UNIVERSITY OF EDUCATION WINNEBA

CAUSES OF INDISCIPLINE AMONG STUDENTS OF MIM SENIOR HIGH SCHOOL: IMPLICATIONS FOR GUIDANCE AND COUNSELLING

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POST GRADUATE DIPLOMA

2021

UNIVERSITY OF EDUCATION WINNEBA

CAUSES OF INDISCIPLINE AMONG STUDENTS OF MIM SENIOR HIGH SCHOOL: IMPLICATIONS FOR GUIDANCE AND COUNSELLING

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A dissertation in the Department of Educational Foundations,
Faculty of Educational Studies, submitted to the School of
Graduate Studies, in partial fulfilment
of the requirements for the award of the degree of
Post Graduate Diploma
(Education)
in the University of Education, Winneba

OCTOBER, 2021

DECLARATION

Candidate's Declaration

I, **Sampson Gyan**, hereby declare that except for references to other people's work which have been duly acknowledged, this dissertation is the result of my original research and that it has neither in whole nor in part been presented elsewhere.

Signature: ……………………………

Date: Wednesday, 14 February 2024

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines for supervision laid down by the University of Education, Winneba.

Mr Eric Ofosu-Dwamena

Signature:

Date: Wednesday, 14 February 2024

DEDICATION

To my lovely wife Mrs Pomaah Elizabeth for her love, care, support and motivation.

ACKNOWLEDGEMENTS

I want to express my heartfelt gratitude to my wife Mrs Pomaah Elizabeth and my supervisor Mr Eric Ofosu-Dwamena and my gallant colleagues at University Education Winneba for their encouragement, constructive criticisms, challenges and insight that made the study successful. I extend my sincerest appreciation to the respondents in Mim SHS who participated in this study for their kind assistance and tolerance without which this study would not have been successful. May the almighty God bless you all bountifully?

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ABSTRACT

This study was to critically examine indiscipline among Senior High School (SHS) students in Mim; and create awareness on how to reduce indiscipline acts among students in the SHS. The study employed a disruptive survey design. The study comprised 20 students, 20 class teachers and 20 parents who were selected using the simple random sampling technique for the study. The data was collected using questionnaire. Frequency tables and percentages were used to analyse the data. The study indicated that most student disciplinary problems experienced were due to bad peer influence, stealing, lateness to school, absenteeism, and mobile phones. Additionally, the study indicated that indiscipline cases in Mim Senior School in Asunafo North Municipal were fuelled by inadequate guidance and counselling, less involvement of students in co-curricular activities, and indifference to Life Skills Education by both the teachers and students. The study concluded that in order to curb indiscipline in secondary schools, positive approaches need to be implemented fully, since such measures are most likely to yield much better results than the traditional scheme of discipline. The study recommended that school administrations should establish guidance and counselling department and put in place intensive parent – mentoring programs which aim at sensitizing   parents on their parental duties

CHAPTER ONE

INTRODUCTION

1.0   Background to the Study

Over the last decade there has been an increasing concern among educators in Ghana regarding student violence and disrespect to school authorities. Research consistently documents that school indiscipline reduces teaching contact hours as more time is devoted to managing misbehaviour rather than on teaching. This appears to be the case in many senior high schools (SHS) in Ghana in particular, which are grappling with challenges from student disrespect for school authority, cultism, examination malpractices, stealing, and lateness to classrooms and absenteeism (Adesina, 1990; Boakye, 2006; Clarke, 2002). The purpose of this paper is to explore discipline issues and their implication on school administration and students' learning from the perspectives of school principals.

Boakye (2006) defines discipline as the obedience of rules and orders and a manifestation of an outward mark of respect in accordance with standing agreements. According Adesina (1990), discipline is the readiness or ability to respect authority and observe conventional or established laws of the society or of any other organisation. Discipline implies self-control, restraint, respect for self and respect for others. Discipline therefore calls for sacrifice, perseverance, tolerance, and recognition of human dignity; and in the school setting students should be taught to respect the school authority, to observe the school's laws and regulation and to maintain an established standard of behaviour (Adesina). Indiscipline, on the other

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hand, is misbehaviour in any or all of the following areas: respect for school authority, obedience of rules and regulation and maintenance of established standards of behaviour (Adesina).

Kochhar (2001) also argues that discipline is coined from a Latin word 'Discipulus' meaning to learn. It therefore calls for the submission of one's impulses and powers to a regulation, which prevents chaos and brings efficiency where there would otherwise be ineffectiveness and waste. Indiscipline, on the other hand, is a breach of social order, good moral behaviour, self-accepted and self-maintained social values of life.

On the whole, these authors agree on one common thing about discipline and indiscipline. That is, whereas discipline means obedience to authority, respect for self and others, indiscipline means the opposite (i.e. disobedience to authority, lack of respect for self and others). This common view is undisputable because it underscores the fact that discipline is an indispensable aspect of school effectiveness. In this study indiscipline is conceptualised as behaviour from a student or teacher that breaches rules and regulations and undermines school effectiveness.

School discipline is important because it sets a congenial atmosphere needed for teaching and learning. Therefore the examination of the factors that contribute to indiscipline can enable us achieve the best educational outcomes for students within our schools. In fact, there are many and varied explanations for the lack of disciplined behaviour in and among students. In a research study conducted within the field of violence and indiscipline in schools across the UK, USA and Europe, Wright and Kate identify indiscipline to be related to bad parental influences, demographic composition of the school, class size, staff cohesion, teaching material, inconsistent communication among parents, teachers and students as well as class boundaries.

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Similarly, Edwards notes that even though teachers can often be blamed for the disciplinary problems confronting them in school, problems emanating from administrative procedures, the home and the society cannot be overlooked. Their combined effects may sometimes make it nearly impossible to handle disruptive students effectively.

Various home experiences have influence on a child's behaviour. It is argued for instance that, if parents spend little time at home, children may seek unsuitable social experiences elsewhere that have devastating consequences on their lives (Edwards, 2004; Wright & Kate, 2003). Besides, even when parents are at home, parent-child interactions may be laced with conflicts, for instance, divorce and poverty as well as physical and mental abuse can adversely affect children's ability to function properly. Children from severely dysfunctional families in particular, face enormous adjustment problems at school because they may deprive children of attention, love or exercise excessive control (Edwards, 2004).

As schools are microcosms of society, misbehaviour acquired at home can be transmitted to school sites (Edwards, 2004). Therefore, the role the society plays in children's lives is sometimes more influential than that of the school. Not only the immediate home environment but also the larger social setting influences children's behaviour which parents may have little control. For example, gang activity and drugs, peer pressure and technology, racial and class conflicts may be acquired from the macro-environment in which students form a part.

Usually, teachers consider students to be the source of school disciplinary problems (Edwards, 2004). However, research has demonstrated that undisciplined behaviour from students may be the result of normal reactions to deficiencies in the school as an

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institution, and to teachers and administrators as directors of the educational enterprise (Boakye, 2006; Wright & Kate, 2003). The school does not only promote misbehaviour in students but contributes also to the creation of conditions that put children at risk generally .Teachers and administrators can invite disciplinary problems if they fail to encourage the development of individual thinking pattern in students, establish rigid conditions for students to meet in order to feel accepted, establish rigid conditions for students to meet in order to feel accepted, sponsor a competitive grading system that prohibits success for the majority of the students and erodes their self-concepts, exercise excessive control over students and fail to provide an environment in which children can become autonomous and independent, and use disciplinary procedures that are punitive (Yaroson, 2004; Wright & Kate, 2003).

Haller on the other hand, blames the prevalence of indiscipline in schools on large school size. She argues that it is very difficult to control a school that is overpopulated and this leads to student misbehaviour. It is also argued that failure of the school curriculum to meet the moral aspiration of the society in which it is found, the lack of good moral training by parents, the lack of good leadership in the society, idleness in school, wrong ideals learnt from peers and electronic media, injustice/corruption in the society and unrealistic rules are some of the many causes of indiscipline in many African schools (Yaroson, 2004).

Acts of indiscipline among students especially at the Senior High level of education is a universal challenge that is facing schools in all parts of the world. The School is a social unit established by members of the society as a formal agency of education where people learn about the custom, attitudes and ways of doing things in their

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society. Laolu (2005) defined School in sociological context as the place where the culture of the people is transmitted from one generation to another.

According to Okumbe (1998) discipline aims at taking precautionary measures and may assume the form of guidance or clarifying values and regulations to students. Indiscipline, to a novice is the opposite of discipline, but in a comprehensive form, indiscipline refers to improper behaviour exhibited by an individual or group of people within the School community.

Olusegun (2005) defined indiscipline as the improper training of the mind and body which can produce desired control necessary for an individual to perform the positive roles required for the achievement of organization or community goals and aspirations. Children are often described both as the wealth and pride of a nation. The future of any nation therefore depends on the young ones who constitute the potential human resources needed for the continuity of the society. Johnson (2009) pointed out that indiscipline manifests in various ways such as disorderliness, smoking, examination malpractices, bullying, disobedience, stealing and dishonesty.

School indiscipline has been over time an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual existence of problem of drop out, deviant behaviours, examination malpractices, lateness and poor academic performance among students. It is without doubt that indiscipline is one of the major driving forces behind bad performance of students in national examinations. Well-disciplined students fit well in the society because education helps mould them into disciplined and responsible members of the society.

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1.1 Statement of the Problem

Agbelie (2003), Gyamera, (2006) and Yizura (2000), studies on indiscipline in some Ghanaian schools and noted with much concern that, the gross ascendancy of indiscipline acts including single sex, gambling, alcoholism, have numerous negative consequences on academic performances and also breeds bad citizens. Some of these scholars have suggested that, military values may be applied to bring back the desired discipline. Even though, there have been interventions such as the teaching of Religious and Moral Education (RME), Citizenship education and other traditional forms of punishments to curtail this phenomenon has not achieved the desired results. Discipline problems have become issues of the day in most Ghanaian SHSs. The issue of students' indiscipline has been the concern of all stakeholders in education. From the disciplinary committee file of the school, where the research was carried out, there have been many suspensions and withdrawals of students from the school. These suspensions and withdrawals of students have many consequences which affect student, the concern parents, and the teachers on the disciplinary committee.

Again, the state of the school and community is seriously at stake when student are found to be indiscipline. The dangers associated with indiscipline in the SHSs in Ghana, there is the need to call for maintenance of sound discipline, which should be a partnership among parents, the learners, the educators and the state.

1.2 Theoretical Framework

The study adopted the Social Learning (Bandura) Theory. In this theory, Bandura (1977) posits that human behaviour is learnt observationally through modelling. Through observation one forms an idea about behaviours actions of others, codes the behaviour which later serves as a guide to actions. Nowadays, children are surrounded

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by many people of influence (models), such as parents, teachers, television characters, and peer group members. These models exhibit various types of behaviour which is observed and might be imitated by children with little regard as to whether the behaviour is 'gender appropriate' or not. Bandura suggests that a child who has seen her parents being kind and caring will tend to do the same. Conversely a child who has seen aggressive behaviour of parents is likely to be violent in solving problems.

Reward or vicarious reinforcement is some of the factors that influence imitation. A child that observes someone being rewarded for a certain conduct may be influenced to take up the behaviour that was rewarded. If a child got rewarded by imitating the behaviour of a model, he/she is likely to continue with that behaviour. Therefore students are more likely to imitate behaviours exhibited by adults. The behaviour of parents, siblings, friends and teachers can define the behaviour expected from a student. Through observing teachers' behaviour the students may be encouraged or discouraged from similar behaviours. If youth see their teachers go on strike to demand for their rights (which they usually get after the strike), or watch Television programmes on violence or society does not respect authority; then nothing will prevent them to also go on strike or be deviant so as to express their anger. According to Osofsky (1995) children learn that violence is a means to control others, especially when it occurs in family relationships and perpetrators go unpunished.

1.3   Purpose of the Study

The purpose of this study is to critically examine indiscipline among SHS students in Mim; and create awareness on how to reduce indiscipline acts among students in the SHS.

1.4   Research Objectives

The study sought to:

1. Identify the causes of indiscipline acts among students of Mim SHS.

2. Analyse the effect of indiscipline among students of Mim SHS.

3. Examine some possible ways indiscipline can be reduced or eradicated.

1.5   Research Questions

This work was aimed at providing answers to the following questions:

1. What are the causes of indiscipline acts among students of Mim SHS?

2. What are the effects of indiscipline among SHS students of Mim SHS?

3. How can in disciplinary acts of students be reduced or eradicated?

1.6   Significance of the study

Significantly, the research will serve as a source of other research that would be made on this topic. The study will be useful to principals, teachers, parents, government, school guidance counsellors, students and the global society as it will suggest other strategies that can be used to reduce indiscipline among students in schools. Also it will contribute to the existing body of knowledge and literature on ways of reducing indiscipline in schools. To the ministry of education and policy-makers, it is hoped that the findings may provide insight on how to improve guidance and counselling, life skills education and school-based family units in schools.

1.7   Delimitations of the Study

The research was conducted in Mim secondary school in Asunafo-north district in the Ahafo Region of Ghana. The study comprised 20 students, 20 class teachers and 20 parents who were selected for the study. The method of data collection used was a mixed method. The study indicated that most student disciplinary problems

experienced were due to bad peer influence, stealing, lateness to school, absenteeism, and mobile phones.

1.8   Operational Definition of Terms

Discipline: this is the system of training of the mind and character so that the individual is guided to make reasonable decisions in a reasonable manner and co-exist with others in society.

Guidance and Counselling: this is the total programme or all the activities and service engaged in by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustments in all aspects of his daily life.

Indiscipline: this is the inability to live in accordance to the set rules and regulations that have been set in society.

School based family units: this is a programme under the guidance and counselling department in secondary schools where the whole student's body is divided across into family units headed by a teacher-parent.
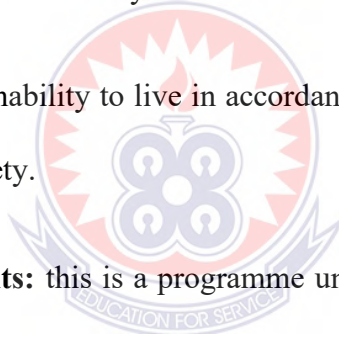
CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This section will explore available literature on indiscipline among SHS education. The literature review will involve consultation of written materials related to my research problem. Literature information will be consulted from diverse sources including journals, books, articles, and thesis available online to gain insight on the problem to be investigated.

School indiscipline has been over time an issue of concern for truant or running away from home, it is often the cause of a lot of mental emotional and also physical damage (MacDaniel, 2005).
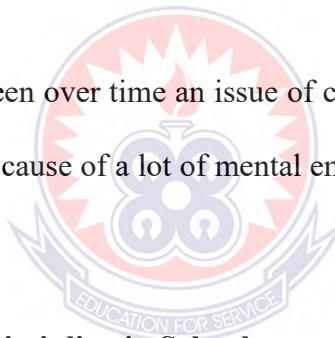
2.1   The Concept of Discipline in Schools

According to Frimpong (2003), a good discipline yields high academic achievements; there is always a higher academic excellence in schools which have good discipline and for that matter, students who are disciplined often perform well academically. According to Silsil (2010), discipline is a holistic system of training that builds and shapes an individual's psychological, emotional and physical character. This produces an independent individual who is well informed, decisive, confident and guided by his/her conscience on the right path of life and to live responsibly for his/herself and interrelate with other members of the larger society. Okuthe (2003) observes that, discipline is one of the most important components of the society that helps all social systems to function effectively and achieve their purpose. He added that the

foundation of survival of all institutions rests on discipline and that, no government institution or establishment of any kind can survive without discipline.

Padilla (2012) asserts that, good discipline enables the students to concentrate more on their studies, for with good focus, they exhibit mastery of the skills offered by teachers. According to Aguba (2009), discipline is required to produce a well cultured youth who will are instrumental enough to develop not only themselves but also for others in the school, society and the nation as a whole. Jeng (2011) noted that, it is useless to have knowledge without discipline and that, for an individual to be productive to his/herself as well as the general society, the two components-knowledge and discipline must work together.

He further added that, discipline is the greatest weapon to fight against poverty, harassment, difficulties, violence and discrimination in our society; a disciplined and educated student becomes productive and self-reliant in the society instead of a liability. Mbiti (2007) stressed that the modern scheme of discipline puts great emphasis on teaching students good conduct, making them understand their responsibilities and obligations and the consequences of bad conduct. He therefore concluded that, education is weakened without discipline and discipline without education is dead. According to Kochhar (2001), discipline is derived from a Latin word 'Discipus' which means to learn.

He argued that, discipline is the submission of one's negative attitudes and powers to a regulation which brings about efficiency and economic benefits without which success cannot be achieved. He further argued that, even though humans by nature may resist this control, its general acceptance must on the whole be a genuine acceptance; the inborn or natural dispositions in which there is an innate desire to

achieve greater perfection (Ali, Data, Isiaka & Salmon, 2014). Discipline goes beyond abiding by the rules and regulations and entails the learner's ability to distinguish between what is good or bad (Gitome, Katola, & Nyabwari, 2013). According to Njoroge & Nyabuto (2014), it is necessary for effective school management and accomplishment of its goals. Kochhar (2001) noted that, discipline, as the process of educating people, to control behaviours in order to attain a goal and purpose, the combination of feelings/thoughts and actions through a leader in the achievement of an aim; it implies a good appreciation of an appropriate behaviours in forming desirable habits and attitudes and an adherence to such standards as are just and necessary.

According to Wallace (2002), school principals and leaders must take steps to address this social canker. He identified five key functions that describe effective principals to include; shaping a vision of academic success for all students, creating an environment suitable for education, inspiring leadership qualities in others, improving instruction, managing people, data and processes to foster school improvement. Wallace further argued that, in these days of serious concerns for student learning, school leaders are being held responsible for how well teachers teach and how much students learn. They must respond to complex environments and serve all students well. The idea is further agreed by (Leithwood & Riehl, 2003) who postulated that, in the presence of good and discipline students is a good and discipline principal and vice versa.

Tabotndip (2005) also asserted that, the quality and effectiveness of every educational institution in any part of the world is dependent on the qualities of managers and teachers who are competent, effective, efficient and devoted. Teachers are seen as the

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foundation on which the growth and development of the society depends. School discipline means setting out behavioural standards for students commonly known as school rules (Koomson, et al., 2005). They noted that, some of the school rules may set out the expected standards of clothing, time keeping, relationship with peers (both teachers and pupils) and school. It is evident from the various scholars that; discipline is a major ingredient in the educational sector that can enhance the achievement of results. It is therefore prudent for school administration to ensure that, disciplinary measures are put in place and strict implementation of these rules should also be formulated well so that, all players of the educational sector such as the teachers, school administration, parents and the students, all understand the need and importance of discipline in schools.

2.2   The Concept of Indiscipline in Schools

Student indiscipline are manifested in various forms such as; late coming, dodging classes, drug/substance abuse, alcoholic abuse, molesting others, involvement in sex activities, vandalism, assault on the school prefects, insulting educators, wearing the wrong school uniforms, use of the mobile phone, smoking, writing or using foul language in class, refusal to do homework and truancy among others (Ghazi et al., 2013; Gutuza & Mapolisa, 2015). According to Kochhar (2001), indiscipline is a breach of social order, good moral behaviour, self-accepted and self-maintained social values of life. Salifu and Agbenyega (2012) found that, school indiscipline reduces teaching contact hours as more time is spent trying to manage indiscipline instead of teaching and learning.

According to Kwajo (2011), indiscipline acts among students include, downloading pornographic materials onto their mobile phones. Bindhe (2012), observed that, some

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students are so indiscipline to an extent that, they engage in gambling, smoking marijuana and other substances and even sneaking from school to club houses during instructional hours. Soet (2005) noted that most pupil watch television programmes that turn to influence their lives negatively; it is therefore important that, teachers and parents pay particular attention to the type of books/ magazines pupil read and the type of television programmes that they watch at home. Kochhar (2001) has categorised indiscipline into two, namely; individual indiscipline and collective or mass indiscipline.

The individual indiscipline is the one put up by only one person; it could be by a teacher or student, while the collective or mass indiscipline is put up by a group. Nkrumah (2002) asserted that indiscipline is synonymous with deviant behaviours. Deviant behaviours are those behaviours which signify what are undesirable and violate the norms, the normative rules, understanding, or expectations of social systems. This trend has affected the attitude of students to study and their perception of school as a whole (Udom, 2010). These acts have militated against effective teaching and learning hence, it has significantly affected the production of useful, acceptable and responsible members of the society, which the primary responsibility of the school disruptive classroom behaviours cause harm in classroom.

Zubaida (2009), identified various forms of indiscipline among students such as truancy, lateness to school, cultism, drug abuse, insulting / assaulting, stealing, rioting, sexual activities and many other social vices. According to Kounin (2008), indiscipline among students' manifests mainly in behaviours such as violence, street fighting, hooliganism, lateness to school, truancy at school, improper dressing among others. Throughout the world, students' indiscipline in schools has been a matter of

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great concern to school management and educators (Adams, 2003). Kaplan, Gheen & Midgley (2002) argued that, aside the obvious effects of indiscipline on the teaching and learning environment, lack of discipline can seriously affect the safety of students, their readiness to learn, as well as their future behaviour in adult life.

According to Bear (2002), discipline has two main functions: to help create and maintain a safe, orderly, and positive learning environment; and to teach or develop self-discipline. Bear further argued that both aims are equally important and should always be included in the development and evaluation of school disciplinary practices. Whereas the first is generally regarded as an immediate aim to stop misbehaviour and bring about compliance), the second is regarded as long term solution (to develop a reliable and responsible citizenship). Bear (2002), further argued that, both aims are interdependent, interrelated and correlated in such a way that each attribution enhances the other. Spanking is the most controversial method of discipline and continues to be used as an acceptable form of discipline. Some parents define spanking as slapping a child on the buttocks (Mujuzi, 2014; Straus, 2005). While this and other reports use spanking to cover any corporal punishment that does not cause injury.

The overall assumption underlying spanking is that parents believe that this form of punishment will teach children not to repeat indiscipline attitudes because parents are not aware of other more effective ways of changing behaviour. According to Porteus, Vally, & Ruth (2001), children need rules which are very clear and understanding to them so that, they can make sense out of them. They further argued that, for these rules to make sense, they must reflect the core principles of classroom environment

such as; safety, teamwork, respect, kindness, integrity, love, and respect for others; when those rules are not obeyed, punishment should be meted out.

Gutuza and Mapoliza (2015) noted that, the alarming increase of school indiscipline is caused by external social environmental factors and that, the nature of education provided will not prevent this phenomenon of indiscipline from happening. According to Mariene (2012) and Munyasya (2008), indiscipline in school is a hindrance to effective teaching and learning and adversely affects academic performance greatly because both teachers and students leave in perpetual fear of their lives and dignity and this creates an environment that militates against teaching and learning. According to Munyasya (2008) indiscipline is a kind of deviant behaviour from the generally accepted social norms; at home, in schools, government and religious places. Keoreng (2004) also asserted that, school indiscipline has become a global phenomenon. He particularly regretted the increase in the practice of occultism, vandalism, examination malpractices, squandering of school fees by students, and truancy among many others. It summarizing this page, it is prudent to note that, discipline has so many benefits to the students, parents, teachers, school environment and the general public, because a discipline environment is a breeding grounds for academic excellence and the production of good and responsible citizens that will contribute meaningfully towards national development.

2.3   The Nature of Indiscipline among Students

Mugambi (2005) in his study, "Factors influencing indiscipline in SHSs in Nyeri Municipal,'' categorized indiscipline as either being mild, moderate or severe forms of indiscipline.

Ozigi (1978) notes that the symptoms of indiscipline in schools are easily recognized or noticed unlike the real causes which are subtle. The nature of indiscipline can take various forms which he identified as demonstrations, unrests, mass disobedience, deliberate breaching of school rules, drug use, drunkenness, stealing, truancy, absenteeism, lateness, bullying and laziness.

2.4   Causes of Indiscipline in Schools

Koomson et al (2005) contended that indiscipline exists in schools where the rules are not clear or perceived as unfairly and inconsistently enforced. They also explained further that where teachers and administrators do not know what the rules are or disagree on the proper responses to student misconduct can lead to indiscipline in the school. Where teacher-administration co-operation is poor, or the administration is inactive, incidence of indiscipline can arise. According to Simuforosa and Rosemary (2014), several factors account for the causes of indiscipline such as; the family, school-related factors, teacher related, society related among others.

Lochan (2010) assert that, the school is a miniature of society. According to Van Wyk (2001), environmental factors such as permissive environments can influence learners' misbehaviour. Nyaga, (2003) also asserts, that, both internal and external environmental factors have major impact on the way and manner a person behaves. He mentioned broken homes such as separation, divorce particularly as one of the major causes of social adjustment problems in children. Coombs, (2000) pointed out that, the family orientation is more influential in one's life than any other factor. According to Zhang, et al., (2007), the causes for truancy can be categorised into four major ones.

These categories include family factors, school factors, economic factors, and student factors and these can influence behaviour either positively or negatively. According to Monroe (2005), indiscipline could be attributed to peer influence, broken homes, single parenting and bad ways of lives led by parents, such as conspicuous consumption of alcohol, drug abuse, smoking, nepotism, racism, tribalism, nepotism, favouritism, bribery and corruption, reckless spending by parents and many more. Similarly parents who abuse or assault teachers in the presence of children contribute to indisciplinary behaviour. Mahadeo (2008) asserted that several factors account for indiscipline in school such as school, parents/guardians, teachers and adult role models in society, all have to share responsibility for this problem.

2.4.1 Home or family-related causes of indiscipline

According to Garcia and Santiago (2017), there are three types of parenting styles that can invariable influence the behaviour of the adolescent, namely flexible, permissive and authoritarian styles. According to them, flexible parents offer love and control to their children and as a result, the adolescent understands the need to obey rules and become self-discipline; permissive parents are too kind to their children to such an extent that they accept their behaviour, decisions and show lack of commitment to discipline their children and this nature eventually promotes indiscipline and acts of lawlessness in them.

Authoritarian parenting style is often characterized by high demands and low responsiveness; these type of parents usually desires great achievements from their children, yet provide very little to merit the returns so expected, as a result, little mistakes made by their children are often associated with very harsh punishment which can create behavioural problems in children. According to Rahman, et al.,

(2017), even though an authoritarian parent records some good level of discipline, too much of such a practice may decrease the self-esteem, ability to solve problem-solving and effective communication. Moreover, the socio-economic status of the family may have an influence on the behaviour of the adolescent. Khaliq, et al., (2016), noted that, there is a positive correlation between parental income/status/ level of parents and the adolescent's academic performance and behaviour. This means that, the lower the socio-economic status of the parents, the higher the pupils' level of discipline and vice versa. Children from lower income level homes are more likely to be indiscipline in so many ways such as alcoholism, drug addiction, gambling and other inappropriate behavioural patterns.

According to Blair (2002), the behaviour of a child at any moment is the result of biological (natural variables) and environmental (nurture) factors working in tandem to elicit such behaviours. To him, there are fundamental causes of every type of behaviour exhibited by children. He therefore encouraged teachers to take the pains to always find out the rationale behind every indiscipline behaviour in the school in order to decide appropriately on intervention strategies to remedy the situation. Gyamera (2006) noted that, ignorance of rules, lack of cooperation from students, frustration and peer pressure have all contributed to students' behaviour. She mentioned the lazy attitude of teachers and ineffective school administration as school factors causing school indiscipline.

In addition, parents who are being overprotective to their children by being too permissive end up inculcating socially unacceptable behaviours to the children at school due to the thinking that, their parents would come to assist them at school even when they are punished. This overprotection is manifested in the parents' attitude to

provide their wards with a mobile phone to school. Mohajan (2016) noted that parents who apply the laissez-faire style of child rearing, encourage social indiscipline because the children do not usually see anything wrong in what they are doing, even if they are wrong, because their parents don't usually punish them on their conducts, as a result they end up not respecting the laws and will demonstrate socially unacceptable behaviours. Children whose parents reared them with the laissez-faire style hardly abide by acceptable social standards.

Due to this lack of affection, many children are often misled as a result of trying to get affection, attention, care and love from other people and other ways, hence the indiscipline. According to Magwa and Ngara (2014), children from dysfunctional families develop socially intolerant behaviours because they often see their parents involve in certain bad lifestyles which they try to copy as children learn mostly from observation. Henry (2007) asserted that, parents level of education has an invariable effect on children education. He further opined that, mothers who dropped out of school are more likely to produce truant children. Zhang, et al. (2007) indicated that, children exhibit indiscipline due to their family backgrounds. Ayertey (2002) also traces the major cause of indiscipline in schools to students' family orientations. He further emphasized that those negligent parents who are not concerned with their children's behavioural changes from early adolescent to late adolescent, have the tendency of causing indiscipline, especially the working class. Parents who usually wake up early in the morning for work and return late at night, will be neglecting their roles as caregivers and the children from such homes are likely to learn bad habits from their friends since their parents are not mostly around. Similarly, Sekyere (2009) also asserts that, indiscipline is on the ascendency because parents have abandoned their roles to only teachers by paying little attention to their children moral

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development. Consequently, they are unable to fully understand the moral, psychological and physical needs of the children and this often time leads to indiscipline.

2.4.2   Teacher-related causes of indiscipline

According to Madziyire (2010), the indiscipline attitude of some teachers can be of bad influence to the very students they teach. He indicated that, when teachers cultivate certain illegal attitudes such as; going on unlawful industrial actions, absenteeism from work, truancy, insulting each other in front of pupils, engaging in amoral relationships with pupils, stealing school properties, alcoholism and smoking in schools, there is a high tendency for students to imitate and as a result, the cause of indiscipline. Similarly, Banja (2002), has indicated that, some teachers and school administrators can be of bad influence to the very students or pupil they teach if they teach good morals and practice bad behaviours such as alcoholism, drug/substance abuse, gambling and fighting among others. Ifeoma (2012), equally observed that classroom environment such as overcrowding, dilapidated school infrastructure, and other basic facilities such as toilets and playgrounds can elicit certain bad practices from students that can invariably affect teaching and learning as well as academic performance.

 Asiya (2005), similarly noted that unconducive school environment characterized by an acute shortage of facilities for teaching, games and sports often produces certain bad behaviours such as intolerance as sports as seen to develop the affective domain of students. Similarly, Nealis (2014) observed that, inadequate infrastructure such as playgrounds these are disciplinary problems that occur within the school. Charles (2002), points that, the environment can originate many problems including

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indiscipline. This is supported by evidence that unhealthy school climate such as poor infrastructure, overcrowded classrooms and few teaching staff do not only contribute to academic failure, lack of school attachment and school dropout incidences but also produces violent behaviour (Reinke & Herman, 2002).

Rossow (2003) noted that, some of the factors that contribute to indiscipline in many public schools are the contemporary emphasis of human rights by stakeholders of education. These are issues that deal with several human rights such as the rights of the child, child abuse, child labour amongst others. He further argued that, those who know their rights must as well know their responsibilities to merit these rights and to make the environment a conducive one to facilitate teaching and learnings.

School climate is closely linked to the interpersonal relations between students and teachers. Crosnoe et al., (2004), similarly indicated that, the general school environment can be a facilitating or inhibiting factors to discipline and higher academic achievements. They further suggested that, discipline can be achieved if there is mutual trust and teamwork between students and teachers. They further argued that, if a school is able to meet the basic needs of students such as safety, association, and peace, students will do better regardless of their family orientations. Similarly, Eamon (2005) indicated that, students who trust their teachers and build a good rapport with them are well discipline and perform better than the reverse. Similarly, Muleyi (2008) indicated that, teachers play a major role in students' academic performance due to the teaching methods they employ and the interpersonal between them and their students. School variables that affect students' academic performance include the kind of treatment which teachers accord the students. Schools are usually assessed using the performance of their students; the higher the

performance of the schools, the higher the schools are graded and vice versa (Heck, 2009). Teachers play a crucial important role in educational achievements of students because they are ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001).

According to Rivkin, et al, (2005), there are no well-defined teacher factors that influence students' academic achievement. According to Etsy (2005), in Ghana, the teachers' factors that significantly contribute to low academic achievement are incidences of lateness to school, absenteeism, and inability to complete the syllabi.

The head teacher works together with students on how to succeed in life and academically. In such a school, every member is useful in decision making process. Most of such schools have disciplined students and positive academic record. According to Porhola et al., (2006), some teachers lack of commitment and dedication, as a result use instructional periods to backbite, work lotto papers, play games indoor games and insult fellow teachers in the presence of students and this often lead to indiscipline. According to Sekyere (2009), increases indiscipline since students are not fully engaged in the school environment. The free time the students have is used to learn and copy bad habits from their friends. Koomson et al (2005) opined that, the Nsituation where teachers tend to have punitive attitudes can also lead to indiscipline problems since most of the students may be trying to defend their rights.

2.4.3   Society-related causes of indiscipline

Humans are social animals that interact in social context. As a result, if the community in which the student lives is socially disorganized; when there is poverty or low income level, unemployment and little education opportunities, gang activities,

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drug activities and crimes and the absence of cohesion among neighbours and community networking, the community is dysfunctional (Gambo & Muktar, 2017; Peterson & Morgan, 2011). As a result, there is a conflict between the values of the family and the values of this disorganised community, and the school fails at reconciling these values to make meaning. Such a situation causes the adolescents to lack social competence and cohesion in such an environment, as a result they exhibit anti-social behaviour and emotional imbalances (Vijila, Thomas & Ponnusamy, 2013).

According to Naganandini (2017), indiscipline in schools is physically manifested in signs of disorders in the community which surround the school and the society at large. Dupper (2010) revealed that, students misconduct themselves sometimes because there are conflicts between their values and that of their immediate society. According to Edwards (2004), the society is more influential in behavioural impact than any other variable because individuals spend time in the larger environment than any other minute entity like the family, church, mosque or even schools. Akomolafe (2012) asserts that, highly performing schools are characterized by teachers' commitment to appropriate conduct and student behaviour and establish clear behavioural standards for students. In such schools, rules, sanctions and procedures are discussed, debated and frequently formalized into school discipline and classroom management plans.

2.4.4 Technology-related causes of indiscipline

Adolescents of contemporary world are technologically-driven and are constantly involved interacting with the larger world at the comfort of their environments (Miller, et al, 2011). Moreover, adolescents are too much dependent on social media,

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and this may result to behaviour and adjustment crisis such as bullying, fighting, watching of pornographic materials, anxiety, severe isolation, and self-destructive behaviours (O'Keeffe et al, 2011). Asides these factors, playing of video games are also associated with increased disruptive behaviour from adolescents (Holferth, 2010).

According to Nkrumah (2002), students spend too much time in watching television these days than ever, they are attracted to violence and aggression as a result of what they see and copy from the screen since children learn by imitation or copying. According to her, violence as a means of resolving many social issues are seen on many movies/films which are easily viewed by children both at homes and in theatres. She has cited a report on students' grievances on causes of indiscipline in some schools in Ghana to support her claim. According to Yarduma & Abulhamid (2007), the fast emerging explosion of the mass media through magazines and computers, mobile phones and other electronic gadgets, have contributed significantly to deviant behaviours among most students.

2.4.5 Administration-related causes of indiscipline

The school is the place where students spend most of their daily time, interacting and socialising with others in a natural social environment, as a result of these interactions their social lives are influenced. The physical characteristic of the school has an impact on children behaviour in diverse ways. School physical environment such as; overcrowded classroom, lack of toilet facilities, playgrounds or recreational centers very harsh disciplinary measures, failure of school authorities to be committed to the wellbeing of students, inadequate supervision, the removal of certain subjects from the school curricula such as social, creative arts, communication skills, not involving

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student leadership in decision making, lack of love and care from peers, teachers and school managers, the removal of corporal punishment among others (Edinyang, 2017; Panchoo, 2016; Pascal, 2015).

Similarly, students may show disruptive behaviour when they cannot understand the link between school policies and their academic achievements; when school leadership seems to pay little attention to the plight of students, not providing academic feedback and guidance; does not communicate effectively; fails to make proactive plans, uses punitive or reactive measures towards indiscipline attitudes of students, teaching of irrelevant curriculum; lateness to school, the using of mobile phones during instructional hours, exhibit little competence in the leadership and authority to discipline students misconduct, are all major causes of indiscipline in schools (Daly, Der-Martirosian, Ong-Dean, Park & Wishard-Guerra, 2017; Gambo & Muktar, 2017). According Disgrace (2016), the removal of certain subjects that teach about good citizenship and patriotism in school are the causes of indiscipline in school today.

Silva, et al., (2017) noted that, the absence of religiousness has encouraged students to deviate from cultural and traditional ways and social norms. Violations of human rights therefore interrupt academic performance and prevent the effective and smooth process of personality development (Manzoor, 2017). Mugabe & Maposa (2013), posit that, poor student discipline is due to the abolishment of corporal punishment in schools; yet educators and even parents believe that corporal punishment is effective in teaching a lesson as it is a behaviour modification strategy. According to Edwards (2004), even though teachers are usually blamed for students displaying disciplinary

behaviours at schools, some of the causes emanate from administrative procedures, the home environment and by extension the broader society cannot be over looked.

Van Breda (2014) found that, indiscipline can emanate from the school when school administrators and managers disregard the fact that their conduct and attitudes in the classroom may influence the learners' sense of belonging to the school and hence the ways they behave. Mutemeri and Gudyana (2008) noted that if school managers and administrators are too permissive to students who exhibit signs of indiscipline by not punishing or developing modules to curtail such indiscipline acts, it becomes an incentive for students to always engage in indisciplinary behaviours. Similarly, Rampa (2014), suggested that, when educators ignore their responsibilities for monitoring learner discipline, it creates a space that stimulates learners to be involved in misconduct. Beebeejaun-Muslum (2014) revealed that when school administrators centralize power and authority in respect of managing indiscipline in schools all alone, leadership becomes weak in their absence and therefore loopholes are created and indiscipline is thus promoted.

On the other hand, some school administrators/Principals also decentralize power and authority to other teachers/staff, but feel helpless because the former do not get any commitment and support from the later, as a result for educators to help maintain learner discipline at schools, there should be a wide range of behavioural models to involve the principals, teachers, parents and even learners in maintaining learners discipline. Asare and Adzrolo (2013), encourage teachers to build a healthy relationship and engage their students in both formal and informal discussions concerning issues of learning, family as well as society. Kolaci (2014), observed that instituting the proper channels of communication will enhance the good rapport

between teachers and students which will go a long way to promote discipline and in effect, produce the desired goal of education.

According to Garner (2012), the word "discipline" has the same origin as the word "disciple", which means a follower or adherent of good teaching. The school head should be a distinguished teacher capable of offering appropriate instructional leadership and focus on improving the classroom practices of teachers as the direction for the school. Effective instructional leadership affects the quality of teaching and student learning (Leithwood et al., 2004). The performance guide provided by individual school head in terms of flexibility involves encouraging creativity and individual school head initiatives (Stronge, 2013). Flexibility to meet individual needs by leaders in modern organizational management is much more important in heterogeneous population such as teachers and pupils. Input simply defined how the school leader involves teachers in the design and implementation of important decisions and policies of the school.

Thus, the monitoring and evaluation duty of the head teacher is to assess the input and output of the school and make the necessary adjustment to ensure positive educational outcomes. Ankomah and Hope (2011) noted that, in many Ghanaian schools especially public schools, there has not been adequate monitoring and evaluation as compared to the Private schools: As a result, most private schools perform more than public schools in terms of academics and even sports. Casely-Hayford et al., (2013) asserted that, quality education is achieved when public school authorities provide adequate monitoring and evaluation to ensure that, the teaching and learning processes are uninterrupted. Regular attendance of school by teachers and pupils is to ensure continues teaching and learning process that will enhance academic excellence

of the students. Teachers are expected to teach and evaluate their lessons and pupil through regular class exercises, assignments and homework as well as students' level of discipline. These exercises are expected to be marked, offer corrections and recorded to maintain the child academic progress through the School Based Assessment (SBA). This serves as a feedback to teachers and students, parents as well as school heads.

2.4.6   Peer-group influence

According to Lochan (2010), a great percentage of the blame for the pupils' misconduct in the various schools could be placed on their peers. To him, students at times misconduct themselves as a reaction to the actions of their colleagues. Nealis (2014) and Kapalka (2009) assert that pre-adolescents and even adolescents have some personality issues and serious problems to make informed decisions about their lives and the choices they make and as such, are likely to make certain mistakes or engage in certain misbehaviours. Naidu (2015), maintained that, some adolescent students even abuse drugs just to feel good and as a result, it leads to misbehaviours which invariable have negative effects on them and others other students. Many learners misbehave because of pressure from their peers at schools, because they want to feel of a sense of belongingness and "we feel" and in order to conform, they allow their colleagues to lure them into indiscipline.

They develop the feeling of togetherness and that social cohesion push them to commit indiscipline in order not to be excluded from the group (Njoroje & Nyabuto, 2014). Fields (2006) noted that, learners feel the freedom to show indiscipline or lose their sense of identity due to the presence of others and the attitude of their friends when they are with their friends who push them to socially misconduct themselves.

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According to Temitayo, Nayaya and Lukman (2013), indiscipline is socio-culturally motivated because students learn through interaction with their colleagues in small units and this influence their lives and personality either positively.

Fields (2006) observed that, there is no amount of teaching, or choice that will make discipline effective unless the approaches tackle the fundamental reasons that cause it. Ballantine and Hammack, (2009) note that when children walk into the school building they bring with them ambitions, motivation, pressure, expectations, physical and mental strengths or weakness, and sometimes abuse, insecurities, stress and other problems. Therefore, knowledge of the social and family context that students bring into school is essential for teachers dealing with students. Wright and Keetley (2003) identified three risk factors that can often lead to indiscipline and violence occurring in schools. These are external and internal issues relating to schools, that is, demographic composition of the school; class size, staff cohesion, teaching materials and class boundaries within schools. The second factor is social demographic characteristics of pupils and teachers. The third factor is psychological health of the pupils and teachers. Edwards (2004) noted that, even though teachers are often blamed for the disciplinary problems confronting them in school, problems emanating from administrative procedures, the home and by extension, the larger society. Ifeoma (2012) revealed that the society-based causes of indiscipline are parental overprotection of children, poor value system and injustice in the society, unwholesome mass media and unsatisfactory home condition.

Unsatisfactory home condition breeds in children, a feeling of insecurity and frustration which contributes to formation of deviant behaviour which they manifest at school. Student factors that may cause misbehaviour in school include mental

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health problems, substance abuse, drug use, perception of self, and detachment from school. DeSocio et al., (2007) identified physical and mental health issues as contributing towards school absenteeism. They suggest that truancy coexists with student and family mental health disorders and may be an indicator for an existing or emerging mental health disorder, including post-traumatic stress disorder, (PTSD), anxiety, depression, and/or substance abuse.

Henry (2007) found that students who abuse alcohol are equally more likely to misbehave in schools. Society and to be specific the community is the source of indiscipline among students. According to Byron and Rozemeijer (2001), children learn by imitating adults, and young people are thus exposed to behaviour that is a role model of bad behaviour on the parts of adults. It can be asserted on this basis that society promotes violence and this translates into violence and indiscipline of learners at the school. Adolescents usually have the tendencies of belongingness/affiliation, cohesion and self-identity and ask questions relating to social this social identity. Peer pressure is defined as the force exerted on an individual to do things that will inure to the general benefit of the group rather than individual personal convictions of morality (Ryan, 2000).

According to Burns and Darling (2002), the worse form of peer pressure is known as peer influence, and it involves changing one's behaviour to suit the expectations of other members of the group. They further asserted that, most adolescents conform to peer pressure by doing unproductive things like music, clubbing, dressing, and hairstyles among others. Similarly, Black (2002) indicated that, parents still play a major role in instilling discipline in children. This phenomenon of peer-group influence cannot be eliminated because, participating in peer group activities is a

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primary stage of development and adolescents' identities and personality development are often closely associated with that of their peers (Santor et al., 2000).

A number of students see some of their peers as role models. Teachers, parents and peers all provide adolescents with suggestions and feedback about what they should think and how they should behave in different social contexts situations. These models can be a source of motivation or a discouraging factor (Ryan, 2000). Observing the way other people behave and do things can either impact negatively or positively on such individuals. Observation also enlightens an individual on the consequences of such behaviour and opinions. Depending on these consequences, observation of a model can strengthen or weaken the likelihood the observer will engage in such behaviour or adopt such beliefs in the future.

According to Lockwood, Jordan and Kunda (2002), role models can be categorized into two, namely positive role models and negative role models. According to them, Positive role model refers to individuals who have achieved outstanding success and therefore serve as a source of inspiration for others to pursue similar excellence. Negative role model, on the other hand, refers to the individuals who have experienced misfortunes and are widely expected to motivate people to take the steps necessary to avoid similar unpleasant outcomes. Positive role models can inspire one by illustrating an ideal, desired self-highlighting possible achievement that one can strive for, and the root for achieving them.

Negative role model can inspire one by illustrating disasters and highlighting mistakes that must be avoided so as to prevent. Because peer groups are a key part of development process, they can have a negative effect on young people due to peer pressure, which is the pressure from others in certain activities, and peer conformity,

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which is the degree to which an individual adopts actions that are sanctioned by their peer group. Burns and Darling (2002) revealed that self-conscious worrying about how others will react to future actions is the most common way adolescents are influenced by their peers.

When a teen takes an unpopular stand and goes against the expectations of norms of the peer group, he or she is at risk of being expelled from the group or ridiculed. In the midst of these rapid physical, emotional, and social changes, youth begin to question adult standards and the need for parental guidance.

It is also a time for individuals to make important decisions about their commitment to academic performance. Young adults begin to ask questions such as, "Is school important to me?" and "How do I want to spend my time?" The choices that adolescents make regarding their motivation, engagement, and achievement in school (and in life) and the satisfaction they obtain from their choices depend, in part, on the context in which they make such choices (Ryan, 2000). Lashbrook (2000) noted that, adolescents are well aware that they influence each other Peer influence can provide many positive elements in an adolescent's life. It is important, to remember that peer influence can potentially have a deadly impact or other various negative effects.

Educators and parents should be aware that peer groups provide a variety of positive experiences for adolescents. Ryan (2000), found that, the opportunity to learn how to interact with others; support in defining identity, interests, abilities, and personality; developing of personal autonomy without the influence of adults and parents; opportunities for witnessing the strategies others use to cope with similar problems, and for observing the effectiveness of such models; involved emotional support, and building and maintaining friendships.

2.5   The Effects of Indiscipline among SHS Students

The effects of indiscipline among students can be divided into two main areas: namely educational and work related as well as social behaviour related effects (Bandura, 2010). Indiscipline manifests itself through disruptive behaviour making it difficult for disciplined students to learn (Bandura, 2010). Teachers should decide on consistent that are, well defined but reasonable standards of expected behaviour and stick to them.

Ayertey (2002), states that deviant behaviour leads to breakdown of law and order, and creates insecurity. He explained that indiscipline behaviour on the part of students leads to disregard for law and order in the school environment. Laws are made to regulate the conduct of people and protect lives and property, and ensure the maintenance of peace. Indiscipline students, however, are disrespectful to law and authority; they destroy property and disorganize orderly life in the school or classroom.
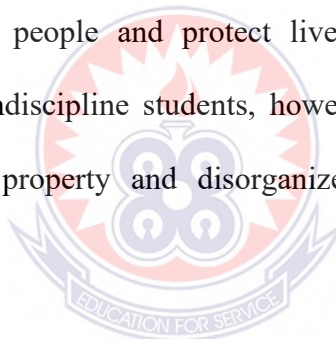
2.6   Some Possible Ways Indiscipline can be Reduced or Eradicated

These are some of the ways in which head-teachers and teachers can effectively infuse and control discipline in schools: One method of maintaining students' discipline in schools through preventive measures is the teaching of life skills education. This is done in class through normal teaching or learning sessions. Life skills education goes a long way in achieving this end since it imparts techniques for positive behaviour on students. Kenya Institute of Education (K.I.E.) (2006) agrees that life skills education indeed goes beyond the provision of knowledge and information.

Students have to be also involved very actively in co-curricular activities to channel their negative energy into positive and productive behaviour, (Chan 2010). Search activities go a long way in relieving tension that could burst into undesirable incidents, (Mbiti, 2007). Indeed a report on Causes, Effects and Remedies of indiscipline in SHSs in Central province, decried lack of recreational programs in schools as one of the causes of the strikes. Therefore, every school must establish a rigorous recreation program, and all students must be encouraged to participate.

Guidance and counselling will also aim in promoting the growth of the individual in self-direction and to facilitate personal development. Mbiti (2007) defines guidance as professional advice given to someone to enable him to make informed choices so as to adjust or cope with different challenges in life. According to Kochhar (1990) guidance does not aim at solving problems for the individual; rather, it helps them to solve them. It is therefore all about the individual, not the problem. Yadav, (2005) observes that it is a system of help given to students so that they are able to help themselves recognize and use their inner resources to set goals, to make plans and to work out their own problems of development.

Sekyere (2009) also contends that, indiscipline arises among children mainly because parents these days have neglected their role of instilling good moral behaviours in their children. Parents have abandoned their roles to teachers and on the whole spend less time with their children. Sometimes they always fail to allocate quality time and resources for their children. Parents are always too busy, trying to fight with the economic hardship which faces them. Sekyere stresses that the basic reason of indiscipline is parents being disrespectful to their children's needs which may be physical, emotional and social.

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CHAPTER THREE

METHODOLOGY

3.0   Introduction

This section presents the research design, setting of the study, population of the study, sample and sampling technique, data collection instrument and technique, data presentation and analysis, validity and reliability as well as ethical issues about the study.

3.1   Research Design

This study employed descriptive survey design. This design allowed the researcher to present the current state of financial management practices of basic school head teachers in the study area. The design also permitted the researcher to study the views of assistant head teachers on how heads of basic schools practice financial management in the study area. This enabled the researcher to describe and present the data using means, tables, and numerical summaries. Best and Kahn (2003) argues that descriptive survey is capable of gathering opinions of the population concerning some issues of interest and relevance to the study. Kaguri, Njati and Thiane (2014) therefore concluded that the purpose of descriptive survey design is to determine and report the things the way they are.

3.2   The Study Area

The study was carried out at Mim in the Ahafo Region; precisely in Mim SHS. Data was obtained from the population within this area. Mim forms part of Asunafo North Municipal which share boundaries with Asutifi Municipal in the North-East, Dormaa

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Municipal in the North-West and Juaboso-Bia and Sefwi-Wiaso Municipals of the Western Region in the South-West border and Asunafo South Municipal in Ahafo region in the South Eastern border.

Economically, Mim is predominantly agrarian. Agriculture activities in the Municipal are centered mainly on crop production. Predominant farming system is mixed cropping. The major food crops cultivated includes maize, cassava, plantain, cocoyam, and vegetables while cocoa and cashew are major cash crops produced which enhances employment opportunities in the Municipal.

The Asunafo North Municipality (Goaso) has gently rolling landscape; the soil type in the Municipality is mostly forest which supports crops like plantain, cocoyam, cocoa etc. The Municipal lies within the central part of the forest dissected plateau of physiographic region of Ghana. The Municipal is drained by smaller streams. The Municipal is within the semi-deciduous climatic zone which experience substantial amount of rainfall. The Municipal is located within the semi-deciduous forest belt of Ghana. The vegetation is mainly characterized by tall trees with evergreen undergrowth (Ghana Statistical Service, 2014)

3.3   Population of the Study

The target population includes all teachers, students and parents (guidance) within the study area. The findings of the study therefore reflect the perception and opinions of the target population.

3.4   Sample and Sampling Technique

The population for the research consisted of all stakeholders relevant for the study. These include all teachers, students and parents (guardians). The study consisted of 20

teachers, 20 students and 20 parents. As a result of the large number of the population for the study, simple random sampling technique was employed in selecting the sample units. This helped in eliminating bias in the choice of respondents, such that everyone within the population will have equal chance of being drawn or selected. In applying this technique, the list for the population for the study was obtained. In this case, the information gathered from these fields in a long run affirmed or rejected the assertions raised by the respondents.

3.5   Research Instruments

In a study, there are a number of research tools which researcher can select depending on the nature of the study, the kind of data to be collected and the kind of population targeted (Orodho, 2005). This study used questionnaires to collect data from the respondents.

According to Orodho (2005), a questionnaire is an instrument used to gather data which allow measurements for or against a particular viewpoint. Questionnaire was used to solicit head teachers views on the financial management practices of basic school head teachers in the study area. The questionnaire was selected for the head teachers due to its ability to collect a large amount of information in a reasonably short time. Closed-ended questions were used since they were easier to administer and economical to analyses in terms of time and money as noted by (Mugenda & Mugenda, 2003). The questionnaire was divided into four sections. These were section A containing the background information of respondents. Section B contained questions on head teacher financial planning framework, Section C contained questions on financial record keeping practices and Section D contained question on the challenges in financial management

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3.6   Data Presentation and Analysis

In order to ensure discrete analysis of quantitative data, the data which was collected from the various sources was code, analysed and then presented on frequencies and percentage table and charts. Specifically, bar charts and pie charts were used to present the data that was obtained for analysis. There was a descriptive presentation of the statistical data to offer meanings to the data represented on the charts and tables. This was to offer an accurate explanation of the data as generated through questionnaire to provide active guidelines for making conclusion and recommendations.

3.7   Validity and Reliability

The validity of the research instrument was ensured by assessing the questionnaire items during their construction. The content validity of questionnaires for this study was subjected to a thorough scrutiny by the supervisor of this work before use. This is to clear any lack of clarity and ambiguity. A pre-test reliability was employed to help the researcher to ensure the questions that were asked to satisfy the research question and respondents were also be in a position to give the expected response to ensure reliability.

3.8   Ethical Issues

This study was guided by code of ethics in conducting research. To this end, primary information was obtained through informed consent, right to comment and confidentiality of respondents. Senior High information from books, journals, newspapers and online were also acknowledged to avoid plagiarism.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.0   Introduction

This chapter presents analysis and discussion of data collected using questionnaires. The study was conducted in Mim SHS in the Asunafo North Municipal of the Ahafo Region. The target population consisted of 60 respondents; consisting of 20 teachers, 20 students and 20 parents were.

The objectives of the study were:

1. To identify indiscipline acts among Mim SHS students.

2. To identify the causes of indiscipline among Mim SHS students.

3. To analyse the effect of indiscipline among Mim SHS students.

4. To examine possible ways indiscipline can be reduced or eradicated from Mim SHS students.

4.1   Questionnaire Return Rate

The questionnaires were administered to 60 respondents and 20 parents. The return rate was as shown in Table1.

Table 1:   Questionnaire Return Rate

Study Participants	Targeted	Actual %	Return Rate
Students	20	20	100
Class teachers	20	20	100
Parents	20	18	99.4

Source: Field data, 2021.

4.2   Demographic Information of the Respondents

In this section, the demographic characteristics of the respondents in the study were presented based on sex, age, level of education.

4.2.1   Gender distribution of students

The study sought to establish the gender of the respondents. Respondents were asked to indicate their gender.

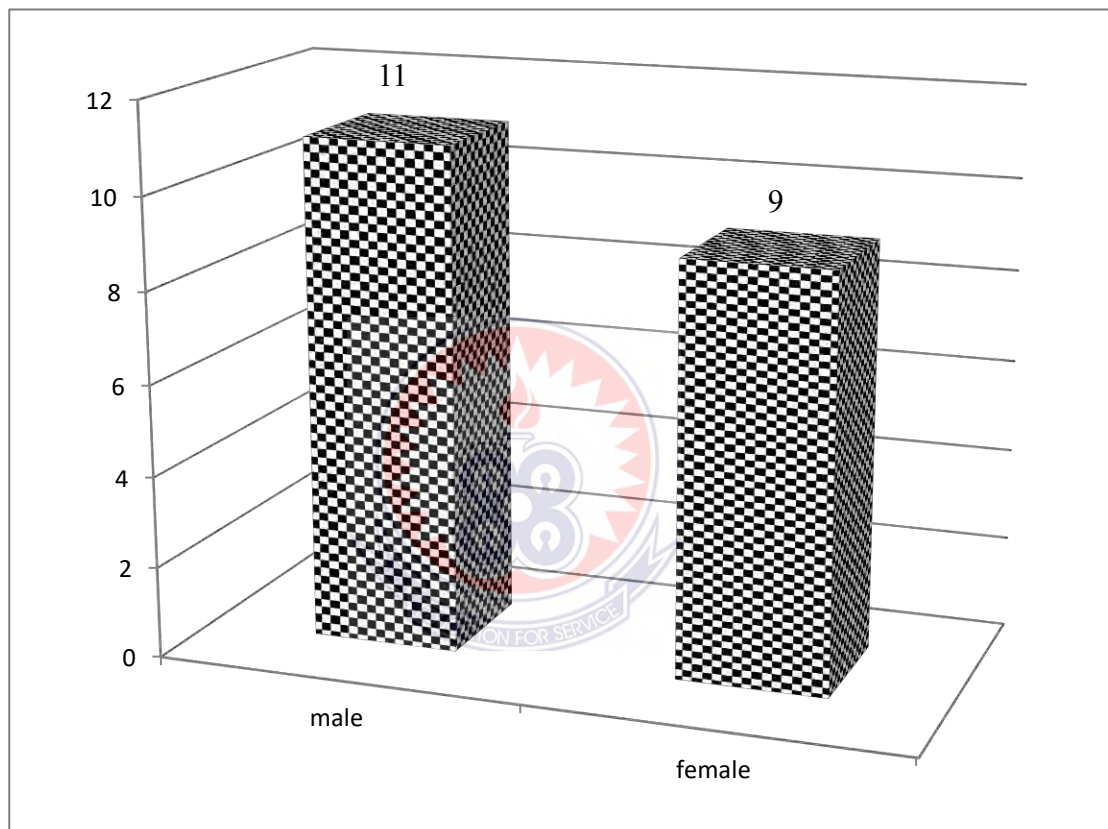*Figure 1 Gender of the students.*
Source: Field data, 2021.

As shown from the Figure 1, 9(45%) out of the 20 students respondents were females, while the remaining 11(55%) were also male respondents.

4.2.2   Age distribution of students

The age of students was of interest in this study. Respondents were asked to indicate their ages. The ages of students in years are shown in Figure 2.

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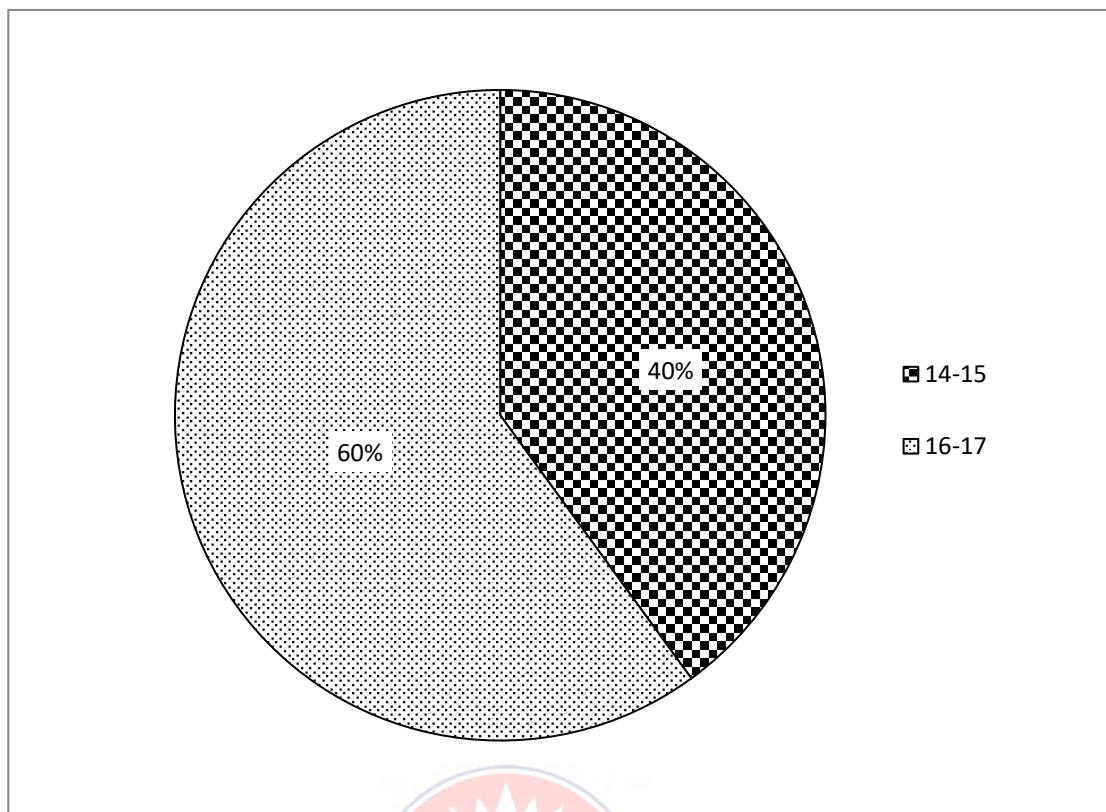
Figure 2 Age distribution of the students.
Source: Field data, 2021.

Figure 2 shows that, majority of respondents (60%) in the study were between the ages of 14 and 15 years with a fairly big number ranging between 14 to 15 years. This implies that most students in these age brackets are adolescents; a critical age group largely associated with indiscipline problems. In the process of asserting their independence, they misbehave. In view of that the researcher was convinced with a statement by Padilla (2012) who emphasized that "indiscipline cases indeed, emanate from this age group, since early adolescence is a time of significant biological changes along with social transition, characterized by daring behaviour". Therefore, such students require certain measures to mould their character in school.

4.2.3 Gender distribution of teachers

The study sought to establish the gender of the respondents. Respondents were asked to indicate their gender.
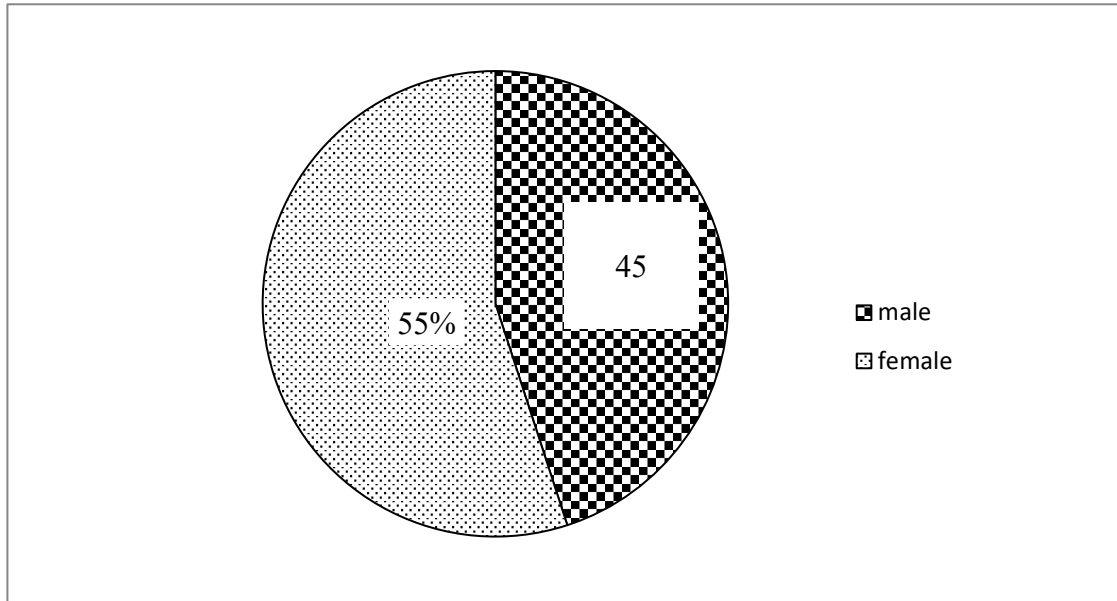
Figure 3   Gender of the teachers.
Source: Field data, 2021.

As shown Figure 3 above, out of 20(55%) teachers who were involved in study were females, and on the other hand, the remaining 9(45%) were male respondents.

4.2.4   Age distribution of class teachers

The age of class teachers was of interest in this study. Respondents were asked to indicate their ages. The ages of class teachers in years are shown the Figure 4.
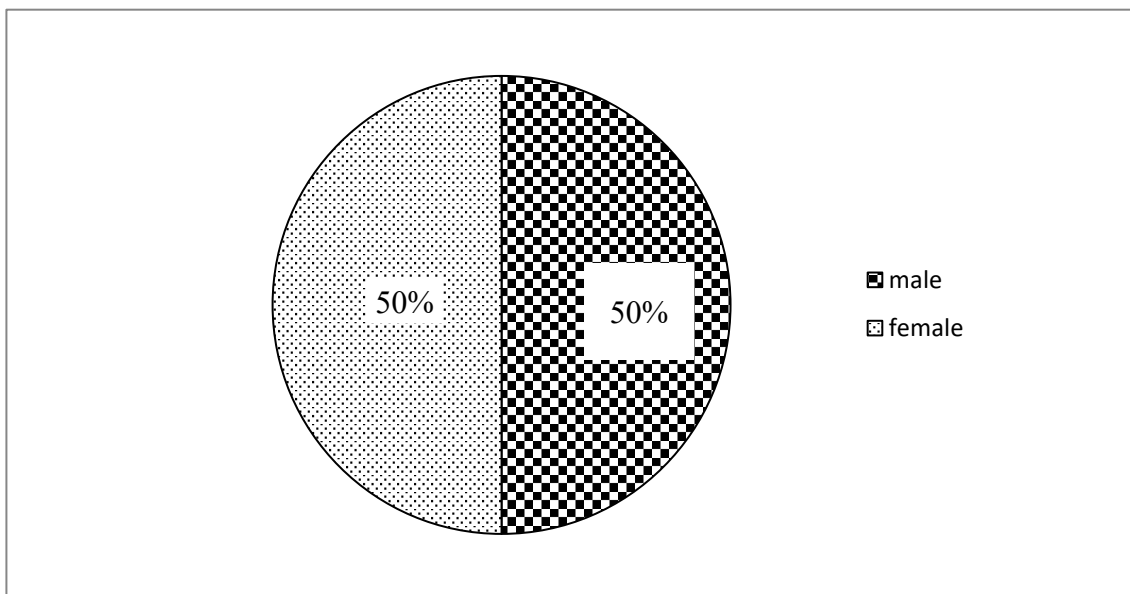

Figure 4 Gender of the parents.
Source: Field data, 2021.

From the Figure 4, 10(50%) of the total parents who took part in the study were females, whereas the remaining 10(50%) were male respondents.

4.2.5   Age distribution of parents

The age of class teachers was of interest in this study. Respondents were asked to indicate their ages. The ages of parents in years are shown below:
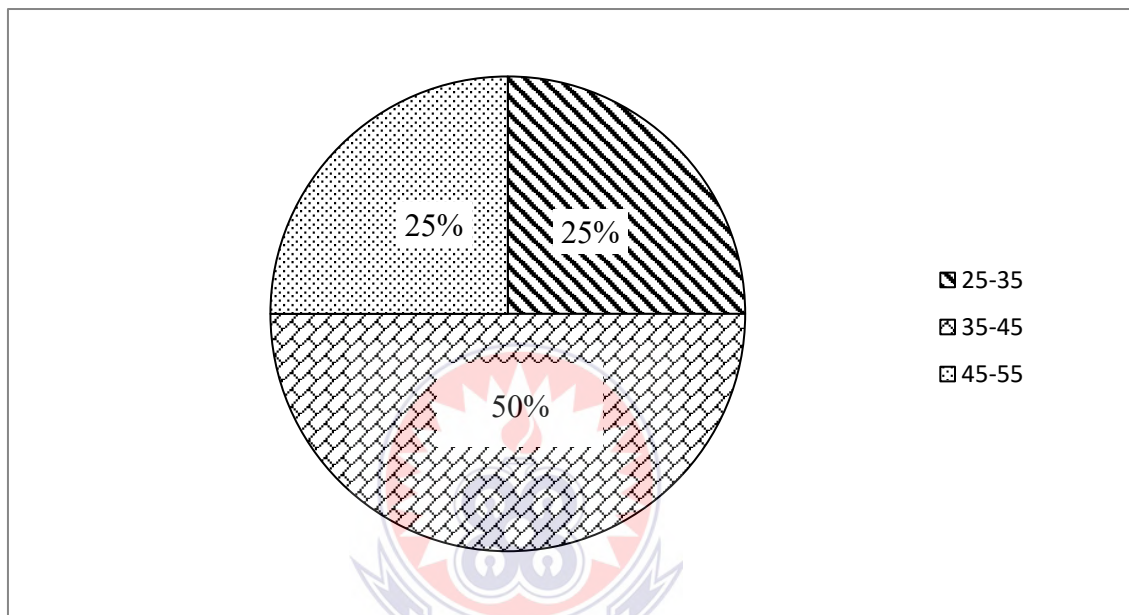
***Figure 5 Age distribution** of parents.*
Source: Field data, 2021.

From the Figure 5 above, there was an evidenced that, majority of parents (50%) in the study were between the ages of 35and 45 years followed by those at the age of 25 to 35 and 45 to 55 respectively.

4.3   Findings and Discussion

The nature of indiscipline in Mim SHS at Asunafo North Municipal. The study sought to establish the nature of indiscipline cases in Mim SHS. The respondents were asked to identify the forms of indiscipline cases experienced in their school. Disciplinary Problems Experienced in Mim SHS as reported by students.

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Table 2:   *Disciplinary Problems Experienced by Students in Mim SHS*

Disciplinary problems	Actuals	Target	Percentage (%)
Bad peer group influence	16	20	80
Stealing	10	20	50
Lateness to school	18	20	90
Absenteeism	12	20	60
Not doing assignment	9	20	45
Indecent dressing	17	20	85
Sneaking out of school	15	20	75
Possession of mobile phones	18	20	90
Drunkenness	17	20	85

Source: Field data, 2021.

As shown from Table 2 above, 18(90%) students being the greater number of students usually report late to school, 18(90%) students also possessed mobile phones which therefore indicate clearly as an indiscipline problem in the school. Drunkenness and indecent dressing were reported 17(85%) students.   Sneaking out of school also showed 15(75%), absenteeism represented 12(60%), as well as stealing also 10(50%), and not doing assignment reported as indiscipline cases in the school.

Table 3:   *Disciplinary Problems Experienced by Teachers in Mim SHS*

Disciplinary problems	Actuals	Target	Percentage (%)
Bad peer group influence	16	20	80
Stealing	10	20	50
Lateness to school	18	20	90
Absenteeism	12	20	60
Not doing assignment	9	20	45
Indecent dressing	17	20	85
Sneaking out of school	15	20	75
Possession of mobile phones	19	20	95
Drunkenness	17	20	85

Source: Field data, 2021.

The class teachers concurred with the students' findings where a majority 19(95%) of the students reported possession of mobile phones as an indiscipline problem in their school. Lateness to school reported 18(90%), Drunkenness and indecent dressing was reported by 17(85%), sneaking out of school by 15(75%), absenteeism by 12(60%), stealing by 10(50%), and not doing assignment reported as indiscipline cases in the school.

The findings show that the possession of mobile phones at school ranked highest as reported by both the teachers and students by 90% and 95% respectively. Convergent, this is in line with Kwajo (2011). Mobile phones are very useful gadgets, but when smuggled into school, may be a source of severe indiscipline. A majority of day school students carry their mobile phones to school. Mobile phones can be a source of great misconduct in schools, among them, viewing pornography and cheating in exams.

Majority of teachers and students were in agreement that drunkenness was rampant in the school. This is also in line with Rodway et al (2011) surveyed 363 juvenile perpetrators for eight years in England and Wales and found that history of drug and alcohol abuse was common. This was associated with a prevalence of family dysfunction, abuse, educational defects and discipline problems in the home. Rodway et al (2011) surveyed adolescents in the United States of America, USA, for a period of four years, among the 52 percent of the 370 subjects who experienced symptoms of nicotine dependence 40 percent of them eventually became daily smokers. He reported that adolescents did not get to recognize the dependence symptoms of smoking, and they were most likely to develop addiction to smoking

Table 4:   Factors Influencing Indiscipline in School Students Response

Factors	Actuals	Target	Percentage (%)
Cell phones	20	20	100
Poor parenting	18	20	90
Drug abuse	17	20	85
Lack of good role models	17	20	85
Poverty	16	20	80
Lack of commitment by teachers	15	20	75
Inadequate meals	14	20	70
Absentee head teachers	10	20	50

Source: Field data, 2021.

From Table 4, it can clearly be seen that factors influencing indiscipline, according to the students were, cell phones 20(100%), poor parenting 18(90%), drug abuse 17(85%), lack of good role models 17(85%), poverty 16(80%), lack of commitment by teachers 15(75%), inadequate meals 14(70%) and absentee head teacher 10(50%).

Table 5:   Factors Influencing Indiscipline in School, Teacher's Response

Factors	Actuals	Target	Percentage (%)
Cell phones	16	20	80
Poor parenting	16	20	80
Drug abuse	15	20	75
Lack of good role models	14	20	70
Poverty	14	20	70
Lack of commitment by teacher	10	20	50
Inadequate meals	9	20	45
Absentee head teachers	7	20	35

Source: Field data, 2021.

Similarly, a majority 16(80%) of the class teachers in the study agreed that, cell phones and drug abuse are the main factors influencing indiscipline in Mim SHS. Again, 14(70%) agreed with poverty and lack of role model, 10(50%) agreed with

lack of commitment by teachers, 9(45%) reported inadequate meals and 7(35%) reported absentee head teacher.

The class teachers concurred with the students that, drug abuse and possession of cell phones were the leading causes of indiscipline in Mim SHS. This is a view upheld by the task force on student indiscipline and unrest in SHSs. The research again came out that household chores and income–generating activities did indeed disrupt normal school routine.

4.3.1 Positive measures/strategies of arresting indiscipline among students

This research was directed towards addressing the approaches being put in place to counter indiscipline among students. Therefore, the respondents were asked to state the methods used in their school to arrest indiscipline.

Table 6: Disciplinary Methods Used in School as indicated by Students

Disciplinary Method	Actuals	Target	Percentage (%)
Manual work	20	20	100
Guidance and counselling	18	20	90
Teaching of life skills as a subject	15	20	75
Involving in co-curricular activities	13	20	65

Source: Field data, 2021.

Students were asked to state what methods were used in their school to arrest indiscipline. From the table, it can clearly be seen that all students 20(100%) reported manual work as the main method used in their school to counter indiscipline. Guidance and counselling was reported by 18(90%), teaching life skills 15(75%), and involvement in co-curricular activities 13(65%).

Table 7:   Disciplinary Methods used in School as indicated teachers

Disciplinary method	Actuals	Target	Percentage %
Teaching of life skills as a subject	18	20	90
Guidance and counselling	17	20	85
Involving in co-curricular activities	15	20	75
Manual work	10	20	50

Source: Field data, 2021.

Table 7 above shows that 18(90%) class teachers reported teaching of life skills as the main strategy used. This is followed by guidance and counselling 17(80%), involvement in co-curricular activities 15(75%) and finally manual work, 10(50%).

Table 8:   Disciplinary Methods used in School as indicated by parents

Disciplinary method	Actuals	Target	Percentage (%)
Guidance and counselling	17	20	85
Teaching of life skills as a subject	16	20	80
Manual work	10	20	50

Source: Field data, 2021.

4.3.2   Disciplinary Methods used in School as indicated parents

According to the parents when asked the methods need to be used to instil indiscipline in the school, majority of them reported both guidance 17(85%) and counselling and teaching of life skills as a subject 16(80%) are the best methods that need to be used to counter indiscipline in the school. Manual work reported 10(50%).

As indicated by the results, it is evident that guidance and counselling is the most widely use method in curbing indiscipline as reported by the students, class teachers and parents. This is in line with Kochhar (1990) guidance does not aim at solving problems for the individual; rather, it helps them to solve them. It is therefore all about the individual, not the problem. Yadav (2005) observes that it is a system of

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help given to students so that they are able to help themselves recognize and use their inner resources to set goals, to make plans and to work out their own problems of development.

All the students 20(100.0%) gave manual work as a method popularly used to counter indiscipline, a view upheld by class teachers and parents. Equally top in the list as a method used in school is the teaching of L.S.E. All the respondents reported this as a popular, method since L.S.E. is taught in class through normal learning sessions. One method of maintaining students discipline in schools through preventive measures is the teaching of life skills education. This is done in class through normal teaching or learning sessions. Life skills education goes a long way in achieving this end since it imparts techniques for positive behaviour on students. Kenya Institute of Education (K.I.E.) (2006) agrees that life skills education indeed goes beyond the provision of knowledge and information.
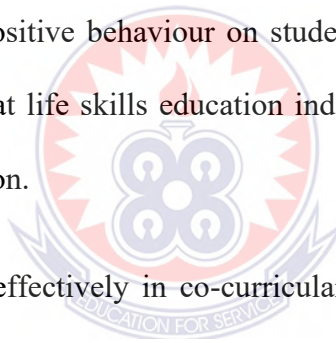
Involving students very effectively in co-curricular activities can go a long way in enhancing discipline, since it relieves tension that could burst out into undesirable incidents. Students have to be also involved very actively in co-curricular activities to channel their negative energy into positive and productive behaviour, (Chan 2010). Search activities go a long way in relieving tension that could burst into undesirable incidents (Mbiti, 2007). Indeed a report on Causes, Effects and Remedies of indiscipline in SHSs in Central province, decried lack of recreational programs in schools as one of the causes of the strikes. Therefore, every school must establish a rigorous recreation program, and all students must be encouraged to participate.

4.4 Consultation Frequency in Guidance and Counselling by Students

Students were asked whether their school have guidance and counselling.

Table 9:   Consultation Frequency in Guidance and Counselling by Students

Response	Frequency	Percentage (%)
Yes	0	0%
No	20	100%

Source: Field data, 2021.

Table 9 above shows that, majority of students 20(100%) reported the school does not have guidance and counselling. Students were asked to state how often they went for counselling. Their response is captured in the subsequent figure as shown below.

4.4.1   How often students went for counselling

The results from figure above reveal that the majority of students (100%) don't go for guidance and counselling simply because there is no guidance and counselling department in the school.

4.4.2   Effectiveness of Guidance and Counselling in curbing indiscipline

Learners were asked to state whether Guidance and counselling had in any way helped in curbing indiscipline in their school. Majority of student 20(100%) indicates that guidance and counselling had not help them in anyway because they don't have Guidance and Counselling department in the school. So if anytime a student misbehaves the only method use to punish the person is the manual work.

4.4.3   Teachers were asked whether their school have guidance and counselling

Majority of teachers 17 (85%) indicates that, the school does not have guidance and counselling department in the school. The only association in the school is parents and teachers association. Majority of the class teachers indicated that the P.T.A. had not help students to be more discipline in the school.

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4.5   Suggestions on the Improvement of Positive Strategies used in School

Teachers were asked to state how the existing strategies to arrest indiscipline could be further improved. They gave views on how to improve the various strategies.

1. **Parents and Teachers Association (P.T.A.):**

    • Establishing mandatory school-based.

    • Programmed school meetings.

2. **Co-Curricular Activities:**

    • Provision of adequate facilities.

    • Mandatory L.S.E. in Schools.

    • In-Service training for L.S.E instructors.

    • Allocating 2 lessons per week for L.S.E.

    • Provision of adequate learning materials.

    • Motivating learners and teachers positively towards L.S.E.

Co-curricular activities are very important because Students have to be also involved very actively in co-curricular activities to channel their negative energy into positive and productive behaviour, (Chan 2010). Search activities go a long way in relieving tension that could burst into undesirable incidents, (Mbiti, 2007). Indeed a report on Causes, Effects and Remedies of indiscipline in SHSs in Central province, decried lack of recreational programs in schools as one of the causes of the strikes. Therefore, every school must establish a rigorous recreation program, and all students must be encouraged to participate.

A purposeful commitment to teaching Life Skills Education (LSE) could lead to self–discipline, and where these reigns among students, indiscipline is unheard of.

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Parent Teacher Association (PTA) is also a strong instrument use to curb indiscipline in school because this is whereby advices are giving to the student by the parents

4.6 Suggestions on measures to curb indiscipline in Mim SHS

1. **Students' response:**

   - Introduce Guidance &Counselling.

   - Train teachers on L.S.E. and examine it.

   - Educate parents on parenting.

2. **Teachers' responses:**

   - Co-operation between parents and teachers in maintaining discipline among students.

   - Mandatory L.S.E in SHSs.

   - Introduction of mandatory school based families.

   - Parents to be role models to be emulated.

3. **Parents' responses:**

   - Introduce Guidance & Counselling.

   - Indefinite suspension.

   - Not promoted to the next class.

4.7 Summary

All suggestions made by the respondents if implemented, would go a long way in curbing indiscipline in schools. Guidance and counselling will also aim in promoting the growth of the individual in self-direction and to facilitate personal development. Mbiti (2007) defines guidance as professional advice given to someone to enable him to make informed choices so as to adjust or cope with different challenges in life.

According to Kochhar (1990) guidance does not aim at solving problems for the individual; rather, it helps them to solve them. It is therefore all about the individual, not the problem. Yadav, (2005) observes that it is a system of help given to students so that they are able to help themselves recognize and use their inner resources to set goals, to make plans and to work out their own problems of development.

Sekyere (2009) also contends that, indiscipline arises among children mainly because parents these days have neglected their role of instilling good moral behaviours in their children. Parents have abandoned their roles to teachers and on the whole spend less time with their children. Sometimes they always fail to allocate quality time and resources for their children. Parents are always too busy, trying to fight with the economic hardship which faces them. Sekyere stresses that the basic reason of indiscipline is parents being disrespectful to their children's needs which may be physical, emotional and social.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

This chapter gives a summary of the study, draws conclusion and makes recommendations and suggestions for further research. The main face of the study was to examine causes of indiscipline among students of Mim SHS as well implications for guidance and counselling.

5.1   Summary

Information was obtained from past studies by means of the objectives which were to identify indiscipline acts among Mim SHS students and to investigate the major causes of indiscipline among students in Mim SHS in the Asunafo North Municipal. In addition, the study also was to analyse the effect of indiscipline among SHS students, and to examine some possible ways indiscipline can be reduced or eradicated. The study comprised of 20 students, 20 class teachers and 20 parents who were selected for the study. Questionnaire was the data collection instrument used.

5.1.1   The nature of indiscipline Mim SHS in the Asunafo North Municipal

The major indiscipline problems, according to all the respondents were stealing, reporting late to school, absenteeism, and bad peer group influence, possessing mobile phones in school, indecent dressing, drunkenness, and sneaking out of school and not doing assignments.

5.1.2 The major causes of indiscipline among students in Mim SHS

Based on the second objective, the findings revealed that the major causes of indiscipline as reported by all the respondents were, cell phones and drug abuse. Additionally, lack of good role models was also a common factor influencing indiscipline.

5.1.3 The positive measures/strategies put in place to arrest indiscipline.

Guidance and counselling, manual work, teaching of life skills, and involvement in co-curricular activities were the common disciplinary methods used in management of discipline in SHS. Most of the students agreed that guidance and counselling had not helped them to become more discipline because there is no guidance and counselling department in the school. Manual work, both light and heavy, were the order of the day as reported by all the respondents

Additionally, it was revealed that L.S.E be allocated more lessons and adequate learning materials provided for successful implementation. This would further encourage students and teachers towards teaching and learning Life skills in the school.

5.1.4 Suggestions on measures that could be taken to curb students' indiscipline in Mim SHS

All respondents who participated in this study suggested different ways of curbing indiscipline by improving on the already existing positive approaches.

Based on the fourth objective, the findings revealed that, the establishment of guidance and counselling in school will help to curb indiscipline as suggested by both the students and teachers to enable students to freely air their views and discuss problems inflicting them.

Life skills education, it emerged, was championed by all the respondents who felt that it should be made mandatory in the school with adequate facilities and well-trained instructors. If teachers are in-serviced and more facilities and time allocated to Life skills education, the teachers' and students' attitude towards Life skills would change for the better. There should be Parent-mentoring programs in the school to educate parents on their parental duties. Other suggestions included given indefinite suspensions to those students who will misbehave, and not promoted to the next class.

5.2 Conclusions

In conclusion, it can be said that Mim SHS in the Asunafo North Municipal experienced numerous indiscipline problems, such as stealing, lateness to school, absenteeism, bad peer group influence, drunkenness, indecent dresses and possession of mobile phones among others. It is therefore important for teachers to identify these indiscipline cases and deal with them accordingly.

Various factors are responsible for indiscipline of students in schools namely, use of mobile phones, poor parenting and among others. These factors stem from within the school, the students' homes and influence from the society/environment. It is important for teachers and administrators to identify these factors and purpose to mitigate their influence on students.

It is revealed that the disciplinary methods used by the school are teaching of life skills, manual work, and co-curricular activities. The school does not have guidance and counselling department. All these methods of handling indiscipline were insufficient to manage indiscipline cases.

Particularly, guidance and counselling had not been established in the school, while L.S.E was not taken seriously by both the teachers and students. From the findings, in order to maintain good discipline in school, teachers should play their role in enhancing effective discipline by improving guidance and counselling services to students, effectively implementing L.S.E in the curriculum and involving students in programmed co-curricular activities in the school.

5.3   Recommendations

1. Guidance and counselling department should be introduced in the school and it should be strengthened through capacity building of all the teacher counsellors. It should be popularized by provision of counselling rooms and by use of group counselling and peer counselling techniques, which helps in improving students' attitudes towards counselling.

2. The school should train teachers on how to handle Life skills education, with the number of lessons being increased to two lessons in a week. L.S.E. should be made mandatory in the school with adequate learning materials provided.

3. School should put in place an intensive parent-mentoring programme once in a term with the aim of educating and sensitizing parents on their parental duties.

4. The school should work towards provision of adequate facilities for co-curricular activities and effective programmes should be put in place to promote student discipline.

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APPENDICES

A

QUESTIONNAIRE FOR STUDENTS
UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
## DEPARTMENT OF FOUNDATIONS OF EDUCTION

INTRODUCTION:

This questionnaire has been designed for data collection and academic purposes only. The confidentiality of the respondent is assured.

SECTION A: DEMOGRAPHIC DATA OF STUDENTS

The questions below are about your personal background. Please answer the questions as correctly apply to you. (**Please check the box where appropriate**)

1. Sex ☐ Male ☐ Female

2. Age: ☐25-35 ☐36-45 ☐46-54 ☐55 and above

5. Hometown…...................................Region……………….…………………

6. Form: …………………….………………….…..
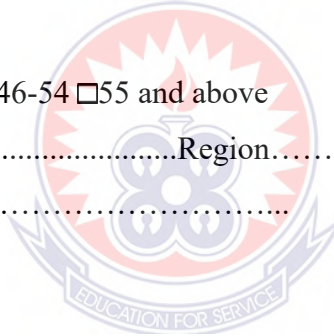
SECTION B

7. Have you been punished by a tutor before?

No [ ] Yes [ ]

If yes, tick your offence from the below forms of indiscipline.

i. Bad peer group influence [ ]   ii. Lateness to school [ ]

  iii. Steeling [ ] iv. Absenteeism [ ]

v. Not doing assignment [ ]vi. Indecent dressing [ ]

vii. Sneaking out of school [ ]   viii. Possessing of mobile phone [ ]

 IX. Drunkenness [ ]

8. Honestly indicate your opinion by ticking to agree or disagree those factors that influence indiscipline in your school.

Factors	Agree	disagree
Cell phones	[ ]	[ ]
Drug abuse	[ ]	[ ]
Inadequate meals	[ ]	[ ]
Absentee head teachers	[ ]	[ ]
Lack of commitment by teachers	[ ]	[ ]
Lack of good role models	[ ]	[ ]
Poverty	[ ]	[ ]
Poor parenting	[ ]	[ ]

9. State clearly the challenges you are facing as a result of the above indiscipline

……………………………………………………………………………………………

……………………………………………………………………………………………

10. Which of the following methods is (are) used by teachers in dealing with students disciplinary problems in your school. (Select a method by underlining).

 (a) Manual work

 (b) Involving in co-curricular activities

(c) Teaching of life skills as a subject

 (d) Guidance and counselling

Suggest if any……………………………………………………………

SECTION C

(Tick where appropriate)

11. Does your school have guidance and counseling teacher(s)? Yes [ ] No [ ]

If yes, have you pay them a visit before? Yes [ ] No [ ]

12. Tick the number of times you visited them;

i. 1 in a term [ ]   ii. 2 in a term [ ] iii. 3 in a term [ ]

13. Do you think guidance and counseling has in any way in dealing with indiscipline in your school?

Yes [ ] No [ ]

If yes explain;

……………………………………………………………………………………………

B

QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF FOUNDATIONS OF EDUCTION

INTRODUCTION:

This questionnaire has been designed for data collection and academic purposes only

The confidentiality of the respondent is assured.

SECTION A: DEMOGRAPHIC DATA OF TEACHERS

*The questions below are about your personal background. Please answer the questions as correctly apply to you. (**Please check the box where appropriate**)*

1. Sex   ☐ Male ☐ Female

2. Age: ☐25-35 ☐36-45 ☐46-54 ☐55 and above

5. Hometown: …..................................... Region: ………………..………………

6. Form: …………………………………………..
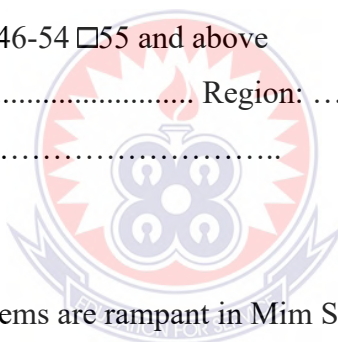
SECTION B

- Student indiscipline problems are rampant in Mim SHS. Tick as many indiscipline problems experienced by students in your school.

  Lateness to school [ ]   Sleeping /dozing in class [ ]

  Not doing assignments [ ]   Absenteeism [ ]

  Sneaking out of school [ ]   Possession of mobile phones [ ]

  Drunkenness [ ] Drugs abuse [ ]   Forgetting textbooks and exercise books [ ] Stealing [ ] Assaulting/threatening teacher [ ] Bad peer group influence [ ]

  Not observing school dress code [ ]

- Have you ever received a complaint from a parent about student indiscipline?

  Yes [ ] No [ ]

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Response by ticking those factors that influence indiscipline in your school.

Factors	Agree	disagree
Cell phones	[ ]	[ ]
Drug abuse	[ ]	[ ]
Inadequate meals	[ ]	[ ]
Absentee head teachers	[ ]	[ ]
Lack of commitment by teachers	[ ]	[ ]
Lack of good role models	[ ]	[ ]
Poverty	[ ]	[ ]
Poor parenting	[ ]	[ ]

- Circle the most common methods use by teachers to combat indiscipline in your school

  (a) Manual work

  (b) Involving in co-curricular activities

  (c) Teaching of life skills as a subject

  (d) Guidance and counseling

  Suggest if any………………………………………….
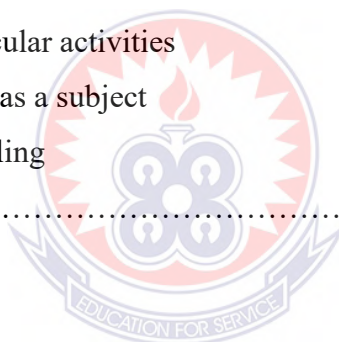
SECTION C

a) Does your school have a guidance and counseling department?

  Yes [ ] No [ ]

6) Have you ever referred cases of indiscipline to the teacher counselor?

Yes [ ]   No [ ]

7) Have the school established Parents and Teachers Association (P.T.A)?

   Yes [ ]   No [ ]

8) Does the P.T.A in your school helped students to be more disciplined?

   Yes [ ]   No [ ]

9) Does your school teach Life skills education as a subject?

 Yes [ ]   No [ ]

10 Suggest the improvement of the following approaches in your school?

a) Parents and Teachers Association

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

b) Life skills education

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

12) Suggest other ways that should be adopted by schools to deal with indiscipline.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

C

QUESTIONNAIRE FOR PARENTS

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF FOUNDATION OF EDUCTION

INTRODUCTION:

This questionnaire has been designed for data collection and academic purposes only. The confidentiality of the respondent is assured.

SECTION A: DEMOGRAPHIC DATA OF PARENTS

The questions below are about your personal background. Please answer the questions as correctly apply to you. **(Please check the box where appropriate)**

1. Sex ☐ Male ☐ Female

2. Age: ☐25-35 ☐36-45 ☐46-54 ☐55 and above

3. Occupation: ☐Town planner ☐land lord ☐Farmer ☐Architecture

4. Level of education: ☐uneducated ☐Basic ☐Senior High ☐Tertiary

5. Hometown: …..................................... Region: ………………..………………

SECTION B

6**.** Does your children exhibit any of the following forms of indiscipline?

Yes []   No []

If yes, tick the form(s) of indiscipline your child exhibit in the house?

i. Bad peer group influence [ ] ii. Lateness to school [ ] iii. Steeling [ ] IV. Absenteeism [ ]

   v. Not doing assignment [ ] VI. Indecent dressing [ ]

vii. Sneaking out of school [ ] viii. Possessing of mobile phone [ ] IX. Drunkenness [ ]

7. In your own view, suggest some of the causes of your child indiscipline.

 …………………………………………………………………………………………

8. Have you ever received a complaint from a teacher about student indiscipline?

Yes [ ] No [ ]

9. Outline any challenges resulted from your child indiscipline

…………………………………………………………………………………………

10. What are some of the possible ways to eradicate indiscipline of your children?

………………………………………………………………………………………