

UNIVERSITY OF CAPE COAST

OBSTACLES TO THE MAINTENANCE OF DISCIPLINE IN SELECTED
SENIOR HIGH SCHOOLS IN THE TAMALE METROPOLIS

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BY

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Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Educational Administration

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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's Signature:..... Date:.....

Name: Perpetua Angsomwine

Supervisor's Declaration

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

Supervisor's Signature:..... Date:.....

Name: Dr. A. L. Dare

ABSTRACT

The purpose of this study was to examine the obstacles to the maintenance of discipline in selected senior high schools in the Tamale Metropolis. The study employed a cross-sectional survey design. A sample size of 482 teachers was selected for the study. Both purposive and random sampling techniques were used to select the sample. Questionnaire was the main data collection instrument. Descriptive statistics were used to analyse the research data.

There were obstacles to the maintenance of discipline in schools as revealed by the study. Prominent among them were the interference of parents, relatives and politicians in schools' administration, incompetent teachers, the absence of moral education, guidance and counseling in schools, media influence, irresponsible parenthood among others.

It was concluded that ineffective supervision and lack of strict enforcement of school rules on the part of school authorities could just be one of the management challenges of the senior high schools in the Tamale Metropolis and is an obstacle to the maintenance of discipline in the schools.

It is recommended that the school authorities should make sure that teachers, parents and learners are aware of the school policies regarding students' behaviour and the consequences of breaching them. This can be done through PTA meetings where parents can be taken through such policies to make them understand what it means to have a well-disciplined school.

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I would like to express my sincere gratitude to my supervisor, for assisting and directing me through this dissertation. I also appreciate his marvelous encouragement, support, and knowledge to make this dissertation come to reality.

I am also grateful to my family and friends.

DEDICATION

To My Family

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CHAPTER ONE

INTRODUCTION

Background to the Study

One of the most important concerns to the Ghanaian public is how to maintain discipline. Maintaining discipline in schools is of great concern to educational administrators, parents and the government. For this reason a former Vice President of the 4th Republic of Ghana on the 2nd of August, 2002 launched a campaign against indiscipline because of the numerous disturbances in schools. Initially, indiscipline in schools included such minor offences as stealing, disrespect and physical assaults. However, in recent times, it has degenerated into the use of drugs, armed robbery, rape, sexual promiscuity and smoking (Collier & Houston, 1967). That is why acts of indiscipline are often frowned upon in all Ghanaian schools. Institutions such as schools are set up by governments, individuals, missionaries and foreigners with the aim of providing systematic education. Oladele (1954) opines that children have to be disciplined if they are to profit from education, either formally or informally. In other words, effective learning does not only depend on effective teaching but also on acceptable behaviour by learners. Good behaviour enables academic work to go on, as no instructional time is lost to dealing with unacceptable behaviour.

We are all witnesses to other negative traits students' exhibit when they are on holiday. They seldom stay at home. They wear indecent haircuts, use profane words or appear nude. They also show disrespect towards older people. This social problem of indiscipline has eaten deep into the boarding schools nationwide. One such example was a report by Kwei (2003). Senior high schools in the Tamale Metropolis which are boarding schools also commit similar acts of indiscipline. The school as a socializing agent tries to ensure that students behave well. Despite this effort, however, schools continue to face major disciplinary problems all over Ghana. Newspaper publications and radio news commentaries have often underscored the importance of discipline. Different people have given many definitions to discipline; however, Adesina (1990) has noted there is no universally accepted definition of discipline. A few of the definitions from researchers are considered here so that a workable definition will be obtained for the purpose of this study.

Tetty-Enyo (1995) saw discipline as a necessary condition for school work and school cannot afford to work in an atmosphere of indiscipline. On the other hand, Guy (1992) referred to discipline as the degree of order or control that characterizes a group. To him, discipline may be considered a comprehensive term describing the variety of methods that might be employed to maintain a classroom climate conducive to learning and to the health and personal development of individuals.

Kochhar (1970) on the other hand stated that discipline is willingness on the part of an individual to put forth all the efforts that is required to achieve an object deliberately chosen. Though the three writers define discipline in different ways they all allude to the fact that discipline is inevitable as far as learning is concerned. The concept of discipline is generally misunderstood to mean punishment and exertion of control over subordinates. According to Gnagey (1971), many people use the word ``discipline `` as a synonym for punishment. Discipline to some people means self-control with responsibility and good manners while to others it means absolute quiet. It is the most vital aspect of all purposeful human endeavour. It is meant to shape the behaviour and general way of life of the individual in a way desired by an institution, organization, society or community. According to the editorial of the *Daily Graphic* of Friday, December 17, 1999, the rationale of discipline is to imbue our students who are the future leaders of the nation, with the right leadership qualities to enable them to serve as shining example to others, so as to bring peace, order and stability into their communities in particular and the nation at large.

People have different views as to what indiscipline is. Mankinde (1991) explained that indiscipline refers to acts of lawlessness and disorder of individual or group precipitated against an established norm. These problems often resulted in strike actions or riots in institutions. Danga (1981) warned that indiscipline is a “plague” that can destroy the very fabric of the school organization; if left loose. In the view of Kochhar (1970) indiscipline is highly organized and has behind it a

regular machinery, interest in keeping it alive and making it a normal feature of student life. He added that this machinery is of two kinds: one is within educational institutions consisting of students' unions and their leadership and the other is outside educational institutions and consists of Youth Congress, leagues and federations affiliated to political parties. Cudjoe (1996) gave another dimension of indiscipline by explaining that most strike actions or riots in institutions or schools are led by indisciplined students who under the influence of drugs ignore their prefects and channels of communication and vandalize personal and school property. Nowadays, it is even common for students to stay away from school on very flimsy grounds such as the refusal of the administration to change the dates of examinations (Kochhar, 1970).

Acts of indiscipline have recently dominated the national newspapers, one of which was the incident that was reported by Quainoo (1999), where a pistol and ammunitions, meant to be used during a planned demonstration against the school authorities, were discovered.

The present study focuses on obstacles to maintenance of discipline in selected public Senior High Schools in the Tamale Metropolis. Many of the schools are mixed boarding schools with students who belong to all kinds of religion but the schools' population is predominantly Muslim.

The boarding schools are supposed to instil high moral values in students with the aim of turning them into good useful and industrious citizens. However, there have been difficulties. There has been spate of indiscipline in these schools of

late, the most frequent one being truancy. Being a senior housemistress in one of the schools and a member of the disciplinary committee I have had many personal experiences with students' misbehaviour on a daily basis. Some students feign sickness and go for permission to go home but majority of such students never get home and in some cases during their absence their parents come to the school to visit them. This practice is on the increase. Others put on their school uniform and parents think that they are in school but they never reach school. Similarly, boarding students sneak to town without exeat. Girls, especially, jump over their school fences to go and sleep with their male friends. For example, three girls of Kalpohin Senior High School on the 15th of June, 2009, dodged to town to watch movies, and on their return found out that the school gates were locked. They therefore had to scale the wall into the campus. They were, however, suspended and were further made to sign a bond to be of good behaviour for the rest of their stay in school. Bullying has assumed serious dimensions in the schools. Every year, the fresh students are subjected to inhuman treatment such as singing for their seniors to sleep, demonstrating how they usually have sex with their boy/girlfriends, writing their names with their buttocks and kneeling on the bare floor for a good part of the night while the seniors sleep.

Additionally, some senior students extort money from the junior students; the former make the latter use their own money to buy food for them on a daily basis. The seniors also ensure that a good portion of the juniors' provisions come to them. It is the order of the day for students to possess mobile phones although the

Ghana Education Service prohibits the use of mobile phones on school campuses. Heads of the various institutions have liaised with service providers for the installation of telephone booths on campuses to prevent students from using mobile phones. Despite these initiatives, students flout the schools' rules with impunity and do what they want. Some parents do not even see anything wrong with their children using phones in schools. Any teacher who tries to enforce the rules to the letter incurs students' wrath.

Students do not respect teachers especially those who do not teach them. It is very common to see students talking back to teachers when they go wrong and the teachers try to correct them, or to see a teacher carrying a load while a student or students are following him or her, or walk past without offering to help or even to greet him or her. Students find it difficult to greet teachers even in the classroom, some grumble when they have to stand up to greet a teacher.

In the morning many students go to school at times that are convenient to them though they know lessons begin at 7:20 a.m. in some schools or 8:00am in others. Almost all the girls have cell phones for instance the number of girls who go on suspension for the use of mobile phones in Kalpohin Senior High School outnumber that of the boys and this is against the school rules (Jones & Jones, 1990). Illegally, they plan with their boyfriends through communication who come to present themselves as their relatives with the pretext of needing them at home for the performance of certain rituals. More often than not, such visitors turn out to be liars. Sneaking to sleep out of the dormitory is the order of the day.

Yet, their colleagues will never report them. Even when a roll call is taken and the absentees are discovered they still try to fabricate stories to justify their absence. Moreover, there has been immoral behaviours exhibited between girls and boys such as indecent language, intimate relationship, promiscuity, cheating, sending one another to mallams, indecent dressing such as wearing short skirts and dresses which expose parts of the body. Boys wear trousers and shorts almost below their buttocks.

From the foregoing narrative on the acts of indiscipline by students,, it can be concluded that schools are faced with the challenge of dealing with the social behaviour of the students. The need to find solutions to indiscipline in schools is the responsibility of school administrators, parents and the government. The need to identify obstacles to maintenance of discipline in senior high schools in the Tamale Metropolis and finding solutions to the obstacles are, therefore, the subject of the present study.

Statement of the Problem

Every society, institution or organization cherishes discipline. Discipline in a school is also the requirement of society. Without constructive and proper discipline, aims and aspirations of society cannot be realized. Discipline is a necessary condition of good administration. If the administration is interpreted as all those things administrators do for the purpose of creating a situation favourable to learning, it becomes evident that maintaining discipline is one of their major tasks.

There is a high level of indiscipline in schools in recent times which has resulted in a number of students being suspended for weeks, others indefinitely, while some have been dismissed. The Ghana Education Service has put structures in place to check the conduct of both teachers and students; they are guided by the code of discipline. Apart from the heads and their staff who are always available to instil discipline, the Boards of Directors, the prefectorial board, the guidance and counseling units, schools' disciplinary committees and parents, among others, are there to instill discipline. Despite all these measures put in place to check this canker, students' indiscipline has today assumed an alarming dimension. Ever increasing incidence of defiance of authority by students at the secondary stage has made educators and the public skeptical about the effectiveness of education in making better human beings. Hardly a day passes without the students of one or the other institution threatening strike action or leaving classes on the slightest provocation.

Surplus energy of students, not finding a legitimate outlet results in idleness, misadventure, misconduct and mischief both inside and outside the educational institutions and makes also students indulge in rowdyism. They take the law in their own hands and dictate their terms to authorities under the threat of strike or picketing. No wonder, then that this student unrest has become an acute national problem and has tended to throw the educational machinery out of gear. As Konchhar (1970, p. 338) puts it, "Leaders are worried, the parents are harried and

the teachers are in a fix because the country needs a trained and disciplined youth and not a rabble of irresponsible heads.”

As the interventions put in place seem to be ineffective, it poses a big problem to the individual, the society and the nation at large. Yet no systematic study has been done to find out the obstacles to maintenance of discipline in senior high schools in the Tamale Metropolis. It is this gap that the present study was designed to fill.

Purpose of the Study

The purpose of the present study was, therefore, to find out students and teachers’ understanding of the term ‘indiscipline’ as used in schools and the types of acts of indiscipline that are dominant in senior high schools. It also sought to find out the causes of indiscipline and the types of indiscipline that do not subject themselves to correction: whether it is student-related indiscipline, teacher-related indiscipline, or school-related indiscipline. Finally, the study also sought to find out the obstacles to the maintenance of discipline in selected senior high schools and suggested solutions to the problem.

Research Questions

The study was designed to answer the following questions:

1. What do teachers and students understand by of the term “indiscipline” as used in their schools?
2. What types of acts of indiscipline are dominant in senior high schools of the Tamale Metropolis that are most difficult to check?

3. What factors tend to reinforce student-related causes of indiscipline in senior high schools of the Tamale Metropolis?
4. What factors in the opinion teachers and students are hindrances to the maintenance of discipline in senior high schools in the Tamale Metropolis?
5. What intervention strategies, in the opinion of teachers and students, can be introduced to check the obstacles to the maintenance of discipline in schools?

Significance of the Study

The study is taking place at a time when discipline in senior high schools has become a matter of concern for everybody. There are instances of indiscipline displayed by students in some schools that one least expected such acts of indiscipline would occur. I am inclined to believe that one should not expect any high academic achievement from any school, where there is no discipline, at the same time there cannot be discipline in any school where teachers themselves are not disciplined.

It is for this reason that I embarked on this study with the hope that the following might be some of the benefits:

1. When counselors know the obstacles to maintenance of discipline in schools, they may be able to design programmes towards the removal of these obstacles. Since the present study sought to provide such information, it may be useful in that regard.

2. Training officers may use this information to design strategies that would promote the maintenance of discipline in senior high schools when providing in- service training for officers and teachers.
3. The findings of the study may be useful to the heads of schools as they may be exposed to some obstacles to the maintenance of discipline in schools and possible ways of solving them.
4. Finally, the findings in this study would add to the existing knowledge on discipline.

Delimitation of the Study

The study is restricted to selected public senior high schools in the Tamale Metropolis. They are Kalpohin Senior High School, Tamale Senior High School, Ghana Senior High School, Vittin Senior High School, St Charles Senior High School, Presby Senior High School and Tamale Girls Senior High School. Apart from Kalpohin Senior High School which is one of the newly established boarding senior secondary schools, the rest are old boarding senior high schools that are well established. Whilst Tamale Girls' Senior High school and St Charles Senior High School are unisex schools, the rest of the schools are mixed. Presby senior high school on the other hand is a day school.

The respondents are adolescents of ages between 15-19 years, drawn from all the schools. The scope of study is restricted to prefects, SRC representatives, heads, assistant heads, senior housemasters and mistresses, housemasters and mistresses, form masters and mistresses, school counselors of these schools. They

are deliberately selected because they can provide relevant information for the study due to their respective roles in the administration of schools.

There are many acts of indiscipline in schools and the society at large; strikes are not the only disciplinary problems faced by institutions in the country. Others include truancy in schools, sexual assault, secret cults, aggression, insubordination and lack of respect for seniors and staff. This study is interested in student-related causes, teacher-related causes and school-related causes of indiscipline. It is not interested in home-related causes because schools cannot deal with issues that are outside its domain. If parents are always fighting and the children imitate them, the school cannot do anything about it. The schools chosen are all public schools. They are specifically chosen because they have similar problems to battle with. Most students of these institutions are struggling to adjust to a new way of life since majority come from villages, and this goes with students' misbehaviour. Majority in their homes are not controlled by their parents. Boarding houses on the other hand are guided by rules and regulations. As a result most of the boarding students find it difficult to adjust. Private senior schools are now coming up in the metropolis and since their student populations are not so great, problems of indiscipline may not be as high as they are in the public boarding schools.

Limitations of the Study

One limitation was that because I was a senior housemistress of one of the schools, some students and teachers were afraid of being victimized for unpopular

views that they might express. It is therefore possible that some respondents did not report their true feelings, thus limiting the validity of part of the data and generalisability of the findings.

Definition of terms

“Obstacles” refers to difficulties or problems that prevent one from achieving something.

Indiscipline means a lack of control in the behaviour of an individual or a group of people, with the result that they behave badly.

Organization of the Rest of the Study

The rest of the study are organized to include literature, methodology, analysis and discussion of data and ended up with summary, conclusion, recommendation and areas for further research.

Specifically, review of literature related to the study is in Chapter Two. In it, various authorities contributed to clarify the concept of indiscipline, acts considered to constitute indiscipline, causes of indiscipline in schools and obstacles to maintenance of discipline and intervention strategies to check the obstacles to the maintenance of discipline in schools. Chapter Three is concerned with the methodology used for the study, the research tool(s), and sampling procedure used as well as how I went about collecting data. Chapter Four presents and discusses the findings of the study. It also draws conclusions and made recommendations. Chapter Five concludes the study with a summary of findings, drawing of conclusions, recommendations and areas for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews relevant literature on the issue of indiscipline in schools.

The review is done under the following sub-headings.

1. The meaning of indiscipline
2. Acts of indiscipline
3. Major causes of disciplinary problems
 - Student-related causes
 - Teacher-related causes
 - School-related causes
4. Obstacles to the maintenance of discipline
5. Strategies to check the maintenance of discipline

Meaning of Indiscipline

The term 'indiscipline' defies an exact definition. A study of the literature shows that people have different views and there is no universally accepted definition for indiscipline. Danga (1981) sees indiscipline as a 'plague' that can destroy the very fabric of the school organisation, if left loose. Indiscipline or misbehaviour as Charlton and David (1993) put it, is behaviour manifested verbally or physically, which overtly challenges, to a varying degree and in a

variety of ways, the authority of the teacher and the school. According to them misbehaviour is also defined as a catalogue of comparatively minor misdemeanours which whilst not immediately challenging the authority of the teacher, demand the expenditure of inordinate amount of teacher-time and energy.

According to Adesina (1990), Kocchar (1965) and Makinde (1991), indiscipline refers to acts of lawlessness and disorder, individually or collectively precipitated against an established norm. These problems they say, often result in strike actions or riots in institutions. It could be a collective behaviour when it reaches the stage of demonstration and violence, or an individual misbehaviour when it concerns an offence by one person. It is not easy to classify cases of indiscipline in schools into types. It is not individual discipline, but mass indiscipline that is agitating the minds of people. As Cudjoe (1996) noted, most strike actions or riots in institutions or schools are led by indisciplined students who under the influence of drugs ignore their prefects and channels of communication and vandalise personal and school property.

Damon (2005) similarly sees indiscipline as occurring at two levels. He says there is misbehaviour in the classroom and that may only occur with specific teachers (perhaps as the result of a personality clash). The other kind of behaviour that seems to be general misbehaviour and rebelliousness by some children irrespective of the personnel involved.

Acts of Indiscipline

Student indiscipline, according to Chakraborty (2001), is a problem that confronts the entire country. Chakraborty states that one can notice indiscipline, lawlessness, rowdyism, absenteeism and others among students in various institutions and universities. He adds that everybody in the country, including political leaders, educationists, parents of students and social reformers seem to be concerned about this great coil. Newspapers he says, come out with flashy headlines indicating the serious nature of the problem.

Indiscipline prevails among students in various forms. Students are often found absenting themselves from classes, taking out processions and raising slogans, sometimes smashing the windows-panes of college buildings, waylaying their teachers and many more. They organise meetings and go on strikes, make speeches and incite fellow students to lawlessness.

Disciplinary problems that occur at schools are many and varied. There is a marked difference in what was considered to be acts of discipline many years ago, and what pertains now. Acts of indiscipline are discussed based on their frequency in schools, how serious the offenses are and whether the disciplinary problems have reduced or worsened over time. Indiscipline or misbehaviour as Charlton and David (1993) put it, is behavior manifested verbally or physically which overtly challenges to varying degree and in a variety of ways, the authority of the teacher in the school. According to them misbehaviour is also defined as a catalogue of comparatively minor misdemeanors which whilst not immediately

challenging the authority of the teacher, demand the expenditure or inordinate amount of teacher – time and energy.

While some writers see common disciplinary problems in schools as truancy, stealing, fighting, cheating, bullying and lying (Asiedu-Akrofi, 1978, & Charles, 1981; Schrupp & Gjerde, 1953) requested teachers to rate students' behaviour which they considered to be serious at that moment. The teachers listed the following: defiance, rudeness, disorderliness, heterosexual activities, masturbation and untruthfulness (cited in Tamakloe, et al., 1996)

Asiedu-Akrofi (1978) observes that the recent development of urbanisation and industrialisation has now increased the sizes of villages, towns and cities and they have developed and children find it easy to play truancy. Some leave their homes but never reach the school; others go to the school only to vanish after a few hours. Asiedu-Akrofi explains that some children play these pranks because they do not find the teacher's lessons interesting or they have friends on the way to school who entice them with exciting activities.

Another act of indiscipline which is common in schools is fighting. Students use it to show their disapproval of opinions. This is further explained by Asiedu-Akrofi (1978) who says that fighting is a way of settling their differences and a way of releasing their surplus energies. He explains that it toughens students for life but says teachers should not allow students to fight because it is against social norm neither should teachers punish them when they do but let them shake hands as a promise to behave better next time.

Cheating is another form of indiscipline. Cheating refers to seeking false aid either from books or what one wants (Asiedu-Akrofi, 1978). He says a child should be advised to stop cheating and if he does not, he should be punished. He further identifies bullying as one of teachers' disciplinary problems in schools. Asiedu-Akrofi also explains that it is common to find big boys and girls ordering and punishing the small ones about even to the point of hurting them. He also notes that lying is the commonest and yet the most difficult disciplinary problem to deal with. Some lie because of fear of others through mere ignorance of the situation about which they are being asked. He explains that it needs a lot of tact and perseverance to uproot this evil.

One major disciplinary problem in educational institutions is sexual behaviour. This has been highlighted by (Millman, Schaefer, & Coben, 1980 & Tetteh-Enyo, 1980). In Ghana the situation is not that different as we see many teenagers dropping out of school due to pregnancies. According to them available evidence indicates that females aged fifteen to nineteen years contribute to about ten percent of the total number of births recorded in Ghana. These figures indicate the volume of cases of sexual behaviours being handled by teachers. This also indicates the adolescents' inability to cope with his or her developing sexuality and as such poses serious disciplinary behaviours in educational institutions.

Another act of indiscipline in schools is drug abuse. This is cited by teachers and administrators as one of their most difficult problems (Jones & Jones, 1990). Despite the intensity of drug-abuse education programmes, children

and teenagers continue to smoke, use alcohol and take other drugs. A study by Baysher (1981) in Malaysia indicates that young people are experimenting with drugs at earlier ages. Studies have also shown that as many as two-thirds of three-quarters of high school students in the United States have tried smoking at one time or another. Baysher's studies have revealed that by age 17 about 25% of boys and 16% of the girls are regular smokers. Also, it is rare to find a high school student who has not had a drink of alcohol. To them 5% of the seniors reported daily use of marijuana and a similar proportion reported daily alcoholism. This study further explained that curiosity, peer pressure, personal problems, parents drinking at home and other factors contributed to the use of drugs (Baysher, 1981; Curwin and Mendler, 1998 – Robert, 1991). Baysher also identifies the main factors in drugs and alcohol use as peer pressure and parents drinking at home.

Indiscipline has a very bad effect upon everyone but it is the student who suffers the most. Often educational institutions are closed down for indefinite period of time. Examinations are often postponed and the entire educational machinery goes out of gear. There is a colossal waste of precious and budding human life, namely, the students. Often feeling of provocation and hostility lingers even after the rowdy acts of indiscipline.

To sum up, there is a difference in what was considered to be acts of indiscipline several years ago and what pertains today. Anderson and Dyke (1963) referred to complaints made by the philosopher Socrates. Socrates lamented that

the youth of his day were children who loved luxury, showed disrespect for elders and liked to chatter in place of exercise. To Anderson and Dyke, children are tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents and cross their legs when sitting. According to them, obviously today's teachers would see these as acts of indiscipline.

Major Causes of Disciplinary Problems

The behaviour of a child according to Blair, Jones and Simpson (1975), at any moment is the result of biological and environmental factors operating simultaneously. This means that there are causes behind every type of behaviour exhibited by children (Adentwi, 1998 & Tamakloe et al, 1996) and Oke and Brown (1982) have identified and classified causes of indiscipline in classrooms into:

1. Students related causes
2. Teacher related causes
3. School related causes
4. Misbehaviour due to curriculum and environment.

The present study is interested in three of these causes.

Student Related Causes

Self discipline according to Tamakloe et al (1996) is the ability to control oneself, one's own desires and feelings. Discipline is the training that develops self – control character, orderliness and efficiency.

The school is established to offer students self – fulfillment as a result of the interactions that goes on between students and teachers. However, the experience they get from the school could generate unhealthy behaviour. Blair, Jones, and Simpson (1975) in their studies of human behaviour attributed the causes of students misbehaviour to biological characteristics they possess, the kind of experiences they have had and the social pressures operating on them at the moment. They add that “they usually accept adult authority but they test it frequently and rebel if they find it unjust or without logic” (p. 30). This usually goes contrary to school rules and leads to problems. With conflicting rules, Kuareceus cited in Gnagey (1968), states that, when rules operating in the school set-up differ from those that operate in the home, students become confused and as a result misbehave. However, Blair et al. explain that not all acts of indiscipline in the school are due to personal and emotional adjustment but students are relatively well adjusted youngsters but in order to satisfy their normal needs they may associate with anti social groups. Due to group pressure they conform to their demands and eventually find themselves in difficulty. Some students are disciplined and well behaved but the influences of indisciplined students sometimes have influences on them, thus making them indiscipline as well.

It is now generally believed that there are times when students become restive, have difficulties, are seduced by attractive objects or fall under the spell of intriguing school mates and friends and as a result put unacceptable behaviour. It is further stated that some students misbehave as a reaction of being rejected by

their peers and thus frustrating their need for peer approval (Charles, 1981; Cronbach, 1963).

Another student related cause of indiscipline identified by Blair et al. (1975) and Fontana (1986) are inadequacies of personal judgments among students. He mentioned in born temperament, inadequate experiences at home, inability or difficulty in relating to adults and people in positions of authority, ineffective communication with teachers and deep-seated personal unhappiness are some of the personal and judgments problems that lead to indiscipline in schools. They are some factors which inhibit students' adjusting to norms and rules in the school environment. Other such problems are constant parental nagging, physical assaults, bullying, sexual abuse and exposure to frightening and profoundly disturbing experiences of listening to angry parents' quarrels. He added that most students with chronic behaviour problems believe that they cannot and will not be successful in school; such students often appear to give up before they have even tried. They see themselves as losers. In order to attract attention, they sometimes behave negatively and usually do not care whether they receive punishment or not. Curwin and Mendler (1988) attested that, some students just derive pleasure from making teachers angry when they are bored and not interested in what is being taught. In addition some children are difficult to manage despite clear rules and regulations, adequate parenting and relative absence of all the psychosocial and biological factors. Adesina (1990) points out that lack of sufficient moral and religious instructions causes indiscipline among

students Gnagey (1971) suggests that the guidelines to students' conduct should be made explicit enough and consistently enforced to avoid infractions of school rules.

Teacher-Related Causes

There are many situations in which teachers may knowingly or unknowingly lead students into disciplinary problems. Teacher-related misbehaviour is often associated with teacher's personality, self-presentation or relationship with students. Fontana (1985) identified some forms of teacher-caused misbehaviour as resulting from the personality characteristics of teachers and how they present themselves to students. He said some of these are the physical appearance of teachers including their personality types, that is, whether they are introverted or extroverted, how they prepare and present their lessons and how they talk to students. Glasser (1969) explains that inefficient school leadership is another cause of indiscipline in schools. According to him, the principals and the teachers are there to set examples and be models to the students to follow, even if the children come from indisciplined homes and backgrounds. Yet, some school administrators and staff shy away from setting standards, enforcing or taking the trouble to be good models that can be examples to their students to follow. Instead, they bicker, are indisciplined themselves and shirk responsibility. Today, most of them, overwhelmed by political considerations, have neglected this important aspect.

Harsh punishment from teachers on students can be a fertile ground for breeding indiscipline. This is even more so when such punishment is seen by students as unfair and unjustified. For example, it has been noted that when teachers employ extremely harsh rules or regulations to punish students, it provides problems and teachers are cautioned that “excessive control over students elicits feeling of rebellion and hostility which results in counter-aggressive behaviour in students. Teachers have been advised to frequently reward good tendencies in place of repressing bad ones (Fontana, 1986 & Webster, 1968)

Asiedu-Akrofi (1978) says that praise should be used but if punishment is to be used, it should not be too severe. He said an effective punishment should educate the wrong-doer. It should not immediately follow the offence, the culprit should be convinced that it fits the offence because his attitude to the punishment meted out. It should not be too severe to impair the teacher-child relationship. According to Asiedu Akrofi (1978), the qualities of a good teacher ensure good discipline in the school. Disciplinary problems must therefore be examined from the point of view of the teacher’s performance and activities. Asiedu-Akrofi however says that a good teacher should expect to face some disciplinary problems in every school. These problems keep increasing with the rapid changes in our beliefs, customs, occupations, values, ideas, the development of urbanization and industrialization, frequent mobility of people and the general external scientific and technological influences.

Furthermore, teachers' behaviour sometimes provoke indiscipline among students. Tamakloe et al. (1996) explain that some teachers absent themselves from school, being late to classes, flirting with female students, belittling students by shouting, grabbling, slapping, yelling, scolding, making fun of a student and refusing to answer students' pertinent questions in class. Tamakloe et al also state that while some teachers dress improperly to class, others get drunk or smell of alcohol. They therefore, conclude that if teachers dress improperly or immodestly to class their appearances may trigger indiscipline in the form of ridicule or negative comments.

Also, in annoying habit or gesture such as pacing up and down the classroom while talking over the heads of students can cause indiscipline. This is ineffective communication by the teacher. A teacher's voice output, either too loud or too low; speech punctuated with long pauses and a succession of "ers" and "ions" (which students delight in counting); or a voice that is too monotonous or accentuated in a way that is unfamiliar and confusing for students, may all cause disciplinary problems (Adentwi, 1978).

The school environment involves interpersonal relationships, between the teachers and students and among the students themselves. Fontana (1986) explains that a teacher who is less sociable might find the task of instructing a group of students with high need for inclusion a frustrating experience. He has noted that positive teacher-student relationship in which teachers use effective

human relation skills have been found to be associated with more positive student response at school.

He further said the teacher may without realizing it, be himself responsible for encouraging or reinforcing those very negative types of behaviour in his students that he seeks to restrain. The nearness of age between students and teachers is often one big handicap in disciplinary matters. So also is the teacher's lack of knowledge about school standards and rules, which the pupils naturally exploit whenever possible.

With regard to lesson preparation, Fontana (1985) suggest that if teachers do not plan their lessons for smooth delivery but rather make the lesson "lurch from crisis to crisis", disciplinary problems will arise. Again, unsuitable lesson presentation resulting from lack of consideration of students' level, age and interest could spark off misbehaviour. For example, students will not follow a lesson that is too difficult or too easy for their level. Related to these is presentation that does not cater for sufficient, practical work and student participation. Students would tend to idle about.

Stenhouse (1967) explains that teachers who fail to overcome domestic squabbles and frustrations become verbally aggressive towards students in the classroom. With time students start to resent and rebel against such a teacher. Furthermore, a number of behaviour problems resulting from the nature of inter - personal relations between the teacher and the class and even among students themselves, have been described by Adesina (1990); Sackey (1968) and Webster

(1968). They observed that teachers, who are unable to maintain appropriate social distance required by their roles in their dealings with students, find that they are not respected by their students. They further explained that this problem arises when teachers relate at intimate levels with the students such that respect for their role as leaders and adults is destroyed. They again point out that behaviour problems arise when a leader directs his attention to a certain student or group of students and ignore others. They explained that students who are not permitted to interact with their teachers in informal conversation are more likely to become hostile and malicious toward the teacher and their more accepted peers. They also added that undue familiarity of some teachers with their students brings about moral laxity on the part of the teachers.

School-Related Causes

School-related causes of indiscipline refer to misbehaviour as a result of the school environment. These include the organizational set-up of the school, its leadership, its policies, the nature of school rules, system of sanctions, programmes and practices of individuals within the school and every activity in the school. All these play an important part in influencing students' reactions and whether the reaction will be positive or negative depends upon the effectiveness of the leadership. Many writers support the setting up of rules and regulations in a school to guide students in their behaviour. For example, Asiedu-Akrofi (1978) and Kuareceus, cited in Gnagey (1968) suggested that rules should be few, simple and consistently enforced. They said if principles governing effective school rules

are not followed, or when rules operating in the school set-up differ from those that operate in the home; the students may become confused about what is expected of them in terms of conduct and misbehave as a result. Gnagey (1971), however, says if a teacher fails to enforce his rules consistently, his students may soon begin to try out certain infractions just to see if the regulations will actually be enforced.

One wonders whether such indiscipline is related to the home background of the students. However, Fontana (1986) explains that irrespective of student's home background the nature of school rules, the system of punishment, the leadership styles of the headmaster and his staff may influence reaction of the students. He says their attitude towards students academic and social problems facilitate discipline. Other writers such as Nacino-Brown, Oke and Brown (1985) say overcrowding in the dormitories and classrooms as well as lack of teachers all contribute to indiscipline in students.

The curriculum, according to Oliver (1965) and Taba (1962), also has a part to play in the discipline of a school. They observed that where the curriculum is organized along strict subject lines, learners have little opportunity to participate in the planning and presentation of lesson. Lack of active involvement of students lead to frustration thus leading to many behaviour problems. (Oliver, 1965 & Taba, 1962). It has been observed that where students perceive the curriculum as negative, that is, when there is lack of relationship between the content of subject taught and everyday life activities or to practical demands of

life after school, then students would become disinterested in the lesson, such a situation trigger off is likely to trig off disciplinary behaviour (Stanley & Shores, 1957; Taba, 1962).

Afful (1984) also notes that the causes of students' rebellion as lack of students' involvement in school level decision – making, extensive use of students' services and national, regional or local politics. Another cause that is mentioned is lack of channels of communication, students are often unaware of the proper channels of communication by which they can get their grievances redressed, and so, they may resort to rebellion. Afful (1984) emphasises that the desire of students to be involved in decision-making is a cause of student rebellion. In the case of universities, students even, want to be involved in national decision-making.

Quarshie (1981, p. 3), stresses that “lack of communication is another obstacle”. This is true when the administrative leadership is of dictatorial type. Tamakloe et al (1996) are of the view that, another major school-caused misbehaviour is classroom organization, that is, the way in which children and things are physically arranged. This includes delegation of responsibility and authority to students, children seating arrangement, the availability of essential books and equipments. The structure of the timetable they added, and the way time is managed can also trigger off misbehaviour. The timetable they say should be constructed to allow suitable breaks for refreshment according to the development need of the various age groups. A change over from one activity to

another could be a source of misbehaviour and should take into consideration the time taken to move from one room or space to another. Related to this is a change over from a physically active lesson to sedentary lesson.

Furthermore, Asiedu-Akrofi (1978) says that some of the disciplinary problems result from the failure of schools to provide guidance and counseling services to all students, he notes that:

the phenomenal increase in school enrollment, the varied socio – economic background of the children who enter our schools, the rigid subject – centeredness of our school curriculum and the glaring individual differences that mark school children tend to challenge the teacher education programme that we have (Asiedu-Akrofi 1978, p. 122).

Asiedu-Akrofi (1978) explains that guidance and counseling is necessary not only for personal adjustment but in the choice of subjects and programmes which will help them acquire marketable skills to be able to fit into the various sectors of the economy preventing unemployment after school. He stresses that the objectives should be academic occupational adjustment and vocational and the teacher responsible should be the co-operative type. Adesina (1990) argues that if influential parents stop interfering with the school administration, teachers will be interested in the life of the students.

Environment-Related Causes

The climate of the home and community the student lives also contribute to misbehavior. Blair et al. (1975) identify the home as a factor which makes students frustrated. They say that conflict in the family and lack of affection from parents influence the reactions of students. In an attempt to reduce tension at home, students involve in anti-social behaviours such as aggression and truancy. Also Curious and Mendler (1988) identify the lack of a secure family environment as an environmental cause of indiscipline. They explain that society has undergone major shifts in values and tradition. For instance the extended family has been replaced by nuclear units and divorce rate has risen. These changes have made it difficult to raise children in the traditional ways and people have not been able to develop family systems that match their shifting life style. Many families have no new options for providing secure family structures.

Strategies to check the Maintenance of Discipline

Misbehaviour makes teaching unpleasant and ineffective if it occurs so frequently that the teacher has to spend much of his teaching time correcting it. It is therefore very essential in providing the type of atmosphere within which learning can occur efficiently. The issue of increasing lack of indiscipline raises the questions of how these disciplinary cases are to be tackled. Indiscipline relates to all forms of misbehaviour within the school system. It could be collective misbehavior when it reaches the stage of demonstration and violence. This section

is based on the following strategies to check the maintenance of discipline in schools:

1. Guidance and counseling and school discipline
2. School rules as means of discipline
3. Teacher-student relationship as means of discipline

Guidance and Counselling

Most people, at times in their lives, experience uncertainties and need help. When individuals are troubled and uncertain, they want help that counselling can bring. To confirm this Tyler (1969) states that, “It is the relatively calm, non-threatening counselling that such a person is most be able to face confusion courageously, sort out from values he/she has been exposed to thus come out with a workable philosophy” (p.8). Counsellors play a supportive role as far as discipline is concerned, most especially to students who have self concept problem Tyler points out. Through counselling, students are accepted without restrictions.

The fundamental purpose of counselling according to Shorter and Stone (1976) “is to effect change in behaviour which in turn will permit the recipient to receive a more productive and self-satisfying life” (p. 165). The school counselling therefore, focuses upon the individual problems and needs of pupils and students and helps them learn good behaviour and unlearn the unwanted ones

so that they can become independently able to handle future conflicts or difficulties.

School rules as Means of Discipline

Emmer and Evertson (1981) feel that school rules do not only serve to prevent misbehaviour in the school but also serve as standards against which the conduct of both teachers and students may be compared as remedial action taken where necessary. For effective school rules Jones and Jones (1990) suggest that students be involved in developing the rules that apply to them. That rules be clearly stated. Also students will be more likely to behave in accordance with the rules if they know that the rules are accepted by significant others such as their parents and peers. Gnagey (1971) says that, if rules are not sensible enough to students, if they are not related to their needs, they are considered unfair. When rules are stated clearly some students will not break the rules. He explains that, “either because it has been stated or because it is so general... certain number of youngsters fall victim merely because they are unaware of the regulations” (p. 96).

Teacher-Student Relationship and Discipline

Few people will doubt that the teacher has a role to play in ensuring the discipline of children. There is a belief that students tend to listen more to their teachers than their parents.

According to Adesina (1990) there exists a traditional authority on the part of the teacher that enables him to produce greater effects. But these times are

fading in our time because “few pupils today are bothered about the physical fears of punishment by teachers” (p. 96).

Notwithstanding this difficulty, the teacher’s relationship with the students can bring positive change in the behaviour of students. It is always important to focus on the positive rather than the negative. A teacher will find out that this positive attitude towards children and his behaviour in the school will go a long way to prevent problems of management in the first place. A teacher should not give chances for disruptive behaviour to begin. An effective communication between staff and students is essential for good discipline in schools. Information that is important to students should be communicated to them through prefects and various communities in the school.

Tamakloe et al. (1996), quoting Fontana (1985), discuss some techniques that a teacher may use to prevent misbehaviour and enhance good classroom discipline. The issues discussed include the following:

1. Punctuality
2. Adequate preparation for lessons
3. Class control, setting the class quickly to work and insisting on full class cooperation
4. Observant: alertness of what is happening in class
5. Having clear and well understood strategies for dealing with crises and paying attention to all members of the class

6. Avoidance of comparison of students on the basis of their performance, marking exercises promptly and discussion with students
7. Keeping promises made to students
8. Delegation of classroom routine task to students
9. Stimulating start of lessons and successful conclusion of lessons
10. Readiness to solve students' problems (p. 110)

A programme of moral education will strengthen the students' faith in fundamental values of life. They will try to acquire virtue as against vices. It will enlighten and stimulate them for a spotless conduct. They will understand their duty to pay due regards and respects to the teachers who are doing a great sacred duty towards them.

Obstacles to the Maintenance of Discipline

In recent times both the public and the government authorities have become increasingly alarmed at the great increase in discipline in educational institutions, especially at secondary and higher levels. Cases of indiscipline have been frequently reported in the newspapers and on the radio and television (Baysher, 2006) and many people wonder what has happened to the high moral standards of bygone days, and whether the present deterioration in the standards of discipline of young men and women, if not checked, will lead society and future generation to disaster (Emmer & Everston, 1981).

According to Ozigi and Canham (1984), the frequent complaints about the decline in the standard of discipline in our schools are based on various different

things including high incidence of the smoking of Indian hemp and the taking of other dangerous drugs. They regret that while the general public is deeply concerned about the problem, it has not been able yet to identify the basic causes nor to find a satisfactory remedy. It is clear that many complex factors are responsible such as:

- i. The idea of democracy with its emphasis on the rights and freedom of the individual;
- ii. The influence of the newspapers, the radio and television, (the mass media), which carry regular reports about students power against authority;
- iii. The failure of adults, both in society and at school to set standards of good behaviour for young men and women to follow;
- iv. The failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good example;
- v. The failure in communication between young men and women insisting on their rights and the authorities who tend to see the issues involved simply from the “official” points of view;
- vi. The high-level of sophistication of young men and women compared with that of the older generation.

The effect of the media on student behaviour is almost devastating. Sadker and Sadker (1988) maintained that televisions are turned on an average of 6 hours

a day teaching and shaping those who watch. They note that by the time the average student has reached 18 years of age he or she would have attended 11000 hours of school and watched 15000 hours of television. They also note that children would have viewed approximately 18000 acts of violence by the time they enter adolescence. The advertisement on the media also portrays most of those who engage in violence as well as in drugs and alcohol as invariably happy people. In fact they are portrayed as glamorous, active, healthy and intelligent people. Students, therefore, see them as role models and invariably copy their lifestyles, these are reflected in their behaviour as students. This is potentially damaging effect on the character of children. They conclude, that “to ignore this medium is to ignore a major educational influence on children” (p. 443).

According to Mendler and Curwin (1988) “many students act as free agents. They do not live at home and are responsible to one. They have few personal restraints...” (p. 3). The number of students placed on permanent suspension from school for misbehaviour is on the increase.

Rahul (2009) is of the view that students alone are not to be blamed for indiscipline but politicians as well. There is too much political interference in schools and educational institutions. The students are misled and misused by various political parties to serve their selfish ends. The postings, appointments, transfers and others in schools, colleges and universities are made not on merits but other considerations. Corruption and favouritism are rampant in these temples of learning.

Summary

An attempt has been made to explore relevant literature that provides knowledge on the meaning of indiscipline in schools. I have tried to bring out the meaning of indiscipline in schools as expressed by different writers. I have also tried to explain the types of indiscipline in schools that are difficult to check, the causes of indiscipline in schools as far as the teacher, the school and students are concerned, the obstacles to the maintenance of discipline and strategies that can take care of the obstacles.

The reviewed literature revealed issues that are of interest to my study. It has revealed that some complex factors responsible for the decline in the standard on discipline in our schools such as the failure of adults and teachers to set standards of good behavior for the youth to emulate. Though the literature has revealed the meaning of indiscipline, acts of indiscipline that are difficult to check, the causes of indiscipline in our schools and strategies to check the maintenance of discipline, little is said about obstacles to maintenance of discipline in our schools. It is this gap that the study wants to fill. It wants to find out why the numerous structures put in place by the Ghana Education Service to instil discipline in schools seem not to be working.

CHAPTER THREE

METHODOLOGY

This chapter is concerned with the procedure adopted in conducting the study. It describes the research design, the population and sample as well as the sampling techniques used in selecting the participants for the study. Also, the research instrument used for data collection and the procedure by which data were collected and analyzed are being described.

Research Design

The study was a cross-sectional descriptive survey. This type of research studies the relationship between non-manipulated variables in a natural setting. The design involved the collection of data from a sample of teachers and students on matters concerning discipline using a questionnaire.

According to Gay (1987), “the descriptive sample survey involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of study” (p 189). The method has been recommended by Babbie (1990) for the purpose of generalization from a sample to a population, in order that inferences can be made about some attributes, characteristics and behaviour of the population. Since the purpose of the study was to survey teachers and students for their views on obstacles to maintenance of

discipline in selected public senior high schools in the Tamale metropolis with a view to making generalizations over the teacher and student populations in the Tamale metropolis concerning discipline, the descriptive sample survey was considered to be the most appropriate design.

Population

The population of the study consisted of all teachers of seven public Senior High Schools in the Tamale Metropolitan area in the 2009/10 school year. The schools included: Ghana Senior High School, Tamale Senior High School, Tamale Girls' Senior High School, Vittin Senior High School, Kalpohin Senior High School, Presby Senior High School and St. Charles Senior High School.

Sample and Sampling Procedure

The sample consisted of 482 respondents made up seven heads of school, 7 senior housemasters/mistresses, 7 assistant heads, 7 senior housemasters/mistress, 10 school counsellors, 34 house masters/mistresses, 213 school prefects and 204 representatives of the Students' Representative Councils. Both purposive and random sampling techniques were used to select the sample. In order that the entire population was adequately represented in the study, the method of stratified sampling was used to select the sample. In a stratified sample, the population is divided into meaningful subgroups known as strata. Stratified sampling has an advantage of reducing without sacrificing accuracy of the sample error. It also ensures that the entire area of study is covered.

The population of the present study was divided into four strata according to the size of the population which in this case were the respective schools of the students. Stratum A consisted of schools with about 1,500 or more students and the schools involved were Ghana Senior High School and Tamale Senior High School. Stratum B consisted of schools with a student population of 1,000 – 1499. The schools included: Tamale Girls' Senior High School and Vittin Senior High School. Kalpohin Senior High School and St. Charles Senior High School were classified under stratum C with a student population between 500 – 999 and stratum D, was one school with student population of 499 or less and that was Presbyterian Senior High School.

Selection of schools for the purpose of the study was then carried out using the simple random sampling. All schools of the various strata, were given numbers. These numbers were then written on pieces of paper, put in a basket and shuffled. A piece of paper was then randomly picked from the basket. The school corresponding to the number on the paper was included in the sample for study. Two schools were selected from stratum A and they were Ghana Senior High School and Tamale Senior High School. Vittin Senior High School was selected from stratum B, Kalpohin Senior High School from strata C, and Presby from strata D was deliberately chosen because it was the smallest school. St. Charles Senior High School and Tamale Girls Senior High School were deliberately selected because they were unisex schools. The total number of schools selected was seven.

All prefects, SRC representatives, headmasters/mistresses, and schools counsellors in the schools selected were purposively selected to participate in the study. They were considered to have much information on the topic. Table 1 shows the distribution of the sample by school and category of respondents.

Table 1: Distribution of Sample By School and Category of Respondents

Name of school	Number of prefects	SRC representatives	Heads	Assistant Head	School counsellors	House Masters/Mistresses	Total	Sample size
Tamale Senior High School	39	39	1	3	1	4	87	73
Ghana Senior High School	42	36	1	3	3	8	93	76
Tamale Girls Senior High School	27	15	1	2	1	6	52	44
Vittin Senior High School	31	48	1	2	1	4	87	73
Kalpohin Senior High School	24	36	1	2	2	4	69	59
St. Charles Senior High School	24	18	1	1	1	4	49	44
Presby Senior High School	26	12	1	1	1	4	45	40
Total	213	204	07	14	10	34	482	409

Instrument

To facilitate collection of relevant information, the questionnaire technique, which is the most essential tool in a study of this nature, was used. I decided to use the questionnaires because it is often easier to ask for people's opinion in printed form. The use of questionnaires gives a quick way of collecting data. It is also known to be valid and reliable if well constructed.

The use of questionnaire was economical in terms of money and time spent in its usage. Moreover, all the respondents were literates hence the use of the questionnaires as the instrument for collection of data. Despite these advantages, there are weaknesses in the use of questionnaires; for example, the opportunity to build rapport with respondents has been known to be limited and response rate may also be low especially in mailed questionnaires.

There was one main set of questionnaire for both students and teachers (Appendix A). The reason was that both respondents dealt with the same issue. The questionnaires were made up of 5 sections and there were 36 items in all, 33 closed-ended and 3 open-ended. Section A consists of items dealing with demographic data of both students and teachers. Section B dealt with 12 items that dealt with the rate at which certain types of indiscipline occur. Section C consisted of items designed to measure respondents' views on the causes of indiscipline and section D viewed items on obstacles to the maintenance of discipline. Finally, section E was made up of 3 open-ended items soliciting

respondents' opinions on the definition of indiscipline, obstacles to the maintenance of discipline and suggestions on checking these obstacles.

Most of the items on the questionnaire were closed-ended Likert-type scale items. The open-ended questions were meant to give respondents the opportunity to express their opinions on the obstacles to the maintenance of discipline in schools in the Tamale Metropolis. The Likert-type questionnaire were considered the most suitable instrument for the measurement of attitudes and perceptions as it enabled respondents to indicate the degree of their belief in a given statement (Best & Khan, 1996).

Pilot Testing of Instrument

The questionnaires for the pilot-testing were approved by the supervisor. They were tried out on 45 respondents, 30 students and 15 teachers. These respondents were deliberately selected from three sister schools that had similar characteristics as the selected schools. The schools included; Northern School of Business, T.I Senior High School and Business Senior High School.

The pilot testing was done to test the potency of the instrument and also to test the statistical analysis to be used. It was also necessary to find out whether the respondents would be willing to complete the questionnaires. The results revealed that certain items were not clear to respondents. Such unclear items were reconstructed.

The items that were Likert-type were given four alternative choices which made it difficult to determine the reliability of the items using Cronbach

coefficient alpha. The number of choices were subsequently increased to five to check the anomaly. The Cronback coefficient alpha was .78 for students and .71 for teachers.

Data Collection Procedure

Four hundred and nine copies of the questionnaires were personally administered to students with the assistance of some teachers of the schools concerned. There were prior arrangements with the teachers of the schools concerned on the days to meet their students. Four days were used in all, two schools were visited each day and the seventh school on the fourth day. On each occasion, I distributed the questionnaires to students, threw light on what was to be done and a grace of one hour was given for the return of the questionnaires. The teachers, however, were given two days' grace to respond due to their tight schedules. There were a few difficulties in retrieving questionnaires from some of the teachers on the scheduled dates. Some teachers misplaced their questionnaires so I had to re-print new questionnaires for them to answer. A number of visits were made before the questionnaires were returned. Eventually, there was 100% return rate of questionnaires from both teachers and students.

Data Analysis

The questionnaires were counted for accuracy and edited for clarity, completeness, consistency and appropriateness. The study was mainly descriptive and as such open-ended questions were included in the data collection. Simple percentages and frequencies, which are descriptive statistical tools, were used in

processing the data. Some of the results of the analysis were presented in tables and others such as the views of respondents were written down as narratives.

There were five research questions and so the questionnaires were grouped into five sections. Section A sought information about the background of respondents.

Section B sought respondents' views on the types of indiscipline that were dominant in senior high schools in the Tamale metropolis that are difficult to check. Respondents were to indicate how very often, often, never, not sure, occasionally, they occurred. Their responses were presented in a table form for respondents as frequencies.

Another section had questionnaires presented in tabular form asking respondents' views on the causes of indiscipline among students of senior high schools in the Tamale metropolis. Respondents were at liberty to make their own choices as to whether they strongly agree, agree, disagree, strongly disagree or were undecided with the statements made by ticking in the appropriate boxes. Frequency counts on each option were taken and summarized into a table.

In section D, respondents were to give their opinions by strongly disagreeing, disagreeing, strongly agreeing, agreeing or to state whether they were undecided about the statements made concerning the obstacles to the maintenance of discipline in schools. Here too, frequencies were taken and summarized into a table.

Section E sought respondents' views on their understanding of the term indiscipline as used in their schools, other factors that are a hindrance to maintenance of discipline and measures to be put in place to forestall the obstacles raised. A frequency count of each factor was taken and summarized into a table. Each of the tables constructed serve as basis for answering the research questions posed. These tables are presented in the next chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the interpretation and analysis of the data gathered through the use of the questionnaires for the purpose of clarity, I have categorized the responses into sections corresponding to the study objectives. This, it is hoped would help readers to focus on what is expected in each case.

The first section of the chapter considers the background of the respondents focusing on the sex, age and position held in school, Section B of the questionnaire was used to find the views of teachers about the types of indiscipline that are difficult to check. Indiscipline is difficult to measure because what counts as indiscipline varies from teacher to teacher and from student to student. Even a person can view the same act in different ways, depending on the time of the day or year, the age or the need of the person. What one teacher may see as acceptable behaviour another teacher may see it as an indiscipline act. The questionnaire on the views of respondents on the types of indiscipline that are difficult to check has response categories “very often” “often” “never” “not sure” and occasionally.

In section C of the questionnaires, respondents’ opinions on the causes of indiscipline in schools were sought. The fourth section presents findings on the

obstacles to the maintenance of discipline in schools. The last part of the chapter seeks respondents' views on their understanding of the term indiscipline, other factors that are a hindrance to the maintenance of discipline in schools and measures to be put in place to check the obstacles raised.

In order to determine the obstacles to the maintenance of discipline in Senior High Schools (SHS) in the Tamale Metropolis I gathered data with the help of questionnaires. The questionnaires were grouped into Sections: "A", "B", "C", "D" and "E". The data were analyzed using SPSS and the following results obtained in the below discussions.

Distribution of Respondents by Sex

The respondents were demanded to indicate their gender. Their responses are presented in Table 2.

Table 2: Distribution of Respondents by Sex

Category	Sex					
	Male		Female		Total	
	No.	%	No.	%	No.	%
Teachers	47	72.3	18	27.7	65	100.0
Students	239	57.3	178	42.7	417	100.0
Total	268	129.6	196	100	482	100.0

Table 2 indicates that there were 417 student-respondents and 65 teacher-respondents. Among the students, 239 (57.3%) were males and 178 (42.7%) were females. For the teachers, 47 (72.3%) were males and 18 (27.7%) being females. This simply implies that majority of the respondents sex group were males.

Distribution of Respondents by age

The age distribution of the teachers was also of importance to me. The outcome is presented in Tables 3.

Table 3: Distribution of Respondents by Age

Age	Category					
	Teachers		Students		Total	
	No.	%	No.	%	No.	%
14 – 16	0	0	379	90.9	379	90.9
17 – 19	0	0	38	9.1	38	9.1
20 – 22	4	6.2	0	0	4	6.2
23 – 25	14	21.5	0	0	14	21.5
26 or more	47	72.3	0	0	47	72.3
Total	65	100.0	417	63.1	349	100.0

Table 3 indicates that majority of the teachers (i.e. 72.3%) were 26 or more years while 4 (21.5%) were found within 23 – 25 years range with 14

(6.2%) falling within the range of 20 – 22 years. On the part of students, Table 3 indicates that majority, that is, 379 (90.9%), were within the age range of 14 – 16 years while 38 (9.1%) were with the age range of 17 – 19 years.

Distribution of Positions Held in School

Table 4 shows the positions held by teachers in the various schools visited.

Table 4: Distribution of Positions Held in School

Position held in school	No.	%
HM	7	1.7
AHM	1	0.2
SHM	7	1.7
SC	5	1.2
HSM	48	11.7
Prefects include SRC members	341	83.5
Total	409	100.0

After knowing the sex and age group of respondents I used Table 4 to throw more light on the present positions held by target groups in the schools. The abbreviations HM, AHM, SHM, SC, HSM, and SRC refer to Headmaster/ mistress, Assistant Headmaster/mistress, Senior housemaster/mistress, School Counselor, Housemaster/mistress, Prefects and Members of Schools' Representative Council respectively. Table 4 illustrates clearly that out of the total number of 409 respondents, 341 representing a percentage of 83.5 present

positions held in school were prefects and SRC members implying that majority of the respondents were students. HSM had a frequency of 48 making a percentage of 11.7 per cent as the second largest response, and both SHM and HM came third largest with a frequency of 7 with 1.7 percent of the total response on positions held in schools. The number of persons with positions on SC was 5 with a percentage of 1.2 out of the total response. Only one person held the position of AHM representing the smallest percentage of 0.2.

Types of Indiscipline that are Difficult to Check in Schools

Respondents were to determine how often some types of indiscipline occur in schools in the Tamale Metropolis. They were asked to rank the relative types of indiscipline in SHS schools in the Tamale Metropolis from their various points of views that are difficult to check in terms of occurrences. The ranking were for them to decide on whether a variable occurs “occasionally”, “Not sure”, “Never“, “often”, and “very often” with the following abbreviations respectively OCC, NS, N, OF and VO. Conventionally variables were deemed to occur frequently if it records a higher percentage or higher frequency of response. Table 5, discusses the types of indiscipline that are difficult to check in SHS in the Tamale Metropolis.

Table 5: Types of Indiscipline that are Difficult to Check in Schools

Type of Indiscipline	OCC		NS		N		OF		VO		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Stealing of other students' belongings	133	32.5	16	3.9	26	6.4	108	26.4	126	30.8	409	100
Bullying of Junior Students	130	31.8	60	14.7	135	33	58	14.2	26	6.4	409	100
Cheating during class tests and exams	111	27.1	66	16.1	121	29.6	71	17.4	44	9.8	409	100
Being disrespectful to Others	108	26.4	41	10	102	24.9	94	23	64	15.6	409	100
Being absent from classes and school gatherings	121	29.6	31	7.6	108	26.4	98	24	51	12.5	409	100
Sneaking to town without permission	110	26.9	33	8.1	63	15.4	109	23	94	23	409	100

Table 5 Continued

Type of Indiscipline	OCC		NS		N		OF		VO		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Fighting/quarreling	158	38.6	49	12	114	27.9	69	16.8	19	4.6	409	100
Sexual misconduct	56	13.7	110	26.9	202	49.4	24	5.9	17	4.2	409	100
Use of												
drugs/alcoholism/smoking	75	18.3	57	13.9	112	27.4	81	19.8	84	20.5	409	100
Lying	97	23.7	15	3.9	110	26.9	112	27.4	75	18.3	409	100
Use of mobile phones	97	23.7	15	3.9	110	26.9	112	27.4	75	18.3	409	100
Lateness to school/school												
functions	131	32	18	4.4	86	21	104	25.4	70	17.1	409	100

Table 5 shows that 38.5% of respondents felt that stealing in Senior High schools in the Tamale metropolis, occurred occasionally while, 30.8% felt that stealing very often occurred and, 26.4% out of the total also felt that stealing in schools occurred often. Based on the data collected therefore it can be concluded that about 89.7% of respondents believed that stealing others' belongings in Senior High Schools in the Tamale metropolis was a real problem. This is in line with Asiedu-Akrofi (1978) and Charles (1981) identification of some common disciplinary problems in schools as stealing, bullying, fighting, truancy, cheating and lying.

The results also shows that the occurrence of bullying of junior students in the Senior High Schools in the Tamale Metropolis. It can be seen that 33 per cent of the respondents indicated that there is Never bullying of junior students in schools, 31.8% indicated that there was occasional bullying of students, 14.7% were not sure whether there is bullying of students or not, 14.2% thought there was often bullying of students, and a low percentage of 6.4% thought bullying was very often in schools. Logically even though the highest percentage of respondents think there is no bullying in schools in the metropolis, it cannot be fully relied on, because, the number of responses agreeing to that is not more or even up-to half of the total. Thus, about 52% of the respondents thought there was bullying whilst about 48% thought there was no bullying. One can therefore, conclude that there is some amount of bullying in senior high schools in the Tamale Metropolis, however, it is not so significant due to the variations in the

responses of those who think it exists or not. Asiedu-Akrofi (1978) and Charles (1981) in their studies explained that it is common to find big boys and girls ordering or punishing the small ones about even to the point of hurting them.

Also, 29.6% of the respondents felt there was never cheating during exams nor tests, followed by 27.1% of respondents with the opinion that there was cheating occasionally, 17.4% record the third highest percentage of response and they thought cheating was often, 16.1% were are not sure if cheating existed in exams or not, while 17.1% felt it is often and 9.8% thought cheating very often occurred in exams in Senior High Schools in the Tamale metropolis. The conclusion deduced from the responses is that, there is some level of occurrence of cheating in exams in the senior high schools in the Tamale metropolis. However, its occurrence was not so rampant. Asiedu-Akrofi (1978) identified cheating as an act of indiscipline. He referred to cheating as seeking false aid either from books or what one wants.

Table 5 further illustrated the level of disrespect shown to others in Senior High Schools of the Tamale Metropolis. From the results, it can seen that 26.4% thought students show disrespect to others occasionally, on the other hand 24.9% held that there was no disrespect among students in schools, 23% were also with the opinion that disrespect is shown among others often in SHS in the Tamale Metropolis, 15% responded that very often students show disrespect to others while 10% respondents were not sure if there was really disrespect shown among others in SHS in the Tamale Metropolis.

With regard to the occurrence of being absent from classes and other school gatherings on the part both teachers and students in SHS in the Tamale Metropolis, the results shows that out of a total population of 409, 29.6 per cent thought absenteeism from classes and other school gathering occurred occasionally, 26.4 % were of the opinion that there is no absenteeism from classes and school gatherings, 24.4% said absenteeism was often, 12.5% of the population thinks absenteeism is very often from classes and school gatherings in SHS in the Tamale Metropolis, while 7.6% were not sure if absenteeism occurs or not in the SHS. As Tamakloe et al. (1996) indicated, teachers' behaviour sometimes provokes indiscipline among students. They explained that some teachers absent themselves from school, go to classes late and belittle students by shouting at them. Such a large proportion of respondents reporting that there was absenteeism suggest that teachers were themselves not always present.

Table 5 also shows respondents' news about the occurrence of students sneaking to town without permission in SHS in the Tamale Metropolis. Out of a total population of 409, 26.9% held the view that sneaking to town without permission occurred occasional, 26.7% were with the opinion that sneaking to town without permission occurred often, while 15.4% indicated no. Twenty-three per cent 23% however held the view that it occurred very often.

Table 5 further depicts how respondents felt about the occurrence of fighting/quarrelling in SHS in the Tamale Metropolis. The results show that 38.6% of the respondents thought fighting/quarrelling occurred occasionally,

16.8% of the respondents thought fighting/quarrelling occurred often in SHS and 4.6% held the view that it occurred very often. Asiedu-Akrofi, (1978) stated that fighting is a way of settling their differences and a way of releasing their surplus energies. Fighting, he added toughens students for life.

With respect to the frequency of sexual misconduct in SHS in the Tamale Metropolis, 49.4% of the teachers were with the opinion that there was no sexual misconduct in SHS in the Metropolis, 26.9% were not sure if sexual misconduct existed in SHS in the Tamale Metropolis or not. In view of these responses one can conclude that sexual misconduct was not a critical issue in SHS in the Tamale Metropolis. The findings contradict observations from previous studies such as Adesina (1990), Mililman (1980), Tamakloe et al. (1996), Tetteh-Enyo (1980), and Webster (1968). According to the findings of these studies many teenagers drop out of school due to pregnancies and available evidence indicates that females aged fifteen to nineteen years contribute to about 10% the total member of births recorded in Ghana.

On how respondents felt about the occurrence of the use of drugs in SHS in the Tamale Metropolis, about 59% out of the total respondents stated that there was usage of drugs/alcohol in SHS in the Tamale Metropolis. This goes to support the findings of Baysher (1981), Curwin and Mendler (1998) that as many as two-third or three quarters of high schools students in the United States have tried smoking at one time or another and that by age 17 about 25 per cent of boys and

16 per cent of the girls are regular smokers. It was added that it was rare to find a high school student who has not had a drink of alcohol

Table 5 shows respondents' view about the occurrence of lying in SHS in the Tamale Metropolis. From the table it can be seen that the sum of OCC, OF AND VO representing the level of occurrence recorded a percentage of about 69% shows that there is so much lying among students in SHS in the metropolis, an issue that needs attention. Lying is the commonest and get the most difficult disciplinary problem to deal with in schools. Students, he says, lie for various reasons. He adds it needs a lot of tact and perseverance to uproot this evil Aseidu – Akrofi (1978).

With respect to respondents' views about the use of mobile phones in schools, the results shows that about 59% claimed that there was usage of mobile phones in SHS in the Tamale Metropolis. Finally, 32% of the respondents indicated that lateness to school/school functions occurred occasionally, 25.4% held that lateness occurred often, while 17.1% also stated that lateness occurred very often in SHS in Tamale Metropolis.

The Causes of Indiscipline among SHS Students

This reports the perception of respondents about the causes of indiscipline among students in Senior High Schools (SHS) in the Tamale Metropolis. Respondents were required to rank the statements on the causes of indiscipline as to whether they “strongly agree”, “agree”, “disagree”, “strongly disagree” and “undecided” with the following abbreviations respectively, SA,A,D,SD and U.

Statements were deemed to be a cause of indiscipline if majority of respondents agreed with them. Also rankings were grouped by considering the sum of SA and A as being a cause of indiscipline, while grouping the sum of SD, D and U as not being a cause of indiscipline. By grouping, a statement is dropped from the discussion if considered not a cause of indiscipline since the purpose of this section is to know the population on the causes of indiscipline in SHS in the Tamale Metropolis. However, if considered a cause it is considered in the discussion on the table below. Table 6 shows the causes of indiscipline in schools.

Table 6 illustrates that, failure of SHS authorities to involve students in decision making is one of the causes of indiscipline. From the field data, 42.5% of the total percentage of responses strongly agreed that indiscipline was the result of exclusion of students in decision making, 28.6% also agreed that indiscipline was caused by non-involvement students in decision making. By grouping therefore, about 71% of the total response thought not involving students in decision making is a cause of indiscipline. From the table, it can be seen that the summation by grouping shows clearly that about 39% from the responses think the non-involvement of students in decision making was not a cause of indiscipline. Afful (1984) notes the cause of student's rebellion as lack of student's involvement in school level decision making, extensive use of students' service and national, regional or local politics.

Table 6: The Causes of Indiscipline in Schools.

Causes of Indiscipline in Schools	U		SD		D		A		SA		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Not involving students in decision making	12	2.9	32	7.8	74	18.1	117	28.6	174	42.5	409	100
Poor quality teaching	22	5.4	79	19.3	129	31.5	110	26.9	69	16.9	409	100
Poor quality food	17	4.2	30	7.3	84	20.5	135	33	143	35	409	100
Peer influence	25	6.1	27	6.6	53	13	156	38.1	148	36.2	409	100
Bad administration	49	12	66	16.1	87	21.3	99	24.2	108	26.4	409	100
Poor communication between school authority and students	24	5.9	53	13	69	16.9	133	32.5	130	31.8	409	100
Bad home training	27	6.6	63	15.4	80	19.6	125	30.6	114	27.9	409	100
Harsh school rules	22	5.4	57	13.9	68	16.6	125	30.6	137	33.5	409	100
Lack of enforcement school Rules	8	2	76	18.6	89	21.8	128	31.3	108	26.4	409	100

Table 6 Continued

Absenteeism on the part of teachers	18	4.4	73	17.8	107	26	110	26.9	101	24.7	409	100
Some teachers are												
Incompetent	26	6.4	157	37.1	120	29.3	57	14	53	13.2	409	100
Some teachers/parent are not role for students to emulate	25	6.1	150	36.7	127	31.1	58	14.2	49	12	409	100
There is favoritism in the handling of discipline issues	29	7.1	101	24.7	57	13.9	132	32.3	90	22	409	100
Lack of guidance and counseling	19	4.6	90	22	53	13	133	32.5	114	27.9	409	100
Large class size makes discipline ineffective	23	5.6	94	23	79	19.3	127	31.1	86	21	409	100

Table 6 suggests that poor quality teaching was not a cause of indiscipline in the schools studied. However, this negates Fontana's (1985) view that if teachers do not plan their lessons for smooth delivery but rather make the lesson "lurch from crisis to crisis" disciplinary problems will arise.

Table 6 shows that poor quality food was a cause of indiscipline in SHS in the Tamale Metropolis. From the table by summing strongly agreed and agreed about 68% of the total respondents concluded that poor quality food was a cause of indiscipline in SHS in the Tamale Metropolis. This view is in line with Asiedu-Akrofi (1978) view that most strikes in schools can be traced to food problems. Most of students' complaints, he stated, are either that food provided is small in quantity or that it is poor in quality. He added that students become infuriated when they are told that they have to be pleased with what the school is providing for them because the food served is comparatively better than what they get at home.

Table 6 depicts peer influence as another factor causing indiscipline in SHS in the Tamale metropolis. From the Table 38.1% of the respondents agreed that indiscipline was a result of peer influence, while 36.2% of the respondents even strongly agreed that peer influence is a cause of indiscipline. The conclusion therefore is that about 74% of the total respondents indicated that peer influence was a cause of indiscipline in SHS the Tamale metropolis. This supports the views of Blair et al. (1975), Charles (1981) and Cronbach (1963) that some

students are disciplined but the influences of indiscipline students sometimes have influences on them, thus making them indiscipline as well.

Table 6 also shows that bad administration is a cause of indiscipline in SHS in the Tamale metropolis. From the table 26.4% of the total response strongly agreed that bad administration was a cause of indiscipline in the SHS, while 24.2% of the response also agreed that bad administration is a cause of indiscipline in the SHS. Again, summing SA and A gives a total percentage of about 50.6%. This implies that, even though bad administration was a cause of indiscipline, it was not a major cause that is why the percentage difference between respondents who thought it was a cause and those who thought bad administration was not a cause is very small. Therefore even though bad administration was a cause of indiscipline, it was not a major cause of indiscipline in SHS in the Tamale Metropolis. Asiedu-Akrofi (1978) and Glasser (1969) in their views however, emphasized that inefficient school leadership is a cause of indiscipline in schools. They stated that some administrators and staff shy away from setting standards, enforcing or taking the trouble to be good models that can be examples to their students to follow. They added that administration of our schools has not been professionalized since it is wrongly assumed that any good classroom teacher can administer a school.

Table 6 further indicates that, poor communication between school authority and students is a cause of indiscipline in SHS in the Tamale Metropolis. The results on the table explain that, 32.5 per cent of the responses strongly

agreed that poor communication between school authority and students is a cause of indiscipline among SHS in the Tamale Metropolis and 31.8 per cent agreed to that.

It can also be observed from Table 6 that bad home training is a cause of indiscipline in SHS in the Tamale Metropolis. It can be seen from the table clearly that about 58 per cent of the total respondents are with the opinion that bad home training is a contributory factor to indiscipline in SHS in the Tamale Metropolis. Mendler and Curwin (1988) stated parents' admission to the fact that they cannot control their children.

Harsh school rules is a cause of indiscipline in SHS in the Tamale Metropolis because from the responses on in the table, 33.5 per cent of the total percentage strongly agreed to that, In addition, 30.6 per cent agreed that harsh school rules is a cause of indiscipline in SHS in the Metropolis. Fontana (1986) and Webster (1968) affirm this fact by noting that when teachers employ extremely harsh rules or regulations to punish students, it provides problems and they caution that excessive control over students elicits feeling of rebellion and hostility which results in counter-aggressive behavior in students.

Lack of strict enforcement of school rules was also found to cause indiscipline in SHS in the Tamale Metropolis. From the results, it can be seen that 31.3 per cent agreed that lack of strict enforcement of school rules was a cause of indiscipline. Also, 26.4% strongly agreed that lack of strictness is a cause of indiscipline. Gragey (1971) supports this view by stating that if a teacher fails to

enforce school rules consistently; his student may soon begin to try out certain infractions just to see if the regulations will actually be enforced.

The respondents also indicated that when teachers absent themselves frequently from school it can result in indiscipline. This view was held by 26.9 per cent of the respondents. Again 24.7 per cent strongly agree that absenteeism is a cause of indiscipline. Absenteeism therefore can cause about 51.6 per cent of indiscipline in the SHS in the Tamale Metropolis.

The results in Table 6 also show that incompetence of some teachers contributes to the indiscipline in senior high school in the Tamale Metropolis. Out of a total number of 409 respondents, 37.1 per cent of the response agreed, while 29.3 per cent of the respondents strongly agreed. In the view of Sindhu (2002), there is a great dearth of really incompetent teachers found working in schools in very large numbers. They are unfit to provide direction, inspiration and leadership to the growing children. These characteristics are bound to infuse indiscipline and allied behaviours in the students.

Table 6 shows that some teachers/parents are not role models for students to emulate. The response shows that 36.7 per cent of the respondents agreed and 31.1 per cent of the respondents also strongly agreed. This gives a total percentage of about 68 % of the responses concluding that some teachers/parents are not role models for students to emulate. This therefore constituted an obstacle to the maintenance of discipline in senior high schools in the Tamale Metropolis. Glassier (1969) in the literature review explains that in efficient school leadership

is a cause of indiscipline. According to him, teachers bicker, are undisciplined and shirk responsibility instead of them to set good examples and be models for children to follow. In the view of Ozyi and Canham (1984), the failure of adults, both in society and at school, to set standards of good behaviour for young men and women to follow a contributory factor to indiscipline in schools.

Table 6 further shows that there was favouritism in the handling of disciplinary issues in senior high schools in the Tamale Metropolis. Nearly one-third of the respondents agreed there was favouritism in the handling of disciplinary issues, while 22.0 per cent of the respondents agreed that there was favouritism in dealing with disciplinary issues. Thus, about 54 per cent of the respondents felt that favouritism in handling disciplinary issues was a hindrance to the maintenance of discipline in senior high schools in the Tamale Metropolis.

Moreover, Table 6 indicates that lack of guidance and counselling could result in indiscipline in senior high schools in the Tamale metropolis. For instance, 32.5 per cent of the respondents agreed, with 27.9 per cent even strongly agreeing that lack of counselling bred indiscipline. So about 60% agreed that lack of guidance and counseling breeds indiscipline in senior high schools in the Tamale metropolis. This supports Asiedu-Akrofi (1978) view that some of the disciplinary problems result from the failure of schools to provide guidance and counselling services to all students.

Table 6 further shows that large class size could make discipline ineffective. For, about 52% of the respondents agreed, with 21.0 per cent also

strongly agreeing that large class size made discipline ineffective. This view supports Nacino-Brown et al. (1985) that overcrowding in the dormitories and classrooms as well as lack of teachers all contribute to misbehaviour in students.

Rahul's (2009) work is also supported by this finding. He stated that when classes are over-crowded there is no personal contact between teachers and students. This large class size couple with the lack of teachers makes class control very difficult. Children's level of understanding naturally is not same. Those who are not fast at following what is taught are usually left behind, and as it has been rightly observed an-empty mind is a devil's workshop and an ideal hand is worse.

Obstacles to the Maintenance of Discipline in SHS in the Tamale

Metropolis

This section is meant to show the opinion of respondents on how teachers, parents, relatives and politicians are obstacles to the maintenance of discipline in SHS in the Tamale Metropolis. Respondents were asked to rank the contributory factors by initiating whether they “strongly disagree” (SD), “disagree” (D), “strongly agree” (SA), “agree” (A), and “undecided” (UD) with the statements indicated in Table 7. Statements were deemed to be contributory factors to indiscipline if they were rated higher by the majority of respondents. Also ranking was grouped by considering the sum of SA and A as being contributory factors to indiscipline, while grouping the sum of SD, D and U as not being contributory factors of indiscipline. By grouping, all groups with a total percentage of more than 50% were considered contributory factors in the discussion. However, all

groups with a total percentage of less than 50% were not considered contributory factors to indiscipline. Therefore, they were dropped from the discussion. Table 7, discusses the obstacles to the maintenance of discipline in schools.

Table 7: The Obstacles to the Maintenance of Discipline in Schools.

	U		SD		D		A		SA		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Many parents/guardians come pleading when sanctions are applied on their offending wards/children to be dropped	24	5.9	131	32	173	42.3	34	8.3	47	11.5	409	100
Relatives/politicians of offending students on whom sanctions are applied come to plead for them	21	4.1	142	34.7	145	35.5	59	14.4	42	10.3	409	100

Table 7 shows that respondents felt that parents/guardians contribute to indiscipline in SHS in the Tamale Metropolis. The responses show that 42% of the total respondents strongly agreed that parents contribute to indiscipline, 32% of the total percentage of the respondents also agreed that parents/guardians go pleading on behalf of their children when sanctions are applied on them. As Adesina (1990) observed, parents are accustomed to petitioning the school authority on the use of corporal punishment on their children.

Table 7 also shows the level of contribution relatives/politicians do to cause indiscipline in SHS in the Tamale Metropolis. More than one-third (35.5%) of the respondents strongly agreed that relative/politicians contribute to indiscipline in SHS, 34.7 per cent of the respondents agree that relative/politicians contribute to indiscipline in the SHS in the Tamale Metropolis. Guy (1992) stated that students alone are not to be blamed for indiscipline but politicians as well. He says there is too much political interference in schools and educational institutions. Students he says are misled and misused by various political parties to serve their selfish ends.

Respondents were asked about their understanding of the term indiscipline as used in their schools. Respondents saw indiscipline in two perspectives; first as the inability of students to abide by schools' rules and regulations and secondly as any behaviour that is contrary to societal norms; three hundred (73%) respondents see indiscipline as the inability to abide by schools' rules and regulations, while 109 (27%) saw indiscipline as any behaviour that is contrary to societal norms.

Respondents had divergent views on other factors that are a hindrance to maintenance of discipline in schools. One hundred (24.4%) pointed out lack of sufficient moral and religious instructions in schools as a problem to the maintenance of discipline. This is consistent with Adesina's (1990), claim that lack of sufficient moral and religious instructions causes indiscipline among students. In his view, students fail to develop a spiritualistic, moralistic or humanitarian outlook of life. They fail to develop a distinction between good and bad, moral and immoral, vice and virtue. As a result "they go on behaving under the short circuit effect of their rudimentary impulses" (p. 15).

The effect of the media on the youth according to 70 (17.1%) of respondents makes discipline among students a headache to both parents and teachers. Students watch various acts of violence. Through advertisements on the media, they blindly copy certain life styles which are frowned upon by parents as well as teachers and which are reflected on their behaviour as students (Saker, & Sadler, 1988).

Sixty-five (15.8%) of respondents see the issues of Child Rights as enshrined in the 1992 constitution as one of the contributory factors to the difficulty of instilling discipline in schools. The children's Act 1998 (Act 560) seeks to protect the rights of children; some of the rights have no cultural backings. They do sometimes conflict with our cultural settings. For example, the right to express one's opinion is not in consonance with the days of yesterday where children are only seen but not heard. The law fails to emphasize that those

rights go with responsibilities and that poses a big problem to the maintenance of discipline in schools. Students are always on the defensive when they go wrong and the teachers try to correct them.

Unhealthy school-community relationship is seen as a hindrance to the maintenance of discipline. Forty-five (10%) of the respondents thought that if the relationship between the two is not cordial, the community will never co-operate with the school to discipline students. The problem becomes a bigger one if the school is located in the centre of town.

Fifty (12.2%) of respondents see conflicting rules as an obstacle to the maintenance of discipline. This is a situation where rules at home are deemed improper or immoral at school. In such a case the students usually become confused and as a result begin to misbehave. This supports Gnagey's (1999) view that when rules set up in the school differ from those of the home, students become confused and misbehaviour may thereby result.

Others see some children coming from polygamous homes as undisciplined. Fifty (12.2%) in their view stated that most fathers of such marriages behave irresponsibly. Children are largely left under the care of only the mothers. As a result some children fend for themselves and therefore do not feel accountable to anybody, even their teachers. This poses a big problem when disciplinary issues arise.

A few respondents, 20 (4.8%), saw the introduction of western culture as a big challenge to the maintenance of discipline in schools. The introduction of

western culture has eroded the extended family system. Our society in general and the student community in particular has become alien to our cultural heritage. They are deprived of the benefits of our rich heritage, including higher values of life, noble and selfless ways of life and worship of truth. All these deprivations leave the students ignorant of the need and value of discipline. The communal life of the African is no more.

Lastly, nine (2.2%) of the respondent saw ineffective supervision on the part of teachers as a factor that contributes to the difficulties in the maintenance of discipline in schools. This is because most teachers are usually engaged in other activities for income to supplement their meagre salaries to the detriment of the students. Hardly do teachers get time to check on what students are doing after classes. This leads to waywardness coupled with peer negative influence.

On the issue of suggestions to check the obstacles to the maintenance of discipline in schools many of the respondents recommended the use of intensive guidance and counselling to students at all levels of education. To make the counselling effective, as they suggested, the guidance and counseling coordinators should be trained and should not teach but concentrate on the counselling services that will help find solutions to the students' emotional problems. The school administrators should create room for recreational activities as a way of preventing frustration and student indiscipline. This would enable students to behave as expected of them. Their view is an indication of the role that guidance and counselling plays in school discipline in line with Tamakloe et

al. (1996) who stated that guidance and counselling are a positive approach to discipline because they help reduce antisocial behaviours.

One effective way to remove obstacles to the maintenance of discipline as suggested by respondents is through the formulation of appropriate or fair rules and regulations. The tradition that children are only seen but not heard should be a thing of the past. They should be guided to make rules and regulation for themselves so that they would realize the need for rules so as to obey them, rather than adults imposing rules on them. Jones and Jones (1990) share a similar view by stating that students should be involved in developing the rules that apply to them. That rules be clearly stated and students will be more likely to behave in accordance with the rules if they know that the rules are accepted by significant others such as their peers and parents.

A recommendation was made on effective supervision and monitoring of students. This does not only prevent idleness and involvement in anti-social activities but also makes students focus on the attainment of their goals. Students respond appropriately at any given time promptly when supervised.

An effective SRC, according to the respondents, should ensure free flow of information between students and the administration. Thus, students should be involved in decision making and implement action of decisions made. For as Afful (1984) noted, the causes of students rebellion is caused by lack of students' involvement in school level decision making.

Parental guidance and provision of their needs are essential to discipline. When parents neglect their responsibilities, students indulge in unacceptable behaviours. So it is advisable for parents to visit the schools of their children to enquire about the conduct of their wards. They should monitor the sort of movies they watch, the types of books they read and the types of friends they make. If parents are up to the task, the obstacles to the maintenance of discipline can be checked.

Parents and teachers should be seen as role models for students to emulate. Parents are the first teachers of children and the teachers' way of life usually has a great impact on the children's development. If we wish to turn disciplined young men and women out of our schools, if we want to check the obstacles to the maintenance of discipline, we must have disciplined teachers in the schools, disciplined parents in the homes and disciplined citizens in the society.

Additionally, respondents are of the view that the programme of religion and moral education in schools should be revised with greater emphasis on code of conduct of citizens of today. It should also be thought as a subject at all levels of education.

There should be no political interference in the running of schools. The entire education system they suggested should be overhauled and made job – oriented. It should be linked with industry.

With regard to incompetent teachers, the respondents suggested that teachers should be made accountable and responsible for the results and conduct

of the students under them. They should also be given better salaries and allowances to help improve their lot.

Some respondents however, suggested that caning should be legalized in schools. According to them there is need for students, parents, teachers and stakeholders of education to co-operate towards finding a lasting solution to the obstacles that make it difficult to maintain discipline in schools. This is what the present study sets out to do.

Summary of Findings and Discussion

The analysis revealed respondents understanding of the term indiscipline. Majority of respondents see indiscipline to be any behaviour that does not conform to schools rules and regulations, while others see indiscipline to be any behaviour that is frowned upon by society. This implies that there are certain behaviours that are not accepted in both the school and society.

The study found that there are types of indiscipline that are difficult to check in schools. These included stealing, bullying, sexual interdicts, cheating during class tests and exams, showing disrespect to others and many more. On the whole the types of indiscipline that both students and teachers perceived to occur very often were stealing, sexual misconduct and sneaking to town without permission.

The study also revealed respondents views' on the causes of indiscipline in schools. The school, the home, teachers, students, relatives and politicians are all contributors to the causes of indiscipline in schools. Some of the causes of

indiscipline included non-involvement of students in the decision-making process poor quality teaching, poor quality food, peer influence, bad administration, bad home training, lack of enforcement of school rules, to mention a few. This also indicates that if there is to be any effective solution to the disciplinary problems in schools, the focus should be on the role of the school, home, teacher, students and stakeholders of education in the administration of schools.

There were obstacles to the maintenance of discipline in schools as revealed by the study. Prominent among them were the interference of parents, relatives and politicians in schools' administration, incompetent teachers, the absence of moral education, guidance and counselling in schools, media influence, irresponsible parenthood among others.

On the issue of measures to put in place to check the obstacles to the maintenance of discipline in schools, respondents gave varied suggestions which included the teaching of guidance and counselling at all levels of education, effective supervision of students, parents and teachers to live lives worthy of emulation, giving religious and moral education to students, consistency in the enforcement of school rules and regulations, involving students in decision making and legalizing caning in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the study on the obstacles to the maintenance of discipline in some selected senior high schools in the Tamale Metropolis as its major findings. It presents conclusions drawn out of the main issues concerning the analysis of the data collected for the study and makes recommendations for the effective plans to ensure discipline in senior high schools in the Tamale metropolis in particular and the country in general.

The study sought to find out the obstacles that impede the maintenance of discipline in senior high schools in the Tamale metropolis and was mainly exploratory. Information was gathered purposely to explain the real causes of indiscipline in the schools and how these are related to the enforcement of disciplinary rules in the schools. The data therefore looked at the various causes of indiscipline and what obstacles exist to impede disciplinary procedures in selected schools in the Tamale Metropolis as is seen by stakeholders such students and teachers. The target population for the study consisted of all teachers of seven public Senior High Schools in the Tamale Metropolitan area in the 2009/10 school year. In all, 482 respondents constituted the population of the study. All the 482

respondents were selected (census) to participate in the study due to their small size. Questionnaire was the main instrument used in all cases for data collection. Literature on discipline was reviewed and this informed the study to identify some causes of indiscipline and suggested them to respondents to agree or disagree to it.

Summary of Findings

The data was collected from students and teachers in selected senior high schools in the Tamale Metropolis as already indicated with a view to finding the obstacles that impede the enforcement of discipline in the senior high schools. The majority of the teachers were professionally trained with many of them again graduating from a university or other tertiary institution. The data concerned activities that were considered acts of indiscipline, the causes of such indiscipline and other obstacles that impede the enforcement of school rules in the senior high schools.

Types of indiscipline acts that were identified from existing literature to be in the senior high schools included students stealing their colleagues belongings, bullying of junior students, cheating during examinations, showing disrespect, absenteeism, sneaking to town without permission, fighting or quarrelling, sexual misconduct, use of hard drugs, telling lies, use of mobile phones, and lateness to school or school functions. These were agreed on by nearly all the respondents comprising teachers and students, to occur occasionally in the schools though disrespect and, sneaking to town were those that more often occurred. The outcome of the study also revealed a wide range of disciplinary challenges facing

the senior high schools in the Tamale Metropolis and that the majority of the disciplinary challenges are student and teacher related. The results of the study show that the respondents agreed with the suggestions put forward to them about the causes of indiscipline in the senior high schools.

Stealing of other students' belongings was agreed by majority of teachers to be the type of indiscipline activities that was found in the senior high schools in the Tamale Metropolis. Students living in boarding houses in the schools occasionally report the lost of items that may be attributed to theft by colleagues. In many of such cases the teachers investigate and culprits are disciplined. On the other hand bullying of junior students was refuted by the majority of teachers as a type of disciplinary activity that was found in their schools. Bullying of junior students is an activity that is frowned upon by the school authorities and any breach is taken very seriously. This probably is a reason why the activity rarely occurs in the schools. Again, the activity involves students and is difficult to hide away from authorities since some student sympathisers may report it. This situation scared students away from engaging it. Again, cheating in class tests and examinations is not a common practice in the senior high schools. This activity in particular is related to the integrity of the student, teacher and school. This is likely to influence the responses of both the teachers and students with the majority in both cases denying that it occurs in the schools.

On showing disrespect to others, the majority of the teachers listed it as a type of indiscipline occurring in the schools. The teachers also agreed that absenteeism

from classes and school gatherings and sneaking to town without permission were acts of indiscipline that are found in the schools. Indeed, sneaking to town and being absent from classes and school gatherings are closely related and many students who are absent from classes and are not sick are more likely to have sneaked out of school without permission from school authorities. This behaviour is itself a disrespect of the school authority. In all schools it is clear to students that it is an offence to go out of campus without permission. Those caught in town without permission are usually punished by the school. It is in cases like this that parents or politicians may interfere with the disciplinary process. Interference by parents and politicians were thus listed as one of the obstacles impeding the maintenance of discipline in senior high schools.

Again, if the classroom environment is not conducive for the student he or she is likely to stay away from school. The frightening classroom environment may be caused by the teacher's behaviour. Some teachers come to class late and belittle students by shouting at them (Tamakloe et al, 1996). These behaviours of the teacher provoke indiscipline such as staying away from school among students. Sexual misconduct and the use of hard drugs and alcoholism are acts of indiscipline that rarely occur in the schools in the Tamale Metropolis. The majority of the respondents really said it does not occur at all though a few of them are of the opinion that they do occur. These are activities that are frowned upon even by the wider societies such as the state and any breach is taken very seriously. A student who engages in any such activity is likely to be dismissed

from school. The students are probably aware of the implications of engaging in these acts and may avoid engaging in them. The students and teachers are also of the opinion that the use of mobile phones and students' telling lies are indiscipline activities that occur occasionally in the senior high schools. Telling lies is the commonest and yet the most difficult disciplinary problem to deal with in schools and a lot of tact and perseverance to uproot this evil (Aseidu-Akrofi, 1978). Fighting among students is also an act of indiscipline that was listed to occur occasionally in the senior high schools in the Tamale Metropolis.

On the causes of indiscipline in the schools nearly all the activities suggested as causes were agreed by the majority of both the students and teachers. They both agree that the non- involvement of students in decision making in the school is a cause of indiscipline. It is only normal and proper to involve any people in any decision taking that will affect them. This is why it is necessary to involve students in school level decision making since it affects them directly. Indeed many student rebellions can be traced to their non-involvement in school level decision making (Afful, 1984). Allied to the non-involvement of students in school level decision making is dictatorial administration. In this case the teachers and students are divided in their opinions. While the students agreed to this the teachers did not agree; yet this so closely related to not involving students in school level decision making. A dictatorial administration will not involve students in decision making. Perhaps the teachers who are part of school administration think that decisions must be taken for students since they are

young and are under the guidance of the school administration. They do not expect students to react negatively to this but should accept it in good faith.

Interestingly, the majority of both the teachers and students in the study did not agree to poor quality teaching being a cause of indiscipline in the senior high schools in Tamale. Generally, poor and boring lessons will often lead to disciplinary challenges in the school. If a teacher does not plan his lesson very well for smooth delivery but rather make the lesson “lurch from crisis to crisis”, disciplinary problems will arise (Fontana, 1985).

The Majority of both the teachers also and students, however, agreed to poor quality food being a cause of indiscipline in the senior high schools in the Tamale Metropolis. Students will clearly and openly complain about the quantity and quality of the food provided by the school. They will react violently in many cases when they think the quality is so bad and especially when they are suspicious of school officials. Indeed most strikes in schools can be traced to problems related to food (Aseidu-Akrofi, 1978). Peer influence was another factor that was agreed by respondents as a cause of indiscipline in the senior high schools. The majority of them agreed that peer influence is a cause of indiscipline. In fact, there are both disciplined and indiscipline students in all schools but quite often the discipline students are influenced by the indiscipline students, making them indiscipline as well (Blair et al, 1975; Cronbach; 1963). Again, most students in the senior high schools are in the adolescent ages where peer influence is very crucial. It is, therefore, not surprising that peer influence is seen as one of

the factors that cause indiscipline in senior high schools. This will happen very easily when there is poor communication between the school authorities and students. The indiscipline students will take advantage of such a situation to influence colleague students. Poor communication between school authority and students was one factor that was agreed by the majority of the teachers and students to be a cause of indiscipline in senior high schools in the Tamale Metropolis. Good communication is an effective tool for any administrative endeavour since all stakeholders are well abreast with issues regarding the organisation. In this regard poor communication between school administrators and students will lead to misinformation especially among students and can generate some indiscipline activities in the school especially in situations where there is lack of strict enforcement of school rules. Here again both teachers and students agreed that the lack of strict enforcement of school rules is a cause of indiscipline in the senior high schools. In this situation students will try out certain infractions just to see if the regulations will actually be enforced (Gragey, 1971).

Other factors that are teacher related and seen to be causes of indiscipline in senior high schools in the Tamale Metropolis include absenteeism, teacher incompetence, and bad behaviour of some teachers and parents. Teacher absenteeism and bad behaviour of some teachers are agreed by both teachers and students to be a cause of indiscipline in the senior high schools. However, the teachers did not agree that teacher incompetence is a cause of indiscipline in the

senior high schools though students strongly agree with this. Obviously teacher absenteeism in the classroom will lead to several acts of indiscipline especially when teachers have not set examples of good behaviour to his students. As indicated earlier in this study, there is a dearth of really incompetent teachers found working in schools in very large numbers. They are unfit to provide direction, inspiration and leadership to growing children (Sindhu, 2002). A teacher with these characteristics is bound to infuse indiscipline and allied behaviours. Allied to the above is favouritism in handling disciplinary issues by school authorities. Both students and teachers agreed to this as a cause of indiscipline in the senior high schools. Unfair handling of disciplinary issues in schools is likely to cause revolt by aggrieved students with increased indiscipline activities.

Finally, the teachers agreed to the lack of guidance and counselling opportunities in the schools and large class sizes as being causes of indiscipline in the senior high schools in the Tamale Metropolis. Majority in both cases agreed to these as causes of indiscipline in the schools. Indeed it is not uncommon to see large numbers of students in classrooms and dormitories in the schools in the Tamale Metropolis. Large numbers especially in the classrooms make classroom management extremely difficult. Overcrowding in the dormitories and classrooms contribute to misbehaviour in students. Again, some of the disciplinary problems result from the failure of schools to provide guidance and counselling services to all students' (Aseidu – Akrofi, 1978).

The study also sought the opinions of both teachers and students on the obstacles to the maintenance of discipline in schools. Unmeritorious intervention by parents and/or politicians when school rules are enforced, lack of sufficient morals and religious instruction, effects of the media, issues of child rights, conflicting school rules, introduction of western culture and ineffective supervision by teachers were put to respondents as the obstacles impeding the maintenance of discipline in the senior high schools for them to give opinions on them. Though the opinions varied between the individuals and between students and teachers, the majority on both sides often agreed to or disagreed with one of the items. In fact, the majority agreed to all the items as being the obstacles to the maintenance of discipline in the schools. However, there is a strong showing of disagreement among the teachers and students about issues such as the unmeritorious intervention by parents and/or politicians, effects of the media, issues of child rights, introduction of western culture and conflicting school rules being obstacles to the maintenance of discipline in the schools. Yet, in all cases there were respondents in both categories that were undecided about any of the issues being obstacles to the maintenance of discipline in senior high schools in the Tamale Metropolis.

Conclusions

A number of conclusions have been drawn in this section based on the findings of the study. In general, it can be concluded that there are several factors that may cause disciplinary challenges for school authorities though some may be

peculiar to particular schools or localities. It is concluded here that activities such as stealing, bullying of junior students, showing disrespect to others, absenteeism from school functions, sneaking out of school without permission, fighting or quarrelling, telling lies, and lateness to school functions are the kinds of indiscipline activities that are found in the senior high schools in the Tamale Metropolis. Cheating in tests or examinations, sexual misconduct, use of mobile phones and the use of hard drugs or alcoholism are not activities that are commonly found in the senior high schools in the Tamale Metropolis. They may however occur once a while in some of the schools in the metropolis. In relation to the use of alcohol it may be concluded that students may refrain because it is against their religious beliefs and the majority of them are Muslims.

It can be concluded again that the causes of indiscipline in the senior high schools in the Tamale Metropolis is categorised into school management, teacher and student related and parents and other outside interferences. Failure to involve students in decision making, poor quality food, dictatorial administration, poor communication between school authority and students, lack of strict enforcement of school rules and large class sizes are the issues that have occurred in the senior high schools that may have caused some indiscipline activities in the schools. All these issues are related to school management involving decisions about student activities in the school including the numbers that should be admitted into the classrooms.

In many cases students may not be contacted because school authorities have often thought that their actions are in the best interests of the students. However, in situations like these lots of information are generated and if there is poor communication between the school authorities and students then it can be exploited by students to do some indiscipline activities. Students had rioted because they think their food was poor in quality but this might not just be caused by the school authorities but a result of the amount given by government to the school to feed the students. The students may not be aware of this and blame it on the school management resulting in the riots. Again, school authorities have complained about large numbers in the classrooms. This is because they are forced to take the large numbers either by pressure from Government or parents who want their children to attend such schools. The classrooms and dormitories are crowded with students. This obviously poses problems of classroom management and student control in the dormitories. This often leads to acts of indiscipline such as stealing, fighting/quarrelling, absence of students from school functions and lessons and students sneaking to town. These acts of indiscipline were mentioned by respondents to be present in their schools. It can be concluded therefore that there are challenges regarding school management in terms of decision making and poor communication, in the senior high schools in the Tamale metropolis. Ineffective supervision and lack of strict enforcement of school rules on the part of school authorities could just be one of the management

challenges of the senior high schools in the Tamale Metropolis and is an obstacle to the maintenance of discipline in the schools.

It may also be concluded that there are teacher-parent related causes of indiscipline in the senior high schools. These include poor quality teaching, incompetent teachers, bad behaviour of some parents and teachers and, favouritism in handling discipline cases. Incompetent teachers will obviously present poor and boring lessons. In situations where teachers' lessons are boring or the teacher is unfair in dealing with students, lots of indiscipline cases may arise. Students may run away from classes, they may show disrespect to the teacher or even incite other students against teachers concerned. The unprofessional behaviour of teachers may also lead to disorders such as fighting and quarrelling among students. Again, when parents interfere in the management of the school they are more likely to create obstacles to the maintenance of discipline in the school. In most cases, parents intervene on behalf of students who may have broken school rules and are sanctioned or are about to be sanctioned by school authorities. In this case parents come in to plead with the school authorities to forgive such offending students. This is also done by the politicians and other opinion leaders. They may also intervene on behalf of students under punishment. They usually do not mind or are unaware about the consequences of their actions.

This study found that the unmeritorious intervention by parents and politicians impede the maintenance of discipline in the senior high schools in the Tamale

metropolis. Indeed, some parents do behave badly towards school authorities including assaulting or abusing teachers trying to enforce discipline with their wards. Abusing teachers or even assaulting them before their students may lead to such teachers losing grip of their classes leading to a breakdown of control and an increase in indiscipline activities. It is therefore concluded that parent unmeritorious intervention in the senior high schools is an obstacle to the maintenance of discipline in the senior high schools in the Tamale metropolis. Again, it can be concluded that politicians do intervene on behalf of their constituents who are students in the senior high schools in the Tamale Metropolis when school rules are being enforced in the event of a breach of the disciplinary code. When such interventions occur students are more likely not to behave appropriately since they are aware they are protected.

Other causes of indiscipline in the senior high schools in the Tamale metropolis according to the study are peer influence, bad home training, and lack of guidance and counselling. At the age at which the students are in the senior high school, i.e. between 16 and 18 years, they are in the adolescent years when peer influence is very high. Adolescents quite often will listen more to their peers than older people. Therefore, peers in the schools influence colleagues into carrying out indiscipline activities. They may sneak out to town together or in some cases support a colleague who is to be disciplined for breaking school rules. Those students with bad home training may influence some of their peers into bad behaviours.

Finally, though there may be some indiscipline activities going on in the senior high schools in the Tamale Metropolis, the school authorities are also making the efforts to curb them, yet there are obstacles that impede their efforts. As indicated earlier, the intervention of parents and politicians in such cases is one such obstacle. Other obstacles to the maintenance of discipline in the senior high schools in Tamale are lack of sufficient moral and religious instruction, the effects of the media, conflicting schools, western culture and ineffective supervision on the part of teachers. While the lack of sufficient moral and religious education may result in indiscipline activities such as stealing, disrespect, fighting and so on, the media may also provide the grounds to learn some indiscipline activities or ways of escaping punishment in the event of committing an offence. Again, when the school rules are not made very clear to the students or are conflicting it breeds the ground for students to take decisions about how to behave and this probably will be the indiscipline especially when there is ineffective supervision on the part of teachers in the school. In this case teachers pay little attention to the students and so they behave in ways that please them.

Indeed, there are many types and causes of indiscipline in senior high schools but those discussed are those that are prominent in the senior high schools in the Tamale metropolis. Some of the indiscipline activities are a result of the obstacles identified as hindering the maintenance of discipline in the schools.

Recommendations

Based on the findings of the study a number of recommendations are made indicating on what could be done to improve the maintenance of discipline in the senior high schools in the Tamale Metropolis.

The school authorities should make sure that teachers, parents and learners are aware of the school policies regarding students' behaviour and the consequences of breaching them. This can be done through PTA meetings where parents can be taken through such policies to make them understand what it means to have a well-disciplined school. Related to this is another recommendation that a good orientation programme must be given to fresh students. At the orientation school policies regarding student behaviour should be spelt out clearly to the students. This will make the students aware of behaviours that are expected of them. When students know the expectations of them they will behave appropriately. In fact school authorities must make rules understandable so that the students will understand what is and what is not acceptable.

It is again recommended that the schools should always start the year especially when students are coming into the school for the first time, with right discipline plans. It should be noted that students are always very fast at assessing the situation and realising what will be allowed to get away with then they will take advantage of it. If the school allows disruptions it will be very hard to do any better classroom management and maintain discipline.

Teachers should deal fairly with all students rather than deal harshly with others and deal with their favourites well. The students usually have a distinct sense of what is fair and what is not fair. Teachers should therefore act fairly with all students because if they act unfairly the students will not be keen to follow their rules. They should also be consistent in their dealings with students.

There should also be effective guidance and counselling services in the schools to take care of student challenges and to counsel students on good behaviour. This may also guide students to develop good morals.

Finally, the school authorities should plan effectively in order prevent the students having too much free time. The adage has it that “the devil gets work for idle hands”. If the students are not kept busy they will go out to cop.

Suggestions for Further Research

It is suggested that research on the effects of students’ indiscipline on their academic performance should be conducted.

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APPENDIX

APPENDIX A
UNIVERSITY OF CAPE COAST
INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

RESEARCH QUESTIONNAIRES

TOPIC: OBSTACLES TO MAINTENANCE OF DISCIPLINE IN SENIOR HIGH SCHOOLS IN THE TAMALE METROPOLIS

The following questionnaires have been produced as part of a research project regarding Obstacles to Maintenance of Discipline in Senior High Schools. All responses are confidential, so please do NOT put your name on it. Please answer all questions as honestly as possible. Thank you for your cooperation.

SECTION A

Background of Respondents

1. Sex

Male [] Female []

2. Age as at last birthday:

14 -16 [] 17 -19 [] 20 -22 [] 23 above []

3. Present position held in school

Headmaster/Mistress []

Assistant Headmaster/Mistress []

Senior Housemaster/Mistress []

School Counsellor []

Housemaster/Mistress []

School Prefect :Specify

School Representative Council []

Section B: Student Only

1. Of the things listed below indicate the three (3) most important ones to you. (Please place a number 1 by the most important, 2 by the next more important and 3 by the third important one.

Family

Friends

Tradition

Access to information (media)

2. People who question the old and accepted ways of doing things usually just end up causing trouble.

- a. Strongly Disagree []
- b Disagree. []
- c. Strongly Agree []
- d. Agree []

3. I try to please my friends when even I know that by doing so I sometimes break school rules.

- a. Strongly Disagree []
- b Disagree. []
- c. Strongly Agree []
- d. Agree []

4. I believe the doctrine put forth by my religious affiliation even if they contradict school rules and regulations

- a. Strongly Disagree []
- b Disagree. []
- c. Strongly Agree []

d. Agree []

5. Have you even been accused of belonging to groups of students who sometimes team up to break school rules?

a. Yes [] b. No []

Section C

Teachers Only

1. Have regulations on corporal punishment changed over these years?

a. Yes [] b. No []

2. How has this affected students' behaviour in general ?

3. In the old African culture a child belonged to the whole community. How did this help in child discipline?

4. In what ways did the old African culture help the child to develop good behaviour?

Section D
Both Teachers And Students

1. What is your understanding of the term indiscipline as used in our schools?

2. Indicate how often the following acts of indiscipline occur in your school by placing a tick [] in the appropriate boxes.

Acts of indiscipline	Very often	Often	Never	Not sure
a. Stealing of other student's belongings (parts sandals, phones etc)				
b. Bulling of junior students				
c. Cheating during class tests and exams				
d. Disobey authority				
e. Absenteeism from classes and school gatherings				
f. Sneaking to town without permission				
g. Fighting among students				
h. Alcoholism/ use of drugs/smoking				
i. Sexual misconduct				
j. Improper dressing				
k. Use of mobile phones				

Please tick the appropriate response to the following questions.

3. In what ways are teachers a contributory factor to indiscipline in schools?

(Tick as many as you feel are applicable)

- [] By leaking information from administration to students
- [] By telling students to resist every form of punishment
- [] By fraternizing with students about other masters/ mistresses
- [] By taking sides with students

4. Are students given the same treatment when they break school rules?

- a. Yes [] b No []

5. If yes, what is the difference?

- [] Some students are caught and left to go free

- Some students bribe masters and are set free
- Punishment differ from student to student
- Punishment are categorized according to the sex of students. i.e. boys and girls.

6. Many parents / guardians come pleading when sanctions are applied on their offending wards/children to be dropped.

- a. Strongly Disagree
- b Disagree.
- c.Strongly Agree
- d. Agree

7. Relatives/Politicians of offending students on whom sanctions are applied come to plead for them

- a. Strongly Disagree
- b Disagree.
- C .Strongly Agree
- d. Agree

8. Some teachers are also a contributory factor to student indiscipline

- a. Strongly Disagree
- b Disagree.
- c.Strongly Agree
- d. Agree

9. Some members of staff want to be seen as good

- a. Strongly Disagree
- b Disagree.
- c.Strongly Agree
- d. Agree

10. There is no consistency in the enforcement of school rules

- a. Strongly Disagree
- b Disagree.
- c.Strongly Agree
- d. Agree

11. What factors contribute to students' misbehaviour in your school?

12. Do TV Programmes have any influence on children's misbehaviour? If so how?

13. What other factors in your own opinion are a hindrance to maintenance of discipline in schools?