

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT

TEACHER LEADERSHIP ROLE IN PROMOTING DISCIPLINE IN JUNIOR  
HIGH SCHOOLS IN ASOKWA SUB-METROPOLIS

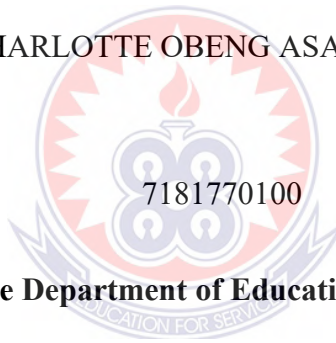


CHARLOTTE OBENG ASANTEWAA

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**A Dissertation in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, submitted to the School of Graduate  
Studies, Akonten Appiah-Menka University of Skills Training and  
Entrepreneurial Development, in partial fulfilment of the requirements for  
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2021

## DECLARATION

### STUDENT'S DECLARATION

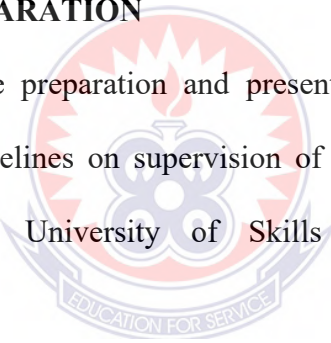
I, CHARLOTTE OBENG ASANTEWAA, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE: .....

DATE: .....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this was supervised in accordance with the guidelines on supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.



NAME: PROF. ARTHUR DISSOU YARHANDS

SIGNATURE: .....

DATE: .....

## **DEDICATION**

To my sweet mother Juliana Afful, my uncle Stephen Nelson Afful and Rev. Fr. Baffour Akowuah my advisor for pursuing this programme.



## ACKNOWLEDGEMENT

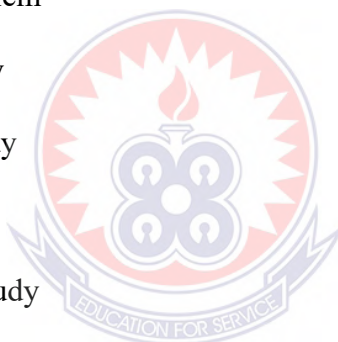
First of all, I would like to give thanks to the Almighty God for his awesome protection bestowed on me during all these years of my education. Secondly, I would like to thank, Prof. Arthur Dissou Yarhands, my supervisor for taking the time to supervise and shape this work. Without his guidance, this work wouldn't have been successful.

Again, I would like to acknowledge the help of my lecturer Dr. Lydia Amankwah, and Rev. Fr. Jude Anin Agyei my Headmaster of St. Martin de Porres. God bless you all.



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## ABSTRACT

This study sought to find out the effect of teachers' supervisory role on students' discipline in Junior High Schools in Asokwa sub-metropolis. The study was guided by the following objectives: (1) How teachers' behaviour affect students' in Junior High Schools in Asokwa sub-metropolis, (2) To find out the effect of teachers' supervisory role on students' discipline in Junior High Schools in Asokwa sub-metropolis, and (3) To find out the effect of teachers' planning roles on the discipline of students. Research design for the study was the descriptive survey. The study also made use of cross-sectional design using both quantitative and qualitative approach. In all, 150 respondents participated in the study. The main instrument for data collection was the questionnaire. From the study it was established that, the students who were the major beneficiaries of teacher behaviour were in agreement with their teachers that teachers are students' role models. In line with the study, it supported the theory that students learn through observing and imitating their teachers. Again, teachers' supervision assists headmasters to make enhanced, quicker, genuine and acceptable decisions. Moreover, guiding students to conform to the schools established rules and regulations helps to promote and protect the school norms and culture through acceptable students' discipline. Moreover, the effects of teachers planning role is such that, maintaining and organizing positive teaching and learning activities by teachers leads to the success of students. Based on this assertion, it was further concluded that, class organization has massive impact on teaching and learning processes and can cause disorder amongst students. However, it was recommended that, teacher behaviour should be monitored and checked by headmasters of Junior High Schools since the students who were the major beneficiaries of teacher behaviour were in agreement with their teachers that, teachers are role models to students and that students learn and copy from teachers.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

“Education is the key towards development of a nation as a whole and the most effective channel to bring about the prosperity in a society” (Sammons, Gu, Day, & Ko, 2011). According to Spillane and Hopkins (2013) the social and economic improvement of a country is not only determined by the richness of its natural resources or monetary assets but the human capital has always been considered the crucial source to speeding up the pace of a country’s development and formal education system is the basic mechanism behind developing this human capital.

Ghana’s education has had phenomenal growth at all levels nowadays. Junior high schools have been common with increase population unlike the olden days. Junior high school is therefore premised on the belief that it is at this point where learners are prepared basically to make a positive contribution to the development of the society (Atkinson, 2005). Atkinson continues that the basic school curriculum should be effectively implemented so that learners may reach their full potential. However, it is instructive to note that a school’s learning outcomes is dependent on the quality of students’ discipline. This is because, discipline inter alia provides a sense of direction among learners besides increasing teachers’ job satisfaction, which is a critical correlation of commitment to school goals (Day & Harris, 2012).

In spite of the crucial role that disciplined behaviour plays in the overall school outcomes, the condition of students’ discipline in the study area has been disheartening. This is because; hardly a school term goes by without incidence of indiscipline behaviour being reported in the mass media. This practice has more often than not led to disastrous occurrences such as annihilation of school property,

assault, and indecent behaviour such as rape and in extreme cases death of students. Such incidents tend to have negative impact on the gains made so far at this level of education. The generally reporting causes of students' indiscipline in the study area include drug abuse by students and poor parenting. It is worthwhile to note that cases of indiscipline among Junior high schools tend to vary markedly between schools with comparable locality and both the entry behaviour and social background of students they admit from basic schools.

This scenario suggests that Junior high schools could be having an influence (either positively or negatively) on the behavioural development of students they select from basic schools. The foregoing has the implication that, comparatively in school factors could be having an appreciable influence on students' behaviour. For this reason, it would be a gross simplification to entirely attribute indiscipline problems in Junior high schools in the Asokwa metropolis to out-of school factors. Sergiovanni (2009), has indeed cautioned that we should guard against the belief that learners' academic and social development is influenced solely by non-school factors lest it becomes a self- fulfilling prophesy.

One of the most significant in-school factors that influences students' discipline is the schools social environment or organizational climate which tells the way members of the school community relate and interact with each other (Northouse, 2007). If the climate is favourable, the members are likely to increase their level of interaction and consequently enhance the school's learning outcomes. The reverse is applicable. Members of a social organization need to be noted not to act in a social vacuum. On the contrary, their actions are integrally related to the organization's managerial policies (Durias, 2010). This implies that the extent to which members of the school community will direct their efforts to the laid down

goals depends on the kind of organizational climate created by the school head. This is because; the head is the schools' chief executive. In this regard, if he/she applies a democratic inclusive approach, teachers and parents are likely to play a proactive role in nurturing learners' behaviour towards the desired direction and vice versa (Curtis, 2013).

Teachers play a significant role in inculcating student's discipline in junior high schools. Unfortunately many reports indicate that some teachers do not adequately play this role especially in their in and outside class pedagogical aspects, their supervisory roles and planning roles. As a result, cases of students' indiscipline are on the increase in most schools in the Asokwa metropolis. Public debate on media and parents complain all indicate that students' discipline as well as that of teachers is suspect.

Some scholars such as Laughridge and Tarantino (2005), attribute the decline in students' discipline to teachers whose commitment seems dysfunctional. That is why this study was conducted in order to examine the effects of teachers' leadership role on Junior high school students discipline in the context of the many indiscipline cases in the Asokwa metropolis in the Ashanti region. They concluded that the introduction of formal schooling and the implied formal teaching profession also has its origin from the work of the early Christian missionaries. At its inception, teaching or the teacher was viewed with respect and honour (Cole, 2002). Though teachers were supposed to be role models, their significant roles as guides declined and many of them, their responsibilities as leaders began being viewed with suspicion (Chesson, 2011).

## **1.1 Statement of the Problem**

The success of teaching-learning process is dependent upon the quality of students' discipline. Since students' discipline management in the school environment is a responsibility of teachers, they (teachers) are expected to use their leadership role to maintain discipline. This has the implication that the students' academic performance may improve. There was both private and public outcry as evidenced in the different newspaper articles, radio and television that students' discipline had greatly deteriorated.

Public outcry and parents concern in the study area indicate that for the last five years although teachers had to play a significant role in enhancing students' discipline, they seemed to have relaxed. That is they did not perform as expected. The study therefore examined teachers' leadership role in enhancing or constraining students' discipline.

## **1.2 Objective of the study**

The study was carried out to investigate the effect of teachers' leadership roles on students' discipline in Junior High Schools in Asokwa sub-metropolis.

## **1.3 Objectives of the study**

Specifically, the study sought to explore:

1. How teachers' behaviour affect students' discipline in Junior High Schools in Asokwa sub-metropolis.
2. The effect of teachers' supervisory role on students' discipline in Junior High Schools in Asokwa sub-metropolis.
3. The effect of teachers' planning roles on the discipline of students.

#### **1.4 Research Questions**

The study sought answers to the following questions:

1. How does teachers' behaviour affect students' discipline in Junior High Schools in Asokwa sub-metropolis?
2. What are the effects of teacher's supervisory role on students' discipline in Junior High Schools in Asokwa sub-metropolis?
3. What are the effects of teachers' planning roles on students' discipline in Junior High Schools in Asokwa sub-metropolis?

#### **1.5 Significance of the Study**

It is hoped that the study will provide useful information to Junior High School education stakeholders in the Asokwa sub-metropolis in particular and Ghana in general. These include teachers, head teachers, parents, district education officers and Ministry of Education and Sports officials. To the teachers, the study is likely to provide useful information on their role as supervisors and planners of the teaching and learning activities at the same time teachers will acknowledge their special importance in school as students' role models.

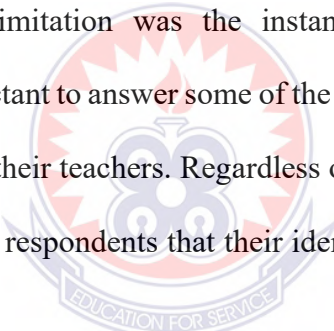
On the other hand parents will likewise appreciate their role as co-educators and therefore work hand in hand with the teachers to foster students' discipline. To the head teachers the study will give them an insight on the importance of timely facilitation of teachers in relation to their performance and guidance of students. While the Ministry of Education and Sports plus district education officials may benefit by getting to know the status of Junior High Schools in the Asokwa metropolis and devise means of effectively facilitating the teachers for better performance.

## **1.6 Delimitations**

This research focuses on only the teachers of Junior High Schools in the Asokwa metropolis in Kumasi, the Ashanti region of Ghana. The study focused strictly on ways by which teachers' leadership behaviour influence Junior high school students discipline in the Asokwa sub-metro. The population for the study was drawn from Junior high school students, teachers and head teachers in the metropolis.

## **1.7 Limitations**

A study of this nature cannot be undertaken without some limitations. One of the limitations was the use of questionnaire as the main instrument for data collection. Another limitation was the instance where some of the student respondents were reluctant to answer some of the items on the questionnaire for fear of victimization from their teachers. Regardless of these limitations, the researcher managed to assure the respondents that their identity would not be divulged to the findings of the study.

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a cross and a book, surrounded by a sunburst pattern. Below the shield is a banner with the motto "EDUCATION FOR SERVICE". The entire logo is rendered in a light, semi-transparent grey color, serving as a watermark over the text.

## **1.8 Organization of the Study**

Chapter One of this research work throws light on the Background of the study, the statement of the problem, objective of the study, specific objectives of the study, research questions, significance of the study, delimitations, limitations and the organization of the study. Chapter Two covers the review of related literature on the topic. Chapter Three captures the methodology which covers the description of the research design, population, sample and sampling procedure and the instrument used. Chapter Four deals with data analysis and presentation of findings in line with the research questions that guided the study. Chapter Five contains the summary,



conclusions and recommendations that emerged from the study. This chapter also suggested areas for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the theoretical review, conceptual framework and review of the related literature. These are all done and presented in lieu of the study objectives namely; teachers in and outside class pedagogical aspects, supervisory role and teachers' planning role and its effect on students' discipline.

#### **2.1 Theoretical Framework**

The theory adopted for this study is Bandura's (1997) social learning theory which stipulates that people learn from one another via observation, limitation and modeling. This portrays that students frequently learn from observing their teachers ways and routine at work. This is because, students see teachers as role models hence they are likely to copy teachers' practices that they admire. In this study, the salient assumption is; students are like clay, they are modeled by teachers from whom they observe and imitate their implicit and explicit values and belief. Teachers' professionalism as drawn from Emmanuel Kent's theory of deontologism which alluded to the fact that people's obligation leads them to uphold their duties for example being punctual, respect for oneself and others being effective at work plus handling students without bias or discrimination. In this study, these form a foundation for theorizing on the role of teachers' leadership aspects in enhancing students' discipline.

According to Bandura (1997), the social learning theory closely relates to the advantages of class interactions in improving the conduct of students. The theory bridges the gap between behaviorists and environmental influences. This suggests that the way and manner students behave is determined by the people they interact with.

Consequently the more students perceive and relay with teachers and their fellow learners, the more they are likely to be made into well behaved members of the society.

Study also happens to benefit from Bush (2003) & Shields (2005) system theory. The system theory was adopted for this study to explain the relationship existing between teachers' leadership roles and student discipline in the country. This theory was adopted for this study because a school has various components working together to achieve its goals and objectives. This theory cuts across all organizations producing output, the school as a system inclusive (Katz, 2001). Schools are also categorized as organizations.

## **2.2 Meaning of Discipline**

There are as many definitions of the term “discipline” as there are its definers; that is, various definers give varied interpretations to the term depending on what educational philosophies they may hold. Adentwi (1998), supports this fact in his statement that ‘discipline is a nebulous concept with a myriad of interpretations’ he further state that each of these interpretations is so subjective that discipline has become the most contentious issue not just recently but has been from antiquity. The search for a universally accepted definition of the concept is obviously quite daunting. Nkata (2005), also confirms the complexity of the term by stating that ‘discipline is very difficult to define’. These facts notwithstanding, some definers have attempted a few.

Oyetunyi (2006) opines that discipline in the early civilization implied teaching or helping people to grow or achieve. The term according to him later became associated with conformity. One may therefore conclude that any act that aims at helping students to conform to the status quo is a disciplinary act.

Muyingo (2004), explains that discipline can be the readiness or ability to respect authority and observe conventional or establishment laws of the society or any other organization. Ubben, Hughes & Norris (2001), makes the assertion that discipline involves self-control; a disciplined individual knows and takes the right course of action. A disciplined individual is guided not simply by self-interest but also by consideration of the interest of other with whom his own interest may clash. Consequently, the discipline person is guided in his behavior by moral and social principles; he tries to overcome his self-emotions and desires and does what is right and good. Disciplined behavior involves such characteristics as self-sacrifice, diligence, co-operation, integrity, fullness, patriotism, consideration for others and sympathy. In his contribution to the concept of discipline, Cheng (2002) contends that school discipline refers to the maintenance of order and control necessary for effective learning. In essence, this involves pupils acting in accordance with teacher's intentions for their behavior, be it listening, talking or undertaking the academic work on hand.

Unfortunately most discussions on discipline tend to centre on overtly disruptive pupils behavior such as noise making, non-work-related talking, rowdy behavior or insolence. Such discussion according to him tends to imply that exercising control over discipline is solely concerned with how to deal with pupils' behavior. On the other hand, Gates, & Robinson, (2009) believes that discipline is much more concerned with sound planning, presentation and monitoring of experiences all of which enable the administrator to elicit and sustain the pupils' attention and motivation thereby minimizing the occurrence of misbehavior. Boakye (2006) also states that discipline can be constructive, corrective or punitive. Discipline is presented as the "characteristic degree and kind of orderliness in a given school or the means by which that order is obtained, the maintenance of conditions conducive to the efficient

achievement of the school's function". Edwards, (2004) indicates that the root notion of discipline in its modern usage is the 'control of conduct'. Looking at the term from the psychological perspective, the Penguin Dictionary of Psychology (1985) confirms Drever, Webster and Chamber's assertion and gives the definition of discipline as 'the control of conduct' either of a subordinate by a supervisor or of one's own conduct.

However, it further points out that it is out of place to use the words punishment and discipline as synonyms; for one may punish to discipline a child but that does not necessarily imply that one is really disciplining the child. This perception of discipline poses a challenge to the earlier definers who only see the concept as punishment.

### **2.3 Acts that Constitute Indiscipline**

Discipline problems may be many and varied. Boakye, (2006), Wright & Kate, (2003) says one worry of school administrators, teachers and parents is the increase in student's misbehaviour, which has become serious. The disruption of school discipline may assume diverse forms ranging from protest, demonstrations, strikes, riots, bullying, breaking of bounds, resisting authority to the usage of firearms and others.

According to Yaroson, (2004); Wright & Kate, (2003) what some teachers consider to be misbehaviour may not be so to other teachers. It is therefore not useful to categorize misbehaviour in terms of responses themselves. The only sound rule one can make is that, any behaviour is deviant if the teacher or the school authority sees it to be so. It is also argued that misbehaviour is any action that occurs where it is not wanted. For example, Tamakloe (2015) observes that, in some sections of a city, a boy may carry a pocketknife to school without even being questioned; in other schools in the same city, even nail files are confiscated as potentially dangerous weapons.

Gyamera, (2005) mentions the following as manifestations of indiscipline in schools; they are, strikes, bullying, fighting, cheating, disobedience and protest to authorities both inside and outside the school. Asiedu-Akrofi also compiled misbehaviours cited by the teachers of Junior High Schools. He listed them in order of frequency as talking, disobedience, carelessness, defiance to authority, cutting classes, inattentiveness, tardiness, cheating and throwing objects. Salifu (2008), asked teachers to rate the kind of student's behaviour which they considered serious; the result were defiance, rudeness, obscene notes and pictures, disobedience, disorderliness, heterosexual activity, masturbation and unfaithfulness.

On his part, Nuthanap (2007) also lists the following as indiscipline acts likely to be encountered in the school: insolence, general apathy, fighting with other students, damaging school property, failure to complete assignment and disturbance in class. In the boarding institutions the following were noted as additional types of acts that constitutes indiscipline: neglect of school duties, failure to obey school prefects and masters on duty, leaving the school premises without permission, untidy habits in dressing; misbehaviour at the dining hall and stealing the belongings of others. It will not be out of place to add that, some of these additions do not only occur in the boarding institutions but even more frequently in the day institutions. In the view of Lambers (2009), teachers are very much concerned about three kinds of misbehaviours: First, behaviours that affront their sense of morality; second, behaviours that is defiant and aggressive and third, behaviours that disrupts class work such as talking and unauthorized movement about in the classroom. This is because those behaviours greatly reduce the time available for teaching and learning. Bullying in schools is a significant and pervasive problem; however, it is a severely underrated problem within our educational system.

## 2.4 Causes of Disciplinary Problems in Schools

Bandura (1986) asserts that, most human behaviours are learnt by observation through modelling. This implies that from whichever angle one looks at the state of disciplinary problems that befall schools, these acts occur not by chance. Indiscipline is indeed no fluke of nature. There are certainly some deep-rooted causes of such acts. To Bandura, the teachers' behaviour towards students to a great extent has a stake in the disciplinary situation in the school.

Basing his argument on the Ghanaian situation, Salifu (2008), found out that the cause of indiscipline in schools could be divided into two broad categories: immediate cause and remote cause. He gave the following as immediate causes: Abolition of corporal punishment in school; political upheaval in the country; interference in school discipline by persons in high positions and lack of parental co-operation with teachers. Concerning the remote causes, he mentions the following: Conditions in the child, for example, physical defects, Conditions in the home, defective family relationships and defective discipline.

Hewitt (2008) has stated that the causes of indiscipline are several; it may either be student related, teachers related, school related and home related. Asiedu-Akrofi (2014) affirms Fontana's classification of the sources of the cause of indiscipline and posed several questions which concern the teachers, who are to ensure discipline in the school; the child, who should be the main focus of the teacher; the Home, where the child first learns issues that affect his character and behaviour and the subject matter, the medium through which the child is expected to acquire knowledge and skill. He therefore believes that an attempt to find answers to these questions does not only help one to be acquainted with the causes of students indiscipline and certain antisocial behaviours in schools, but also aid in the finding out suitable measures to curtail the

problems identified in the school. The experiences have shown that whenever there are disciplinary problems in school, the authorities have to examine the issues considering the source projected in these questions posed in the respective levels as below.

## **2.5 Student Related Causes**

In their study of human behaviour, Blair and Simpson (1975) attributed the cause of students' misbehaviour to the biological characteristics they possess, the kind of experience they have had and the social pressures operating on them at the moment. According to them, biological causes of misbehaviour include adolescence related problems. Adolescence is the transitional period of normal growth and development from childhood to adulthood and it is characterized by "storm and strife". This makes most adolescents face problems in adjusting to psychological changes and social standard.

According to Afoakwa (2012), inadequacies of personal adjustments among students are student related causes of indiscipline. He further mentioned that, inborn temperament, inadequate experiences at home, inability or difficulty of student in relating to adults and people in positions of authority; ineffective communication with teachers and deep-seated personal unhappiness are some of the personal adjustment problems that culminate in acts of indiscipline in schools. Constant parental nagging, physical assault, bullying, sexual abuse and exposure to frightening and profoundly disturbing experiences of listening to angry parents' quarrels and all other problems that result in student related causes of indiscipline.

Afoakwa (2012), therefore blames the occurrence of indiscipline in schools on the inadequacies of personal adjustment among students. Afful (2016) have noted among others the causes of student's rebellion as lack of student involvement in school



level decision-making and extensive use of student services in national, regional or local politics.

Chamberland, (2009) traces the causes of indiscipline among the youth to bad childhood training. He points out that there is a critical period during the first four or five years of a child's life during which he can be taught proper attitudes. Unfortunately, most parents reward the wrong attitudes at this early stage thereby reinforcing the negative rather than positive attitudes, setting the stage for future rebellion. On discipline in the classroom, Chamberland, points out the second most influential forces in the rise of disorder has been the school. To him, the school seems to have lent a hand in this because of the permissive philosophy it has adopted. People do not seem to know what is right or wrong normally, therefore making discipline difficult to enforce. In Chamberland's view, the causes of indiscipline are rooted in two broad area-the home and the schools. Adams, & Gamage, (2008) points out that some of the frequently mentioned causes of indiscipline are; insufficient ability of teachers, difference in pupil's interests, desire for attention on the part of pupils, differences in family values, insufficient parental interest, limited intelligence and limited home backgrounds (p. 293). In broad categories, these causes could be said to be associated with the home environment, the school and heredity. Anderson, (2012) in a survey shows that, the causes of indiscipline may be external or internal to students. To him those problems arising from outside the student are troublesome to him only because they do not enable the fulfillment of a material need which he cannot satisfy.

## **2.6 Teacher Related Causes**

This has to do with actions that are often associated with the teacher's personality, characteristics or self-presentation. Without realizing it, the teacher may himself be responsible for encouraging or reinforcing those negative types of

behaviours in the student he seeks to restrain. This is true because the teacher is always the prime focus of his student. In instances where the teacher loses this fact that he is being watched, his actions and inactions unfortunately affects his students a great deal.

Fontana argues that the nearness of the teacher's age to those of his students is often a big handicap in disciplinary matters; so also is the teacher's lack of knowledge about the schools standards and rules. The students naturally exploit this ignorance whenever possible. In their book, 'School Violence Intervention', Goldstein and Conoley (2005) argue that the overuse of punitive control methods, unclear school and classroom rules and discipline procedures have a high degree of correlation with students vandalism. This idea projects an all important cause of student indiscipline in schools. But it sounds ironic that while some teachers agree that the degree of punitive measures meted onto offenders is necessary for reformation, others disagree.

Hyman and Wise (as cited in Goldstein and Conoley, 2005) confirm that corporal punishment may be one of the causes of school vandalism. To them a teacher who frequently punishes students is more likely to be attacked by angry students. Again, Graziano (2004) also put forward that when children are physically punished, they learn that violence is an acceptable strategy for solving interpersonal differences. McCord (2006) also believes that through experiencing corporal punishment, violent strategies are modeled or imitated and then added to the child's behavioural repertoire. In a similar vein, other studies suggest that physical punishments only succeed in giving children pain and may teach them that it is all right to inflict pain on others. In their book entitled 'beating the devil out of them: Corporal Punishment in American families', Straus and Donnelly (2004) suggest that corporal punishment plays a role in parental punitiveness as crucial to the development of offspring antisocial behaviour.

Baumrind (2001) put forward that even though there is unanimous agreement among experts that corporal punishment is injurious for children, there exist various debates about whether corporal punishment is accompanied with negative outcomes. But paradoxically, there is enough literature that goes to agree with the use of corporal punishment in reforming the child. Vockell (2001) supports the use of corporal punishment in disciplining the child and suggests that corporal punishment does have some advantages; one is that the child or student perceives the event as unpleasant, thus minimizing the likelihood of repeated inappropriate behaviour(s). Another positive stand for the use of corporal punishment is that it can be administered and completed quickly. In addition, the implication associated with its use is very clear and specific with respect to learned behaviour and obvious consequences.

## **2.7 Effects of behaviour on Students' Discipline**

Hornby (2008) defines a teacher as the person whose job is teaching especially in a school. The teacher consequently contributes significantly to the character of students since the teacher is where the strength of an education institution lies (Luggya, 2001). It is unlikely for students to get superior education unless the teacher is superior (Kochhar, 2007); whether that teacher is a person or a programmed text book, "No education system can rise higher than its teachers" (Hornby, 2008). Luggya (2001) found out that great educational institutions are built on talents and creativity of teachers especially on decisions that have direct bearing on their work. Kochhar (2007) concurs with Luggya when he comments that it is the teacher who matters most as far as the quality of education is concerned.

Musaazi (2002) found out that although teachers demand a lot of professional authority and autonomy from school administration in making decisions, what they demanded for was mainly confined to classroom teaching forgetting that their administrative function stretches beyond that. This therefore called for a research to be conducted on the sub-metropolis to establish how teachers affect students' discipline through their role as leaders. Harold (2003) noted that a teachers' personality has a great role to play in school discipline when he says that younger children are attracted by the outer charm and repelled by the shabby look of the teacher. Tumutoreine (2003) found out that unrest in schools is partly caused by teachers' personality. Therefore, teachers must be presentable all the time in simple and smart attires (Harold, 2003). Fancy dressing makes a teacher centre of attraction and a topic for discussion. A teacher is being watched and held up as a role model by the scores of children who look up to him for guidance (Kochhar, 2007). Harold (2003) noted that a teacher with a sophisticated personality is easily made tense or excited by trivial issues and may cause indiscipline due to his act, which may be inappropriate to the situation.

In emphasis to the scholarly writing of Kochlar (2007) indicated that: "We offer no subject in the philosophy of administration rather you will draw from the often unexpressed attitudes of your teachers and your superiors". Goodwin's quotation is an emphasis that teachers are students' role models. This is also in line with the study theory that students learn through observing and imitating their teachers.

Kochlar (2007) also quoted a student giving tribute to his teacher commenting that: "In the classroom he was a skillful expositor of the knowledge, art and doctrine of professional management. But his teaching transcended mere classroom enthusiasm-amplifier and an optimist, a spur, and above all, a personality of exceptional force,

warmth, and light. This memorable personality, this luminous style of his, I always felt was a great accomplishment achievement important though they were” (p. 24).

This quotation is an indication that students often learn from their teachers especially when the teacher’s personality is admirable. Babiita (2007) found out that social interaction promoted influence and where there was discrepancy between the moral standard of the home and any companion, children often accepted the standard of the companion and rejected those of the family. In the findings of Tumutoreine (2003), it is noted that most un-rest in schools are due to poor- teachers-student relationships, which includes aspects of psychological defects. Fontana (2007) concurs with the past study findings when he noted that students are hurt when they realize that they are constantly ignored by those people who have an important role to play in their lives like parents and teachers. Since Babiita (2007) was interested in family influence on students, and yet Tumutoreine (2003) established that teacher students’ relationships have a great impact on students’ discipline.

Gumisiriza (2000) established that the problem of discipline is worsened by some parents who had literally abandoned their role as moulders of their children. The execution of this role was entirely left to the teachers who apparently did not have the commitment, professional skills, knowledge and tools to do it effectively. In agreement to the statement Tumutoreine (2003) found out that teachers have caused indiscipline in schools by abusing and neglecting their work. They do not observe punctuality or even absent themselves from duty. On the side of the parents, Babiita (2007) findings that mothers today are not confined to the home and children alone. She goes on to say that employment of mothers has given rise to part- time parenthood, or half way between situations where a mother is totally absent from her children. Research showed that this has caused reduction of parents’ attachment to their children thereby causing

reduction in guidance to affect good behaviors. Unfortunately as Tumutoreine (2003) noted that parents do not see themselves as responsible for the behavior of their children, they tend to rely heavily on schools and other agencies to assist them in preventing teenage indiscipline. Such a situation attracted the researchers' interest to establish how teachers in and outside class pedagogical aspects have influenced students discipline beside parental challenges. Relating students discipline to teachers in class pedagogical aspects, which are the teaching methods, Hornby (1948) noted that a well- equipped teacher is a supreme factor in education. Kochhar (2007) complemented to it by saying that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching. Therefore where teachers failed to teach appropriate content to children or even failed to use the appropriate instructional materials, students had become frustrated and unsettled. Tumutoreine (2003) agreed that some teachers under dosed their students contributing to the failure of students in their final examinations. Students fearing of being discontinued from school, turn against school rules like studying on torchlight after lights out due to suspicion of a teacher whom they suspect of being incompetent.

Buga (2001) established that the youth often react very seriously to what they see as issues of deprivation and or value conflict. Nyirabimana (2004), study discovered that today than ever before, there is the general cutthroat academic competition prevailing in secondary schools in Uganda, which is attributed to the academic ranking. Most students in Uganda come from families with a lot of high expectation for high academic standards. This parental and students aspiration solicit quest for success and creates aggressive attitude within the students to acquire optimal place in the academic ranking.

This therefore demanded for a research to establish the teaching methods employed by the teachers to satisfy students' academic desires and combat disobedience, since Buga (2001) had confirmed that if teachers do not use appropriate methods, they cause anxiety, inattentiveness, monotony and redundancy among students.

Fontana (2007) noted that teachers tend to offer settings which they prefer, therefore some children inevitably find themselves under stimulated and bored, while others find it over intrusive and unsettling. The children irked by such an environment may frequently break out into disruptive and challenging behaviors simply through frustration and need to provide variety.

Tumutoreine's (2003) findings indicated that the way students consider themselves to be and the way the school administration perceives them seems not to be in congruence. He quoted an adolescent (seventeen years old boy) saying: 'one of our difficulties is having people realize that we are no longer kids. Teachers try to think for us as if we cannot think for ourselves. Tumutoreine (2003) also established that most school administrators generalize about what children are like and therefore generalize on how they should be treated. This therefore attracted the researcher's interest to find out whether teachers consider individual students in their teaching and learning activities. Since it is in agreement with Kochhar (2007) that every teacher when planning the curriculum needs to consider individual students, which is the syllabus has to be well regulated. Harold (2003) in agreement noted that there is a general tendency among teachers to generalize students' ability in all activities without taking into account other factors like age, interest, maturity, etc. Teachers do not recognize the varied nature or individual differences of students and take children all at par in the way of teaching, which leads to decline in interest in all activities.

Ikube (2004) found out that children from schools with strong cultures or gifted seek peers' acceptance by masking giftedness conforming to peers' behavior patterns and purposes and achieve high. Nyirabimana (2004) observed that though competitive learning discourages cooperative learning, pursuits of individual excellence encourages hard work and competence (Kibuuka as cited in Nyirabimana, 2004). Harold (2003) commented that a sense of humour when teaching is important because pent-up feelings and over wrought nerves can be easily relaxed when the teacher takes advantage of the humour of the situation. Luggya (2001) findings indicated that teachers though aware of the behavior difficulties of learners, do not feel that they are well equipped to make appropriate provision for pupils. Unfortunately the period of adolescence is a distinct phase of drastic physical, emotional and behavior changes. Such sudden changes coupled with non-availability of authentic sources to know, understand and appreciate, results in anxieties and causes confusion in schools (Tumutoreine, 2003). Therefore a good laugh during a tense moment is the best means of bringing a group in-to co-operative and harmonious relationship (Harold, 2003).

## **2.8 Effects of Teachers' Supervisory Role on Students' Discipline**

Hornby (2008) defined supervision as being in charge of something and making sure that everything is done correctly and safely. The word supervision is derived from two Latin words. "Super" which means "above" and "videre" which means to "see" (Kochhar, 2007). Supervision therefore has the connotation of overseeing or providing direction. Okumbe (2008) noted that in an organization there are two groups of people as identified by Macgregor's two-factor theory "the want to do" and "the push to do" under theories X and Y. Theory X are the people who dislike work and will avoid it if they can. They are not creative by nature, they are lazy and unreliable. On the other



hand, theory Y represents people who like work and planning. They are by nature self-directed and they exhibit organizational goals they agree with.

Tumutoreine (2003) exploration indicated that students in secondary schools conform to Macgregor's theory of performing and non-performing students. In terms of discipline Tumutoreine (2003) goes on to say that student are expected to display good manners by following school rules and regulations unfortunately, some of them turn out to behave in awkward ways hence mutilating the valid and valued goals of schools. In such cases include watching unapproved movies, being caught outside school compound without permission from an authorized person and unsettledness at various forums. The teacher as a supervisor, Kochhar (2007) noted that has to ensure regular attendance, defect irregular and truant pupils, check practical and written work and also guide pupils according to their needs. Such findings and observations raised a crucial question as to how were teachers participating in controlling and guiding students to conform with the schools established rules and regulations in order to promote and protect the school norms and culture through acceptable students discipline hence the basis for the study.

Luggya (2001) found out that schools have varied activities, which require teacher's involvement. The activities ran from games and sports, classroom activities, assemblies, farm work and others. Passi (2006) noted that teacher's involvement in such activities is crucial because they have the ability, motivation and creativity to enable the school achieve its objectives.

Kato (2007) indicates that the teachers' duties included monitoring pupils' attendance punctuality and overall discipline Kato (2007) quoting Musaazi, Pennix and Counlson (1996) stressed that the use of records had gained importance as an

indispensable management tool in contemporary organizations. According to Busiku and Nabwire (2003) record management in its broad sense concerns itself with records' creation, distribution, maintenance, preservation, retrieval and disposal. They go on to say that in order for schools to be effectively and efficiently run, they must ensure that they keep detailed and up- to- date records on students' enrolment and performance materials and equipment among others. The fact that teachers stay with pupils much longer periods than any other person as Passi (2006) noted that is the very need for them to organize pupils and the school inevitably by use of proper up- to date records.

Kato (2007) noted that it was greatly difficult to supervise and control staff members as they were executing their duties and tasks without a data bank that guided management functions. Luggya (2001) exploration indicated that during the inspection of schools, heads of departments, who are teachers themselves are expected to convey to the inspectors their departments with special reference to schemes of work, records of work, allocation of lessons text books, teaching methods and public examinations. He goes on to say that inspectors will seek evidence of teachers' participation in matters of discipline and organization and control of schools extracurricular activities using evidence of the available records.

Kato (2007) noted that recorded information enhances control and enabled managers to make better quicker, realistic and acceptable decisions. To Wallece (as cited in Kato, 2007) argued that increased efficiency and capacity of management to deal with administrative situations. Luggya (1991) agreed with Kato (2007) when he commented that records were required for both internal and external planning. To emphasize it further Kato (2007) gave Hon Mayanja- Nkangi's 1990 quotation on the occasion of opening of the common wealth secretariat workshop for education management in Uganda saying that; "Without accurate records and figures, our

numerous plans and desires would prove un surmountable” Kato (2007) goes on to say that as more pupils were recruited, their needs correspondingly increased. This demanded for a systematic use of records to control discipline.

Luggya (1991) concurs with Kato (2007) when he expressed that record-keeping is a sign of proper organization of the teachers’ class and his work as well as coordinated effort. He goes on to say that records such as registers should be kept up to date to indicate daily attendance, enrolment, punctuality, repeaters and fees paid plus any other business in the school. These researchers were in agreement that records must be kept in schools for proper supervision and monitoring. Since none of them based his study on secondary schools and particularly in study area the researcher deemed it necessary to investigate whether teachers keep records and how it affects students’ discipline. Okumbe (2008) raised the researcher’s interest further for an investigation when he noted that supervision, especially when population rises was important. As towns grew in size and general population increased in numbers, there was need for supervision of instruction. Although Okumbe was basically interested in government inspection of schools’ instructions, it was necessary to research on how teachers in Junior high schools whose school enrolments had more than doubled due to the escalating entrants arising from basic and Junior high education use proper records to supervise the learners.

## **2.9 Effects of Teachers’ Planning Role on Students’ Discipline**

Busiku and Nabwire (2003) defined planning as the way a school defines where it wants to be in future and how to get there. Hornby (2008) defined planning as the act of having plans for something, while that person who makes plans for a particular area of activity is a planner. For example a curricular planner. Kochhar (2007) expressed that a teacher plans the various activities and programmes for which he/she is

responsible. This therefore qualifies teachers to be organizational planners since Hornby (2008) defines the organizational skills as the ability for someone to plan his work and activities in an efficient way.

Musaazi (2002) noted that some of the steps in planning involve; (i) identifying and defining the problem, this could be institutional, resources, constraints, and then prioritize of what to do first, (ii) preparing goals and objectives with plans for their achievement and (iii) evaluating the plan in light of the problem.

Busiku and Nabwire (2003) acknowledging the role of head teachers in planning for the institutions noted that the head teacher before the term begins, organizes the suppliers of the textbooks, stationary and art materials, cleaning materials, science equipments, uniforms, food and fuel. Quayson (2008) concurs with Busiku and Nabwire (2003) when he said that heads of academic departments have specific duties of ensuring an adequate supply of relevant textbooks, laboratory and workshop equipment plus other teaching and learning materials. The study was therefore conducted to establish the availability of study materials in Junior high schools in Ghana and how teachers have effectively utilized them to create a better teaching and learning environment. Since Harold (2003) had commented that poor class organization greatly affects the teaching and learning process and can cause disorder among students, it really became necessary to undertake a study on that to find out the state of classrooms and how they are maintained and arranged to achieve successful teaching and learning activities. Harold (2008) noted that bare and unattractive classroom without any material to stimulate children's learning is bound to cause boredom which may lead to indiscipline. Lack of textbooks and facilities like furniture makes teaching difficult. Sitting on the bare ground makes students uncomfortable. He goes on to say that if teachers do not attend properly to such issues; noise, playing and inattention can result

in the process. Ministry of Education and Sports (1999) report indicated that inadequacy of materials such as textbooks might breed disharmony among pupils as they are likely to scramble, quarrel and grumble over textbooks. This observation seemed to be a genuine reflection of the situation in Junior high schools in the country. Although accessibility to learning materials seemed to be crucial in establishing worthy disciplinary orientations among pupils (Nyrabimana, 2004), most Junior high schools in Ghana today depend on private authors. Although numerous studies have been conducted in Ghana, it mainly focused on Senior high schools in the country, and since past researchers had acknowledged the importance of textbooks in enhancing students discipline, the study therefore deemed it viable to establish the availability and quality of text books in Junior high schools in the study area and how they impact on students discipline.

Babiita (2007) established that through social interactions, children have opportunities to learn moral codes and also learn how others evaluate their behavior. In agreement Kato (2007) discovered that character molding was likely to be influenced by the status of learning materials. He goes on to say that adequate provision of learning materials especially text books leads to a higher accessibility by the learner and could influence pupils' discipline. This could be through sharing of materials between pupils which promoted responsible tolerance and harmony. The researcher felt obliged to conduct a study in Junior high schools in the study area to find out how teachers utilize study materials to reinforce social interactions amongst learners for building positively disciplined students.

## **2.10 Effects of Discipline on Academic Success**

Deslandes, Royer and Turcotte (2007) demonstrate that quality relationships with adults and peers make a tremendous difference for young people. A sense of

connections or belonging is an important protective factor. Students who perceive a sense of connectedness to school and home are less likely to engage in risky behaviours (smoking, using drugs, engaging in violence). They are also more likely to be successful academically. Young people who grow up in families that are perceived as kind are more likely to thrive.

Earlier research shows that young people do better when they perceive both firmness and kindness from their parents. Children who rate their parents as authoritative (both responsive and demanding) engage significantly less in socially risky behaviours (Aquilino, 2001). Cohen and Rice (2007) study supports the idea that teen's perception of parenting that is both kind and firm improved academic performance. A young person's connection or belongingness at home and at school also increases academic success and decreases socially risky behaviour.

Under achievement can be reversed when discipline is handled through mediated learning experiences. The mediated learning experiences guide students through cognitive exercises or strategies that address their specific learning needs in ways that engage students and activate those cognitive skills need to strengthen discipline. Teachers use mediation to stimulate the learning process through discussions that guides students in identifying and analyzing the understanding skills. Through these deep discussions the teacher and the students collaboratively build discipline and at the end this affects academic performance positively. Students have the competence and confidence needed to morph from failing students to motivated high achievers. These show that parental involvement is related to schools' success in academic work. Interestingly, when more closely examined, authoritative parenting is strongly related to parental school involvement and academic encouragements, both are associated with

school success. The positive impact of school involvement is significantly less if the parent does not also have a kind and firm parenting style (Steinberg et al., 2002).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter comprises of the research design, population, sample and sampling procedure, research instruments and pilot-testing of the instruments. Also included in this chapter is data collection procedure and data analysis procedure.

#### **3.1 Research Design**

Research design for the study was the descriptive survey. The adopted study also followed cross-sectional survey design approach. This design was chosen because a study of this nature may be more productively undertaken because data can be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study (Anderson, 2012).

As widely accepted, the descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition (Zikmund, 2001).. Relatively, the method is appropriate to this study since it aims to investigate the effect of teachers' leadership roles on students' discipline. The survey method is appropriate in this study because it enables the researcher in formulation of generalizations. The purpose of employing the descriptive method is to describe the nature of a condition, as it takes place during the time of the study and to explore the cause or causes of a particular condition. The

researcher opted to use this kind of research considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study.

### **3.2 Population**

According to Sekaran (2002), population of research study is any group of individuals that have characteristics in common that are of interest to the researcher. On the other hand, a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Usually, the description of the population and the common binding characteristic of its members are the same.

The target populations for the study were teachers and students of Junior high schools in Asokwa metropolis. These categories were selected because they comprise of the major composition of disciplinary indicators in the school administration and the school as a community its operations were affected by teachers and students.

### **3.3 Sample and Sampling procedures**

The study employed the following sampling techniques namely; stratified random sampling, simple random, purposive and convenient sampling. By stratified random sampling it means a process of selecting a sample in such a way that identified sub groups in the population are represented in the sample in the same proportion that they exist in the population (Gay, 2006). This was applied to the students. Here, the researcher grouped each third year class into two groups (i.e. boys and girls). This was



done to get equal representation of sex. After the stratified sampling, simple random was used to select 3 boys and 3 girls from each class.

In selecting the respondents, ‘‘YES’’ or ‘‘NO’’ was written on pieces of papers and folded them and those who selected the ‘‘YES’’ were selected on the other hand, a purposive sampling means a sampling technique in which a researcher uses his or her own knowledge of the population and chooses to include in the sample only some particular respondents who have the relevant information to the study (Kothari, 2004). This was applied to the teachers.

While convenient means a sampling procedure in which the researcher selects units or respondents that are close at hand or easy to reach or just happening to be available at the time when data collection is taking place and was applied to students (Gay, 2006).

### **3.4 Data Collection Instruments**

The researcher used various modes of data collection and they included structured questionnaires. The researcher constructed a questionnaire that had closed ended questions, which were designed to obtain information and data from the head teachers, teachers and students. Structured questionnaires were preferred by the researcher because of its advantages like; easy to administer on a large population which is largely literate, teachers and students who were the main respondents are literate. Questionnaires require less time and money compared to other methods like focus group discussions (Moser & Kalton, 2009). The questionnaire was structured in sections with each section bearing a research question.

Section A bears the first research question; how does teachers’ behaviour affect students’ discipline in Junior High Schools in Asokwa sub-metropolis?. Section B bears

the second research questions; what are the effects of teachers' supervisory role on students' discipline in Junior High Schools in Asokwa sub-metropolis? And lastly section C bears the third research question; what are the effects of teachers' planning role on the discipline of students?

### **3.5 Data Collection Procedure**

An introductory letter was obtained from the Head of Department of Educational Administration and Management, of University of Education, Winneba – Kumasi Campus to enable the researcher to carry out the research work at the selected schools.

The researcher visited the four Junior High schools personally and delivered copies of the letter to the various head masters and mistresses. Permission was granted to the researcher and the heads with their respective teachers gave their support during the data collection period. After consultation with the various heads and teachers in their schools, dates were agreed upon and students were informed of the dates and the purpose of the questionnaire they were about to complete. On the set dates the researcher went to the participatory schools and administered the questionnaire. Respondents were educated on how to respond to the questions. All questionnaires were examined to ensure completion before collection. All the 150 questionnaires distributed were retrieved to support the data analysis and discussion of the results.

### **3.6 Data Analysis**

Data analysis is the process of simplifying data in order to make it comprehensible. Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Fraenkel & Wallen, 2000). After sorting out the questionnaires, the data

were computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 16.0. As regards closed-ended questions, which were used in the bio-graphic data, responses from respondents were tallied. Tables were drawn, in all cases and information converted into percentages and used as basis for discussion. In the use of percentages they were rounded off to the nearest whole frequency alongside the stated percentage. The qualitative data was analyzed using descriptive or narrative method where the researcher presented detailed literature description of the respondents' views for the reader to make their opinions (Bell, 1993).



## CHAPTER FOUR

### RESULTS AND DISCUSSION

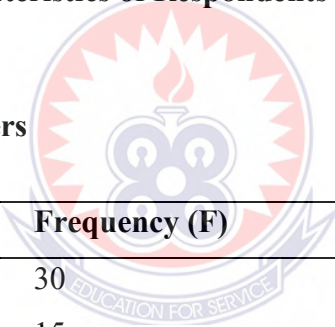
#### 4.0 Introduction

This chapter is divided into four major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers to the study research questions and the discussion of the findings of the study.

#### 4.1 Demographic Characteristics of Respondents

##### 4.1.1: Age of teachers

**Table 4.1: Age of Teachers**



Age (years)	Frequency (F)	Percentage (%)
25-40	30	60%
41-59	15	30%
60+	5	10%
<b>Total</b>	<b>50</b>	<b>100</b>

From Table 4.1, it is revealed that 60% of the teachers fall within the age range 25-40 years. About 30% are within the age range 41-59 years. Close to 10% fall within the age range 60 years and over.

#### 4.2: Gender of respondents

**Table 4.2: Gender of the Respondents**

Sex	Frequency (F)	Percentage (%)
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Male	25	50%
Female	25	50%
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.2 illustrates the sex of the respondents. From the table, it can be deduced that, both sexes recorded 50%. The percentage of male and female teachers in the study area had equal representation in the study. This was done to ensure gender equality of the respondents.

#### 4.3: Respondents' educational qualification.

**Table 4.3: Distribution of respondents' educational qualification.**

Education Status	Frequency (F)	Percentage (%)
Master's Degree	-	-
Bachelor's Degree	13	26%
Diploma	37	74%
<b>Total</b>	<b>50</b>	<b>100%</b>

Table 4.3 reveals that, majority of the teachers hold Diploma certificates accounting for 74% while 26% possess Bachelor's degree but none of the teachers possessed Master's Degree.

#### 4.4: Respondents working experience.

**Table 4.4: Distribution of respondents working experience.**

Working Experience (years)	Frequency (F)	Percentage (%)
Below 6 years	20	40%
6-15	25	50%
15-25	5	10%

25 years and above	-	-
<b>Total</b>	<b>50</b>	<b>100</b>

From Table 4.4, 50% of the respondents have worked for a period between 6-15 years. About 50% have worked below 6 years. Close to 10% have worked between 15-25 years. However, no respondents had worked for 25 years and above.

**Research Question 1:** How does teachers' behaviour affect students' discipline in Junior High Schools in Asokwa sub-metropolis?

**Table 4.5: Response from Stakeholders on how teachers' behaviour affect students' discipline in Junior High Schools in Asokwa sub-metropolis.**

Statement	Teachers (N = 50)		Students (N = 100)	
	Yes Freq. (%)	No Freq. (%)	Yes Freq. (%)	No Freq. (%)
Conflicts in schools are somewhat caused by the teachers' personality	10(7%)	-	24(16%)	2(1%)
A teacher with a refined personality is effortlessly made anxious or excited by insignificant issues and may cause indiscipline as a result of his act	5(3%)	-	10(7%)	3(2%)
Teachers are students' role models since students learn through observing and copying their teachers.	30(20%)	-	65(43%)	1(1%)

As could be observed from Table 4.5, majority of the teachers 30 representing 20% and 65 students representing 43% are of the view that teachers are students' role models since students learn through observing and copying their teachers. Again, 10 teachers representing 7%, and 24 students representing 16%, were of the view that

conflicts in schools are somewhat caused by the teachers' personality while 5 teachers and 10 students representing 3% and 7% respectively shared the view that a teacher with a refined personality is effortlessly made anxious or excited by insignificant issues and may cause indiscipline as a result of his act.

In emphasis to the scholarly writing of Kochlar (2007) indicated that: "We offer no subject in the philosophy of administration rather you will draw from the often unexpressed attitudes of your teachers and your superiors". Goodwin's quotation is an emphasis that teachers are students' role models. This is also in line with the study theory that students learn through observing and imitating their teachers.

**Research Question 2:** What are the effects of teachers' supervisory role on students' discipline in Junior High Schools in Asokwa sub-metropolis?

**Table 4.6: Respondents response on the effects of teachers' supervisory role on students' discipline in Junior High Schools in Asokwa sub-metropolis.**

Statement	Teachers (N = 50)		Students (N = 100)	
	Yes Freq. (%)	No Freq. (%)	Yes Freq. (%)	No Freq. (%)
Guiding students to conform with the schools established rules and regulations helps to promote and protect the school norms and culture through acceptable students discipline	25(17%)	-	45(30%)	5(3%)
	25(17%)	-	50(33%)	

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Teachers' supervision assists headmasters to make enhanced, quicker, genuine and acceptable decisions.

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The study also ascertains the effects of teachers' supervisory role on students' discipline in Junior High Schools. It can be seen from table 4.6 that 25 teachers representing (17%) were of the view that guiding students to conform with the schools established rules and regulations helps to promote and protect the school norms and culture through acceptable students discipline. Moreover, the students 45(30%) also, agreed to the statement that guiding students to conform with the schools established rules and regulations helps to promote and protect the school norms and culture through acceptable students discipline. The finding is in line with literature since it agrees with Kochhar (2007) who established that the teacher as a supervisor, has to ensure regular attendance, detect irregular and truant pupils, check practical and written work and also guide pupils according to their needs.

Again, it was established that teachers' supervision assists headmasters to make enhanced, quicker, genuine and acceptable decisions since majority of teachers 25(17%) shared the view that, teachers' supervision assists headmasters to make enhanced, quicker, genuine and acceptable decisions. Results from the students showed that 50 students representing 33% shared the same opinion as their teachers. The findings showed that quite a larger number of the teachers as well as the students are of the view that, teachers' supervision assists headmasters to make enhanced, quicker, genuine and acceptable decisions.

**Research Question 3:** What are the effects of teachers' planning role on the discipline of students?



**Table 4.7: Response from respondents on the effects of teachers' planning role on the discipline of students?**

Statement	Teachers (N = 95)		Students (N = 120)	
	Yes	No	Yes	No
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
Teachers planning roles qualifies a teacher to be an organizational planner	10(7)	-	21(14)	-
Teachers' efficient application of their planning roles helps to create a better teaching and learning environment.	20(13)	-	35(23)	-
Effective teachers planning role evades boredom which may be a motivating factor of indiscipline among students.	15(10)	-	21(14)	-
Providing sufficient learning materials specifically text books may ease access by the learner and can have a positive impact on students' discipline.	5(3)	-	20(13)	4(3)

Table 4.7 shows the effects of teachers' planning role on the discipline of students. From the study, it can be deduced that 20(13%) of the teachers agreed to the assertion that, teachers' efficient application of their planning roles helps to create a better teaching and learning environment whereas 35 students representing 23% also agreed to the same opinion. This means that maintaining and organizing positive teaching and learning activities by teachers leads to the success of students. Based on

this assertion, it can be deduced that, the finding supports Harold's (2003) opinion in the literature when he opined that, class organization has massive impact on teaching and learning processes and can cause disorder amongst students.

Again, 15 teachers representing 10% were of the view that, effective teachers planning role evades boredom which may be a motivating factor of indiscipline among students. A student population of 21(14%) also agreed to the assertion. This finding is in agreement with the Ministry of Education, Youth and Sports (2009) report where it was stated that, "an unembellished and repellent classroom with no materials to inspire pupil's learning is sure to cause boredom which may be a motivating factor of indiscipline among students.

Moreover, 10 teachers representing 7% believe that, teachers planning roles qualifies a teacher to be an organizational planner whereas 21(14%) of the student population also agreed to same opinion. This assertion is in line with Hornby (2008) who defines planning as the act of having plans for something, whereas that person who makes plans for a particular area of action is a planner. Moreover, Kochhar (2007) also articulates that a teacher plans various activities and programmes for which he is liable.

Finally, 5(3%) of the teachers were of the view that, providing sufficient learning materials specifically text books may ease access by the learner and can have a positive impact on students' discipline. The students on the other hand also agreed to the statement since 20(13%) of them voted "Yes". This is a clear indication that lack of textbooks, inadequate facilities like furniture, and sitting on the bare ground makes students uncomfortable and teaching difficult. In literature, Babiita (2007) recognized that through societal collaborations, pupils are drawn to various prospects to learn ethical codes and also mug up how others assess their behaviour. There is the possibility

that, character moulding can be predisposed by the status of learning materials. This can be done through distribution of materials among students which in turn endorses responsible tolerance and coordination.



## CHAPTER FIVE

### SUMMARY, CONCLUSION, RECOMMENDATIONS

#### 5.0 Introduction

This chapter contains the summary of the study, conclusions drawn and recommendations. The chapter also provides suggestions for further research.

#### 5.1 Summary of findings

This study sought to evaluate teacher leadership role in promoting discipline in junior high schools in Asokwa sub-metropolis. The study was guided by the following research questions: (1) How does teachers' behaviour affect students' discipline in Junior High Schools in Asokwa sub-metropolis, (2) What are the effects of teacher's supervisory role on students' discipline in Junior High Schools in Asokwa sub-metropolis, (3) What are the effects of teachers' planning roles on students' discipline in Junior High Schools in Asokwa sub-metropolis.

From the study it was established that, majority of the teachers 30 representing 20% and 65 students representing 43% were of the view that teachers are students' role models since students learn through observing and copying their teachers. Again, 10 teachers representing 7%, and 24 students representing 16%, were of the view that conflicts in schools are somewhat caused by the teachers' personality while 5 teachers and 10 students representing 3% and 7% respectively shared the view that a teacher with a refined personality is effortlessly made anxious or excited by insignificant issues and may cause indiscipline as a result of his act.

Again, the study found out the effects of teachers' supervisory role on students' discipline in Junior High Schools. It was established that 25 teachers representing (17%) were of the view that guiding students to conform with the schools established rules and regulations helps to promote and protect the school norms and culture through

acceptable students discipline. Moreover, the students 45(30%) also, agreed to the statement that guiding students to conform with the schools established rules and regulations helps to promote and protect the school norms and culture through acceptable students discipline. Again, it was established that teachers' supervision assists headmasters to make enhanced, quicker, genuine and acceptable decisions since majority of teachers 25(17%) shared the view that, teachers' supervision assists headmasters to make enhanced, quicker, genuine and acceptable decisions. Results from the students showed that 50 students representing 33% shared the same opinion as their teachers.

On the effects of teachers' planning role on the discipline of students, results from the study revealed that, 20(13%) of the teachers agreed to the assertion that, teachers' efficient application of their planning roles helps to create a better teaching and learning environment whereas 35 students representing 23% also agreed to the same opinion. Again, 15 teachers representing 10% were of the view that, effective teachers planning role evades boredom which may be a motivating factor of indiscipline among students. A student population of 21(14%) also agreed to the assertion. Moreover, 10 teachers representing 7% were of the view that, teachers planning roles qualifies a teacher to be an organizational planner whereas 21(14%) of the student population also agreed to same opinion. Finally, 5(3%) of the teachers were of the view that, providing sufficient learning materials specifically text books may ease access by the learner and can have a positive impact on students' discipline. The students on the other hand also agreed to the statement since 20(13%) of them voted "Yes".

## **5.2 Conclusion**

It can therefore be concluded that;

- The students who were the major beneficiaries of teacher behaviour were in agreement with their teachers that teachers are students' role models. In line with the study, it supported the theory that students learn through observing and imitating their teachers.
- Teachers' supervision assists headmasters to make enhanced, quicker, genuine and acceptable decisions. Moreover, guiding students to conform to the schools established rules and regulations helps to promote and protect the school norms and culture through acceptable students' discipline.
- The effects of teachers planning role is such that, maintaining and organizing positive teaching and learning activities by teachers leads to the success of students. Based on this assertion, it was further concluded that, class organization has massive impact on teaching and learning processes and can cause disorder amongst students.

### 5.3 Recommendations

Based on the findings of the study, it is recommended that;

- Teacher behaviour should be monitored and checked by headmasters of Junior High Schools since the students who were the major beneficiaries of teacher behaviour were in agreement with their teachers that, teachers are role models to students and that students learn and copy from teachers.
- Teachers should improve supervisory roles to assist headmasters to make enhanced, quicker, genuine and acceptable decisions. Moreover, teachers should guide students to conform to the schools established rules and regulations helps to promote and protect the school norms and culture through acceptable students' discipline.

- Teachers should maintain and organize positive teaching and learning activities that will lead to the success of students.

#### **5.4 Suggested Areas for Further Research**

This study was specifically carried out in Junior High Schools. Therefore this same research can be done on Senior High Schools in the district in order to have a comparative analysis. Further research can also be carried on the personality of the teacher and how it affects the discipline of students.

Research can also be conducted on the head teachers' leadership styles and their effect on students' discipline.



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## APPENDIX A

### QUESTIONNAIRE FOR TEACHERS AND STUDENTS

**Dear Sir/Madam,**

I would greatly appreciate it if you could complete the attached questionnaires – to be used for research purposes only. This study seeks to find out teacher leadership role in promoting discipline in Junior High Schools in the Asokwa sub-metropolis. This questionnaire is designed purposely to assist in undertaking a Master's degree thesis as part of the programme requirement.

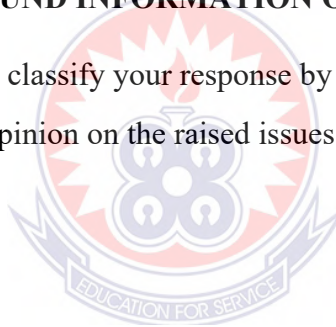
Thank you for giving up your valuable time to assist in the research. Your cooperation is greatly appreciated.

## SECTION A

### BACKGROUND INFORMATION OF RESPONDENTS

Please help the researcher classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking [] the appropriate box.

1. Gender:  
Male [  ]  
Female [  ]
2. Age  
20-30 [  ]  
31-40 [  ]  
41-50 [  ]  
51-60 [  ]
3. Educational Qualification  
Diploma/HND [  ]  
Bachelor's degree [  ]  
Master's degree [  ]
4. Teaching Experience





1-5 years [ ]

6-10 years [ ]

11-15 years [ ]

Above 16 years [ ]

**SECTION B****Research Question 1: How does teachers' behaviour affect students' discipline in Junior High Schools in Asokwa sub-metropolis?**

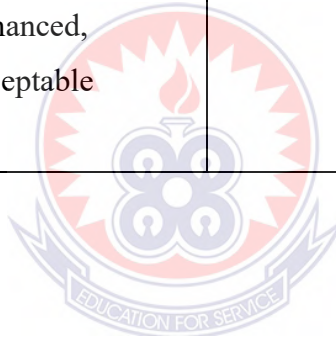
Please indicate your level of agreement with the following on how leadership style of teachers influence academic performance of students.

Statement	Teachers		Students	
	Yes	No	Yes	No
Conflicts in schools are somewhat caused by the teachers' personality				
A teacher with a refined personality is effortlessly made anxious or excited by insignificant issues and may cause indiscipline as a result of his act				
Teachers are students' role models since students learn through observing and copying their teachers.				

**SECTION C**

**Research Question 2:** What are the effects of teachers' supervisory role on students' discipline in Junior High Schools in Asokwa sub-metropolis?

Statement	Teachers (N = 50)		Students (N = 100)	
	Yes	No	Yes	No
Guiding students to conform with the schools established rules and regulations helps to promote and protect the school norms and culture through acceptable students discipline				
Teachers' supervision assists headmasters to make enhanced, quicker, genuine and acceptable decisions.				



**SECTION D**

Research Question 3: What are the effects of teachers' planning role on the discipline of students?

Statement	Teachers		Students	
	Yes	No	Yes	No
Teachers planning roles qualifies a teacher to be an organizational planner				
Teachers' efficient application of their planning roles helps to create a better teaching and learning environment.				
Effective teachers planning role evades boredom which may be a motivating factor of indiscipline among students.				
Providing sufficient learning materials specifically text books may ease access by the learner and can have a positive impact on students' discipline.				