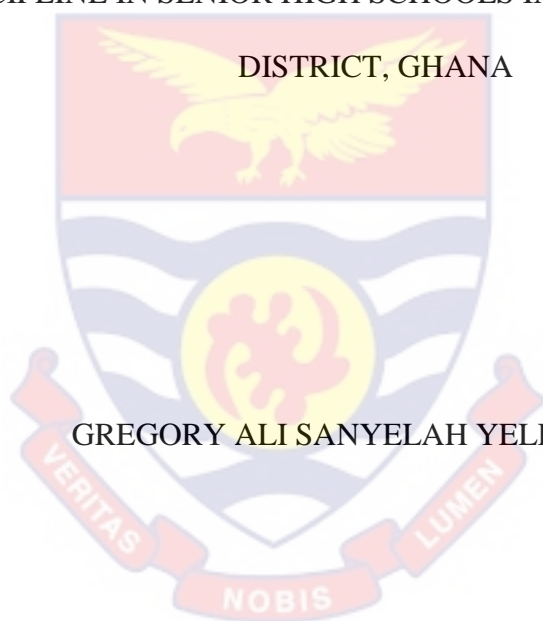UNIVERSITY OF CAPE COAST

INDISCIPLINE IN SENIOR HIGH SCHOOLS IN TECHIMAN NORTH
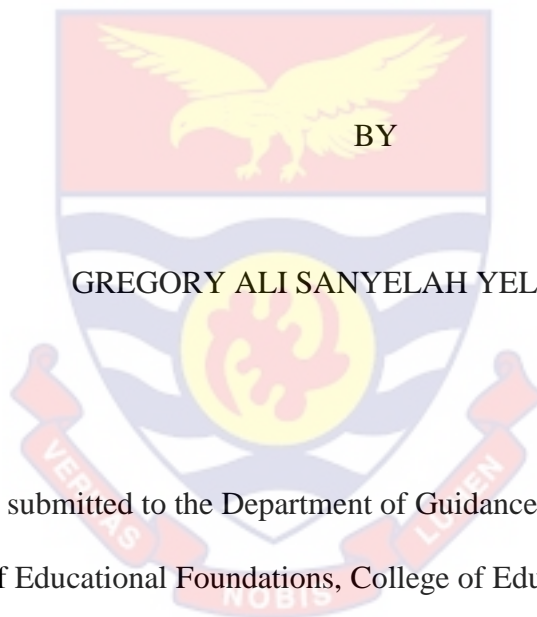
DISTRICT, GHANA

GREGORY ALI SANYELAH YELEWONAH

2024

UNIVERSITY OF CAPE COAST

INDISCIPLINE IN SENIOR HIGH SCHOOLS IN TECHIMAN NORTH

DISTRICT, GHANA

BY

GREGORY ALI SANYELAH YELEWONAH

Thesis submitted to the Department of Guidance and Counselling of the

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Master of Philosophy degree in Guidance and Counselling.

MAY 2024

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate Signature …………………… Date …………………………...

Name…………………………………………………………………...

Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature ………………… Date …………………

Name: ……………………………………………………………………

ABSTRACT

The study explored indiscipline of Senior High Schools in Techiman North District of Ghana. Specifically, it examined the most common acts of indiscipline, identified factors contributing to indiscipline and assessed the effects of indiscipline on students. It also investigated gender differences in indiscipline and explored strategies for improving discipline in Senior High Schools in the Techiman North District. This study was based on the positivism paradigm and adopted the descriptive research design. The target population for the study were 138 teachers and 4029 students of the Senior High Schools in the Techiman North District. In all, a sample of 138 teachers and 364 students were selected based on the Taro Yamane formula at a confidence interval of 95%. The data collection instrument was questionnaire. The findings highlighted substance abuse, vandalism, and aggressive behaviour as the most prevalent act of indiscipline in the District. Other factors included poor classroom management, inadequate teacher-student relationships, and inconsistent enforcement of school policies. Moreover, the study revealed the significant effects of indiscipline on students' academic performance, social interactions, and emotional well-being, emphasizing the urgent need for interventions to address these challenges. The study recommended that school management and teachers should prioritise restorative approaches that focus on accountability, reconciliation, and learning from mistakes. Interventions should be tailored to individual student needs, with a focus on addressing underlying issues and promoting personal growth.

KEYWORDS

Indiscipline

Discipline

Disciplinary Measures

Improving Discipline

ACKNOWLEDGEMENTS

DEDICATION

To my family for their unwavering support throughout the duration of my studies.

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CHAPTER ONE

INTRODUCTION

Senior High Schools provide a crucial stage of education that prepare students for higher education, vocational training and entry into the workforce. They offer a diverse range of academic and vocational programmes that equip students with knowledge, skills, and competencies necessary for their development. According to Simeo and Tangi (2022), Senior High Schools provide opportunities for students to explore career paths, make informed choices, and set goals for their future careers. However, one common challenge that often arises in the school setting is the issue of indiscipline, which can disrupt the learning environment, hinder student success, and negatively impact the overall school climate (Harelimana, 2018; Uche, 2020). Indiscipline can manifest in various forms, such as disruptive behaviour, absenteeism, aggression, substance abuse, and academic misconduct. The implication is that, managing indiscipline in Senior High Schools requires a multifaceted approach to address the causes and provide effective interventions.

Background to the Study

According to Izehiuwa et al. (2022), indiscipline in schools is a major problem affecting the learning environment and academic performance of students. It refers to the failure of students to follow rules, regulations, and codes of conduct set by the school administration (Nkarichia & Choge, 2019). According to Ampofo (2021), indiscipline refers to behaviours exhibited by students that deviate from established rules, norms, and expectations, leading to disruptions in the learning environment. Indisciplinary acts can manifest in

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various forms, ranging from relatively minor infractions such as tardiness or disrespect towards authority figures to more serious offenses like vandalism, substance abuse, or physical violence (Bashar et al., 2021; Jinot & Danalutchmee, 2023; Omolekan & Ajayi, 2023).

To Mwaniki (2018) indiscipline in schools have serious consequences, including disruption of classroom activities, decline in academic performance, negative impact on students' social and emotional well-being, strain on teacher-student relationships, increased risk of dropout or expulsion, and overall deterioration of the school climate (Amoah et al., 2018; Korugyendo et al., 2022; Namai & Manyasi, 2019). It has serious consequences for students, teachers, and the overall school climate. Students involved in indiscipline behaviours may face legal and disciplinary consequences, such as suspension, expulsion, or legal charges (Flood, 2012; Girma, 2016; Salgong et al., 2016). One of the most profound impacts is on academic outcomes. The disruptions caused by indiscipline can create barriers to learning, hindering students' ability to concentrate, participate actively, and absorb instructional material. Consequently, academic underachievement and failure may ensue as students struggle to meet educational expectations amidst the chaos.

Furthermore, indisciplinary acts have been found to have a profound social and emotional impact on students (Belle & Seegopaul, 2020). When the school environment is characterized by disorder and misconduct, students' sense of safety, belonging, and well-being is compromised (Jinot & Danalutchmee, 2023). According to Omolekan and Ajayi (2023), students may experience heightened levels of stress, anxiety, and disengagement, which can have long-lasting effects on their mental health and overall development.

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Additionally, the erosion of trust and cohesion within the school community further exacerbates feelings of isolation and alienation among students, impeding their social and emotional growth (Ampofo, 2021).

Equally significant are the repercussions of indiscipline on teachers' well-being and job satisfaction (Bashar et al., 2021). Teachers are tasked with managing and addressing indisciplinary behaviour, often at the expense of their own emotional and psychological health. Dealing with persistent disruptions, conflicts, and defiance can lead to increased stress, burnout, and a sense of disillusionment among educators (Gyapong & Subbey, 2021; Isa et al., 2021). This not only undermines their morale and job satisfaction but also compromises their effectiveness in the classroom, as they struggle to maintain control and deliver quality instruction amidst the turmoil.

According to Atunde and Aliyu (2019), students in Senior High Schools are at a critical developmental stage, transitioning from adolescence into early adulthood. This period is characterized by substantial physical, emotional, and cognitive changes. The behaviours and experiences during this phase can profoundly influence their overall development and future behaviour patterns. Indiscipline, if not properly addressed, can hinder this development process, leading to negative long-term consequences (Belle & Seegopaul, 2020; Oladimeji, 2021). Understanding the factors resulting in students' indiscipline during this critical period is essential for guiding students effectively through their developmental journey.

Moreover, the impact of indiscipline extends beyond individual students to the school environment as a whole (Bashar et al., 2021). A high incidence of indiscipline can create a negative school climate, characterized by

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disorder, discomfort, and a lack of safety (Ddungu, 2016). This environment can be detrimental to both learning and the overall well-being of students and staff. A school that struggles with indiscipline may find it challenging to maintain an atmosphere conducive to education and personal growth (Ibrahim et al., 2020). Therefore, understanding and addressing indiscipline is paramount in creating a positive, safe, and nurturing school environment, where all members can thrive.

Addressing indiscipline in schools therefore, requires a comprehensive and multi-faceted approach that encompasses various strategies aimed at prevention, intervention, and support (Adeniyi & Adedotun, 2019; Atunde & Aliyu, 2019). A key strategy involves establishing clear and consistent disciplinary policies and procedures that are communicated effectively to students, parents, and staff (Hassan, 2019). By outlining expectations, consequences, and protocols for addressing indisciplinary behaviour, schools can create a framework that promotes accountability and fosters a culture of respect for rules and boundaries. Also, providing social-emotional support and counselling services for students is essential for addressing the underlying issues contributing to indiscipline (Lawal et al., 2019). As stated by Odebode (2019), many students who engage in disruptive behaviour may be grappling with personal challenges such as family problems, mental health issues, or trauma. By offering access to trained counsellors and support services, schools can provide students with the resources and assistance they need to navigate these challenges in a healthy and constructive manner.

Furthermore, fostering positive relationships between students and staff is crucial for creating a supportive and inclusive school environment

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(Amoah et al., 2018). Building connections based on trust, respect, and empathy can help students feel valued, understood, and supported, thereby reducing the likelihood of engaging in indisciplinary behaviour (Kagoiya & Kagema, 2018). Teachers and staff who establish strong rapport with students are better equipped to address behavioural issues proactively and intervene effectively when necessary. According to Mares (2018), character education programmes, conflict resolution training, and anti-bullying initiatives can equip students with the skills and knowledge needed to navigate interpersonal conflicts, manage emotions, and make positive choices. By promoting prosocial behaviour and teaching students how to resolve conflicts peacefully, schools can create a culture of mutual respect and cooperation that minimizes the occurrence of indisciplinary acts.

Additionally, offering alternative disciplinary approaches such as restorative justice practices can be effective in addressing indiscipline while also promoting accountability and repairing harm (Mwaniki, 2018). Restorative justice focuses on bringing together the individuals affected by an incident of indiscipline to discuss the impact of their actions, take responsibility, and work towards resolving conflicts and restoring relationships (Ibrahim et al., 2020). By emphasizing dialogue, empathy, and restitution, restorative justice practices can empower students to learn from their mistakes, repair harm, and build stronger connections within the school community.

Moreover, the influence of peer groups and social dynamics within SHSs may contribute to gender differences in indiscipline (Ampofo, 2021). Male-dominated peer groups may reinforce norms of aggression and

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competition, encouraging risky or defiant behaviour among male students. In contrast, female peer groups may prioritize social relationships and conformity, leading to indirect forms of indiscipline aimed at maintaining or enhancing social status (Amoah et al., 2018; Lawal et al., 2019). This study therefore represents a significant step towards understanding and addressing indiscipline within SHSs in the Techiman North District.

Statement of the Problem

Indiscipline among Senior High School students in Ghana has become a persistent concern, with various forms of misconduct (Bertha & Salifu, 2020; Gyan, 2015). Bullying, violence, disrespect towards teachers, examination malpractice, and truancy are some of the commonly reported indiscipline behaviours among students in Ghana (Amoah et al., 2018). Recent incidents, including riots by Senior High School students over examination difficulties, highlight the severity of the issue (Ofori, 2018; Salifu & Agbenyega, 2016). While this challenge exists nationwide, reports indicate a growing trend of indiscipline within the Techiman North District, raising concerns among educators, parents, and policymakers (Bertha & Salifu, 2020; Gyan, 2015; Gyan, Mccarthy, Mccarthy, & Baah-Korang, 2017).

In the Techiman North District, cases of student misconduct have been increasing over the years, with local education authorities reporting a rise in absenteeism and open defiance of school rules (Ampofo, 2021; Gyapong & Subbey, 2021). Incidents of physical violence, student-teacher confrontations, and examination malpractice have also been documented, posing a threat to effective teaching and learning (Gyan et al., 2017). In addition, factors such as peer influence, lack of parental supervision, economic hardships, and

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inadequate school disciplinary measures contribute to this growing problem (Ofori et al., 2018).

The rising trend of indiscipline in Techiman North has significant negative consequences for both students and the educational system. Persistent misbehaviour affects students' academic performance, as reduced instructional time makes it difficult for them to meet academic expectations. Additionally, frequent confrontations with undisciplined students' lower teacher morale, reducing their effectiveness in the classroom (Ofori et al., 2018; Patrick & Adade, 2020). Furthermore, increased truancy and a lack of discipline contribute to higher dropout rates, limiting students' future opportunities. More critically, physical violence and bullying create an unsafe learning environment, affecting the well-being of both students and staff (Assafuah-Drokow & Asabil, 2021).

Despite the rising cases of indiscipline in Ghanaian schools, limited empirical studies have specifically examined the issue in Techiman North District. Existing research has primarily focused on national trends or urban-centered analyses, neglecting how local socio-cultural and economic factors influence student behaviour (County et al., 2023; Ofori et al., 2018). Additionally, while studies suggest that male and female students exhibit different forms of misconduct (Jinot & Danalutchmee, 2023), there is insufficient research validating these gender-based patterns in Ghanaian Senior High Schools.

Several studies, including Gyan et al. (2017), Isa et al. (2021) and Jinot and Danalutchmee (2023), have used descriptive statistics (percentages, means, and frequencies) without conducting inferential statistical tests to

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establish significant relationships between variables. Also, while some studies have explored indiscipline broadly, they have not systematically analyzed gender differences in acts of indiscipline. This study addresses this gap by employing independent sample test analysis to examine gender differences in student indiscipline and to test for significant associations between key factors.

Given the increasing trend of student misconduct, its negative impact on education, and the research gap in Techiman North District, this study aims to investigate the nature, causes, and gender dynamics of indiscipline in the district's Senior High Schools. Findings from this research will contribute to developing effective disciplinary policies tailored to the district's educational context, ultimately improving student behaviour and academic performance.

Purpose of the Study

The purpose of this study was to explore indiscipline and measures to improve discipline in Senior High Schools in Techiman North District of Ghana

Objectives of the Study

Specifically, the study seeks to:

1. examine the most common acts of indiscipline in Senior High Schools in the Techiman North District.

2. find out the factors that contribute to the acts of indiscipline in Senior High Schools in the Techiman North District.

3. find out the effects of indiscipline on Senior High Schools students in Techiman North District.

4. find out the gender difference in terms of the acts of indiscipline in SHS in the Techiman North District.

5. find out ways of improving discipline acts in SHS in the Techiman North District

Research Questions

1. What acts of indiscipline exist in Senior High Schools in the Techiman North District?

2. What factors contribute to the acts of indiscipline in Senior High Schools in the Techiman North District?

3. What are the effects of indiscipline on Senior High Schools students in Techiman North District?

4. What are the ways of improving discipline acts in SHS in the Techiman North District?

Research Hypothesis

H_0:   There is no significant gender difference in the acts of indiscipline in SHS in Techiman North District.

H_1:   There is significant gender difference in the acts of indiscipline in SHS in Techiman North District.

Significance of the Study

The significance of this research is multifaceted, encompassing educational policy, academic literature, and the direct impact on students and school communities.

Policy Significance

The findings of this study could have the potential to inform educational policymakers at the district, regional, and national levels. By

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identifying the specific types and causes of indisciplinary acts in the Techiman North District, the study could lead to the development of more effective policies and interventions tailored to these contexts. This could include revising school rules, implementing new disciplinary strategies, or introducing programmes aimed at addressing the underlying issues leading to indiscipline. Policymakers could use this research as evidence-based guidance to formulate strategies that are culturally and contextually appropriate for the schools in this district.

Significance to Practice

The results of this research could serve as a resource for school administrators, teachers, and staff in understanding and managing indiscipline more effectively. By providing a detailed analysis of the root causes and manifestations of indiscipline in the district's schools, the study can help educators develop more targeted and empathetic approaches to discipline. This might involve training for teachers on positive behavioural interventions, student counselling services and community engagement programmes. The goal would be to create a more conducive learning environment that reduces the incidence of indisciplinary acts and promotes positive student behaviour.

At its core, this research aims to directly benefit the students and school communities in the Techiman North District. By addressing indisciplinary acts, the study seeks to enhance the overall school experience for students. This includes promoting a safer and more respectful learning environment, improving student-teacher relationships, and fostering a culture of responsibility and mutual respect among students. The ultimate goal is to create a setting where students can focus on their academic and personal

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development without the distractions and negative consequences of indiscipline.

Significance to Academia

Results of the study contributes to the broader academic discourse on school discipline, particularly in the context of Ghana and similar educational settings. It adds empirical data and insights to a relatively under-researched area, offering a valuable case study for comparative education research. Scholars and researchers can utilize the findings to understand the dynamics of school discipline in different cultural and socio-economic contexts, potentially leading to more generalized theories or models in the field of educational psychology and school management.

Delimitations

The study explored the acts of indiscipline in the Senior High Schools within the Techiman North District. The study was geographically confined to the Techiman North District in Ghana. This district was chosen due to its unique socio-cultural and educational dynamics, which influenced the nature and prevalence of indisciplinary acts in schools. The focus on a specific district allowed for a more in-depth analysis of local issues and ensures that the findings were directly relevant to the schools and communities within this area.

The study was conducted in Senior High Schools within the Techiman North District. Specifically, five schools were selected for the study. Both staff and students from these schools participated in the research. A quantitative research approach was employed, with data collected through the use of a questionnaire.

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Limitations

Since the study is exclusively focused on the Techiman North District, its findings were not applicable or reflective of the situation in other districts of Ghana. Different regions have varying socio-economic, cultural, and educational contexts that influence student behaviour and disciplinary practices. Therefore, while the study provides in-depth insights into the district it covers, these insights cannot be generalizable to the broader national context.

The data collection relied on a self-reported method using a questionnaire. While this method was valuable for gaining personal insights and experiences, it was subject to several biases. Additionally, the subjective nature of these responses cannot capture the full complexity of the issues surrounding indiscipline in schools.

Definition of Terms

Indiscipline: It refers to behaviour that violates the established rules, norms, and expectations governing student conduct. The study looks at three forms of indiscipline namely academic-related, behavioural-related and social-related indiscipline

Academic-related Indiscipline: They are behaviours that specifically disrupt the learning process, hinder academic achievement, or undermine the educational objectives of the school.

Behavioural-related Indiscipline: This type of indiscipline is specifically related to the behaviour of students and can manifest in various forms, ranging from minor disruptions to more serious infractions.

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Social-related Indiscipline: Social-related indiscipline in an educational context refers to misconduct or behaviours by students that disrupt the social norms, relationships, and interactions within a school community.

Organization of the Study

The study was organised into five chapters. Chapter one includes the background of the study, statement of the problem, purpose of the study, research questions, hypothesis, significance of the study, delimitations, limitations, definition of terms, and the organisation of the study. Chapter two comprises the literature review, divided into the theoretical framework, conceptual review, and empirical review. Chapter three details the research methods, covering the research design, study area, population, sampling procedure, data collection instrument, data collection procedures, and data processing and analysis. Chapter four focuses on the results and discussion, while chapter five presents the summary, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The purpose of this study was to explore indiscipline and measures to improve discipline in Senior High Schools in Techiman North District of Ghana. The chapter begins with a theoretical framework, which involves an explanation of the major theories and models that underpin the study. Following the theoretical framework, the chapter presents the conceptual review and conceptual model designed to guide the study. Finally, the chapter presents an empirical review.

Theoretical Framework

The study was guided by the Social Learning Theory, the Cognitive-Behavioural Theory, and the Ecological Systems Theory.

The Social Learning Theory

The Social Learning Theory, proposed by psychologist Albert Bandura, emphasizes that individuals learn through observing others and imitating their behaviour (Bandura, 1981). His theory proposes that individuals learn not only through their own direct experiences but also by observing and imitating the behaviours of others, as well as by being influenced by the outcomes of those behaviours. Bandura argued that individuals learn from the social environment, including the behaviours, attitudes, and consequences they observe in others (Vuleza, 2021). This learning process occurs through observational learning, imitation and reinforcement.

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The theory posits that individuals learn by observing the behaviour of others (Nabavi, 2012). According to this theory, people learn by watching the actions of others and imitating those behaviours if they perceive them to be rewarding or beneficial (Bandura, 1965). This process of observational learning can take place in various social settings, such as in the family, school, community, or media. They observe and imitate behaviours they see in their environment, including behaviours exhibited by peers, family members, teachers, and other role models. For example, if a student observes their peers engaging in indiscipline behaviours, they may imitate those behaviours.

Another key concept of the social learning theory is the idea of reinforcement, which refers to the consequences that follow a behaviour and influence the likelihood of that behaviour being repeated (Kumar, 2018). According to this theory, individuals are more likely to repeat behaviours that are reinforced or rewarded, and less likely to repeat behaviours that are not reinforced or punished (Nabavi, 2012). After observing a behaviour, individuals may imitate or model that behaviour in their own actions. This can be influenced by factors such as the perceived consequences of the behaviour, the perceived rewards or punishments associated with it, and the individual's self-efficacy or belief in their ability to perform the behaviour (Kumar, 2018).

The theory also suggests that individuals are more likely to repeat behaviours that are reinforced or rewarded, and less likely to repeat behaviours that are punished (Kumar, 2018). Reinforcement can be positive (e.g., receiving praise or rewards for certain behaviours) or negative (e.g., avoiding punishment or negative consequences). For example, if a student observes that

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engaging in indiscipline behaviours results in attention or admiration from their peers, they may be more likely to repeat those behaviours.

Understanding the root causes of indiscipline is essential for effectively addressing it. Social Learning theory suggests that much of students' behaviour is learned through observation and imitation of others, including peers and adults. In the school context, this means that students may pick up indiscipline behaviours by observing their classmates or even teachers and school staff. For instance, if a student sees that disruptive behaviour gets attention from peers or that certain negative actions go unpunished, they might be more inclined to imitate such behaviours.

Recognizing these influences allows educators to identify and address the sources of indiscipline. It requires a careful examination of the school environment to identify what behaviours are being modelled by influential figures, what behaviours are being rewarded (intentionally or unintentionally), and how these dynamics contribute to the overall behaviour of students.

Cognitive-Behavioural Theory

The Cognitive-Behavioural Theory (CBT) is a widely used and effective therapeutic approach that focuses on the relationship between an individual's thoughts, feelings, and behaviours. This theory proposes that thoughts and beliefs influence emotions and behaviours (Cowley, 2017).

One of the central concepts of CBT is the idea that our thoughts, also known as cognitive processes, play a crucial role in shaping our emotions and behaviours (Ursin & Eriksen, 2004). According to this theory, individuals interpret and make meaning of the events and situations in their lives through their thoughts and beliefs (Winn, 2004). These thoughts can be either rational

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or irrational, and they can influence how individuals perceive themselves, others, and their circumstances. Another key concept of CBT is the idea that behaviours are learned and can be changed through behavioural interventions (Reme et al., 2008). This theory suggests that individuals develop patterns of behaviours based on their thoughts and beliefs, and these behaviours can be either adaptive or maladaptive. The concept of self-efficacy, or an individual's belief in their ability to perform a behaviour, is also an important aspect of CBT. It suggests that individuals are more likely to engage in behaviours they believe they can successfully perform.

The theory also emphasizes the role of the environment in shaping behaviour. This theory suggests that individuals are influenced by their external environment, including their social context, cultural norms, and environmental cues (Cowley, 2017; Roesch et al., 2002). The application of Cognitive-Behavioural Theory to addressing indiscipline in schools offers a structured approach to understanding and modifying the thought processes and behaviours of students. CBT, a widely used psychological treatment method, is grounded in the interconnectivity of thoughts, emotions, and behaviours. It posits that negative or dysfunctional thinking patterns lead to negative emotions and behaviours, and by changing these thoughts, one can influence emotions and behaviours towards more positive outcomes. By addressing the underlying thought patterns and beliefs, educators can help students develop more positive behaviours, thereby reducing instances of indiscipline and creating a more conducive learning environment.

CBT provides a useful framework for educators and school counsellors to understand the underlying causes of indiscipline in students. Central to this

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approach is the recognition that certain thought patterns and beliefs significantly influence students' behaviour. For example, a student who consistently believes that they are academically inept may develop feelings of frustration or inferiority. Such emotions can manifest as disruptive behaviour in the classroom, where the student might act out as a form of self-defence against perceived failure or as a means to seek attention. By identifying these negative beliefs and thought patterns, educators can better understand the motivations behind indiscipline, which is the first step in effectively addressing it.

Educators and counsellors can integrate CBT techniques into their everyday interactions with students. In the classroom, teachers can incorporate principles of cognitive-behavioural change in their teaching methods and classroom management strategies. For instance, providing positive feedback for appropriate behaviour or guiding students to reflect on the consequences of their actions can reinforce the CBT approach. Counsellors can offer more targeted interventions through one-on-one or group sessions, focusing on specific issues like anger management, anxiety, or social skills training.

Ecological Systems Theory

Ecological Systems Theory, also known as Bronfenbrenner's Ecological Systems Theory, is a theoretical framework proposed by psychologist Urie Bronfenbrenner that emphasizes the dynamic interaction between an individual and their environment (Alvi & Usman, 2018). This theory posits that human development is influenced by a complex system of interconnected environments or systems that range from the immediate and direct (microsystem) to the broader and more distal (macrosystem). In this

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theory, the individual is seen as an active participant who is shaped by and shapes their environment (Perron, 2018). This theory proposes that individuals are influenced by multiple nested systems, ranging from the immediate microsystem (e.g., family, peers, school) to the broader macrosystem (e.g., culture, society) (Alvi & Usman, 2018; Perron, 2018).

One of the core concepts of ecological systems theory is the idea that individuals are embedded within multiple interconnected systems that influence their development and behaviour (Peppler, 2017). These systems include the microsystem, mesosystem, exosystem, and macrosystem. The microsystem refers to the immediate and direct environments in which an individual interacts daily (Derksen, 2010). This can include family, peers, school, and community. According to Bronfenbrenner, the microsystem has the most direct and immediate influence on an individual's development. For example, in the context of guidance and counselling, the microsystem can play a significant role in shaping a student's behaviours and choices, as they are influenced by their family, friends, teachers, and other close relationships.

The mesosystem refers to the interconnections and interactions between the different microsystems in an individual's life (Bronfenbrenner, 1993). This can include the relationships and linkages between family and school, school and community, or family and community. The mesosystem can influence a student's development by how these different microsystems interact and impact each other. For example, conflicts or cooperation between parents and teachers can have an impact on a student's behaviour and well-being, and counsellors can work within the mesosystem to facilitate positive interactions and support.

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The exosystem refers to the broader social and environmental settings that indirectly influence an individual's development (Bronfenbrenner, 1993; Derksen, 2010). This can include societal norms, cultural values, policies, and institutions such as the media, government, and economic systems. The exosystem can shape the opportunities and constraints that individuals face in their microsystems and mesosystems. For example, societal norms and cultural expectations regarding behaviour, roles, and values can influence a student's attitudes and behaviours, and counsellors can help students navigate and understand these broader influences. The macrosystem refers to the larger cultural and societal context in which an individual lives. This includes the cultural values, beliefs, and ideologies of a particular society or community. The macrosystem can shape the overall context and framework within which individuals develop and interact with their environment. For example, cultural norms and values regarding discipline, authority, and education can influence a student's behaviours and attitudes towards indiscipline, and counsellors can help students understand and navigate these cultural influences.

This theory provides a comprehensive framework for understanding the factors contributing to student indiscipline and how they interact within different levels of influence. In the context of this study, the theory helps explain how various environmental systems shape students' behaviours and responses to disciplinary measures. At the microsystem level, student indiscipline is influenced by immediate interactions within the family, peer groups, and school environment. Understanding these influences allows school counsellors and educators to design interventions that directly target the root causes of indiscipline, such as family conflicts, peer pressure, or teacher-

student relationships. Counselling strategies like peer mediation, family counselling, and mentorship programs can help address these factors and promote positive behaviour among students.

At the mesosystem level, the interactions between different environments, such as the relationship between home and school, play a crucial role in shaping student behaviour. A weak connection between parents and schools may hinder effective discipline strategies. This study highlights the need for collaboration between schools, parents, and the community to create a more unified approach to managing student behaviour. Strengthening these relationships through parental involvement programs and community support initiatives can enhance the effectiveness of guidance and counselling in addressing student indiscipline.

The exosystem level considers broader societal influences, such as media, government policies, and cultural attitudes towards discipline. For instance, societal norms regarding punishment and authority may affect how students respond to discipline in school settings. This study acknowledges that school counsellors must be culturally sensitive and adapt their interventions to align with the cultural and societal context of students. Incorporating cultural perspectives in disciplinary approaches can improve student engagement with counselling and disciplinary measures.

At the macrosystem level, larger societal structures, including socioeconomic conditions, political climates, and educational policies, influence student behaviour. Students from low-income backgrounds or marginalized communities may experience challenges such as economic hardship, exposure to violence, or inadequate access to resources, all of which

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can contribute to indiscipline. This study emphasizes the need for guidance and counselling programs to be tailored to address these systemic challenges, ensuring that students from disadvantaged backgrounds receive the necessary support to improve their behaviour and overall well-being.

Conceptual Review

The conceptual review looked at the concept of indiscipline in schools, types of indiscipline, the factors that contribute to the acts of indiscipline. The section ends with a conceptual model designed to guide the study.

Indiscipline

Indiscipline refers to a lack of control, order, or adherence to established rules, norms, and values within a given environment (Assafuah-Drokow & Asabil, 2021). It manifests as behaviours that go against societal expectations, organizational guidelines, or institutional regulations. Indiscipline can occur in various settings, including workplaces, communities, and schools, and often leads to negative consequences such as conflict, inefficiency, or disruption of harmony (Enefu et al., 2019; G. Mwaniki et al., 2016). In the context of educational institutions, indiscipline is a significant concern as it directly impacts learning outcomes, school climate, and overall student development (Eguzoroibe, 2022). It includes behaviours such as disobedience, truancy, disrespect for authority, vandalism, bullying, cheating, and substance abuse.

Indiscipline among students refers to a wide range of disruptive behaviours exhibited by learners within the school environment (Steve & Charles, 2020a). These behaviours undermine the teaching and learning process, affect peer relationships, and challenge school authorities. Several

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factors contribute to student indiscipline. Family background plays a crucial role in shaping a child's behaviour (Ezeanolue & Nnorom, 2020; Ofori et al., 2018). A lack of parental guidance, family conflicts, and ineffective upbringing can lead to disciplinary issues in school. Additionally, peer pressure is another significant factor, as students often engage in negative behaviours to gain social acceptance (Amaewhule & Nukan-Adebayo, 2022; Simba et al., 2016). Association with delinquent peers can result in truancy, substance abuse, and defiance of school rules.

Forms of Indiscipline in Schools

Indiscipline in schools can manifest in various ways, and it can be categorized into several major categories. These categories encompass a range of behaviours that disrupt the learning environment and can have a negative impact on both students and teachers. Belle (2017) listed many offenses connected to sexual misconduct, school attendance, skipping classes, use of offensive language, and leaving school premises without proper authorization. Belle and Seegopaul (2020) supported the idea of combating sexual harassment directed against female employees (p. 1). Incidents of bullying and various manifestations of violence, both within and outside of classrooms, are prevalent in educational institutions (Patrick & Adade, 2020). In this study, indiscipline of students is categorized into academic-related indiscipline, behavioural-related indiscipline and social-related indiscipline.

Academic-Related Indiscipline

Academic-related indiscipline refers to misconduct directly linked to the academic aspects of school life. This type of indiscipline is primarily concerned with students' attitudes and behaviours towards their studies and

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academic responsibilities. Key examples include cheating, truancy, lack of participation and disrespect towards academic standards.

Cheating

Cheating in academic settings is a pervasive issue that significantly undermines the educational process (Gyan, 2015). It involves students attempting to gain an unfair advantage in their assessments by employing unauthorized aids or methods. This can manifest in various forms, such as copying from a peer's paper during an exam, using pre-prepared cheat sheets, or illicitly accessing answers through electronic devices. As indicated by Kagoiya and Kagema (2018), the ease of information access in the digital age has further complicated this issue, with students sometimes plagiarising content from the internet or using sophisticated gadgets to cheat during tests.

The impact of cheating extends beyond just gaining an unfair advantage in a specific assessment (Amoah et al., 2018). It fundamentally undermines the assessment process, which is designed to evaluate a student's understanding and mastery of the subject matter. When cheating occurs, it throws into question the reliability and validity of assessment outcomes, not just for the individual involved but for the entire educational system. Moreover, cheating also has a demoralizing effect on honest students (Adeniyi & Adedotun, 2019). When certain individuals engage in dishonest practices and seemingly benefit from them, it can lead to a sense of injustice and frustration among those who adhere to academic integrity. This can erode the overall moral fabric of the student community, as it places honest students at a perceived disadvantage, potentially discouraging them from continuing their hard work and integrity (Ngwokabuenui, 2015).

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Truancy

Regular absenteeism, or truancy, is another form of academic-related indiscipline with far-reaching consequences. When students frequently miss classes without a valid reason or leave school grounds without permission, it directly hampers their academic progress (Omolekan & Ajayi, 2023). According to Kagoiya and Kagema (2018), students missing out on lessons leads to gaps in knowledge, making it difficult for students to keep up with the curriculum and perform well in assessments. Truancy can also indicate underlying issues such as a lack of engagement, personal or family problems, or a disconnection from the school environment (Allyu & Liman, 2017). It is essential for schools to not only enforce attendance policies but also to investigate and address the reasons behind students' absenteeism. Interventions may include counselling, engagement programs, or parental involvement to help students overcome the challenges that lead to truancy.

Academically, students who frequently miss school are likely to fall behind in their coursework (Amoah et al., 2018). This academic gap can lead to a cycle of poor performance and decreased motivation, as catching up with peers and the curriculum becomes increasingly challenging. Truancy can also hinder the development of essential skills and knowledge that are crucial for a student's future educational and career prospects (Adeniyi & Adedotun, 2019). Beyond academic consequences, truancy often signals underlying personal, social, or family-related issues. According to Ngwokabuenui (2015), factors contributing to truancy can include a lack of engagement with the school or curriculum, personal or family problems, mental health issues, bullying, or a challenging home environment. In some cases, it might also be

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linked to broader systemic issues such as socio-economic challenges or perceived irrelevance of the curriculum to the student's life and future.

Lack of Participation or Engagement in Classroom Activities

A lack of participation or engagement in classroom activities is a subtler yet significant form of academic indiscipline that can seriously impede a student's educational journey (Lawal et al., 2019). This behaviour is often manifested in various ways, such as consistently failing to complete homework, remaining silent during class discussions, showing reluctance to participate in group activities, or exhibiting a general disinterest in the learning process (Salaudeen et al., 2021). While on the surface, these behaviours might be quickly dismissed as laziness or apathy, they often stem from more complex underlying issues.

In many cases, this lack of engagement has deeper roots that are not immediately visible. Learning difficulties are a common cause, where students struggle to keep up with the pace of the class or understand the material, leading to feelings of frustration and disengagement (Gyan et al., 2017). Lack of confidence is another significant factor; students who feel insecure about their abilities may withdraw from participating in class to avoid potential failure or embarrassment. Additionally, unaddressed personal issues, such as problems at home, emotional distress, or social anxiety, can greatly impact a student's ability to engage with their schoolwork (Odebode, 2019). These underlying causes can lead to a cycle of poor academic performance and diminished learning experiences, further exacerbating the student's disengagement.

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Addressing this issue effectively requires a supportive and responsive educational environment, tailored to meet the diverse needs of students. Teachers play a pivotal role in this process. By adopting inclusive teaching strategies, educators can create a learning atmosphere that accommodates various learning styles and paces, making the classroom more accessible and less intimidating for all students (Gyapong & Subbey, 2021). Personalized support is also crucial; providing individual attention and assistance to students who struggle can make a significant difference in their engagement levels. This might involve additional tutoring, differentiated instruction, or adjustments in the teaching methods to better suit the student's needs.

Disrespect towards Academic Standards

Disrespect towards academic standards involves challenging or disregarding the established rules and expectations of the school (Kagoiya & Kagema, 2018). This includes repeatedly failing to adhere to class guidelines, or showing a general disregard for the academic processes (Ibrahim et al., 2020). Such behaviour not only disrupts the learning environment but also reflects a lack of respect for the educational system and its authorities. This form of indiscipline can stem from a misunderstanding of academic expectations, a feeling of alienation within the school system, or broader attitudinal issues. Addressing it involves clear communication of academic policies, consistent enforcement of rules, and ensuring that students understand the rationale behind these standards (Ali et al., 2014). Additionally, providing a platform for students to express their concerns and grievances respectfully can help mitigate this issue.

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A persistent disregard for class guidelines and academic processes is a notable issue in educational settings, as it reflects a broader attitude of non-compliance and indifference towards the established norms of the school (Ngwokabuenui, 2015). This form of indiscipline is characterized by students repeatedly failing to follow classroom rules, ignoring assignment protocols, or showing a general apathy towards the structured processes that facilitate learning and order within the educational environment. Such behaviour is concerning because it not only hinders the individual student's learning experience but also disrupts the educational atmosphere for others (Atunde & Aliyu, 2019). When students consistently ignore class guidelines, it can lead to an unstructured and chaotic classroom environment, making it difficult for teachers to effectively deliver lessons and for other students to focus and engage. This repeated non-compliance can undermine the teacher's authority and the overall discipline within the class, which is essential for a productive learning experience.

Behavioural-Related Indiscipline

Behavioural-related indiscipline refers to conduct by students that disrupts the normal functioning and orderly environment of a school. This type of indiscipline is characterized by actions that violate the established behavioural norms and expectations set by the educational institution (Hassan, 2019; Jinot & Danalutchmee, 2023; Odebode, 2019). Such behaviours can range from minor disruptions to more serious infractions, affecting not only the learning process but also the overall school climate. Common forms include substance abuse, aggressive behaviour, and vandalism and property damage.

Substance Abuse

Substance abuse is a grave concern, with students using drugs, alcohol, or tobacco on school premises, leading to health and safety risks (Ampofo, 2021; Kagoiya & Kagema, 2018). Additionally, dishonesty and deception, such as lying to teachers or stealing from fellow students, contribute to an atmosphere of mistrust and insecurity within the school environment. Substance abuse among students, including the use of drugs, alcohol, or tobacco on school premises, poses serious health and safety risks (Ampofo, 2021). These substances can lead to addiction, impair judgment, and increase the likelihood of accidents, injuries, or even fatalities among students.

Substance abuse can detrimentally affect students' discipline actions and subsequently, their academic performance (Lawal et al., 2019). The cognitive impairments associated with drug and alcohol use can lead to decreased concentration, memory problems, and a decline in overall academic achievement. Substance abuse may result in behavioural issues within the school community. Students under the influence of substances may exhibit erratic or aggressive behaviour, disrupting the learning environment and potentially posing risks to their peers and educators (Hassan, 2019). Depending on the school's policies and local laws, students caught using or possessing drugs, alcohol, or tobacco on school premises may face disciplinary actions, suspension, or even expulsion. Legal consequences can also apply, further impacting their future (Gyapong & Subbey, 2021). These efforts aim to raise awareness, discourage experimentation, and equip students with the knowledge and skills to make informed, healthy choices.

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Aggressive Behaviour

Aggressive behaviour in educational settings, encompassing physical or verbal aggression, fighting, bullying, and verbal abuse, represents a significant challenge for ensuring a safe and conducive learning environment (Odebode, 2019). Such behaviour has far-reaching implications, not only for the individuals directly involved but also for the broader school community (Jinot & Danalutchmee, 2023). Physical aggression, which includes fighting or any form of physical intimidation, poses immediate safety concerns and can lead to injuries or more severe consequences. Verbal aggression and bullying, on the other hand, while not physically harmful, can inflict significant emotional and psychological distress (Ddungu, 2016).

The presence of aggressive behaviour in schools creates an atmosphere of fear and hostility, which can be deeply unsettling for students and staff alike (Odebode, 2019). It disrupts the learning process, as students may become more focused on these stressors rather than their academic work. Furthermore, witnessing or experiencing such aggression can lead to long-term effects such as anxiety, depression, and a general sense of insecurity within the school premises (Lawal et al., 2019).

Addressing aggressive behaviour requires a proactive and multi-layered approach. This includes implementing strict anti-bullying policies, providing support and counselling services for both victims and aggressors, and promoting a school culture that values empathy and conflict resolution (Hassan, 2019). Teachers and staff should be trained to recognize signs of aggression and intervene effectively. In addition, fostering open communication among students, teachers, and parents can help in early

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identification and management of such behaviours (Gyapong & Subbey, 2021).

Vandalism and Property Damage in Schools

Vandalism and property damage within schools is another serious form of indiscipline that has detrimental effects on the educational environment (Odebode, 2019). This behaviour involves the deliberate destruction, defacement, or damage of school property, ranging from graffiti on walls to the destruction of educational equipment or facilities. Such acts reflect a profound disrespect for the school environment and the wider community.

The implications of vandalism are not only financial, in terms of the cost of repairs and replacements, but also symbolic (Jinot & Danalutchmee, 2023). It tarnishes the physical appearance of the school and can create an atmosphere of neglect and decay. This environment can negatively impact the morale and pride of both students and staff, leading to a diminished sense of community and belonging (Ddungu, 2016). Moreover, frequent incidents of vandalism can lead to a cycle of deterioration, where the degrading physical environment further fuels indiscipline and disrespect among the student body.

Social-Related Indiscipline

Social-related indiscipline in schools refers to misconduct that primarily affects the social dynamics and interpersonal relationships within the school community (Kagoiya & Kagema, 2018). This type of indiscipline encompasses behaviours that disrupt the social fabric and respectful interactions essential for a healthy and productive educational environment (Ampofo, 2021). Key forms of social-related indiscipline include bullying and harassment, discrimination and social exclusion.

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Bullying and Harassment

Bullying and harassment in schools are critical issues that create a climate of fear and intimidation, severely impacting the mental and emotional well-being of students (Bashar et al., 2021). These behaviours go beyond mere misconduct; they create a culture of fear and intimidation, significantly impacting the mental, emotional, and sometimes physical well-being of students. Bullying can manifest in various forms, including physical aggression (such as hitting or pushing), verbal abuse (like name-calling or derogatory remarks), social exclusion (deliberately excluding someone from social groups or activities), and increasingly, cyberbullying (using digital platforms to harass or intimidate). Harassment, including sexual harassment, is characterized by unwanted, unwelcome, and uninvited behaviour that humiliates, offends, or intimidates the target individual (Allyu & Liman, 2017). The repercussions extend beyond the immediate victims, as witnessing bullying can create a pervasive sense of insecurity among the entire student body.

Harassment, including sexual harassment and intimidation, further exacerbates this unsafe environment. It undermines the dignity and self-worth of students and can lead to long-term psychological trauma. Such conduct not only affects individual students but also significantly impairs the overall learning environment, making it difficult for students to concentrate and engage fully in their educational activities. According to Atunde and Aliyu (2019) impacts of bullying and harassment are profound. Victims often experience a range of negative outcomes, such as anxiety, depression, decreased self-esteem, and even physical health problems. These issues can

lead to absenteeism, decreased academic performance, and in severe cases, dropping out of school. Moreover, the effects of bullying extend beyond the individual victims; witnesses to bullying can also feel unsafe and distressed, contributing to an overall climate of fear and unease within the school (Isa et al., 2021; Lawal et al., 2019).

Discrimination

Discrimination in schools, targeting aspects such as race, gender, sexual orientation, religion, or other personal characteristics, represent significant impediments to creating a healthy and inclusive educational environment (Jinot & Danalutchmee, 2023). These behaviours are not only detrimental on an individual level but also contribute to a broader atmosphere of division and hostility within the school culture. When students engage in or are subjected to discriminatory actions or prejudiced remarks, it sends a message that certain individuals are less valued or respected based on inherent or personal characteristics (Belle & Seegopaul, 2020). This directly contravenes the principles of equality, inclusivity, and mutual respect, which are crucial for a nurturing and productive educational setting.

The impact of such discrimination on affected students can be profound and long-lasting. Experiencing prejudice can lead to feelings of alienation and isolation, as students feel that they do not fully belong or are not fully accepted in their school community (Allyu & Liman, 2017). This can have a cascading effect on their self-esteem and self-worth, making them feel undervalued and marginalized. Such emotional and psychological tolls are not just limited to the social aspects of school life but can also significantly impede academic engagement and performance (Bashar et al., 2021). Students

who feel discriminated against are more likely to disengage from active participation in class, show decreased motivation in academic pursuits, and overall, have a lower investment in their educational journey.

Social Exclusion

Social exclusion in schools is a pervasive issue that significantly affects the emotional and social well-being of students (Ddungu, 2016). This phenomenon occurs when certain students are deliberately excluded from social groups, activities, or peer interactions. Such exclusion can be subtle, manifesting in non-invitation to social events or group activities, or more overt, such as being ignored or marginalized within the school setting. The impact of social exclusion is profound, as it leads to feelings of isolation and loneliness among affected students, severely impacting their sense of belonging and connection to their peers and the school community (Bashar et al., 2021).

The consequences of social exclusion extend beyond just the immediate emotional impact. Students who experience exclusion often face significant challenges in their social development (Atunde & Aliyu, 2019). Being isolated from peer groups can hinder the development of critical social skills, such as communication, empathy, and collaboration. It can also affect their self-esteem and confidence, as they may internalize the exclusion as a reflection of their self-worth. Over time, this can lead to a deeper sense of alienation, not just from their peers but from the school environment as a whole.

Moreover, feelings of isolation and loneliness are not only detrimental to students' mental health but can also have academic implications (Bashar et

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al., 2021). Students who feel excluded are more likely to disengage from school activities, show a lack of interest in academic pursuits, and have lower overall academic performance. The stress and anxiety caused by social exclusion can consume their focus, making it difficult for them to concentrate on their studies.

Factors that contribute to Indiscipline

School Climate

The overall climate of a school plays a crucial role in shaping students' behaviour and attitudes. According to Kagoiya and Kagema (2018), school environment that lacks a strong sense of community, safety, or inclusivity can significantly contribute to acts of indiscipline among students. In such environments, students may feel disconnected, undervalued, or unprotected, which can manifest in various forms of misbehaviour. For instance, if bullying is prevalent and goes unchecked, it not only affects the victims but also sets a tone of tolerance for aggressive behaviour. Similarly, the absence of positive role models within the school can leave students without appropriate behavioural benchmarks to emulate (Ali et al., 2014).

Ibrahim *et al.* (2020) found that students are likely to associate themselves with undisciplined or violent peers if they perceive the school climate as endorsing or tolerating such behaviours. This suggests that the norms and perceived values within a school can significantly impact students' decisions regarding discipline. A positive school climate is characterized by a sense of belonging, respect, and mutual support among students and staff (Kagoiya & Kagema, 2018). Schools that successfully cultivate such an environment generally witness fewer disciplinary issues, as students are more

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likely to feel engaged and responsible for maintaining the positive atmosphere. Efforts to improve school climate can include anti-bullying campaigns, promoting inclusivity, and actively fostering a culture of respect and kindness.

Teacher-Student Relationships

The nature of teacher-student relationships is another pivotal factor in student discipline. Poor relationships between teachers and students, often marked by a lack of mutual respect, understanding, or positive interaction, can lead to student disengagement and indiscipline (Atunde & Aliyu, 2019). According to Belle (2017), when students feel that their teachers are unapproachable, indifferent, or unfair, they may respond with disinterest or disruptive behaviour. Conversely, positive teacher-student relationships, where teachers are seen as supportive, empathetic, and fair, can greatly enhance student engagement and compliance with school rules (Gyan et al., 2017).

According to Isa *et al.* (2021), mutual respect and trust form the cornerstone of a healthy teacher-student relationship. When educators treat their students with respect, acknowledging their perspectives and valuing their input, it establishes a foundation of trust. This fosters a positive learning environment where students feel valued and are more likely to reciprocate with appropriate behaviour.

In conjunction with mutual respect, the establishment of clear expectations and boundaries is crucial for maintaining order in the classroom. When teachers articulate and consistently enforce rules, students gain a clear understanding of acceptable behaviour (Ngwokabuenui, 2015). Clear guidelines provide a framework for discipline, helping students navigate their

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actions within defined boundaries. This clarity contributes to a sense of structure, reducing the likelihood of disruptive behaviour and creating an environment conducive to learning.

Ineffective School Policies

Amoah *et al.* (2018) pointed out that policies are essential for managing indiscipline. This is because every school has a policy, which sets out the standards of behaviour it expects. These rules and regulations try to outline what it will do if a student's behaviour falls below set standards. Kagoiya and Kagema (2018) argued that effective teachers operate under clearly understood rules, giving clear presentations, having clear instructions, handling misbehaviours eruptions, quickly and calmly, ensuring that work is appropriate to students' ability and minimizing interruptions. The effectiveness of a school's disciplinary policies, therefore significantly impacts the prevalence of indiscipline. Inconsistent or unfair disciplinary practices can exacerbate disciplinary problems by creating a sense of injustice or confusion among students (Atunde & Aliyu, 2019). When rules are not clearly defined, arbitrarily enforced, or perceived as excessively harsh, students may respond with defiance or further misconduct.

Consistency in policy enforcement is key to maintaining order and fairness in a school environment (Ampofo, 2021). Students need to understand the rules and the rationale behind them, as well as the consequences of breaking these rules. Furthermore, disciplinary measures should not only be punitive but also aim at guiding students towards better behaviour. This might include restorative practices that focus on repairing harm and rebuilding relationships, rather than just punishing misbehaviour.

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Poor Classroom Management

Effective classroom management is pivotal in maintaining a conducive learning environment, and its absence can be a significant contributor to student indiscipline (Gyan, 2015). Classrooms that lack clear expectations, structure, or engaging content are more prone to issues of student disengagement and misbehaviour. A well-managed classroom typically features a clear set of rules and routines, consistent enforcement of those rules, and a structure that facilitates both learning and positive behaviour (Ali et al., 2014). However, when these elements are missing, students may feel uncertain about behavioural expectations, leading to increased instances of misbehaviour.

Additionally, the research unveiled that factors contributing to disruptive behaviours included inadequate seating arrangements, disinterest in subject matter, classroom overcrowding, inconsistent parenting, hunger, health issues, grade repetition, lack of teacher motivation, and insufficient recreational time (G. Mwaniki et al., 2016; Waithira et al., 2020). Beyond maintaining order, effective classroom management also involves creating a positive and stimulating learning environment (Ngwokabuenui, 2015). This includes engaging students with the material and fostering an atmosphere where they feel valued, heard, and motivated. When lessons are engaging and cater to the diverse learning needs of students, there is typically less room for disruptive behaviour. On the other hand, a monotonous or unchallenging curriculum can lead to boredom and disengagement, prompting students to act out as a means of seeking stimulation or attention (Atunde & Aliyu, 2019).

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Overcrowded Classrooms

Overcrowding in classrooms presents a significant challenge for both teachers and students, often leading to increased indiscipline. In an overcrowded classroom, teachers may struggle to provide individual attention to each student, making it difficult to address specific learning needs or behavioural issues. This lack of personalized interaction can result in some students feeling neglected or overlooked, which can manifest in disruptive behaviour as a means of seeking attention. On the part of Ali *et al.* (2014), the study reported that school based causes of indiscipline among other things are: teachers' lateness and absenteeism in class, overcrowded classrooms, unconducive school environment, un-enforced school rules and regulations and poor teaching.

According to Ngwokabuenui (2015), the school based causes of indiscipline are teachers' lateness and absenteeism in class, overcrowded classrooms, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrators. Moreover, overcrowded classrooms can make effective classroom management more challenging (Omolekan & Ajayi, 2023). In overcrowded classrooms, teachers may find it harder to maintain order and ensure that all students are engaged with the lesson. For students, the cramped and possibly uncomfortable physical environment can lead to frustration and agitation, further exacerbating disciplinary issues (Isa et al., 2021). This situation often demands additional resources and support for teachers, including effective classroom management strategies tailored to larger groups and efforts to reduce class sizes to more manageable levels.

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Peer Influence

The social dynamics within a school, including peer influence, play a critical role in shaping student behaviour. Peer pressure and the influence of cliques can significantly impact how students conduct themselves (Oladimeji, 2021). In some cases, negative peer influence can encourage indiscipline, especially among students who are eager to fit in, seek acceptance, or avoid exclusion. The desire to be accepted or recognized by peers can lead students to engage in behaviours that they might otherwise avoid, including acts of indiscipline. Atunde and Aliyu (2019) highlighted inconsistent parenting, neglectful parents, and overprotective parenting as contributors to indiscipline. Hassan (2019) asserted the significant influence of peer groups on young people's lifestyles, noting that many parents, preoccupied with other responsibilities, may overlook monitoring their children's friendships and moral development, making them susceptible to peer pressure.

Mass Media

Mass media encompasses various forms of transmission such as television, radio, social media, and the internet. Its pervasive reach and impact on shaping attitudes, values, and behaviours cannot be overlooked (County et al., 2023). According to Dalhatu and Lawal (2022), mass media often portrays certain behaviours, lifestyles, and values that may glorify rebellion, defiance, or anti-social conduct. Television shows, movies, music videos, and online content frequently depict characters engaging in acts of rebellion, breaking rules, and challenging authority figures (Opara, 2020). This can create a perception among viewers, including students, that such behaviour is acceptable or even desirable, thereby influencing their attitudes and actions.

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Moreover, mass media can perpetuate stereotypes, glamorize violence, and promote unrealistic ideals of success and popularity (Ntakirutimana & Andala, 2019; Ofori et al., 2018). This can lead to a culture where students feel pressured to conform to societal expectations or emulate the behaviours and attitudes portrayed in mass media, even if they are contrary to school rules or values. For example, exposure to violent video games or movies may desensitize individuals to the consequences of aggression, leading to a normalization of violent behaviour among some students. Additionally, the proliferation of social media platforms has facilitated the rapid spread of information, opinions, and peer influences among students (Musau et al., 2017). As stated by Ndaita (2016) Social media platforms enable students to connect with peers, share experiences, and seek validation from online communities. However, they can also expose students to negative influences, cyberbullying, and harmful content that may contribute to feelings of alienation, social comparison, and peer pressure, ultimately influencing their behaviour both online and offline.

Furthermore, mass media can shape perceptions of authority, discipline, and social norms, which may impact how students interact with teachers, administrators, and other authority figures within the school environment (Mokaya. Omote, 2015; Ndaita, 2016; Ocharo & Karani, 2015). Negative portrayals of authority figures or institutions in the media may undermine students' respect for rules and regulations, leading to defiance, disobedience, or acts of rebellion.

Effects of Indiscipline

The effects of indiscipline within Senior High Schools (SHS) are wide-ranging and can have significant consequences for students, teachers, and the overall school community. These effects manifest in various aspects of academic, social, emotional, and institutional domains, ultimately impacting the well-being and success of individuals and the school environment as a whole.

Academic Effects

Indiscipline within schools poses significant academic consequences for students, as it disrupts the learning environment and impedes their ability to achieve academic success (Waithira et al., 2020). Classroom disturbances, such as frequent disruptions, disrespectful behaviour towards teachers, or distractions caused by unruly peers, create an atmosphere that is not conducive to effective teaching and learning. As a result, students find it challenging to concentrate, engage with instructional material, and actively participate in classroom activities (Ezeanolue & Nnorom, 2020). This disruption in the learning process hampers students' ability to acquire new knowledge, develop critical thinking skills, and master academic concepts, ultimately hindering their academic progress (Steve & Charles, 2020b).

Moreover, indiscipline can lead to more serious academic misconduct, such as truancy or cheating (Olayinka et al., 2023), which further undermines the integrity of the educational system and erodes students' academic achievements. Truancy, or habitual absence from school without a valid excuse, deprives students of valuable instructional time and opportunities for learning. As a consequence, truant students fall behind in their coursework,

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miss important instructional material, and struggle to keep up with academic expectations (Peter, 2015). Similarly, engaging in cheating or academic dishonesty compromises students' academic integrity and erodes the value of their educational achievements (Ezeanolue & Nnorom, 2020). Cheating not only undermines the fairness and validity of assessments but also deprives students of the opportunity to develop essential skills and competencies through genuine learning experiences.

Social and Emotional Effects

Indiscipline in Senior High Schools (SHS) has a profound social and emotional impact on students, influencing their overall well-being and interpersonal relationships within the school community (Salaudeen et al., 2021). Firstly, indiscipline contributes to heightened levels of stress and anxiety among students. The disruptive behaviour, constant disruptions, and unpredictability within the school environment create an atmosphere of tension and unease (Amaewhule & Nukan-Adebayo, 2022). Students may feel constantly on edge, unsure of when the next disruptive incident may occur, which can lead to chronic stress and anxiety that impairs their ability to focus and learn effectively.

Moreover, indiscipline can foster feelings of alienation and insecurity among students (Ezeanolue & Nnorom, 2020). When the school environment is characterized by disorder and misconduct, students may feel disconnected from their peers and teachers. This sense of alienation can result in feelings of loneliness, isolation, and low self-esteem, as students struggle to find a sense of belonging within the school community (Patrick & Adade, 2020). Additionally, students who are targeted by indisciplinary behaviour, such as

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bullying or harassment, may experience heightened levels of insecurity and fear for their safety, further exacerbating their social and emotional challenges (Chewen et al., 2018; Saputra et al., 2020).

Furthermore, indiscipline can create barriers to forming positive relationships with peers and teachers (Eguzoroibe, 2022). When the school climate is characterized by hostility, distrust, and fear, students may struggle to develop meaningful connections with their classmates and educators. This can hinder their social development and interpersonal skills, as they may avoid social interactions or withdraw from participating in school-related activities. Additionally, students may become wary of authority figures, viewing teachers and administrators with suspicion or resentment, which can further strain teacher-student relationships and impede academic engagement and achievement (Allyu & Liman, 2017).

Negative School Climate

Indiscipline within Senior High Schools (SHS) significantly impacts the school climate, leading to a negative environment that affects the sense of safety, order, and belonging (Saputra et al., 2020). Persistent disruptions and misconduct contribute to a deteriorating atmosphere characterized by tension and uncertainty. Students, teachers, and administrators experience a breakdown in trust and cohesion, as the prevalence of indiscipline erodes the bonds that are essential for a supportive learning community (Gahungu, 2018).

In a school with a negative climate due to indiscipline, students may feel unsafe and insecure, hindering their ability to focus on academic tasks (Mwaniki, Ngunjiri, & Kanjogu, 2016). The fear of disruptive behaviour or conflict may lead to increased anxiety and stress among students, further

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exacerbating the challenges they face in their educational journey (Ofori et al., 2018). Moreover, a lack of order and discipline can create an environment where bullying, harassment, and other forms of misconduct go unchecked, further compromising students' well-being and social development (Enefu et al., 2019).

Dealing with persistent disruptions and misconduct can erode teacher morale and job satisfaction, leading to feelings of frustration, burnout, and disillusionment (Assafuah-Drokow & Asabil, 2021). Teachers may struggle to maintain control of the classroom and deliver quality instruction amidst the chaos, further compromising their effectiveness as educators (Simba et al., 2016). The negative school climate may also discourage talented teachers from remaining at the school or deter prospective educators from joining the profession, exacerbating staffing challenges and undermining institutional effectiveness.

Implications of Indiscipline for School Reputation and Community Relations

Indiscipline within a school setting can have detrimental effects on the institution's reputation, affecting various aspects of its operations and relationships with the community (Mwaniki et al., 2016). One significant consequence is the impact on enrolment rates. Parents and guardians often prioritize their children's safety and well-being when selecting a school for their education (Ofori et al., 2018). Schools with reputations for high levels of indiscipline may struggle to attract new students or retain existing ones, leading to declining enrolment rates over time (Enefu et al., 2019). This decline in enrolment can have financial implications for the school, affecting

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its ability to maintain adequate staffing levels, facilities, and resources necessary for providing quality education.

Moreover, chronic indiscipline can erode community perceptions of the school, leading to negative attitudes and perceptions among community members (Assafuah-Drokow & Asabil, 2021). Negative publicity surrounding indisciplinary issues, whether through local media coverage, word-of-mouth, or social media, can create a stigma around the school and its students. This negative perception may deter potential supporters, donors, or partners from engaging with the school, further isolating it from the broader community (Simba et al., 2016).

Also, decreased community support may manifest in various forms, including reduced volunteerism, participation in school events, or contributions to fundraising efforts (Steve & Charles, 2020). Additionally, community members may express their dissatisfaction through public criticism or advocacy for policy changes that could further undermine the school's reputation and resources.

Measures to Improve Discipline in Schools

Addressing indiscipline requires a multifaceted approach that involves proactive measures, corrective measures and positive reinforcement.

Proactive Measures

Proactive measures are actions or steps taken in advance to prevent potential problems or mitigate risks (Onyango et al., 2018). They involve being prepared and taking initiative to address potential issues before they occur, rather than simply reacting to problems after they arise (Njobvu et al., 2020). Proactive measures are often used in various contexts, including

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personal, professional, organizational, and societal settings, to prevent or minimize negative outcomes and promote positive outcomes. For instance, guidance and counselling programmes can offer individualised support to students who exhibit indiscipline behaviours. Trained counsellors can engage in one-on-one counselling sessions with students to identify the underlying causes of their indiscipline, such as personal challenges, emotional issues, or family dynamics (Gahungu, 2018). Through active listening, empathy, and non-judgmental support, counsellors can help students reflect on their behaviours, explore alternative coping strategies, and develop self-regulation skills. By addressing the root causes of indiscipline, guidance and counselling can help students gain insight into their actions and make positive changes in their behaviour (Kimotho et al., 2019).

According to Girma (2016), one of the proactive measures of curbing indiscipline through guidance and counselling is conducting assessments and evaluations to understand the needs and strengths of each student. School counsellors may use various assessment tools, techniques, and interviews to gather information about a student's academic, social, emotional, and behavioural functioning. This information helps in identifying the areas where a student may need support and developing tailored interventions to address those areas (Imbush et al., 2021). Assessments may include measures of cognitive ability, emotional well-being, social skills, career interests, and other relevant factors, depending on the goals and scope of the Guidance and Counselling services.

Based on the assessments, school counsellors can work with students to develop personalised goals and plans. These goals may be academic, career,

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social, or emotional in nature, and should align with the student's strengths, interests, and developmental stage. Individualised plans may involve setting short-term and long-term goals, identifying strategies and resources, and monitoring progress over time. Personalised goal setting helps students to have a clear sense of direction, purpose, and motivation, and allows for customization of the support provided by the school counsellor.

Counselling programmes can provide preventive education to students, teachers, and parents on topics such as positive discipline, stress management, effective communication, and conflict resolution (Kanael et al., 2021; Kinoti et al., 2018). These educational efforts can increase awareness, knowledge, and skills related to managing indiscipline, and empower stakeholders with tools to prevent indiscipline behaviours from occurring in the first place (High & District, 2016; Sarah et al., 2022).

Corrective Measures

Corrective measures are actions or steps taken to address problems or issues that have already occurred. They are aimed at resolving existing problems, mitigating their impacts, and preventing them from recurring in the future. Corrective measures are typically taken in response to incidents, errors, deviations, or failures that have been identified and require remediation. Group interventions can be an effective corrective measure in managing indiscipline in Senior High Schools. Guidance and counselling programmes can conduct group counselling sessions, workshops, or support groups that focus on specific indiscipline issues, such as anger management, conflict resolution, or social skills development (Flood, 2012).

According to Fosu-Ayarkwa (2022), these interventions can provide a platform for students to share their experiences, learn from each other, and develop strategies for managing indiscipline in a supportive and collaborative environment. Group interventions can also promote a sense of belonging, connection, and peer support, which can contribute to positive changes in behaviour and reduce indiscipline incidents (Kiprop et al., 2015). Group interventions in Guidance and Counselling typically involve forming small groups of students who share common concerns or challenges. These groups may be organized based on developmental stage, interests, or specific issues.

Corrective measures in the context of guidance and counselling for addressing student indiscipline typically involve steps taken to rectify or address misbehaviour or disciplinary issues that have already occurred (Sackey et al., 2016). These measures are aimed at helping students understand the consequences of their actions, correcting their behaviour, and preventing further occurrences of indiscipline. A key component is to developing individualized behaviour modification plans for students who consistently exhibit indiscipline (Onyango et al., 2018). Onyango et al. further indicated that, these plans may involve setting clear expectations, defining consequences for inappropriate behaviour, and reinforcing positive behaviours through rewards or incentives. Then, there is the enforcement of school or institution discipline policies and procedures consistently and fairly to address indiscipline incidents. This may involve implementing consequences, such as detention, suspension, or other disciplinary actions, as outlined in the established policies and procedures.

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Positive Reinforcement

Positive reinforcement is a behavioural management technique that involves rewarding or acknowledging desirable behaviours to encourage their repetition (Njobvu et al., 2020). It is a proactive approach that focuses on reinforcing positive behaviours rather than punishing negative behaviours. Positive reinforcement is widely used in various settings, including education, parenting, workplace, and therapy, to promote positive behaviours and outcomes. Reinforcement can also promote character education and values among students, which can contribute to the development of responsible and ethical behaviours (Korugyendo et al., 2022).

By providing guidance on moral values, ethics, and principles, counsellors can instil in students a sense of integrity, responsibility, and accountability. Through value-based activities, discussions, and reflections, students can understand the consequences of their actions and learn to make responsible choices (Korugyendo et al., 2022; Ofori, 2018). By promoting positive values such as honesty, respect, tolerance, and empathy, guidance and counselling programmes can help students internalize these values as guiding principles in their behaviour, reducing the likelihood of engaging in indiscipline behaviours.

Rewards can also serve as a motivation for students to behave positively and reinforce the connection between positive behaviour and positive outcomes (Girma, 2016; Vuleza, 2021). They can work with students to set specific behavioural goals and track their progress towards achieving those goals. When students make progress or achieve their goals, counsellors can provide positive reinforcement by acknowledging their efforts and

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celebrating their success. This can help students develop a sense of accomplishment and motivation to continue their positive behaviours.

Conceptual Model for the Study

The study is guided by the conceptual model indicated in Figure 1. At the centre, the primary purpose of the study is clearly stated. Branching out from this central node are four main areas of focus. This segment of the model delves into the various types of indiscipline encountered in the schools, categorized as academic-related, behavioural-related, and social-related. Each category represents a different aspect of indiscipline, highlighting the multifaceted nature of the issue.
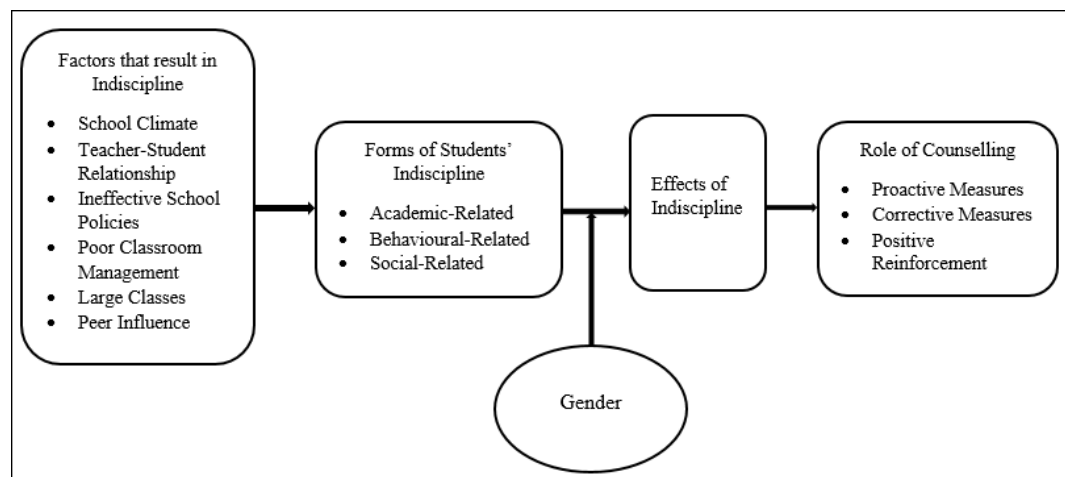
Figure 1: Conceptual Model
Source: Author (2023)

The study also investigated the factors that contribute to indiscipline. These factors include school climate, teacher-student relationships, ineffective school policies, poor classroom management, large class sizes, and peer influence. Each factor is interconnected, illustrating the complex interplay of environmental, relational, and structural elements that can influence student behaviour. The final segment of the model looks at the various means to reduce. This is broken down into proactive measures, corrective measures, and

positive reinforcement, indicating the diverse approaches counselling can take to address and mitigate indiscipline.

Empirical Review

This section review studies that have been conducted based on the objectives of the study. The section covered acts of indiscipline among students, factors that contribute to the acts of indiscipline, measures for improving discipline in schools, effects of indiscipline as well as gender and indiscipline.

Acts of Indiscipline among Students

In a study conducted by Fosu-Ayarkwa (2022), the author examined the forms of indiscipline different and the counselling strategies available for managing indiscipline at universities in Ghana. The study employed a qualitative approach, specifically discourse analysis, to analyse the data. A total of 25 participants were recruited from five different educational institutions and were interviewed using a semi-structured interview guide. The data was transcribed, coded, categorized, and qualitatively analysed based on emerging themes through the process of thematic analysis. The findings revealed that various forms of misconduct including academic misconducts, physical aggression, bullying, truancy and substance abuse were prevalent in educational institutions, with truancy being the most frequently occurring type.

Esere and Mustapha (2020) investigated the different forms of indiscipline and its impact on guidance and counselling. Through a mixed-methods approach, encompassing both qualitative and quantitative data collection methods, a comprehensive analysis was conducted to understand the

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multifaceted nature of indiscipline, its root causes, and its consequences on individuals, educational institutions, workplaces, and communities. The findings of this study reveal a spectrum of indiscipline encompassing behaviours ranging from minor infractions, such as tardiness and rule-breaking, to more severe misconduct, including bullying, substance abuse, and workplace insubordination. Root causes were identified to include environmental factors, personal challenges, and societal influences. The study underscores the detrimental effects of indiscipline, including compromised learning environments, decreased workplace productivity, and community unrest.

Eyo, Joshua and Esuong (2010) examined different forms of indiscipline, employing a mixed-methods research approach to explore the underlying causes, manifestations, and potential solutions. The research utilized a combination of quantitative and qualitative methods to gather data from a diverse sample of participants. Surveys, interviews, and focus group discussions were conducted to collect information from students, employees, and community members. The data were analysed using statistical techniques and thematic analysis, allowing for a comprehensive understanding of the various dimensions of indiscipline. Various forms of indiscipline were identified, including academic misconduct, workplace absenteeism, and public disruption. The research revealed that indiscipline often stems from factors such as lack of accountability, inadequate communication, and socio-economic pressures.

Lai-Yeung (2014) presented a comprehensive quantitative analysis of various forms of indiscipline across diverse contexts. The research employed a

quantitative methodology to systematically collect and analyse data related to indiscipline. The study's objective was to assess the prevalence, factors, and consequences of indiscipline, with a focus on educational institutions and workplace environments. Quantitative data were collected through structured surveys and questionnaires distributed to a representative sample of students in educational institutions and employees in various workplaces. The survey instruments were designed to measure different forms of indiscipline, including disruptive behaviour, absenteeism, violations of rules and regulations, and unethical conduct. The findings of this quantitative study revealed significant insights into the various forms of indiscipline. In educational settings, a notable percentage of students admitted to engaging in disruptive behaviour, while absenteeism was found to be prevalent among both students and employees. Violations of rules and unethical conduct were also reported across the surveyed institutions and workplaces. The study further identified several contributing factors to indiscipline, such as lack of supervision, peer influence, and job dissatisfaction.

Izehiuwa et al. (2022) examined different forms of indiscipline among students and its implications for guidance and counselling. The study population consisted of students from public secondary schools in the Edo South Senatorial District of Edo State. A survey research design was employed to collect data, and a total of 8,429 students were enrolled in the schools. Using a simple random sampling method, 400 students were selected to participate in the study. The study findings indicate that various forms of indiscipline including theft, absenteeism, academic misconduct and bullying

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were found among students. In addition, implementation of guidance and counselling related to the eradication of indiscipline.

The purpose of Rofiqoh et al. (2019) investigated the forms of indiscipline and the effectiveness of the guidance and counselling programmes implemented at Kaliwungu Elementary School. A descriptive qualitative methodology was employed, utilizing interviews and participant observation as the primary data collection methods. The findings revealed that the indiscipline among the students include academic misconducts, behavioural disruption, truancy and lateness and substance abuse. However, the responsibility for implementing the guidance and counselling programme at Kaliwungu Elementary School lies with the classroom teacher and was as effective as expected.

Factors that contribute to the Acts of Indiscipline

Jinot and Danalutchmee (2023) assessed the predominant challenges educators and school leaders encounter in managing disciplinary issues within the instructional environment. Given the diverse forms and complex underlying causes of indiscipline, it has emerged as a significant hurdle, especially within a context where adolescents' rights are protected by various laws and conventions. This study delved into these manifestations of indiscipline, the severity of offences, and their underlying causes, with a focus on promoting student well-being. Employing a qualitative research design, data were collected from educators and secondary school heads in Mauritius. Additionally, a survey was administered to gather perspectives from these participants. The forms of indiscipline identified are largely contextual, with

causes primarily linked to the student, school environment, family, and broader societal influences.

Belle (2017) examined the constitutional rights of children in accordance with international conventions. The study outlined numerous infractions related to sexual misconduct, truancy, class absences, use of inappropriate language, and unauthorized departure from school premises. It also revealed that school authorities face challenges in effectively disciplining students due to the complexities of adhering to international conventions and the centralisation of policy-making and implementation regarding student discipline in countries like Mauritius.

Belle and Seegopaul (2020) identified the primary manifestations of indiscipline, analyse the primary factors contributing to student indiscipline, and explore the current disciplinary approaches employed by the school administration of the chosen Academy. Data collection was conducted using a mixed-approach study methodology. A survey was administered to a total of 56 educators. An interview with a semi-unstructured format was carried out with the school administrator, while a focus group interview including 6 students was undertaken. The survey revealed that the primary symptoms were unauthorized departure from school grounds, physical altercations, sexual harassment towards female personnel, tardiness, use of offensive language, and truancy. The primary factors contributing to indiscipline are associated with both the educational institution and the family environment. The current techniques implemented by the Academy's school administrator include school community service, teacher involvement in discipline management, moral

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sanctions, the utilization of disciplinary cards, and assertive leadership from the school administrator.

Allyu and Liman (2017) conducted a study investigating the manifestations, origins, and repercussions of indiscipline affecting secondary school students in the Maiduguri Metropolitan Council of Borno State. Employing a descriptive survey research design, the study targeted all public secondary school teachers in the area. From a population of 1893 instructors, a random sample of 320 teachers (comprising 180 males and 140 females) was selected. The findings revealed a range of indiscipline behaviours among secondary school students, including disrespect towards teachers, involvement in physical altercations, defiance, truancy, cheating during exams, substance abuse, premature departure from school premises, eating in class, and bullying. The study identified several factors contributing to indiscipline, such as the geographical location of schools, parental attitudes, instructional methods, teacher-student relationships, and overcrowded classrooms. While there was a notable discrepancy between genders concerning the causes of indiscipline, no significant difference was observed in terms of its impact on teaching and learning.

Kagoiya and Kagema (2018) explored the factors contributing to indiscipline in primary schools in Nyeri Central Sub-County, Kenya. Thirteen head teachers were selected purposively for the study, and data collection involved the use of questionnaires distributed to both head teachers and teachers. The reliability coefficient of the research tools was determined to be 0.76. Data analysis was conducted using the Statistical Package for Social Sciences (SPSS ver. 19), with results presented through charts, tables,

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percentages, and frequencies. The study found that 55% of teachers employed guidance and counselling as a disciplinary measure, while 7.1% still relied on corporal punishment. The survey also revealed high incidences of absenteeism, truancy, and dishonesty across numerous schools, highlighting the importance of active involvement by both teachers and parents in student discipline management.

Measures for Improving Discipline in Schools

Odeka and Kinzi (2022) conducted a study to investigate the impact of counselling services on student behaviour in public secondary schools in Homabay Sub-County. The target population of 1279, including vice principals, teacher counsellors, and students from 30 secondary schools. Quantitative data was collected through questionnaires, and qualitative data was obtained through interview schedules. The quantitative data was analysed using t-tests, means comparisons, and regression analysis, while the transcripts of interviews were coded based on themes for reporting. The test for the hypothesis revealed a significant result with a sig. (2-tailed) p-value of 0.001, which was lower than the threshold of $\alpha = 0.05$. The findings indicated that the availability of peer counselling services had a positive impact on students' behaviour in public secondary schools in Homa Bay Sub-County, leading to improvements in their conduct.

Kariithi et al. (2022) conducted research to investigate the effects of counselling programmes on student indiscipline in public secondary schools in Kiambu County, Kenya. The study included 23 administrators, 97 teachers, and 398 pupils randomly selected from the larger population. Data was collected through observation schedules, interview guides, and questionnaires,

and underwent piloting to assess the research instruments' precision, readability, and applicability. The findings revealed a positive and statistically significant relationship (r=0.476, p<0.05) between peer counselling and student discipline, indicating that peer counselling interventions have a favourable impact on students' self-control in the classroom. The research suggests that interventions targeting these areas should be strengthened to enhance student discipline in the schools under investigation.

Sarah et al. (2022) undertook a study to assess the influence of counsellor training on student indiscipline in public secondary schools within the Mirangine Sub-County. Employing a descriptive survey research design, the study encompassed 15 public secondary schools in the area. Data collection involved the use of questionnaires and an observational checklist. Quantitative data were analysed using descriptive statistics such as frequencies, means, and percentages. Despite not all schools offering training for counsellors, the study revealed that counsellor training had a positive impact on their ability to address student indiscipline.

Alzyoud (2021) conducted research examining the effects of instructor supervision and counselling on student indiscipline in private schools. Data were collected through a questionnaire administered to a representative sample of 150 private school educators, with open-ended questions included to gather qualitative data. Data analysis involved the use of percentages and descriptive statistics in SPSS, with the validity and reliability of research instruments tested. The findings indicated an improvement in private school students' behaviour following guidance and counselling interventions. The study highlighted various counselling approaches employed by instructors, including

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individual, group, and nondirective counselling. However, it also identified a shortage of counselling sessions in private school settings.

Kanael et al. (2021) conducted a study to examine the impact of guidance and counselling services on secondary school students in the Monduli District of Tanzania. The intended audience for this research included the District Education Officer, 12 principals, 460 educators, and 9,565 pupils. The total sample size for the study consisted of one DEO, six principals, six guidance and counselling teachers, and 336 students. Data was collected using questionnaires and interview schedules, and both descriptive and inferential analyses were performed on the gathered data. The findings of the study revealed that guidance and counselling services in the Monduli District had a positive effect on students' discipline and academic performance. The research indicated that students who received these services experienced improved disciplinary issues.

Vipene and Haliru (2020) conducted a study to investigate the impact of guidance and counselling services on student disciplinary behaviour in public high schools for adolescents in Port Harcourt city. A descriptive survey research design was used, and both primary and secondary data sources were incorporated. Data collected from the study were analysed using measures of central tendency such as mean and standard deviation to address the research questions, and null hypotheses were evaluated using a significance level (z-test) of 0.05. The research findings revealed that students benefit from being informed about how their bodies develop, and counsellors play a role in helping students find community resources to address personal concerns and informing them about various career options available after graduation.

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Uche (2020) conducted a study to investigate the impact of guidance and counselling programmes on students' academic adjustments in public secondary schools in Rivers State. The study had three objectives and three research questions, and utilized a descriptive survey design. A total of 2253 participants, including 122 guidance counsellors and 2241 students, were surveyed. The instrument used in the study was validated by two specialists in measurement and evaluation, including the researcher's supervisor in the field of educational foundations' guidance and counselling. Data collected from the study were analysed using mean and standard deviation, and hypotheses were tested using the z-test at the 0.05 level of significance. The findings of the research revealed that the presence of guidance and counselling services had an impact on students' adherence to rules and regulations, school social atmosphere, willingness to learn, and adaptation to the physical school environment. The study highlighted the positive effects of guidance and counselling programmes on students' academic adjustments in public secondary schools in Rivers State.

Effects of Indiscipline

Olayinka et al. (2023) investigated the causes and impact of indiscipline on the academic performance of undergraduate university students in Nigeria. Employing a descriptive survey approach, the study selected 1446 respondents, comprising 1171 undergraduates and 275 lecturers, through simple random sampling from both public and private universities. The findings identified common forms of indiscipline among undergraduate students stemming from various factors, with different manifestations influencing academic achievement. Interestingly, no significant disparity was

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observed between lecturers' and undergraduate students' perceptions of the causes and impact of indiscipline on academic achievement.

Assafuah-Drokow and Asabil (2021) assessed the effects of indiscipline on academic performance among students in selected Senior High Schools (SHS) in the Kumasi Metropolis of the Ashanti region, Ghana. Employing a descriptive survey design, the study involved 75 SHS students, with data analysed using both quantitative and qualitative methods. The study identified running away from school without permission, littering, theft, and noise disturbance as prevalent forms of indiscipline among students. Home-based factors contributing to indiscipline included parental poverty, broken homes, and lack of parental guidance, while peer influence and schools' inability to enforce disciplinary measures were prominent school-based factors. The majority of respondents acknowledged the negative impact of indiscipline on academic performance, citing issues such as reduced concentration in class and school dropout. Various strategies to address indiscipline were proposed, including establishing clear guidelines and rules and implementing guidance and counselling interventions.

Saputra et al. (2020) investigated the impact of students' perception of a negative school climate on their academic performance in Indonesia. This ex-post facto research retrospectively examined the effects of student perception to establish causes, relationships, associations, and meanings. Data were collected using the Perception of Negative School Climate Scale (PNSCS) and Academic Performance Scale (APS) from a population of 9,687,676 high-school students in Indonesia. Cluster sampling was employed, with approximately 1,263 students sampled, considering the division of

regions into Western Indonesia (East Java), Central Indonesia (West Nusa Tenggara), and Eastern Indonesia (North Maluku). Data were analysed using simple linear regression, revealing that students' perception of a negative school climate accounted for 58.7% of poor academic performance.

Chewen et al. (2018) examined whether student-teacher relationships affect indiscipline among secondary school students in Eldoret East Sub County. Employing a causal-comparative research design, the study selected a sample of 346 students using stratified and simple random sampling techniques. Data collected were analysed using both descriptive and inferential statistics, with descriptive statistics presented in the form of frequencies, percentages, mean, and standard deviation. Hypotheses were tested using ANOVA, and the study found that teacher-student relationships indeed influenced cases of indiscipline among secondary school students.

Gender and Indiscipline

Ibrahim et al. (2020) highlighted notable differences in indiscipline between boys and girls, attributing these variations partly to inherent differences in activity levels and social learning processes. Their study suggests that boys tend to exhibit more active behaviours, which can manifest as misbehaviour, possibly due to early social learning experiences. This finding aligns with the broader perspective that boys are generally more prone to aggressive behaviours, while girls may exhibit shyness or less outwardly disruptive behaviours. This difference is thought to be influenced by both socialization processes and neurological factors, contributing to varying patterns of indiscipline among genders. The results also showed that a significant difference in mitigation strategies between boys, girls and mix

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schools and that networking and restorative justice were considered more significant strategies than just improving school climate.

Ddungu (2016) investigated the internal causes of indiscipline among university students and proposed solutions based on a comparative correlational field survey conducted in four public universities. Data were collected using questionnaires and analysed using descriptive statistics, t-tests, correlation, and linear regression. The study found significant differences in students' involvement in indiscipline based on gender, with male students more prone to rioting and substance abuse, while female students exhibited higher rates of sexual immorality. However, no significant gender difference was observed in involvement in academic malpractices. Additionally, students' exposure to the university's external environment significantly contributed to their engagement in indiscipline.

Gyapong and Subbey (2021) investigated disciplinary measures in place to address indiscipline among Junior High Schools in Agona Swedru, Agona West Municipality. Using a quantitative approach grounded in the positivist paradigm, the study employed a descriptive survey design. Purposive and simple random sampling techniques were utilised to select 120 students, with data collected via questionnaires. Descriptive statistics, including frequencies and percentages, were used for data analysis. The study identified leaving school premises without permission, physical aggression, disruptive behaviour, misuse of school materials, and noncompliance with teacher directives as prevalent forms of indiscipline. Gender and ethnicity were found to influence the causes of indiscipline behaviours.

Odebode (2019) explored the perceptions of primary school teachers in Nigeria regarding the causes of student indiscipline and examined the influence of gender, school locale, teaching experience, and educational attainment on these perceptions. This descriptive survey involved 200 primary school teachers and employed both descriptive and inferential statistics for data analysis. The findings revealed that primary school teachers attributed student indiscipline to societal, governmental, parental, school, and student-related factors. Additionally, a significant difference was observed between student indiscipline and gender.

The research conducted by Ndaita (2016), highlighted the significant impact of gender on teachers' perceptions regarding the causes of indiscipline among secondary school students. This suggests that teachers may interpret and attribute the origins of student indiscipline differently based on gender-related factors. Understanding how gender influences these perceptions is essential for developing targeted strategies to address and prevent indiscipline in educational settings.

Contrary to the current study, Adekanye (2017) reported findings that suggested no significant difference in teachers' perceptions regarding the causes of indiscipline among students. This discrepancy underscores the variability in research outcomes within the field of education. It is essential to recognize that factors such as geographical location, cultural context, and specific methodologies employed in different studies can contribute to divergent findings. While Adekanye's study did not identify a gender-based influence on teachers' perceptions, the current research suggests that such an influence does indeed exist. This disparity in findings underscores the need for

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ongoing research and a nuanced understanding of the multifaceted nature of student indiscipline.

The research into the nature and causes of indiscipline in schools has yielded various insights, particularly regarding gender differences and the influence of school climate on student behaviour. Ibrahim et al. (2020) highlighted notable differences in indiscipline between boys and girls, attributing these variations partly to inherent differences in activity levels and social learning processes. Further exploring the impact of gender on discipline, Amoah *et al.* (2018) found that single-gender educational settings might have advantages in terms of reducing instances of indiscipline. The research supported the idea that behaviour and academic achievement improve in single-gender schools compared to mixed-gender environments. This could be due to the tailored approaches in single-gender schools that cater specifically to the educational and developmental needs of each gender, potentially leading to a more conducive learning environment with fewer disciplinary issues.

Adeniyi and Adedotun (2019) discovered a significant disparity in both the indiscipline and academic engagement of students, with gender also playing a significant role in these aspects. This finding corroborates studies by Gyapong and Subbey (2021) and Hassan (2019), which noted that boys tend to report more disciplinary infractions than girls, particularly in violent behaviours. Gender has consistently been associated with student misbehaviour (Mares, 2018). Ali et al. (2014) emphasised that the challenge of student indiscipline affects all schools regardless of gender or school type, although the extent of the problem may vary. Ddungu's (2016) findings suggested that gender influences students' involvement in indiscipline, with

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male students more prone to rioting and substance abuse, while female students are more likely to be involved in sexual misconduct.

Chapter Summary

In conclusion, the literature review in this section provided a comprehensive overview of the relevant concepts, theories, and empirical studies related to guidance and counselling in the context of managing students' indiscipline. The conceptual review clarified the fundamental concepts and principles of guidance and counselling, including the categories of guidance and counselling in schools. The theoretical review examined prominent theories such as cognitive-behavioural theory, social learning theory, and ecological systems theory that underpin guidance and counselling practices. The empirical review analysed existing research and empirical studies on guidance and counselling in managing indiscipline. Finally, a conceptual model was proposed to guide the study, taking into consideration the key factors that influence the effectiveness of guidance and counselling interventions. This literature review provides a solid foundation for the subsequent sections of the study, which will further explore the role of guidance and counselling as proactive and preventive measures in curbing indiscipline among students.

CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of this study was to explore the acts of indiscipline in Senior High Schools in Techiman North District of Ghana. The chapter discusses the research methods employed for data collection and analysis. It explains the research paradigm, approach, design, study area, population, sampling procedure, data collection instruments, data collection procedure, data processing and analysis, and ethical considerations utilized in the study.

Research Paradigm

Understanding research philosophy is crucial for grasping the nature of research. Scholars have categorised research paradigms into positivism, interpretivism, and pragmatism (Berkovich, 2018). This study was based on the positivism paradigm. The study was based on primary data sources from the use of questionnaires and it made sense to adopt a positivist stand for the studied phenomena in order to provide objective answers. Positivism ensures objectivity in research by minimizing subjective biases and personal interpretations. The use of questionnaires, as mentioned in the study, aligns with the positivist approach by employing standardized measures and structured data collection methods. By employing this approach, the researcher obtained quantitative data, enabling statistical analysis and generalizability of findings to a larger population within the Techiman North District.

Another justification for the use of positivism was that, positivism emphasizes the importance of empirical evidence, which is particularly

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relevant when investigating the effectiveness of guidance and counselling interventions. By employing positivist methods, the study collected data on the outcomes of these programmes and established the forms of indiscipline, factors resulting in indiscipline acts, and the role of counselling to eradicating indiscipline in Senior High Schools. This allowed for evidence-based decision-making and the identification of effective strategies for indiscipline management. In addition, the use of questionnaires, as mentioned in the study, aligns with the positivist approach by employing standardized measures and structured data collection methods. By employing this approach, the researchers can obtain quantitative data, enabling statistical analysis and generalizability of findings to a larger population within the Techiman North District.

Research Approach

Research methods encompass strategies, processes, or techniques employed in data collection to analyse information and gain deeper insights into a subject (Bryman, 2016). Creswell (2013) highlighted that quantitative, qualitative, and mixed-method approaches have been predominant in numerous studies. The present study used the quantitative approach. Quantitative research entails the gathering and analysis of numerical data utilising statistical methods. It is a methodical and unbiased approach aimed at furnishing empirical evidence to either validate or refute hypotheses.

A quantitative approach can be used to study the relationship between guidance and counselling and student indiscipline. The approach involves the collection and analysis of numerical data to examine the indisciplinary acts of students in schools. Quantitative research relies on measurable data and

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statistical analysis, which allows for a more objective evaluation of the relationship between variables. This can be particularly useful when examining complex issues such as role of counselling in curbing indiscipline, and determine whether acts of indiscipline differ by gender.

Research Design

Kothari (2004) defines research design as the conceptual framework guiding the conduct of research; it serves as the roadmap for data collection, measurement, and analysis. According to Kothari (2004), research designs can be categorised into three distinct types. These include exploratory research studies, descriptive/diagnostic research studies, and hypothesis-testing research studies. The research utilised a descriptive research design to fulfil its objectives. A descriptive research design was adopted for this study because it is well-suited for investigating the nature, causes, and effects of phenomenon (Leedy et al., 2010). A descriptive design is appropriate as it provides a clear and detailed account of student behaviour, capturing patterns and trends in acts of indiscipline without manipulating variables. Bryman (2016) concluded that descriptive survey studies are particularly valuable for understanding and clarifying the nature of a problem.

In the context of student discipline, a descriptive survey design was appropriate since it requires collecting data on students' backgrounds, school environments, and external influences. A descriptive approach enables the researcher to systematically document these factors based on students' experiences and observations. By exploring various factors that contribute to student indiscipline, an explanatory research design can provide insights into the reasons behind student indiscipline. Descriptive survey research design

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was used to examine the forms of indiscipline and ascertain whether the acts of indiscipline differ based on gender.

Study Area

Techiman North District is a district located in the Bono East Region of Ghana, West Africa. The district was created in 2019 and has its capital located in Tuobodom. The district covers an area of 1,923 square kilometers and has a population of approximately 135,000 people. The district is known for its agricultural production, with major crops including cocoa, yam, maize, and cassava. It also has a significant number of cattle farms and poultry farms. The district's economy is largely based on agriculture and trade.

Techiman North District has a diverse cultural heritage and it is home to several ethnic groups, including the Bono, Akan, and Ewe. The district has a number of festivals that are celebrated throughout the year, including the Apoo Festival, which is celebrated by the Techiman people to mark the end of the farming season. In terms of infrastructure, the district has a number of roads, schools, and health facilities. The district also has a few tourist attractions, such as the Kintampo Waterfalls and the Boabeng-Fiema Monkey Sanctuary, which attract visitors to the area.

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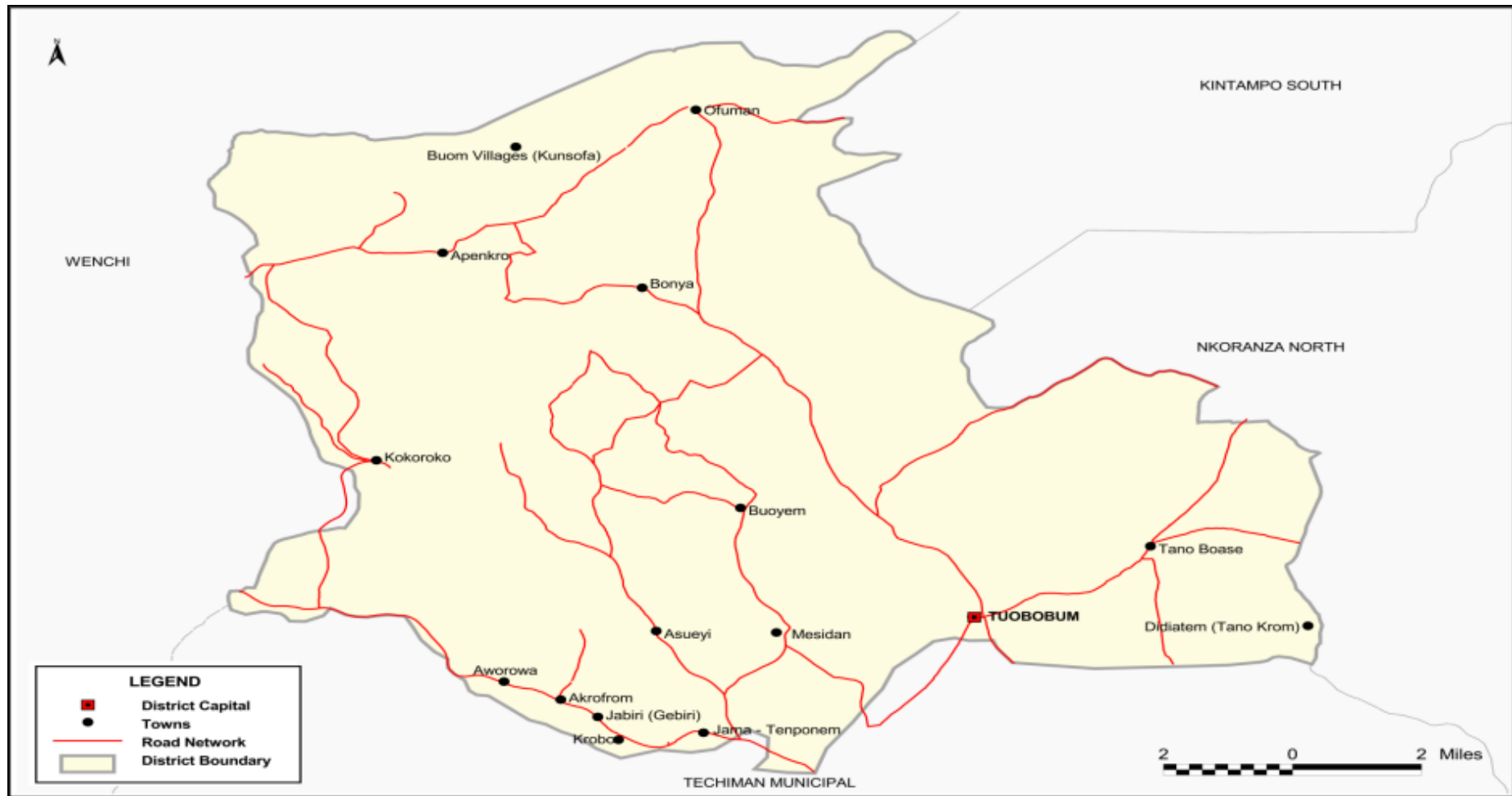
Figure 2: Map of Techiman Municipality
Source: Ghana Maps (2023)

Population

The study population included teachers and students of Senior High Schools in the Techiman North District. The district harbours five (5) Senior High Schools which were all considered for the study. The schools were Akumfi Ameyaw Senior High and Technical School, Tuobodom Senior High, Krobo Senior High, Guakro Effah Senior High School, and St. Francis Xavier Senior High. The target population for the study were teachers and students of the Senior High Schools in the Techiman North District. However, at the onset of conducting this study, the first years had just spent less than a term and hence were not in a position to know much about indiscipline in the schools. They (first years) were therefore excluded from the study. The study population is indicated in Table 1.

Table 1: Population Distribution of Senior High Schools

School	Teachers	Students
Akumfi Ameyaw Senior High and Technical	43	1323
Tuobodom Senior High	32	876
Krobo Senior High	19	765
Guakro Effah Senior High School	18	568
St. Francis Seminar and Senior High School	26	497
TOTAL	**138**	**4029**

Source: Staff Records (2023)

Sampling Procedure

The study used the purposive sampling technique to select the teachers for the study. Purposive sampling is a non-random sampling technique where researchers deliberately select individuals or cases that possess specific characteristics or qualities relevant to the research objectives (Singh & Masuku, 2014). Teachers play a crucial role in shaping school culture,

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managing indiscipline, and implementing disciplinary policies. By including all teachers, the study provided a holistic understanding of the challenges, strategies, and impacts of indiscipline within the school community.

For the students, the sample size was determined using the Taro Yamane formula at a confidence interval of 95% as given below:

$$n = \frac{N}{1 + N(e)^2} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(1)$$

Where $n = $ **sample**, $N = $ **pupolation size**, $e = $ **error limit** or the critical value of the observation

For the population of 4029, $n = \frac{4029}{1 + 4029(0.05)^2} = 363.9 \cong 364$

Then the sample size for each school were also determined by the formula:

$$n_h = \frac{n \times N_h}{N} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots.(3)$$

Where n_h is the sample size of firm h

N_h is the total population of students of the school h

N is the total population of students of the institutions

n is the total sample size of the students for the study

Hence the sample size for the students of Akumfi Ameyaw Senior High and Technical School was calculated as;

$$n_{AASHTS} = \frac{1323 \times 364}{4029} = 119.5 \approx 120$$

Also the sample size for the students of Tuobodom Senior High was calculated as;

$$n_{Tuobodom} = \frac{876 \times 364}{4029} = 79.1 \approx 79$$

Also the sample size for the students of Krobo Senior High is calculated as;

$$n_{Krobo} = \frac{765 \times 364}{4029} = 69.1 \approx 69$$

Also the sample size for the students of Guakro Effah Senior High School is calculated as;

$$n_{Effah} = \frac{568 \times 364}{4029} = 51.3 \approx 51$$

Also the sample size for the students of St. Francis Xavier Senior High is 364 – (120+79+69+51) = 45

The sample size for each School is therefore shown in Table 2 below.

Table 2: Study Sample

School	Teachers	Students
Akumfi Ameyaw Senior High and Technical	43	120
Tuobodom Senior High	32	79
Krobo Senior High	19	69
Guakro Effah Senior High School	18	51
St. Francis Seminar and Senior High School	26	45
TOTAL	**138**	**364**

 Source: Staff Records (2023)

The total sample size of the study is 502 consisting of 138 teachers and 364 students, as shown in Table 2.

This study adopted both the stratified sampling and the simple random sampling. In stratified sampling, subjects are divided into subgroups called strata based on characteristics that they share (Berge & Ingerman, 2017). The stratified sampling was used to ensure that samples selected come from each of the schools selected for the study. In simple random sampling, each participant has an equal chance of being selected. Simple random sampling is one of the best probability sampling techniques that helps in saving time and resources. One of the great advantages of a simple random sampling method is that it needs only a minimum knowledge of the study group of population in advance. The simple random sampling was used to select the respondents from

the various schools. With this sampling technique, the names of students from the schools were collected and assigned numbers. These numbers were then randomly selected and any student who had his/her number selected was used for the study.

Data Collection Instrument

The research instrument used to collect data was the questionnaire. The questionnaire contains relevant questions for this study and has 5 point Likert-type Scale questions. As a structured instrument, its development was supported by literature to target the research questions and is categorised into four sections. Section "A" of the questionnaire included the respondents' demographic attributes. Section "B" of the survey contained a question that identifies the various forms of indiscipline. This section contains 15 questions with questions adapted from Blandina and Leandry (2021) and Njobvu et al. (2020); Section "C" incorporated questions that sought to examine the factors that contribute to the acts of indiscipline. Section "D" contained questions on the effects of indiscipline on Senior High School students. Then, there was Section "E" which contained questions on various ways through which indiscipline can be reduced.

Validity and Reliability

Validity is a quality measurement meant to interpret the results in data analysis (Mason, 2010). In accordance with Bolarinwa (2015), this study adopted both face validity and content validity. The concept of face validity is achieved when a researcher concludes that the instrument measures the characteristic interest (Bolarinwa, 2015). Content validity concerns the extent to which the instrument carefully evaluates or tests what is to be measured.

Usually, a logical study of the device by experts with a familiar understanding of the construct of interest or experts on a topic of investigation was used for developing a reliable research instrument. All the questions were derived from the literature to satisfy this criterion and the supervisor was an expert who examined the contents.

Reliability refers to the consistency with which data obtained from questionnaires, tests, observations, or any measurement procedures yield the same results upon repeated trials (Bolarinwa, 2015). Essentially, it pertains to the trustworthiness or accuracy of results over time. According to Bashir et al. (2012), reliability can be evaluated through three primary forms: test-retest reliability, alternate form reliability, and internal consistency reliability. This study opted for the test-retest method for the pilot test. According to Bhattacherjee (2012), test-retest reliability is particularly appropriate for questionnaire-based research where constructs remain stable over time. Given that this study investigates acts of indiscipline and their contributing factors, it is expected that participants' responses should not vary significantly within a short time frame. This makes test-retest reliability a more suitable choice compared to others, which only assesses internal consistency without considering time-based stability.

In this approach, ten staff and twenty questionnaires for students were administered to the students of Techiman Senior High School for completion. According to Yin (2008), a pilot study sample should typically be 10% of the intended main study sample to ensure adequate pre-testing of research instruments. Hence selecting ten staff members and twenty students aligns with this guideline and ensures that the pilot test is representative enough to

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detect potential issues in the questionnaire. Subsequently, the researcher collected the completed questionnaires and then distributed similar ones to the same respondents after a two-week interval. The Cronbach Alpha was employed to assess the consistency between the two sets of questionnaires in the pilot test. The test-retest value was 0.81.

Data Collection Procedure

The researcher met with the respondents and stated the aims and purpose of the study and the need for the participants to give their consent and cooperation. An introduction letter (Appendix C) introducing the researcher as a student from the University of Cape Coast and seeking permission to undertake the study was collected from the university. After that, the researcher contacted the heads of the institutions in the schools and made his intention known to the school. In addition, all heads of departments were contacted, and the purpose of the study was explained to them. From there, the respondents were identified and contacted. The respondents were guided on how to respond to the questionnaire. Afterwards, they were given the questionnaires to answer under the researcher's supervision. Time was scheduled for those who could not get time to answer the questionnaire. These respondents were later contacted by the researcher and the questionnaire were then administered to them. The distribution and collection of the questionnaire took about two weeks. The questions achieved a 100% collection rate.

Data Processing and Analysis

After gathering all the questionnaires, the data were coded into Microsoft Excel. The data was then imported into a Statistical Product for Service Solution (SPSS) version 23 for the analysis. Data were examined and

analysed using descriptive and inferential statistics. Double or multiple entries were checked and cleaned thoroughly. The responses were imported into the SPSS to be analysed. Percentages, measures, and standard deviations, and regression analysis were used, and the results were presented in tables for easy comprehension.

Research question one sought to examine the forms of indiscipline in Senior High Schools in the Techiman North District. The study made use of the means and standard deviation to analyse this research question. With this analysis, mean values of 4 and greater are considered highly experienced in the schools, between 3 and 4 are considered moderately experienced in the schools and less than 3 are least experienced in the schools. Research question two sought to find out the factors contributing to the acts of indiscipline in Senior High Schools in the Techiman North District. The Relative Importance Index was employed to analyse this research question. Research question three examined the effects of indiscipline on Senior High School students in Techiman North District. The study adopted the one-sample t-test for the analysis. A test value of 3.5 was chosen as the cut-off point. Research question four examined whether there is a significant difference between males and females in terms of the acts of indiscipline in SHS in the Techiman North District. The independent sample test analysis was adopted for this research question. The independent sample test analysis is designed to determine whether there is an association or significant difference between such categorical variables. Research question five examined various ways through which indiscipline acts could be reduced in SHS in Techiman North District.

This analysis made use of the means and standard deviations. How about the hypothesis one?

Ethical Consideration

Ethical considerations for the study included the following procedures: informed consent, confidentiality, and anonymity. For informed consent, participants need to be furnished with accurate and complete information on the goal(s) and procedures of the investigation so that they fully understand and, in turn, decide whether to participate or not (Cohen et al., 2011).

Access: Access refers to the process of obtaining permission to collect data from participants or organizations. Researchers must seek approval from relevant authorities, such as school administrators, institutional review boards, or community leaders, before engaging with participants (Kumar, 2014). In this study, an ethical clearance was sought from the institutional review board (Appendix C) given permission for the researcher to undertake the study. Gaining access involves clearly stating the purpose of the research, the data collection methods, and how the study aligns with institutional or organizational policies. Ethical access ensures that participants are not coerced into participation and that the research does not disrupt the normal functioning of institutions.

Informed Consent: Informed consent is a fundamental ethical principle that ensures participants voluntarily agree to take part in a study with full awareness of its purpose, procedures, potential risks, and benefits (Thapliyal, 2018). Participants must be provided with a detailed explanation of the study, including their rights to withdraw at any stage without penalty. In cases involving minors or vulnerable populations, consent must be obtained

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from guardians or relevant authorities. Informed consent can be documented through written forms or verbal agreements, depending on the nature of the research (Bhattacherjee, 2012). In this study verbal agreements were used.

Confidentiality: Confidentiality involves protecting the information provided by participants from unauthorized access or disclosure (Saunders et al., 2000). Researchers must take measures to secure data, such as using password-protected files, secure storage systems, and pseudonyms instead of real names. Confidentiality ensures that participants' personal details and responses are not shared with third parties without their explicit permission (Young & Hren, 2012). Maintaining confidentiality helps build trust between researchers and participants, encouraging honest and open responses.

Anonymity: Anonymity refers to the practice of ensuring that participants' identities cannot be linked to the data they provide (Esposito, 2012). Unlike confidentiality, which ensures that data is kept private, anonymity ensures that even the researcher cannot associate specific responses with individual participants. This is particularly important in sensitive research topics where revealing identities could lead to harm or stigma (Bhattacherjee, 2012). Anonymity is achieved by collecting data without personal identifiers or by using coding systems to replace names.

Chapter Summary

This chapter elucidated the research methods employed, including the research paradigm, approach, design, study area, population, sampling procedure, data collection instruments, data processing and analysis, and ethical considerations. By adopting the positivism paradigm, the study strived for objectivity by utilizing standardized measures and structured data

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collection methods. The adoption of a quantitative research approach also facilitated a systematic and unbiased gathering and analysis of numerical data. The research design employed was explanatory, aiming to elucidate the nature of indiscipline problems by exploring contributing factors and patterns related to these phenomena. Stratified sampling ensured representation from each selected school, while simple random sampling ensured equal chances for participant selection, thereby enhancing the study's validity and reliability.

Questionnaires, were adapted to collect data for the study. Likert-scale type of questions, addressing demographic attributes, forms of indiscipline, contributing factors, effects on students, and strategies for mitigation were used for data collection. Validity and reliability measures, including face validity, content validity, and the test-retest method, ensured the accuracy and consistency of data collection and analysis. Ethical considerations were paramount, with stringent measures in place to protect participants' rights and privacy. Informed consent, confidentiality, and anonymity were upheld throughout the research process. Data processing and analysis involved coding data into Microsoft Excel and utilizing Statistical Product for Service Solution (SPSS) for descriptive and inferential statistical analyses. Various statistical tests, including means and standard deviations, Relative Importance Index, and independent sample test analysis, were employed to address research questions effectively.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

In this section, the information analysed was presented in line with the study aims. The chapter was however, categorized into two sections. The first section looked at the analysis of the data with respect to the objectives of the study and the second section reviewed the findings with literature.

Demographic Data of Students

This section presented the demographic distribution of the students by gender, age and level. Table 3 indicates the results.

Table 3: Demographic Data of Students

	Category	Frequency	Percent
Gender	Male	203	55.8
	Female	161	44.2
	Total	**364**	**100.0**
Age	Below 15 years	36	9.9
	15 - 20 years	328	90.1
	Total	**364**	**1000.0**
Level	Form 1	109	29.9
	Form 2	109	29.9
	Form 3	146	40.2
	Total	**364**	**100.0**

Source: Field Data (2024)

The outcome of the results in Table 3 indicates that out of the 364 students, 203 representing 55.8% were males, and 161 students representing 44.2% were males. With the age, 77 students representing 22.8% were below the ages of 15-20 years, 183 students representing 54.1% were within the ages of 12-15 years, 68 students representing 20.1% were within the ages of 15 - 17 years, and 10 students representing 3% had attained 18-20 years. Thus, the age breakdown highlights the predominance of students aged 15 to 20 years. This

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concentration within a specific age range suggests a typical demographic profile common in educational settings, where adolescents and young adults pursue secondary education. However, the presence of a small cohort below 15 years (9.9%) underscores the importance of catering to the diverse developmental needs of students across different age groups. The distribution across academic levels illuminates the distribution of students across different levels. With approximately equal proportions of students in Form 1 and Form 2 (both at 29.9%), and a slightly larger cohort in Form 3 (40.2%), this data reflects a typical progression pattern within the educational system.

Demographic Data of Teachers

This section presents the demographic distribution of teachers by gender, age, academic qualifications and professional qualifications. Table 4 indicates the results.

Table 4: Demographic Data of Teachers

	Category	Frequency	Percent
Gender	Male	88	63.8
	Female	50	36.2
	Total	**138**	**100.0**
Age	25 - 30 years	37	26.8
	30 - 35 years	64	46.4
	36 years and above	37	26.8
	Total	**138**	**100.0**
Working Experience	Below 3 years	13	9.4
	3 – 5 years	62	44.9
	5 – 7 years	25	18.1
	8 years and above	38	27.5
	Total	**138**	**100.0**

Source: Field Data (2024)

The demographic data concerning the teaching staff offers a comprehensive overview of the composition of educators within the institution, covering gender, age, and working experience. Firstly, the gender distribution reveals a notable imbalance, with male teachers constituting the majority at 63.8%, totalling 88 individuals, while female teachers account for 36.2%, totalling 50 individuals. This gender skew prompts considerations regarding gender equity in the Senior High Schools, emphasising the importance of addressing barriers and biases that may contribute to such disparities.

The age breakdown of the teaching staff illustrates a diverse distribution across different age groups. The largest cohort falls within the age range of 30 to 35 years, comprising 46.4% of the total with 64 teachers. Additionally, both the age groups of 25 to 30 years and 36 years and above account for an equal share of 26.8%, each consisting of 37 teachers. This distribution suggests a relatively balanced age profile among the teaching staff, indicating a mix of early-career educators and those with more seasoned experience.

Lastly, the data on working experience among teachers offers insights into the tenure and levels of expertise within the workforce. A considerable majority of teachers, 44.9%, have been in service for three to five years, indicating a cohort that has likely transitioned from novice to proficient practitioners. Furthermore, 27.5% of teachers possess eight or more years of experience, reflecting a segment of the workforce with significant tenure and accumulated expertise. Meanwhile, smaller cohorts have less than three years (9.4%) or five to seven years (18.1%) of teaching experience. This diversity in

experience levels underscores the importance of fostering a supportive and conducive work environment that encourages continuous professional growth, collaboration, and knowledge sharing among teachers of varying experience levels.

Results of Research Questions

Research Question One

What common acts of indiscipline exist in Senior High Schools in the

Techiman North District?

Research question one examined the most common acts of indiscipline in Senior High Schools. The study made use of the mean and standard deviation. With this analysis, mean values of 4 and greater are considered highly experienced in the schools, between 3 and 4 are considered moderately experienced in the schools and less than 3 are least experienced in the schools. The results are indicated in Table 5.

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Table 5: Common Acts of Indiscipline in Senior High Schools

Item	N	Min	Max	Mean	Std. Dev
Truancy					
There is persistent lateness to school by students	502	1	5	3.47	1.373
Students skip classes without valid reasons	502	1	5	2.39	1.612
Students prioritize other activities over classes	502	1	5	2.39	1.537
Overall		**1**	**5**	**2.75**	**1.507**
Lack of Participation in Classroom Activities					
Students rarely contribute to classroom discussions	502	1	5	3.17	1.427
Students avoid doing class exercises and test	502	1	5	3.11	1.099
Overall		**1**	**5**	**3.14**	**1.263**
Disrespect Towards Academic Standards					
There is increased disruptive behaviour in class	502	1	5	3.72	1.471
Students sometimes cheat in academic assignments	502	1	5	2.98	1.555
Students believe academic standards are not relevant	502	1	5	3.43	1.487
Overall		**1**	**5**	**3.38**	**1.504**
Substance Abuse					
Substance abuse is much problem in my school	502	1	5	4.31	1.207
Many students are involved in substance abuse	465	1	5	4.18	1.159
I have witnessed the effects of substance abuse	502	1	5	4.51	1.187
Overall		**1**	**5**	**4.33**	**1.184**
Aggressive Behaviour					
Bullying is prevalent among students in this school	502	1	5	4.12	1.340
Physical fights are prevalent among students	502	1	5	4.31	1.261
Instances of harassment are not promptly addressed	502	1	5	3.66	1.314
Overall		**1**	**5**	**4.03**	**1.305**
Vandalism and Property Damage in Schools					
Property destruction is a common occurrence	502	1	5	4.13	1.397
There is a lack of accountability for acts of vandalism	502	2	5	4.33	1.052
Overall		**1**	**5**	**4.23**	**1.225**

Source: Field Survey (2024)

In relation to the overall means, substance abuse (overall mean = 4.33, standard deviation = 1.184) is considered the most common act of indiscipline in the selected schools. This is followed by vandalism and property damage (overall mean = 4.23, standard deviation = 1.225), aggressive behaviour (overall mean = 4.33, standard deviation = 1.184), disrespectful towards academic standards (overall mean = 3.38, standard deviation = 1.504) and lack of student's participation in classroom activities (overall mean = 3.14, standard deviation = 1.263). Thus, the indisciplinary acts that are highly experienced are substance abuse, vandalism and property damage as well aggressive behaviours of students. Disrespect towards academic standards and lack of student's participation in classroom activities have been indicated to be moderately experienced in the selected schools. However, truancy has been indicated to be least experienced.

With specific reference to substance abuse, a large number of students were involved in substance abuse, as reflected by a mean score of 4.18. Furthermore, witnessing the effects of substance abuse on students is reported as particularly prevalent, with a mean score of 4.51. These scores collectively suggest a widespread acknowledgment of the issue of substance abuse and its detrimental effects within the school community.

Concerning vandalism and property damage, property destruction is reported as a common occurrence (mean = 4.13, standard deviation = 1.397), indicating widespread incidents of vandalism. Moreover, there is a perceived lack of accountability for such acts among students (mean = 4.33, standard deviation = 1.052). This suggests that students may engage in vandalism with

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little fear of consequences, potentially contributing to a cycle of property damage within the school environment.

With the prevalence of aggressive behaviour among students, both bullying (mean = 4.12, standard deviation = 1.340) and physical fights (mean = 4.31, standard deviation = 1.261) are reported as common occurrences within the school environment. Moreover, instances of bullying or harassment not being promptly addressed by school authorities also receive a relatively moderate mean score of 3.66. These findings highlight a concerning prevalence of aggressive behaviour and a potential lack of effective intervention strategies to address such incidents.

With respect to disrespect towards academic standards, increased disruptive behaviour in the classroom receives a relatively moderate mean score of 3.72, suggesting a significant prevalence of disruptive conduct that disrupts the learning environment. Furthermore, students' belief that academic standards are not important for life is also notable, with a mean score of 3.43, suggesting a lack of recognition of the importance of academic rigor and standards. While instances of cheating in academic assignments receive a mean score of 2.98, indicating a lower prevalence compared to disruptive behaviour, it remains a concerning issue that compromises academic integrity.

With the lack of participation in classroom activities, students' reluctance to contribute to classroom discussions receives a mean score of 3.17, suggesting that while participation is not absent, it falls short of desired levels. Similarly, students avoiding class exercises and tests also receive a mean score of 3.11, indicating a tendency to disengage from active learning tasks. These scores collectively highlight a concerning trend of diminished

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participation in classroom activities, which can hinder the effectiveness of teaching and learning processes.

Research Question Two

What factors contribute to the acts of indiscipline in Senior High Schools in the Techiman North District?

Research question two examined the factors that contribute to the acts of indiscipline in Senior High Schools. To respond to this research question, the factors were analysed by calculating the Relative Importance Index (RII) for each item. Usually, indices ranging from 0.71 – 1.00 are classified as factors that highly contribute to the acts of indiscipline in SHSs, 0.41 – 0.70 as factors that moderately contribute to the acts of indiscipline in SHSs and below 0.41 are factors that least contribute to the acts of indiscipline in SHSs. This classification was adopted from the study of Bahamid, Doh, Khoiry, Kassem and Al-Sharafi (2022) and Damoah, Mouzughi and Kumi (2018). The result is indicated in Table 6.

Table 6: Contributors to Acts of Indiscipline in Senior High Schools

Item	RII	Rank	Total RII	Total Ranking
School Climate				
Students do not feel safe and secure within the school.	0.40	Least		
There is no clear system of discipline enforced	0.38	Least	0.38	Least
The school do not promote a sense of belonging and community among students.	0.37	Least		
Teacher-Student Relationships				
Negative teacher-student relationships play a significant role in promoting student indiscipline in this school	0.69	Moderate		
A lack of communication between teachers and students contributes to higher levels of student indiscipline.	0.67	Moderate	0.67	Moderate
Teachers who do not establish clear boundaries with students experience higher disciplinary issues.	0.66	Moderate		
Ineffective School Policies				
The lack of disciplinary policies in our school contributes to student indiscipline	0.48	Moderate		
Inconsistent enforcement of school rules leads to student misconduct	0.78	High	0.65	Moderate
The absence of proactive measures to address underlying issues exacerbates student misconduct within our school	0.68	Moderate		
Poor Classroom Management				
Poor classroom management contributes to student indiscipline in our school	0.72	High		
Inadequate teacher supervision in the classroom lead to student misbehaviour	0.66	Moderate	0.67	Moderate
Teachers' lack of effective disciplinary strategies contributes to a chaotic classroom environment	0.63	Moderate		

Table 6 Continued

Item	RII	Rank	Total RII	Total Ranking
Overcrowded Classrooms				
Overcrowded classrooms lead to distractions leading to student indiscipline	0.73	High		
In overcrowded classrooms, students find it difficult to focus on lessons, leading to increased behavioural issues	0.71	High	0.73	High
Overcrowded classrooms create an environment where students feel frustrated, leading to a higher likelihood of disciplinary problems	0.74	high		
Peer Influence				
Peer pressure significantly contributes to student indiscipline within our school	0.92	High		
Students often engage in inappropriate behaviour due to the influence of their peers	0.89	High	0.92	High
The behaviour of students is largely influenced by their peer group interactions.	0.94	High		
Mass Media				
Exposure to inappropriate content in the mass media contributes to student indiscipline	0.81	High		
Mass media, such as television and social media, negatively influence students	0.77	High	0.76	High
Mass media platforms glorify behaviours contrary to school rules, leading to increased indiscipline	0.71	High		

Source: Field Survey (2024)

From the results, peer influence (Overall RII = 0.92) has been indicated as the factor that highly contribute to the acts of indiscipline in the selected Senior High Schools. In specifics, there is a high indication that peer pressure significantly contributes to student indiscipline (RII = 0.92), with students often engaging in inappropriate behaviour due to the influence of their peers (RII = 0.89) and students' behaviour being largely influenced by their peer group interactions (RII = 0.94).

The second most influential factor that highly contribute to the acts of indiscipline is the mass media (overall RII = 0.76). Specifically, there was a high indication that students' exposure to inappropriate content in the mass

media contributes to indiscipline (RII = 0.81), mass media, such as television and social media, negatively influence students' disciplinary attitudes (RII = 0.77) and that mass media platforms often glorify behaviours that are contrary to school rules and regulations, leading to increased indiscipline among students (RII = 0.71).

There is also a high indication that overcrowded classrooms contribute to indiscipline (overall RII = 0.73). This factor is the third most influential factors that contribute to the acts of indiscipline in the selected Senior High Schools. From the results, overcrowded classrooms are associated with distractions that contribute to students' indiscipline acts (RII: 0.73) and make it difficult for students to focus on lessons, thereby increasing students' indiscipline acts (RII: 0.71). Additionally, the frustration experienced by students in overcrowded classrooms is highlighted as a significant factor leading to a higher likelihood of disciplinary problems (RII: 0.74).

Poor classroom management (Overall RII = 0.67) as well as poor teacher-student relationship were ranked moderate in relation to their contribution to students' indiscipline acts. Thus, negative interactions between teachers and students play a moderately significant role in promoting student indiscipline (RII: 0.69. Factors such as a lack of communication between teachers and students (RII: 0.67), teachers' failure to establish clear boundaries with students (RII: 0.66), inadequate teacher supervision and control in the classroom (RII: 0.66), teachers' lack of effective disciplinary strategies (RII: 0.63) also received moderate ratings, indicating their perceived influence on students' indiscipline acts.

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In terms of ineffective school policies, the data highlights the pivotal role of inconsistent enforcement of school rules and regulations, which received the highest RII score of 0.78, indicating its perceived importance as the most influential factor contributing to student misconduct. This is followed by the lack of clear disciplinary policies (RII: 0.48) and the absence of proactive measures to address underlying issues (RII: 0.68), both of which garnered moderate RII scores.

In terms of School Climate, the data reveals that students' feelings of safety and security within the school environment received the lowest RII score of 0.40, signifying it as the least influential factor contributing to indiscipline. Similarly, the absence of a clear system of discipline and a failure to foster a sense of belonging and community among students also garnered relatively low RII scores of 0.38 and 0.37, respectively.

Research Question Three

What are the effects of indiscipline on Senior High Schools students in Techiman North District?

Research question three sought to find out the effects of indiscipline on Senior High Schools students. The study made use of one sample t-test. From the results, positive and significant mean difference values indicate positive effect of indiscipline on the variable. Negative and significant mean difference values indicate negative effect of indiscipline on the variable. Variables with non-significant mean difference indicate there is no effect of indiscipline on the variable. The result is indicated in Table 7.

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Table 7: Effects of Indiscipline on Senior High Schools Students

	t	df	Sig.	Mean Diff	95% C.I Lower	Upper
					Test Value = 3.5	
ACADEMIC EFFECTS						
Student indiscipline negatively impacts academic performance.	14.441	501	.000	.677	.59	.77
Disruptive behaviour in the classroom hinders the learning process for other students	10.425	501	.000	.552	.45	.66
Indiscipline among students leads to increased absenteeism and tardiness, affecting their academic progress	9.729	501	.000	.498	.40	.60
Indiscipline students tend to have lower grades	10.137	501	.000	.540	.44	.64
Indiscipline among students negatively impacts the learning environment for all students	-10.88	501	.000	-.612	-.72	-.50
SOCIAL AND EMOTIONAL EFFECT						
Student indiscipline negatively impacts the overall social environment within the school.	5.445	501	.000	.239	.15	.33
Students who engage in indiscipline often experience strained relationships with their peers.	11.662	501	.000	.396	.33	.46
Indiscipline among students contributes to feelings of insecurity and discomfort among classmates	5.640	501	.000	.317	.21	.43
The emotional well-being of students is adversely affected by the disruptive behaviour of their peers	4.583	501	.000	.207	.12	.30

Source: Field Survey (2024)

In the academic effects domain, all mean difference values are positive and statistically significant ($p < 0.05$), indicating a positive effect of indiscipline on the variables. Student indiscipline is associated with lower academic performance (mean difference: 0.677), disruptive behaviour in the classroom hindering the learning process for other students (mean difference: 0.552), increased absenteeism and tardiness (mean difference: 0.498), and lower grades (mean difference: 0.540). Additionally, indiscipline negatively impacts the learning environment for all students, as indicated by a negative

mean difference value (mean difference: -0.612), which is also statistically significant.

Moving to the social and emotional effects domain, all mean difference values are positive and statistically significant ($p < 0.05$), suggesting a positive effect of indiscipline on the variables assessed. Student indiscipline is found to negatively impact the overall social environment within the school (mean difference: 0.239), strain relationships with peers (mean difference: 0.396), contribute to feelings of insecurity and discomfort among classmates (mean difference: 0.317), and adversely affect the emotional well-being of students (mean difference: 0.207).

Research Question Four

What are the ways of improving discipline acts in SHS in the Techiman North District?

Research question four examined ways of improving discipline acts in the selected Senior High Schools. The study made use of the means and standard deviations. The study made use of the mean analysis. With this analysis, statements with mean values of 4 and greater means highly improves discipline in the schools, between 3 and 4 moderately improves discipline in the schools and less than 3 least improves discipline in the schools. This part of the questionnaire was answered by only the teachers. The results from the data analysis are indicated in Table 8.

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Table 8: Ways of Improving Discipline Acts in SHS

Item	N	Min	Max	Mean	Std Dev
PROACTIVE MEASURES					
Providing comprehensive education on conflict resolution	138	3	5	4.01	0.735
Implementing regular mentorship programs	138	3	5	4.47	0.653
Having clear and consistently enforced disciplinary policies	138	4	5	4.73	0.445
Fostering a supportive and inclusive school culture	138	3	5	4.00	0.745
Overall		**3**	**5**	**4.30**	**0.645**
CORRECTIVE MEASURES					
Implementing disciplinary actions, such as detention or suspension, effectively reduces instances of student indiscipline.	138	3	5	4.28	0.625
Promoting open communication and collaboration between students, teachers, and parents	138	4	5	4.28	0.452
Providing comprehensive character education programs	138	3	5	4.36	0.648
Involving students in decision-making processes and encouraging peer-to-peer accountability	138	3	5	4.45	.663
Collaborating with external agencies, such as law enforcement or social services, to address underlying issues	138	2	5	4.00	1.069
Overall		**2**	**5**	**4.27**	**0.691**
REINFORCEMENTS					
Encouraging rewards for good conduct	138	2	5	4.26	0.874
Implementing severe punishments for culprits	138	2	5	4.00	1.007
verbally acknowledge and praise students for demonstrating positive behaviour	138	3	5	4.19	0.710
Encouraging students to provide positive feedback to their peers	138	3	5	4.28	0.745
Providing constructive feedback to students about their efforts and achievements	138	3	5	4.46	0.652
Overall		**2**	**5**	**4.24**	**0.798**

Source: Field Survey (2024)

From the results (Table 8), all the results were highly indicated to be among the measure that can be adopted to reduce indiscipline among students. However, proactive measures of curbing indiscipline (overall mean = 4.30, standard deviation = 0.645) were ranked higher followed by corrective measures (overall mean = 4.27, standard deviation = 0.691) and reinforcement measures (overall mean = 4.24, standard deviation = 0.798). In proactive

measures, the mean scores indicate the perceived effectiveness of various strategies. Having clear and consistently enforced disciplinary policies received the highest mean score (4.73), followed closely by implementing regular mentorship programs (4.47).

These results suggest that SHS stakeholders view mentorship programmes and clear disciplinary policies as effective ways to proactively address indiscipline. Providing comprehensive education on conflict resolution and fostering a supportive and inclusive school culture also received relatively high mean scores of 4.01 and 4.00, respectively.

In corrective measures, implementing disciplinary actions like detention or suspension received the highest mean score (4.28), suggesting that stakeholders perceive these actions as effective in addressing indiscipline once it occurs. Promoting open communication and collaboration among students, teachers, and parents also received a high mean score of 4.28. Providing comprehensive character education programs and involving students in decision-making processes and peer-to-peer accountability also received relatively high mean scores of 4.36 and 4.45, respectively. Also, collaborating with external agencies received a high mean score of 4.00, indicating that stakeholders perceive this strategy as very effective in addressing indiscipline.

For reinforcement measures, encouraging rewards for good conduct received a high mean score of 4.26, indicating that stakeholders perceive this strategy as effective in motivating students to exhibit positive behaviour. Similarly, verbally acknowledging and praising students for demonstrating positive behaviour also received a relatively high mean score of 4.19,

suggesting that recognition and positive reinforcement play a significant role in promoting desirable conduct among students. Encouraging students to provide positive feedback to their peers received a high mean score of 4.28, indicating that peer encouragement and support are valued reinforcement strategies in SHS. This suggests that fostering a positive peer culture can contribute to the promotion of positive behaviour and a sense of community among students. Providing constructive feedback to students about their efforts and achievements received the highest mean score of 4.46, suggesting that stakeholders view feedback as a valuable tool in reinforcing positive behaviour and promoting student growth and development. Similarly, implementing severe punishments for culprits received a mean score of 4.00, indicating that stakeholders may perceive this strategy as effective in improving discipline.

Hypothesis One

There is no significant gender difference in the acts that constitute indiscipline in SHS in Techiman North District. The first hypothesis examined the gender difference in terms of the acts of indiscipline in SHS. The study adopted the independent sample test analysis. An independent samples t-test is a statistical method used to determine whether there is a significant difference between the means of two independent groups. The analysis was based on only the student data (N = 203). The null hypothesis posits that there is no difference between the group means in relation to gender, while the alternative hypothesis suggests that there is a significant difference. The group statistic of the result is indicated in Table 9.

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Table 9: Group Statistics of Gender Differences of Indiscipline

	Sex	N	Mean	Std. Dev	Std. Error
Truancy	Male	203	2.4565	.62020	.04353
	Female	161	2.2650	.88515	.06976
Lack of Participation in	Male	203	2.4713	.65805	.04619
Classroom Activities	Female	161	2.7681	.59048	.04654
Disrespect Towards	Male	203	3.4171	1.10956	.07788
Academic Standards	Female	161	3.2899	1.02275	.08060
Substance Abuse	Male	169	3.9557	.78365	.06028
	Female	158	3.6844	.79818	.06350
Aggressive Behaviour	Male	203	3.3271	.84938	.05961
	Female	161	2.9721	.54578	.04301
Vandalism and	Male	203	3.7671	.90417	.06346
Property Damage in	Female				
Schools		161	3.6379	.59432	.04684

Source: Field Survey (2024)

From Table 9, across different categories of indiscipline, including truancy, lack of participation in classroom activities, disrespect towards academic standards, substance abuse, aggressive behaviour, and vandalism and property damage in schools, the data reveals distinct patterns in mean scores and standard deviations for male and female students. In categories where male students exhibited higher mean scores as compared to female students, there is a consistent trend across multiple indicators of indiscipline. For instance, in truancy, male students had a mean score of 2.4565 compared to female students' mean score of 2.2650. Similarly, in lack of participation in classroom activities, male students had a mean score of 2.4713, while female students exhibited a lower mean score of 2.7681.

Disrespect towards academic standards showed a higher mean score among male students (3.4171) compared to female students (3.2899), and substance abuse also demonstrated a higher mean score for male students

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(3.9557) compared to female students (3.6844). Additionally, in aggressive behaviour and vandalism and property damage in schools, male students had higher mean scores of 3.3271 and 3.7671, respectively, compared to female students' mean scores of 2.9721 and 3.6379.

Conversely, in the category of lack of participation in classroom activities, female students exhibited a higher mean score (2.7681) compared to male students (2.4713). This suggests that, on average, female students may demonstrate higher levels of non-participation in classroom activities compared to male students.

Results in Table 10 are used to check whether the differences in indiscipline acts due to gender are significant.

Table 10: Levene's Test of Gender Differences of Indiscipline

		Levene's Test for EVA		t-test for Equality of Means					95% C.I	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error	Lower	Upper
Truancy	EVA	37.531	.000	2.423	362	.016	.19148	.07904	.03604	.34691
	EVNA			2.329	275.742	.021	.19148	.08223	.02960	.35335
Non Participation in Classroom Activities	EVA	.572	.450	-4.47	362	.000	-.2968	.06639	-.4274	-.1663
	EVNA			-4.52	356.481	.000	-.2968	.06557	-.4257	-.1679
Disrespect Towards Academic Standards	EVA	11.282	.001	1.135	362	.262	.12722	.11314	.3497	-.0952
	EVNA			1.124	353.882	.257	.12722	.11208	.3476	-.0932
Substance Abuse	EVA	.025	.875	3.10	325	.002	.2712	.08750	-.0991	-.4434
	EVNA			3.09	322.621	.002	.2712	.08756	-.0990	-.4435
Aggressive Behaviour	EVA	94.563	.000	4.60	362	.000	.3550	.07714	-.2033	-.5067
	EVNA			4.83	347.997	.000	.3550	.07351	-.2104	-.4996
Vandalism and Property Damage	EVA	82.353	.000	1.56	362	.119	.1291	.08258	-.0333	.2915
	EVNA			1.63	350.655	.102	.1291	.07887	-.0260	.2842

Key: EVA = Equal Variances Assumed, EVNA = Equal Variances Not Assumed

In the case of truancy, the Levene's Test indicates significant differences in variances between male and female groups (F=37.531, p<.001). Under the assumption of equal variances, the t-test reveals a significant difference in mean scores between male and female students (t=2.423, df=362, p=.016), with male students showing higher mean truancy scores compared to females. The study therefore concludes that there is a significantly difference between males and females in relation to truancy with more males being truant than females in the selected schools. This gender disparity could be attributed to various factors, including differences in engagement with school, social influences, and attitudes toward authority and education.

Similarly, for non-participation in classroom activities, there are significant differences in variances between genders (EVA: F=.572, p=.450; EVNA: F=-4.52, p<.001). Both tests show significant differences in mean scores between male and female students (EVA: t=-4.47, df=362, p<.001; EVNA: t=-4.52, df=356.481, p<.001), with female students demonstrating higher mean scores, indicating greater non-participation in classroom activities compared to males. Therefore, there is a significantly difference between males and females in relation to non-participation of students in classroom activities with females indicating greater non-participation than males.

Disrespect towards academic standards does not show significant differences in variances between genders (EVA: F=11.282, p=.001; EVNA: F=1.124, p=.257). However, neither test reveals significant differences in mean scores between male and female students (EVA: t=1.135, df=362, p=.262; EVNA: t=1.124, df=353.882, p=.257), suggesting that gender does not significantly influence disrespect towards academic standards. There is

therefore no gender difference in students' disrespect towards academic standards.

In substance abuse, variances are not significantly different between genders (EVA: F=.025, p=.875; EVNA: F=3.09, p=.002). Both tests indicate significant differences in mean scores (EVA: t=3.10, df=325, p=.002; EVNA: t=3.09, df=322.621, p=.002), with male students exhibiting higher mean scores, suggesting a higher prevalence of substance abuse among males. Aggressive behaviour demonstrates significant differences in variances between genders (EVA: F=94.563, p<.001; EVNA: F=4.83, p<.001). Both tests reveal significant differences in mean scores (EVA: t=4.60, df=362, p<.001; EVNA: t=4.83, df=347.997, p<.001), with male students showing higher mean scores, indicating a greater tendency towards aggressive behaviour.

Finally, vandalism and property damage in schools does not show significant differences in variances between genders (EVA: F=82.353, p<.001; EVNA: F=1.63, p=.102). However, neither test reveals significant differences in mean scores (EVA: t=1.56, df=362, p=.119; EVNA: t=1.63, df=350.655, p=.102), suggesting that gender does not significantly influence vandalism and property damage in schools. The study therefore fail to reject the null hypothesis which states that there is no significant gender difference in the acts of indiscipline in SHS in Techiman North District

Discussion of Findings

Common Acts of Indiscipline in Senior High Schools

This study highlights prevalent acts of indiscipline in Senior High Schools, with substance abuse, vandalism, and aggressive behaviour ranking

among the most common issues. Substance abuse stands out as a significant concern, with a large number of students involved and widespread acknowledgment of its detrimental effects. Vandalism, particularly property damage, occurs frequently, often without consequences, indicating a lack of accountability among students. Aggressive behaviour, including bullying and physical altercations, is also widespread, with indications of ineffective intervention strategies by school authorities.

The current study's identification of substance abuse, vandalism and property damage, and aggressive behaviour as the most common forms of indiscipline aligns with the findings of Esere and Mustapha (2020) and Eyo, Joshua, and Esuong (2010). Both studies reported substance abuse and physical aggression as significant issues in educational settings. Esere and Mustapha emphasized the detrimental effects of these behaviours on learning environments and community stability, which is consistent with the high prevalence of these issues observed in the current study.

Similarly, the findings of this study resonate with Lai-Yeung (2014), particularly regarding disruptive behaviour and violations of rules. Lai-Yeung (2014) identified a high incidence of disruptive behaviour among students, which corresponds with the moderate levels of disrespect towards academic standards and lack of student participation found in the current study.

The current study's findings on truancy, which was identified as the least experienced form of indiscipline, contradict the results of Fosu-Ayarkwa (2022) and Rofiqoh et al. (2019). Fosu-Ayarkwa reported truancy as the most frequently occurring type of indiscipline in universities, while Rofiqoh et al. highlighted truancy as a significant issue in elementary schools. This

discrepancy in findings may be due to differences in educational levels. The studies by Fosu-Ayarkwa and Rofiqoh et al. focused on universities and elementary schools, respectively. The developmental stages and contextual factors at these educational levels differ significantly from those in Senior High Schools. University students have more autonomy and are often managing more complex schedules and personal responsibilities, potentially leading to higher truancy rates. In contrast, elementary school students might exhibit truancy due to lack of parental supervision or engagement.

Also, Techiman North District may have specific socio-economic and cultural factors that influence the prevalence of certain behaviours. For instance, community attitudes towards education, availability of recreational substances, and economic challenges might differ from those in the regions studied by Fosu-Ayarkwa (2022) and Rofiqoh et al. (2019) Furthermore, the effectiveness and enforcement of school policies and disciplinary measures could vary widely across different educational institutions. Schools in the Techiman North District might have more effective truancy prevention programmes or stricter attendance policies compared to those in other regions resulting in the discrepancy in the results.

In another case, the current study found moderate levels of disrespect towards academic standards and lack of student participation in classroom activities. This aligns partially with the findings of Izehiuwa et al. (2022), who also reported academic misconduct and absenteeism among secondary school students. However, the prevalence of these issues was not as pronounced in the current study as in some previous studies. This could suggest that while

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these issues are present, they might not be as critical or widespread in the Techiman North District as substance abuse and aggressive behaviours.

Factors that contribute to the Acts of Indiscipline in Senior High Schools

The study identifies several factors contributing to acts of indiscipline in Senior High Schools, with peer influence emerging as the most influential factor. Peer pressure significantly contributes to student indiscipline, as students often engage in inappropriate behaviour under the influence of their peers, and their behaviour is largely influenced by peer group interactions. Following closely is the influence of mass media, particularly exposure to inappropriate content, negative portrayal of disciplinary attitudes, and glorification of behaviours contrary to school rules. Overcrowded classrooms also contribute significantly to indiscipline, leading to distractions and difficulty in focusing on lessons, thus increasing students' likelihood of engaging in disciplinary problems. Poor classroom management and inadequate teacher-student relationships were identified as moderately influential factors, with negative interactions between teachers and students and ineffective disciplinary strategies contributing to student indiscipline.

The current study aligns with Jinot and Danalutchmee (2023), who identified the complex nature of indiscipline in schools, citing student behaviour, school context, family, and society as primary factors. Similarly, the current study found peer influence, mass media, and overcrowded classrooms as significant contributors. Both studies emphasise the complexity and varied origins of indiscipline, stressing the role of external influences such as societal and peer interactions.

These findings of this study are also in line with the finding of Belle and Seegopaul (2020) that both the educational institution and family environment significantly influence student indiscipline. Additionally, the current study's identification of poor classroom management and teacher-student relationships aligns with Belle and Seegopaul's emphasis on the role of the educational institution. The findings further resonate with the findings of Kagoiya and Kagema (2018) which highlighted absenteeism, truancy, and the need for parental and teacher involvement in discipline management. Both studies suggest that effective disciplinary strategies require active participation from educators.

However, the findings of the current study contradict the findings of Belle (2017). While Belle (2017) emphasized the limited authority of school heads in disciplining students due to international conventions safeguarding children's rights, our study did not specifically highlight this as a significant factor. One potential reason for this discrepancy could be the difference in the legal and policy frameworks between Mauritius and the Techiman North District in Ghana. The centralized policy-making and implementation constraints noted by Belle might be less pronounced or differently managed in our study context, leading to less emphasis on this factor.

The findings of the current study also go contrary to what was found by Allyu and Liman (2017). Allyu and Liman identified geographical location, parental rejection, excessive parental protection, and specific instructional methodologies as primary causes of indiscipline. In contrast, the current study did not highlight these factors prominently. The discrepancy could be attributed to the different social and cultural contexts between Maiduguri

Metropolitan Council in Borno State and the Techiman North District. Factors such as geographical location and parental behaviours might have varying levels of impact in different regions, influenced by local cultural, socio-economic, and educational dynamics.

Impacts of Indiscipline on Senior High Schools

The study highlights the profound impact of indiscipline on Senior High School students across academic, social, and emotional dimensions. Academically, indiscipline correlates with lower academic performance, disruptive behaviour in the classroom, increased absenteeism and tardiness, and overall lower grades. These findings suggest that student misconduct not only hampers individual learning but also disrupts the educational environment for peers. Indiscipline's adverse effects extend beyond academics, significantly influencing the social dynamics within the school. It strains relationships with peers, contributes to feelings of insecurity and discomfort among classmates, and negatively affects the overall social environment. Such disruptions in the social fabric of the school community can impede students' ability to form positive connections and engage effectively in collaborative learning environments.

These findings are consistent with the study by Assafuah-Drokow and Asabil (2021), which reported that indiscipline significantly hampers academic performance, leading to difficulties in concentration and increased dropout rates. Both studies underline the critical link between student behaviour and academic outcomes, reinforcing the notion that indiscipline disrupts the learning environment and diminishes academic achievement.

The socio-emotional effects of indiscipline highlighted in the current study, such as strained peer relationships, feelings of insecurity, and adverse impacts on emotional well-being, are partially in line with the findings of Saputra et al. (2020). The study by Saputra et al. (2020) was on the perception of a negative school climate in Indonesia demonstrated a significant effect of a poor school environment on academic performance. Both studies indicate that a negative behavioural environment can lead to broader detrimental outcomes, extending beyond academics to emotional and social dimensions.

Interestingly, the findings also align with the of Chewen et al. (2018) in emphasizing the role of relationships in influencing student behaviour. Chewen et al. found that positive student-teacher relationships could mitigate indiscipline, suggesting that strengthening these relationships might be a viable strategy for addressing behavioural issues. This perspective is supported by the current study's results, which suggest that indiscipline negatively impacts the overall school environment, thereby highlighting the need for robust interpersonal support systems within schools.

However, the current study's findings contrast with those of Olayinka et al. (2023), who observed no significant differences in perceptions between lecturers and students regarding the influence of indiscipline on academic performance among Nigerian undergraduates. This discrepancy could stem from differences in educational contexts and levels. While Olayinka et al.'s study focused on university students, who might exhibit different behavioural patterns and resilience levels compared to high school students, the current study's focus on younger students in a high school setting may account for the more pronounced negative effects observed.

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The findings also go contrary to the findings of Olayinka et al. (2023). While the study found that indiscipline did not significantly impact academic achievement among university students, the present study identified significant negative effects of indiscipline on the academic performance of high school students. The contradictions may be attributed to methodological differences and the varied socio-cultural settings of the studies. While Olayinka et al. (2023) employed a descriptive survey approach in a higher education context in Nigeria, the current study utilized a one-sample t-test in a Senior High School context in Ghana. The differing educational stages and possibly varying definitions and perceptions of indiscipline between the two regions could contribute to the contrasting findings.

Gender Difference in terms of the Acts of Indiscipline in SHS

The study examined gender differences in acts of indiscipline among Senior High School students across various categories, including truancy, lack of participation in classroom activities, disrespect towards academic standards, substance abuse, aggressive behaviour, and vandalism and property damage in schools. Male students consistently exhibit higher mean scores in truancy, lack of participation, disrespect towards academic standards, substance abuse, aggressive behaviour, and vandalism compared to female students, indicating a greater tendency towards these behaviours. Conversely, female students demonstrate higher mean scores in lack of participation in classroom activities, suggesting a higher prevalence of non-participation among females in this specific category.

The results corroborate Ibrahim et al. (2020), who found notable differences in indiscipline between boys and girls. Ibrahim et al. attributed

these variations to inherent differences in activity levels and social learning processes, suggesting that boys exhibit more active and often misbehaving behaviours due to early social learning experiences. The current study similarly identified that male students showed higher mean scores in aggressive behaviour and substance abuse, supporting the view that boys are more prone to such behaviours. This alignment reinforces the idea that socialisation processes and neurological factors play significant roles in shaping gender-specific patterns of indiscipline.

The current study's findings align partially with Ddungu (2016), especially regarding higher substance abuse among male students. Ddungu found significant gender differences in students' involvement in indiscipline, particularly noting that male students were more involved in rioting and substance abuse, while female students were more involved in sexual immorality. Additionally, Ddungu reported no significant gender difference in academic malpractice, which is also supported by the current study's findings that gender does not significantly influence disrespect towards academic standards.

The current study also supports Gyapong and Subbey (2021) by showing higher mean scores for aggressive behaviour among male students. Gyapong and Subbey revealed that indiscipline behaviours such as physical aggression and noncompliance differed by gender and ethnicity. However, Gyapong and Subbey's emphasis on the varied causes of indiscipline by gender and ethnicity adds another layer of complexity that the current study did not explore in depth, indicating potential areas for further research.

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The findings of the current study further align with Odebode (2019) who identified societal, governmental, parental, school, and student factors as causes of indiscipline, with significant gender differences observed. However, the focus of Odebode on primary school teachers' perspectives adds a different context that might explain some variances in the nature and causes of indiscipline compared to secondary schools.

The finding of this study also corroborates Ndaita (2016) who found that teachers' perceptions of the causes of indiscipline were significantly influenced by gender-related factors therefore aligning with the current study's results that also suggest gender influences on specific indiscipline behaviours like truancy and non-participation in classroom activities. This consistency across studies underscores the importance of considering gender when addressing indiscipline in schools.

Contrary to the current study, Adekanye (2017) reported no significant difference in teachers' perceptions regarding the causes of indiscipline among students. This discrepancy may be due to differences in geographical location, cultural context, and methodologies. Adekanye's study might have been influenced by contextual factors unique to its setting, which could explain the lack of observed gender-based differences. In contrast, the current study's findings suggest that such differences do exist, highlighting the need for nuanced and context-specific approaches in research on student indiscipline.

Ways of Improving Discipline Acts in SHS

The results indicated several effective strategies for improving discipline among Senior High School (SHS) students, with proactive measures ranking highest in perceived effectiveness, followed by corrective measures

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and reinforcement measures. Proactive measures, such as clear and consistently enforced disciplinary policies and regular mentorship programs, are viewed as crucial in preventing indiscipline before it occurs.

Additionally, providing comprehensive education on conflict resolution and fostering a supportive and inclusive school culture are seen as important strategies to proactively address indiscipline. Corrective measures, including implementing disciplinary actions like detention or suspension and promoting open communication and collaboration among students, teachers, and parents, are perceived as effective in addressing indiscipline once it arises. Reinforcement measures, such as encouraging rewards for good conduct, verbally acknowledging and praising positive behaviour, and providing constructive feedback to students, are valued strategies in motivating students to exhibit positive behaviour and fostering a positive peer culture. Additionally, implementing severe punishments for culprits is perceived as an effective strategy in improving discipline. Overall, the findings suggest that a combination of proactive, corrective, and reinforcement measures is necessary to effectively address indiscipline in SHS settings, emphasizing the importance of comprehensive and multi-faceted approaches to promoting positive behaviour and creating a conducive learning environment.

The findings of this study corroborate Odeka and Kinzi (2022) who identified that the availability of peer counselling services positively impacted students' behaviour in public secondary schools in Homabay Sub-County, showing significant improvements in conduct. This finding aligns with the current study's results, particularly the high mean scores for proactive measures such as implementing regular mentorship programs and fostering

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supportive school cultures. Both studies suggest that structured peer interactions and support mechanisms can effectively reduce indiscipline among students.

Similarly, the findings of this study support the findings of Kariithi et al. (2022) who found a positive and statistically significant relationship between peer counselling and student discipline in Kiambu County, Kenya. Their research underscores the effectiveness of peer counselling interventions in enhancing self-control among students, which parallels the current study's findings that mentorship programs and clear disciplinary policies are effective proactive measures. Both studies, in that regard, advocate for the strengthening of peer counselling as a strategy to improve student discipline.

The findings of this study further align with Sarah et al. (2022) who demonstrated that counsellor training improved the management of student indiscipline in Mirangine Sub-County. The emphasis on training aligns with the current study's high scores for providing comprehensive education on conflict resolution and fostering inclusive school cultures. In both of these studies the importance of equipping school staff with the necessary skills to address indiscipline effectively are highlighted.

Alzyoud (2021) examined the effects of instructors' supervision and counselling on student indiscipline in private schools, finding that counselling led to improvements in student behaviour. The findings of Alzyoud's study are corroborated by the current study's emphasis on proactive and corrective measures, such as providing constructive feedback and promoting open communication. Both studies indicate that counselling and consistent feedback are crucial in addressing indiscipline.

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The findings of this study further support Kanael et al. (2021). Kanael et al. reported that guidance and counselling services positively affected students' discipline and academic performance in the Monduli District of Tanzania. This aligns with the current study's results, which also highlight the importance of guidance programs and peer-to-peer accountability. As further supported by the findings of this study, Vipene and Haliru (2020) found that guidance and counselling services informed students about body development and career options, contributing to improved discipline in Port Harcourt city. Even though the specific focus on body development and career guidance differs, the overall positive impact of counselling services on discipline aligns with the current study's findings on the effectiveness of corrective and reinforcement measures.

Contrarily, Uche (2020) found that guidance and counselling programmes significantly impacted students' academic adjustments in Rivers State, focusing on adherence to rules, social atmosphere, willingness to learn, and adaptation to the school environment. While Uche's study highlights the broad benefits of counselling services, the current study specifically emphasizes proactive, corrective, and reinforcement strategies to improve discipline. The discrepancy might arise from Uche's broader focus on academic adjustments rather than solely on disciplinary measures, suggesting that while both studies recognize the value of counselling, their primary outcomes and scopes differ.

Chapter Summary

This chapter presented the analysis of the data collected in alignment with the study's objectives. The chapter was divided into two main sections. The first section focused on analyzing the data in relation to the specific research objectives, providing insights into key patterns and trends observed. The second section reviewed the findings in comparison with existing literature, highlighting consistencies, discrepancies, and contributions to the broader body of knowledge. This structured approach ensured a comprehensive understanding of the research outcomes within both empirical and theoretical contexts.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to explore the acts of indiscipline in Senior High Schools in Techiman North District of Ghana. Specifically, the study examined the most common acts of indiscipline, identify factors contributing to indiscipline, assess the effects of indiscipline on students, investigate gender differences in indiscipline, and explore strategies for improving discipline. This study was based on the positivism paradigm and adopted exploratory research design. The target population for the study were teachers and students of the Senior High Schools in the Techiman North District. In all, a sample of 138 teachers and 364 students were involved in the study. The research instrument that was used to collect data was the questionnaire. Data was examined and analysed using descriptive and inferential statistics.

Summary of Findings

1. The study revealed that substance abuse, vandalism and aggressive behaviour were the most common acts of indiscipline in Senior High Schools. Substance abuse, vandalism, including property destruction, aggressive behaviour, such as bullying and physical fights were also widespread. Disrespect towards academic standards was evident through disruptive behaviour, lack of recognition for academic importance, instances of cheating and a diminished participation in classroom activities are also rampant in the schools.

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2. The factors contributing to acts of indiscipline in Senior High Schools are peer influence, mass media and overcrowded classrooms. The rest are poor classroom management, inadequate teacher-student relationships, and inconsistent enforcement of school policies.

3. The study revealed significant effects of indiscipline on Senior High School students across academic, social, and emotional domains. In terms of academic effects, indiscipline correlates with lower academic performance, disruptive behaviour in the classroom, increased absenteeism and tardiness, and lower grades. Moreover, indiscipline adversely impacts the overall learning environment for all students. Moving to the social and emotional effects, indiscipline negatively influences the social environment within the school, strains relationships with peers, contributes to feelings of insecurity and discomfort among classmates, and affects the emotional well-being of students.

4. Male students had higher mean scores in behaviours such as truancy, lack of participation in classroom activities, disrespect towards academic standards, substance abuse, aggressive behaviour, and vandalism and property damage compared to female students. Conversely, female students demonstrated higher mean scores in lack of participation in classroom activities. Statistical analysis confirmed significant gender differences in truancy, lack of participation, substance abuse, and aggressive behaviour, with male students showing higher mean scores in these categories. However, no significant gender differences were found in disrespect towards

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academic standards, indicating a similar prevalence of this behaviour among both genders. While for vandalism and property damage, there were no significant gender differences in mean scores, male students tend to have higher mean scores compared to females, suggesting a trend towards higher prevalence of these behaviours among males.

5. The study identified effective strategies for improving discipline among Senior High School (SHS) students, emphasizing proactive, corrective, and reinforcement measures. Proactive approaches, such as clear disciplinary policies and mentorship programmes, were seen as crucial for preventing indiscipline. Corrective actions, including disciplinary measures and promoting communication among stakeholders, were deemed important for addressing indiscipline once it arises. Reinforcement measures, such as rewards for good behaviour and peer encouragement, are valued for motivating positive conduct.

Conclusion

In conclusion, the study has shed light on the multifaceted nature of indiscipline in Senior High Schools (SHS) and offers valuable insights into effective strategies for its reduction. The findings highlighted prevalent acts of indiscipline, including substance abuse, vandalism, and aggressive behaviour, with significant gender differences observed across various behaviours. Factors contributing to indiscipline, such as peer influence, mass media, and overcrowded classrooms, underscore the complex interplay of social, environmental, and institutional factors. Moreover, the study revealed the significant effects of indiscipline on students' academic performance, social interactions, and emotional well-being, emphasizing the urgent need for

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targeted interventions to address these challenges. Proactive measures, such as clear disciplinary policies and mentorship programs, are identified as crucial for prevention, while corrective actions and reinforcement measures play essential roles in addressing indiscipline and promoting positive behaviour.

Overall, the study underscored the importance of comprehensive strategies that integrate prevention, intervention, and positive reinforcement to create a supportive and disciplined school environment. By addressing the root causes of indiscipline and fostering a culture of respect, responsibility, and accountability, schools in the Techiman North District can enhance students' well-being, academic achievement, and overall school climate.

The findings of this study have important implications for guidance and counselling in Senior High Schools. Given that student indiscipline is influenced by factors such as peer pressure, media exposure, and overcrowded classrooms, school counsellors must adopt holistic intervention strategies. These should include behaviour modification programs, peer mediation, and gender-sensitive counselling approaches to address specific behavioural patterns among male and female students. Additionally, counsellors should strengthen psychosocial support systems to help students manage stress, anxiety, and low self-esteem resulting from indiscipline-related challenges. By fostering a supportive and inclusive school environment, counselling services can play a key role in promoting positive student behaviour.

For school management, the study underscores the need for clear and consistently enforced disciplinary policies. Schools should implement structured behaviour management programs, including mentorship initiatives and rehabilitative strategies, while also addressing issues such as overcrowded

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classrooms that contribute to indiscipline. Strengthening collaboration with parents, community leaders, and law enforcement agencies can enhance disciplinary measures and provide additional student support. Furthermore, investing in teacher training on classroom management and conflict resolution will equip educators with skills to maintain discipline effectively. By integrating counselling services, well-defined policies, community involvement, and teacher training, school management can foster a culture of discipline, responsibility, and respect, ultimately enhancing the learning environment and student success in the Techiman North District.

Implications for Counselling

The findings of this study highlight the need for targeted counselling interventions to address high-risk behaviours such as substance abuse, vandalism, and aggressive conduct among Senior High School students. School counsellors should implement specialized programs that focus on substance abuse prevention, anger management, and conflict resolution. These initiatives can help students develop coping mechanisms and alternative ways to handle peer pressure, stress, and frustration.

Given that peer influence significantly contributes to acts of indiscipline, group counselling sessions can be an effective strategy for behavioural change. Counsellors should facilitate peer support groups where students can openly discuss challenges and learn from each other in a structured and supportive environment. Such interventions can help counter negative peer influences and promote positive role modelling.

Parental involvement is also crucial in addressing student indiscipline. Many behavioural issues stem from inadequate guidance and inconsistent

discipline at home. School counsellors should engage parents through workshops and family counselling sessions to create a supportive home environment that reinforces school discipline measures. Strengthening communication between schools and families can improve student behaviour and academic performance.

Recommendations

Based on the findings of the study conducted in the Techiman North District on indiscipline in Senior High Schools (SHS), the following recommendations are proposed:

1. The study revealed that substance abuse was on the increase. School management should introduce comprehensive drug education programmes that inform students about the dangers of substance abuse. These programmes should be integrated into the school curriculum in collaboration with healthcare professionals to provide factual and impactful information. By educating students on the risks associated with substance abuse, schools can help prevent the onset of these behaviours and promote healthier lifestyle choices.

   To address vandalism and property destruction, management of schools should enhance security measures. Counselling and guidance play a crucial role in addressing vandalism and property destruction in schools by focusing on the underlying causes of student misbehaviour and promoting positive behavioural change. While enhancing security measures is essential for preventing such acts, counselling interventions provide a long-term, preventive approach by fostering

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discipline, responsibility, and respect for school property among students.

2. To address the factors contributing to acts of indiscipline in Senior High Schools, management of schools need to implement mentorship programmes where senior students guide and support their juniors, promoting positive behaviour and discouraging negative peer pressure. Additionally, schools should organise regular workshops on the importance of making independent and positive choices. Management could incorporate media literacy into the curriculum, teaching students how to discern appropriate behaviour and resist negative influences from mass media. Counsellors should also provide personalized support for students struggling with behavioural issues due to mass media exposure. To further enhance discipline, school management should invest in teacher training programs on effective classroom management, including positive reinforcement, conflict resolution, and interactive teaching methods. Guidance and counselling professionals should collaborate with teachers in these training sessions, equipping educators with strategies to identify early signs of indiscipline and intervene constructively. By integrating counselling services into school discipline strategies, institutions can create a more structured, supportive, and disciplined learning environment.

3. Management of schools should promote positive teacher-student relationships characterized by mutual respect, trust, and open communication. Professional development opportunities focusing on effective classroom management techniques, conflict resolution

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strategies, and building supportive relationships with students can enhance teachers' capacity to address indiscipline effectively.

4. When addressing indiscipline, management and teachers should prioritize restorative approaches that focus on accountability, reconciliation, and learning from mistakes. Interventions should be tailored to individual student needs, with a focus on addressing underlying issues and promoting personal growth and development. Also, guidance and counselling programmes should be organized in different forms to address disciplinary issues. For example, guidance talks can be organised for students on regular basis to reduce indiscipline

5. The study identified effective strategies for improving discipline among Senior High School (SHS) students, emphasizing proactive, corrective, and reinforcement measures. Proactive strategies involve the development and clear communication of disciplinary policies and the establishment of mentorship programmes where experienced students or teachers guide younger students, promoting positive behaviour and pre-empting potential indiscipline. When disciplinary issues arise, corrective actions should be fair and consistent, with open communication among students, teachers, and parents to address the root causes of behavioural problems and collaboratively find solutions. Additionally, reinforcement measures such as structured reward systems for good behaviour and fostering a school culture that celebrates positive conduct and mutual respect are crucial for motivating students to maintain discipline. By combining these

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strategies, management of schools can create an environment that not only prevents indiscipline but also effectively addresses it when it occurs and continuously reinforces positive behaviour.

Suggestions for Further Studies

The study was cross-sectional. Further studies could conduct longitudinal studies to examine the long-term effects of indiscipline on students' academic performance, social interactions, and emotional well-being. Longitudinal research allows for the tracking of students over time, providing insights into the trajectory of indiscipline and its implications for student outcomes. Further studies could also be conducted to compare indiscipline patterns and factors across different regions, school types, and socio-demographic groups to identify variations and commonalities. Comparative studies can help elucidate contextual factors influencing indiscipline and inform the development of targeted interventions tailored to specific contexts.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF CAPE COAST

DEPARTMENT OF GUIDANCE AND COUNSELLING

TOPIC: INDISCIPLINARY ACTS IN SENIOR HIGH SCHOOLS IN

TECHIMAN NORTH DISTRICT, GHANA

This study is being undertaken for academic purposes and any information given will be treated with the highest degree of confidentiality. The questionnaire is divided into three sections; A, B, C, D and E. Questions may be answered by ticking **[√]** against the response(s) that best suits your opinion or filling the space where appropriate.

Thank you for your participation.

SECTION A: RESPONDENT'S PROFILE

1. Sex:

    [   ]   Male   [   ]   Female

2. Age

    [   ]   Below 25 years   [   ]   25 – 30 years

    [   ]   30 – 35 years   [   ]   36 years and above

3. How long have you been teaching?

    [   ]   Below 3 years   [   ]   3 – 5 years

    [   ]   5 – 7 years   [   ]   8 years and above

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SECTION B: FORMS OF INDISCIPLINE AMONG SENIOR HIGH STUDENTS

4. This part of the questionnaire is to find out forms of students indiscipline in the school. Please tick the number for each item that comes closest to reflecting your opinion about it using the choices.

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

NO	Item	1	2	3	4	5
	Truancy					
1.	There is persistent lateness to school by students					
2.	Students skip classes without valid reasons					
3.	Students prioritize other activities over attending classes					
	Lack of Participation in Classroom Activities					
4.	Students rarely contribute to classroom discussions					
5.	Students avoid doing class exercises, test, etc.					
	Disrespect Towards Academic Standards					
6.	Students always adhere to academic integrity policies					
7.	Students sometimes cheat or plagiarize in academic assignments					
8.	Students believe academic standards are important for learning					
	Substance Abuse					
9.	Substance abuse is much problem in my school					
10.	A large number of students I know are involved in substance abuse					
11.	I have personally witnessed the effects of substance abuse on some students.					
	Aggressive Behaviour					
12.	Bullying is prevalent among students in this school					
13.	Physical fights is prevalent among students in this school					
14.	Instances of bullying or harassment are promptly addressed by school authorities					
	Vandalism and Property Damage in Schools					
15.	Property destruction is a common occurrence on school grounds					
16.	There is a lack of accountability for acts of vandalism among students					

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SECTION C: FACTORS CONTRIBUTE TO THE ACTS OF INDISCIPLINE

5. To what extent do you agree or disagree to the following factors contributing to the acts of indiscipline in your school.

Rating scale

1 = Strongly Disagree 2 = Disagree 3 = Not certain 4 = Agree 5 = Strongly Agree

NO	Item	1	2	3	4	5
	School Climate					
1.	Students do not feel safe and secure within the school environment.					
2.	There is no clear system of discipline enforced within the school					
3.	The school do not promotes a sense of belonging and community among students.					
	Teacher-Student Relationships					
4.	Negative teacher-student relationships play a significant role in promoting student indiscipline in this school					
5.	A lack of communication between teachers and students contributes to higher levels of student indiscipline.					
6.	Teachers who do not establish clear boundaries with students experience higher disciplinary issues.					
	Ineffective School Policies					
7.	The lack of clear disciplinary policies in our school contributes to student indiscipline					
8.	Inconsistent enforcement of school rules and regulations leads to student misconduct					
9.	The absence of proactive measures to address underlying issues exacerbates student misconduct within our school					
	Poor Classroom Management					
10.	Poor classroom management contributes significantly to student indiscipline in our school					
11.	Inadequate teacher supervision and control in the classroom often lead to student misbehaviour					
12.	Teachers' lack of effective disciplinary strategies contributes to a chaotic classroom environment					
	Overcrowded Classrooms					
13.	Overcrowded classrooms lead to distractions contributing to student indiscipline					
14.	In overcrowded classrooms, students find it difficult to focus on lessons, leading to increased behavioural issues					

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		1	2	3	4	5
15.	Overcrowded classrooms create an environment where students feel frustrated, leading to a higher likelihood of disciplinary problems					
	Peer Influence					
16.	Peer pressure significantly contributes to student indiscipline within our school					
17.	Students often engage in inappropriate behaviour due to the influence of their peers					
18.	The behaviour of students is largely influenced by their peer group interactions.					
	Mass Media					
19.	Exposure to inappropriate content in the mass media contributes to student indiscipline					
20.	Mass media, such as television and social media, negatively influence students' behaviour and disciplinary attitudes					
21.	Mass media platforms often glorify behaviours that are contrary to school rules and regulations, leading to increased indiscipline among students					

SECTION D: EFFECTS OF INDISCIPLINE

This part of the questionnaire is to find out the effects of indiscipline in the school. The rating scale consists of five (5) degrees, '1' to '5'. Please circle the number for each item that comes closest to reflecting your opinion about it using the choices.

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

NO	Item	1	2	3	4	5
	ACADEMIC EFFECTS					
1.	Student indiscipline negatively impacts academic performance.					
2.	Disruptive behaviour in the classroom hinders the learning process for other students					
3.	Indiscipline among students leads to increased absenteeism and tardiness, affecting their academic progress					
4.	Students who frequently engage in indiscipline tend to have lower grades					
5.	Indiscipline among students negatively impacts the learning environment for all students					
	SOCIAL AND EMOTIONAL EFFECT					
6.	Student indiscipline negatively impacts the overall social environment within the school.					
7.	Students who engage in indiscipline often experience strained relationships with their peers.					
8.	Indiscipline among students contributes to feelings of insecurity and discomfort among					

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NO	Item	1	2	3	4	5
	classmates					
9.	The emotional well-being of students is adversely affected by the disruptive behaviour of their peers					
10.	The emotional well-being of students is adversely affected by the disruptive behaviour of their peers					

SECTION E: WAYS TO REDUCE STUDENTS' INDISCIPLINE

Indicate the extent of agreement or disagreement on how the following measures help reduce students indiscipline in your school.

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

NO	Item	1	2	3	4	5
	PROACTIVE MEASURES					
1.	Providing comprehensive education on conflict resolution					
2.	Implementing regular mentorship programs					
3.	Having clear and consistently enforced disciplinary policies					
4.						
5.	Fostering a supportive and inclusive school culture					
	CORRECTIVE MEASURES					
6.	Implementing disciplinary actions, such as detention or suspension, effectively reduces instances of student indiscipline.					
7.	Promoting open communication and collaboration between students, teachers, and parents					
8.	Providing comprehensive character education programs					
9.	Involving students in decision-making processes and encouraging peer-to-peer accountability					
10.	Collaborating with external agencies, such as law enforcement or social services, to address underlying issues					
	REINFORCEMENTS					
11.	Encouraging rewards for good conduct					
12.	Implementing severe punishments for culprits					
13.	verbally acknowledge and praise students for demonstrating positive behaviour					
14.	Encouraging students to provide positive feedback to their peers					
15.	Providing constructive feedback to students about their efforts and achievements					

Thank You!!!

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APPENDIX B: QUESTIONNAIRE FOR STUDENTS

UNIVERSITY OF CAPE COAST

DEPARTMENT OF GUIDANCE AND COUNSELLING

TOPIC: INDISCIPLINARY ACTS IN SENIOR HIGH SCHOOLS IN

TECHIMAN NORTH DISTRICT, GHANA

This study is being undertaken for academic purposes and any information given will be treated with the highest degree of confidentiality. The questionnaire is divided into three sections; A, B, C, D and E. Questions may be answered by ticking **[√]** against the response(s) that best suits your opinion or filling the space where appropriate.

Thank you for your participation.

SECTION A: RESPONDENT'S PROFILE

1. Sex:

   [   ]   Male   [   ]   Female

2. Age

   [   ]   Below 15 years   [   ]   15 – 20 years

   [   ]   21 – 25 years   [   ]   Greater than 25 years

3. Which form are you ………………………….

SECTION B: FORMS OF INDISCIPLINE AMONG SENIOR HIGH STUDENTS

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4. This part of the questionnaire is to find out forms of students indiscipline in the school. Please tick the number for each item that comes closest to reflecting your opinion about it using the choices.

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

NO	Item	1	2	3	4	5
	Truancy					
1.	I attend classes regularly					
2.	I skip classes without valid reasons					
3.	I prioritize other activities over attending classes					
	Lack of Participation in Classroom Activities					
4.	I actively participate in classroom discussions and activities					
5.	I rarely contribute to classroom discussions					
6.	I find it difficult to engage with class material					
	Disrespect Towards Academic Standards					
7.	I always adhere to academic integrity policies					
8.	I sometimes cheat or plagiarize in academic assignments					
9.	I believe academic standards are important for learning					
	Substance Abuse					
10.	Substance abuse is much problem in my school					
11.	A large number of students I know are involved in substance abuse					
12.	I have personally witnessed the effects of substance abuse on some students.					
	Aggressive Behaviour					
13.	Bullying is prevalent among students in my school					
14.	Physical fights are prevalent among students in my school					
15.	Instances of bullying or harassment are promptly addressed by school authorities					
	Vandalism and Property Damage in Schools					
16.	Property destruction is a common occurrence on school grounds					
17.	There is a lack of accountability for acts of vandalism among students					

SECTION C: FACTORS THAT CONTRIBUTE TO THE ACTS OF INDISCIPLINE

To what extent do you agree or disagree with the following factors contributing to the acts of indiscipline in your school?

Rating scale

1 = Strongly Disagree 2 = Disagree 3 = Not certain 4 = Agree 5 = Strongly Agree

NO	Item	1	2	3	4	5
	School Climate					
18.	I do not feel safe and secure within the school environment.					
19.	There is no clear system of discipline enforced within the school					
20.	The school do not promote a sense of belonging to the community among students.					
	Teacher-Student Relationships					
21.	Negative teacher-student relationships play a significant role in promoting student indiscipline in this school					
22.	A lack of communication between teachers and students contributes to higher levels of student indiscipline.					
23.	Teachers who do not establish clear boundaries with students experience higher disciplinary issues.					
	Ineffective School Policies					
24.	The lack of clear disciplinary policies in this school contributes to student indiscipline					
25.	Inconsistent enforcement of school rules and regulations leads to student misconduct					
26.	The absence of proactive measures to address underlying issues aggravate student misconduct within our school					
	Poor Classroom Management					
27.	Poor classroom management contributes significantly to student indiscipline in our school					
28.	Inadequate teacher supervision and control in the classroom often lead to student misbehaviour					
29.	Teachers' lack of effective disciplinary strategies contributes to a chaotic classroom environment					
	Overcrowded Classrooms					
30.	Overcrowded classrooms lead to distractions contributing to student indiscipline					

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31.	In overcrowded classrooms, students find it difficult to focus on lessons, leading to increased behavioural issues					
32.	Overcrowded classrooms create an environment where students feel frustrated, leading to a higher likelihood of disciplinary problems					
	Peer Influence					
33.	Peer pressure significantly contributes to student indiscipline within our school					
34.	Students often engage in inappropriate behaviour due to the influence of their peers					
35.	The behaviour of students is largely influenced by their peer group interactions.					
	Mass Media					
36.	Exposure to inappropriate content in the mass media contributes to student indiscipline					
37.	Mass media, such as television and social media, negatively influence students' behaviour and disciplinary attitudes					
38.	Mass media platforms often glorify behaviours that are contrary to school rules and regulations, leading to increased indiscipline among students					

SECTION D: EFFECTS OF INDISCIPLINE

This part of the questionnaire is to find out the effects of indiscipline in the school. The rating scale consists of five (5) degrees, '1' to '5'. Please circle the number for each item that comes closest to reflecting your opinion about it using the choices.

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

NO	Item	1	2	3	4	5
	ACADEMIC EFFECTS					
1.	Indiscipline has negative impacts on students' academic performance.					
2.	Disruptive behaviour in the classroom hinders the learning process for other students					
3.	Indiscipline among students leads to increased absenteeism and tardiness, affecting their academic progress					
4.	Students who frequently engage in indiscipline tend to have lower grades					
5.	Indiscipline among students negatively impacts the learning environment for all students					
	SOCIAL AND EMOTIONAL EFFECT					

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6.	Student indiscipline negatively impacts the overall social environment within the school.					
7.	Students who engage in indiscipline often experience strained relationships with their peers.					
8.	Indiscipline among students contributes to feelings of insecurity and discomfort among classmates					
9.	The emotional well-being of students is adversely affected by the disruptive behaviour of their peers					
10.						

Thank You!!!

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APPENDIX C: ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES/ERB/ucc.edu/V8-24/34

Date: 8th April, 2024

Your Ref............................

Dear Sir/Madam,

Chairman CES-ERB
Prof. J. O. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary CES-ERB
Prof. Linda Dzama Forde
forde@ucc.edu.gh
0244786680

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Gregory Ali Sanyelah Yelewonah

Reg. No. EF/GCT/22/0003

M.Phil./Ph.D student in the Department of Guidance and Counselling in the College of Education Studies University of Cape Coast, Cape Coast, Ghana. He/She wishes to

Undertake of research study on the topic: Indiscipline and measures for improving discipline in Senior High Schools in Techiman North District, Ghana

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirmed that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank You.

Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

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APPENDIX D: LETTER OF INTRODUCTION

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
E-mail: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

29th, April, 2024.

Our Ref: CES/DGC/L.2/VOL.3/09
Your Ref:

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Gregory Ali Sanyelah Yelewonah a student pursuing an M.phil programme in Guidance and Counselling at the University of Cape Coast. As a requirement, he is to submit a thesis on the topic: *"Indiscipline and Measures for Improving Discipline in Senior High Schools in Techiman North District, Ghana".* We are by this letter affirming that, the information he will obtain from your institution will be solely used for academic purposes.

We would be most grateful if you could provide him with the necessary assistance.

Thank you.

Dr. Sylvia Ocansey
HEAD OF DEPARTMENT

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