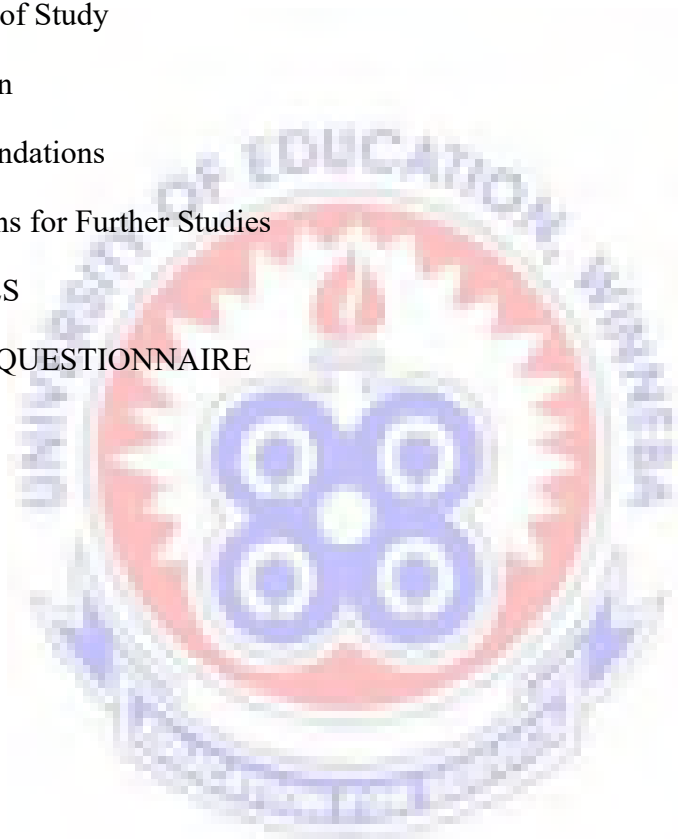


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ABSTRACT

This study is about students' indiscipline in basic schools with a case study of Prempeh Basic School in the Kwadaso Sub-Metro in Kumasi. The purpose of the study was to find out and describe the role of the teacher in managing students' indiscipline. To achieve this purpose, factors relating to teachers that lead to students' indiscipline were determined by addressing the following research questions; (1) what are the teacher factors that can help in managing students' indiscipline? (2) How does the teacher's authority or power in the classroom help to manage students' indiscipline? (3) What challenges do teachers face in the classroom in managing students' indiscipline? Descriptive case study survey research design was used for the study. Closed-ended questionnaires were used. A sample of sixty (60) teachers was given questionnaires to answer and data was collected and analyzed using descriptive statistics like percentages, frequencies. The results of the findings showed that; (1) the key teacher factor that positively affect students' discipline include teacher being regular at school, (2) on teacher's authority, teachers giving non-corporal punishment positively affect student discipline and (3) the major challenge teacher face in the classroom in the management of students' discipline is defiance of authority by some students. In conclusion, teachers therefore have a significant role to play to positively affect students' discipline as shown in the results. It was recommended that a basic school in the Kwadaso Sub-metro should be selected to pilot the application of these findings over a period of one year and the discipline of students monitored to observe the improvement within the period.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In any civilized society, the fostering of discipline is a necessary condition in the maintenance of law and order. It is a prerequisite for the promotion of political, social and economic development of a society. School indiscipline as, been over time, an issue of concern for educators, policy makers and the society. Indiscipline is a behavioral disorder that is classified as an act of delinquency. It is often the cause of a lot of mental, emotional and also physical damage. An indiscipline child is an uncontrollable child and can do just about any damage. Indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its functions in the social, psychosocial and pedagogical fields (Rosenhan & Seligman, 2005).

Yariv (2012) posited that education is a critical tool for the transformation of the individual and the society. Junior high education is aimed at preparing the individual for useful living within the society, preparation for senior high education, and for the individual to be able to live a useful life in his society and contribute maximally towards socio-economic and political development of the nation in which he/she belongs, hence relevant skills, values, attitudes, knowledge and competencies that will make them to be discipline must be inculcated. Discipline is paramount to learning. It is very essential for any teaching. It is also very important for peace and harmony in any learning environment (Yariv, 2012).

One of the critical issues the present society is battling with is the high rate of social indiscipline among its teeming youth. Education is therefore placed in high esteem to channel its resources to address this ugly situation. The school system is viewed as an avenue for socio-transformation of people's lives and imparting knowledge, skills, values, and attitudes that would enable the recipients to be useful and responsible members of the society. Flourishing anti-social activities in the society such as smuggling, corruption, bribery, black marketing without any check provides wrong cues to impressionable minds of young students (Simatwa, 2012).

According to Brown (2013) indiscipline in schools constitutes non-conformity to institutions' rules and regulations in respect of school uniform, noise making, punctuality, homework, class shirking, playing the truant, consuming alcoholic drinks, smoking cigarettes, being verbally and physically aggressive towards their peers, members of the staff, vandalizing school properties, arson, dishonesty, idleness, disorderliness, sex drug abuse, fighting, quarreling, robbery, pick pocketing, shop lifting, tugging, damaging of public property, killing, hooliganism, gambling, immoral acts, late coming, sleeping in the class and bunking lessons.

Freiberg (2002) submits that over the last two decades growing incidence of school violence has left educators shaky and nervous about the potential for violence in schools. Reporting on a study done with head teachers and teachers, he lists tardiness, absenteeism, physical conflicts, drug use, gangs, and physical abuse among the major concerns. He also reports that the zero-tolerance has not been very effective. Freiberg (2002) reported that the level of indiscipline has escalated in schools over the years. Teachers as well as parents express frustration at the number of serious offences reported. The society cannot be

exonerated, indiscipline is a societal problem. It originates from societal values which nowadays have been corrupted. The current wave of indiscipline among students is most disturbing and it demands immediate attention of all stakeholders, in the education sector, the clergy, the family, the government, and the society.

Others view discipline as punishment; a view supported by Mbiti (2009) who observes that the proponents of the traditional scheme of discipline believed that physical punishment was a necessary deterrent to tendencies of wrong –doing in a child. Marais & Meier (2010) are of the same opinion and notes that even though it is an unpleasant line to take, any parent who needs to stop their son bullying a little sister, or any honest teacher who needs to make absolutely sure that the weak pupils are not bullied by the stronger ones in school, knows perfectly well that such a line has sometimes to be taken.

Edwards (2004) broadly characterized discipline as a functional product of orderliness, self-control, self-restraint, respect of oneself and others, perseverance, tolerance and recognition of human dignity. In his explanation on the other hand, Canter & Canter (2001) see it as involving the conditioning or molding of behavior by applying rewards and penalties. Discipline management can also be seen as training that molds, corrects, strengthens or perfects and it is achieved when sound leadership using positive motivation is applied by management (Edwards, 2004). Discipline can also be as one's behavior in society one lives in with regard to the rules and regulation governing such society meant to make such favorable living environment to the best interest of others. On the other hand, management is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an

organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal (Merrett, & Wheldall, 2004). Therefore, management of students discipline is a rational, objective and practical approach to the issues of discipline (Froyen & Iverson, 2009). In other words, it implies the training of the mind and the character based on sound and constructive policies, rules and sound educative principles in handling students' discipline. Lack of disciplinary management skill among private secondary school managers might lead to violation of one or more of the fundamental rights of the students and that might lead to students' unrest.

All stakeholders expect and want discipline in schools. This study was therefore necessary so that the factors influencing indiscipline among public junior high school students in Kwadaso sub metro is unveiled and positive approaches and strategies put in place to arrest them.

1.2 Statement of the Problem

The misbehaviour of children is common in all schools although most schools manage to keep this within tolerable limits. Occasionally, however, poor disciplinary management within the school can cause a more general breakdown in order. Burden (2005) stated that there have been frequent complaints about the decline in the standard of discipline in many schools today, despite all the effort by the school authorities to enforce discipline. He said while the general public is deeply concerned about the problem, it has not been able yet to identify the basic cause or to find a satisfactory remedy to the problem.

The underlying principle concerning the imposition of school discipline is that it should be administered in a manner consistent with the child's dignity and in accordance

with applicable international laws on the Rights of the Child. Article 28(2) of the Convention of the Rights of the Child (CRC) to which Ghana is a signatory provides that, member states and parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention.

In addition, the children's Act of Ghana, section 13(2) states that no correction of the child is justifiable which is unreasonable in kind or in degree according to the age, physical and mental condition of the child, and no correction is justifiable if the child by reason of tender age or otherwise is incapable of understanding the purpose of the correction. Although officially in Ghana many schools have extremely rigid code of behaviour, in practice, many teachers are unable to manage students misbehaviour due to their inability to enforce discipline. On the other hand teachers use unorthodox styles which sometimes are primitive and unacceptable. In schools, strictly maintaining order in the classroom tend to divert the teacher's attention from instruction, leaving little opportunity for concentration and focus on what is being taught (Duodu, 2001).

The Ghana Education Service and the Ministry of Education in conjunction with other stake holders such as the Ghana National Association of Teachers have developed rules which are supposed to regulate discipline of school students, however, scolding as have been used as another disciplinary measure do not bring about desired change. Most teachers resort to the use of corporal punishment, other than involving students in dialogue in ensuring discipline in the schools. The study, however, explores the perception of teachers and students on other disciplinary strategies that could be adopted for better moral behaviour.

1.3 Purpose of the Study

The purpose of this study is to find out and describe the role of the teacher in managing students' indiscipline.

1.4 Objectives of the Study

Specifically the study will seek to:

- 1) Identify teacher factors in managing students' indiscipline
- 2) Determine how the teacher's authority helps to manage students' indiscipline.
- 3) Determine challenges teachers face in the classroom in the management of students' indiscipline.

1.5 Research Questions

- 1) What are the teacher factors that help in managing students' indiscipline?
- 2) How does the teacher's authority in the classroom help to manage students' indiscipline?
- 3) What challenges do teachers face in the classroom in managing students' indiscipline?

1.6 Significance of the Study

- The importance of the study cannot be over-emphasized. It is targeted at finding out how teachers can help curb indiscipline in the schools

- Again, it will also help administrators or Heads of schools who come into contact with this information in planning their school activities.
- Furthermore, it would serve as basis for which disciplinary problems of the students in the basic schools could be addressed.
- The study would help teachers to know their contributing factors to indiscipline in students and what they therefore can do to help manage students' indiscipline in schools.
- The findings of this study would contribute to the existing literature of knowledge on the curbing student's indiscipline in schools especially the Junior High Schools.

This study will be useful to educational administrators and teachers as it will suggest strategies that can be used to manage indiscipline among students in schools. The study will also contribute to the existing body of knowledge and literature on how to manage indiscipline in schools.

1.7 Delimitations of the Study

The research was conducted at the Prempeh College Basic School, a public junior high schools in Kwadaso sub metro, Kumasi Metropolis. The researcher focused on class teachers and the head teachers of the sampled schools. Contently, the study focused on how teachers in the school can help curb students' indiscipline.

1.8 Limitations of the Study

It was difficult getting responses from some of the teachers as they were reluctant to accept to answer the questionnaires.

1.9 Organization of the Study

The study is organized into five chapters. The first chapter focuses on the introduction of the study, statement of the problem, purpose of the study, study objectives and research questions, significance of the study, delimitation and organization of the study. The second chapter deals with literature of the study. Chapter three covers the methodology of the study that comprised with study design, population, sample and sampling procedure data collection tools, data collection procedure and analysis. The fourth chapter also covers data presentation, analysis and discussions. Chapter five concludes the study and makes a summary of findings and recommendations.

1.10 Operational Definitions of Terms

- **Discipline:** refers to training, especially of the mind and character, to produce self-control habits of obedience, the results of which sets rules for conduct and methods by which training may be given.
- **Indiscipline:** refers to misbehaviour or deviance or any form of behaviour that displays disobedience to authority and failure to follow set rules of conduct.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher review literature relevant to the study. That is the researcher look at the relevant literature under the following headings:

- The Theoretical Framework
- Management
- The Concept of Educational Management
- The Concept and the Meaning of Discipline
- The Concept of Indiscipline
- Teachers' Discipline Strategies
- Head Teachers Leadership Practices Style and Students' Discipline

2.2 The Theoretical Framework

There is no single theory that can wholly explain how students behave and how their discipline can be managed. This study adopted a theoretical framework based on the cognitive-behavioral theory. This is a set of theoretical hypotheses on the emotional behavioral functioning of human beings and how it can be changed. A behavioral cognitive approach integrates thoughts and behavior. Behavior theory was founded on the works of B.F Skinner, Pavlov, and Albert Bandura among others. These proponents believed that behavior is not influenced by past experiences. According to them behavior can be learnt,

relearned and unlearned. They believed that human beings are the product and producers of their environment (Bandura, 1995; Kiumi, 2012). This study investigated indiscipline as the product of the student environment taking into account the students home based factors, teachers discipline strategies and head teachers leadership styles. Behavior therapy assumes that behavior should be measurable and observable based on procedures and principles of the scientific method. It deals with the student's current problems and the factors that influence them. Thus the researcher assumed that the students discipline problems are influenced by his or her present conditions.

Behavior theory can be understood by considering, three major areas of development; classical conditioning, operant conditioning and social learning theory. Classical conditioning is based on the belief that behavior can be controlled and that human beings can be made to do things without being aware of them. Pavlov conditioned a dog to salivate at the sound of a bell hence the environment can be manipulated to produce desired behavior. Handling students discipline problems the student can be conditioned to produce desired results. This study investigated the home based factors; teachers and head teachers discipline strategies that serve as tools in managing discipline problems. Operant conditioning was propagated by B.F Skinner. He asserts that rewards and punishment make people behave in certain ways. He speaks about reinforcement which can either be positive or negative. Positive reinforcement aims to increase the frequency of a response by filling it with a favorable event (reward) while negative reinforcement makes use of punishment or withdrawal of rewards. This study will be based on the belief that understanding the student background information can help the teachers and head teachers to reinforce the student's behavior either positively or negatively to attain the desired results.

Bandura (1995) developed the social learning theory which postulates that people are capable of learning vicariously by observing the behavior of others as well as its consequences and by imitating that behavior. The key aspects of the social learning theory include observing, retaining, motivation and imitation. Here learning is a process. It recognizes the role of cognition and feelings in influencing behavior especially family thoughts pattern and how they lead a person to produce maladaptive behavior. Indiscipline is often a product of social system and the strategies to curb indiscipline should be based on the understanding of the home based factors, teachers and head teachers leadership styles that cause discipline among the students. At the center of the cognitive behavioral theory is the concept that events do not force people to have emotional behavioral reactions. It is the interpretation of thoughts and events that precipitates emotional and behavioral reactions. Ellis (2001) argues that people have to be shown how they can live peacefully with themselves if they are to be helped to live happily with each other. This can be applied in the schools to suggest rules and regulations that can promote a culture of good discipline in schools.

2.3 Management

According to Mohanty (2007), the term ‘management’ encompasses an array of different functions undertaken to accomplish a task successfully. In the simplest of terms, management is all about ‘getting things done’. However, it is the way and the process of how one achieves ones target or goals and it is in this respect that management is considered an art and a science as well (Pandya, 2011).

Management in organizations is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or initiative to accomplish a goal (Pandya, 2011). Management is a collection of processes, including such things as decision-making, problem-solving and action-planning. These processes involve the management of resources including human, material, financial and time. These processes are also known as the functions of managers. According to Sundar and Jawahar (2009) management operates through five basic functions: planning, organizing, coordinating, commanding, and controlling.

- **Planning:** Deciding what needs to happen in the future and generating plans for action.
- **Organizing:** Making sure the human and nonhuman resources are put into place
- **Coordinating:** Creating a structure through which an organization's goals can be accomplished.
- **Commanding:** Determining what must be done in a situation and getting people to do it.
- **Controlling:** Checking progress against plans.

2.4 The Concept of Educational Management

While education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, Educational management is the process of planning, organising, directing and controlling the activities of an institution by utilising human and

material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research (Thakur and Thakur, 2007).

According to Thakur and Thakur (2007), education seeks to bring about a social, economic and cultural development in society by focusing on human resource development through education. Education, therefore, must have more relevant curricula, be dynamic, and empower students to bring about desirable social changes while preserving the desirable aspects of our existing culture. The national developmental goals require the professional management of education to bring about the effective and efficient functioning of educational institutions.

The scope of educational management is wide and includes the history and theories of management science, roles and responsibilities of an educational manager along with the requisite managerial skills.

Educational management according to Thakur and Thakur (2007) focuses on:

- The study of theories of management science which define and describe the roles and responsibilities of the educational manager and the development of managerial skills.
- The study of educational planning at macro levels, its goals, principles, approaches and processes and on institutional planning and educational administration at the micro level.
- Decision making, problem solving, communication, information management and effective team building.
- Planning of curricular and co-curricular activities, curriculum and academic calendar

- Maintenance of school records, evaluation of students' achievement
- Effective allocation of financial resources and the planning of the budgets of institutions.

2.5 The Concept and Meaning of Discipline

The concept or the meaning of discipline has a lot of interpretations and so the word cannot be given a universal definition. According to Docking (2000) indiscipline means failure and disaster. To him, good discipline is brought about by the intelligent application of reinforcement of the right attitudes and a discouragement of wrong attitudes by sanctions that are in proportion to the offense. Docking (2000) states that behaviour which achieves desirable consequences will recur for it has shown that rewards are not only used in shaping animal behaviour they succeed even better with humans. But Adentwi (2010) is of the view that there are two broad approaches to indiscipline whether applied to the entire school settings or a specific classroom. The first approach views discipline as corrective measure imposed by the school. On the other hand, he views discipline as techniques used by the school authorities to increase good behaviour in pupils by helping them appreciate the need to maintain order.

Harllinger and Heck (2008) first define discipline as imposition of punishment on a culprit to reform, and the second as a means of helping deviant individuals appreciate the need to uphold authority, as it affects responsible self-direction in society. They advocate that schools should adopt a model of discipline that would emphasize responsible behaviour on the part of the student themselves. Amartey – Armah (2007) takes a rather midway approach to discipline. He defines discipline as the 'ways' including rules and

regulations by which control is gained as a result of enforcing obedience order. He also feels that, there can be other less punitive ways of handling misbehaviour. He goes on to explain that the enforcing agent in disciplinary situation could be external as well as internal. For him discipline implies bringing the behaviour of individuals into closer conformity to already set standard of behaviour represented by rules and regulations. Cotton (2001) gives a very interesting definition of school discipline. He states that school discipline is when teachers find that what they enjoy is stimulated by what they do. He explains further that when rules are accepted and internalized, it no longer becomes an imposition but a felt need.

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

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

- Leaving the school grounds.

- Physical aggression towards others using the hands, feet and/or object such as hitting, choking, pushing, tripping, biting, throwing stones at someone and pinching.
- Disturbing others with hands, feet and/or objects with no real malicious intent such as inappropriately touching other students or taking their materials.
- Use of disrespectful and/or threatening language such as swearing, name-calling, demeaning comments and verbal insults.
- Inappropriate use of school material such as kicking or throwing furniture, writing on the walls, breaking pencils, taking and using materials from the teacher's desk without permission.
- Talking out in the class.
- Out-of-seat behaviour such as moving around for non-purposeful activity.
- Non-compliance with teacher's requests and directions.
- Inability to work independently without adult supervision.
- Non-disruptive disorganised behaviour such as non-completion of homework, slow rate of work completion, excessive dawdling.

2.6 The Concept of Indiscipline

Indiscipline is a deliberate refusal to do what is right and a failure to achieve stated objectives (Jones, 2004). Karuri (2012) define indiscipline as the act of lawlessness and disorder or going against societal norms. Araujo (2005) explains that indiscipline can be regarded as a situation whereby individuals do not conform to the set boundaries especially in institutions like a school. The behaviours that conflict with desirable learning, can also

be referred to as indiscipline or unwanted behaviour (Leach, 2003). For a long time, indiscipline has been a common place feature of school life with its causes embedded in the social, cultural, historical and economic contexts of the time.

Bayh (2008) rightly recorded that instances of indiscipline could assume many forms such as lying, stealing, playing truant or running away from home. Tattum (2009) also gave the types of indiscipline cases as use of obscene language, skipping classes, missing of class regularly, stealing other peoples' property, beating others in school, causing strikes and unrest and drinking alcohol in school and at home. Charles (2002), claims that indiscipline problems in schools include all forms of disrespect, unruly behaviours, shouting/noisemaking, rudeness, laziness, insolence, grumbling and bullying. Curwin and Mendler (2008) suggest that freedom is a key to formal education where the child is the co-partner with the teacher in the educational process and the teacher is expected to be a friend and a guide something which differs from the traditionalists who believed that discipline is achieved through fear or coercion as a result children obeyed out of fear of punishment and become passive. Curwin & Mendler (2008) further indicated that obeying without fear therefore ensures self-control, self-direction and self-reliance of children.

2.6.1 Types of indiscipline

Curwin and Mendler (2008) identifies two types of indiscipline; the first is *individual indiscipline*. This involves a single individual doing something wrong to others like a student who steals other fellows' properties such as ruler, books and others. The

second type is *collective indiscipline*. This is an action which involves more than one person such as strikes at school due to poor condition of food given.

2.6.2 Forms of Indiscipline

There are two forms of indiscipline; *negative* and *positive* (Curwin & Mendler, 2008). When a person purposefully refuses to do something out of defiance or spite, this is negative indiscipline. For example, instead of listening resolution from head of school about students' strikes for poor quality food, they fight against the head of school. When a person willingly engages in an activity, but does not fulfill the intended objective, that is positive indiscipline. During class hours for example, students may spend most of their time roaming around the school compound instead of studying in class especially after break time.

2.7 Teachers' Discipline Strategies

Gordon (2004) emphasized that teachers' discipline strategies have significance influence on students' behaviour. Canter and Canter (2006) provided the discipline strategies adopted by teachers with different classifications and further proposed three discipline strategies for researchers, which were summarised in the form of three models by Lewis (2001), that is, "influence, group management and control".

Influence refers to the use of disciplinary techniques such as talking and listening. Talk with the misbehaving students about the potential negative impact of their misbehaviours on themselves and on others; while listening to the perception of misbehaving students as well as their actual needs. It is a discipline model which aims to seek a one-to-one solution; while serving the mutual interest of teachers and students. Group management attempts to

involve students in the decision-making process of classroom discipline policy decision-making process by holding class meetings at which teachers and students can discuss and determine the classroom rules and solutions together. The model of control, according to Lewis (2001), consists of three parts: establishing clear and fair classroom rules, rewarding students for good behaviours, and employing increasingly severe punishments for unacceptable behaviours.

Lewis (2001) categorised teachers' discipline strategies into two types: coercive discipline strategy and relationship-based discipline strategy. Coercive discipline strategy mainly involves such techniques as aggression and punishment, for example, "yelling in anger, sarcasm and group punishment". Relationship-based discipline, as its name suggests, mainly focuses on maintaining a positive teacher-pupil relationship by use of such techniques as "discussion, hints, recognition and involvement" (Lewis, 2001). Lewis (2001) indicated that students who received more relationship-based discipline were more likely to have a greater sense of responsibility and behave less disruptively when teachers coped with other students' misbehaviours. On the contrary, students who received more coercive discipline were found to be less responsible and more easily distracted from their tasks.

Lewis (2001) noted that teachers are more prone to using coercive discipline strategies in classrooms where more misbehaviour occurs, with relationship-based discipline strategy more likely to be used in classrooms where students showed more interest in learning and misbehaved less in class.

Lewis, Romi, Qui and Katz (2005) indicated that these two types of discipline strategies were further detailed by involving six discipline behaviours. Coercive discipline,

as they specified, includes two discipline behaviours: aggression (which contains such actions as shouting angrily, scolding or deliberately embarrassing misbehaving students) and punishment (which includes giving out consequences, increasing the level of consequence when students argue, misbehave again or refuse to do as teacher says).

The relationship-based discipline consists of four discipline behaviours: listening to the individual pupil's voice (which involves such techniques as talking with the misbehaving students about why they misbehave and the impact of their misbehaviour on themselves and others); hinting (which utilizes direction, questions or rule reminder to get students back to their work on their own initiative); rewarding (which includes rewarding or praising individual students or the whole class for students' good behaviours); and involvement which enables students to become the decision-makers who are able to work out and determine the classroom rules and solutions together with their teachers (Lewis, et, al., 2005).

Another well-known classification of teachers' discipline strategies was proposed by Wolfgang (2005). According to him, teachers' discipline strategies can be grouped into three types: rules and consequences, confronting-contracting, and relationship-listening. Among these, rules and consequences employ the most control force and power during the process of discipline. In practising this discipline model, classroom rules need to be clarified in advance; besides, teachers are fully responsible for deciding what kind of behaviour is acceptable and what is not. This discipline strategy intends to promote students' good behaviours by resorting to rewards (Wolfgang, 2005).

Confronting-contracting suggests that teachers regard students as adults who are able to take responsibility for their own behaviours; while establishing an adult-accepting

relationship with their students at the same time. Being guided by this discipline model, teachers could expect misbehaving students to stop and change their misbehaviours themselves. That is to say, teachers leave the decision-making power of how to improve students' behaviours with the students themselves (Wolfgang, 2005).

Relationship-listening, according to Wolfgang (2005), exerts the least intrusiveness during the course of disciplining students. Teachers who employ this discipline strategy acknowledge students as inherently good; and their misbehaviours result mainly from their internal needs, rather than lack of self-regulation or being deliberately provocative. Therefore, the main function of teachers in this disciplining process is to encourage students to speak out and share their internal needs and encountered problems with their teachers. This sharing-listening process helps students build up the confidence in solving their actual problems, as well as improving their behaviours.

2.8 Head Teachers Leadership Practices Style and Students' Discipline

A leadership style refers to a particular behavior applied by leaders to motivate his or her subordinates to achieve the objectives of an organization (Bass, 2000).

Burns, (2008) argued that people are motivated by instrumental motivation and by such factors as the need for self-realization, belonging, reward such as verbal praise, persuasion and even by observing and following the leader's example. Myron (2009) observes that leadership styles influence how the organizational human, physical and financial resources are utilized. He further asserts that leadership style affects how people relate in the organization as it influences the type of communication that develops between the

leadership and the staff. Burns, (2008) identified three types of leadership names authoritarian, democratic and lassies faire

2.8.1 Authoritarian Leadership Style and influence on Students' Discipline

Myron (2009) defines authoritarian leadership as where the leader makes all decisions concerning what, when, where and how things are done and who will do them, and people failing to carry out the instructions given are usually severely disciplined. D'Souza (2006) points out that authoritarian style of leadership manifests with the characteristic such as generally strong willed, commandeering and to some extent very aggressive, and the leader's way of doing things does not allow for options, suggestions and views of teachers under him. The leader looks down upon his subordinates more as functionary rather than persons; and hence the teachers are required to follow the directions without questioning. Authoritarian leaders do not encourage equal relationships, that is, they do not allow themselves to get close to employees, and neither do they like seeing employees close to each other. These leaders have business like and task oriented attitudes that they value work more than the teachers that do the work. The leaders blame poor results on inability of others to carry out instructions correctly (Myron, 2009).

Myron (2009) points out that, as a general rule, the more authoritarian the leader is, and the less he is willing to use the creative ideas of his staff. The leader "use people's muscles instead of their minds". Myron notes that the more authoritarian leadership style used by the leader, the more he separates himself from his staff hence decrease staff morale. The more authoritarian style, the more communication tends to be monologue that is one

way communication- from the top-down communication. This limits communication between the leader and the subordinate.

Laferla (2010) supports this when he observes that, the head teachers, basic concerned is to arouse a tendency in teachers to act in a way he want in order to accomplish educational goals. Head teachers who display dominative traits amongst their teachers have no considerations of individual feelings. A scenario that makes the teachers very discouraged, because they are not given room for them to be heard, or to express their ideas and opinions.

In a school context, this situation is unhealthy since the teachers take care of children with different needs which sometimes call for immediate attention to avert a problem. It should be provided out that improvement in academic standards in a school requires high level interaction between the head teacher, the teachers and the learners. For this to happen, the leader should put in place effective measures that can improve the teacher's morale. Laferla (2010) agrees with this assertion when, he supports the argument by saying that authoritarian leaders focus on work and achievements to boost their egos. He further notes that these leaders are primarily interested in their own goals and ambitions with little or no concern of the well-being of their staff. In addition, the leaders tend to place low priority on matter of heart, either because they perceive warm caring relationships as irrelevant to their personal needs, or because they regard intimacy as a sign of weakness that can easily be exploited.

2.8.2 Democratic Leadership Style and influence on Students' Discipline

Okumbe (2009) says that democratic leadership is where the leader makes decisions through consultative forums. D'Souza (2006) notes that democratic leadership style is generally concerned with maintaining group effectiveness as with completing the task. He emphasizes that this style of leadership encourages members in their groups to express their ideas and feelings freely because they believe such climate leads to greater creativity and commitments. He further notes that democratic leaders rarely set policies without explaining the reasons and proposing these reasons to their staff. Both Okumbe and D'souza agree that the responsibility of getting a job done depends as much on the group as upon themselves. Democratic leaders allow the group members a good deal of freedom in their work once they have shown the ability to do it. They keep on looking for better ways of doing things and are open to change when convinced that such changes are essential for institutional improvement. They further remark that head teachers play a major role in promoting teachers development and school improvement.

Silins (2002) points out that democratic style of leadership brings staff together, it enhances unity as individuals share bonds of affection and sentiment which motivates teachers and as a result they are able to come together as a united team. He further observes that this leadership style has the ability to forego, at least on some occasions self-interest on behalf of a particular other or on behalf of a more general common good.

Okumbe (2009) asserts that, where democratic leadership style prevails, there is enhanced affection and positive sentiments among the teachers members there is also more trust amongst the teachers members themselves because they share a common belief.

Mbiti (2009) observe that group motivation depends on the type of leadership, work environment which influences individual motivation; and on the empowerment that the group members have been given by the leader. This therefore explains why power sharing is a positive element in democratic leadership because organization benefits greatly from the different power inherent in the teachers members. Laferla (2010) concurs with Okumbe when he says that democratic leaders understand the importance of subordinates esteem. He suggests they view coaching as an essential part of their leadership; they therefore empower their staff to improve their competencies. Mbiti (2009) highlights various reasons that affect the school discipline, among them he cites teachers' motivation, and the leadership style exercised by the head teachers.

2.8.3 Laissez Faire Leadership Style and influence on Students' Discipline

According to Mbiti (2009) laissez faire leadership style is where there are very few rules if any in the organization. He further notes that this leadership style has the following characteristics; the leader is very tolerant as the subordinates are free to do what they want. He further notes that this style of leadership has no defined code of regulations governing work, has no hierarchy of authority and has no way of determining whether someone is right or wrong when carrying out a given activity and there is no specific leader in the organization because everyone can frontier to do something for the organization whenever he feels to do so.

Antonakis and Avolio (2003) note that laissez faire type of leadership represents the absence of transaction of all sorts with respect to leadership in which the leaders making

decisions abdicates responsibility, and do not use his authority. Bass (2000) notes that laissez faire style of leadership is virtually an avoidance of taking any action.

Antonakis and Avolio (2003) observe that laissez faire leadership style correlates negatively with work effectiveness because the leader totally avoids his responsibilities. They further note that in a school where the head teacher embraces Laissez faire leadership style, the teachers and learners are given high degree of independence. Okumbe (2009) supports this when he suggests that the teachers are motivated because of the independence given to them by their leader since they are free to decide and act according to their wish. This is especially so for those with intrinsic motivation. He warns that this kind of motivation is to the detriment of achievement of institutional goals.

Okumbe (2009) supports this observation when he recommends that the leader should reward and recognize teachers' achievement, develop teachers through capacity building and promotes teachers on merit. In view of this, a leader who embraces laissez faire style of leadership does not bother to take care of the needs of his teachers since he totally avoids discharging his responsibility, the teachers is grossly demotivated. Supports by highlighting that when morale is low, the work is of poor quality and problems of high labour turnover and absenteeism arise. Mbiti (2009) found out that this Laissez faire leadership style is associated with the highest rates of truancy and delinquency and with the lowest modification in performance which leads to unproductive attitudes and disempowerment of subordinates. This type of leadership style is unhealthy of a school set up where a lot of coordinated supervision and care of the students is required.



3.0 Introduction

This chapter discusses the design of the study, the location, the description of the target population, sample size and sampling techniques, the research instruments, data collection procedures, data analysis techniques and ethical consideration.

3.1 Research design

According to Cohen, Manion and Morrison (2007), a research design is a detailed plan of how a research project will be undertaken. It provides the basis according to which

the data are to be collected to investigate the research question. In the opinion of Orodho (2003) the collection and analysis technique that best suits the problem and is expected to provide the most reliable and valid data should be employed. The researcher used a descriptive case survey design. Descriptive case study survey designs are used in preliminary and exploratory studies to allow researcher to gather information, summarize, present and interpretation in order to give clarifications (Orodho, 2003). This choice has been made because it involves a field survey which aims at looking at the strategies of managing students' indiscipline in a particular case school context. With regard to the research approach, the followed quantitative research approach. The quantitative research method was adopted to help to collect descriptive information directly from the population to employ simple statistical techniques and to facilitate drawing generalization about large population on the basis of the study of representative sample.

3.2 Population of the Study

According to Bryman (2004), population refers to the complete set of individuals (subjects or events) having common characteristics in which the researcher is interested. For the purpose of this study, the target population comprised of all teachers in Prempeh Basic School in Kwadaso Sub-metro of Ashanti Region.

3.3 Sample and Sampling Technique

According to Bryman (2008), a sample is defined as a proportion of a population. The sample of any study is the subset of the total population. Data is collected from the sample and inferences are made to the general population from which the sample was

drawn. The sample size for this study was 60. The sample consisted of 60 respondents, thus 85.7% of the subjects were selected for the study. This is consistent with the suggestion of Asamoah-Gyimah and Duodo (2005) that for quantitative studies, a sample size of 10% to 30% of the population size is sufficient for generalization purpose.

In selecting the sample for the study, the purposive sampling technique was adopted. This sampling technique enabled the researcher to select the individuals who had the role of managing students' indiscipline and also had adequate in-depth knowledge about students' indiscipline especially at the basic school level. Based on this, the researcher was able to collect the relevant data to answer the formulated research questions.

3.4 Data Collection Instrument

This study used questionnaire in collecting data for the research. The questionnaire had two parts, the first part being respondent background information and the second part being factors that affect students' discipline. The methods of data collection for this research were from primary source of data. The reasons for selecting the above sources of data collection among other methods of data collection can be explained as follows: According to Cohen, Manion and Morrison (2011), there are two main sources of data namely primary and secondary data. The primary research data collection involves conducting research oneself. In other words, primary data refers to the first hand data gathered by the researcher herself. Secondary research data, on the other hand, was collected by a third party or for some other purpose. In other words, secondary data means data collected by someone else earlier. For the purpose of this study, primary research data collection was used utilizing questionnaire.

In this study, a questionnaire was administered to collect relevant and appropriate data on the role of the teacher in managing students indiscipline in Prempeh College Basic School in the Kwadaso Sub-metro in the Kumasi metropolis. The questionnaire was divided into three sections: A, B, C and D. Section A was designed to elicit information on respondents' background attributes like gender, age, level of education and years of teaching experience. Section B had nine items on how teacher factors affect students' discipline (E.g. teacher leading by example leads to students' disciplined, teacher being punctual to class positively affects student discipline etc). Section C had seven items that dealt with how teacher's authority affects students' discipline (E.g. teacher being firm in the exercising of his/her authority positively impacts student discipline, proper body language of teacher affects student discipline positively etc.). Section D had seven items that sought to find out the challenges teachers face in managing students' discipline (e.g. absentism by students poses a challenge to the managing of student discipline, defiance authority of by some student is a challenge the teacher faces in managing student discipline etc.) (See Appendix A). Sections B, C and D of the questionnaire items were measured on five-point Likert –scale ranging from strongly disagree =1, disagree =2, neutral =3, agree =4 and strongly agree =5.

3.5 Data Collection Procedure

Before the questionnaire was distributed to the sampled students, the researcher visited Prempeh Basic School in the Kwadaso Sub-metro with introductory letter which was obtained from the Department of Educational Leadership, University of Education, Winneba introducing the researcher as MA degree candidate who is undertaking this

research. With this permission, the researcher delivered the questionnaires personally to the respondents in their classroom. This offered opportunity to the researcher to establish rapport with respondents to explain the purpose of the study and the items that may not be clear. The researcher informed the respondents that the study was for academic purposes only and that their confidentiality would be assured which to some extent motivated them to give their responses without reservation. Consequently, the researcher administered the questionnaires to the respondents to which took them about 35 minutes to complete. In all, a total of 60 questionnaires administered and were retrieved from them; making the return rate of 100%.

3.6 Reliability and Validity of Test Instruments

Validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represents that concept (Brynard & Hanekom, 2006). Creswell (2014) note that a technique is valid if it measures what it is intended to measure and further confirms that it is the degree to which the instrument measures what it is supposed to be measuring.

Because the items in the research instrument were self-developed, their validity and reliability have to be re-established. As a result, the face and content validities of the instrument were determined by experts in instructional design and educational measurement and evaluation. In determining the face validity of the instrument, the structure, layout, alignment and configuration of the questionnaire examined. After the approval was given to the administration the questionnaire, the researcher conducted a pilot-testing of the instrument before the actual data collection took place. The instrument

was pilot-tested to a sample of 15 teachers from Adiebeba Basic School who was purposively selected. Fifteen Adiebeba Basic School teachers were selected because those teachers had similar characteristics with teachers of Prempeh Basic School teachers. The 15 teachers selected from Adiebeba Basic School for the pilot-test were asked to complete the questionnaire items and to provide comments or suggestions for revising any ambiguous items. The final questionnaire for the study (See Appendix A) was produced after analysis of the pilot-test data and subsequent revisions in the wording of a few items. From the pilot-test, the reliability coefficients of the instrument yielded high reliability of 0.82. According to Fraenkel and Wallen (2000), a reliability coefficient of 0.78 is acceptable for most instruments. Based on this, the researcher accepted the instrument as reliable and appropriate for the study and continued with its administration after few revisions to some of the items in the questionnaire.

3.7. Data Analysis

Data collected from the questionnaire was analysed, summarised, and interpreted with the aid of descriptive statistical techniques; mean, frequency and percentage. The data was analysed using Statistical Package for Social Scientists (SPSS) version 20.0. The findings were presented in the form of tables, frequencies, percentages and mean.

3.8. Ethical Considerations

A researcher must confirm to the principle of voluntary consent where the respondents willingly participate in research. Informed consent should be based on the information regarding: the purpose of the research study, identification of the researcher,

any benefits that may be received (Rothbauer, 2008). Mugenda (2009) notes that participation in research is voluntary and subjects are at liberty to withdraw from the study at any time without any consequences. The researcher communicated this to the respondents before the start of the study. The researcher ensured that all respondents fully understand all the details pertaining to the study. No respondent was forced to take part in the study but was done voluntarily. According to Bryman & Bell (2011) plagiarism refers to passing off another person's work as if it were your own, by claiming credit for something that was done by someone else. It is taking and using another person's thoughts as if they were your own. Care was taken to ensure that all work borrowed from other scholars is acknowledged.

Table: 3.1 Cronbach Alpha reliability results from pilot-test.

Research theme construct/ Cronbach Alpha	No of Items	Remarks
Teacher factor	9	Reliable
Teacher's authority	7	Reliable
Challenges of teaching	7	Reliable
All items on respondent theme	23	Reliable

NO=15

Source: Pilot test of questionnaire data, 2018

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter is devoted to the results, analysis and the discussions of the findings of the questionnaires that were administered by the researcher to the respondents. The discussions have been presented under the various sections of the questionnaires as well as the objectives of study.

4.1 Socio-Demographic Characteristics

This section gathered information about the respondents regarding their gender, age, academic qualification as well as the number of years of teaching experience that they have. It also sought to find out if any of the respondents have had experience in any other field apart from teaching. The results are as shown below.

Table 4.1. Democratic Characteristics of Respondents

Respondents Characteristics	Frequency	Percentage %
Gender		
Male	27	45
Female	33	55
Total	60	100
Age		
Less than 30	17	28.3
30 – 40	25	55
More than 40 years	18	100
Total	60	100
Educational Level		
Under Graduate	4	6.7
Graduate	48	80.0
Graduate Post Graduate	8	13.3
Total	60	100
Professional Status		
Professional	52	86.2
Non- professional	8	13.3
Total	60	100
Years of Service in Teaching		
1-5	11	19.3
6-10	15	26.3
11-15	17	29.8
16-20	9	15.8
21-25	1	1.8
26-30	2	3.5
31-35	2	3.5
Total	60	100

N=60 Source

The table 4.1 shows the total number of respondents and their gender. The table shows that more than half (55%) of the respondents were females and 45% being males which is a fair representation of the population of teachers in the entire school as there are more female teachers in the school than males.

The table also shows the distribution of age groups of the respondents. From the table, greater number of respondents aged between 30 – 40 years making up 41.7% with the least being in the age group of more than 40 years with 30.0%. Respondents with age less than thirty (30) years are the least group with a total number of 17 making up 28.3%. This could indicate that a number of the respondent are of age with experience and would give correct and reliable responses.

With regards to the level of education, a greater number of the respondents, 80% are graduates who have studied beyond the Diploma level or the Teachers' certificate 'A' level. This shows that more of the respondents have acquired deeper knowledge through academic work to influence accurate responses from them. There were also 13.3% of the respondents who have studied to the postgraduate level and likely to have higher academic knowledge to further boost accurate response from them, all things being equal.

The table above shows the professional status of the respondents. Out of the sixty respondents, a total of 52 representing 86.7% are professional teachers who have acquired training in teaching and training children and are likely to have enough experience to give accurate responses.

4.2 Teacher Factors that Affect Students' Discipline

Part two of the questionnaires focused on the three objectives of the research with three sections (A, B and C) in this part and each section addressing one objective as discussed below.



Table 4.2a Statistics of Teacher Factors

A	TEACHER FACTORS	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	A teacher being punctual to class positively affects student discipline.	8	13.333	0	0	0	0	16	26.667	36	60
2	Teacher being regular at school positively affects discipline among students.	0	0	2	3.3333	0	0	28	46.667	30	50
3	Effective communication between teacher and students positively affects discipline among students	0	0	4	6.6667	4	6.6667	36	60	16	26.67
4	Cordial teacher-student relationship impact student discipline positively	5	8.3333	3	5	0	0	24	40	28	46.67
5	Teacher treating students with respect positively impact student discipline	0	0	3	5	1	1.6667	22	36.667	34	56.67
6	Teacher providing leadership positively affects student discipline	0	0	2	3.3333	6	10	24	40	28	46.67
7	Decent dressing by teacher encourages discipline among students	1	1.6667	0	0	9	15	28	46.667	22	36.67
8	Commitment to duty on the part of teachers positively affects students discipline	0	0	6	10	4	6.6667	32	53.333	18	30
9	Teacher leading by example leads to students discipline	4	6.6667	0	0	4	6.6667	12	20	40	66.67
GRAND MEAN		2	3.333	2.222	3.704	3.111	5.185	24.67	41.11	28	46.7

Source: Field Survey 2018

On specific objective one (1), the researcher sought to identify the teacher factors in managing student indiscipline. Table (1) shows the results of the responses given by the respondents showing the teacher factors in managing student's indiscipline. The table shows that 60% of respondent strongly agree and 26.7% agree that teachers' punctuality positively affects student discipline. That is, 86.7% of respondents in all agree that, teachers' punctuality positively affects students' discipline. Only 13.3% disagree to this.

On teacher being regular at school, 50% strongly agree and 46.7% agree that it positively affects student discipline. In all, 96.7% of the respondents agree that teacher being regular at school positively affects student discipline while only 3.3% disagree to this. On communication, 26.7% of the respondents strongly agree while 60% agree that effective communication between teacher and student positively affects students' discipline. That is 86.7% of respondents in general agree that effective communication between teachers and students positively affects students' discipline while 6.7% disagree and 6.6% remain neutral to this statement.

On teacher – student relationship, 46.7% respondents strongly agree while 40% agree that cordial relationship between teacher and students positively affects students' discipline that is, 86.7% of respondents in general agree that cordial relationship between the teacher and the students positively affects students' discipline while 13.3% disagree with none being neutral to this statement.

Regarding teacher's treatment on students, the results show that 56.7% of respondents strongly agree and 36.7% agree that when teachers treat students with respect, it positively impact student discipline. That is, in general 93.4% of the respondents agree

that teacher treating students with respect impact positively on student discipline, with 5% disagreeing to this while only 1.6% of respondents remained neutral.

On leadership, 46.7% of respondent strongly agree while 40% agree that teacher providing leadership positively affects students' discipline. Only 3.3% disagree while 10.0% remained neutral to this, and thus a total of 86.7% generally agree to this statement.

On teacher's dressing, 36.7% strongly agree and 46.7% agree that decent dressing by the teacher positively affects students' discipline. In general, 83.4% of the respondents agree that decent teacher dressing positively affects students' discipline, 1.6% disagree to this statement while 15% remained neutral.

Lastly on teacher factors, regarding teacher leading by example, again 86.7% in all agree that when teachers lead by example, positively affects students' discipline while 6.6% and 6.7% respectively disagree and remain neutral to this statement.

In summary, ranking the teacher factors in order high to low percentage gave the result shown in the table below.

Table 4.2b Summarized statistics of Teacher Factors

	Factors	%	Effect on student discipline
2	Teacher being regular at school	96.7	Positive
3	Teacher treating student with respect	93.4	Positive
4	Teacher leading by example	86.7	Positive
5	Teacher being punctual	86.7	Positive
6	Teacher providing leadership	86.7	Positive
7	Effective communication between teacher and student	86.7	Positive
8	Cordial teacher – student relation	86.7	Positive
9	Commitment to duty by teacher	83.4	Positive
10	Decent dressing by teacher	83.3	Positive

Source: Field Survey 2018

4.3 Teachers' Authority and its effect on Students' Discipline

Table 4.4a below shows the result of responses by the respondents regarding specific objective three, which seeks to find out how the use of the teacher's authority can affect students discipline.

Teacher factors that help managing student's indiscipline

70.67% either strongly agree or agree to the fact that teachers factors help in managing students indiscipline whereas 5.5% either strongly disagree or disagree to the fact that teachers help in managing pupil's indiscipline.

This indicate that majority of respondents reveal that teachers factor helped in managing indiscipline. On the possible solutions to indiscipline reveal provision of moral leadership and moral training value re-orientation, provision of adequate facilities for teaching games and sport, establishment effective and functional parents teacher association (PTA), school emphasizing extra-curricular activities, involving students in making rules policies that affect them, positive teacher- students counseling and

enforceable school rules and regulations. School administrators should device means of involving students in formulating rules and policies that affect them. Involvement of students in evaluation and improvement of instruction programme, involvement in planning and implementation of co- curricular programmes, involvement in the control of student's behavior and deciding the consequences of flaunting the school rules will help to curb indiscipline among students. Positive teacher-students relationship is attainable when teacher take cognizance of the child socially, psychologically and physically. Teacher must appreciate and understand today's students. As a result, the social and teacher should be reduced.

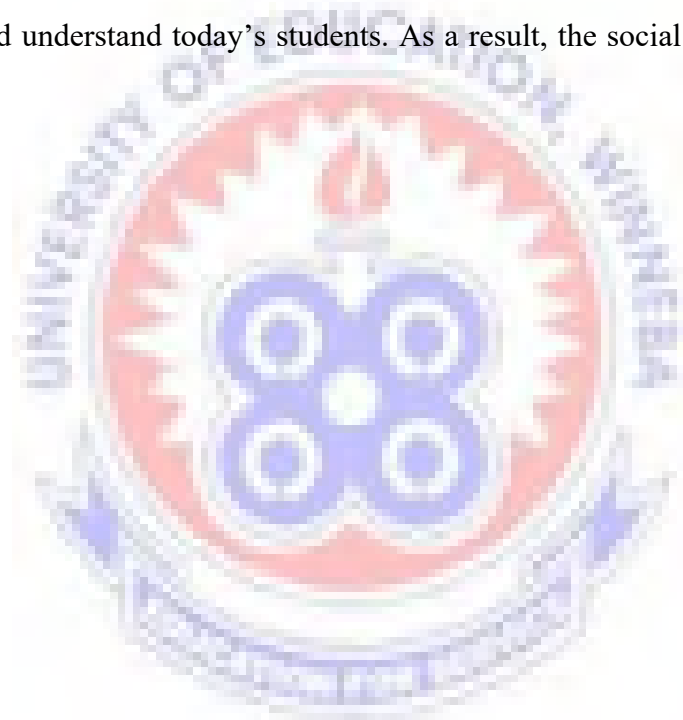


Table 4.3a Statistics of Teacher's Authority

B	TEACHER'S AUTHORITY	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Teacher being fair in his dealings with the students helps improve student discipline	0	0	0	0	5	8.3333	30	50	25	41.67
2	Non-abuse of teacher authority by teacher positively affects student discipline	3	5	6	10	0	0	34	56.667	17	28.33
3	Proper body language of teacher positively affects student discipline	1	1.6667	7	11.667	6	10	38	63.333	8	13.33
4	Desisting from humiliating student positively affects students discipline	1	1.6667	5	8.3333	12	20	25	41.667	17	28.33
5	Non-corporal punishment meted out to students by teacher positively affect student discipline	0	0	3	5	1	1.6667	49	81.667	7	11.67
6	Being consistent in the exercising of teachers authority positively affects students discipline	6	10	4	6.6667	4	6.6667	24	40	22	36.67
7	Teacher being firm in the exercising of his authority positively impacts student discipline	4	6.6667	4	6.6667	4	6.6667	26	43.333	24	40
GRAND MEAN		2.143	3.5714	4.1429	6.9048	4.5714	7.619	32.29	53.81	17.143	28.57

Source: Field Survey 2018

On the second specific objectives the researcher sought to determine how the teachers' authority affects student discipline. On teacher's dealings with students, 91.7% of the respondents generally agree that teacher being fair in his/her dealings with the students helps to improve or positively affects students' discipline while the remaining 8.3% remained neutral to this statement.

Regarding non-abuse of teacher authority, 85% of respondents in general agree that teacher not abusing authority encourages or positively affects students' discipline while 15% disagree to this statement. Also 76.7% of respondents in general agree that proper body language of the teacher affects students discipline positively, 13.2% disagree while 10% remain neutral to this statement.

From the table, the results also show that, 70% of the respondents agree that, a teacher desisting from humiliating students positively affects students' discipline, with 10% disagreeing and 20% remaining neutral to this statement. Again, from the table, 93.3% of the respondents agree that the non-corporal punishments meted out to students by the teacher positively affects students' discipline. Only 5% disagree to this statement while 1.7% remained neutral.

Also from the table, 76.7% of the respondents generally agree that teacher being consistent in the exercising of his/her authority positively affects students discipline, 16.7% disagree to this while 6.6% remained neutral to this statement. Finally on this objective 83.3% of the respondents generally agree that teacher being firm in the exercising of his/her authority positively affects students' discipline or helps improve student's discipline. 13.2% disagree to this statement while 3.3% remained neutral.

The table below shows the summary of factor and their percentages.

Table 4.3b Summarized teacher of Teacher's Authority

Factors	Percentage (%)	Effect on student discipline
Non-corporal punishment meted out to students	93.3	Positive Effect
Fair treatment by teacher	91.7	Positive Effect
Non-abuse of teacher authority	85	Positive Effect
Teacher being fair	83.3	Positive Effect
Consistent in exercising authority	76.7	Positive Effect
Proper body language of teacher	76.7	Positive Effect
Teacher desisting from humiliating students	70	Positive Effect

Source: Field Survey 2018

4.4 Challenges Teacher faces in the Classroom

The table below shows the results of the responses from the respondents concerning what kind of challenges the teacher faces in the classroom in the management of student's discipline.

How Does the Teachers Authority in the classroom help to manage students indiscipline.

82.38% either strongly agree or agree to the fact that teacher's authority help in managing student's indiscipline where as to the fact that teachers authority help in managing student's indiscipline. This indicates that majority of respondents reveal that teacher's authority help in managing indiscipline.

Raoffi (1998) states in its article that the healthy classroom management includes dealing with students, providing order and peace, attention of students and providing appropriate educational environment in which students are directed to the desired objectives. These results are consistent with the finding of (Salami, 2003; Houston, Wheldall, Jude & Sharp, 1999) based on the importance the same of being noticed and addressed by teachers. Finally if teachers within using opinions of children during teaching process behave so that they complete students views and opinion and show authority in criticizing students and don't exhibit despotism and pay attention to students state and feeling within lecture and explaining lessons and adjust their remarks on this basis and finally within encouraging and rewarding students, they observe differentiation in their behavior. It leads in progression in students learning.

Also the results research of (Maphosa & Mammen, 2011) suggest that the imposing teachers control students in classroom to greater extent, there is no great power division in its classroom and small number of students pay attention to the teacher, so that the student at the blackboard pay suffer from stress and anxiety. But in an independent – based teacher classroom the teacher notice all students in the same manner and pay at attention to all of them. The relations of students with each other and with the teacher are based on intimacy,

the teacher use less punishment and more reward. In general, one can emphasize that this is the natural right of the students to enjoy a human environment in educational system. This environment should be so that can provide the basis for their comprehensive growth and development in the highest capacities.



Table 4.4a Statistics of challenges Teacher faces in classroom

C	CHALLENGES TEACHER FACES IN THE CLASSROOM	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Defiance of authority by some students is a challenge the teacher faces in managing student discipline	0	0	10	16.667	2	3.3333	40	66.667	8	13.33
2	Disrespect by some students in class poses a challenge in the management of student discipline	2	3.3333	4	6.6667	4	6.6667	22	36.667	18	30
3	Aggression by some student is a challenge faced by teachers in managing student discipline	1	1.6667	9	15	8	13.333	35	58.333	7	11.67
4	Bullying by some students poses a challenge to the management of students discipline	0	0	12	20	8	13.333	32	53.333	8	13.33
5	Non-availability of resources (teaching and learning materials) poses a challenge to managing student discipline	0	0	18	30	2	3.3333	28	46.667	10	16.67
6	Absenteeism by students poses a challenge to the managing of student discipline	3	5	5	8.3333	12	20	24	40	16	26.67
7	Lack of cooperation or support from top school authorities poses a challenge to the management of student indiscipline	1	1.6667	0	0	5	8.3333	24	40	30	50
GRAND MEAN		1	1.6667	8.2857	13.81	5.8571	9.7619	29.29	48.81	13.857	23.1

Source: Field Survey 2018

On the third objective the researcher set out to determine the challenges that the teacher faces in the classroom in managing student discipline. Under defiance of authority by some students being a challenge faced by teachers in the management of student's discipline, 91.7% of respondents generally agree that defiance of authority by some students is a challenge which teachers face in managing students' discipline, with the remaining 8.3% being neutral.

On disrespect, a little over half of the respondents, that is 66.7% generally agree that, disrespect by some students in class possess a challenge in the management of student discipline, 20% disagree with the remaining 13.3% remaining neutral.

On aggression by some students, 70% of the respondents generally agree to the statement that aggression by some students is a challenge faced by teachers in the classroom in managing student discipline. 16.7% disagree while 13.3% choose to be neutral to this statement. Only 66.7% of the respondents agree that bullying by some students poses a challenge in the management of student discipline, 20% disagree and 13.3% remaining neutral to this statement.

From the table (4) again 63.3% of the respondents agree generally that non-availability of resources possess a challenge in managing student discipline, 30% disagree while 6.7% remain neutral to this statement. A little above half of the respondents i.e. 66.7% agree that absenteeism by students possess a challenge to the management of student discipline, 20% remain neutral to this statement while 13.3% disagree.

Finally, from table (4) a whopping 90% of the respondents generally agree that lack of cooperation or support from top school authorities poses a challenge to the management of students' indiscipline. Only 1.7% disagrees to this statement while 8.3% remain neutral.

The table below is a summary of the classroom challenges and their percentages from the highest to the lowest, showing the percentage of the respondents who agree to statement in the questionnaire.

Table 4.4b Summarized statistics of challenges teacher in classroom

Factors	Percentage (%)	Effect on student discipline
Defiance of authority by some students	91.7	Poses challenge to discipline
Lack of support from top school authorities	90.0	Poses challenge to discipline
Aggression by some students	70.0	Poses challenge to discipline
Disrespect by some students	66.7	Poses challenge to discipline
Students' absenteeism	66.7	Poses challenge to discipline
Bullying by some students	66.7	Poses challenge to discipline
Non-availability of resources	63.3	Poses challenge to discipline

Source: Field Survey 2018

What challenges do teachers face in the classroom in managing student's indiscipline?

71.91% strongly agree or agree that teachers face challenges in managing indiscipline in the classroom whereas 15.47% strongly disagree or disagree with the fact that teachers face challenges in managing indiscipline.

This indicates that majority of respondents revealed that teachers face challenges when it comes to discipline of the students. The study identified some different challenges

teachers face in the classroom in terms of discipline. It indicate that absenteeism or truancy, bully, disrespect, use of foul not finished home work are some of the challenges teacher face because home environment contributes to leaner misbehavior.

It is noted that if parents spend little time at home, children may seek unsuitable social experiences elsewhere that have devastating effect on their lives. In Zimbabwe, as an example many parents have migrated to neighboring countries or overseas, leaving their children under the guardianship of relatives or children to take care of themselves thus creating permissive environment for acts of misconduct. Evans and Miguel (2004) found out that Kenya students who do not have guardianship of biological parents had higher rates of misbehavior in schools.

Donga (1998) maintain that single parents home may play a dominants part in enhancing discipline in school. This is also in the line with Etesi (2012) view that single parent homes are more likely to rear children with higher level of emotional, psychological and behavioral problems. The single parents is the sole bread winner and as such cannot supervise children adequately.

Learners themselves are a source of indiscipline in schools. According to Cheunyane, (2008) learners are prone to commit other forms of indiscipline. The teacher's role is made problematic when classroom and school become unmanageable. Teacher may waste special teaching time trying to settle disciplinary problems (Maphosa & Mammen, 2011).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher gives a summary of the study, the findings and the conclusions for the study. Also, recommendations based on the findings are given with suggestions for further studies.

5.1 Summary of Study

The purpose of this study was to find out and describe the role of the teacher in managing students' indiscipline. To fully address the above study objective the following specific objectives were set;

- 1) Identify teacher factors in managing students' indiscipline
- 2) Determine how the teacher's authority helps to manage students' indiscipline.
- 3) Determine challenges teachers face in the classroom in the management of students' indiscipline.

In other to achieve these objectives the researcher was guided by the following research questions;

1. What are the teacher factors that can help in managing students' indiscipline?
2. How does the teacher's authority or power in the classroom help to manage students' indiscipline?
3. What challenges do teachers face in the classroom in managing students' indiscipline?

To help answer these questions, descriptive research design was used for the study and descriptive statistics such as frequencies and percentages were used in analyzing the results from the responses gathered from the closed-ended questionnaires which were self-administered to respondents.

5.2 Main Findings of the Study

The main findings are as follows:

On teacher factors, there was a 100% response that teachers strongly agree and agree that Team work and Unity among teachers positively affects students' discipline.

96.7% of the respondents agreed and strongly agreed that teacher absenteeism negatively affects students discipline, while 93.4% of the respondents (teachers) strongly agreed and agreed that teacher treating students with respect positively affects students' discipline. Thus the top three teacher factors that affect student discipline are

- Teacher being regular at school (96.7%)
- Teacher treating students with respect (93.4%)
- Teacher giving non-corporal punishment (93.3%)
- Fair treatment by Teacher (91.7%)
- Teacher not abusing authority (85%)

The respondents agreed that teacher not abusing authority positively affects students' discipline.

It was also found out that the top two challenges that teachers face in the classroom in the management of students' indiscipline are as follows;

- Defiance of authority by some students (91.7%)
- Lack of support from top school authority (90.0%)
-

The respective percentages show the extent to which the respondents (teachers) agree and strongly agree that the above are the top two challenges that teachers face in managing students indiscipline in the classroom. It has therefore been found out that a number of the factors affecting students' discipline are related to teachers hence teachers positively ensuring these factors can significantly affect students' discipline. These factors include team work and unity among teachers, teacher treating students with respect and teacher avoiding absenteeism which all positively affect students' discipline, among others as detailed in the summary. Teachers therefore have a significant role to play as shown in the results to positively affect students' discipline.

5.2 Conclusion

This research has discovered the most important Teacher factors to consider if discipline in schools and for that matter students discipline is to be brought to its best. The researcher believes (per the results discussed so far) that, taking a critical look at these factors and working with them in our various school especially the basic schools and for that matter the Junior High Schools, would greatly help improve students discipline in the schools.

5.3 Recommendations

Based on the results and the findings discussed in this work, it is recommended that a basic school in the Kwadaso Sub-metro should be selected to pilot the application of these findings over a period of one year and the discipline of students monitored to observe the improvement within the period.

It is also recommended that in view of the findings, seminars and workshops should be organized periodically for teachers and heads of schools to discuss these factors that affect discipline among students.

Furthermore, it is recommended that head teachers should give their teachers the needed support and backing to help promote discipline among students. Also, it is recommended that teaching that teachers endeavor to work together as a team.

5.4 Suggestions for Further Studies

Further studies could be done to investigate parental factor that affects students discipline and how they affect it.

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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent,

**THE ROLE OF THE TEACHER IN MANAGING STUDENTS INDISCIPLINE, A
CASE STUDY IN PREMPEH COLLEGE BASIC SCHOOL – KWADASO
SUBMETRO OF KUMASI METROPOLIS**

I am a Masters student from the University of Education, Winneba – Kumasi Campus, investigating the above mentioned topic and would be very happy if you could respond to this questionnaire. Please kindly be informed that the information collected will be for academic purposes only and your anonymity is assured as well as confidentiality. Thank you.

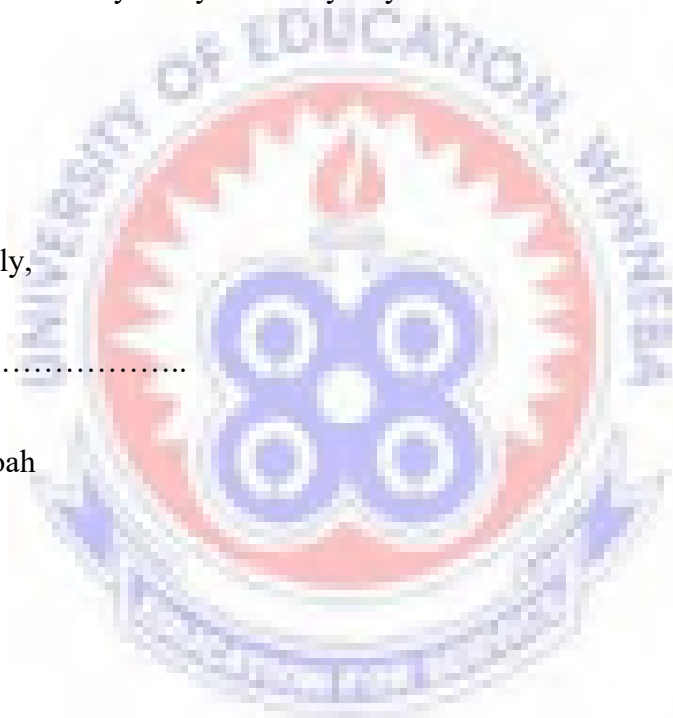
Thank you.

Yours faithfully,

.....

Grace Amahoah

Researcher



PART I

RESPONDENTS' 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.

Socio-demographic Characteristics

1. Sex Male Female
2. Age group Less than 30years Between 30-40 40 and above
3. Level of education Undergraduate Graduate Post graduate
Professional
4. Others (please specify) _____
5. Years of services in the teaching field

6. Years of service in any other field

PART II

FACTORS AFFECTING STUDENTS' DISCIPLINE

A. TEACHER FACTORS THAT AFFECT STUDENTS' DISCIPLINE

Based on the concept of each item, please select the option that directly represent your opinion and rate your option using a scales where; 1=Strongly Disagree (SD); 2=Disagree (D); 3= Neutral (N); 4=Agree (A) and 5=Strongly Agree (SA)

S/N	Statement	SD	D	N	A	SA
1	A teacher being punctual to class positively affects student discipline.					
2	Teacher being regular at school positively affects discipline among students.					
3	Effective communication between teacher and students, positively affects discipline among students.					
4	Cordial teacher-student relationship impact student discipline positively.					
5	Teacher treating students with respect positively affects student discipline.					
6	Teacher providing leadership positively affects student discipline.					
7	Decent dressing by teacher encourages discipline among students.					
8	Commitment to duty on the part of teachers positively affects students discipline					
9	Teacher leading by example leads to students disciplined					

B. HOW TEACHER'S AUTHORITY AFFECTS STUDENTS' DISCIPLINE

Based on the concept of each item, please select the option that directly represent your opinion and rate your option using a scales where; 1=Strongly Disagree (SD); 2=Disagree (D); 3= Neutral (N); 4=Agree (A) and 5=Strongly Agree (SA)

S/N	Statement	SD	D	N	A	SA
1	Teacher being fair in his dealings with the students helps improve student discipline					
2	None-abuse of teacher authority by teacher positively affects students discipline					
3	Proper body language of teacher affects student discipline positively					
4	Desisting from humiliating student positively affects students discipline					
5	Non-corporal punishment meted out to students by teacher affects student discipline positively					
6	Being consistent in the exercising of teachers authority positively affects students discipline					
7	Teacher being firm in the exercising of his authority positively impacts student discipline					

C. CHALLENGES TEACHERS FACE IN MANAGING STUDENTS' DISCIPLINE

Based on the concept of each item, please select the option that directly represent your opinion and rate your option using a scales where; 1=Strongly Disagree (SD); 2=Disagree (D); 3= Neutral (N); 4=Agree (A) and 5=Strongly Agree (SA)

S/N	Statement	SD	D	N	A	SA
1	Defiance authority of by some student is a challenge the teacher faces in managing student discipline					
2	Disrespect by some student in class poses a challenge in the management of student discipline					
3	Aggression by some student is a challenge faced by teachers in managing student discipline					
4	Bullying by some students poses a challenge to the management of students discipline					
5	Non-availability of resources (teaching and learning materials) poses a challenge to managing student discipline.					
6	Absenteeism by students poses a challenge to the managing of student discipline					
7	Lack of cooperation or support from top school authorities poses a challenge to the management of student indiscipline					