UNIVERSITY OF EDUCATION, WINNEBA

STUDENT DISCIPLINARY CHALLENGES IN OBUASI SECONDARY

TECHNICAL SCHOOL

BEATRICE BENEWAA

8150140006

A THESIS IN THE DEPARTMENT OF SOCIAL STUDIES EDUCATION,

FACULTY OF SOCIAL SCIENCES, SUBMITTED TO THE SCHOOL OF

GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA IN

PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE

MASTER OF PHILOSOPHY (SOCIAL STUDIES) DEGREE

SEPTEMBER, 2017

DECLARATION

Student's Declaration

I, Beatrice Benewaa, hereby declare that this thesis, with the exception of quotations and references contained in published works, which have all been identified and duly acknowledged is the result of my own effort and has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE: ………………………………..

DATE: ………………………….……………..

Supervisor's Declaration

I certify that the preparation of the thesis was supervised in accordance with the guidelines on supervision of thesis as laid down by the University of Education, Winneba.

NAME: DR VINCENT ADZAHLIE-MENSAH

SIGNATURE: ………………………………..

DATE: …………………………………………..

ii

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this thesis to my parents, Mr. and Mrs. Amankwaa and my husband Mr. Bernard Owusu Marfo for their moral support and encouragement during my research work.
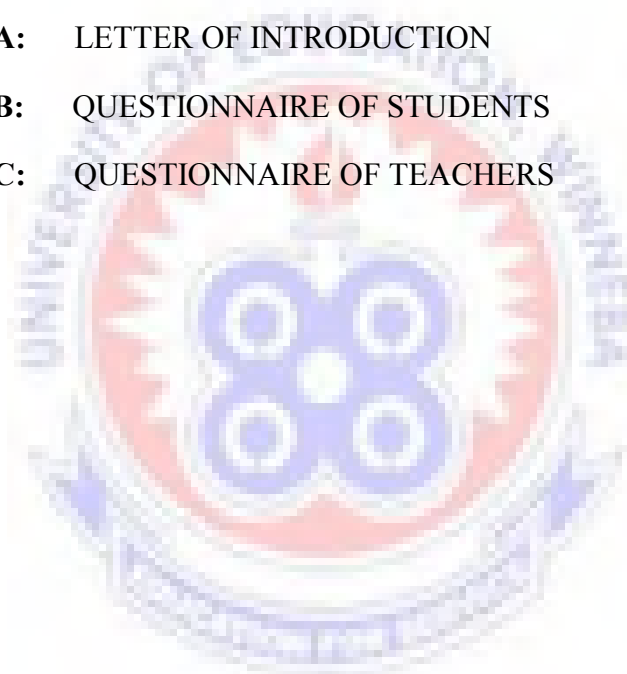
TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The purpose of the study was to examine student's disciplinary problems in the Obuasi Secondary Technical School. The main objectives were to explore the sources of disciplinary problems, the impact of disciplinary problems, and the coping strategies adopted by school management in managing disciplinary. The mixed method approach or the pragmatist paradigm was used while explanatory sequential mixed method design was used as a research design. The study population was 341 students and 50 administrators including teachers. The data were collected using the questionnaire and interview guide. The results were organised in simple descriptive tables. The data were organized into percentages and frequencies. The analysis adopted a thematic approach but included the presentation of verbatim quotes. The findings highlight that the most frequently selected response among students was students leaving campus without permission while teachers highlight insubordination to school authority and dress code violation, lateness/absenteeism among day students. There were many factors responsible as sources of disciplinary problems in the school. It was found that student disciplinary issues have several effects on teachers, students and school administration. Packing dining hall bowls, weeding or sweeping their classroom, internal suspension and external suspensions were employed as coping strategies to deal with student disciplinary challenges. Therefore, it was recommended that the GES should collaborate with other groups and institutions to strengthen the development of Guidance and Counselling Units in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Disciplinary issues are matters of concern worldwide. According to Nakpodia (2010), students are priceless assets and most essential elements in education. It is absolutely necessary to direct students to exhibit acceptable attitude and behaviour within and outside the school. In an attempt to achieve an organised and peaceful school environment and maintain law and order, school management specifies rules and regulations to guide the activities of members of the educational organisation.

Yahaya,Ramli, Hashim, Ibrahim, Rahman and Yahaya (2009) avows that Discipline is a rudimentary ingredient that plays a crucial role in school system, which insists on upholding the moral values of students. Yahaya , Ramli, Hashim, Ibrahim, Rahman, Yahaya (2009) agreed with Schon (1983) that every child has a need to attend school. Schools are seen as provider of education, as education is an important process that each individual has to undergo in life today. This is even so in this digital age as the world is more globalized and information communication technology takes root in every aspect of our life. Thus, education is seen as the key to unlock the treasure-trove of knowledge.

Student's discipline is a prerequisite to almost everything a school has to offer students (Seller & Vornberg, 2002; Nakpodia, 2010). Seifert and Vornberg further link discipline with both the culture and climate of the school, thus, in order for a satisfactory climate to exist within a school, a certain level of discipline must exist. In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to 'better' schools because the well behaved

1

usually perform well (Rigby, 2000; Nakpodia, 2010). Their transfer can affect the overall performance of that school. Troublesome students can sometimes make teachers react emotionally to the extent of using punishment. But punishment, instead of curbing behaviour, can aggravate it (Dreikurs, Grunwald & Pepper., 1998; Nakpodia 2010). In the words of McManus (1995) and Nakpodia (2010), punishment does not discourage misbehaviour but rather reinforces the pupils' view of adults as treacherous.

Basically, discipline problems occur when a student refuses to obey rules of the classroom or school. Rules that deal with human actions will eventually be broken and require some sort of punishment. The concept of matching the punishment with the rule violation requires that the rules be presented in written format and that the punishment for violations be specified (Anayo, 2014). Rules must also relate to the stated function of education or the school process and, again, common sense must prevail in establishing disciplinary action for breaking a rule (Tesfaye, 2015). Teachers, in making rules for individual classroom behaviour, should constantly be reminded of this principle. Furthermore, all students must be aware and prudent of the rules before disciplinary action can be administered (Yahaya et al., 2009).

Franken (1998) and Anayo (2014) claim that parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioural codes for their lives. It is important that parents work in collaboration with their child's school, and not just leave the school alone in the dark. Discipline problems can be dealt with much more effectively if both parties could share similar and ideal vision which, leads to prolific missions. We are all part of the society and our behaviour will reflect current values and mores. Young students

are particularly impressionable and vulnerable if much of their behaviour is learned and they will copy and act out what they observe to be fashionable and attractive (Feldman, 1996).

Indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its meanings and functions in the social and pedagogical fields. Concerning its displays, Amado and Freire (2009) and Ali, Dada, Isaka and Salmon (2014) believed that the major situations are framed in what they point out as the first level of indiscipline which are those incidents of disruptive nature whose disturbance affects good classroom functioning. The incidents that might be framed in the second and third levels are conflicts among peers and conflicts within teacher-student relationship which might be taken on proportions of violence and even delinquency.

Discipline is readiness or ability to respect authority and observe conventional or established laws of the society or any other organisation. It can also be defined as the means by which children are trained in orderliness, good conduct and the habit of getting the best of themselves (Adesina, 2009; Amoah, Owusu-Mensah, Gyamera & Laryea, 2015). Traditionally, we distinguish between two kinds of discipline, external discipline and self-discipline which is also called free discipline. As the name implies, external discipline is an external imposition of restrictions and restraints on a person, backed by some sanctions (Mensah, 2009; Amoah, Owusu-Mensah, Gyamera & Laryea, 2015). Since it is external to the individual, external discipline may often meet with opposition and in the school situation students may submit unwillingly to its influence. The sanctions applied in connection with external discipline involve various forms of techniques for enforcing compliance like reward and competition. External discipline is not an end in itself, but a means to achieve a higher level of

discipline, namely, self-discipline. External discipline promotes the development of the moral sense.

As children become adolescents, they experience a variety of physical, emotional and interpersonal changes while simultaneously transitioning from elementary to middle school. If the transition is stressful and the climate of the school appears unwelcoming, low self-esteem, a decline in academic achievement and inappropriate behaviour problems may follow (Kupermine, Leadbeater, Emmons & Blatt, 1997; Chair, Chapman, Creighton, & Twiford, 2007). What educators are discovering with alarming clarity, however, is that the source of the problem goes further than rule breaking. Many of today's students require more than just firm and consistent discipline policies. They also need positive behavioural instruction (Research Connections, p.1; Chair, Chapman, Creighton, & Twiford, 2007).

According to Anayo (2014), managing students' behaviour has been a great challenge and concern to many teachers, parents and entire society. Many schools face the challenges related to disruptive and antisocial students' behaviour such as fighting, verbal abuse, bullying, sexual harassment, rule violation and destruction of school property (Osher, Bear, Spague & Doyle, 2010; Anayo, 2014). Their disruptive behaviour could hamper the atmosphere for teaching and learning in school. This could lead to loss of time for classroom learning, threaten school safety and ruin students' chances of becoming successful in their academic pursuit and life in general as well as the society. Osher et al. (2010) and Anayo (2014), also identified teacher burnout as one of the effects of disruptive behaviour of students.

The problem of indiscipline in schools is not unique to Ghana. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender

boundaries. There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Agarib, 2006; Kilonzo, 2013), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidences of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to the person but also the poor academic performance associated with the growing trend of indiscipline. The schools in Botswana had their image marred by acts of student's indiscipline. Some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol. A survey on a number of previous provincial schools also revealed that indiscipline had caused deterioration in academic performance (BOPA, 2006, July 6; Kilonzo, 2013).

UNESCO (1998) and Dodge (2011) noted that unruly classrooms around the world had reached a very alarming proportion. According to their report, a shooting in a school in Argentina wounded a thirteen-year-old pupil. In Springfield in USA, one student was reported dead and 30 wounded in a shooting associated with indiscipline, while in Kobe-Japan a school child was decapitated by a fourteen year-old. Killings, physical attacks, robberies, attempted arson and fighting between children which end in tragedies have been making headlines the world over. School violence that involves knives, baseball bats, marijuana, guns and even bombs have become common. Incidents are also reported from Mexico, Italy, Germany, India, Comoros and even Spain (UNESCO, 1998; Dodge, 2011).

Research indeed confirms that student disciplinary rates tend to rise at the middle school level (Robers, Kemp & Truman, 2013; Theriot & Dupper, 2010; Mendez, 2003; Liiv, 2015). While it can be argued that this rise is, at some level, simply a

normal developmental leap, student misbehaviour in secondary school has far-reaching consequences. In one survey in New York, educators mentioned that managing disruptive children was the most stressful problem of their professional lives, and it was rated as the highest stress factor among educators regardless of age, type of school, district, sex, marital status, or grade level (Seeman, 2000). Major (1990) and Masekoameng (2010) indicated that there have been incidents involving students calling educators foul names, making obscene gestures when educators tell them what to do, or trying to break up fights.

According to Short, Short and Blanton (1994) and Masekoameng (2010), many educator's express frustration over the energy they spend in controlling learners in the classroom, energy and time that could have been used for the facilitation of learning. Short et al. (1994) and Masekoameng (2010) also indicated that administrators spend a great deal of time struggling with students' disciplinary problems.

For a school to be very productive and effective, the discipline of both the students and school authorities are very important. Once discipline is a problem, it tells in all activities that go on in the school and in turn the outcome of education is hampered. Blomberge (2012) explained that school that is safe, supportive and gives an opportunity for children to learn and grow is a top concern for everyone in the field of education.

Acts of indiscipline if allowed to incubate under current favourable conditions by education providers could hatch a monster that will be difficult to exterminate (Idu & Ojedapo, 2011; Tunor, 2002; Ali, Dada, Isiaka & Salmon, 2014). Minor samples of the envisioned problems are already being encountered in the nation's economic front. Many indeed believe that the current economic and social woes arising from

6

corruption, robbery, assassination and smuggling are results of school indiscipline. These acts of indiscipline in our national life likely began as a mustard seed of disobedience in the school.

In our country (Ghana) today teaching is regarded as a stressful profession. Lewis (1991) and Bliese (2013) indicated a number of physical and emotional symptoms related to the stress that educator's experience. These include: tiredness and a lack of energy; tenseness and irritability; sore throats, coughs and colds; swelling, aching joints, and painful muscles; headaches, depression, nausea, dizziness; a reduced interest in sex, and chest, back, and stomach pains. Consequently, many teachers are leaving the profession. The above are all signs of a low morale. Other authors (for example, Block, 2008 p.416; Eklund, 2009 p.25; Ferguson & Johnson, 2010 p.302; McIntyre, 2010 p.349; Perrachione, Petersen & Rosser, 2008 p.1; Vanderslice 2010 p.298) also found that the lack of a supportive and friendly school environment influences educators' job satisfaction and may cause them to leave the profession.

This research therefore concentrates on the types of disciplinary problems, it sources and impact on teachers' morale and the teaching process in Obuasi Secondary Technical School. This study also looked at the various coping strategies adopted by school management in managing these disciplinary problems. The aim is to be able to find out the sources and impact of indiscipline, and make recommendations to bring about an improvement in discipline among students at the senior high school level.

1.2 Statement of the Problem

According to Ovell (2001) and Candava and Orence (2013) discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn

7

promotes respect for education and a desire for knowledge. Mutua (2004) and Candava and Orence (2013) in a research study on student's unrests and indiscipline reported that discipline is considered vital for students' academic and social success. A good academic qualification without a good foundation of discipline of the individual is of no use to the individuals, their families and the society. The society invests heavily in the education of its citizens. A positive correlation between discipline and academic performance was found in the study showing that students that are well disciplined perform better academically.

Ultimately, students who are indiscipline frequently spend less time on classwork, and those who are punished more harshly (through exclusionary discipline such as suspension and/or expulsion) also spend less time in the classroom. As a result, these students are at higher risk of school failure and dropout (Davis & Jordan, 1994; Mendez, 2003; Arcia, 2006; Corzo & Contreras, 2011). The problem of indiscipline in schools is a global issue of great concern, traversing political, economic, geographical, racial and even gender boundaries (Kajubi, 2007; Masekoameng, 2010).

According to India Parenting Online Ltd (2007) and Yahaya, et al. (2009) the standards of discipline were reported to be deteriorating in Indian secondary schools. The study pointed out that there was need to find a lasting solution to the problem of indiscipline. The solution to the issue of indiscipline would make students education and schooling experience more productive. Cases of indiscipline have also been noted in England. There was a case in one school where a student happened to be carrying a gun in direct contravention of school rules which prohibits carrying of any form of weapon to school. He used it to shoot a fellow student. The government then planned a crackdown on school indiscipline by giving schools powers to search pupils for

weapons (British Broadcasting Corporation, 2004; Bliese, 2013).

According to the then Education Secretary, Hon. Charles Clarke, schools should be encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, UK version, 2004, Nov.18; Kilonzo, 2013).

A survey on a number of previous provincial schools also pointed out that indiscipline had caused deterioration in academic performance (McGregory, 2006). There has also been a variety of reactions to the rising incidences of indiscipline and unrests in schools in Kenya. Various views have been expressed regarding the cause of indiscipline and possible solutions to the problems have been proposed (Salem-al-amarat, 2011).

In the Ghanaian context, there have been numerous reports on the electronic media and other social platforms about the indiscipline behaviour of students and the response of concerned stakeholders to these indiscipline behaviours. Some of these reports have been in recent times and some of the past years. According to a report by the Ghana News Agency (GNA) (2007), the late Alhaji Aliu Mahama, a former Vice President of Ghana during his time as a vice president urged headmasters of Senior High Schools (SHS) in the country to remain fair and firm in enforcing school regulations. The late vice president argued that reports indicated that some students disobeyed school rules and regulations with impunity, while at the same time resenting teacher guidance and supervision. These practices, according to the late vice president were repugnant and appropriate sanctions should be enforced to sanitize the situation. The then vice president made these assertions at the 17th Speech and Prize-Giving Day of the Tamale Senior High School in Tamale.

In the light of the cases of indiscipline in Ghana, different strategies have been tried by school leaders to manage the menace but to no avail. As such, a GNA report in 2013 revealed that the Conference of Heads of Assisted Secondary Schools (CHASS) advocated for a revision of the Code of Discipline. The heads of the senior high schools in the country indicated that the code of discipline as used at the time had proven to be ineffective. CHASS assured the Ghana Education Service (GES) and the Ministry of Education (MoE) of its commitment to maintain high standards of discipline in schools as a means to achieve quality education. This was after bemoaning the contribution of indiscipline to lowering of the standards of education in the country. In recent times, the Vice-Chancellor of the University of Energy and Natural Resources had advocated a national consultative forum to re-examine the various disciplinary policies and their effective implementation in the nation's educational system (GNA, 2016). The vice chancellor made this claim at the 54th annual meeting of CHASS at Sunyani in 2016, indicating further that this could pave the way to address the pervasive challenge of indiscipline in schools. This report of the GNA further revealed that CHASS was searching into the entry and exit behaviours of students and how that affected their academic performance. The report showed again that the National President of CHASS, Mrs Cecilia Kwakye Cofie, said that CHASS had looked at the current rules and regulations governing students' behaviour and had identified the need for a more credible and workable document that had gone through the drafting stage. This empirical evidence according to the president of CHASS would greatly assist in making informed decisions to address the challenge of indiscipline. This implied that new and different strategies were being searched for in addressing students' indiscipline in senior high schools.

In the light of the increased problems that society faces, traditional character education is becoming commonplace in public schools (Lickona, 1995). In support of this claim, Thompson (2002) revealed that many parents and educators are looking for long-term solutions to making schools safe again, and as such character education is receiving attention. Character education focuses on the root causes of violence and anti-social behaviour and helps schools create an environment where misbehaviours cannot flourish but can be detected and thwarted early (Schaeffer, 1999). Even though the development of a child's character is clearly not the sole responsibility of the school, historically, schools have been major contributors to character development of children because of the amount of time children spend at school (Ryan, 1993). Character education is important because it has been argued by Harned (1999) that character education could help prevent the types of violent incidents that occur in schools. The view of Harned was in support of the claim by Lasley (1997) that character education is the latest cure for the crisis of values because parents wanted the school to accomplish what had not occurred in the home. This calls for an emphasis on Social Studies education. According to Dania (2016), Social Studies addresses personal character, private experiences and values. Dania indicated further that values are examined, appraised, interpreted to and altered to make it useful for individual in particular and the society at large.

Social Studies education starts from elementary school in the education system in several countries. According to Brophy and Alleman (1998), elementary social education models have often featured attempts to develop prosocial values and the disposition toward civic participation in students. The goal of Social Studies is to foster affective concern amongst students (Dania, 2016). Therefore, Social Studies assists individuals to demonstrate affection in practical ways. Orlandi (1971) cited in

(Dania, 2016) grouped attitudinal objectives in Social Studies into two. They include attitudes for desirable intellectual behaviour and attitudes desirable for social behaviour.

Dania (2016) has given some benefits of the social studies education in helping cultivate good behaviours in students:

a. Social Studies educators have concluded that Social Studies is a means of improving good human relations through one's better understanding of others.

b. Again, Social Studies expose students to a body of knowledge which enables them to utilize the acquired knowledge to make rational decisions concerning their individual behaviour and public policy.

c. Further, the subject Social Studies help students to acquire analytical reasoning to handle human relationships in issues and problems of man and his environment.

d. Moreover, instructions in Social Studies help individuals to accept society values such as belief in the worth and dignity of man, equality and justice for all, economic wellbeing for all, and honesty and respect for ethical values of society.

In his view, Obiemeata (1983) asserted that Social Studies aim at assisting the individuals in the acquisition and development of certain skills and desirable attitudes and values. On the basis of all the literature, it is apparent for one to consider Social Studies as being a discipline or subject of study which prepares an individual to handle his relationship to members of his own groups or other groups (Dania, 2016). Not only is the individual helped to relate to their own group but also assists the individual to identify and relate with people with conflicting ideas.

With regards to the site for the study, the researcher being a member citizen of Obuasi, had observed that the students of Obuasi Secondary Technical School arrive to school late, wander in the school compound during the mid-class, bring mobile phones to school, use their mobile phones in the class while the teachers are teaching, show disobedience and carelessness, bring clothes and other accessories and immediately change after school. The direct observation of the researcher in the teaching profession, specifically in a secondary school, made her realize how disciplinary problems are impacting on educator morale, more so than in the past. Students these days talk as they wish, and are capable of causing a teacher to feel that he or she is unwanted in the classroom. From observations and by means of informal interviews, the researcher also became aware that teachers generally experience stress because of students' behaviour. In this regard, classroom conditions have been found to significantly influence educators' feelings and attitudes (Earthman & Lemasters 2009; Erena, 2015).

It has been reiterated by Ward (2007) that teachers are facing challenges in their efforts to educate children properly. Again, classroom management and disruptive behaviour have posed a great concern to teachers and managers of schools and a lot of researchers have done several works on related topics at global levels such as Harvey (2013) and Anderson, Berkowitz, Donnerstein, Huesmann, Johnson, Linz, Malamuth, and Wartella (2003).

However, in spite of the impact of indiscipline in the education system in Ghana, there appeared to be a few studies carried out on the subject of indiscipline in Obuasi Municipality in Ghana. These studies include that of Gyan, Baah-Korang, McCarthy, and McCarthy (2015), Danso (2010) and that of Agyekum, Awudu, Boadu,

Buabenmaa and Osei (2011) which sought to explore the issue of indiscipline in the Kumasi Metropolis in Ghana. Danso (2010) highlighted the actual state of indiscipline when he decried the high rates of indiscipline and lawlessness in educational institutions. He revealed further that not a single day passed without a report of an act of indiscipline perpetrated by students in senior high schools and lamented over the causes of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions. However, there appeared to be no study conducted on indiscipline in the Obuasi Municipality of Ghana. In light of the degree of importance of the subject of indiscipline and the apparent dearth of literature regarding it, this study's objective of investigating the disciplinary challenges of the students of the Obuasi Secondary Technical School was deemed to be urgent and necessary.

1.3 Purpose of the Study

The purpose of the study was to investigate student's disciplinary challenges experienced by teachers in the Obuasi Secondary Technical School.

1.4 Objectives of the Study

The following objectives were formulated to guide the study

1. To examine the types of disciplinary problems in the Obuasi Secondary Technical School.

2. To determine the sources of disciplinary problems that are experienced in Obuasi Secondary Technical School.

3. To ascertain the impact of disciplinary problems on Teacher morale in the Obuasi Secondary Technical School.

4. To identify coping strategies adopted by school management in managing disciplinary problems in the Obuasi Secondary Technical School.

14

1.5 Research Questions

The study sought to answer the following research questions:

1. What are the types of disciplinary problems experienced in Obuasi Secondary Technical School?

2. What are the sources of disciplinary problems that are experienced in Obuasi Secondary Technical School?

3. What is the impact of disciplinary problems on Teacher morale in the Obuasi Secondary Technical School?

4. What coping strategies are adopted by school management in managing disciplinary problems in the Obuasi Secondary Technical School?

1.6 Significance of the Study

This study will contribute to the Ministry of Education (MoE) and Ghana Education Service (GES) in redefining the discipline policy and putting in place programmes that will help teachers to be better equipped with alternative disciplinary strategies. It will be relevant for the Board of Management (BoM) and head teachers in formulating school rules and regulation together with other stakeholders such as the students, teachers, parents and the community. It will also help the stakeholder's in becoming conversant with the policy statement on school discipline and take their rightful place.

Teachers will also benefit from this work because it will help them to find out the better strategy which would be more effective and holistic in its approach. It will also portray the experience of teachers in trying to discipline students thereby creating a medium for their experiences to be shared with the public and their plight made known. It will also contribute to theory and practice in the field of social sciences

especially, Social Studies.

More so, it will be beneficial to the students who are the direct recipient of good discipline strategy. This is because when teachers adopt the right strategy which is effective in disciplining students, it will expose them to learn how to behave responsibly. It will benefit parents and the entire community in the long run if teachers are able to train the students to be responsible and good citizens through Social Studies Education. This is because Social Studies as a subject seek to inculcate good moral values and acceptable attitudes into learners.

In addition, the research will engender research attitudes in the researcher who is involved in the conduct of this study. That is, as a form of empirical study, it lends itself to scientific ways of solving social problems. This requires the researcher and others involved in it to think logically and rationally. These in turn help in the developments of research attitudes needed in seeking knowledge through scientific enquiry.

Also, the study will equip stakeholders who are directly or indirectly affected with the needed knowledge students' disciplinary problems. These stakeholders would then be better informed to suggest better ways of addressing the problem.

From the foregoing, it can be said that, this study merits scholarly attention as it tends to engender research attitude, fill gap in the literature, helps make informed decision and finally tends to highlight themes associated with students' disciplinary problems.

1.7 Delimitation of the Study

The study was delimitated theoretically to exploring the types, sources and impact of disciplinary problems experienced by teachers and the coping strategies they adopt in managing the problem. Geographically, the study was delimitated to the Obuasi Secondary Technical School in the Obuasi municipal in the Ashanti region of Ghana. Obuasi is a gold mining community within Ashanti region. Obuasi is a municipality. Obuasi is known for its successful gold mine for a long number of years.

1.8 Definition of Terms

Some terms were used in the study and as such needs to be clarified. These include school climate, sources, discipline, problem, student misbehaviour, punishment and management.

School Climate: School climate refers to the social atmosphere of a learning environment in which students have different experiences, depending upon the protocols set up by the teachers and administrators.

Source: The relatively approximate factors that are necessarily antecedent to condition or existence of a given phenomenon.

Discipline: The means by which children are trained in orderliness, good conduct and the habit of getting the best of themselves.

Problem: Any significant perplexing, and challenging situation.

Student Misbehaviour: This include the behaviour of a student that disrupt the teaching learning activity creating physical and psychological discomfort, doing harm to properties of the school or within the class room.

Punishment: Refers to the process of intentional infliction of pain, shame and unpleasant statement by a teacher or the school management on student or group of

students as consequence of the student/groups breaking of school rules and regulations.

Management: Encompasses an array of different functions who are responsible to see to the day to day affairs of the school system.

1.9 Organisation of the Study

The study was organized into five (5) chapters. The first chapter dealt with the introduction which gives an insight into the background of the study, the purpose of the study and the research questions which serves as a guide to the study. It also dealt with the significance of the study, the delimitation and limitations, the definition of terms as used in the study. Chapter two focused on the review of related literature on the topic. It presents a summary of what other people have said on the topic. Chapter three comprised of methodology. It highlighted the population, sample and sampling techniques used in the study. It again described the research design as well as the instruments and methods used for the study. The analysis of the data collected for the study opens chapter four. It also contains the analysis of the questionnaires in relation to the research questions. Chapter five, dealt with the summary, conclusion, recommendations and suggestions made on the topic for future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with the review of related literature. The review will be done in three sections. This will include the theoretical review, the conceptual review and the review of related empirical studies.

2.1 Theories of Discipline

In this section, some of the theories related to the study are reviewed. These include social learning theory, social identity theory, the choice theory, Skinnerian Model of Behaviour Modification and Dreikur's Social Discipline Model.

2.1.1 Social learning theory

The Social learning theory was propounded by Albert Bandura in 1977. The theory can also be called observational learning. Viewing the theory as observational learning reflects the importance of observing other people's behaviour in the learning process. According to Polis and Upenieks (2003), the major premise of this theory is that people do not only learn through their own experiences, but also by observing the actions of others and the results of those actions. This behavioural theory therefore assumes that people learn by observing the behaviours and attitudes of others as well as the outcomes of those behaviours. According to the theory, behaviour can be learnt, relearned and unlearnt. As a result, it is believed by this theory that human beings are the product and producers of their environment (Bandura, 1985; Kiumi, 2012).

Bandura contended that the behavioural habits of children, both good and bad, are developed through observational learning and is referred to as imitation or modelling (Bandura, 1977; Thomas, 2005; Ormrod, 2011). Young students are particularly

19

impressionable and vulnerable and since much of their behaviour is learned and they will copy and act out what they observe to be fashionable and attractive (Feldman, 1996). As a result, an individual's behaviour can be the outcome of modelling. Even though, the social learning theory recognizes that much learning takes place as a result of reinforcement, other forms of behaviours can be learned without directly experiencing any reinforcement.

According to Rimer and Glanz (2005), in the social learning approach, human behaviour is dynamic and reciprocal and as a result personal factors, environmental factors and behaviour continually interact. This was based on Bandura's belief that cognitive processes can influence observational learning. Thus, we do not automatically imitate the behaviours we see other people displaying. Rather, we make a deliberate, conscious decision to behave in the same way. Therefore, observation of others as a means of learning can be considered to be mediated by cognitive processes.

It is important to note that the most effective way of learning in children is through imitation (Ngari, 2014). Therefore, it is safe to associate role modelling that comes from both parents as a learning process for the child. Therefore, how an individual is socialized in a society or community about the norms and practices of the society usually comes from what they observe around them. Children tend to be what it is they see others do (Thomas, 2005; Ormrod, 2008). This is especially true for those who are of a high recognition in society. As a result, children will imitate the behaviours of a parent, teacher, guardian, television character, or peer, often practising what they observe to receive their individually desired results (Bandura, 1986; McLeod, 2011).

In relation to the study of disciplinary challenges of students, if an individual observes the behaviour of a person he/she regards highly, it is likely that the behaviour will be modelled (Tesfaye, 2015). This is especially true in the senior high school since students in senior high schools usually behave in a way similar to their friends, particularly popular friends. Again, the kind of home a student comes from can influence the student's tendency to display behaviours that contradict the rules and regulations of the school. This is because if a student comes from a home or society where violence is the means of making your point, it is highly probable that the individual will model that behaviour and practise the behaviour in the school environment.

Disciplinary problems can be reduced because according to the social learning theory, behaviours that are learned can be unlearned (Tesfaye, 2015). In reducing these disciplinary problems, students should be helped to model new and appropriate behaviours of teachers and other exemplary students. Bandura (1977) asserted therefore that humans are active information processors who think about the relationship between their behaviour and its consequences and as such can stop behaving in unrewarding ways. In summary, since students learn from each other, from teachers and staff, and family and society as a whole, there is the need to demonstrate good behaviours for students to model. It remains to be seen how this theory would prove to be in investigating discipline problems in the Obuasi Senior High Technical School.

2.1.2 Social identity theory

Social identity theory was originally formulated by Henri Tajfel and John Turner in the 1970s and the 1980s (Turner & Reynolds, 2010). Social identity theory introduced

21

the concept of social identity as a way in which to explain intergroup behaviour (Tajfel & Turner, 1979; Tajfel & Turner, 1986). Social identity theory views identity as central to both the emergence of good group behaviour and bad group behaviour. The theory assumes that people have both personal and social identities. However, the social identity comes from group membership. Because people seek a positive social identity, they compare their own group (the in-group) with relevant other groups (out-groups).

Experimental works have proven that people tend to behaviourally favour their own group, thus the in-group, even if they are randomly assigned to a group with no essential bonds holding the group members together. Even when people are assigned to groups on the basis of some arbitrary and minimal criteria, the individuals tend to favour members of their own group (Brown, 2000; Hewstone & Greenland, 2000). From this theory, when students perceive any unfairness to any of their in-group members, they respond to the fairness in a way that usually goes beyond the rules and regulations of the school. This theory therefore offers a good basis to explore discipline problems in Obuasi Senior High Technical School.

2.1.3 The choice theory

According to Glasser (2009) Choice Theory involves bringing learners to an awareness of their responsibility to make their own decision about their learning and behaviour in school. The Choice Theory is a biological theory about functioning as living creatures. In the view of Sullo (2007), this theory is geared towards an individual taking control of his/her own behaviour as well as enhancing personal effectiveness. The emphasis is then laid on being responsible. Glasser defined responsibility as learning to choose behaviours that satisfy one's needs and, at the

22

same time, do not deprive others of a chance to do the same. The conviction of the theory is that everyone is responsible for the things they choose to do and must therefore govern themselves accordingly (Glasser, 1998; Sullo, 2007).

The Choice theory therefore posits that students must have a choice and be made a part of rules making in the classroom, they will have ownership of their learning, have pride in their participation, and exhibit greater levels of self-confidence and higher levels of cognition (Bechuke & Debeila, 2012). When there is a sense of ownership students will come to school willingly and with enthusiasm because they want to be challenged. Bechuke and Debeila (2012) identified a major component of choice theory to be the basic need of personal competence which is an inner drive that is self-initiating and unrelated to the need for extrinsic rewards of praise or grades. Thus, only by understanding what drives an action or behaviour can educators be able to deal or manage the behaviour effectively. It is so because all behaviour is seen as an attempt by individuals to satisfy needs that are built into the genetic structure of the brain. It is internal and not external.

Choice theory assumes that students behave based on what they want, compared to what they see and know. Glasser (2009) therefore suggests that when dealing with discipline problems, teachers, counsellors and other stakeholders should have two goals: first, to stop the unwanted or challenging behaviour; second and more importantly, to teach students how to control their own behaviour.

In relating the choice theory to the current study, it can be inferred that students behave in ways that they have chosen and are as such responsible for their own behaviours. Using this as a basis, students can be helped and taught to be responsible in their choice of behaviours. Glasser (1998) suggested that students must be helped

to make positive choices by helping the students understand the connection between their behaviour and the consequences of their behaviours.

Even though educators were impressed by the concept of learners being taught to bear the consequences of their behaviour and agreed that educators should identify misbehaviour and provide a prompt description of appropriate behaviour in the same circumstances (Wolfgang & Glickman, 1980), Glasser's whole system of managing misbehaviour was not widely used (Mohapi, 2007). In the view of Mohapi, this is because students sometimes pay little attention to non-threatening consequences and so continue to misbehave when they feel inclined to do so. Again, the amount of time needed to be able to fully implement Glasser's system of discipline makes it an unwanted choice by most educators who have busy schedules.

Regardless of the critical view of the choice theory, it is an approach that helps create a safe space for students to learn, as mainly, the students view the classroom as their classroom and they own it. As a result, in terms of the current study, the Choice theory would help establish if students in the Obuasi Senior High Technical School actually own their behaviours and take responsibility for their actions.

2.1.4 Skinnerian model of behaviour modification

The Skinnerian model as a behaviour modification model was derived from the work of behavioural psychologist, BF Skinner. The model is therefore behavioural in nature. The starting point is that behaviour that is rewarded tends to be repeated, while behaviour that receives no rewards tends to be eliminated (Mohapi, 2007). Thus, in maintaining discipline in any environment, good behaviours are rewarded while bad behaviours are punished (Phillips, 1998). It can therefore be implied that the consequences of a particular behaviour is what shapes the individual's later

behaviour. In the view of Charles (2002), if reinforces and rewards are used in a systematic way, they can influence an individual's behaviour in a desired direction.

In this regard, the reinforcements contribute towards achieving good behaviour when the reinforcement procedures are used to shape a learners behaviour in a desired direction. Reinforcement can be positive or negative. According to Mohapi (2007), positive reinforcement is the process of supplying a reward that the learners favour while negative reinforcement means taking away something that the learners like.

Another key concept of the Skinnerian model of behaviour modification is Skinner's description of freedom as escape or avoidance. O'Donohue and Ferguson (2001) explained that escape is doing whatever it takes to remove contact with an aversive stimulus that is already present while avoidance is doing whatever it takes to prevent contact with an aversive stimulus that is not yet present. Escape is usually done by removing, stopping or reducing the intensity of the stimulus or by simply moving away from it.

Applying this concept in the classroom or school environment, it can be noted that when a student feels that his/her freedom is being taken away by teachers or staff within the school environment, the student may wish to escape from this situation. The student will try to escape by being absent from class or defying instructions within the school environment (Mohapi, 2007).

In the modification of behaviour, the target behaviour is selected and discriminative stimuli and differential reinforcement are used either to increase or decrease the particular behaviour. According to Mohapi, four main steps must be carried out which includes identifying a target behaviour, giving clear signals of when to perform and when not to perform the target behaviour, ignoring disruptive behaviours which were

25

or not targeted and reinforcing the target behaviour when it occurs. Some key techniques that can be used in behaviour modification are prompting, chaining and shaping.

Mohapi (2007) explains these key techniques. According to Mohapi, prompting involves adding discriminative stimuli that are likely to signal the desired response rather than waiting for the required response to occur on a chance basis.

Chaining involves connecting simple responses in sequence to form more complete responses that would be difficult to learn all at one time. Practically, simple behaviours are joined into a sequence of behaviour and after completion of the behaviour, reinforcement is given.

Shaping is used when the desired or target response is not what the student is already able to perform. In this instance, there is no way to prompt the target behaviour since it is not in the ability of the student to do so. Two types of shaping have been given by Tuckman (1992), thus, shaping only those behaviours that meet a given criterion; and shaping or reinforcing behaviour that approximates or is closer to the target behaviour.

The Skinnerian model has also been used as a substitute or a better option for punishment. According to behaviourist thinkers, the effective use of reinforcement should make the use of punishment unnecessary (Mohapi, 2007). Mohapi argued that this is because the most effective technique for weakening behaviour is to use non-reinforcement. In other words, to weaken undesirable behaviour, you just have to ignore it. Punishment is not a preferred model for changing behaviour or maintaining discipline because Tuckman (1992) indicated that Skinner viewed punishment as merely suppressing bad or undesirable behaviour and so the behaviour may reappear

26

later under different circumstances. Paradoxically, the punisher may serve as a model for future aggressive behaviour on the part of the person being punished implying that educators who were subjected to punishment as children may become adult educators with preference for punishment as means of discipline.

Tuckman however put forward that there are two circumstances in which punishment may be considered as a last resort if used efficiently. The firstly circumstance is when an undesirable behaviour is so frequent that there is virtually no desirable behaviour to reinforce. The second instance is when the problem behaviour is so intense that someone, including the individual may get hurt. A common example in both circumstances is extreme aggression. In the context of the current study, disciplinary problems of students in the Obuasi Senior High Technical School can be managed by the appropriate use of reinforcement and not necessarily stringent punishment strategies.

2.1.5 Dreikurs' social discipline model

The social discipline model as described by Dreikurs asserts that man is recognized as a social being, his actions as purposive, directed toward a goal, and his personality as a unique and invisible entity (Dreikurs, 1968). According to Dreikurs (1968), all misbehaviour is the result of a child's mistaken assumption about the way he can find a place and gain status. Thus, when a student is unsuccessful in obtaining acceptance through the appropriate means, a pattern of disciplinary problems begins as a means to gain popularity.

On this basis, the social discipline model is based on the view that all behaviour including misbehaviours is orderly, purposeful and directed towards achieving social approval. This is because human beings have a need to belong and be accepted.

Unfortunately, individuals do not usually act according to the reality that surrounds them but according to their own subjective assessment of the situations around them.

Overall, the social discipline model of Dreikurs gives four types of goals that motivate disciplinary problems among students in schools. They include:

a. Attention Getting: Students who want to be noticed can do almost anything from being argumentative and funny to being more problematic.

b. Revenge: Some students use indiscipline attitudes as a means of vengeance for real or imagined hurt feelings from teachers and peers.

c. Power and Control: Some students want to demonstrate to others that they are in charge or in control. To be able to claim power or control, these students may engage in several indiscipline behaviours that are unacceptable and contradict the rules and regulations within the school.

d. Displaying Inadequacy: Students who are not able to live up to expectations of their environment might exhibit acts of indiscipline which can be described as displaying behaviours of learned helplessness.

With all this in mind, Dreikurs (1968) argued that if a student is misbehaving, then the main purpose could be because of the need for social acceptance. Essentially, the social discipline model believes that every action is grounded in the idea that the individual is seeking his/her place in the group.

2.2 Conceptual Review

The conceptual framework on the study is shown in the Figure 1 below:

Sources of Disciplinary problems; The home, peers and media	→	Types of Disciplinary problems; Truancy and verbal bullying	→	Impact of Disciplinary challenges; Stress, discomfort	→	Coping strategies; Counselling, suspension,
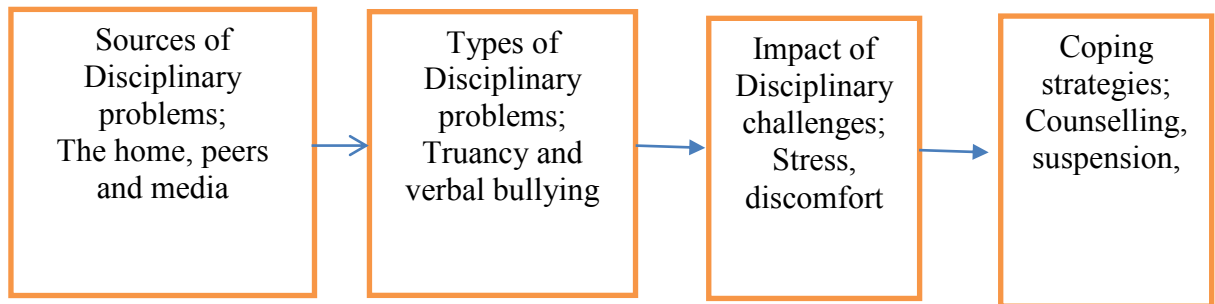
Figure 2.1: Author's Conception

The Figure 2.1 shows the relationship existing between the major variables of the study. The major variables are the types, sources, impact of disciplinary problems and the coping strategies in response to the disciplinary problems. This framework forms the basis of the study since it would help give all the information necessary for the study.

Disciplinary problems can be caused by several factors through observation and imitation such factors include the home, school and some personal factors. These factors lead to some disciplinary problems which can be grouped into types such as drug addiction, bullying and fighting which in turn have an impact on the morale of teachers and also affects the students. However, when disciplinary problems arise, teachers and school authorities adopt some coping strategies to mitigate or handle the disciplinary problems. Other concepts related to the study are reviewed. Such concepts include discipline.

2.3 The Concept of Discipline

Discipline as a concept has been viewed differently by several authors in different quarters. Depending on the perspective of the author, a different view was offered. In general, Ouma, Simatwa and Serem (2013) viewed discipline as the actions by

management to enforce organisational standards. In the school situation, Temitayo, Nayaya and Lukman (2013) defined discipline as the regulation of children and the maintenance of order ("rules") in schools. Temitayo et al. claimed that these rules may delineate the expected standards of clothing, timekeeping, social behaviour and other work ethics. It implies the many standards or codes of behaviour to which teachers, students and non-teaching staff must adhere to. Another view of discipline offered by Bendl (2004) was that discipline involves the conscious adherence to specified standa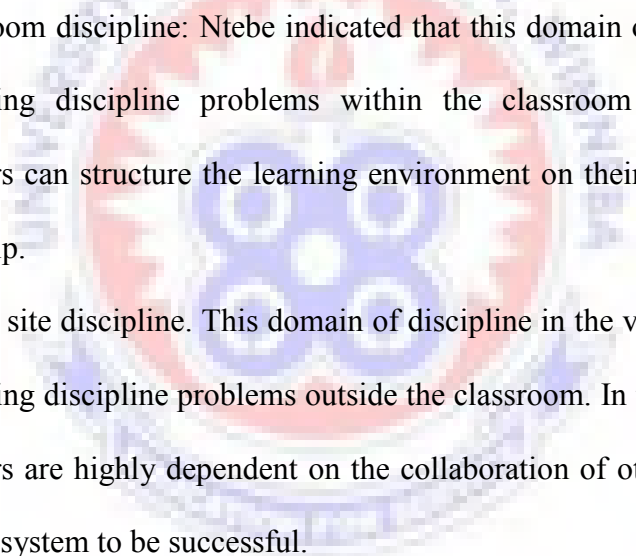rds of conduct. In other words, it refers to consciously subordinating oneself to specified standards and a conscious respect for the rules, regulations or provisions of an institution. In so far as rules and regulations are in play, Temitayo et al. opined discipline may also apply to the punishment which is the consequence of transgression of the code of behaviour in an institution. Thus, in schools, the usage of the word discipline sometimes connotes the management of behaviours of students that are contrary to the rules and regulations of the school. Fuentes (2003) also described discipline as a process that uses teaching, modelling and other appropriate strategies to maintain behaviours necessary to ensure a safe, orderly and productive learning environment. This is done by changing unacceptable behaviour to acceptable behaviour.

Discipline has been identified to have two main goals which include ensuring the safety of school staff and learners, and creating an environment conducive to teaching and learning (Farrant, 2001). Therefore, in the school environment, the aim of discipline is to guide and direct the student towards self-discipline, a good moral character and emotional security (Mabeba & Prinsloo, 2000). Discipline also helps students to engage in the necessary activities in order to enhance their education while limiting the behaviours that are self-defeating. Thus, students require discipline for

30

positive personal development and adequate educational progress (Charles, 2002). This is similar to the view of Imaguezor (1997) that discipline is a process of training and learning that fosters growth and development. It has also been suggested by Mtsweni (2008) that discipline in school is indispensable in maintaining a certain standard of social conformity to ensure that the school community functions in an orderly and peaceful manner.

The very importance of discipline requires the school to have a clear understanding of what discipline is. Ntebe (2006) gives two main domains of school discipline. They include:

A. Classroom discipline: Ntebe indicated that this domain of discipline relates to managing discipline problems within the classroom where educators or teachers can structure the learning environment on their own usually without any help.

B. School site discipline. This domain of discipline in the view of Ntebe refers to managing discipline problems outside the classroom. In this case, educators or teachers are highly dependent on the collaboration of other individuals in the school system to be successful.

Generally, three main categories of discipline have been offered (education.gov, 2015). They are explained as preventive discipline, supportive discipline, and corrective discipline.

2.3.1 Preventative discipline

This form of discipline involves setting out roadmaps to ensure that discipline problems do not happen at all. In this form of discipline, expectations, guidelines and rules for behaviour are established during the early days of class or school. Thus,

clearly explaining or outlining expectations for students as well as teachers to know what is required of them is the basic and most essential component of preventative discipline. A preventative discipline strategy also establishes the types of consequences that will follow a behaviour that contradicts rules and regulations.

Preventative discipline strategies create a safe, non-confrontational classroom atmosphere in which students feel that they understand what is to come Preventative discipline therefore aims at providing proactive interventions to potential disruptive behaviours by clearly explaining to students which behaviours are appropriate and vice versa. This is the form of discipline mostly used by teachers with effective classroom management strategies.

2.3.2 Supportive discipline

When preventative discipline strategies appear to be losing grip over student behaviours, some discipline is required. This is known as supportive discipline. It can be seen in instances such as when a teacher offers a verbal warning or a suggestion for correcting behaviour when a student appears to be disobeying an established classroom rule.

The distinction between supportive discipline and punishment is seen in the sense that supportive discipline provides the misbehaving student with suggestions and options for correcting misbehaviour before a consequence is necessary. Supportive discipline therefore involves reminders, redirection and non-verbal communication.

2.3.3 Corrective discipline

After repeated measures of supportive discipline have failed, a corrective discipline strategy may be adopted. Corrective discipline refers to the set of consequences delivered to students following a violation of established rules and regulations of an

institution (education.gov, 2015). There are several forms of corrective discipline strategies. However, each form adopted should be suited to the age or grade level of students. An essential component of corrective discipline strategies is the consistent application of consequences.

Overall, school discipline should be seen as an essential component in school administration. This should be so because discipline is a mode of life in accordance with laid down rules of a particular society to which all members in that society must conform, and the violation of which are questionable and also disciplined (Temitayo et al., 2013).

2.4 Discipline Problems

Discipline problems have been seen in different ways from different perspectives. Mabeba and Prinsloo (2000) described discipline problems as the disruptive behaviour that significantly affects students' basic rights to feel safe, to be treated with respect and to learn in a more conducive environment. Barasa (2013) also defined indiscipline as the attitude and unwillingness to make efforts required to achieve the objectives in the school system. This makes the student a defiant person who chooses to rebel and turn away from the laid down rules and regulations in the school.

In its general sense, discipline problems are behaviours that are seen as disruptive. According to Finn, Pannozzo and Voelkl (1995) and Phiri (2011), disruptive behaviours are behaviours which seriously interfere with the teaching and learning process and in the very extreme form seriously disrupt the normal running of the school. A key issue about disciplinary problems is that even though schools all over the world have problems with students discipline problems, the issue seems to be

more acute in schools situated in areas with high poverty (Vogel, 2004). This is what makes discipline problems a key issue in our part of the world as Ghanaians, since a major problem in the country is poverty.

2.4.1 Sources of discipline problems

Several factors have been identified as causes of discipline problems among students in senior high schools (Bowman, 2004). Discipline problems have been found to be caused by several factors by several researchers. According to Okumbe (2001), discipline problems among students have their roots in the school, society and in the mind of students. Thus, the causes of indiscipline could be related to student's peculiarities, the social and family context, external influences and of social, economic, cultural, generational nature. Again, the causes could be related to the personality and professionalism of the teacher. Other causes could be related to the school as an organisation or the educational system as a whole. In terms of the teacher factors, Adentwi (1998) revealed that teachers being unfriendly with the students cause disciplinary problems in schools. Goldstein and Conoley (1997) opined that in terms of school factors, the over use of punitive control methods, inadequate clarity of school and classroom rules and disciplinary procedures have a high degree of correlation with students' vandalism. Goldstein and Conoley revealed further that irresponsible students easily lead other students to go on rampage. In Ghana, the Ghana News Agency (2010) reported that third year students at the Sandema Senior High Technical School claimed that the school authorities had disgraced them by publishing the names of those who performed badly in the terminal examination, and so they attacked tutors and destroyed school property. This implied the school was viewed as the cause of the discipline problem. However, the GNA report showed that the teachers described the discipline problem as an attitude of ingratitude by the

students towards teachers who were doing their best to help the students achieve good grades.

The home factor is also a major cause of discipline problems among students. Farrant (2001) posited that even though most children receive the attention they need at home or in school in normal positive ways, some students feel that misbehaving in class or school is the best way to get attention. These students are the ones who usually speak out when they are called to do so, arrive late or make strange noises which disrupt attention particularly during class (Ntebe, 2006). In support of this claim, Marais and Meier (2010) found that many students misbehave because they are starved for attention.

Further, one of the most widespread reasons for discipline problems was identified to be a student's inability to cope with the tasks. In demonstrating their frustration some of these students engage in loud outbursts, disruptive behaviour, while the rest of the class may remain passive (Sternberg & Williams, 2002).

2.4.2 Parental or home influences

The family in its most common form has been seen as a lifelong commitment between a man and women who feed, shelter and nurture their children until they reach maturity (Chand, 2012). It is therefore seen as a primary socialization context which is a very important factor influencing development of the child (Ozeinar, 2006). Parental or home factors have an influence on the discipline problems among students. It appears that the lack of parental involvement is the major cause of disciplinary problems in secondary schools (Temitayo et al., 2013). In this regard, it has been suggested by Alidzulwi (2000) that many parents are not involved in the education of their children leading to poor academic results, high dropout rates, and

35

the absence of discipline in schools. This implies that parents are highly influential in the school life of their children. As a result, the failure of parents to teach their children discipline is one of the greatest contributing factors to disciplinary problems in schools (Bowman, 2004).

Ngari (2014) asserted that in the traditional African society, the family was and still is considered to be responsible for the upbringing of a child. Thus, the kind of person a child can grow into is dependent on the family background of the individuals. Children also imitate their parents' responses towards authority figures in conversations while in school, and so if the responses of their parents are rude, they are most likely to model it and display several forms of discipline problems (Ngari, 2014).

The influence of the home environment on discipline problems usually comes about from families where children feel rejected (Lewis, 1991). In support of this, Butchart (1998) indicated that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. Butchart argued further that these feelings experienced by the child may ultimately develop into what is referred to as 'psychological pains', which may further cause discipline problems such as physical assault, gang violence, substance abuse, and several others.

Further, Hyman and Perone (1998) opined that factors such as financial stress and other family dysfunctions within the family are significant in shaping students behaviour. In support of this, Bru, Stephen and Torsheim (2002) indicated that academic achievement and appropriate behaviour are more likely to occur in schools where a student's home environment has met his or her psychological safety and belonging needs. Deepshika and Bhanot (2011) in their study to assess family

environment and its impact on their social-emotional adjustment revealed that eight family environment factors which include cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of the adolescent girls. This implies that how students can adjust to the school environment depends on the family environment of the individual. Overall, it can be inferred that emotional and social adjustment of children who are loved, accepted, nurtured, trusted and who have close emotional ties with their parents are superior (Chakra & Prabha, 2004). Thus, the bond between parents and children can affect the overall adjustment (social and emotional) of the individual and thereby affecting the behaviours of the individual in the school.

Parent or home influences on discipline is also seen in several other ways as indicated by Temitayo et al. (2013). They include:

a. single parent homes,

b. a lack of parental control at home,

c. the negative influence of television,

d. neighbourhood and community problems that influence the home, and

e. value differences between the home and the school.

2.4.3 Social or economic factors

Erikson (1963) places the task of psychological integration primarily in the adolescent years. Erikson suggested that sudden physical and social changes precipitate the crisis of identity and attributed indiscipline primarily to the failure to resolve role aspect of an identity. Again, according to Selby (2008), society can be partially blamed for the decline in standards of discipline. Selby argued that moral and spiritual values have

being shunned by society all in the name of modernity and technology and so society seems to have lost track of the essence of a disciplined life.

It has been indicated by research that children living in neighbourhoods of concentrated poverty demonstrate trauma symptoms and coping mechanisms that may appear disruptive in schools, such as anxiety, hypervigilance, and presenting a "tough front" to ward off further victimization (Anderson, 1999; Stewart, Schreck and Simons, 2006). Further, studies have shown that children who grow up in neighbourhoods of concentrated poverty not only learn coping mechanisms but also develop an understanding of society and their place in it that may lead to "acting out" behaviours deemed disruptive or counterproductive in schools (Ferguson, 2001; Eaton, 2010). Thus, children from very tough background socially and economically create oppositional identities as "bad boys" to cope and resist in schools. On the basis of these studies, effective school level policies to manage disciplinary problems must also be paired with larger economic and social policies that actualize the promise of equal opportunity. This can help reduce some misbehaviours among students.

2.4.4 Emotional problems

According to Curwin, Mendler and Mendler (2008), Students who engage in discipline problems have been identified to be individuals who may probably have some emotional problems. Curwin, Mendler and Mendler (2008), gave four main categories into which every student who engages in discipline problems fits. They include lack of awareness, the belief that they are stupid and hopeless, the desire to look good in front of peers and the need for attention. The view of Curwin et al. implies that students who exhibit the most disciplinary problems have emotional problems. A similar report by Curwin, Mendler and Mendler (2008), showed that

most students do not misbehave because they consider it the best thing to do but because of issues like egocentrism, threat, provocation, fear, boredom, hopelessness, frustration or feeling isolated. All these are issues of feelings or emotions. The implication is that emotional problems can lead to disciplinary problems.

2.4.5 School environment and leadership

Every school administrator is committed to ensuring that school provides a safe and orderly environment in which teaching and learning take place each day (Temitayo et al., 2013). In this regard, the school leadership as well as the environment created in the school can affect the overall behaviour of the students. Absence of effective leadership can result in poor management in the areas of direction, guidance and instructions which can in turn lead to disciplinary problems.

It has been posited by Bazemore (1997) that safe and supportive school environments depend on students, staff and parents demonstrating mutual respect towards each other. In other words, all the people who form the school community such as students, staff and parents must know and understand the standards of behaviour which all students are expected to live up to and the consequences if these standards are not met. Every community has rules; as a result the school being a community is no exception. Rules in the school are made reasonably to ensure that there is order in the school and discipline is maintained within the school. The rules are respected because the schools have the power to enforce the rules mostly through punishment or other disciplinary measures.

Rowne (2005) asserted that the priority of the school is to ensure that all students are provided with a harmonious environment where they can learn and thrive. This is because in the view of Terry (2001), students have a right to be treated fairly and with

39

dignity. Thus, students have the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. To ensure that this kind of environment is created to provide quality education, good disciplinary measures are required. A harmonious environment at school increases the chance of students realizing their full educational potential (Temitayo et al., 2013). The reverse of this is true. Again, a lawless school environment promotes disciplinary problems to the school administrators, teachers and in the end affect the performance of the students. Students in such schools disrespect their fellow students, teachers and school administrators and in extreme circumstances engage in protest which may lead to violence, discrimination, harassment, bullying and intimidation, using of weapons, and drugs as well as alcohol (Mitchell, 1996).

Another element in the school environment which is vital to the maintenance of discipline or otherwise in the school environment is the teachers within the school. Monk (2007) opined that indiscipline in schools can be caused by negative teachers who do not co-operate with the school head. These teachers can be involved in inciting the students against the school administrations. In support of this, Robbins and Judge (2012) opined that the attitude of teachers can create an environment that encourages either positive or negative behaviour. Overall, Hyman and Perone (1998) stated that inadequate teaching, punitive school climates and insensitive administrators as well as teachers lead to disciplinary problems of students.

2.5 Types of Discipline Problems

Several researchers have tried to categorise or group discipline problems. Veiga (2009) categorized discipline problems into three levels. The first level involves incidents of disruptive nature whose disturbances affect the good functioning of the

school. At the second level, conflicts among peers are considered acts of indiscipline while conflicts in student teacher relationships are considered to be at the third level of indiscipline.

In the view of Rosen (1997), common discipline problems which may lead to a student's suspension include defiance of school authority, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code violations, theft and leaving campus without permission. Donnelly (2000) also mentioned some discipline problems which he indicated to be common types. They include fights, insubordination, and little support for educators, a general climate of disrespect, and distrust of the administration.

Several forms of disciplinary challenges have been identified by several researchers. Zubaida (2009) identified forms of discipline problems among senior high school students to include truancy, lateness to school, cultism, and drug abuse, insulting/assaulting, stealing and rioting. Some other forms of discipline problems that were identified were shouting, snatching other student's property, bullying, cheating, viewing pornographic materials, and threatening teachers. The study of Onyechi, Okere and Trivellor (2007) also brought to light some discipline problems such as walking out on the teacher, noise making, sleeping in class, immorality and use of drugs in Nigerian schools, Okoson (2010) as cited in Magwa and Ngara (2014) identified act of disciplinary problems to be in the form of truancy, hooliganism, disrespect for school authorities, cheating in examinations and drunkenness. Similarly, Magwa and Ngara (2014) citing the study of Simbair (1999), in Botswana among 200 high school students reported that absenteeism, stealing and smoking were mostly frequently committed disciplinary offences. A study conducted by Moseki

41

(2004) in the same line reported that truancy was rampant among Senior high schools students in South Africa. The findings appear to point in the same direction. The study of Denge (1999) also identified discipline problems such as stealing, truancy, sexual offence, vandalism and cheating as destructive practices. In confirmation of all the findings, Afullo (2005) as cited in Kute (2014) adds to the list by indicating that arson, sexual assault, vandalism, drug abuse, lateness, bullying among others were common discipline problems among students.

Among all the commonly identified discipline offences, one major form of discipline problem commonly reported is disrespect towards teachers and other authorities in the school. The study of Rossouw (2003) showed that the most commonly reported problem is student disrespectful behaviours towards educators that manifest itself in numerous forms. Among the less discipline problems identified by Maphosa and Mammen (2011) are swearing at educators, repeating what educators say, mocking educators, using foul language, ignoring educator's instructions, verbal confrontation, refusal to do assigned work, and wearing the wrong school uniform. Specifically, in terms of rural high schools, the study of Van-Wyk (2001) showed that educators in rural high schools acknowledge that they had serious problems disciplining students and felt disempowered to deal with learner's disrespectful and disruptive behaviour in class. In a similar vein, participants in the study conducted by Mestry and Khumalo (2012) revealed that students do not show respect for those in authority such as educators and as such it is difficult to discipline the student who seem to rebel against authority. An investigation carried out by Matseke (2008) revealed that students have lost respect for educators and for the disciplinary rules of the school. This is similar to the report of Rossouw (2003) that students and especially High School students have developed arrogance towards the authority of educators and parents. Rossouw

indicated further that this has been exacerbated by the over emphasis on children rights, which has made so many parents failed to instil respect for people of authority in their children at home. As a result, the child could bring this disrespectful attitude to school.

Aside from disrespect towards authority, other disruptive behaviours have been reported by other authors. A study by Martin (2004) showed that disruptive behaviour during class was reported more frequently by teachers and administrators in rural High schools (21%) than by teachers and administrators (17%) in urban schools. It has been found by Mestry and Khumalo (2012), however that there are more serious disruptive behaviours demonstrated by students in schools. Mestry and Khumalo argued further that these disruptive behaviours are often subset of revenge seeking. In support of this view, it has been found that one in five boys will result to physical conflict since fighting is believed among students especially boys, to be the best way of resolving conflict situations and so boys regard their peers who do not fight as weaklings (Mokhele, 2006).

The study of Martin (2004) again showed that alcohol and other drug use was the second most frequently reported discipline problem by teachers and administrators in urban high schools whiles the same was the fourth most serious problem identified by teachers and administrators in rural High Schools.

Arnold (2005) carried out a study using a sample of 4,000 High School students by means of a self-report which included questions concerning issues such as stealing, substance abuse and violent behaviours. The study found that stealing appears to be fairly common among Senior High School students and can be associated with arrange of potentially addictive and antisocial behaviours. Again, a significant

43

relationship and measures of adverse functioning such as poor performance at school, smoking, drug abuse and heavy alcohol use was found in the study. In support of the findings of Mtsweni (2008) indicated that stealing in some high school student's forms part of a larger pattern of addictive behaviours that include smoking, and alcohol and drug use. As to why students resulted to stealing, Crutsinger (2008) gave eighteen reasons why students engage in stealing and the reason with the highest frequency included stealing for the excitement of it, to get something for nothing, to see if you can get away with it, the mere fact that friends are doing it, not having money to buy the item or aiming to sell the item for money.

Bullying has also been identified among other issues as disciplinary problems common in schools. In a study carried out by Mclauglin (2010), students reported that they were frequently called names such as, stupid, dumb, skinny and fat or retarded by other students in the class room or in the playground. The students indicated that they felt ashamed and humiliated by the experience of being called those names. Vogel (2004) showed that boys were mostly involved in physical bullying whilst girls were more involved in verbal bullying.

Another form of discipline problem seen in Senior High School is vandalism. Martin (2004) opined that vandalism in school is mostly committed by the students in the schools. Mabeba and Prinsloo (2000) asserted that vandalism can cause teaching and learning to be brought to halt since school programmes must often be interrupted in order to repair vandalized structures. In terms of the perpetrators, Prinsloo (2005) revealed that research has found that more than half (52%) of the act of vandalism in schools are committed by the boys in the schools. As to the type of vandalism in schools, the respondents who were educators in the study of De-Wet (2004) reported

44

the following:

   a. Vandalising bathroom and/or toilet used by learners (25%)

   b. Breaking classroom windows (21%)

   c. Breaking inside/outside doors (22%)

   d. Graffiti on desk (20%)

   e. Outdoor vandalism (e.g. uprooting plants) (16%)

   f. Vandalism bathroom and/or toilet of staff members (17%)

   g. Scratching of teacher's cars or punching the tyres

All the studies revealed indicates that several discipline problems are seen in Senior High Schools with the most common being disrespect towards authority, truancy and absenteeism, stealing, bullying, vandalism, drug use and abuse, and other disruptive behaviours. These findings form the bases of the current study, as to whether the findings will be confirmed or otherwise.

Common discipline problems are discussed in the following sub-sections.

2.5.1 Truancy and absenteeism

Truancy and absenteeism are critical issues for every school. It involves irregular attendance in school or classes (Temitayo et al., 2013). Many factors are responsible for students engaging truancy and absenteeism. Some of the factors include peer group influence and methods of teaching or discipline. Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that may constitute them into a certain source of absent on the part of students as resulting from dissatisfaction and frustration from schoolwork. Again, the leadership of the schools may be responsible for the truancy or absenteeism behaviour of the students.

Some other factors outside the school may also be responsible for truancy and absenteeism. Some of these factors include poverty which can lead to a student working to fend for him/herself. The parenting method can also affect the student and lead to truancy and absenteeism. Regardless of the reason, missing school or class is likely to interfere with learning (Finn & Rock, 1997). As a result, truancy and absenteeism should be seen as a discipline problem that should be managed or overcome.

2.5.2 Fighting

Fighting is another discipline problem that is common in schools. However, students who fight at the senior high school level are very low in self-esteem (Temitayo et al., 2013). This is because the major motivation for fighting during the normal course of classroom and playground life mostly lie in the child's basic sense of inadequacy and feelings of unworthiness. The home environment or background may be contributing factor to frequent fighting nature of a particular student. Frequent fighting on school grounds can create distress for students involved in and for those who are not distracting them from their studies and discouraging them from attending school (Hamburg, 1998). This makes fighting a key discipline problem of concern in schools.

2.5.3 Stealing

Another discipline problem common in schools is stealing. Stealing involves the removal of another person's property without his or her permission. According to Marais and Meier (2010), stealing is a common tendency in schools which poses a daily aggravation to educators. In support of this claim, Crutsinger (2008) asserted that the most common victimization experience reported by senior high school students was having something stolen from them. The most common targets for

46

stealing among senior high school students were clothing items and food.

Stealing could be caused by several factors. The socioeconomic environment including status of parents, home background and a natural tendency to steal could be responsible for stealing among students (Marais and Meier, 2010). Some parents spoil their children by exhibiting highly permissive behaviour. Again, it is mostly influenced by peer-group pressure. In the view of Masekoameng (2010), students who are victimized by theft in school feel emotionally and physically unsafe in the school and as such find it difficult to concentrate in class. This could also lead to misbehaviour on the part of the victimized students. Further, stealing if not treated early enough in the life of a child can grow to the stage where the individual can turn it into a profession.

2.6 Severe Discipline Problems

These are discipline problems that have escalated or gone beyond the normal or common discipline problems in schools. According to Alidzulwi (2000), severe discipline problems have been experienced in senior high schools with some of those problems developing into situations where students carry weapons such as guns to schools. These sometimes result in students stabbing their peers and teachers.

Some of the severe discipline problems are drug addiction/ abuse, vandalism, disruptive behaviour and bullying.

2.6.1 Drug addiction/abuse

This is one of the most dangerous and most common school disciplinary problems (Temitayo et al., 2013). Drug abuse implies taking drug without prescription by the appropriate person. Some of the abused drugs in schools include cigarettes, alcohol, tobacco, heroine and smoking of herbs. According to Botvin and Griffin (2007), drug

abuse is an important problem that affects school-age youth at earlier ages than in the past. Young people frequently begin to experiment with drugs during the middle school years, with a smaller number starting during elementary school leading to high rates of drug use and abuse in high school. The implication is that students in high school take drugs for various reasons with boys taking drugs for "kick" and "action" while girls do same to feel good and to reduce tension.

Temitayo et al. (2013) argued further that there is a general moral decadence in terms of drug abuse because many parents are guilty of the same misbehaviour and as such are unable to instruct, correct, or direct their children in the right way. Many educators recognize that drug and alcohol abuse among students are significant barriers to the achievement of educational objectives (Botvin & Griffin, 2007). This is why, drug abuse prevention has become major issue in schools.

2.6.2 Vandalism

Vandalism is one of the major discipline problems in schools. De-Wet (2004) described school vandalism as the purposeful damaging, violation, defacement or destruction of school property by vindictive, bored, malevolent, frustrated or ideology-driven students. They argued that activities of vandalism can be in several forms ranging from primarily breaking windows, drawings, damaging furniture and books in classrooms and ruining bathroom equipment. In other instances, students deface and destroy their own schools to such an extent that it disrupts the teaching and learning process, and may even pose health risks to students (Strange, 2009).

2.6.3 Disruptive behaviour

Another form of discipline problem identified to be common in schools is disruptive behaviour. Disruptive behaviour by students in class can simply be described as inappropriate behaviour (Nxumalo, 2001). This implies that disruptive behaviours are overall inappropriate in the school environment. A view offered by Marais and Meier (2010) showed that the most common day-to-day disruptive behaviours that teachers and school administrators face include:

a. Verbal interruptions and verbal aggressions like students talking out of turn, calling out, name calling, back chatting and humming.

b. Off-task behaviours such as fidgeting, tardiness and inattention.

c. Physical movement whether intended or not can disrupt.

d. Showing disrespect through teasing and refusal to follow instructions regarding academic work.

2.6.4 Bullying

Bullying has been described by Bezuidenhout and Joubert (2003) as intentional, hurtful words or acts or other behaviours repeatedly exhibited against a child or children by another child or children. It is one of the serious or severe forms of discipline problems in senior high schools. Its influence is detrimental because it negatively affects both the emotional and physical experiences of students. Its characteristic of being repetitive has been alluded to by other authors such as Martin (2004). Martin explained bullying to be the repeated oppression, either psychological or physical, of a less powerful person by a more powerful person. According to Limber and Nation (1998), implicit in the definitions of bullying is the imbalance in real or perceived power between the bully and victim. Bullying can take place everywhere in the school environment, whether in the classroom, assembly hall,

dining hall or playground.

Bullying is not spontaneous, it is intentional. In this regard, it has been asserted by Harber (2000) that bullying is wilful, conscious desire to hurt another person. Its seriousness is mostly visible on the playground where it is shown in forms such as name calling, teasing, taunting, mocking as well as intimidation (Masitsa, 2011). The major forms of bullying are physical, verbal, relational, emotional and sexual.

Bezuidenhout and Joubert (2003) and Marais and Meier (2010) identified the following types of bullying:

a. Physical bullying which includes hitting, kicking, pushing and shoving.

b. Verbal bullying such as name-calling, insulting and teasing.

c. Emotional abuse which involves terrorising, humiliating and corrupting.

d. Sexual abuse which includes unwanted sexual acts like touching, harassing and rape.

Limber and Nation argued that the phenomenon of bullying deserves special attention by educators, parents, and children concerned with violence prevention for two important reasons. They are:

a. The prevalence of bullying and the harm that it causes are seriously underestimated by many children and adults and so strategies need to be put in place to raise awareness regarding between bullying and the consequences.

b. The nature of bullying which involves some imbalance of power between the bully and the bullied makes intervention strategies that may effectively reduce other types of conflict among children unable to resolve bullying.

Several studies of bullying have revealed that there are short-term and long-term consequences for both the perpetrators and victims of bullying. According to

50

Williams, Chambers, Logan and Robinson (1996), students who are chronic victims of bullying experience more physical and psychological problems than their peers who are not harassed by other children. Again, the study of Olweus (1993) revealed that some studies suggest that chronically victimized students may be at an increased risk for depression, poor self-esteem, and other mental health problems in adulthood. On the part of the perpetrators, it has been found that children who were bullies attended school less frequently and were more likely to drop out than other students (Byrne, 1994).

2.7 Impact of Disciplinary Challenges

Disciplinary problems are of concern to all stakeholders of education because they can be detrimental in several ways. According to Pienaar (2003), the most common complaint from educators is that teaching cannot be effective because of classroom disruption and student inattention. This is because when a classroom becomes unmanageable educators may waste teaching and learning time trying to settle disciplinary problems. As a result, it has been found that discipline is top of the list of requirements for meaningful teaching and learning to take place (Surty, 2011).

Rigby (2000) posits that student's indiscipline has plagued schools leading to series of unrest particularly in secondary school. In another instance, Fuentes (2003) indicated that every year more than three million students are suspended and nearly 100,000 more are expelled from school in the United States of America. Fuentes further revealed that many students face police action for disciplinary problems that cannot be handled by the schools.

2.7.1 Impact of discipline problems on teacher morale

Discipline problems among student can have several and diverse effect on all stake holders in the school system. Finn, Fish and Scott (2008) as cited in Magwa and Ngara (2014) and Oliver (2011) are of the view that when students misbehave they learn less and keep their peers from learning. This is because teaching contact time is reduced and more time is devoted to managing misbehaviour rather than teaching. Finn et al further asserted that this creates stress for teachers when they are detracted from academic time. Similarly, the Ghana News Agency (2010) report revealed that the discipline problem of student was a source of worry to most heads of senior high schools as most of the schools lose a lot of infrastructure as a result of the destruction caused by the student. The report revealed further that destruction of infrastructure caused a drain on schools internally generated funds that are intended for development project.

Tidwell, Fannery and Lewis-Palmer (2003) have argued that disruptive and misbehaviours of students can affect all students and staff within the school environment because teachers spend instructional time to deal with misbehaviours of students, on the other hand other, students may suffer from physical assault. Effective classroom management is therefore imperative to ensure that there is peace and harmony in the school environment for teaching and learning to take place and also increase instructional time. Again, the morale of teachers appears to be affected by the discipline problems of students. Noguera (2003) opined that ineffective classroom management and misbehaviour among students may create difficulties in providing high-quality teaching and learning opportunities. This is because it is difficult to teach when disruptions are occurring continuously throughout the day in the classroom. This was supported by the view of Azizi, Jamaludin, Shahrin, Mohd, Raja and

Noordin (2009) that students' misconduct or misbehaviour in the classroom interferes with teaching and learning and is believed to be an antecedent to later school dropout and other similar negative social outcomes.

Marzano (2007) have also pointed out that students are unproductive and cannot learn in a classroom that is chaotic and poorly managed. Students' disciplinary problems have also been understood to be a leading contributor to teachers' stress and attrition (Azizi et al., 2009). This is because teachers subjected to abuse or intimidation may experience fears for their safety, lack a sense of dignity at work, have intense feelings of anger, humiliation or shame, and feel isolated and depression. Therefore, serious breach of school discipline policy can have profound negative effects on teachers.

Teacher morale is evidenced in the reactions of teachers in the discharge of their duties. According to Lumsden (1998), teacher morale is affected by several factors among them is the nature of the school environment as well as students reactions in teaching and learning. Strickland (cited in Houchard, 2005) also identified factors that may affect teacher morale as including student disciplinary problems. Masekoameng (2010) carried out a study on the impact of disciplinary problems on educator morale in secondary schools in the Zebediela area in Limpopo Province of South Africa. Adopting a quantitative approach and making use of questionnaire, Masekoameng came out with several findings. Specifically, Masekoameng revealed that disciplinary problems existed in schools and affected the morale of educators in ways such as leading to anger, irritability, tiredness, loss of control, and expressing the wish to leave the teaching profession. The findings of Masekoameng imply that the overall morale of teachers is impacted by indiscipline of students to the extent that teachers might want to leave the profession of teaching. This finding is understandable because

in the view of Koerner (1990), teachers with low morale see their professional lives as having little meaning because of the frustration from external factors out of their control like students' behaviour problems. This does not bode well for all stakeholders of education. Along this same line of finding, Atkinson (2000) revealed that the morale of educators and teachers are affected by disciplinary problems of students in the sense that they feel dissatisfied and lack the motivation to teach. In stressing the importance of indiscipline on teacher morale, Hart (cited in Don-Reis, 2007) concluded that the morale of teachers and educators can be improved positively if the school environment is peaceful and disciplinary and social problems are dealt with effectively. Therefore, if there is indiscipline in schools, the morale of teachers can be affected negatively.

Further, the study of Eboka (2017) on the influence of school climate on teachers' morale in public secondary schools in Delta State Nigeria brought to light some effects of disciplinary problems on teacher morale. Using an ex-post facto research design, Eboka revealed that a positive school climate without disciplinary problems influenced teacher morale resulting in a considerably high level of rapport amongst teachers as well as satisfaction with teaching and teacher status. The reverse of this was true. Thus, in a school climate with disciplinary problems, teachers would lack satisfaction with teaching and their teacher status. Teacher morale is of important consideration in the current study because when teacher morale is affected negatively, the interest and enthusiasm of teachers in teaching is reduced and vice versa (Bentley & Rempel, 1980).

2.8 Disciplinary management policy

It has been suggested by Mestry and Khumalo (2012) that in order to promote good behaviour in schools, the schools must have a policy on discipline which includes details of the school rules, expected behaviours and the consequences of deviating from the school rules. Again, Sheldon and Epstein (2002) postulated that creating more connections and greater cooperation amongst the school, family and community contexts is one way for schools to improve student behaviour and school discipline.

School administrators and teachers must understand the exclusivity of their school discipline issues and become aware of the available resources to decrease the behavioral problem in the school (American Psychology Association, 2007; Little & Akin-Little, 2008; Martin & MacNeil, 2007). It is important to note that no occasions of inappropriate behaviours are the same at every school and leaders such as teachers, administrators, counsellors, and others must search and implement appropriate successful strategies for their specific school environment.

Bell (1995) outlined some approaches that form a comprehensive discipline strategy for schools. Bell referred to the first as positive approach. This approach is grounded in teachers' respect for students (Temitayo et al., 2013; Tesfaye, 2015). It therefore aims at instilling in students a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for students who would behave otherwise.

Furthermore, Naker and Sekitoleko (2009) have given four categories of positive discipline responses. They include Reflection, Penalty, Reparation and Last Resort.

a. Reflection

Reflection is most suitable for minor day-to-day problems, such as coming late to school or being disruptive in class. In using reflection, a teacher could ask children to think about their misbehaviour by imposing a time-out, writing a letter of apology or an oral apology.

b. Penalty

This is mostly suitable for offences that are persistent and detrimental for all those concerned. It includes continually coming to school late without an adequate explanation, missing school without an adequate explanation or insulting other students. In such instances, a teacher could impose an appropriate penalty.

Naker and Sekitoleko opined that the penalties within a positive discipline approach could include:

i. Physical work, such as children slashing grass or cleaning the school compound in a designated area.

ii. Withdrawal of privileges, such as children not being allowed to go out during recess or to play games during school.

iii. Detention or additional time at school.

A key point of notice is that the penalty must meet the principles of positive discipline and should provide children with an opportunity to think about their wrong behaviour and an alternative behaviour for future similar circumstances.

56

c. **Reparation**

Reparation is suitable for offences that cause damage to a third party, such as hitting other students, bullying younger children, damaging property, fighting and causing general disorder in school. Some reparation measures include:

i.   The child apologising in the assembly to the entire school.

ii.   The child contributing toward replacing or repairing the damage if feasible.

iii. The child receiving a written notice in the school disciplinary record and signing a bond to reform his/her life or future behaviours.

iv.   The school involving parents of the child in preventing a repeat of the behaviour.

d. **Last Resort**

The last resort as the name implies is for persistent and serious offences, such as violating other children or serious damage to the school property or reputation. Some last resort actions include:

i.   Summon and discuss with parents the possible next steps, as a warning to the child.

ii.   Implement a time-bound suspension with a written warning and referral to a counsellor or probation officer.

iii. And as a very last resort take appropriate measures for expulsion from school and a written recommendation for the next steps to help the child.

According to Naker and Sekitoleko (2009), positive discipline does not reward children for poor behaviour but rather provide children with an opportunity to grow as individuals by understanding their mistakes and appreciating how appropriate

behaviour can bring them positive experiences and opportunities. In other words, positive discipline guides children in understanding their misbehaviour and in building a personal desire to make better choices in the future. This approach to discipline can therefore be seen as student-centred or child-centred.

The second is teacher effectiveness training. In this approach, a clear difference is established between the problems created by teachers and those created by students. By so doing different and specific strategies are proposed to deal with the problem.

The third approach is the development of an appropriate school leaving theory and educational philosophy. This approach involves preventing violence and promoting order and discipline in schools through educating the students about the right philosophy.

2.8.1 Developing a code of conduct

A code of conduct is a set of rules outlining the responsibilities of or proper practices for an individual, party or organisation. According to Naker and Sekitoleko (2009), to ensure discipline, there should be a written Code of Conduct that specifically tells teachers what they can and cannot do in ensuring discipline at school. This Code of Conduct document should clearly outline the consequences for a breach of school standards and should also describe what support the school is willing to offer teachers to help them fulfil their role professionally. An absence of Code of Conduct creates confusion and also provides chance for discrimination while taking disciplinary action.

In conclusion, positive discipline depends on the teacher's role as mentor and guide. Again, positive discipline involves providing positive reinforcement for good choices as well as consequences for poor choices. However, positive discipline approach

rejects the use of violence as a tool for teaching and is not focused on immediate compliance but making long-term investment in a child's development

2.8.2 Student centred approach

A student-centred approach to school safety and school behaviour may be more effective in creating a productive school disciplinary system. This approach to school discipline will require that schools change from a strict authoritarian model to an inclusive model. Thus, within this approach, schools must create meaningful, authentic opportunities for youth to be active participants in making decisions and resolving conflicts (Varnham, 2005). Naker and Sekitoleko (2009) gave some four key principles of positive discipline that shows how the disciplinary approach to misbehaviour should be. They include:

a. Relevant to the misbehaviour

b. Proportional to the offence

c. Focused on correcting the behaviour not humiliating the student

d. Aimed at rehabilitation (learning from mistakes) not retribution (payback)

However, Naker and Sekitoleko suggested that the first action in using positive discipline is to decide if discipline is even appropriate. This means evaluating the behaviour to find out if it actually deserves a disciplinary response.

2.8.3 Participatory decision-making

Kohn (1996) believes that the implementation of a new classroom management system that incorporates students in the decision-making processes will exert a positive impact on the students to eliminate behavioural problems. Kohn gave five ways for a classroom management system that incorporates students in the decision-making processes:

a. Inviting students to participate in their learning processes by making daily decisions;

b. Encouraging students to learn appropriate behaviour among themselves, with the teacher's guidance;

c. Holding classroom discussions about expected standards of behaviour for students in the classroom and school as a whole;

d. Establishing routine classroom meetings for students to make their feelings known and discussing classroom issues and how to solve problems in a democratic manner; and

e. Creating a safe and positive environment that promotes participation from all students, without fear of mockery or negative criticism.

In conclusion,

Punishment

Punishment has a necessary place in the school system usually after every other option has failed. Seita, Mitchell, Tobin (1996) gave some guidelines for the use of punishment. They include the following:

a. Punishment should fit the "offence" as well as the "offender".

b. There should be no uncertainty about the punishment. This is because the element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal.

c. Punishment should help the offender to improve and this condition is satisfied only when he realizes his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again.

d. Punishment should be inflicted to the barest possible minimum.

A major form of punishment in the school is detention. This approach involves students remaining in school at a given time of the school day (such as lunch, recess or after school) or even to attend school on a non-school day.

Suspension or temporary exclusion is another form of punishment. This strategy implies that students are made to mandatorily leave school as a form of punishment. This can last anywhere from one day to several weeks, during which time the students cannot attend regular lessons.

Deprivation of privilege is also reported in the literature as a form of punishment. Temitayo et al. (2013) have indicated that deprivation of privilege is a useful and efficient form of punishment. Dodge (1993) supported this view by claiming that loss of position and prohibition from playing in a game on the school compound for a certain period could go a long way in managing disciplinary problems.

Exclusion or expulsion is noted as a punishment. With drawing or permanent exclusion, is the removal of a pupil permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense.

Punishment and exclusion in the school setting are used to send strong messages to students that certain behaviours will not be tolerated and also to assure the school community and public at large that order and civility are being maintained and that schools are safe. Skiba and Knesting (2001) therefore opined that the use of zero tolerance policies of punishing disciplinary problems is to ensure that the severe and rigid consequences will deter students from committing acts of severe indiscipline in schools.

61

2.8.4 Classroom management strategies

Authoritarian teachers are the reverse of permissive teachers, as they set out insurmountable barriers to student-teacher involvement, which effectively distance them from personal connection to the students. The authoritarian teacher places firm limits and controls on the students. In the classroom, students will often have assigned seats for the entire school term where students must frequently remain there throughout any class period.

This kind of teacher prefers strong discipline and expects instant obedience to instructions. Therefore, failure to obey the authoritarian teacher usually results in severe punishments. In the classroom, students need to follow instructions and not ask why. As a result, the atmosphere in the authoritarian's class is predictably fearful and punitive. However, school administrators consider authoritarians suitable for "trouble-making" classes, since they can maintain order, which can be at the cost of any potentially positive interaction.

2.8.5 Alternative model of discipline

Despite the use of punitive, exclusionary disciplinary practices in several schools, some studies have shown that effective strategies for creating a safe school should use discipline as a tool to teach acceptable behaviour (Skiba & Peterson, 2003; Hamilton, 2008). This can include a range of options for addressing disciplinary problems of students (APA, 2008). In doing this, measures should also be put in place to ensure that disciplinary processes are impartial and consistent (Kajs, 2006). According to Bear (2008), due to the limitations of punishment when correcting misbehaviour, effective educators work hard to avoid using punishment but instead, put emphasis on strategies for developing self-discipline and for preventing misbehaviour.

2.9 Summary

This chapter reviewed literature related to the study. The review was done in three sections, the theoretical review, the conceptual review and the review of related empirical studies. The theoretical reviw reviewed theories such as the Social Learning Theory, The Social Identity Theory, The Choice Theory, The Skinnerian Model of Behaviour Modification and The Social Discipline Model of Dreikurs. The conceptual review on which the study was based also showed the relationship amongst the key variables of the study (causes, disciplinary problems (types), impact of disciplinary problems and coping strategies to the disciplinary problems). Finally, empirical studies related to the study were reviewed under sub-headings according to the research questions of the study.
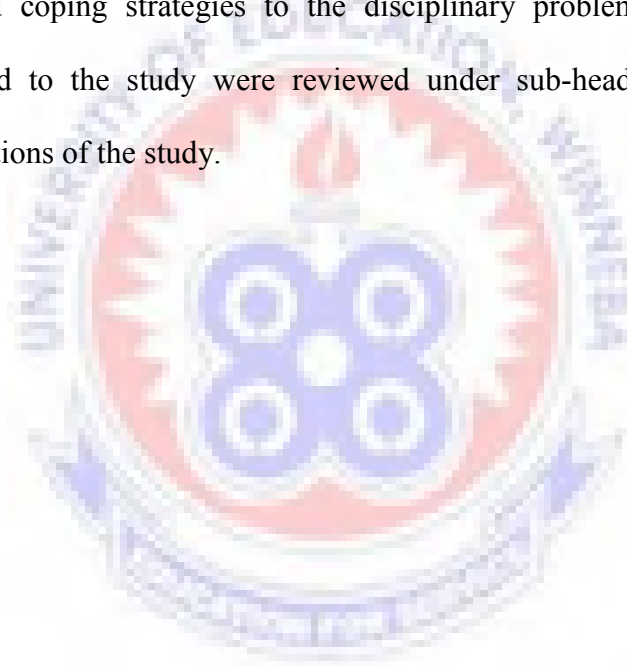
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the procedures (methodology and methods) that were adopted to carry out this study. It presents the research design, study area, population, sample and sampling technique, research instrument, data collection procedure and data analysis.

3.1 Research Paradigm

The mixed method approach or the pragmatist paradigm was used for this study. Creswell (2009) viewed pragmatism as not staying committed to any one system of philosophy thus, drawing from different methods or approaches. As a result, the mixed methods model drew from both quantitative and qualitative assumptions in this study. Creswell (2009) argued that the central premise of a mixed method approach or paradigm is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. Wisdom and Creswell (2013) also showed that using a mixed methods approach helps in comparing quantitative and qualitative data, reflecting participants' point of view, fostering scholarly interaction, providing methodological flexibility and collecting rich, comprehensive data.

3.2 Research Design

The Explanatory Sequential mixed method design was used for the study. This design was considered appropriate for the study because the researcher wanted to expand on the outcome of the quantitative findings by using the qualitative data to get more in-depth understanding of the phenomenon. Creswell (2013) argued that the explanatory

sequential mixed method is one in which the researcher first conducts quantitative research, analyses the results and then builds on the result to explain them in more detail with the qualitative research.

The study was grounded in the mixed method approach because it comprises the use of both qualitative and quantitative data. The prime focus of this method of inquiry is that the combination of qualitative and quantitative approaches gives much understanding of a research problem than either approach alone.

The quantitative method is useful in obtaining information from a large number of individuals using the same set of questionnaire and has the potential of providing a lot of information from quite a large number of people or individuals (Best & Khan, 1995). Again, using the quantitative method can be less expensive than many other data collection techniques. However, some of the limitations of the quantitative method include the difficulty of ensuring that questions to be answered are clear and not misleading since results can vary significantly because of the exact wording of questions. Again, there can be the disadvantage of not getting in-depth information from respondents.

Qualitative research according to Gorman and Clayton (2005) is a process of enquiry that draws data from the context in which events occur, in an attempt to describe the occurrence, as a means of determining the process in which events are embedded and the perspectives of those participating in the events. In qualitative designs, induction is used to derive possible explanations based on the observed phenomena. The qualitative design also has the advantage of getting in-depth information from a small group of people.

In using the mixed method, the qualitative method made up for the lack of in-depth information which is a limitation of the quantitative method whiles the quantitative method covered the inability of getting a large amount of data which is a limitation of the qualitative method. The qualitative and quantitative methods ensured that the study has both length and depth.

3.3 Study Area

The study was carried out in the Obuasi Senior Technical School. The school is a mixed school located in the Obuasi Municipality in the Ashanti Region of Ghana. The school was set up on November 12, 1965, Obuasi Secondary Technical School, fondly called Asikafor is now 51years. The school is a science bias institution which has grown in leaps and bounds to become arguably one of Ghana's best technical institution (Kenu, 2015). After educational reforms in the 1990s the school embraced girls. Kenu stated further that currently, the student population as at 2015 was 2,828. The main mandate of the school in running courses in science and technical education appears to have been enhanced with the introduction of courses in the humanities. The study area was chosen as a result of the fact that the researcher has observed that some students of Obuasi Secondary Technical go to school late and some of them mostly wonder about in town during contact hours and are seen improperly dressed and most often with unprescribed footwear.

3.4 Population of the Study

Polit and Hungler (1999) and Amedahe (2002) defined population as the entire aggregation of cases that meet a designated set of criteria. The population involved all the students and the teachers in the Obuasi Senior High Technical School. The total number of students in the school is 3,000. This comprises 2,000 males and 1,000

females. The total number of teachers and administrators is 140. In terms of gender, 90 were males and 50 were females.

3.5 Sample and Sampling Procedure

A sample is a subset of the population involved in the study (Osuala, 2005). A sample size of 341 students and 44 teachers were involved in the study. According to Krejcie and Morgan (1970) a sample size of 341, which is more than 10% of the total population of students in the school, is appropriate for the study. According to the same indices, a sample of size of 44 out of 140 teachers and administrators was appropriate to produce result attributable to the population.

Purposive sampling procedures will be used for the study. Purposive sampling was used in selecting the target school for the study (Obuasi Senior High Technical School). This was to plan adequately what quantitative results to follow up on and to ensure that the right participants to gather qualitative data from. According to Creswell (2009), in purposive sampling, the researcher intentionally selects individuals or sites to study and understand a phenomenon. Obuasi Senior Technical School was picked for the study because the researcher has observed several acts of indiscipline of the students within Obuasi municipal. Purposive sampling has the advantage of ensuring that a sample that contains the most characteristic, representative or typical attributes of the population to be picked (Whitley, 2002).

Stratified sampling was used in selecting the sample on the basis of strata of gender and class level. Stratified sampling according to Gravetter and Forzano (2009) is useful when a researcher wants to describe each individual segment of the population or wants to compare segments. The main advantage of this technique according to Gravetter and Forzano is that it guarantees that each of the different subgroups is well

represented with relatively large groups of individuals in the sample. Again, stratified sampling is appropriate for examining and comparing subgroups.

The actual participants for the study were selected by using the simple random sampling. Simple random sampling is a technique that ensures that each individual has an equal probability of being selected (Gravetter & Forzano, 2009). Random sampling was used so that the sample was free from bias (Sidhu, 2002). The researcher did Random Sampling by picking respondents from the various class levels, thus from first years to third years either than picking respondents from only one level.

3.6 Instrument

The research instruments that were used for the study were questionnaire and interview guide. The researcher also made some observations. The questionnaires were used for collecting the quantitative data whilst the interview guide was used for collecting the qualitative data. Amedahe (2002) opined that questionnaire is widely used for collection of data in educational research since if developed to answer research questions it has the advantage of being very effective for securing factual information about practices and enquiring into opinions and attitude of the subject. The questionnaire was a self-designed questionnaire on a four-point Likert type of scale, made up of Strongly Agree, Agree, Disagree and Strongly Disagree. Strongly Disagree was scored as 1, Disagree scored as 2, Agree scored as 3 and Strongly Agree scored as 4 for positive items whilst the reverse was used for scoring negative items. The questionnaire had six main sections. The first section was about the socio-demographic information of the respondents such as gender, age range/group, and

68

form/class level. The other four sections had five items each; dealing with one research question at a time.

A semi-structured interview guide was used for collecting the qualitative data. Interviews involve verbal communications between data collector and respondents. Interviews conducted for qualitative research are structured conversations in which the researcher asks open-ended questions to participants in order to get information from their perspectives and in their own words. According to Cohen and Crabtree (2006), the interviewer follows an interview guide, but is able to follow topical issues in the conversation that may not be in the guide when he or she feels it is appropriate. Cohen and Crabtree described an interview guide as a list of questions and topics that need to be covered during the interview conversation, usually in a particular order. The open-ended nature of qualitative questions and observations offer a broader range of responses and increases the potential for getting a detailed understanding of the context that qualitative research questions seek to discover.

After seeking the consent of the school administration, the researcher interviewed respondents one after the other with the help of the structured questions on the interview guide. Questions were asked and respondents gave out their responds. The voice of the interviewees were recorded on a tape which was transcribed later on.

3.7 Validity and Reliability

The validity and reliability of the data collection instruments was ascertained to ensure that the instruments were suitable or appropriate for the study. Cohen, Manion, and Morrison (2000) defined validity as the degree to which a measuring instrument satisfies the purpose for which it was constructed. By implication, it refers to the quality of a data-gathering instrument that enables it to determine what it was

designed to determine. Thus, the degree to which an instrument succeeds in measuring what it was intended to measure is the validity of the instrument (Shezi, 2012). The validity of the instruments was determined by my supervisor. This was done by ascertaining the content and face validity. According to Koshy (2005), Content validity refers to the degree to which the test items actually measure, or are specifically related to, traits for which the test was designed and is to be used.

Aside validity, the reliability of the data collection instruments were also assessed. Reliability has been viewed by Leedy and Ormrod (2005) as a statistical concept which relates to consistency and dependability of obtaining the same relative answer when measuring phenomena that have not changed. In simple terms, reliability shows the degree of consistency with which a data collection instrument measures what it is intended to measure. The reliability of the questionnaire was ascertained by calculating the Cronbach co-efficient alpha after the pilot test while the reliability of the interview guide was obtained by using the inter-rater reliability method. Inter-rater reliability was adopted in the sense that more than one rater transcribed the interview data and the degree of consistency between the transcribed data of the raters showed the reliability of the instrument. The pilot data was collected from Christ the King Senior High School by sampling 30 respondents. This school was chosen because of the similarities of characteristics and proximity with the Obuasi Senior Technical School which was the school selected for the main study.

3.8 Ethical Issues

Ethical clearance was obtained from the Social Studies Department of the University of Education-Winneba to be able to carry out the study. Again, adherence was given to ethical issues such as anonymity, autonomy, confidentiality and avoiding

70

plagiarism. Anonymity involves ensuring that the identity of respondents in the study is kept secret and secured. In ensuring this, respondents were not required to indicate their names or any specific identification on the questionnaire. With the interview data, dummy names were used in presenting the results. Again, autonomy involves ensuring that the decision to be involved in the study will be purely the choice of the respondents and not under compulsion or obligation. In doing this, individuals were given the chance to choose whether to be a part of the study or not.

In confidentiality, the information obtained from the respondents will not be used for public consumption without the consent of the respondents. The information was used only for academic purposes for which it is intended. To ensure that there is no plagiarism, authors of information used in the study were acknowledged and duly cited in the reference section using the APA style of referencing. Paraphrasing were also used to ensure that no information is quoted verbatim without citation.

3.9 Data Collection Procedure

The data collection was carried out sequentially. A letter of introduction was taken from the Department of Social Studies Education and was taken to the various points of data collection, which in this case was the Obuasi Senior Technical School and Christ the King Senior High School for the pilot data. The letter of introduction enabled the researcher get the permission to collect the data. The questionnaire was administered to the respondents in person by the researcher.

The data was collected over a period of four weeks. Two weeks each was used for both the quantitative and qualitative data. On the day of the data collection, the consent of the students and teachers were sought before carrying out the study after permission had been obtained from the school administration. The purpose of the

71

study was explained to the prospective respondents and given the chance to decide whether to be a part of the study or not. After the participants had responded to the questionnaire, all the copies of the completed questionnaire were collected from the participants. In respect of the interview data, the interview was recorded with the permission of the respondents and transcribed later.

3.10 Data Analysis

Simple descriptive analysis was used to analyse the quantitative data collected. The description was supported with data from the interviews and observations. The background information of the respondents were analysed and presented descriptively using percentages and frequencies. The interview data was transcribed and analysed thematically. The findings from the interview data were discussed to support the results from the quantitative data.

3.11 Summary

The mixed research design approach was adopted for this study. The study was carried out using a sample of 341 students and 44 teachers from the Obuasi senior high technical school in the Obuasi Municipality. Purposive, stratified and simple random sampling procedures were used for the study. A self-designed questionnaire and a semi-structured interview guide was used for the collection of the data for the study. The data collection instruments were pilot tested before used in the main study. Consideration was also given to ethical issues like consent, anonymity, plagiarism, confidentiality and autonomy. The data collected through the questionnaire was analysed descriptively while the interview data was transcribed and analysed using thematic analysis according to the research questions of the study. The findings were discussed in relation to relevant literature.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.0 Introduction

The purpose of the study was to explore student's disciplinary problems in Obuasi Secondary Technical School. This chapter presents and discusses the results of the study. The Chapter is organised in several sections. The first section presents the background characteristics of the respondents who participated in the study. The subsequent sections present the results that were generated from the data analysis. Following the mixed methods design that was applied, the quantitative and qualitative data are presented concurrently, although the quantitative data were presented and clarified with the qualitative data.

4.1 Background Characteristics of the Respondents

This section deals mainly with the characteristics of the participants in the research. The characteristics were organised using demographic indicators such as sex, age, and form of students. The data on the background characteristics of the respondents were analysed using frequency and percentage distributions. The results are presented in Table 4.1.

Table 4.1: Demographic information of the students' respondents

Variables	Options	Frequency	Percent
	Male	192	56.3
Gender	Female	149	43.7
	Below 15 years	54	15.8
Age	15 – 19 years	271	79.5
	20 years and above	16	4.7
	Form 1	172	50.4
Class of student	Form 2	169	49.6

Source: Field work, 2017.

Table 4.1 shows the demographic characteristics of students. Several conclusions can be drawn from the table and many things can be observed. The statistics show that out of 341 students, 192 (56.3%) of the students were males while 149 (43.7%) of them were females. This implies that majority of the participants in the study were male students. This was purely accidental due to the unwillingness of female students to participate in the research.

In terms of age, Table 4.1 showed that majority (271) of the students selected for the study were within the ages of 15 to 19 years representing 79.5% of the students. Table 4.1 revealed that 15.8% (54) of the students were below the age of 15 years. This would suggest that there were some under-age students within the school. Also, 16 (4.7%) students were over-age as they were above 20 years.

In addition, 172 students representing 50.4% reported that they were in Form 1 while 169 respondents which represents 49.6% confirmed that they are in Form 2. This connotes that majority of the students sampled for the study were in Form 2.

4.2 Types of Disciplinary Problems in Obuasi Secondary Technical School

To examine the types of disciplinary problems experienced in Obuasi Secondary Technical School, respondents were requested to respond to point to which they disagree or agree to the statements in the questionnaire with respect to disciplinary problems. The results are depicted in Table 4.2.

Table 4.2: Disciplinary problems in the school (students' response)

Statements	Frequency	%
There is truancy among students	40	12
Students always fight among themselves	50	15
Bullying is high among students	20	6
Class disruption	35	10
Students react negatively if only authority disregard their views	17	5
Dress code violation	40	12
Leaving campus without permission	60	18
Students show insubordination to school authority	40	12
Theft	39	11
Total	**341**	**100**

Source: Fieldwork, 2017

Table 4.2 reveals the responses of students about the types of disciplinary problems experienced in Obuasi Secondary Technical School. The table shows the results from the responses that were gathered when students were asked to select only one disciplinary problem. From the table, it can be observed that the most frequently selected response was students leaving campus without permission. It was selected by 60 (18%) out of 341 participants in the research. This was followed by fight among students which was selected by 50 (15%) participants who thought it was the major disciplinary problem. Forty (12 %) of participants selected the response that truancy among students was a major disciplinary problem. Bullying, 20 (6%) of participants selected it as a disciplinary problem that was high among students. This would

suggest that bullying was not considered as a serious problem among the students as found in research across the world. However, given that it was selected by some students suggests that it still exist in the school. This is followed by dress code violation which was selected by 40 (12%) and showing insubordination to school authority (40), also representing 12%. Theft was selected by 39 participants representing 11%. Class disruption was selected by 35 (10%). The least frequently selected response (25) representing 5% of students reacting negatively if authority disregard their views.

Table 4.3: Disciplinary problems in the school (Teachers' response)

Statements	Frequency	%
There is truancy among students	21	48
Students show insubordination to school authority	44	100
Leaving campus without permission	40	91
Bullying is high among students	26	59
Students always fight among themselves	40	91
Dress code violation	44	100
Class disruption	36	82
Vandalism	20	45
Theft	42	95

Source: Field Data, 2017

The Table reveals the responses of teachers about the types of disciplinary problems experienced in Obuasi Secondary Technical School. The table shows the results from the responses that were gathered when teachers were asked to select the disciplinary problems in the school. From the table, it can be observed that the most frequently selected responses were showing insubordination to school authority (44), representing 100% and dress code violation (100%). These were followed by theft which was selected by 42 (95%) participants. Fight among students was selected by 40 (91%) teachers who thought was the major disciplinary problem. Also, students leaving campus without permission was selected by 40 (91%) out of teachers who

participated in the research.

Thirty-six (82%) of participants selected class disruption as a major disciplinary problem. Bullying was selected by 26 (59%) of the teachers. This would suggest that bullying was not considered as a serious problem by teachers and students. This is followed by truancy among students 48 (48%) and vandalism 20 (45%) which was the least frequently selected response.

The interview responses highlighted several concerns about the types of disciplinary problems they have in the school. The following are some typical responses.

> Bernice: *There are a lot of disciplinary challenges in the school but the rampant ones in my opinion is truancy, thus absenting oneself from classes without any good reason. Indecent dressing which means students put on sandals and shoes which is not prescribed to school and leaving campus without exeat.* **[32 year old female teacher]**

> Eben: *The disciplinary challenge I have observed is that students leave campus without exeat. They go out with no permission to either roam about in town or sometimes because of school fees. This is what their friends narrate to us if you ask the where about of them. Bullying is also experienced by some of the juniors and sometimes too in the various classrooms. I teach English language in form one.* **[40 year old Male teacher]**

A cursory look at the types of disciplinary suggest that many of the teachers were mentioning common problems such as absenteeism of day students. From the responses, one of the major theme which emerges as a disciplinary challenge in the school is lateness on the part of both students and teachers. All the ten participants involved in the interview revealed that most of the day students report to school late.

This is because, most day students give excuses that the distance from their house to the school is far and sometimes they have to walk for hours before they even get a car to school. The students also attributed their lateness to circumstances beyond their control.

Another theme that emerges from the data is indecent dressing also emerged as one of the disciplinary problems in the school. It was revealed from eight participants that indecent dressing on the part of the students is as a result of the current fashion style. This has made students to dress badly to school. It was revealed that wearing tight shorts is commonly found among male students whilst female students also wear short skirts. The students' participants also revealed that wearing tight dresses make them attractive to the opposite sex. This made them resort to altering their school uniforms to make them look more appealing.

> Andy: *The disciplinary challenges I have observed in the school is stealing, truancy, absenteeism, and minor ones are fighting and bullying. Disciplinary challenges occur mostly between peers, in the adolescence stage. Some of them also lack parental control because some of them take care of themselves. The rampant ones are truancy, absenteeism and fighting.* **[a 45 year old male teacher]**

> Wegyir: *Disciplinary challenges we face in the school is the absenteeism of students to school and their rowdiness that is their inability to stay calm and improper dressing thus the refusal of the boys to tack in their shirts and the girls' on the other hand refuse to wear prescribed sandals to school. It happens almost every day, how they talk to the teachers. Some of them have bad manners, how they walk, talk to their colleagues and when they are in town their behaviour is bad, reports some concerned folks brings to the school is nothing to*

write home about and this gives the school a bad name. **[45 year old, female teacher]**

Crabbe: *The disciplinary challenge we have in our school is the lateness of the students to school with regards to the day students, indecent dressing as a result of the current fashion style has made students to dress badly to school. Wearing tight shorts is the order of the day. ... With the improper dressing too students believe that wearing tight dresses is the talk of the day. Now students resort to altering their school uniforms to make them look more appealing.* **[30 year old male teacher]**

Mia: *I have been here, I have observed many disciplinary challenges. Some of them are but not limited to the following, lateness to school by both teachers and students, improper dressing on the part of students, lackadaisical attitude towards school activities, student's refusal to greet teachers on the school compound and indiscriminate disposal of waste by students at undesignated places.* **(A 51year old male teacher).**

From the interview responses, truancy/lateness, dress code violation and disrespect for teachers can be identified as major disciplinary problem. From reflections, the major types of disciplinary problems experienced in Obuasi Secondary Technical School are absenteeism, fighting among students, bullying, and violation of dressing code. These findings are line with the finding of Temitayo et al. (2013) that truancy and absenteeism are critical issues for every school. Many factors are responsible for students engaging truancy and absenteeism. Some of the factors include peer group influence and methods of teaching or discipline. Again, the leadership of the schools may be responsible for the truancy or absenteeism behaviour of the students.

4.3 Sources of Disciplinary problems in Obuasi Secondary Technical School

To scrutinize the sources of disciplinary problems that are experienced in Obuasi Secondary Technical School, respondents were entreated to respond to extent to which they disagree or agree to the statements in the questionnaire with respect to sources of disciplinary problems. The results are represented in Table 4.4.

Table 4.4: Sources of disciplinary problems experienced in the school (Students'
response)

Statements	Frequency	%
Poor economic background	28	8
Student's inability to cope with the academic task	38	11
Inappropriate handling of concerns of students by teachers and authorities	29	9
Cultural influences	38	11
Over use of punishment	49	14
Parental or home influences	15	5
Lack of clarity of school and classroom rules and disciplinary procedures	54	16
Teachers being unfriendly with the students	32	9
No instilled sense of regard for rules and regulations	38	11
Lack of professionalism of the teacher	20	6
Total	**341**	**100**

Source: Field Work, 2017

Table 4.4 indicates the responses of students to determine the sources of disciplinary problems that are experienced in Obuasi Secondary Technical School. The data from the table indicates that there are no clear factors responsible as sources of disciplinary problems in the school. As may be observed, the differences were narrow. Whereas 'clarity of school and classroom rules and disciplinary procedures' was the most frequently (54) selected response, it constituted only 16% of the total participants. This is followed by over use of punishment (14%) constituting 49 participants. Thirty-nine participants constituting 11% each selected student's inability to cope with the academic task, cultural influences and sense of disregard for rules and regulations as

80

the major sources of student disciplinary problems. This is followed by teachers being unfriendly with the students and that was selected by 39 (9%) participants, inappropriate handling of concerns of students by teachers and authorities (29, 9%) and poor economic background (28 participants) constituting 80%. The least frequently selected responses were lack of professionalism of the teacher (20 out of 341) constituting 5% and parental influence (15 out of 341 participants) constituting 4%. This would suggest that most students neither believe that they learnt their disciplinary delinquencies from parents nor the teachers. This bespeaks the strength of other influences on the production of disciplinary problems.

The interview responses highlighted some of the reasons why students made such choices as it raises similar issues. Typical interview comments were:

Andy: *The sources of these problems in my opinion are the peers. This is so because when they come to form one they are all innocent (green), so most of the problems are not a factor of their entry behaviours but they copy it from their peers though others come and display such behaviours because it's within them. Others are innocent and pick the character from their friends. Peers do this because they find themselves in gangs, and clans like prodigal clan etc. previously group members used to retaliate when members of their groups are punished but it's now decreasing.* **[A 45 year old male teacher]**

81

Wegyir: *Peers contribute to disciplinary challenges because in the boarding house system they have that level of freedom. They copy peers behaviour and if you fail to copy your friends they classify you as being a coward. Outside the school, the sources of these problems are the internet and the social media like Facebook, whatsapp, imo and peer influence. What I have said are sources of the challenge in my opinion because students try to imitate how their role models behave in videos on social media and it reflects in their nick names in school. Students emulate the behaviours of their peers. For example, a form one student will try to emulate the behaviour of his school father.* **[45 year old, female teacher]**

Crabbe: *All these can be attributed to the influence of the media that television is another challenge because the students copy what they see on the television and put them in to practice. Aside the media, students also copy what they witness in their homes, because some male students fail to adhere to female teachers in the classroom because in their homes females do not give the commands or tell the male what to do, in short, females don't spell out the laws but rather males.* **[30 year old male teacher]**

These interview comments clarify the issues on the sources of discipline problems. One of the themes that emerged under all the quotes is the influence of peers**.** The comments of the participants revealed that, most students engage in disciplinary problems due to the influence of their peers. Religious and cultural beliefs and culture influence are highlighted as sources of disciplinary problems among students in the school. The comments indicated, some students from diverse religious background come to this school, they exhibit their cultural influence acquired from the various homes in the school. In addition, some commented that:

Mia: *The high level of indiscipline listed above really affects the day to day activities in the school. Typically, the indiscriminate disposal of waste doesn't only make the school compound dirty, non-degradable materials such as bottles and cans harbours water bring mosquitoes and attract other flies and insects to the school compound. Also, the lateness to school is a major obstacle to teaching in the school. Most students who come to school late, normally miss first period and in the events when they happen to miss sections of the first sections, teachers are compelled to restart the whole topic in order to bring them up to speed.* **(a 51year old male teacher).**

Bernice: *To me, sources of these challenges are the home like irresponsible parenting and bad peers. Some parents don't care about how their wards behave, how they relate with their fellow siblings, talking anyhow to them whiles parents look on. Peers are also a source because they are always together therefore indiscipline students copy the behaviour from those they mingle with.* **[32 year old female teacher]**

Eben: *I think the sources of these acts come from varying sources including, peers, the media, religion and culture. The peers are a source because students of today love to mingle a lot with their peers. Whatever act their peers show makes them feel it's the best. So they end up cultivating such habits and they end up cultivating such bad habits. Examples of such act are alcoholism, the use of drugs, just to name a few.* **[40 year old male teacher]**

These comments highlight the influence by the mass media as one of the sources of students' disciplinary problems. The participant's comments suggest that students copy irresponsible behaviours from the television, internet and other social media such as the internet and the social media like Facebook, whatsApp, Imo and put them

into practice.

Poor parenting is, however, identified in parts of the comments as one of the sources of students' disciplinary problems. It was revealed by the participants that most students acquire disciplinary problems from the home as a result of single parenting. This is because most single parents are unable to inculcate positive attitudes and values into their children. It was revealed by the participants that some parents do not care about how their wards behave, how they relate with their relatives which compelled the students to adopt indiscipline behaviours.

In conclusion, it could be deducted from Table 4.3, Table 4.4 and interview responses that the major source of disciplinary problems among students are poor economic background, student's inability to cope with the academic task, inappropriate handling of concerns of students by teachers and authorities and cultural influence. These findings are in line with Okumbe (2001) who found that discipline problems among students have their roots in the school, society and in the mind of students. Thus, the causes of indiscipline could be related to student's peculiarities, the social and family context, external influences and of social, economic, cultural, generational nature. Also, the findings agree with Farrant (2001) and Temitayo et al. (2013) who posited that even though most children receive the attention they need at home or in school in normal positive ways, some students feel that misbehaving in class or school is the best way to get attention. It appears that the lack of parental involvement is the major cause of disciplinary problems in secondary schools.

4.4 Effects of Disciplinary Problems

This section examines the data on the impact of disciplinary problems. The data were examined in two phases. The first phase looks at the four point likert scale items while the second phase looks at the ranking of effects.

Table 4.5: Effects of disciplinary problems in schools

Statements	SA	A	D	SD
Students are unable to concentrate in school	242	87	3	9
Create difficulties in providing high-quality teaching and learning opportunities	40	212	36	23
A source of worry to most heads of senior high schools	84	225	30	2
Reduces teachers control on students	227	98	11	5
Students adopt their own learning styles	63	219	9	50
Interferes with teaching and learning	215	124	2	0
Contact time is reduced	126	215	0	0
Can result in destruction of property	220	66	55	0

Source: Field work, 2017

From the table4.5, 329 out 341 either agreed or strongly agreed that students are unable to concentrate in school because of disciplinary problems. Only three disagreed while nine strongly disagreed. This would suggest that the overwhelming number of participants were of the opinion that student disciplinary problems do affect the concentration of students on school work. In terms of creating difficulties in providing high-quality teaching and learning opportunities 252 out of 341 participants agreed while a total of 79 disagreed. In terms of being a source of worry to school leadership, 309 of the participants agreed while 32 disagreed. Similarly, 227 students strongly agreed that disciplinary problems reduce teachers control on students while 98 agreed. Only 11 out of the 341 respondents disagreed while five strongly

disagreed.

As may be observed from the table, 63 strongly agreed while 219 agreed that disciplinary problems make students adopt their own learning styles. Nine disagreed while 50 strongly disagreed. Out of the 341 participants, a total 339 either agreed or strongly agreed that misconduct interferes with teaching and learning. Only two participants disagreed. In terms of quality of contact time, all participants agreed that student disciplinary problems reduce quality of contact time. In terms of destruction of property, 220 strongly agreed, 66 agreed while 55 disagreed.

Table 4.6: General effects of disciplinary problems in schools

Statements	Frequency	%
Students are unable to concentrate in school	45	13
Create difficulties in providing high-quality teaching and learning opportunities	40	12
A source of worry to most heads of senior high schools	84	25
Reduces teachers control on students	24	7
Students adopt their own learning styles	63	19
Interferes with teaching and learning	15	4
Contact time is reduced	50	15
Can result in destruction of property	20	6
Total	**341**	**100**

Source: Field work, 2017

The tables show the results from the responses that were gathered when students were asked to select only one effect. From the table, it can be observed that 45 (13%) of participants selected the response that students are unable to concentrate in school because of disciplinary problems. Forty (12%) selected the response that 'disciplinary problems create difficulties in providing high-quality teaching and learning opportunities for students'. However, 84 (25%) out of the 341 selected the option that disciplinary problems are a source of worry to school leadership. This would suggest

that the overwhelming number of participants were of the opinion that student disciplinary problems unsettle school heads. This is followed by students adopting their own learning styles which was selected by 63 (19%) and reduction in contact time which was also selected by 50 (15%) participants. The areas that were least selected were interference with teaching and learning (4%), destruction of property (6%) and teachers control on students (7%).

Table 4.7: Teachers views on effects of disciplinary problems on teachers

Statements	Frequency	%
Create stress for teachers	38	86
Create a lack of sense of dignity at work	40	91
Causes teachers to feel depressed	36	82
Make teachers afraid for their safety	44	100
Teachers become demotivated	44	100
Cause teachers to have intense feelings of anger	26	59

Source: Field Data, 2017

From the table 4.7, student disciplinary issues have several effects on teachers. The results show that the areas where all (100%) teachers agreed that disciplinary problems affected teachers were that it makes teachers afraid for their safety and that teachers become demotivated. This is followed by lack of sense of dignity at work (91%), stress for teachers (86%) and teachers to feel depressed (82%). Where the least effect was reported was that disciplinary problems cause teachers to have intense feelings of anger (59%). These results suggest that disciplinary problems can fundamentally affect teacher moral and working environment.

These numeric data is further substantiated by some qualitative data that were gathered. Seven of the participants' comments are informative concerning the effects of disciplinary problem on teachers. Some of the teachers commented that:

Bernice*: Because of students' attitude I even do not want to go to class but I am forced to go and teach because when supervisors come around they don't concentrate on the activity of the students however the teacher's competency and regularity in the classroom* **(a 32 year old female teacher)**.

Crabbe: Disciplinary challenges affect my morale as a teacher because sometimes I don't feel happy going to the technical classes to teach but we have been counseled not to look at the attitude of the students but to look at some of the good students as a source of motivation. The school counsellor counsels us from time to time **(a 30 year old male teacher)**.

Esenam: Disciplinary challenges decrease my motivation as a teacher and this affects students' readiness to learn as well. It causes depression for me, because I try to teach and students are not performing and this gives me headache and stress **(a 35-year-old female teacher)**.

The comments support the fact and explained how disciplinary problems affect teaching and learning. One of the themes which emerged as the effects of students' disciplinary problems is the consequence it has on teachers' morale. Teacher demotivation was dominant especially in relation to demotivating teachers' morale. As the comments suggested, some teachers felt '*forced to go and teach'* while some do not feel happy to teach. Some feel sick going to teach. In more explicit terms, Esenam stated that student disciplinary problem '*decreased … motivation'* for the teacher and '*affects students' readiness to learn as well.'* The additional comment was that student disciplinary problems '*causes depression for me'* epitomises the effects of phenomenon on academic efficiency.

Eben, a 40 year old teacher added:

> *Students' indiscipline affects teaching and learning in the school. It affects teaching and learning not only because of the reduced number of students in the room but also the attention deficits. Students don't pay attention and you are stranded as a teacher. ... You know teaching is an act of consolidating facts, if I go to class and others are not there, it demotivates me because if I start from a different point, you don't expect me to start from the previous lesson.*

This comment raises fundamental points how student disciplinary problems affect teaching and learning. Teachers are affected by the fact that students do not show up in class while being frustrated that those who attended do not have their attention in the classroom.

Other responses focused on the effects on school administration. A typical comment was as follows:

> *These challenge has an impact on my morale on my authority because, such vandalised items need to be refurnished and maintained in order to maintain a serene atmosphere. This goes a long way to affect the finance of the school. This creates pressure on me and the head master if there are injuries, the house masters are also stressed* **(Mia, a 51year old male teacher).**

The comment raises two fundamental effects of student disciplinary problems. The first is that student disciplinary behaviours have impact on the moral of school authority. Teachers who have additional responsibilities as administrators get more stressed. This is more serious when disciplinary problems turn violent to include actions such as causing harm or vandalism. Looking for resources to repair or replace infrastructure which is destroyed during students' riot or vandalism which increases the budget of the school.

One of the participants commented that:

This challenge also causes a big problem for the school authorities. A lot of pressure goes to the school authorities since the day to day activities are being managed by them. People start to question the integrity of the authorities and the school's disciplinary committee. The school's infrastructure includes classroom blocks, dormitories and beds. These are all defaced. For instance, when students are about completing school they do all sort of defacing like writing their nicknames on the walls, bursting house buckets and many more **(Eric, a forty year old male Social Studies teacher).**

These findings indicate that indiscipline acts in schools had adverse impact on both academic and administration work. These findings are in support with Magwa and Ngara (2014) and Oliver (2011) who are of the view that when students misbehave they learn less and keep their peers from learning. This is because teaching contact time is reduced and more time is devoted to managing misbehaviour rather than teaching. Finn et al. (1997) further asserted that this creates stress for teachers when they are detracted from academic time. The idea is that students' misconduct or misbehaviour in the classroom interferes with teaching and learning and is believed to be an antecedent to later school dropout and other similar negative social outcomes. Also, Noguera (2008) opined that ineffective classroom management and misbehaviour among students may create difficulties in providing high-quality teaching and learning opportunities.

4.5 Coping Strategies of Teachers in dealing with Disciplinary Problems

This section of the analysis focused on understanding the strategies that teachers use to cope with disciplinary problems among students. From the data, the following comments stand out.

It was revealed by the participants that schools have devised several strategies to help cope with disciplinary behaviours of students. It was revealed that the number of day students comes to school or class, the presence of students at social gathering and the number of periods they are present are factored before registering candidates for the West African Secondary School Certificate Examinations. Authorities also strip off scholarships from students who portray bad behaviour as a way strategy for dealing with disciplinary problems.

Wegyir: *We punish students sometimes. Punishments like packing dining hall bowls, weeding or sweeping their classroom. We have internal suspension and external suspensions. It is mostly after classes or when your service will be needed. The school authorities spell out the code of conduct for the students' body. Students are not made to partake in the making of the rules and regulations they are to follow, it is rather imposed on them. There is orientation at form one for students. Interpretations of the code of conduct are their warning. Rules and regulations are given by the GES.* **[45 year old, female teacher]**

Mia: *Offences like truancy, bullying and stealing are punishable by suspension. The form ones are mostly the ones being bullied. It comes in the form of breaking into someone's chop box, and taking money from them forcefully, though some victims refuse to report to authorities, however, we are able to identify them through their own peers teasing them. If members of clans or groups are punished other members retaliate in the school*

91

sometimes too members secretly assist the victim in trying to carry out his or her punishment. The code of conduct for rules and regulations are given to students in the first year. It's done by GES. Students who act against school rules and regulations sometimes sign a bond of good behaviour in the school. **(51year old male teacher).**

Eben: *The coping strategies we adopt to reduce such disciplinary acts are student's suspension that is either internal or external suspension, making some of them to weed large sizes of school lands, like the school field. The story I told you earlier on about my student who made me waste meaningful hours of my period was suspended externally for a week and when his suspension was over he was made to come to school with his parent and sign a bond of good behaviour.* **[40 year old Male teacher]**

This interview results from the comments showed that punishments were used as a major strategy. Such punishment derives from the code of conduct of GES for the students. Punishments have included strategies such as signing bonds of good behaviour and practical performances such as packing dining hall bowls, weeding or sweeping their classroom, internal suspension and external suspensions. These strategies do not correspond to coping mechanisms that may appear disruptive in schools, such as anxiety, hypervigilance, and presenting a "tough front" to ward off further victimization (Anderson, 1999; Stewart, Schreck, & Simons, 2006).

The coping strategies adopted by school authorities to solve disciplinary issues in the school are weeding or sweeping their classroom, internal suspension and external suspensions. These strategies also develop an understanding of society and their place in it that may lead to "acting out" behaviours deemed disruptive or counterproductive in schools (Ferguson, 2001; Eaton, 2010). These findings are in tandem with the

92

findings of Skiba and Knesting (2001) who opined that the use of zero tolerance policies of punishing disciplinary problems is to ensure that the severe and rigid consequences will deter students from committing acts of severe indiscipline in schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of summary of the study, key findings, conclusion and recommendations based on the findings.

5.2 Summary

The purpose of the study was to investigate student's disciplinary problems experienced by teachers in the Obuasi Secondary Technical School. Additionally, the study sought to determine the sources of disciplinary problems, the impact of disciplinary problems, and identify coping strategies adopted by school management in managing disciplinary problems in the Obuasi Secondary Technical School. The mixed method approach or the pragmatist paradigm was used in this study while explanatory sequential mixed method design was used as a research design. The target population was 3000 students and 50 administrators including teachers. Purposive sampling technique was used to select the Obuasi Senior Technical School for the study. The sample size comprised 341students and 44 teachers in the study. The data collection was done by the researcher.

The instruments employed in the study were the questionnaire and interview guide. Questionnaire was used to collect data for the study as questionnaires have been observed to be very effective for securing factual information about practices and conditions and for enquiring into opinions. The data were processed into percentage, frequency, mean, and the results were presented in tables for the analysis and discussion with relevant literature support.

5.3 Findings

The findings from the study reveal that the major types of disciplinary problems encountered in Obuasi Secondary Technical School are;

    i.   Absenteeism

    ii.   Fighting among students

    iii.   Bullying

    iv.   Violation of dressing code

    v.   Students show insubordination to school authority

    vi.   Leaving campus without permission

   vii. Class disruption

In addition, the outcomes from the study indicate that major source of disciplinary problems in the school are caused by;

    i.   Poor economic background

    ii.   Student's inability to cope with the academic task

    iii.   Inappropriate handling of concerns of students by teachers and authorities

    iv.   Cultural influences

    v.   Over use of punishment

    vi.   Parental or home influences

Also, the results from the study show the following impact of disciplinary problems in the Obuasi Secondary Technical School

    i.   Destruction of school's properties

    ii.   A source of worry to most heads of senior high schools

    iii.   Interference of teaching and learning

    iv.   Demotivates teachers' morale

    v.   Students are unable to concentrate in school

95

    vi.   Difficulties in providing high-quality teaching and learning opportunities

    vii.   Increases administration cost

Furthermore, the findings from the study aver that the coping strategies adopted by school authorities to solve disciplinary issues in the school are weeding or sweeping their classroom, internal suspension and external suspensions.

5.4 Conclusion

This research generated knowledge in various directions. According to the findings of this study, there exist various forms of indiscipline in the school. It highlights that disciplinary challenges among students was students leaving campus without permission. Aside from that, the disciplinary problems identified were truancy among students, bullying, dress code violation and showing insubordination to school authority, theft, class disruption. The least frequently selected response was authority disregard their views.

The teachers highlighted insubordination to school authority and dress code violation as the main disciplinary concerns while recognising the significance of theft, fight among students. Students leaving campus without permission was less frequently selected by teachers as a disciplinary problem. Class disruption, bullying was followed by truancy among students and vandalism as the least frequently selected responses.

One of the major themes was that emerged as a disciplinary challenge in the school was lateness/absenteeism among day students. Indecent dressing emerged a cross-cutting disciplinary problem in the school. Indecent dressing on the part of the students was identified to be prevalent as a result of the current fashion style. Therefore, it may be concluded that truancy/lateness, dress code violation and

96

disrespect for teachers can be identified as major disciplinary problem.

The main sources of disciplinary challenges in the school were the peers, the mass media and the home background. This means that both teachers and students agree to the fact that different acts of indiscipline are exhibited by the students contrary to rules and regulation of the school. Also, the students' and teachers' opinions with respect to the source of disciplinary problems that are predominant among students did not varied since they all agreed to same items as cause of disciplinary problem in the school. Again, in relation to the above findings, disciplinary problem in school has adverse on academic performance as well teacher morale towards teaching. Finally, the study concludes that appropriate measures can be put in place to cute the adverse effect of indiscipline on students' lifestyle as well as teachers' morale.

5.5 Recommendations

Following the findings of this study, it is recommended that:

- There is need for the GES to strengthen the development of Guidance and Counselling Units in schools. This would support students to overcome their behavioural problems.

- Teachers need to develop behaviour modification techniques to manage unruly behaviours of the students as alternative to expulsion and corporal punishments of different kinds.

- Each school should have a functioning disciplinary committee that educates students on disciplinary issues and their effects on all aspects of the school, including the academic performance of students.

- Social studies programmes in the school should be strengthened to take students through civic education activities as a way of reducing acts of indiscipline among students.

- A wholesome approach to manage students discipline should be adopted by all the school administrators and managers.

- A discipline day should be instituted where well-behaved students are awarded so that those with disciplinary problems can be positively influenced.

- The code of conduct should be enforced so that the set of rules and regulations that guide all actions and in actions of the students during school hours is respected.

5.6 Recommendations for further Research

This research is limited by the fact that it is a case study of Obuasi Senior High School. This means that several aspects of the work on disciplinary problems in Senior High Schools remain unknown. Following the findings of this study, it is recommended that:

- Further research is conducted into cases of student disciplinary challenges across the regions. A more general nationwide study would produce a fuller picture instead of case studies that address particular contexts

- There need to examine the home factors that produce student disciplinary challenges and how they come to manifest within the school context.

- Research should also concern how teacher moral can be boosted when it has been affected by student disciplinary challenges.

REFERENCES

Adentwi, K. I. (1998). *Teachers' and students' perceptions of classroom indiscipline in selected senior secondary schools in the Cape Coast Municipality*. Unpublished masters' thesis, University of Cape Coast, Cape Coast.

Adesina, S. (1980). *Some aspect of school management*. Ibadan: Education Industries Ltd.

Agarib, A. (2006, April1). Teaching methods blamed for children's indiscipline. *Khaleej Times*, Abu Dhabi.

Agyekum, D. Y., Awudu, A., Boadu, C., Buabenmaa, E. A. & Osei, G. N. (2011). *Effects of indiscipline in the second cycle institutions: A case study of some selected schools in Kumasi Metropolis*. Unpublished project, Christian Service University, Kumasi.

Ali, A. A., Dada, I. T., Isiaka, G. A., & Salmon, S. A. (2014). Types, causes and management of indiscipline acts among secondary school students in Shomolu Local Government Area of Lagos State. *Journal of Studies in Social Sciences, 8*(2), 254-287.

Alidzulwi, T. A. (2000). *The role of parents in values education with special references to the situation in Venda (Northern Province)*. Unpublished masters' dissertation, University of Stellenbosch, Stellenbosch, South Africa.

Amado, J. & Freire, I. (2009). *Discipline(s) in school. Understanding to prevent*. Coimbra, Portugal: Almedina.

Amedahe, F. K. (2002). *Fundamentals of educational research methods*. Mimeograph, UCC, Cape Coast.

American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in schools? An evidentiary review and recommendations. *American Psychologist, 63*, 852-862.

Amoah, S. A., Owusu-Mensah, F., Laryea, P. & Gyamera, A. (2015). Managing school discipline: The students' and teachers' perception on disciplinary strategies. *British Journal of Psychology Research, 3*(2), 1-11.

Anayo, A. I. (2014). *Strategies adopted by teachers to manage discipline in secondary schools at Langata District, Nairobi*. Unpublished masters' thesis, Catholic University.

Anderson, C. A., Berkowitz, L., Donnerstein, E., Huesmann, L. R., Johnson, J. D., Linz, D., Malamuth, N. M. & Wartella, E. (2003). The influence of media violence on youth. *Psychological Science in the Public Interest, 4*(3), 81-110.

Anderson, E. (1999). *Code of the street: Decency, violence, and the moral life of the inner city*. New York, NY: W. W. Norton.

APA (2008) APA's 2008 Annual Convention Boston is the backdrop for APA's 2008 convention, Aug 14–17. 39 (5)

Arcia, E. (2006). Achievement and enrollment status of suspended students: Outcomes in a large, multicultural school district. *Education and Urban Society, 38*(3), 359-369.

Arnold, R. A. (2005). *Stealing among high school learners*. Retrieved from http://www.jaapl.org

Atkinson, E. S. (2000). An investigation into the relationship between teacher motivation and pupil motivation. *Educational Psychology, 20*(1), 45-47.

Azizi, Y., Jamaludin, R., Shahrin, H., Mohd, A. I., Raja, R. R. A. R., & Noordin, Y. (2009). Discipline problems among secondary school students in Johor Bahru, Malaysia. *European Journal of Social Sciences, 11*(4), 659-675.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review, 84*(2), 191-215.

Bandura, A. (1985). Model of causality in social learning theory. In A. Bandura (Ed.) *Cognition and psychotherapy* (pp. 81-99). Stanford University, California, USA: Springer.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Barasa, M. M. (2013). *Factors influencing drug abuse among students in public secondary schools in Mombasa District, Mombasa County, Kenya*. Unpublished dissertation, University of Nairobi, Kenya.

Bazemore, J. (1997). Legislation on school governors' power to appoint educators: Friend or foe. *South African Journal of Education, 29*(2), 171-184.

Bear, G. G. (2008). *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists.

Bechuke, A. L. & Debeila, J. R. (2012). Applying choice theory in fostering discipline: Managing and modifying challenging learners' behaviours in South African schools. *International Journal of Humanities and Social Science, 2*(22), 240-255.

Bell, E. B. (1995). *Bullies and victims in schools*. Milton Keynes: Open University Press.

Bendl, S. (2004). *Disciplinary problems at school* (ed.). Prague: Triton.

Bentley, R. R., & Rempel, A. M. (1980). *Manual for the Purdue Teacher Opinionnaire*. Indiana: The University Bookstore.

Best, K. & Kahn, K. (1999). *Ethical guide lines in participating humans and treatment of persons in research*. Retrieved from www.nichonih.gov/research/resources

Bezuidenhout, C. & Joubert, S. (2003). *Child and youth behaviour in South Africa*. Pretoria: Van Schaick.

Block, A. A. (2008). Why should I be a teacher? *Journal of Teacher Education, 59*(5), 416-431.

Blomberge, N. (2012). *Effective discipline for misbehaviour in school vs. out of school suspension*. Retrieved from http://concept.journals.villanova.edu/article/download/138/109.

Botvin, G. J. & Griffin, K. W. (2007). School-based programmes to prevent alcohol, tobacco and other drug use. *Int Rev Psychiatry, 19*(6), 607-615.

Bowman, D. H. (2004). Report notes on the impact of student behaviour. *Education Week, 23*(37), 3-8.

Brophy, J. & Alleman, J. (1998). Classroom management in a social studies learning community. *Social Education, 62*(1), 1-6.

Brown, R. (2000). Social identity theory: Past achievements, current problems and future challenges. *European Journal of Social Psychology, 30*(6), 745-778.

Bru, E., Stephens, P. & Torsheim, T. (2002). Students' perceptions of class management and reports of their own misbehavior. *Journal of School Psychology, 40*, 287-307.

Butchart, R. E. (1998). *Classroom discipline in American schools*. New York, NY: State University of New York Press.

Byrne, B. J. (1994). Bullies and victims in school settings with reference to some Dublin schools. *Irish Journal of Psychology, 15*, 574-586.

Candava, L. I. & Orence, A. (2013). Disciplinary problems of junior marine students in Lyceum International Maritime Academy. *International Journal of Behavioral Social and Movement Sciences, 2*(3), 1-8.

Chakra, A. & Prabha, R. (2004). Influence of family environment on emotional competence of adolescents. *Journal of Community Guidance and Research, 21*(2), 213-222.

Chand, S. P. (2012). *The role of parents in maintaining discipline amongst form 4 secondary school students in Fiji*. Unpublished dissertation, Fiji National University, Lautoka   Campus, Lautoka, Fiji.

Charles, C. M. (2002). *Building classroom discipline* (6th ed.). New York, NY: Longman.

Cohen, D., & Crabtree, B. (2006). *Qualitative research guidelines project*. Retrieved from http://www.qualres.org/HomeSemi-3629.html

Cohen, L., Manion, L. & Morrison, K. (Ed.) (2000). *Research methods in education*. London: Routledge

Corzo, J. Q. & Contreras, O. R. (2011). Understanding and facing discipline-related challenges in the English as a foreign language classroom at public schools. *Profile, 13*(2), 59-72.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Los Angeles: Sage Publications Inc.

Creswell, J. W. (2013). *Research design - quantitative, qualitative and mixed methods approaches. (2nd ed.)*. Thousand Oaks: SAGE Publications.

Crutsinger, C. A. (2008). Teachers' perceptions of theft in schools. *Journal of Family and Consumer Sciences, 16*, 1–15.

Curwin, R. L., Mendler, A. N. & Mendler, B. D. (2008). *Discipline with dignity: New challenges, new solutions*. Alexandria, VA: Association of Supervision and Curriculum Development.

Dania, P. O. (2016). Social studies education and the affective behaviour development. *Social Science and Humanities Journal, 5*, 333-349.

Danso, S. K. A. (2010). *Indiscipline in schools*. Retrieved from http://www.newmyjoyonline.com/education/2010-07

Davis, J. E. & Jordan, W. J. (1994). The effects of school context, structure, and experiences on African American males in middle and high schools. *Journal of Negro Education, 63*, 570-587.

Deepshika, A. & Bhanot, S. (2011). Role of family environment on socio-emotional adjustment of adolescent girls in rural areas of eastern Uttar Pradesh. *Journal of Psychology, 2*(1), 53-56.

Denga, D. I. (1999). *Education and vocational guidance of secondary school students in Nigeria*. Jos: Savanna Publishers Ltd.

De-Wet, C. (2004). The extent and causes of learner vandalism at schools. *South African Journal of Education, 24*(3), 206–211.

Dodge, A. (1993). *Beyond Discipline World Prosperity*. Alexandria, Va: ASCD.

Dodge, P. R. (2011). *Managing school behaviour: A qualitative case study*. Unpublished doctoral dissertation, Iowa State University, Ames, Iowa.

Donnelly, J. (2000). Two simple rules-discipline problems down. *Pro Principal, 16*(7), 1-3.

Don-Reis, K. M. (2007). *The influence of gansterism on the morale of educators on the Cape Flats*, *Western Cape*. Florida: Boca Raton.

Dreikurs, R. (1968). *Psychology in the classroom* (2nd ed.). New York, NY: Harper and Row.

Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (1998). *Maintaining sanity in the classroom*. Philadelphia: Accelerated Development.

Earthman, G. I. & Lemasters, L. K. (2009). Teacher attitudes about classroom conditions. *Journal of Educational Administration, 47*(3), 323-335.

Eaton, S. (2010). Beyond zero tolerance: Creating more inclusive schools by improving neighbourhood conditions, attacking racial bias, and reducing inequality. In C. Edley, & J. Ruiz de Velasco (Eds.), *Changing places: How communities will improve the health of boys of colour* (pp. 10-17). Berkeley, CA: University of California Press.

Eboka, O. C. (2017). Influence of school climate on teachers morale in public secondary schools in Delta State. *IOSR Journal of Research & Method in Education (IOSR-JRME), 7*(1), 19-24.

Eklund, N. (2009). Sustainable workplace, retainable teachers. *Phi Delta Kappan, 91*(2), 25-28.

Erena, T. M. (2015). *Students' disciplinary problems in one government and three private preparatory schools of Addis Ketema Sub-City of Addis Ababa City administration*. Unpublished masters' thesis, Addis Ababa University.

Erikson, E. H. (1963). *Childhood and society*. New York: Norton.

Farrant, J. S. (2001). *Principles and practice of education*. London: Longman.

Feldman, R. F. S. (1996). *Understanding psychology* (4th ed.). New York, NY: McGraw-Hill, Inc.

Ferguson, A. A. (2001). *Bad boys: Public schools in the making of black masculinity*. Michigan: University of Michigan Press.

Ferguson, C. J., & Johnson, L. (2010). Building supportive and friendly school environments: Voices from beginning teachers. *Childhood Education, 86*(5), 302-307.

Finn, J. D., Pannozzo, G. M. & Voelkl, K. E. (1995). Disruptive and inattentive-withdrawn behaviour and achievement among fourth graders. *The Elementary School Journal, 95*(5), 421-434.

Finn, J. D., Fish, R. M., &Scott, L. (2008). The educational sequelae of high school misbehavior. *Journal of Educational Research*, 101(5), 259-274.

Finn, J. & Rock, D. A. (1997). Academic success among students at risk for school failure. *Journal of Applied Psychology, 82*(2), 221–234

Franken, R. E. (1998). *Human motivation* (4th ed.). Pacific Grove, CA: Brooks and Sole.

Fuentes, A. (2003). Discipline and punishment. *Nation, 277*(200), 17–20.

Geiger, B. (2000). Discipline and classroom management in K thru 8th grades. *Education, 121*, 383-393.

Ghana News Agency (GNA) (2007). *Remain firm in enforcing discipline in schools-Vice president*. Retrieved from https://www.modernghana.com/blogs/150127/remain-firm-in-enforcing-discipline-in-schools-vice-presid.html

Ghana News Agency (GNA) (2010). *Indiscipline in senior high school rises in the UER*. Retrieved from http://ghananewsagency.org/education/indiscipline-in-senior-high-school-rises-in-the-uer-18052.

Ghana News Agency (GNA) (2013). *GES urged to review SHS code of discipline*. Retrieved from https://www.ghanabusinessnews.com/2013/02/10/ges-urged-to-review-shs-code-of-discipline/

Ghana News Agency (GNA) (2016). *CHASS advocates consultative forum on students' indiscipline*. Retrieved from http://www.myjoyonline.com/news/2016/september-18th/chass-advocates-consultative-forum-on-students-indiscipline.php

Ghana News Agency (GNA) (2016). *CHASS advocates consultative forum on students' indiscipline*. Retrieved from http://www.myjoyonline.com/news/2016/september-18th/chass-advocates-consultative-forum-on-students-indiscipline.php

Glasser, W. (1998). *Choice theory: A new psychology of personal freedom*. New York, NY: Harper.

Glasser, W. (2009). *Introduction to choice theory: Teaching students responsible behaviour*. San Pedro: Quality Education Programs, Inc.

Goldstein, A. P. & Conoley, J. C. (1997). *School violence intervention.* New York, NY: The Guilford Press.

Gorman, G. E. & Clayton, P. (2005). *Qualitative research for the Information. Professional: A Practical Handbook*. London: Facet Publishing.

Gravetter, F. J. & Forzano, L. B. (2009). *Research methods for the behavioural sciences*. (3rd ed.). Wadsworth: Cengage Learning.

Gyan, E., Baah-Korang, K., McCarthy, P. & McCarthy, P. (2015). Causes of indiscipline and measures of improving discipline in senior secondary schools in Ghana: Case study of a senior secondary school in Sunyani. *Journal of Education and Practice, 6*(11), 19-25.

Hamburg, M. A. (1998.) Youth violence is a public health concern. In D. Elliot, B. Hamburg, & R. Williams (Eds.), *Violence in American schools: A new perspective* (pp. 31−54). New York, NY: Cambridge University Press.

Hamilton, M. (2008). *Restorative justice: Reconceptualizing school disciplinary theory and practice*. Unpublished doctoral dissertation, University of the Pacific.

Harber, C. (2000). Schooling and violence in South Africa: Creating a safer school. *Intercultural Education, 12*, 261−271.

Harned, P. (1999). Leading the effort to teach character in schools. *NASSP Bulletin, 83*, 25-31.

Harvey, S. (2013). *Violence in the media and its effect on students' behaviour in the classroom*. Retrieved from http://www.ehow.co.uk/info_8197513_violence-effects-student-behaviorclassroom.html.

Hewstone, M. & Greenland, K. (2000). Intergroup conflict. *International Journal of Psychology, 35*(2), 136-144.

Houchard, M. A. (2005). *Principal leadership, teacher morale and student achievement in seven schools in Mitchell County, North Carolina*. Unpublished doctoral dissertation, Tennessee State University, Tennessee.

http://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1623-types-of-discipline-in-the-classroom

Hyman, I. A. & Perone, D. C. (1998). The other side of school violence: Educator policies and practices that may contribute to student misbehaviour. *Journal of School Psychology, 36*, 7−27.

Idu, A. P. & Ojedapo, D. O. (2011). *Indiscipline in secondary schools: A cry to all stakeholders in education.* Paper presented at international conference on teaching, learning and change.

Imaguezor, M. V. (1997). *Analysis of cases of violation of students rights in secondary schools in Edo State.* Unpublished master's thesis, University of Benin, Nigeria.

India Parenting Online Ltd. (2007). *Indiscipline online resource.* Retrieved from http://www.indiaparenting.com/raisingchild/data/raisingchild018.shtml

Kajs, L. T. (2006). Reforming the discipline management process in schools: An alternative approach to zero tolerance. *Educational Research Quarterly, 29*(4), 16-27.

Kajubi, S. W. (2007). Discipline Corporal Punishment and Violence Against Children in the school system. Kampala: Makerere University.

Kenu, D. K. (2015). *Obuasi Sec Tech-An educational institution with a purpose.* Retrieved from http://www.graphic.com.gh/features/features/obuasi-sec-tech-an-educational-institution-with-a-purpose.html

Kilonzo, J. (2013). *Challenges faced by head teachers in the management of students' indiscipline public secondary schools in Lamu County.* Unpublished Master's project, Kenyatta University.

Kiumi, J. K. (2012). Personal and school based factors as predictors of principals' inclusiveness in students' discipline management: the case of public secondary schools in Nyandarua and Laikipia Districts, Kenya. *Universal Journal of Education and General Studies, 1*(3), 049-054.

Koerner, T. F. (1990). Developing staff morale. *The Practitioner, 16*, 4-6.

Kohn, A. (1996). *Beyond discipline: From compliance to community.* Alexandria, VA: Association for Supervision and Curriculum Development.

Koshy, V. (2005). *Action research for improving practice: A practical guide.* London: SAGE.

Krejcie, R. V. & Morgan, D. W. (1970). *Sample Size Determination Using Krejcie and Morgan Table.* Retrieved from http://www.kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/

Kuperminc, G. P., Leadbeater, B. J., Emmons, C. & Blatt, S. J. (1997). Perceived school climate and difficulties in the social adjustment of middle school students. *Applied Developmental Science, 1*, 76–88.

Kute, B. (2014). Teachers views about role of peer counsellors in enhancing student discipline in Kisumu Municipality Kenya. *Rjopes Research Journal in Organizational Psychology and Educational Studies, 3*(3), 209-214.

Lasley, T. (1997). The missing ingredient in character education. *Phi Delta Kappan, 78*, 654-655.

Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Lewis, R. (1991). *The discipline dilemma*. Hawthorn: Australian Council for Educational Research LTD.

Lickona, T. (1995). Promoting character education through the center for the 4th and 5th R's (respect and responsibility). *Moral Education Forum, 20*, 26-34.

Liiv, K. E. (2015). *Defiance, insubordination, and disrespect: Perceptions of power in middle school discipline*. Unpublished doctoral dissertation, Harvard Graduate School of Education.

Limber, S. & Nation, M. M. (1998). *Bullying among children and youth*. Retrieved from http://www.myparentime.com/articles/article149f.shtml

Little, S. G. & Akin-Little, A. (2008). Psychology's contribution to classroom management. *Psychology in the Schools*, *45*(3), 227-234.

Lumsden, L. (1998). Teacher morale. *Eric Digest, 120*, 1-2.

Mabeba, M. Z. & Prinsloo, E. (2000). Perceptions of discipline and ensuing problems in secondary education. *South African Journal of Education, 20*(1), 34–41.

Magwa, S. & Ngara, R. (2014). Learner indiscipline in schools. *Review of Arts and Humanities, 3*(2), 79-88.

Major, R. L. (1990). *Discipline: The important subject we teach*. London: University Press.

Maphosa, C. & Mammen, J. K. (2011). Maintaining discipline: How do learners view the way teachers operate in South African schools? *Journal of Social Science, 29*(3), 213-222.

Marais, P., & Meier, C. (2010). Disruptive behaviour in foundation phase. *South African Journal of Education, 30*, 41-57.

Martin, G. E. & MacNeil, A. (2007). *Discipline as a problem in schools*. Retrieved from http://cnx.org/content/m14625/1.4.

Martin, R. E. (2004). Teachers' perceptions of behaviour problems in large schools. *Research in   Rural Education, 2*, 105–111.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Masekoameng, M. C. (2010). *The impact of disciplinary problems on educator morale in secondary schools and implications for management*. Unpublished master's thesis, University Of South Africa.

Masitsa, M. G. (2011). Exploring safety in township secondary schools in the Free State   Province. *South African Journal of Education, 31*(2), 1-10.

Matseke, J. B. (2008). *Discipline in a secondary school at Winterveldt in North West Province*. Unpublished master's thesis, Tshwane University of Technology, Pretoria.

Mcgregory, S. (2006). *School yard crime adds to teachers' woes in South Africa*. Nairobi: Nation Media Group-Daily Nation.

McIntyre, N. (2010). Providing friendly and supportive environments for teachers. *Childhood Education, 86*(5), 349-351.

McLauglin, J. (2010). *Creating a positive classroom environment*. Retrieved from http://edu/mclauglin.

McLeod, S. A. (2011). *Albert Bandura-social learning theory*. Retrieved from http://www.simplypsychology.org/bandura.html

McManus, M. (1995). *Troublesome behaviour in the classroom* (2nd ed.). London: Routledge.

Mendez, R. L. M. (2003). Predictors of suspension and negative school outcomes: A longitudinal investigation. In J. Wald & D. J. Losen (Eds.), *New directions for youth development: No. 99. Deconstructing the school-to-prison pipeline* (17–34). San Francisco, CA: Jossey-Bass.

Mensah, G. A (2009) *Examination of students' views on improving discipline in teacher training colleges: Implications to guidance and counselling*. Unpublished masters' thesis, University of Cape Coast, Cape Coast.

Mestry, R. & Khumalo, J. (2012). Governing bodies and learner discipline: Managing rural schools in South Africa through a code of conduct. *South African Journal of Education, 32*(1), 97–110.

Mitchell, R. (1996). Whole school positive behaviour support: Effects on student discipline problems and academic performance. *Educational Psychology, 5*, 10-16.

Mohapi, S. J. (2007). *The influence of educators' lived experiences on classroom discipline practices*. Unpublished doctoral dissertation, University of Pretoria, Pretoria, South Africa.

Mokhele, P. R. (2006). The teacher-learner relationship in the management of discipline in public high schools. *Africa Education Review, 3*(1 & 2), 148–159.

Monk, D. H. (2007). Recruiting and retaining high-quality teachers in rural areas. *The Future of Children, 17*(1), 155-174.

Moseki, M. (2004). *The nature of truancy and the life world of truants in secondary schools in South Africa*. Unpublished master's thesis, University of South Africa.

Mtsweni, J. (2008). *The role of educators in the management of school discipline in the Nkangaka region of Mpumalanga.* Unpublished master's dissertation, University of South Africa.

Mutua, J. N. (2004). *Investigation into alternative strategies of discipline in the absence of corporal punishment in public secondary schools*. Unpublished masters' thesis, University of Nairobi, Nairobi.

Naker, D. & Sekitoleko, D. (2009). *Creating a good school without corporal punishment*. Kamwokya: Raising Voices.

Nakpodia, E. D. (2010). Teachers' disciplinary approaches to students' discipline problems in Nigerian secondary schools. *International NGO Journal, 5*(6), 144-151.

Ngari, F. N. (2014). *The influence of home based factors on students' discipline in secondary schools in Manyatta Division, Embu East District*. Unpublished master's project, University of Nairobi.

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York, NY: Teachers College Press.

Noguera, P. (2008). The Trouble With Black Boys: Reflections on Race, Equity and the Future of Public Education. San Francisco: Wiley and Sons.

Ntebe, B. G. (2006). *Managing learners discipline in secondary schools*. Unpublished master's dissertation, North West University, Vanderbijlpark, South Africa.

Nxumalo, Z. Z. (2001). *The differential analysis of secondary school learners' perception of discipline in Soweto*. Johannesburg: RAU.

O'Donohue, W. T. & Ferguson, K. E. (2001). *The psychology of B. F. Skinner*. Thousand Oaks, CA: Sage Publications.

Obiemeata, J. O. (1983). Evaluation of the effectiveness of social studies teaching in Nigerian schools. *Journal of Research in Curriculum (JORIC), 1*(2), 102-117.

Okumbe, J. A. (2001). *Human resources management educational perspective*. Nairobi: Educational Development and Research Bureau.

Olweus, D. (1993). Victimization by peers: Antecedents and long-term consequences. In K. H. Rubin, & J. B. Asendorf (Eds.), *Social withdrawal, inhibition and shyness in childhood* (pp. 10-16). Hillsdale, NJ: Erbaum.

Omrod, J. E. (2008). *Educational psychology: Developing learners* (6th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Omrod, J. E. (2011). *Educational psychology: Developing learners* (7th ed.). New Jersey: Prentice Hall.

Onyechi, K. C., Okere, A. & Trivellor, U. (2007). *Deviant behaviour as correlate of academic achievement among secondary school adolescents: Implication of service delivery in the education sector-Issues and strategies*. London: B. G. Mworugy.

Osher, D., Bear, G. G., Sprague, J. R. & Doyle, W. (2010). How can we improve school discipline? *Educational Researcher, 39*(1), 48-58.

Osuala, E. C. (2005). Introduction to research methodology. Onitsha: African, First Publishers.

Ouma, M. A., Simatwa, E. M., & Serem, T. (2013). Management of pupil discipline in Kenya: A case study of Kisumu Municipality. *Educational Research, 4*(5), 2141-5161.

Ovell, G. & Suaning, G. J. (2001). *Effect of prosthetic vision acuity by .. for artificial human vision*. Presented at Proceedings of the SPIE, 2001.

Ozeinar, Z. (2006). The instructional communicative qualification of parents with students. *Cypriot Journal of Educational Sciences, 1*, 24-30.

Perrachione, B. A., Petersen, G. J., & Rosser, V. J. (2008). Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *Professional Educator, 32*(2), 1-18.

Pettit, A. (1997).Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *Professional Educator, 32*(2), 1-18.

Phillips, J. J. (1998). Level Four and Beyond: An ROI Model. In S. M. Brown, & C. J. Seidner, (Eds.), *Evaluating corporate training: Models and issues* (pp. 113-140). Norwell, MA: Kluwer.

Phiri, P. (2011). *An exploratory study of teachers' perceptions of pupil disruptive classroom behaviour in some Zambian secondary schools*. Unpublished dissertation, University of Zambia.

Pienaar, G. (2003). A different approach to classroom discipline problems. *Educare, 32*, 261-274.

Polis, J. & Upenieks, R. (2003). *Peer education guidelines: HIV/AIDS and reproductive health*.   New York, NY: UNDP.

Polit, D. F. & Hungler, B. P. (1995). *Nursing research: Principles and methods*. (5th ed.). Philadelphia: Lippincott.

Prinsloo, I. J. (2005). How safe are South African schools. *South African Journal of Education, 25*(2), 5–10.

Rigby, K. (2000). *Bullying in schools and what to do about it*. London: Jessica Kingsley.

Rimer, B. K., & Glanz, K. (2005). *Theory at a glance: A guide for health promotion practice* (2nd ed.). Washington, DC: US Department of Health and Human Services, National Institutes   of Health.

Rimm-Kaufman, S. E., Storm, M. D., Sawyer, B. E., Pianta, R. C., & LaParo, K. M. (2006). The teacher belief Q-sort: A measure of teachers' priorities in relation to disciplinary practices, teaching practices, and beliefs about children. *Journal of School Psychology, 44*(2), 141-165.

Robbins, S. P. & Judge, T. A. (2012). *Organizational behaviour* (15th ed.). San Diego, USA: Prentice Hall.

Robers, S., Kemp, J. & Truman, J. (2013). *Indicators of school crime and safety: 2012* (NCES 2013-036/NCJ 241446). Washington, DC: National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice.

Rosen, L. (1997). *School discipline, best practices for administrators*. Thousand Oaks: Corwin Press.

Rossouw. J. P. (2003). *Learner discipline in South African public schools*. South Africa: Koers.

Rowne, D. E. (2005). Teacher perceptions of levels of professional contribution to the school. *College Student Journal, 43*(3), 852-859.

Ryan, K. (1993). Mining the values in the curriculum. *Educational Leadership, 51*, 16-18.

Salem-al-amarat, M. (2011). The classroom problems faced teachers at the public schools in Tafila Province, and proposed solution: Faculty of Education, Tafila Technical University. *International Journal of Education and Science, 3*(1), 37-48.

Schaeffer, E. (1999). It's time for schools to implement character education. *NASSP Bulletin, 83*, 1-7.

Schaeffser, E. (1999). It's time for schools to implement character education. *NASSP Bulletin, 83,* 1-7.

Schon, D. (1983). *The reflective practitioner. How professionals think in action*. New York, NY: Basic Books.

Seeman, H. (2000). *Preventing classroom discipline problems*. London: Scarecrow Press.

Seifert, T. H. & Vornberg, J. A. (2002). *The new school leader for the 21ˢᵗ century*. Oxford: Scarecrow Press.

Seita, M., Mitchell, R. & Tobin, C. (1996). *Rethinking student discipline*. Thousand Oaks: Corwin Press.

Selby, H. (2008). *Our society and indiscipline*. Retrieved from https://www.modernghana.com/news/167452/1/our-society-and-indiscipline.html

Sheldon, S. B. & Epstein, J. L. (2002). Improving student behaviour and school discipline with family and community involvement. *Education and Urban Society, 35*(4), 4-26.

Shezi, J. S. (2012). *Educators' perceptions of discipline in rural high schools*. Unpublished   master's thesis, University of Zululand, South Africa.

Short, M., Short, R. & Blanton, C. (1994). *Rethinking student discipline*. Thousand Oaks, CA: Corwin Press.

Sidhu, K. S. (2002). *Methodology of research in education*. New Delhi: Stering Publishers Private Limited.

Skiba, R. J. & Knesting, K. (2001). Zero tolerance, zero evidence: An analysis of school disciplinary practice. In R. J. Skiba, & G. G. Noam (Eds.), *New directions for youth development* (pp. 11-17). San Francisco: Jossey-Bass.

Skiba, R. J. & Peterson, R. L. (2003). Teaching the social curriculum: School discipline as instruction. *Preventing School Failure, 47*(2), 66-73.

Stewart, E. A., Schreck, C. J. & Simons, R. L. (2006). "I ain't gonna let no one disrespect me": Does the code of the street reduce or increase violent victimization among African American adolescents? *Journal of Research in Crime and Delinquency, 43*, 427–458.

Strange, M. (2009). School discipline. *Rural School and Community Trust, 9*, 1–2.

Sullo, B. (2007). *Activating the desire to learn*. Alexandria, VA: Association for Supervision and Curriculum Development.

Surty, E. (2011). Quality education for rural schools in South Africa: Challenges and solutions. *South African Rural Educator, 11*, 8–16.

Tajfel, H. & Turner, J. C. (1979). An intergrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Monterey, CA: Brooks/Cole.

Tajfel, H. & Turner, J. C. (1986). The social identity theory of intergroup behaviour. *Psychology of Intergroup Relations, 5*, 7-24.

Temitayo, O., Nayaya, M. A. & Lukman, A. A. (2013). Management of disciplinary problems in secondary schools: Jalingo metropolis in focus. *Global Journal of Human Social Science, Linguistics and Education, 13*(4), 7-19.

Terry, B. W. (2001). *Conducting educational research*. Florida: Harcourt Brace & Company.

Tesfaye, G. (2015). *The management of students' disciplinary problems in government secondary schools of Guji Zone, Oromia Regional State.* MA Thesis. Haramaya University, Haramaya

Theriot, M. T. & Dupper, D. R. (2010). Student discipline problems and the transition from elementary to middle school. *Education and Urban Society, 42*(2), 205-222.

Thomas, M. (2005). *Social learning theory: Lecture*. Retrieved from http://www.innovativelearning.com/teaching/social_learning_theory.html

Thompson, W. G. (2002). *The effects of character education on student behaviour*. Unpublished doctoral thesis, East Tennessee State University.

Tidwell, A., Flannery, K. B. & Lewis-Palmer, T. (2003). A description of elementary classroom discipline referral patterns. *Preventing School Failure*. *48*, 18-26.

Tuckman, B. W. (1992). Self-believers are self-motivated; self-doubters are not. *Personality and Individual Differences, 13*, 425-428.

Tunor, B. (2002). *Discipline in schools*. London: Ward Educational Publications.

Turner, J. C. & Reynolds, K.J. (2010). The story of social identity. In T. Postmes, & N. Branscombe (Eds.), *Rediscovering social identity: Core sources* (pp. 13-32). New York, NY: Psychology Press.

UNESCO. (1998). *Regional training seminar on guidance and counselling module 4-Behaviour modification*. Paris: UNESCO.

Vanderslice, R. (2010). ABC's of keeping the best: Attrition, burnout, and climate. *Childhood Education, 6*(5), 298-302.

Van-Wyk, N. (2001). Perceptions and practices of discipline in urban black schools in South Africa. *South African Journal of Education, 2*(30), 195–201.

Varnham, S. (2005). Seeing things differently: Restorative justice and school discipline. *Education and the Law*, 17(3), 87-104.

Veiga, F. H. (2009). Students' family and violence in schools. *International Journal of Developmental and Educational Psychology, 2*, 567-574.

Vogel, S. (2004). *Teaching interrupted*. Retrieved from http://www.publicagenda.

Ward, R. D. (2007). *A study of two urban middle schools: Discipline practices used to control disruptive behaviour of students*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University.

Whitley, B. E. (2002). *Principles of behavioural science*. Boston: McGraw Hill.

Williams, K., Chambers, M., Logan, S. & Robinson, D. (1996). Association of common health symptoms with bullying in primary school children. *British Medical Journal, 313*, 17–19.

Williams, W. M. (2002). *Educational psychology*. Boston: Allyn and Bacon.

Wisdom, J., Creswell, J. W. (2013). *Mixed methods: Integrating quantitative and qualitative data collection and analysis while studying patient-centered medical home models*. Rockville, MD: Agency for Healthcare Research and Quality.

Wolfgang, C. H. & Glickman, C. D. (1980). *Solving discipline problems: Strategies for classroom teachers*. Boston: Allyn and Bacon.

Yahaya, A., Ramli，J., Hashim，S.，Ibrahim，M. A., Rahman，R. R. R. A. & Yahaya，N. (2009). Discipline problems among secondary school students in Johor Bahru, Malaysia. *European Journal of Social Sciences, 11*(4), 659-675.

Zubaida, A. N. (2009): Indiscipline and its management techniques: A case study of a special education school in Kano State. *The Journal of the National Council for Exceptional Children, 11*(2), 455-463.

APPENDIX A

LETTER OF INTRODUCTION

UNIVERSITY OF EDUCATION, WINNEBA	DEPARTMENT OF SOCIAL STUDIES EDUCATION
P. O. Box 25, Winneba, Ghana. *Tel.* 020 2041096 Email: socialstudies@uew.edu.gh	

19th May, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: BEATRICE BENEWAA

We write to introduce Beatrice Benewaa to your outfit. She is a prospective second year M. Phil Social Studies Education student with registration number 8150140006 from the above named Department.

As part of the requirements for the award of the Master of Philosophy degree, she is undertaking a research on *"Student Disciplinary challenges in Obuasi Secondary Technical School."*

We wish to assure you that any information provided would be treated confidential.

Thank you.

Yours faithfully,

Margaret G. Nyala (Mrs.)
for: Head of Department

DEPARTMENT OF SOCIAL STUDIES EDUCATION
UNIVERSITY OF EDUCATION
WINNEBA

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

QUESTIONNAIRE OF STUDENTS DISCIPLINARY PROBLEMS

This questionnaire is designed to understand the disciplinary problems in your school. Your participation is essential to the success of the study. All information provided will be kept confidential. Please do not write your name on the questionnaire. Thank you.

QUESTIONNAIRE FOR STUDENTS

Please respond to the items on the questionnaire by ticking [√] and writing where necessary.

SECTION A: BACKGROUND OR DEMOGRAPHIC DATA

1. Gender: Male (   )   Female (   )

2. Age: Below 15 years (   )   15- 19 years (   )   20 years and above (   )

3. Class: Form 1 (   )   Form 2 (   ) Form 3 (   )

Section B: Types of disciplinary problems in schools

Which of these disciplinary problems are present in your school?

Problem	Yes	No
Truancy and Absenteeism		
Fighting		
Stealing		
Drug Addiction/Abuse		
Vandalism		
Bullying		
The use of profanity		
Dress code violations		
Leaving campus without permission		
Class disruption		
Insubordination to school authority		

Section C: Causes of disciplinary problems in schools

Please indicate your agreement to the statements by ticking [√] the appropriate portion in the table

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Parental or home influences				
Poor Economic background				
Over use of punishment				
Lack of clarity of school and classroom rules and disciplinary procedures				
Student's inability to cope with the academic tasks				
Teachers being unfriendly with the students				
Lack of professionalism of the teacher				
Cultural influences				
Inappropriate handling of concerns of students by teachers and authorities				
No instilled sense of regard for rules and regulations				

Section D: General effects of disciplinary problems in schools

Please indicate your agreement to the statements by ticking [√] the appropriate portion in the table

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Students are unable to concentrate in school				
Teaching contact time is reduced				
Create difficulties in providing high-quality teaching and learning opportunities.				
Misconduct interferes with teaching and learning				
A source of worry to most heads of senior high schools				
Can result in destruction of property				

APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION…

QUESTIONNAIRE OF STUDENTS DISCIPLINARY PROBLEMS

This questionnaire is designed to understand the disciplinary problems in your school. Your participation is essential to the success of the study. All information provided will be kept confidential. Please do not write your name on the questionnaire. Thank you.

QUESTIONNAIRE FOR TEACHERS

Please respond to the items on the questionnaire by ticking [√] and writing where necessary.

SECTION A: BACKGROUND OR DEMOGRAPHIC DATA

1. Gender: Male (   )   Female (   )

2. Age: Below 30 years ( )   31- 40years ( )   41 years and above (   )

Section B: Types of disciplinary problems in schools

Which of these disciplinary problems are present in your school?

Problem	Yes	No
Truancy and Absenteeism		
Fighting		
Stealing		
Drug Addiction/Abuse		
Vandalism		
Bullying		
The use of profanity		
Dress code violations		
Leaving campus without permission		
Class disruption		
Insubordination to school authority		

Section C: Causes of disciplinary problems in schools

Please indicate your agreement to the statements by ticking [√] the appropriate portion in the table

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Parental or home influences				
Poor Economic background				
Over use of punishment				
Lack of clarity of school and classroom rules and disciplinary procedures				
Student's inability to cope with the academic tasks				
Teachers being unfriendly with the students				
Lack of professionalism of the teacher				
Cultural influences				
Inappropriate handling of concerns of students by teachers and authorities				
No instilled sense of regard for rules and regulations				

Section D: General effects of disciplinary problems in schools

Please indicate your agreement to the statements by ticking [√] the appropriate portion in the table

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Students are unable to concentrate in school				
Teaching contact time is reduced				
Create difficulties in providing high-quality teaching and learning opportunities.				
Misconduct interferes with teaching and learning				
A source of worry to most heads of senior high schools				
Can result in destruction of property				

Section E: Impact of disciplinary problems on teacher morale

Please indicate your agreement to the statements by ticking [√] the appropriate portion in the table

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Disciplinary problems:				
Create stress for teachers				
Make teachers afraid for their safety				
Create a lack of sense of dignity at work				
Cause teachers to have intense feelings of anger				
Can be a source of humiliation or shame on teachers.				
Causes teachers to feel depressed				