

CHRISTIAN SERVICE UNIVERSITY COLLEGE

DEPARTMENT OF BUSINESS STUDIES

**EFFECTS OF INDISCIPLINE IN THE SECOND CYCLE
INSTITUTIONS**

(A CASE STUDY OF SOME SELECTED SCHOOLS IN KUMASI METROPOLIS)

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JUNE, 2011

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A project work presented to the Business Studies Department of Christian Service University College in partial fulfillment of the requirements for the degree of Bachelor of Business Administration

STATEMENT OF AUTHENTICITY

We have read the university regulations relating to plagiarism and certify that this report is all our own work and do not contain any unacknowledged work from any other source. We also declare that we have been under supervision for this report herein submitted.

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SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision laid down by Christian Service University College

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ABSTRACT

The prime objective of the study was to find out the effects of indiscipline among Second Cycle Students. It was conducted in some selected Senior High Schools in the Kumasi Metropolis. The data collected were analysed with the use of tables and percentages. The instrument used for the data collection was questionnaire.

The study showed that acts of indiscipline among students come from their home background, peer influence, the school environment and negative perception of school authority. Although, the study revealed that the most prevalent cause of acts of indiscipline in school is peer influence, and other causes, are, background of students, school environment and their perception of authority play significant role. This is because, the study showed that acts of indiscipline perpetuated clearly reflect on their background (broken homes, rich or poor families), how students and teachers react to each other at the school environment and student's perception of authority that determine what sort of behaviour they put up at school.

In view of this, recommendations were made to administrative boards of Senior High Schools, the Ghana Education Service, the Ministry of Education, Parents and Guardians and the society at large. Each of these stakeholders needs to compliment the effort of each other in addressing or curbing indiscipline in the Senior High School, rather than shift blame on each other. Such an effort would reduce acts of indiscipline in the school to the barest minimum, so that they do not become disruptive to academic work in educational institutions and also reduce indiscipline at the work place since they are the same people who come to be the future leaders after school.

In view of the above, it was recommended that;

- Indiscipline in Student can be curbed by encouraging students to be confidence in themselves and not hide behind or join cliques in order to be untouchables.
- Again, parents should do well to train up their children in order to be content with their financial status in order to not to be influenced.
- Parents, Guardians and all other adult population are being urged to be role models and live up to their functional role. This would enable students imbibe discipline right from the home and the society at large.

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DEDICATION

This work is dedicated to our beloved parents and our lovely siblings.

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CHAPTER ONE

1.1 BACKGROUND TO THE STUDY

Wherever we find ourselves, be it schools, families, business organizations, churches and so on, there are times that such act of misconduct happen. These acts of indiscipline or misconducts are unwelcome, since it does not conform to the group's existence. The school as an institution is not without one kind of students' misbehaviour or indiscipline.

In Ghana, right from the basic school to the tertiary level, acts of students' indiscipline are common. Acts of indiscipline among students have existed as long as formal education itself has existed. There exists an interaction between students and teachers in the school, which is to facilitate teaching and learning. It becomes a worry when this facilitative rapport is disrupted by indiscipline.

Students at any level of education have to relate with their teachers in order to make the learning environment lively. Students' indiscipline in the forms of violating school authority, destroying of property, disrespecting teachers, assaulting each other, theft within school atmosphere disrupt teaching and learning. The socializing role of schools becomes dysfunctional. Instead of the school churning out individuals of academic excellence and moral aptitude, the contrary becomes the reality and has disastrous consequence on students themselves and the entire country as a whole. Becker, W & Englermanns, S & Thomas, D. (1997) *Teaching Classroom Management*

One particular level of the country's educational structure where all manner of indiscipline are very prevalent and keep aggravating is the Senior High Schools. Charlton T & David, K (1993) *Managing Misbehaviour in Schools (2nd ed.)*

Some students at this level are caught in different kinds of indiscipline and moral dissipation like occultism, watching and reading pornographic materials, violating school rules, rioting, drug abuse, alcoholism and so on. These acts are dreadful to physical and mental health which does not augur well for academic pursuit and social cohesion. The Senior High School trains young

men and women, who are key in terms of the future progression of the country. The nation at this stage cannot afford to spend resources in students' education only to have irresponsible citizens in the future.

Recent media reports show the canker of indiscipline in Senior High Schools as soaring up. This has been even coupled with new phenomena of students' acts of indiscipline and dissipation. There are "increasing use of hard drugs and alcohol in the Senior High School" (An observation by the Ghana Catholic Bishop's Conference, at the 8th General Assembly, held at Brong Ahafo), (cf. *The Standard*, Oct. 19-28 edition, 2008), Some other instances are; "rate of theft and robbery among students" (*Ghanaian Times*, Nov. 18, 2008); "Senior high school student steals teacher's belongings" – These are reported, due to their criminal dimensions. However, there are several unreported cases.

An even more recent act among senior high schools is what is termed "Most Fa" an abbreviated form of "Most Fashionable". This is an issue of high school students craving for the most current, expensive and quality footwear and clothing in order to earn the title as the "most fa" of the institution, with the ambition of being crowned among say, male or female institutions within the locality, district or the metropolis. Students are caught up in the 'craze' to the detriment of study, since time and effort are geared toward this goal. What could have caused these acts of indiscipline? Is it a question of slackness in institutional rules (example, the popular view of indiscipline as the outcome of the cessation of corporal punishment in our educational institutions) or inability of school administrators to handle effective school administration or a matter of students' own repudiation of rules and school norms in order to live by their whims and caprices? Whatever reasons assigned to the cause and upsurge of indiscipline among senior high school students, the fact still remains that more work needs to be done, in order to understand this canker that plagues Senior High Schools.

1.2 STATEMENT OF THE PROBLEM

Education is intended for man power training or development of people for a successful economy. Ghana's records with regards to education is creditable. Year to year, students at the senior high level of education gain admission into tertiary institutions and it is indeed

commendable. But of concern are some acts of indiscipline that students engage in. The negative effect of these acts overshadows educational processes, particularly teaching and learning.

It is indisputable that the entire country is battling with a general state of indiscipline in one form or the other, both in the private and public sectors. But of peculiar interest are the increasing acts of indiscipline in secondary education due to the crucial role the secondary level of education plays in the country. It becomes alarming when these acts are not just a breach of institutional norms but are of public criminal import. Some of these instances are “Senior High Student robs Housemaster” (*Ghanaian Times*, 18th Nov. 2008), “High School Student breaks into Housemistress’ residence” (*Daily Guide*, 12th March, 2008) and other related reports cut across the entire country.

In the Ashanti region inspite of the improvement in education in terms of infrastructure and academic results, incidence of students’ misconducts in the Metropolis are gradually having negative effects on academic performance. A more recent and creeping phenomenon among students in the Metropolis is the kind of pseudo popularity termed as “most fashionable.” It is a situation where a student must demonstrate how he/she is fashionable based on the number of latest footwear and dress one has, in order to merit the crown of “Most Fa”. It is becoming a competition among schools. Some students in their attempts to be deemed “most fashionable” steal from colleagues and others. Some other students team up with fellow students to engage in nefarious acts in order to acquire money for that purpose.

These problems of students’ misbehaviour in one kind or the other affect their academic output. It is therefore relevant to tackle the canker of indiscipline as regard its causes. This and other related issues like the girl students indulging in relationships which may earn them money to be able to merit the crown of “Most Fa” concerns of this research.

1.3 OBJECTIVE OF STUDY

The main objective of the study is;

- The effects of indiscipline among senior high school students on academic performance of the students.

- To consider some of the remedies that have been employed to curb indiscipline among students, with the objectives of suggesting other approaches and practices to be adopted for effective discipline in schools.

The specific objective of the study is

- To create awareness among teachers as regards the actions and inactions that contribute to the causes of disciplinary problems and also make them aware of the necessary interventions to be adopted in order to maintain discipline in the school atmosphere.

1.4 RESEARCH QUESTION

The research questions for the study are:

1. Are acts of indiscipline among students the outcome of one's home background?
2. Does peer pressure cause acts of indiscipline among Senior High School Students?
3. Does the school environment cause indiscipline among students?
4. Are students' perceptions of authority the cause of indiscipline in Senior High School?

1.5 SIGNIFICANCE OF THE STUDY

By this written document, four groups would find this study worthy of interest. First, the study would be of significance to the Ministry of Education, Youth and Sports and the Ghana Education Service. The findings would be informative to the sector, for the purpose of formulating and implementing policies that would create a conducive atmosphere for teaching and learning.

Second; the findings would identify some events that cause or are likely to cause indiscipline among students. The study would therefore aid school authorities to know about the events and also inform them of the required interventions needed to check acts of indiscipline in schools.

Third; by this study, the researcher would have provided written evidence to students as regards how negatively their academic pursuits and future could be jeopardized by their involvement in acts of indiscipline.

Finally, the study would also inform the public especially, parents and other stakeholders of the acts of indiscipline in our schools and suggest roles these groups can play in curbing indiscipline.

The four groups are stated below;

- Ministry of Education
- School Authorities
- The Research Group
- General Public

1.6 SCOPE OF THE STUDY

Students' acts of indiscipline and moral decadence happen in all educational institutions and at all levels. Therefore, a study of this nature ought to be extended to all schools country wide. This is factually and considerably difficult to do. The scope of the study is therefore, limited to Senior High Schools in the Kumasi Metropolis, due to the trends some of the disciplinary issues have taken and the tendency of it being repeated in other schools within the region. A typical example is the trend of "Most Fashionable".

Moreover, there have been several clarion calls to discipline in the metropolis due to rampant acts of indiscipline among Senior High School within the metropolis. His Excellency, ex-president J. A. Kufour and other dignitaries like the Asantehene, Otumfuo Osei Tutu II, have had the occasion to call on students in the metropolis to eschew acts that would mar their academic pursuits and future career (Keynote Addresses of President Kufour and Asantehene, on the occasion of the climax of the Golden Jubilee Celebrations of Kumasi Academy Senior High School). These concerns above influenced the limitation of the study to the metropolis.

Also the senior high schools are easily accessible to us the researchers for effective study of the problem and the gathering of data for analysis.

1.7 ORGANIZATION OF THE STUDY

The study has been divided into five chapters.

The first chapter prefaces the study. It focuses on the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the scope of the study, definition of terms and organization of the study.

The chapter two presents the literature review. The review considers other materials and contributions made by scholars/researchers and organizations that are relevant to the study being undertaken.

The chapter three of the study covers the research design used in the study. It entails the population, sample of respondents and sampling procedures, the instruments used administration of the instruments, limitation of the study and data analysis procedure.

The chapter four comprises the presentation and analysis of data received from respondents.

The last chapter, which is chapter five, concludes the study. The major conclusions are summarized. Recommendations made towards the identified problems are submitted.

1.7 DEFINITION OF TERMS

The study concerns indiscipline among senior high school students and academic performances. Major terminologies worth defining are;

Indiscipline: Paul Procter (2005) defines this concept as a lack of control or obedience.

Mustapha, Dedzo, Issifa (2008) explains indiscipline as “a situation whereby people are found to be disregarding rules and regulations, bye-laws and decent behaviour as if constitutional rule offers unlimited freedom for deviant behaviour” p.g. 12. The researchers of this study consider indiscipline acts among students as any behaviour or conducts or actions of students that occur where they are not wanted.

Academic Performance: Performance simply is how well something can be done. In relation to academic work, it means how well an educational institution or an individual can do or obtain worthy results at a given period. Students’ academic performance is therefore the outcome or output of their studies over a given time or period.

Moral Dissipation is defined in this study as a trend of behavior which is enjoyable but has harmful effects on an individual.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews literature related to the study under consideration. It considers the following ‘meaning of discipline and indiscipline’, ‘causes of indiscipline’, ‘effects of indiscipline on academic performances’ especially of students at the second cycle. Other related materials with regards to the remedies or solutions employed to check students’ indiscipline in second cycle schools are also reviewed.

2.2 MEANING OF DISCIPLINE AND INDISCIPLINE

Among the varied definitions for the noun “discipline” it is the practice of training people to obey rules or code of behavior, example, in a school or army’ (cf. The Concise Oxford English Dictionary, Eleventh Edition). Paul Procter (1995) presents the meaning of discipline in relation to a training, which produces obedience or self control, often in the form of rules and punishment, if these are broken. Obedience in relation to the issue of discipline entails conformity to a rule. Amartey Armah (1988), in this regard defines discipline as ways of including rules and regulations by which control is gained as a result of enforcing obedience or order. What he observes is that discipline brings behaviour in close agreement to set standards. Originally, the term “discipline” is believed to be derived from the Latin word “discipulus” meaning a pupil or a disciple. Discipline can thus be seen as a rule/order, which a pupil must follow.

Hover (1968), states that in early civilization, discipleship implied teaching or helping people to grow or achieve in a follower-master situation. Shertzer and Stone, (1967) consider disciplined situation as that of a superior’s ability to enforce norms to be obeyed by subjects or inferiors or to administer a reprimand or punishment. This definition, they considered as the commonest restriction of the term “discipline”, which is a situation involving the handling of misbehaviour by imposing punishment. According to Torgbenoo, Tsibu-Gyan and Sakara Jnr. (2005), a disciplinary situation arises where there is a superior who imposes a certain norm, the violation

of which is threatened or really met with a reprimand, coercion or punishment. Shertzer and Stone, (1976) however, place premium on the aspects of discipline that is rehabilitating or corrective. In this regard, the role of discipline would be a corrective action that intends to redirect deviants towards the socially desired behaviour or goals. Sheviakorand Redle (1958) would consider discipline as a form or training that develops self control, character, orderliness and efficiency. As regards school discipline, Adentwi (1991), consider the term as the prevalence of order within the confines of the school where teaching, learning and other social life take place.

Indiscipline as a terminology has many definitions due to different authors and their perception of it. Zanden, (1990), has it that indiscipline is a lack of self control or disobedience. Any behaviour that exhibits a sense of lack of control and disobedience is indiscipline behavior and he considers it as resulting from inappropriate training.

Torgbenoo, Tsibu-Gyan and Sakara Jnr, (2005) observed that indiscipline is a situation that goes against the acceptable norms of a disciplinary situation or termination of law and order in a given environment. To the author of this literature, irrespective of the multiple definitions, indiscipline cuts across issues of missing the acceptable mark, disregarding acceptable rules and regulations, customs, failure to comply with code of behaviour, whether that of standards of clothing in school, church or public place and so on.

In a school setting, Adentwi, (1991) noted indiscipline as centrally related to defiance of school rules and authorities. According to Lee (1983) teachers' view as regards indiscipline in the school setting is seen in students' behaviour that affronts their (teachers) sense of morality; those behaviours that smack of defiance and aggression; and those behaviours that disrupt and disorganize academic work. Gallop, (1986) also considers students' indiscipline as being a recurrent problem in our nation's schools, which is of worry to teachers and parents but also of constant fear to students themselves, since, it retards educational processes. A disciplined school atmosphere ensures a very effective educational process, the outcome of which is good citizenry for a given country.

It should, therefore, be considered a crucial matter when schools which should be responsible for producing leaders are swimming in pools of hooliganism, vandalism and other indefensible acts of general indiscipline as the immediate past Inspector General of Police, Mr. Patrick Acheampong lamented, during the 97th Speech and Prize-giving day celebration of Adisadel College.

The situation of general indiscipline is a canker, which not only plagues schools but also the entire society – this explains why there was a wake up call on Ghanaians to fight indiscipline by the former Vice President of the country, His Excellency, Aliu Mahama in the 2002 Independence address. It is not surprising for any concerned Ghanaian to question what future awaits our beloved country if lasting solutions to the worm of indiscipline are not found.

2.3 CAUSES OF INDISCIPLINE AMONG SENIOR HIGH SCHOOL STUDENTS

There are many reasons why there might be indiscipline in a school. The causes can be divided into two groups, causes within school and causes outside school.

Causes within school; this might include the following,

If the teacher taking the lesson a supply teacher and so is not recognized by the students as a figure of authority because he or she is only temporary teaching that class.

Also when a teacher is a foreigner and cannot speak good English, the student can use it to their advantage by purposefully misunderstanding their teacher. Asking question about his or her homeland is often a very successful way of enticing them to talk about subject with very little relations to the lesson.

However, causes outside school may possibly include the following,

The parents of the student may have no interest in education and so this encourages their wards to assume a similar attitude provoking rebellious behavior.

Again, students abused at home are not going to be as easy for a student from an unstable background to focus on school work as one from a more secured one. After all, what is a student who is mistreated at home more likely to be thinking about, *what is the formula for the circumference of a circle or , will my dad get drunk again tonight and threaten me with that knife?*

According to Afolabi (1998), discipline is “the readiness or willingness of an individual to demonstrate decent and decorous conduct, respect for authority, high sense of responsibility, love for orderliness, eagerness to discharge duties with promptitude and efficiency”. When an individual fails to discharge this characteristic, indiscipline is said to have occurred. What constitute indiscipline in school include the following behavior;

Disobedience to teachers and schools rules and regulations, stealing students properties, staying in dormitories during lessons, wearing of unauthorized assorted dresses, involvement in secret cult activities, immoral relationships with females students, participation in examination malpractices and unauthorized exit from school.

Moreover, lackadaisical attitude of school administrators towards the students’ welfare is factors that promote indiscipline in school. There is no doubt that students have many needs and if they are not provided it can lead to restlessness and frustration of the students and eventually indiscipline the school.

2.4 EFFECTS OF INDISCIPLINE AMONG SENIOR HIGH SCHOOL STUDENTS

Generally, indiscipline among youth and adults all over has to do with some home training and personal interest in life. As regards school/students’ indiscipline, several factors can be responsible, though it can be categorized under student-related causes, teacher-related and school-related causes. However, recent educational theorists would not simply house the causes of indiscipline among students under these three categories but also want to evaluate other remote causes that advertently/inadvertently affect or influence school environment.

Glasser, (1989), proponent of Reality Therapy as regards school discipline states that parents and adult role models have a remote duty, if not well executed can root indiscipline in children/pupils. The cause of acts of indiscipline among students could be due to dysfunctional social role of parents/guardians and adult population of the society. John Budu Smith (2006), then acting director-general of Ghana Education Service, defends this social role of parents regarding discipline. He noted that lack of parental care, peer pressure among others, like drug abuse are causes of indiscipline among students.

Apart from these, some attitudes of teachers affect students' discipline. Lack of sincerity, devotion to duty, moral negligence and academic / professional incompetence on the part of some educational instructors influence students to be indisciplined.

Gwala, (1999) contends that the lack of professionalism on the part of teachers; poor school administration as well as social influence of peers are factors that lead to indiscipline in the social environment. Tamakloe, (1996) specifies the point of teacher-related causes by accusing some teachers of absenteeism, lateness to class, autocratic remarks, flirting with female students, saying that all such behaviors and manners provoke and promote indiscipline among students.

Fontana, (1985) observes that this teacher-related cause could pertain to traits or characteristics of the teachers and how they present themselves to students, for instance, physical appearance and mannerism, lesson presentation and ways of administering reward and punishment by teachers. Adentwi, (1991) thus cites some physical appearances of teachers; improperly dressed or dressed extravagantly; face unkempt due to drunkenness may cause students' inattentiveness and even cause unnecessary excitement disrupting lectures. It is, therefore, essential for teachers and non-teaching staff to conduct their lives in conformity with institutional laws and regulations.

One significant issue of students' indiscipline is not just ignorance of school rules and code of conduct but that of conflicting rules which Gnagey, (1968) points out. He presents the dilemma of students' behaviour that in one instance brings results, praises and rewards at home and yet at school is deemed improper or even immoral by school authority. Some students genuinely remain confused as regards which way to follow. This causes frustration and appalling reaction to rules and regulations.

Touching on indiscipline in relation to school authorities, Rutter, (1976) showed that irrespective of students' background, schools themselves may sometimes be a key factor in determining whether or not certain students become disruptive and uncooperative. He argues further that some heads of institutions and teachers do not remember to put up with rules and regulations of the school or do not orient or educate students about them. Conformity to these rules is sought only when they have been infringed upon.

To the author of this literature, the school rules must not only be punitive to deter students but also tools of making students absorb the wisdom hidden therein. If this latter aspect is neglected students would in turn seek ways of breaking rules without being apprehended.

Fontana, (1986) observed that the nature of school rules and system of sanctions and punishments, the accessibility or otherwise of key members of staff, pastoral care network, the leadership styles adopted by the head, senior and middle management staff, the attitude towards children academic and social problems all seem to play a role in influencing children's reaction to school rules.

On students-related causes, a more recent cause of indiscipline among students is the pseudo-heroic acts of revolting among students in the school environment. A particular example is the issue of students' demonstration gaining popularity. Mrs. Theresa Kufuor, the former first lady under the 4th Republic of Ghana regrets the fact that students are gradually equating demonstrations and other acts of indiscipline to students' heroism. One such behaviour at one campus is highly esteemed by other students at different campuses. The craze to copy these negative acts both within and outside school confines cause the rise of indiscipline among students.

Psychologists also consider biological factors of behavioral changes in students usually at the teenage period, as the cause of indiscipline in schools. Stanley Hall's (1902) 'Biogenetic Theory' considers the teenage period as a period of emotional maladjustment and great upset when the student seeks for ideals, gets committed to a goal and shows repulsion to some norms and exhibits strong personal feelings, usually of contradictory tendency. For instance, a student display a conforming to rule tendency and some other times show a grave insubordination, cruelty and other forms of misbehaviour.

Related to this psychological or biological factor is Mazaide's (1986) view of different temperament as a cause of indiscipline. He puts it clearly that there are children who are difficult to manage despite adequate parenting they have received and continue to live this on in school, rendering it difficult to be controlled.

The trend of acts of indiscipline among students is multi-faceted, therefore, a category of persons cannot be blamed, but all. It starts however, with parents/guardians because they are children's first teachers and if they fail to find appropriate ways to discipline their wards, then the responsibility falls squarely on the shoulders of teachers, who cannot effectively discipline and teach the curriculum without the help and cooperation of the parents and children. The society in general must exercise a role of correcting the decline in moral and spiritual values that shape the character of young people into disciplined citizens.

The issue of indiscipline can lead poor academic performance of students in the school which can ultimately affect the career of such students. Indiscipline can further promote drop out in school when students fails to perform up to expectation, he can be asked to repeat a class which can terminate such student's education.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter describes the procedure of the research. It concerns the study area, the population used in the study, sample and sampling technique and the instrument for data collection. The chapter also presents the administrative procedure adopted, the data analysis procedure and limitations in the data collection.

3.2 STUDY AREA

The study area of this project work was in some selected Senior High Schools in the Kumasi Metropolis. The schools concerned were Angel Senior High School, Kumasi Girls' Senior High School and Prempeh College. These schools were selected due to their proximity to us the researchers and the fact that the target group could be found there.

3.3 POPULATION

The population for the study was made up of students and teachers from three (3) Senior High Schools, namely, Angel Senior High School, Kumasi Girls' Senior High School, and Prempeh College. Forms two (2) and three (3) students were randomly selected from these selected schools. It was appropriate to use only form two and three students since they have been in school for considerable period. The form one students had been in school for only a term, therefore, it was inappropriate for them to be included.

3.4 SAMPLE AND SAMPLING TECHNIQUE

In the selection of schools, we the researchers took into account single – sex schools and mixed – gender school. The rationale was to look into particular sex's (be it male or female) impression on disciplinary issues. This, therefore, will lead to the selection of one male school, a female school and a mixed – gender school. The study of this nature could have been widely extended to more Senior High Schools but we are limited by time.

In all 100 people were selected for the study. The number of students selected numbered seventy (70) and the teachers selected were thirty (30). Both teachers and students were randomly selected from each school. As regard the students, we picked randomly from the designated

classes, which was form two and form three. In each school, 30 students were picked randomly from form two(s) and three(s). These 30 students were evenly picked i.e. 15 from form two and the rest from form three. Of the teachers, 10 each were picked from each of the three schools. We contacted most of these teachers at their free-period in their various common teachers' room.

3.5 INSTRUMENT FOR DATA COLLECTION

The instrument employed in the data collection was questionnaire. The questions were of two categories; one was made for students and consisted of 18 items and the other for teachers which consisted of 16 items. Questionnaire for students was divided into 5 sections, (A-E). Section A consisting of 1-3 questions intended to seek information on the gender, school and class of the respondents.

Section B consisted of items 4-8B. These questions focused on finding out whether students became indiscipline because of their home background.

Section C consisted of items 9-12 and intended to find out if acts of indiscipline resulted because of peer influence among students.

Section D consisted of 13 - 15 and sought to find out how the school environment can cause students to engage in acts of indiscipline.

Section E was made up of items 16-18B, and they were to find out whether or not the way students perceive authority had a role in influencing them to be indiscipline. The other sets of questionnaire designed for teachers were also divided into sections A to E. Section A consisted of items (1-3), they were close-ended questions to seek information from teachers as regarded their years of teaching at the present institution and their gender.

Section B consisted of items 4-6B and these questions intended to find out whether teachers consider the background of students as a contributing factor to students' indiscipline.

Section C consisted of items 7-10 is also intended to find out if a problem of students' indiscipline came from peer influence among students.

Sections D consisted of items 11-13. The questions sought out the opinion of teachers as regarded to the school environment in relation to discipline of students.

Section E consisted of items 14-16. They intended to consider teachers' views on how students relate to authority.

3.6 ADMINISTRATIVE PROCEDURE

In each of the schools, we contacted the Assistant - Head in charge of academics to explain to him/her the purpose and significance of the study. Upon his/her approval, the questionnaires were administered to respondents' personally.

The students' respondents had a three -day period within which they could submit their completed questionnaire. Most of the teachers picked to answer the questionnaire submitted theirs on the same day. In each of the school a particular teacher was designated to assist us retrieved the questionnaires administered.

3.7 DATA ANALYSIS PROCEDURES

In analyzing the data collected from the field, we made use of tables and percentages of males and females. The responses of students were analyzed separately from those of the teachers.

3.8 ORGANIZATION OF THE STUDY

Issues of students' acts of indiscipline and moral decadence in schools are usually at best swept under the carpet, since schools are protective as regards letting out information to the public. Schools would want to maintain their hard earned reputation. A basic control to a study of this nature was the suspicion that teacher and student alike showed. This affected how they responded to some of the questions asked.

Another control, on the part of students' respondent, was the fact that they thought particular optioned ticked by their friend was appropriate than theirs. Therefore some student's answer could have been influenced by their friends. Some teachers also with reasons best known to them did not submit their questionnaires.

On the whole, of the 30 questionnaires given to teachers, 29 were answered and retrieved, representing 96.7%. The lost represented 3.3%. The 70 questionnaires handed to students yielded a hundred percent (100%) response rate.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

This Chapter deals with the presentation and analysis of the data gathered from the field. The presentation and analysis of the data were done under the following sections reflecting the research questions formulated in Chapter One.

SECTION A: PERSONAL DATA

SECTION B: STUDENTS' BACKGROUND

SECTION C: PEER INFLUENCE AMONG STUDENTS

SECTION D: SCHOOL ENVIRONMENT

SECTION E: STUDENTS' PERCEPTION OF AUTHORITY

4.2 PRESENTATION AND ANALYSIS OF DATA FROM STUDENT RESPONDENTS

Table 1: Breakdown of Student Respondents

School	Male	Female	Total
Angel S.H.S	12	13	25
Kumasi Girls		20	20
Prempeh College	25	0	25
Total	37	33	70

Source: Data survey June, 2011

Table 1 shows that 12 male students in Angel Senior High School and 25 male students in Prempeh College were given questionnaire. Thus, a total of 37 male senior high school students received the questionnaire. A total number of 33 female students were also given questionnaire. Of this number, 13 were from Angel Senior High School and 20 from Kumasi Girls' Senior High School.

SECTION A: PERSONAL DATA OF STUDENT RESPONDENT

Table 2: Sex Distribution of Students

Male	Percentage	Female	Percentage	Total	Percentage
37	52.9	33	47.1	70	100

Source: Data survey June, 2011

Table 2 shows that out of the 70 student respondents, 37 were males and 33 were females. This clearly indicates that majority of the student respondents were males.

Table 3: Class of Distribution of Students

Class	Male	Percentage	Female	Percentage
Form 2	17	24.2	20	28.5
Form 3	20	28.5	13	18.5
Total	37	52.7	33	47

Source: Data survey June, 2011

Table 3 indicates that 17 male students were in Form 2 representing 24.2% of the total number of 37 male student respondents. 20 male student respondents were in Form 3, representing a percentage of 28.5% of the total population of the 37 male respondents. Hence, the majority of the male student respondents were in the 3rd year or Form 3. Of the female respondents, the table shows that 33(47%) female students each who responded were in Form 2 and Form 3.

SECTION B: STUDENTS' HOME BACKGROUND

(Are acts of indiscipline among students the outcome of one's home background?)

Item 4

Asked whether or not students stayed with parents, 59 (84.2%) out of the 70 respondents responded they stayed with their parents, while 9(12.8%) of the 70 did not, 2 (2.8%) out of the 70 respondents were spoilt by students .

Table 4: Students' response to whether or not those they stayed with caused them to be indisciplined.

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	32	45.7	25	35.7	57	81.4
No	7	10	6	8.5	13	18.5
Total	39	55.7	31	44.2	70	100

Source: Data survey June, 2011

Table 4 indicates that 32(45.7%) male respondents and 25(35.7%) female respondents responded yes that whom students stayed with could make them indisciplined, while 7 (10%) male and 6(8.5%) female respondents responded no. Hence, a total of 57 (81.4%) male and female student respondents affirm that whom students stayed with could influence them to be indisciplined. However, a total of 13(18.5%) male and female respondents denied that fact.

Table 4(B): Students' response to how those they stayed with could make them indisciplined.

	Male	Percentage	Female	Percentage	Total	Percentage
Failure to comment on student's behavior	17	24.2	17	24.2	34	48.4
Failure to cater for student's needs	7	10	8	11.4	15	21.4
Exhibiting bad example before students	9	12.8	6	8.5	15	21.3
Total	33	47	31	44.1	64	91.1

Source: Data survey June, 2011

Table 4 (B) shows that of the 64 out of the 70 student respondents, who affirmed that those students stayed with could cause them to be indiscipline, asked how, responded that whom the student stays with could cause him/her to be indiscipline, if the person failed to comment on the students' behaviour ; 17(24.2%) male and 17(24.2%) female respondents think if the person failed to cater for the student's needs, while 7 (10%) male and 8(11.4%) female respondents think if the person exhibits bad examples before the student, he /she could be influenced to be indiscipline.

Hence, from the table, a majority of 34(48.4%), student respondents think that student could become indiscipline if those they stay with failed to comment on their (student) behaviour.

Table 5: Students' response to whether or not broken homes could cause them to be indiscipline

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	26	37.1	24	34.2	50	71.3
No	10	14.2	10	14.2	20	28.4
Total	36	51.3	34	48.4	70	100

Source: Data survey June, 2011

Table 5 indicates that 26(37.1%) male respondents and 24(34.2%) female respondents think student's indiscipline could be caused by broken homes. 10(14.2%) male and 10(14.2%) female respondents, however, do not think so. Thus, a total of 50(71.3%) student respondents see the problem of indiscipline among students as resulting from broken homes while 20(28.4%) student respondents do not think so.

Item 6B

Asked how students from broken homes engage in acts of indiscipline, 27(38.5%) students affirm that such students are culprits of lateness because of having to run a lot of errands 28(40%) students think such students usually absent themselves from school and 8(11.4%)

students responded that such students usually behave unruly to teachers. Hence, a total percentage of 40% students think that act of students' absenteeism result from broken homes.

Item 7

Asked which particular acts of indiscipline students whose parents face financial difficulties engage in, 46(65.7%) out of the 70 students think that such students resort to bad company in order to make ends meet.5 (7.1%) out of the 70 students think such students become truant.12 (17.1%) student respondents responded that such students engage in theft and 4(5.7%) students respondents responded that such students engage in trading activities during school hours.

Table 7: Students' response to how parents who face financial difficulty results in students indiscipline

	Male	Percentage	Female	Percentage	Total	Percentage
Students Join						
Bad Company	21	30	25	35.7	46	65.7
Students become truant	1	1.4	4	5.7	5	7.1
Students engage in theft	9	12.8	3	4.2	12	17
Students engage						
In trading activities	4	5.7	0	0	4	5.7
Total	35	49.9	32	45.6	67	96

Source: Data survey June, 2011

Table 8a: Students' response to whether or not well to do students usually become indiscipline

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	32	45.7	25	35.7	57	81.4
No	5	7.1	8	11.4	13	18.5
Total	37	52.8	33	47.1	70	100

Source: Data survey June, 2011

Table 8a depicts those 32 (45.7%) male student respondents and 25(35.7%). female student respondents think well to do students usually become indiscipline. Thus, a total of 57(81.4%) student respondents think well to do students because of their rich family background become indiscipline.5(7.1%) male respondents and 8(11.4%) female student respondents do not think that is the case

Table 8b: Students' response to which acts of indiscipline well to do students engage in

	Male	Percentage	Female	Percentage	Total	Percentage
Breaking school rules without reprimand	27	38.6	20	28.5	47	67.1
Purchasing narcotic drugs and alcoholic drinks because they can afford	2	2.8	4	5.7	6	8.5
Negative influence on other students	3	4.2	0	0	3	4.2
Total	32	45.6	24	34.2	56	79.8

Source: Data survey June, 2011

Table 8 indicates that 47(67.1%) students (male and female) respondents think that well to do students break school rules without fear of reprimand. 6(8.5%)student respondents think well to do students can afford drugs and alcoholic beverage and 3(4.2%)students respondents think well to do students influence other students negatively.

SECTION C: PEER INFLUENCE AMONG STUDENTS

(Does peer influence cause acts of indiscipline among Senior High School Students?)

Table 9-11 address the research question put into bracket above.

Table 9: Students' response to whether or not cliques exist in schools.

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	28	40	21	30	49	70
No	9	12.8	12	17.1	21	29.9
Total	37	52.8	33	47.1	70	100

Source: Data survey June, 2011

Table 9 demonstrates that 28(40%) male respondents and 21(30%) female respondents responded that cliques exist in their school. Thus, a total of 49(70%) of male and female student respondents being the majority, affirm that cliques exist in schools. 9(12.8%) male and 12 (17.1%) female respondents, representing a total of 21(29.9%) student respondents were unaware of the existence of cliques in schools.

Items 10

Asked whether students wanted to be part of any clique, 19(27.1%) student respondents said no, whilst 49(70%) responded No

Table 10: Students' response to why they wanted to be part of a clique.

	Male	Percentage	Female	Percentage	Total	Percentage
Members of clique are untouchables	1	1.4	1	1.4	2	2.8
Members of clique provide for each other's needs	2	2.8	0	0	2	2.8
Members of a clique are popular	4	5.7	2	2.8	6	8.5
Total	7	9.9	3	4.2	10	14.1

Source: Data survey June, 2011

Table 10 shows that, out of the 10(14.1%) student respondents who wanted to be part of a clique, 2(2.8%) male and female respondents wanted to be part because clique –members are untouchable; 2(2.8) male respondents wanted to be part of a clique because its members provides for each other needs, and 6(8.5%) male and female student respondents would join a clique for the sake of popularity.

Table 11: Students’ response to which particular ways peer influence cause indiscipline

	Male	Percentage	Female	Percentage	Total	Percentage
Cheering up indiscipline students	22	31.4	12	17.1	34	48.5
Obedient students being ridiculed with names	7	10	11	15.7	18	25.7
Obedient students being ostracized	8	11.4	10	14.2	18	25.6
Total	37	52.8	33	47	70	100

Source: Data survey June, 2011

Table 11 shows that 22(31.4%) male student respondents and 12 (17.1%) female student respondents think if indiscipline students are cheered up, other students are influenced to be indiscipline. 7(10%) male students and 11(15.7%) female student respondents think that when obedient students are being ridiculed with names, 8 (11.4%) male student respondents and 10 (14.2%) female student respondents think if indiscipline students are being ostracized by the rest of the student body, students are influenced to be indiscipline. Hence, a majority of 34(48.5%)student respondents think that one particular way in which peer influence play a role to make other student indiscipline is when students are cheered up for acts of indiscipline committed.

Item 12

Asked whether or not peer influence is the most prevalent cause of students' indiscipline, 62 (88.5%) students respondents responded Yes and 8 (11.4%) student respondents responded No.

SECTION D: SCHOOL ENVIRONMENT

(Does the school environment cause indiscipline among students?)

Table 13-15 address the research question put into bracket above

Table 13a: Students' response to whether or not where a school is located cause students to be indiscipline

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	23	32.8	19	27.1	42	59.9
No	14	20	14	20	28	40
Total	37	52.8	33	47.1	70	100

Source: Data survey June, 2011

Table 13 indicates that 23(32.8%) male student respondents and 19(27.1%) female student respondents, totaling 42(59.9%) student respondents, think that a school's location can cause students to be indiscipline. 14(20%) male respondents and 14(20%) female respondents, representing a total of 28(40%) student respondents think otherwise.

Table 13b: Students' response to what way a school's location causes students to be indiscipline

	Male	Percentage	Female	Percentage	Total	Percentage
Closeness of school to town/city enable students to sneak out	16	22.8	14	20	30	42.8
School harbouring other people	0	0	5	7.1	5	7.1
Closeness of school to entertainment centres enable students to get access to drugs/alcoholics beverages	7	10	2	2.8	9	12.8
Total	23	32.8	21	29.9	44	62.7

Source: Data survey June, 2011

Table 13b shows that 16(22.8%) out of the 23(32.8%) who think the school's location contributes to students' indiscipline, think that closeness of school to town /city is a reason to this effect, while 14(20%) female respondents also agree to it. (0%) male and 5(7.1%) female respondents also think that a school that harbours other people apart from students could cause students to be indiscipline, 7(10%) male and 2(2.8%) female respondents think closeness of school to entertainment centres account for student getting into the use of drugs and alcohol. 26(37.1%) student respondents did not agree that school location is a contributory factor to indiscipline.

Item 14a

Students were asked whether unhealthy teacher to teacher relationship in the school could influence them to be indiscipline or not. 46(65.7%) student respondents responded yes while 22(31.4%) student respondents think unhealthy teacher to teacher relationship in the school could not influence them to be indiscipline.

Item 14b

Asked how unhealthy teacher to teacher relationship causes indiscipline among students, all the 46(65.7%) students responded that students take advantage of such situation to behave negatively in the school.

Table 15a: Students' response to ways in which school environment contribute to indiscipline in the school.

	Male	Percentage	Female	Percentage	Total	Percentage
Disregard of rules in the School	6	8.5	2	2.8	8	11.3
where teachers make derogatory remarks about rules in front of students	17	24.2	25	35.7	42	59.9
School environment where petitions of the S.R.C are unaddressed	3	4.2	2	2.8	5	7
An environment where acts of indiscipline are unpunished	11	15.7	4	5.7	15	21.4
Total	37	52.6	33	47	70	100

Source: Data survey June, 2011

Table 15b shows that 6(8.5%) male respondents and 2(2.8%) female respondents, representing a total of number 8 (11.3%) think that when teachers disregard schools rules, students could be influenced to be indiscipline, 17(24.2%) male respondents and 25(35.7%) female respondent, a total of 42(59.9%) student respondents think that school environment where teachers make derogatory remark about rules in front of students contribute to indiscipline among students. 3(4.2%) male respondents and 2(2.8%) female respondents, a total of 5(7%), think that a school environment contributes to indiscipline when petitions of the Students' Representative Council (S.R.C.) are unaddressed, 11 (15.7%) male and 4 (5.7%) female respondents, representing a total of 15(21.4%) student respondents think that a school environment, where acts of indiscipline are

unpunished contribute to students being indisciplined. Hence, a total of 42(59.9%) student respondents, being the majority, think the usual way that the school environment where teachers make derogatory remarks about rules in front of students contribute to indiscipline among students.

Item 16

Of the 11(12.2%) asked why they think school authority is not helpful, responded that the school authority is only interested in ensuring rules are obeyed.

PRESENTATION AND ANALYSIS OF DATA FROM TEACHER RESPONDENTS

School	Male	Female	Total
Angel SHS	9	1	10
Prempeh College	9	2	11
Kumasi Wesley Girls'	5	3	8
Total	23	6	29

Source: Data survey June, 2011

Table 17 indicates 9 male and 1 female teachers from Angel Senior High School were given questionnaire and 9 male and 2 female teachers from Prempeh College were given questionnaire and 5 male and 3 female teachers of Kumasi Girls' Senior High School were given questionnaire. Thus, a total of 10 teachers from Angel Senior High School, 11 teachers from Prempeh College and 8 teachers of Kumasi Girls' Senior High School were given questionnaire.

SECTION A: PERSONAL DATA OF TEACHER RESPONDENTS

Table 18: Sex Distribution of Teachers

Male	Percentage	Female	Percentage	Total	Percentage
23	79	6	21	29	100

Source: Data survey June, 2011

According to Table 18, out of the 29(100%) teacher respondents, 23(79%) were males and 6 (21%) were female. This shows that majority of the teachers were males.

Table 19: Teachers' years of teaching in the current institution

	Male	Percentage	Female	Percentage	Total	Percentage
1-5yrs	14	48	6	21	20	69
6 – 10 yrs	5	17	0	0	5	17
10 yrs & above	4	14	0	0	4	14
Total	29	79	6	21	29	100

Source: Data survey June, 2011

Table 19 shows that among the male teacher respondents, 14 (48%) had taught between 1 – 5years in their current institution, 5(17%) had taught between 6 – 10 years and 4 (14%) had taught 10years and above. Among the female teacher respondents, 6 (21%) had taught between 1 – 5years and 0 (0%) between 6 -10years. Thus, a total of 20(69%) teacher respondents had taught between 1 – 5years; a total of 5 (17%) had taught between 6 – 10years and 4 (14%) had taught above 10years. This suggests that the majority of teacher respondents had taught between 1 – 5years.

SECTION B: STUDENTS' HOME BACKGROUND

(Are acts of indiscipline among students the out come of one's background?)

Item 4

Asked whether or not those the student stays with can cause him / her to be indiscipline, all the 22(76%) teacher respondents responded yes.

Table 21: Teachers' response to how students with financial difficulties become indisciplined.

	Male	Percentage	Female	Percentage	Total	Percentage
Students join bad company to make ends meet	13	45	5	17	18	62
Students become truant	4	14	1	3	5	17
Students engage in theft	2	7	0	0	2	7
engage in trading activities during school hours	4	14	0	0	4	14
Total	23	80	6	20	29	100

Source: Data survey June, 2011

Table 21 indicates that 23(80%) male teacher and 6(20%) female teacher respondents, totaling 18(62%) teacher respondents responded that students who face financial difficulties join bad company in order to make ends meet. 4(14%) male teacher respondents and 1(3%) female teacher respondents totaling 5(17%) teacher respondents think students with financial difficulties tend to become truant.

2(7%) male teachers and 0(0%) female teacher respondents, totaling 2(7%) teacher respondents think that students with financial difficulties engage in theft. 4(14%) male teacher respondents and 0(0%) female teacher respondents, representing a total number of 4(14%) teacher respondents think that students with financial difficulties tend to trade during school hours. Thus, a total majority of 18(62%) teacher respondents think that students who face financial difficulties are likely to join bad company in order to make ends meet.

Item 5

Asked whether students from well to do families are usually tempted to be indisciplined, 18(62%) teacher respondents responded yes.

Table 22: Teachers' response to how students from well to do families become indiscipline.

	Male	Percentage	Female	Percentage	Total	Percentage
Break school rules without reprimand because of family's influence	8	27	2	7	10	34
Afford narcotic drugs and alcoholic drinks	6	21	0	0	6	21
Influence other students' negatively	2	7	0	0	2	7
Total	16	55	2	7	18	62

Source: Data survey June, 2011

Table 22 stipulates that 16(55%) male teachers and 2(7%) female teacher respondents, a total of 10(35%) teacher respondents see the breaking of rules as one way in which students from well to do families become indiscipline. 6(21%) male teacher respondents think that well to do students are able to afford narcotic drugs and alcoholic beverages. 2(7%) male teacher respondents and 0(0%) female teachers on their part think students from well to do families are able to influence other students negatively.

Hence, from table 22, it could be asserted that among the teacher respondents, a majority of 10(35%) teachers think that students from well to do families break rules without reprimand because the parents are influential.

SECTION C: PEER INFLUENCE AMONG STUDENTS

(Does peer influence cause acts of indiscipline among Senior High School Students?)

Table 23-25 address the research question put into bracket above.

Table 23: Teachers' response to what ways students influence others to be indisciplined.

	Male	Percentage	Female	Percentage	Total	Percentage
Cheering up indiscipline students	13	45	4	14	17	59
Disobedient ones nicknaming obedient ones	4	14	2	7	6	21
Obedient student being ostracized	5	17	0	0	5	17
Total	22	76	6	21	28	97

Source: Data survey June, 2011

Table 23 indicates that 22 (76%) male teachers and 6(21%) female teacher respondents, adding up to 28(97%).17 (59%) teacher respondents, think that when indiscipline students are cheered up, other students are influenced to be indisciplined. 4(14%) male teacher respondents and 2(7%) female teacher, totaling 6(21%) think that when disobedient students nickname obedient ones, other students are influenced to be indisciplined. 5(17%) male teacher respondents and 0(0%) female teacher respondents, adding up to 5(17%) teacher respondents think that when obedient students are ostracized, other students are also influenced to engage in acts of indiscipline.

Table 24: Teachers' response to whether or not perpetrators of acts of indiscipline belong to peer – cliques.

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	17	58	4	14	21	72
No	6	21	2	7	8	28
Total	23	79	9	36	29	100

Source: Data survey June,2011

Table 24 manifests that 17(5%) male teacher respondents and 4(14%) female teacher respondents, a total of 21(72%) teacher respondents, affirm that students caught in acts of indiscipline belong to peer – cliques. However, 6(21%) male teacher respondents and 2(7%) female teacher respondents , a total of 8(28%) teacher respondents denied that students caught in acts of indiscipline belong to peer- cliques. Hence, a majority of 21(72%) teachers think acts of indiscipline are perpetrated by individuals who belong to peer- cliques.

Table 25: Teachers’ response to whether or not quest for popularity among students- peers causes indiscipline.

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	20	69	4	14	24	83
No	3	10	2	7	5	17
Total	16	79	6	21	29	100

Source: Data survey June, 2011

Table 25 shows that 20 (69%) male teachers and 4(14%) female teachers, adding up to 24 (83%) teacher respondents think that quest for popularity among students- peers causes indiscipline, while 2(7%) female teachers, however think otherwise.

Item 6

Teachers were asked to affirm or deny that peer influence is the most prevalent cause of indiscipline among students, to this, all the 25(86%) teachers responded yes.

SECTION D: SCHOOL ENVIRONMENT.

(Does the school environment cause indiscipline among students?)

Table 26-30 address the research question put into bracket.

Table 26: Teachers' response to whether or not a school's locations cause students to be indiscipline.

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	11	38	2	7	13	45
No	12	41	4	14	16	55
Total	23	79	6	21	29	100

Source: Data survey June, 2011

Table 26 reveals that among the male teacher respondents, 11(38%) think that the location of a school does cause students to be indiscipline, likewise 2(7%) female teacher respondents agree. Thus, a total of 13(45) teacher respondents affirm that a school's location cause students to be indiscipline. The table also reveals that 12(41%) male teacher respondents as well as 4(14%) female teacher respondents, a total of 16(55%) teacher respondents do not think that a school's location cause students to be indiscipline

Table 27: Teachers' response to how the location of the school causes students to be indiscipline.

	Male	Percentage	Female	Percentage	Total	Percentage
Closeness of school to town/city enable students to sneak out	6	21	2	7	8	28
Schools harbouring other people	3	10	0	0	3	10
Closeness of school to entertainment centres enable students to get access to drugs /alcoholic beverages	3	10	0	0	3	10
Total	12	41	2	7	14	48

Source: Data survey June, 2011

Table 27 indicates 6(21%) male teachers and 2(7%) female teachers think that if a school is located closer to town/city students are able to sneak out. 3(10%) male teacher respondents and 0(0%) female teacher respondents, a total of 3(10%) teacher respondents affirm that if the school harbours others apart from the students then indiscipline could result. 3(10%) male teacher respondents and 0 (0%)female teacher respondent, totaling 3(10%) teacher respondents, think a school closer to entertainment centres enables students get access to narcotic drugs and alcoholic beverages.

Table 28: Teachers' response to whether or not, unhealthy teacher to teacher relationships cause students' to be indiscipline.

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	15	52	2	7	17	59
No	8	27	4	14	12	41
Total	23	79	6	21	29	100

Source: Data survey June, 2011

Table 28 indicates that 15(52%) male teachers and 2(7%) female teachers responded positively that unhealthy teacher to teacher relationship causes students to be indiscipline. 8(27%) male teacher respondents and 4 (14%) female teacher respondents deny that fact. Hence, a total of 17(59%) teacher respondents, being majority, think that unhealthy teacher to teacher relationship contributes to students' indiscipline, while 12(41%) teacher respondents do not think so.

Table 29: Teacher's response to how unhealthy teacher to teacher relationships influence students to be indiscipline.

	Male	Percentage	Female	Percentage	Total	Percentage
Students copy negative example of teachers	8	28	1	3	9	31
Students take advantage of such situation to behave negatively	7	24	1	4	8	28
Total	15	52	2	7	17	59

Source: Data survey June, 2011

Table 29 indicates that of the 17 teachers, who affirm that an unhealthy teacher to teacher relationship contributes to indiscipline, when asked how responded this way. 8(28%) male teachers and 1(3%) female teachers think that students tend to copy such negative example. Thus, a total of 9(31%) teacher respondents think that the particular way in which unhealthy teacher to teacher relationship affects students is by making them imitate this negative example. 7(24%) male teachers and 1(4%) female teacher respondents, representing a total of 8(28%) teacher respondents think students take advantage of the situation of unhealthy teacher to teacher relationship to behave negatively.

Table 30: Teachers' response to which ways school environment contributes to students' indiscipline.

	Male	Percentage	Female	Percentage	Total	Percentage
When teachers disregard school rules	3	10	0	0	3	10
When acts of indiscipline are unpunished	15	52	6	21	21	73
When teachers make derogatory remarks about rules	2	7	0	0	2	7
When petitions of the S.R.C. are unaddressed	3	10	0	0	3	10
Total	23	79	6	21	29	100

Source: Data survey June, 2011

Table 30 shows that 4(16%) male teachers and 2(8%) female teachers, representing a total of 6(24%) teacher respondents, think that when teachers disregard school rules they contribute to make students indiscipline. 6(24%) male teachers and 3(12%) female teachers giving a total of 9(36%) teacher respondents think that when acts of indiscipline go unpunished, then the school environment contributes to students' indiscipline.

The table also shows that 2 (8%) male teachers and 4(16%) female teachers, a total of 6(24%) teacher respondents, think that when teachers make derogatory remarks about rules in front of students, other students are likely to be influenced to engage in acts of indiscipline. 4(16%) male respondents think that when the petitions of the Students' Representative Council (S.R.C) are unaddressed, it could influence students to be indiscipline.

SECTION E: TEACHERS' PERCEPTION OF AUTHORITY

(Are students' perceptions of authority the cause of indiscipline in the Senior High School?)

Item 7

When asked whether or not there is a need for authority in the life of young people, all the 22(76%) teachers responded yes.

Table 31: Teachers' response to whether or not authority is only to compel students to obey.

	Male	Percentage	Female	Percentage	Total	Percentage
Yes	9	31	1	3	10	34
No	13	45	6	21	19	66
Total	22	76	7	24	25	100

Source: Data survey June, 2011

Table 31 indicates that 1(3%) female teacher respondents think that authority is only to compel students to obedience whilst 13(45%) male teacher and 6(21%) female teacher respondents, being the majority, do not think so.

Table 32: Teachers' response to how students react to authority.

	Male	Percentage	Female	Percentage	Total	Percentage
Friendly	13	45	3	10	16	55
Suspicion	10	35	3	10	13	45
Total	23	80	6	20	29	100

Source: Data survey June, 2011

Table 32 portrays that 13(45%) male teachers and 3(10%) female teachers, representing a total of 16(55%) teacher respondents, evaluate students' reaction to authority as friendly, while 10(35%) male teachers and 3(10%) female teacher respondents, on their part evaluate Students reaction to authority as suspicious.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter deals with the summary, discussion of major of findings, conclusion and recommendations.

5.2 SUMMARY

The study intended to find out the effects of indiscipline among Senior High School Students in the Kumasi Metropolis. In all, the sample for the study consisted 100(100%) respondents (Students and Teachers) drawn from the selected Senior High Schools in the Kumasi Metropolis. Of the 100 respondents, we received response from 70(100%). The instrument used for the research was questionnaire designed for both students and teachers. We employed percentages in the analysis of the data.

5.3 FINDINGS

According to the study, 57(81.4%) out of the 70(100%) student respondents, being the majority and all the 25(100%) teacher respondents affirm that students' home background play a key role in making students discipline or not. All the respondents (both teachers and students) agree that if those students stay with fail to comment on students' behaviour then indiscipline would continue to persist at the Senior High School. Interestingly, the study revealed that 20(28.4%) out of all 70(100%) student respondents deny that broken homes could cause students to be indiscipline.

Of the 50(71.3%) who affirm that broken homes cause some students to be indiscipline, when asked how made the following observations;

- That such students behave unruly towards teachers
- That such students are culprits of lateness to schools, since they run errands.
- That such students usually absent themselves from school.

Furthermore, students' home background, either of rich family or poor one / of financial difficulties determine what sort of behaviour they put up in the school. The findings, therefore, showed that 57(81.4) student respondents and all 25(100%) teacher respondents think that students faced with financial difficulties joined bad company in order to make ends meet. Such company engineer acts of indiscipline in the school. The same can be underscored that, students from well to do families as the study show, had excess money to afford narcotic drugs and alcoholic beverages

On peer pressure, the study first of all unearth that peer cliques exist in schools, but as against the popular view that majority of Senior High School students want to be part of cliques, only a fraction, i.e. 10(14.1%) out of 70(100%) were interested in joining a clique. Of this number, being part of clique meant being popular and being "untouchable".

The study also showed that the entire 155 (100%) respondents affirm that the most prevalent cause of indiscipline among Senior High School students is peer influence. One clear reason for this is that usually indiscipline students enjoy all the cheers and popularity in schools for their acts of defiance.

Regarding the school environment, the study showed that where the school was located matters as regards disciplinary issues. Closeness of school to town/ city, to entertainment centres as well as acts of indiscipline being unpunished in the school environment, could have adverse effect on students as regards school discipline.

Bekoe (2005) quoted Bloom (1956) in relation to what sort of relationship should exist between teachers. Such people (teachers) should be role models, evaluators, and source of information, among others. The study revealed that unhealthy teacher to teacher relationship contributes to students' indiscipline. Specifically, both teachers and students agree that students take advantage of such situations to behave negatively.

5.4 CONCLUSION

In gathering data for this study we were not unaware of the wider range acts of indiscipline cover in schools. Its causes, although usually housed under student- related causes; teacher – related causes and school related cause, do not underscore the complex reasons for which students engage in acts of indiscipline. The study, therefore, not only purported to look into the effects of acts of indiscipline but also find out those particular ways in which students become indiscipline. This study did look into the effects of indiscipline under the broad aspect of students’ home background, their peers, the school environment and their perception of authority both general and particular to the school.

This work also narrowed the above broad categories to specific /particular ways each category influenced students to be indiscipline. From the study then, it would be unfair and unproven to limit students’ indiscipline to only one of the categories since each category contributes or plays a complimentary role to make students indiscipline.

It must be incumbent on all stakeholders (Parents, Teachers and Students) to work together in handling issues of students’ indiscipline rather than shift blame.

5.5 RECOMMENDATION

The study revealed the effects of indiscipline among students of the Senior High Schools. It is notable that a number of good efforts, at national, regional and district/ metropolitan levels, have been made to aid educational institutions deal with causes of acts of indiscipline in schools.

Based upon the findings and the conclusions drawn, the following recommendations are made;

- The main cause of indiscipline among Senior High School Student can be curbed by encouraging students to be confidence in themselves and not hide behind or join cliques in order to be untouchables.
- Again, parents should do well to train up their children in order to be content with their financial status in order to not to be influenced.
- Students’ evaluation / reactions to authority are crucial for disciplinary matters. A school’s environment in which students feel threaten by authority figures and rules

influence particular ways in which students behave. The school administrative board should orient teachers (who as authority figures) would be able to disabuse students' mind, as regard school authority. This notable orientation if not yet in place at national level could be considered by the Ghana Education Service (G.E.S.)

- School support systems like the Guidance and Counseling Centre nationwide, should be well equipped by the Ministry of Education to have the enabling infrastructure and logistics to carry out its required task.
- Parents, Guardians and all other adult population are being urged to be role models and live up to their functional role. This would enable students imbibe discipline right from the home and the society at large.

Finally, it is no doubt that, moral laxity and decadence among the youth is greatly influenced by the media. As regard drugs and fashion, the media should be circumspect in order not to influence the youth. The functional role of the media in the form of motivational events, in the form of documentaries, like “Youth and discipline”, “Well behaved Schools” etc would go a long way to inculcate discipline among students.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

This research could not in any way totally exhaust all cycles of education in Ghana but only in the Senior High Schools in a particular region that is in the Kumasi Metropolis. It is a fact that the problems of students' indiscipline cut across the entire nation. Therefore, a further study could be done in other regions.

Moreover, one particular cause of acts of indiscipline like students' home background could be singled out and researched on, since a wide range of reasons can be unearthed in this particular area.

Finally, the study did not consider solutions to particular / specific acts of indiscipline but solutions in general in dealing with acts of indiscipline among students in the Senior High School. In future, solution for curbing indiscipline could be narrowed to each particular acts of indiscipline among students.

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APPENDIX I

STUDENTS' QUESTIONNAIRE

Questionnaire on the Effects of Indiscipline among Second Cycle Institutions in the Kumasi Metropolis.

INTRODUCTION

This questionnaire is designed to solicit information from you to enable us to complete our project work. The data being sought is purely for academic purpose. Your candid answers would be a valuable contribution to this research. Please, provide the appropriate response as frankly as possible and where options are given **tick** (✓) that which is applicable.

SECTION A: PERSONAL DATA

1. Name of School:
2. Sex: Male [☐] Female [☐]
3. Level: 1st Year [☐], 2nd Year [☐], 3rd [☐],

SECTION B: STUDENTS' HOME BACKGROUND

4. Do you live with your parents? Yes [☐] No [☐]

B. If No, state..... (Guardian or Friend or Alone)

5. Would you say the person whom a student stays with can cause him or her to be indiscipline? Yes [☐] No [☐]

B. If Yes, tick options

- a. If the person does not comment on the student's behaviour
- b. If the person fails or is unable to cater for the student's needs

c. If the person exhibits bad behaviour before the students

A [] B [] C []

6. Would you say students from broken homes are likely to be indisciplined at school

Yes [] No []

B. If Yes, Tick options

a. Such students come to school late since they run errands

b. Such students are usually absent from school

c. Such students behave unruly towards teachers

A [] B [] C []

7. In what ways do you think students whose parents face financial difficulties become indisciplined?

a. They join bad company to make ends meet

b. They become truant

c. They engage in theft

d. They engage in trading activities during school hours

Tick the appropriate option A [] B [] C [] D []

8. Would you affirm that students from well to do families are usually tempted to be indisciplined? Yes [] No []

B. If Yes, Tick options

a. They break school rules without a reprimand because their parents are influential

b. They have excess money to afford narcotic drugs or alcoholic drinks

c. They influence other students negatively A [] B [] C []

SECTION C: PEER INFLUENCE AMONG STUDENTS

9. Are you aware of the existence of cliques in your school?

Yes [] No []

10. Do you want to be part of any clique?

Yes [] No []

B. If Yes, Tick options

- a. The members are the “untouchables’ in the school
- b. The members provide for each other needs by any means
- c. Members seem to enjoy cheers and attention from other students

A [] B [] C []

11. In what ways can students influence each other to be indiscipline?

- a. When they cheer up indiscipline students
- b. When disobedient students ridicule obedient students with nicknames
- c. When obedient students are disliked

Tick option A [] B [] C []

12. Is peer influence the most common cause of students’ indiscipline?

Yes [] No []

SECTION D: SCHOOL ENVIRONMENT

13. Considering, the location of your school, would you say it has caused students to be indiscipline? Yes [] No []

B. If yes, circle the appropriate option

- a. Students are able to sneak out because of the school’s closeness to the city/town.
- b. The area harbours others who are not students
- c. Some entertainment centres closer to the school make students get access to alcoholic beverages and drugs

14. Can you affirm that unhealthy teacher to teacher relationship contributes to students being indiscipline?

Yes [] No []

B. If Yes, Tick options

- a. Students copy negative example of their teachers
- b. Students take advantage of such situation to behave negatively

A [] B [] C []

15. In what ways could the environment contribute to students’ indiscipline?

- a. When teachers do not regard the school rules
- b. When acts of indiscipline are not punished
- c. When teachers make derogatory remarks about rules in front of students
- d. When petitions of the Students' Representative Council are not addressed

Tick option A ☐ B ☐ C ☐ D ☐

APPENDIX II

TEACHERS' QUESTIONNAIRE

Questionnaire on the Effects of Indiscipline among Second Cycle Institution in the Kumasi Metropolis.

Introduction

The information in this questionnaire is being sought purposely for research work. Your candid answers would be valuable contributions to the work. Any information given will be treated as confidential.

Please, supply the correct information by ticking (✓) where there is a box and Fill in the blank spaces where necessary.

SECTION A: PERSONAL DATA

1. Name of School:

2. Sex: Male ☐ Female ☐

3. Years of teaching in the current institution

1 – 5yrs ☐ 6 -10yrs ☐ 10yrs above ☐

4. Would you say the person whom the student stays with can cause him or her to be indiscipline? Yes ☐ No ☐

B. If Yes

Please tick (✓) appropriately; agree () strongly agree () disagree ()

5. In what ways do you think students whose parents face financial difficulties become indiscipline?

Tick options A ☐ B ☐ C ☐ D ☐

a. They join bad company to make ends meet

- b. They become truant
- c. They engage in theft
- d. They engage in trading activities during school hours

6. Would you affirm that students who are financially sound are usually tempted to be indisciplined?

Yes []

No []

B. If Yes,

Tick options A [] B [] C []

- a. They break school rules without a reprimand because their parents are influential
- b. They have excess money to afford narcotic drugs and alcoholic drinks
- c. They influence other students negatively

SECTION C: PEER INFLUENCE AMONG STUDENTS

7. In what ways can students influence each other to be indisciplined?

- a. When they cheer up indisciplined students
- b. When disobedient students nickname obedient students
- c. When obedient students are disliked

Tick the appropriate option A [] B [] C []

8. Do you think students caught in acts of indisciplined usually belong to peer cliques?

Yes []

No []

9. Do you think the quest for popularity among students-peers causes some to be indisciplined?

Yes []

No []

10. Can you affirm that peer influence is the most common cause of students' indisciplined?

Yes []

No []

SECTION D: SCHOOL ENVIRONMENT

11. Considering the location of the school, would you say it has caused students to be indisciplined?

Yes [] No []

B. If Yes, circle the appropriate option

- a. Students are able to sneak out because of the school's closeness to the city/ town
- b. The area harbours others who are not students
- c. Some entertainment centres closer to the school make students get access to alcoholic beverages and drugs

12. Can you affirm that unhealthy teacher to teacher relationship contributes to students being indisciplined?

Yes [] No []

B. If yes, how? circle the appropriate option

- a. Students copy negative example of their teachers
- b. Students take advantage of such situation to behave negatively

13. In what ways could the school environment contribute to student's indiscipline?

- a. When some teachers do not regard the school rules
- b. When acts of indiscipline are not punished
- c. When teachers make derogatory remarks about rules in front of students
- d. When petitions of the Students' Representatives Council are not addressed

Tick options A [] B [] C [] D []

SECTION E: STUDENTS' PERCEPTION OF AUTHORITY

14. Is there a need for authority in the life of young people?

Yes [] No []

15. Do you find authority as only compelling students to obedience

Yes [] No []

16. How do you evaluate students' reaction to authority?

Circle the appropriate option.

- a. Friendly
- b. Suspicious