

Analysis of the State of Discipline in Kwanyarko Senior High School in the Central Region of Ghana

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ABSTRACT

The general purpose of this paper was to find out the perceptions of students and teachers on the state of discipline in Senior High Schools (SHS) in Ghana using Kwanyarko SHS in the Central Region as a case study. Questionnaire was formulated to direct the research. The question focused on the perceptions, causes and remedies to discipline in the school to help enlighten the students and teachers on the appropriate roles they should play in order to address the problem of discipline in the school.

Simple random sampling was used to select 104 students. Purposive sampling was used to select twenty members of staff, including the Headmaster, Heads of departments and Housemasters/mistresses as they play very important roles when it comes to disciplinary issues. Data were analyzed according to the research question using simple percentages.

The major finding revealed a high level of congruence of opinions among the teachers and students on most of the disciplinary issues in this paper. For instance both the teachers and students expressed similar sentiments as far as meaning of discipline is concerned. Their agreement on discipline referring to strategies to encourage students to put up good behavior is a bit to urge them to act responsibly. However, most of the respondents seemed to frown on the more punitive forms of discipline. A closer look at the student-related causes of disciplinary problem revealed that both the teachers and the students share the view that most of these problems are orchestrated by students. This gives a clear indication that any attempt made to solve disciplinary problem should be directed to the one caused by students. In relation to measures put in place to maintain discipline, it was found out that rewards were more recommended than punishment in getting the students to put up good behavior in the school.

It was therefore recommended that school administrators seeking to maintain discipline in their school should be encouraged to work on getting to know students as individuals and take an interest position in their plans and activities. Also administrators need to work to improve communication within the school and involve parents and community members in instruction (or as resource persons), extracurricular activities and governance.

Keywords: Discipline, Student/teacher-related causes, good behaviour, punitive measures and reward.

1. INTRODUCTION

Discipline in schools has been a major concern to educators, parents and students in general from time immemorial. They are gravely concerned about disorder and danger in the school environment: Occasionally, some teachers and students in urban and rural schools are robbed or physically attacked. Some experience physical injuries serious enough to require medical attention. For instance, some teachers at Tarkwa Secondary School were brutalized and some went on admission for months in 1990. Some personnel, students, and parents call attention to the high incidence of related problems in school environments- problems such as drug use, cheating, insubordination, truancy, and intimidation, which result in countless school and classroom disruptions and lead to many suspensions. The spate of acts of indiscipline by some students in Ghana that dominated the national newspapers in recent times included armed robbery case in Kumasi involving two students of St. Peter's Secondary School (Ghanaian Times of June 7, 1996) and the possession of a pistol by a student of Aggrey Memorial Zion Secondary School ("Daily Graphic" of December 17, 1999). The most recent case was the shooting of a female student by a male student at Tamale Secondary School which was reported in the "Daily Graphic" of May 31, 2000. Students of the senior secondary schools in the Upper East Region are notorious for strike actions. Students of Bolgatanga Secondary School embark on strike actions in 1992, 1993 and 1995, Navrongo Secondary School in 1996 St. John Bosco's Training College in 1997 and 1998 and Bawku Secondary School in 1997.

The so called advanced countries, originators of many philosophies of education, are themselves plagued with all sort of youth vandalism, widespread drug abuse, immorality, plain disobedience to authority and violence. Ghana, being a recipient of some of these philosophies such as the 'laissez-faire' and permissive philosophies, cannot be an exception. The teacher, whose traditional role is the transmitter of knowledge, is being threatened

by this need to control his class. (Guskin 1970, P115) states that school teachers and administrators have been struggling to find ways and means of dealing with numerous disciplinary problems that they have to handle daily.

Disciplinary problems in Kwanyako Secondary School are on the increase and have been a source of grave concern to both the School authority and Parents. Kwanyako Secondary School is the only Secondary School in the Kwanyako village. It was established in 1991. It had a student population of 520 for the 2003/2004 academic year. The school is not fenced so people pass through it to and from the village. This has made it difficult to control the movement of the students. Some of the students are accommodated in the school's hostel but they are not fed by the school. So the students spend most of their time in cooking and roaming in town aimlessly with the excuse of going to buy food. They are found in town during class hours and in the night, which is very disturbing. Most of them, especially the boys give the senior housemaster a lot of problems to the extent of exchanging words with him when he tries to instill discipline. Lateness, absenteeism, pregnancy, abortions, stealing, bullying and disrespectfulness, are some of the offences committed. The assistant headmaster tried his best to control the movement of the students by being very strict on them. The students went on demonstration against him in 2004. Many students from Kwanyako Secondary school have been suspended, withdrawn from the hostel system and made day students and others also dismissed due to indiscipline. The educational reforms of 1987; Free and Compulsory Basic Education (FCUBE) brought about tremendous increase in student enrolment and a new system of assessment. This increased the workload of the teachers. As a result, attention on students' behaviour were relegated to the background. This was very alarming and so required very serious attention. Until this was done, all the secondary schools in Ghana would be engulfed in mass strike actions that would have grave repercussions on education. Everyone is asking why this is so. Some had blamed the situation on indiscriminate exposure of the students to videos and bad parental care. Others think that the school was to be blamed because teachers themselves had different ideas about the meaning of discipline. Various people had suggested various methods by which the situation could be contained. This include reintroduction of corporal punishments like canning or other severe punishment and social sanction such as withdrawal of privileges and dismissal from school. The results of corporal punishment are unpredictable, even when they were successful at inhibiting inappropriate behaviour. Corporal punishment still does not foster appropriate behaviour. It often creates resentment and hostility, making good working relationships harder to create in the future. Corporal punishment is related to undesirable outcomes, such as increased vandalism and drop-out rate in the school. It is in the light of these problems that we present this paper to critically analyze a situational disciplinary problem in Senior High Schools of Ghana. The term "discipline" comes with varied definitions from different researchers. It may be defined in accordance with each educator's brand of educational philosophy. The English term "discipline" has its direct derivation from the Latin word "discipline" which means "instructions". (Brown 1964). Drever (1976) indicates that the root notion of discipline in modern usage is control of conduct ones. Anderson and Dyke (1963) point out that discipline may be 'positive or negative if it helps in the attainment of certain goal, or negative notion if it means punishment. For the purpose of this paper, we define discipline as ways including rules and regulations by which control is gained through the enforcement of obedience or order. The enforcing agent could be external or internal, where there is a conflict between the 'Wills' of the enforcing agent and the one being controlled going against the set rules, then there is a disciplinary problem. The person who disobeys is then said to be an undisciplined individual. In the school situation, the students are the one to be controlled, and the teachers and the administrators are the agents of control that was authority. Since the school in the community is a social system having the purpose of transmitting knowledge to learners, there is the necessity for control so that a meaningful interaction can take place between learners, teachers and administrators. In the absence of control, indiscipline and chaos result and the set objectives are not achieved, (Taba, 1962; Sawyer and Telford 1968).

Our main objective in this paper is to examine the perception of students and teachers on disciplinary issues in Ghana Senior High Schools using the case of disciplinary issues in Kwanyarko Senior High Schools. To achieve this we intend to:

- determine the extent of students' awareness of the state of indiscipline in the school
- determine the extent of teachers' awareness of the state of indiscipline in the school
- identify the causes of indiscipline in the school and
- find ways of maintaining discipline in the school

The outcome of the findings and recommendations in this paper would be significant since they could be useful in improving upon disciplinary measures in Kwanyako Senior High School. The study will also help teachers and the school administration to create an acceptable atmosphere for the development of good social behaviors among students. It would stimulate further study in indiscipline in each school, as a means of improving upon

standards of discipline maintained at the secondary School level. Finally, the study would stimulate the need for using individual school's research analysis as a sound bases upon which to address disciplinary problems of students in Senior Secondary Schools in Ghana.

2. METHODOLOGY

This section presents an overview of the methods and procedures used to carry out the study. It describes the research design, population, sample and sampling procedure used as well as how data was collected. In addition the methods used to analyze the data are also described.

The research design for the study was a case study which focused on a particular problem. Borg and Gall (1993) stipulate that the case study researcher sacrifices general ability for an in- depth understanding of a single phenomenon under consideration. This implies that the case study places emphasis on problems in a local setting and its findings are to be evaluated in terms of local applicability and not universal validity. Even through the case study research sacrifices general ability “a case study provides an in-depth understanding of a single instance of the phenomena and consideration” (Borg and Gall, 1993p. 22). This study seeks to find out whether students and teachers understood disciplinary issues as it pertains in most schools and their implications. Thus the design was utilized to find out the perceptions of students and teachers of the given SHS on the state of discipline in the school and find ways of maintaining it.

The target population of the study is made up of students and teachers of Kwanyarko SHS. The total population of the students stood at 520 according to the class list for 2014/2015 academic year. The teacher population consisting of 19 professional and 6 nonprofessionals was made up of 9 females and 16 males.

The sample was made up of two main sample set; one for the students and the other for the teachers. The sample of student comprised 20 per cent of the students’ population. Thus a total of 104 students made up of 20 per cent students from each of the three classes were selected through the random sampling technique. The simple random sampling procedure was preferred in selecting the subjects because the representativeness of the sample to the population was guaranteed since in this method each person had an equal chance of being selected. Purposive sampling however was used to select the teachers. Out of a population of twenty-five teachers in the school twenty were sampled for the study. The rationale behind this purposive sampling was that these personalities had certain responsibilities and that they were also involved with discipline in the school in one way or the other. These put them in a better position to provide relevant information for the study. All the teachers sampled responded to and returned the questionnaire to the researcher. There was also 100 per cent (104) return rate in the case of the students. The returned questionnaires were vetted by the researcher to ensure that they had been responded to as required.

The data collecting instrument for the study was the pen-and-paper questionnaire. Kerlinger (1973), observed that the questionnaire is widely used for collecting data in educational research because it is very effective for securing factual information about practices and conditions and for enquiring into the Opinions and attitudes of the subjects. The reasons for using it were that it gave a quick way of collecting data. It is known to be quite valid and reliable if well-constructed. It is also economical in terms of money and time spent in its usage. There was one main set of questionnaire for both students and teachers. There reason was that both sets of respondents were looking at the same issue. The questionnaire was made up of four major sections. Section (a) consists of items dealing with demographic data of both teachers and students. Section (b) of the instrument contains 28 items designed to assess respondents’ perceptions of the meaning of discipline, disciplinary acts and their level of seriousness as well as notions about the nature of school disciplinary problems. Section (c) consists of items designed to assess respondents’ view on the causes of indiscipline. These centered on student-related causes, teacher-related causes, environmental factors and school-related causes of disciplinary problems. Section (d) of the instrument was designed to measure respondents’ perceptions on various remedies to deal with school disciplinary problems. The items in this section centered on the role of school rules, rewards and punishments in the maintenance of discipline various strategies employed by teachers to enhance school discipline and student and teachers preference for various forms of rewards and punishments as a means of maintaining school discipline.

Most of the items were close-ended Likert scale items. The open-ended questions were expected to offer the respondents with an opportunity to express their opinion on the major causes of indiscipline and ways of ensuring discipline in the school. The Likert-type questionnaire has been found to be the most suitable type of instrument for the measurement of attitudes and perceptions. This is because it enables respondents to indicate the degree of their belief in a given statement (Best and Khan, 1996). Also the four- point Likert type was

preferred because of the recommendations of Casley and Kumar (1988) who stated that if an odd number response scale is used; there is the tendency for individuals to select responses in the center of the scale.

To ensure content validity for the study a prepared questionnaire was shown to the supervisor for the study to read through and offer suggestions since content validity is based on expert judgment (Gay, 1987; Borg and Gall, 1989). The researcher was advised to add certain items to the questionnaire and also to restructure them in an appropriate manner. The tentative questionnaire was pre-tested on nine students and two teachers in the school who were not part of the sample, to check the fact and content validity of the questionnaire. After the pretest, it was realized that some of the responses were ambiguous. Further modifications were therefore made to some of the items and their responses.

The instrument was administered by the researcher. The sampled students were gathered together in their classrooms to answer the questionnaire. This procedure helped to minimize the morality rate of the questionnaire. All the 104 questionnaires to students were completed and returned constituting 100 per cent return rate. In the case of teachers, the headmaster and his assistant the questionnaires were left with them, who promised to fill them within the shortest possible time. All the 20 questionnaires were completed and returned. This also constitutes 100 per cent of the total responses of teachers. On the whole a total of 124 questionnaires were administered and collected.

Filled questionnaires from respondents were checked to make sure that all the questions were answered. They were then coded to extract the needed statistics for description and interpretation of the data. The data was analyzed according to the research questions. Frequency and percentage distribution tables were used to analyze the data by comparing the responses of the teachers and students on the various items. Information, which could not be quantified, was also described. Interpretation of the table were inferred and generalization drawn.

3. RESULTS AND DISCUSSION

In this section we analyze the data collected and discuss the results. The section covers background information on the respondent focusing on their ages, their parent's occupation and the teaching experience of the teachers. It also focuses on findings on the meaning and nature of discipline and examines what constitutes acts of indiscipline in relation to the frequency of occurrences and seriousness of the given acts of indiscipline with emphasis on indiscipline in schools. The data analysis is based on student-related causes, teacher-related causes and school related causes. Finally, the section presents findings and remedies for dealing with school indiscipline which includes the use of rewards and punishment.

3.1. Background of Respondents

The background characteristics of the respondents that were considered include ages, occupation of parents of student and teaching experience of the teachers. In relation to the ages of the students it was realized that, 56 of the respondents representing 45% were between the ages of 14-16, whilst 58 representing 57% were within the ages of 17-19. It could be deduced from these results that many students in the school are in their teens, which implies that the school was likely to face many disciplinary problems emanating from adolescents misbehavior. This finding is in line with Blair et al (1975) who stated that delinquency rates soar during the period of adolescence because it is a development stage that is prone to indiscipline.

Table 1 shows the percentage distribution of parents by occupations. The results show that majority of the parents of the students were in low income earning occupations. For instance, observe that substantial proportions of mothers (26.9 %) of the students were traders, housewives (19.0%) and nursing (19.2 %). However, most the fathers tended to be farmers, (30.8), and carpenters (23.0). It appears from the table that most of the parents are in low income earning occupations and would thus have low family incomes. The tendency therefore, for the students to be influenced to look for assistance from other sources may be high if their parents were unable to provide the needs of their wards in the school. The implications are that such students might leave the school without permission and indulge in unaccepted activities. These act and their consequences invariably will affect discipline in the school. Most of the students have been facing the disciplinary committee on cases of fornication and leaving the school without permission.

Table 1: Percentage Distribution of Parents by Occupation

Occupation	Mother	Percentage	Father	Percentage
TEACHING	18	17.3	10	9.6
NURSING	20	17.2	-	-
TRADING	28	26.9	12	11.5
BUSINESS	19	18.2	26	25.00
HOUSEWIFE	20	19.0	-	-
FARMING	9	0.8	32	30.8
CARPENTRY	-	-	24	23.0
TOTAL	104	9.34	104	100

Source: SPSS output of field work, 2015

All the 20 teachers sampled were professional. The teachers consisted of 8 females (40%) and 12 (60%) males. Table 2 shows the age distribution of teachers whilst table 3 presents their teaching experiences. Table 2 indicates that none of the teachers were above 50 years while the majorities (45%) were between 28 and 34 years. The implication for maintaining discipline is that many of the teachers might likely over-look some students' misbehaviours which might affect the strict enforcement of discipline in the school. If, on the contrary the young teachers were disciplinarians then they are likely to co-operate with the school authority in implementing interventions to improve upon discipline.

Table 2: Distribution of Teachers by Age

Age	No of Teachers	Percentage A
28-34	9	45
35-40	5	25
41-48	4	20
48-50	2	10
50-55	0	0
Total	20	100

The teaching experience of the teachers is presented in Table 3 which reveals that majority of the teachers had taught for many years. The result indicates that 2 (10%) of the teachers have been teaching for 0-5 years and 9 (45%) have over 6 years teaching experience. Whereas, 6 (30%) maintain that they have taught for 11 — 20 years. Only 3 representing 15% have taught above 20 years. This implies that the teachers are likely to be experienced and if they co-operate in implementing the interventions that will improve discipline in the school, the disciplinary threats that are likely to be posed by the implications of the ages will be reduced.

Table 3: Teaching Experience of Teachers

Years of teaching	Respondent	Percentage
0-5	2	10
6-10	9	45
11-20	6	30
Above 20	3	15

Source: SPSS output of field work, 2015

3.2. Perception of Discipline

One of the answers we sought to find was students' perception of discipline as discipline is a concept with varied interpretations. A careful review of literature suggests that most people have divergent views on the subject discipline. This is clearly stated by Webster (1968, p4) when he states that "to some people discipline means persuading them towards desired goals. To others discipline means self-control with responsibilities and good manners. To some it means punishment for the violation of rules and that student should do as they are asked and should not defy teachers".

According to the findings, as in Table 4, more than half of the students 91(89.6%) agree with the statement that discipline refers to the techniques used by the teacher to increase good behaviour. Most of the students 97(93.4%) were also of the view that disciplinary actions are intended to help students become responsible and to manage their own behaviour responsibly. (82.6%) students disagreed to the statement that "Discipline refers to the punishment imposed by the teacher after a student had misbehaved". (82.6%) also agree to the statement that

disciplinary actions help to deter students from committing offenses. This indicates that students have good understanding of the concept of discipline and believe that disciplinary measures were intended to make students responsible. Deductively, we assert to the fact that the students had good understanding of the perceptions of discipline and believe that disciplinary measures were intended to make students responsible.

Table 4: Students' Perception of Discipline

Perceptions of Discipline	D	A	Total
Discipline refers to the techniques used by the teachers to increase good behavior.	13(12.2%)	91(89.6%)	
Discipline actions are intended to help student become responsible and to manage their own behaviour responsibly.	7(6.6%)	97(93.4%)	104
Discipline refers to the punishment imposed by the teacher after a student has misbehaved.	86(82.6%)	18(17.2%)	104
Disciplinary actions help to deter students from committing offences.	18(16.9%)	86(82.6%)	104

Source: SPSS output of field work, 2015

We also carried out another investigations on issues relating to teachers' perception of discipline. According to Charles (1981, p4) discipline is tied directly to misbehavior. What sets misbehaviour apart from behaviour is that misbehaviour refers to behaviour that people do not approve of or condone. Sometimes students behave in ways considered hostile, abusive and disrespectful. Teachers are not in support of those behaviours which they call misbehaviours. The educationist understands discipline as a self-induced condition and external imposition of sanctions (Tetteh-Enyo, 1995). Teachers do what they can to prevent misbehavior but not all misbehavior can be prevented. This is because as Charles (1981, p255) observed, "there are time when students become restive, have difficulties, are seduced by attractive objects or fall under the spell of intriguing school mates and friends as a result put up unacceptable behaviours". In relation to the perception of discipline we observe a closeness of the expressed opinion by both the teachers and the students, which demonstrates the strength with which they share similar convictions on these issues. Table 5 shows the results of the teacher's perception of discipline in the school. The findings indicates that the difference between the students and teachers was on the first statement that "discipline refers to the punishment imposed by the teacher after a student has misbehaved. About 35% of the teacher agreed with this statement on the contrary 58(55.7%) students, disagreed. This indicates that, while many teachers would discipline a student by punishing him after he has misbehaved, many students do not view that as discipline. The reason could be that because the students are at the receiving end of disciplinary measures and bear the brunt of disciplinary actions imposed by teachers, they will disagree with any imposed punishment as a means to discipline. The teachers and students expressed similar opinions on the statements 'discipline refers to the techniques used by the teachers to increase good behaviour'. They also maintain that "disciplinary actions help to deter students from committing similar offences" and "disciplinary actions help students to become responsible and manage their own behaviours effectively". The closeness of the expressed opinions among the teachers on one hand and the students on the other demonstrates the strength with which they share their convictions on these issues. It also implies that many of the students agree with the teachers on the perception of discipline.

Table 5: Teachers' Perceptions of Discipline

Meaning of Discipline	SD	D	A	SA	TOTAL
Discipline refers to the techniques used by the teacher to increase and behaviour.	-	1(5%)	8(40%)	11(55%)	20(100%)
Disciplinary actions are intended to help students become responsible and to manage their own behaviour responsibly.	1(5%)	2(10%)	4(20%)	13(65%)	20(100%)
Discipline refers to the punishment of imposed by the teacher after a student has misbehaved.	2(10%)	3(15%)	8(40%)	7(35%)	20(100%)
Disciplinary actions help to deter students from committing similar offences.	5(25%)	9(45%)	8(40%)	2(10%)	20(100%)

Source: SPSS output of field work, 2015

This position held by the teachers and students buttress the point made by Glasser (1969), Dreikur (1971) and Ginott (1972) who ". . . do not generally favor punitive measure of discipline but emphasize on supporting students to appreciate and choose between good and bad so as to manage their own behaviours appropriately".

(Charles, 1981 p. 114). In a similar vein, a majority of the students and teachers disagreed with the definition that “discipline actions deter students from committing similar offences”. Though both teachers and students would prefer internal discipline, as earlier stated, majority of the teachers have the belief that some amount of externally imposed control measures are necessary to ensure good behaviours. This is in support of Reid (1962) and Tamakloe et al. (1996) who have observed that some measure of imposed discipline is justified in any school since many of the student cannot choose to behave responsibly all the time.

3.3. Perception of the Seriousness of Indiscipline

It was also one of our intended goal to establish an evidence in support of the extent of seriousness of indiscipline in the school. Disciplinary problems that occur in schools are many and varied. Acts of indiscipline are sometimes discussed based on the frequency in schools, how serious the offences are and whether the disciplinary problems have reduced or worsened over time (Charles, 1983). Teachers are most concerned about three kinds of misbehaviors, namely, behaviour that affronts their sense of morality, behaviour that is defiant and aggressive and behaviour that disrupts class work. It has been realized that the common disciplinary problems under reference are truancy, fighting, cheating, bullying and pregnancy. Much as one would not expect to have the teacher and student agreeing completely over how serious the offences are, there is the belief that a large measure of agreement between the teachers and students would help to reduce much of the dissensions over appropriate punishment for given offences. One issue that requires explanation is why students engage in acts of indiscipline, if they perceive them to be very serious offences. This could be an indication of the frankness and readiness to discuss disciplinary problems. The opinion of the students on the extent of seriousness of indiscipline in the school is presented in Table 6 whilst Table 7 shows that of the teachers. Based on our assumption, it can be seen that stealing, pregnancy and abortion recorded 74%, 90% and 92% respectively at the “very serious” level of indiscipline, indicating that these were more serious offences. Disrespectfulness and examination malpractices were seen to be serious while the acts of going out of school without permission and drunkenness are seen to be less serious offences.

Table 6: Students’ Opinion on the Extent of Seriousness of Indiscipline in the School

Acts of Indiscipline	Very Serious	serious	Not serious	Total
Stealing	74(71.1%)	20(19.2%)	10(9.6%)	104(100%)
Bullying	22(21.1%)	48(46.1%)	34(32.6%)	104(100%)
Disrespectfulness	29(27.8%)	68(65.3%)	7(6.7%)	104(100%)
Drunkenness	14(13.4%)	34(32.6%)	56(53.8%)	104(100%)
Going out of school without permission	15(14.4%)	29(53.8%)	60(54.6%)	104(100%)
Abortion	92(88.4%)	12(11.5%)	-	104(100%)
Pregnancy	90(86.5%)	14(13.4%)	-	104(100%)
Examination malpractices	28(26.9%)	67(64.4%)	9(8.6%)	104(100%)
Truancy	41(39.4%)	48(46.1%)	5(4.8%)	104(100%)

Source: SPSS output of field work, 2015

As observed from Table 7, it is clear that all the teachers were of the view that all the given acts of indiscipline were serious. Thus no teacher indicated any of the given acts as not being serious. Majority of them indicated that bullying and going out of school without permission are serious offences while the remaining offences were seen as very serious. Also, all the teachers expressed the opinion that abortion and getting pregnant are very serious offences. On differences in opinions between the teachers and students, it was observed that while all the teachers were of the view that the given offences are either serious or very serious, the students think some of the acts were not serious offences. As most of the students cited only three offences, namely, stealing, pregnancy and abortion, as being very serious, many of the teachers expressed the opinion that seven offences are very serious. Also, while most students viewed truancy, cheating during examinations and disrespecting and examination malpractices as not serious, teachers held the view that such acts were very serious. This implies that many teachers viewed the given offences, as more serious than the students. This difference could be attributed to the age and training that the teachers have had. However, there were similar opinions shared between students and teachers on some of the offences as described in tables 6 and 7. Both students and the teachers expressed the opinion that abortion and getting pregnant were very serious offences.

Table 7: Teachers' Opinion on the Extent of Seriousness of Indiscipline in the School

Acts of indiscipline	Very Serious	Serious	Total (%)
Stealing	13(65.0%)	7(35.0%)	20(100%)
Bullying	8(40.0%)	12(60.0%)	20(100%)
Disrespectfulness	16(80.0%)	4(20.0%)	20(100%)
Drunkenness	11(55.0%)	9(45.0%)	20(100%)
Going out without permission	14(70.0%)	3(30.0%)	20(100%)
Abortion	20(100%)	-	20(100%)
Pregnancy	20(100%)	-	20(100%)
Examination malpractices	16(80.0%)	4(20.0%)	20(100%)
Truancy	11(55.0%)	9(45.0%)	20(100%)

Source: SPSS output of field work, 2015

This implies that all the teachers and a good number of the students saw abortion and getting pregnant as very serious offences. The common stand point shared by the teachers and students means that it is likely for them to agree on the appropriate type of sanctions to mete out.

3.4. Causes of Indiscipline

This paper sought to find the particular causes of indiscipline in Senior High Schools in Ghana. Literature has indicated that indiscipline in schools is caused by different factors. Gottfredson (1989) for instance stated that unclear rules, punitive attitudes of teachers and inadequate resources as some of the causes of indiscipline in schools. Blair et al. (1975) also states that the behaviour of a child at any moment is the result of biological and environmental factors operating simultaneously. This implies that behaviour is caused and thus there are causes behind every type of behaviour exhibited by children. It is therefore important to find out the causes of indiscipline which will guide us to apply appropriate interventions to improve situations in schools.

We focused particularly on student-related, teacher-related and school-related causes of indiscipline, the results of which are presented in Tables 8, 9,10,11,12 and 13. The result displayed in Table 8 gives an indication that majority of the students affirm with the statement about students-related causes of indiscipline. For every cause of indiscipline students either agreed or strongly agreed. The implication of this phenomenon is that students believe that disciplinary problems emanate from themselves. This can further serve as a good indication that students will be willing to co-operate with the authorities to find appropriate solutions to the problems of indiscipline in the school. The result provided in Table 9 reveals that many of the teachers agreed to all the statement on students related causes of school indiscipline whilst only few disagreed on three of the causes. The implication is that both teachers and students ascribe indiscipline in school to the students. For example, on the first the statement that, "students are the major causes of most of the disciplinary problems gained the attention of as many teachers as students." As high as 20 (100%) teachers and 80 (85.9%) of students agreed to this statement. The similarities in opinion by students and teachers with regards to students-related causes of indiscipline are worthy of notice. All the teachers, 100% and 96.01% of the students share a common view that "students misbehave because they imitate bad behaviours from films". This implies that teachers and students are aware that some films have bad influence on the behaviour of the students.

Table 8: Student-Related Causes Student Opinion

Causes of school indiscipline	Agree	Disagree	Total
Students are the major causes of most of the disciplinary problems	80(85.9%)	24(23.3%)	104(100%)
Students who constantly experience failure in academic work constantly tend to misbehave	85(81.7%)	19(18.2%)	104(100%)
Students from broken homes tend to misbehave more often than those whose parents live together.	91(87.4%)	13(12.5%)	104(100%)
Students misbehave because they imitate bad behaviours from their parents.	64(61.4%)	32(30.7%)	104(100%)
Students behave because they imitate negative attitudes from films	100(96.01%)	4(3.8%)	104(100%)

Source: SPSS output of field work, 2015

This view buttresses the assertion made by Bandura (1971) and Curvin and Mendier (1988) that "film mediated models are just as effective as real models in shaping children behaviour. It is therefore, important that students are supervised for the films they watch. Another opinion that both students and teachers shared commonly is on the fact that students tend to misbehave when they experience failure in academic work. 80% of the teachers and

81.07% of the students agreed to the statement. This revelation also supports the claim by Blair et al (1975) that aggression in children increases significantly after they have experienced failure.

Table 9: Teachers' Opinion on Students — Related Causes of Indiscipline

Causes of school indiscipline	Agree	Disagree	Total
Students are the major causes of most of the disciplinary problems.	17(89.0%)	3(15.0%)	20(100%)
Students who constantly experience failure in academic work constantly tend to misbehave.	16(80.0%)	4(20.0%)	20(100%)
Students from broken homes tend to misbehave more often than those whose parents live together.	20(100%)	-	20(100%)
Students misbehave because they imitate bad behaviours from their parents.	13(55.0%)	7(35.0%)	20(100%)
Students behave because they imitate negative attitudes from films.	20(100%)	-	20(100%)

Source: SPSS output of field work, 2015

Table 10 present the result of the opinions of students on teacher —related causes of indiscipline in the school. It could be perceived that 91 (96.4) students agreed to the statement “teachers who engage in sexual relationship with students are often disrespected by student”. 93(99.3%) students disagreed to the fact that “teachers are the major cause of problems of indiscipline in the school”. This is in agreement with the view held by the majority who agree that students are the major cause of most of the disciplinary problems in the school.

The responses gathered from teachers as regards the teacher — related causes of indiscipline in the school are highlighted in Table 11. Accordingly, it can be observed that most of the teachers affirm all but one of the statements on the teacher — related cause s of indiscipline. A high proportion of the teachers strongly disagreed to the statement that “teachers are the major cause of problems of indiscipline in the school”. Also most of the teachers just as the students strongly agree on the statement that teachers who engage in sexual relationship with students are often disrespected by students. As 16(80.0%) teachers and 91(96.4%) students agree to this fact. This agreement between the teachers and students on the issue of sexual relationship between teachers and students is mainly due to the fact that society abhors such behaviours. Also sexual relationships between teachers and students have the tendency to influence favouritism and other acts of discrimination, inequities in terms of rewards and punishments. The implication of the above revelation is that teachers as role models should refrain from sexual relationships with students. Again there was a strong agreement between teachers and students on the fact that “students misbehave because teachers do not show respect relative to their own conduct.” 17(85.0%) teachers agreed to this fact. 92(88.3%) students also expressed their agreement to the same.

Thus, we have been able to establish that as many of the students and teachers alike think teachers are responsible for some of the problems of indiscipline on the part students. Moreover, we have been able to demonstrate that teachers sometimes blame themselves or their colleagues for the indiscipline acts which is a sign of good will on the part of the teachers to amend their ways to pave way for discipline to prevail in the school.

Table 10: Students Opinion on Teacher — Related Causes

Causes of school indiscipline	Agree	Disagree	Total
Teachers are the major cause of most of the problems of discipline in the school.	11(10.5%)	93(99.3%)	104(100%)
Students misbehave because they are punished harshly.	89(86.4%)	15(14.4%)	104(100%)
Students misbehave teachers punish them unfairly.	92(87.4%)	12(11.5%)	104(100%)
Teachers who engage in sexual relationships with students are often disrespected by students.	91(96.4%)	13(12.5%)	104(100%)
Students misbehavior because teachers do not show respect for rules pertaining to their own conduct.	92(78.7%)	12(11.5%)	104(100%)
Students disrespect a teacher who practices favoritism.	92(98.3%)	12(11.5%)	104(100%)

Source: SPSS output of field work, 2015

Table 11: Teachers' Opinion on Teacher — Related Causes

Causes of school indiscipline	Agree	Disagree	Total
Teachers are the major cause of most of the problems of discipline in the school.	2(10.0%)	18(90.0%)	20(100%)
Students misbehave because they are punished harshly.	12(60.0%)	8(40.0%)	20(100%)
Students misbehave when teachers punish them unfairly.	10(50.0%)	10(50.0%)	20(100%)
Teachers who engage in sexual relationships with students are often disrespected by students.	16(80.0%)	4(20.0%)	20(100%)
Students misbehavior because teachers do not show respect for rules pertaining to their own conduct.	17(85.0%)	3(15.0%)	20(100%)
Students disrespect a teacher who practices favoritism.	16(80.0%)	4(20.0%)	20(100%)

Source: SPSS output of field work, 2015

Acts of school indiscipline can also trace its root to some internal factors in the school. The item by item analysis of the opinions of the teachers and students on the school-related causes of indiscipline are presented in Tables 12 and 13. The results shown in Table 12 indicate that most of the students agree on all the three school-related causes of indiscipline. They agreed to the statement that “students misbehave in order to reduce boredom or tension in school”. 66(52.0%) students agreed to the statement, but 38(36.5%) disagreed to same. This implies that many students were aware that students misbehave when they are bored or under tension. This could probably imply that the students are under tension perhaps due to the pressure of academic work. The school administrators should create room for additional recreational activities as a way of preventing unnecessary stress which could lead to possible student indiscipline. All work and no play make jack a dull boy.

Table 12: Students' Opinions on School — Related Cause of School Indiscipline

Causes of School Indiscipline	Agree	Disagree	Total
Students misbehave in order to reduce boredom or tension in the school	66(52.0%)	38(36.5%)	104(100%)
Students misbehave because they do not understand the school rules	21(20.1 %)	63(89.7%)	104(100%)
Students misbehave because they think the rules are unfair	88(84.5%)	6(15.3%)	104(100%)

Source: SPSS output of field work, 2015

Table 13 displays that majority of the teachers agreed to all the facts in respect of school-related causes of school indiscipline. Whilst 8(40.0%) disagreed to the fact that “students misbehave in order to reduce boredom”, 12(60.0%) agreed to same. Also it can be seen that only 3 (15.0%) agreed to the fact that “students misbehave because they do not understand the school rules” but the others 17(85.0%) disagreed to this assertion. This revelation implies that students are not oblivious of the school rules but intentionally flout them.

Table 13: Teachers' Opinion on School — Related Cause of School Indiscipline

Causes of School Indiscipline	Agree	Disagree	Total
Students misbehave in order to reduce boredom or tension in the school.	12(60.0%)	8(40.0%)	20(100%)
Students misbehave because they do not understand the school rules.	3(15.0%)	17(85.0%)	20(100%)
Students misbehave because they think the rules are unfair	18(90.0%)	2(10.0%)	20(100%)

Source: SPSS output of field work, 2015

It is important to note some similarities in the responses provided by the teachers and the students. For instance 88(84.5%) students and 18(90.0%) teachers agreed to the assertion that “students misbehave because they think the rules are unfair”. This expression gives credence to Gnagey (1968) who noted that students become rebellious when they feel rules are unfair to them. The expressions made by both groups give the indication that many teachers and students hold the view that some school rules are unfair to students. The support from teachers implies that some of the rules contained in the Code of conduct are not appropriate.

Most of the students and teachers disagreed to the fact “students misbehave because they do not understand the rules”. Specifically, 85% of the teachers and 89.7% of the students disagreed. This finding is in contradiction to the assertion made by Webster (1968) that students sometimes behave contrary to sets of rules because they do

not understand them. The views shared by the groups point to the fact that most of the students understand the school's rules. It also implies that the school authority has educated and articulated to the understanding of the students the rules and regulations that govern the school. Similar opinions were expressed by the teachers and students on the school rules and punishments. Both groups placed the school rules and punishments as the third major cause of indiscipline. This popular opinion among the teachers and the students on the school rules again calls on the school administrators to review the rules enshrined in the Disciplinary Code of Conduct in order to make it acceptable and effective.

3.5. Measures to Reduce Indiscipline

Now that we have critically examined and established the various sources of indiscipline, our next line of action is to determine proactive measures to be put in place to maintain discipline in the school. It has been a contention that the way teachers and students perceive acts of indiscipline as being serious or not serious determine the method to be adopted in dealing with the situation. The behaviorist psychologists believe that a child's behaviour is a result of his psychological nature of factors and sociological background. This implies that teachers have the opportunity to alter the behaviour of children creating new social arrangement and assisting them to develop new ideal patterns of conduct. Tetteh-Engo (1995,) in his address to headmaster and headmistress of second cycle institutions, admits that maintaining discipline in schools is not an easy task since it goes beyond having rules and regulations, a daily routine, a code of discipline and a schedule of sanction and punishments. In support, Cudjoe (1996) adds that headmasters should endeavor to establish a good channel of communication to ensure free flow of information from top to bottom and bottom to top. This will remove tension which often leads to disturbances in the school.

The statement that guidance and counseling co-coordinators should not be made to discipline students who misbehave attracted approximately similar strength of opinion, 100% and 96% respectively, from the teachers and the students. The opinion shared by them reflects the observation made by Anderson and Dyke (1963) who postulates that counseling and discipline responsibilities must be separated in order to prevent students from seeing their counselors as punitive agents and refusing to send their problems to them. Tables 14 and 15 display the views expressed by students and teachers respectively.

Table 14 reveals that except for one, a large number of the students agreed to the listed ways to maintain discipline. That is to say, majority agreed to the fact that students should participate in formulating school rules, existing school rules should be reviewed, teachers should show great respect to students, guidance and counseling co-coordinators should not be made to discipline students who misbehave and rewards of good behaviour are effective in dealing with indiscipline in schools.

Table 14: Students' Opinions on Ways of Maintaining Discipline in the School

Strategies to instill discipline	Agree	Disagree	Total
Students should participate in formulating school rules	87(82.1%)	17(16.3%)	104(100%)
Severe punishment should be used to correct bad behaviour	7(6.7%)	97(93.26 %)	104(100%)
Existing school rules should be reviewed	88(82.2%)	6(7.6%)	104(100%)
Teachers should show great respect to their students	104(100%)	-	104(100%)
Misbehavior can be avoided by assigning more responsibilities to students	83(79.7%)	21(20.1%)	104(100%)
Guidance and counseling coordinators should not be made to discipline students who misbehave	96(92.3%)	8(7.6%)	104(100%)
Rewards of good behaviour are effective in dealing with indiscipline in the school	90(86.5%)	14(13.4%)	104(100%)

Source: SPSS output of field work, 2015

Observe that approximately 82%, 82%, 100%, 80%, 92% and 87% of the respondents agreed to these measure respectively. The extent to which students agreed to these means of maintaining discipline in the school portrays that the school authorities can easily ensure discipline should they make efforts to introduce the necessary interventions. The statement that "severe punishment should be used to correct bad behaviour" attracted significantly high, 97(93.26%) students disagreeing whilst only 7(6.7%) agreed to same. It is important to note however, that this does not imply that students are against punishment. This stems from the revelation that majority of the same students agreed to the use of punishment for wrong doing as an effective means to deal with indiscipline. The implication therefore, is that punishment need not necessarily be severe to serve as an effective measure of indiscipline. Thus to serve as an effective means of dealing with school indiscipline, punishment

must be meaningful and acceptable.

Table 15 shows that a greater proportion of the teachers accepted the ways listed to maintain discipline. However, they rejected (disagreed) to the use of severe punishment to correct bad behaviour. The findings show that both students and teachers share the same opinion on the statement that “rewards of good behaviour are effective in dealing with indiscipline”. In terms of percentage all the teachers and 87% of the students agreed to this measure. Thus both teachers and students are of the opinion that rewarding good behaviour can promote good behaviour and limits indiscipline acts. This opinion seems to be in tandem with the behavioral psychologists who emphasize the need to accentuate positive conducts of learners by placing emphasis on rewards for good behaviour.

The statement that “existing school rules should be reviewed also drew strong level of agreement from both teachers and students. That is as 100% teachers and 82.2% students agreed to this as a measure of indiscipline in schools. This similarity in opinions support Gnagey (1968) who observed that periodic review of rules is necessary to make them effective enforcers of discipline. For instance disciplinary action for abortion is dismissal. However, as an alternative, students can be counseled and the parents can be asked to accompany their wards to school for discussion of the issue.

We also note that both students and teachers shared similar opinions on the formulation of school rules. All the teachers agreed. In the same vain 87(82.1%) students agreed. The fact that teachers are prepared to involve students in the formulation of rules implies that teachers are prepared to cooperate with students in the enforcement of school rules and regulations. This finding highlight the truth in Crispin’s (1966) work which reveals that students participation in the formulation of rules brought about order in a school.

The teachers and students again established a common ground on the statement that “misbehavior can be prevented by giving more responsibilities to students”. 100% teachers and 83 (79.07) students agreed to the statement. Thus, teachers as well as students think that if students are occupied with responsibilities, bad behaviour can be prevented. This view held by teachers and students strongly buttress the view of Brown (1964) that focusing their energies on useful and constructive activities, apportioning responsibilities to students makes them less prone to deviancy. The findings also show that 100% of both the teachers and the students agreed to the statement “teachers should show respect to their students”. This revelation is a mark of goodwill and demonstrates teachers’ preparedness to respect their students.

The statement that guidance and counseling co-coordinators should not be made to discipline students who misbehave also attracted equal opinion from the students and the teachers. Majority of both groups agreed to the statement. That is as 100% teachers agreed to the statement, 96% students also agreed to it. This indicates that both teachers and students maintain that guidance and counseling co-coordinators should not be made to discipline students who misbehave. The opinion shared by them reflects the observation made by Anderson and Dyke (1963) who postulates that counseling and discipline responsibilities must be separated in order to prevent students from seeing their counselors as punitive agents and refusing to send their problems to them.

Table 15: Teachers’ Opinion on Ways of Maintaining Discipline in the School.

Strategies to instill discipline	Agree	Disagree	Total
Students should participate in formulating school rules	20(100%)	-	20(100%)
Severe punishment should be used to correct bad behaviour	2 (10.0%)	18(90%)	20(100%)
Existing school rules should be reviewed	20(100%)	-	20(100%)
Teachers should show great respect to their students	20(100%)	-	20(100%)
Misbehavior can be avoided by assigning more responsibilities to students	20 (100%)	-	20(100%)
Guidance and counseling co-coordinators should not be made to discipline students who misbehave	20(100%)	-	20(100%)
Rewards of good behaviour are effective in dealing with indiscipline in the school	20(100%)	-	20(100%)

Source: SPSS output of field work, 2015

The responses from students and teachers on the use of rewards as a means of maintaining discipline in the school are shown in Tables 16 and 17. Table 16 presents students’ opinion whilst Table 17 shows the teachers’

rewards as ways of maintaining discipline. It can be deduced from Table 16, that a good number of students appreciate the idea of given rewards to instill discipline in the school. Three out of the four stated rewards were recommended by students. On the other hand “teachers praising students before other students” did not get a favorable response. This finding is in support of Milliman et al. (1980) who have observed that many children get embarrassed with public praises. Table 17 displays that majority of the teachers 14(70.0%) were in favour of the statement that “teachers writing good comments on students ‘terminal reports’”. “Given student special certificates of merit on conduct” attracted a positive opinion of 80.0% of the teachers. Similarly, 60.0% of the teachers expressed a less favorable opinion on “teachers praising students before others.” This is in line with the students negative impression about public praises. This opinion is likely to be true because praises could be counterproductive when students become complacent. The shared opinion expressed by both groups of respondents on their agreement on rewards giving .has the indication that many teachers and students appreciate the use of rewards as ways of maintaining good behavior among students. This opinion could probably be due to the explanation of Charles (1961) who has observed that the use of rewards motivates and builds self-confidence which removes many of the causes of misbehaviour.

Table 16: Students’ Opinion Rewards as Ways of Maintaining Discipline

Strategies to maintain discipline	Great Extent	Appreciable Extent	Little Extent	Not at all	Total
Teachers praising students before other students	-	28(26.9%)	65(62.5%)	11(10.5%)	104(100%)
Students being awarded in public ceremony	68 (65.3)	36(34.6%)	-	-	104(100%)
Teachers writing good comment on students terminal reports	74(71.7%)	30(28.8%)	-	-	104(100%)
Students being given a special certificate on merit on conduct	83(79.8%)	21(20.1%)	-	-	104(100%)

Source: SPSS output of field work, 2015

Table 17: Rewards as Ways of Maintaining Discipline Teachers’ Opinion

Strategies to maintain discipline	Great Extent	Appreciable Extent	Little Extent	Total
Teachers praising students before other students	-	8(40.0%)	12(60.0%)	20(100%)
Students being awarded at public ceremony	7(35.0%)	13(65.0%)	-	20(100%)
Teachers writing good comments on students’ terminal reports.	14(70.0%)	6(30.0%)	-	20(100%)
Students being given a special certificate of merit on conduct.	16(80.0%)	4(20.0%)	-	20(100%)

Source: SPSS output of field work, 2015

To summarize, it should be pointed out that there are differences in opinion between the teachers and the students, on causes of indiscipline and the extent of seriousness of acts of indiscipline. In spite of the differences there is a high level of agreement between the teachers and the students on many of the disciplinary problems and the way of maintaining discipline in the school. This shows that with good leadership and co-operation of the teachers and students, the problem of indiscipline can be solved. What is required then is an introduction of some interventions by the school authorities, which will effectively instill discipline in the school.

4. CONCLUSION AND RECOMMENDATION

In this chapter a summary and discussion of the findings are made, conclusions drawn and recommendations are offered. The general purpose of this study was to find out whether students and teachers understood disciplinary issues as pertain in the school and their implications. The specific objective of the study was to find out students — teacher perception on the state of discipline in the school, to identify the causes of indiscipline and ways of maintaining discipline in the school.

The findings summarized below are derived from the answers to the five research questions. The main findings of the study are as follows:

The first major findings are that both the teachers and the students expressed similar sentiments as far as meaning of discipline is concerned. Majority of both groups that is, the teachers and students agreed on

discipline referring to strategies to encourage students to put up best behaviours in a bit to urge them to act responsively (Internal discipline). Again, they agreed on the fact that discipline is a corrective tool put in place by the teacher after an offence has been committed thus external discipline. The agreement expressed in relation to discipline as a corrective measure is an indication of the awareness of the teachers and students about the need for external control measure which are expedient to enable students put best of behaviours. However, most of the respondents seemed to frown on the more punitive form of discipline. It is hoped fervently that the positive perception of the concept of internal discipline by the teachers and students would make them favour the interventions that would strengthen self-direction for the students. Nevertheless, there is still a place in the school system for externally induced behaviour change, given in the earlier findings. A combination of internal and external discipline is thus required and the search for the appropriate mix must be a continuing one involving both the school authorities and the teachers.

The second major finding is about the extent of seriousness of the given acts of indiscipline in the school. The analyses revealed that the most common forms of indiscipline include going out of school without permission, sneaking out of school in the night and truancy, smoking and abortion. These occur frequently and should be a cause for concern. These have social, economic and health implications. Among these are school drop outs, prostitution and the health complications of smoking and abortion. Thus, the school authorities, parents and society in general must be involved in the efforts to reduce these vices. The differences in the background of teachers and students have some amount of influence on their perceptions of the seriousness of an offence. While majority of the teachers saw truancy examination malpractice, and disrespect to school authority as serious offences, a greater proportion of student respondents viewed them as less serious offences. On the other hand, the students ranked stealing, getting pregnant, and abortion as the highest on their indiscipline chart. These responses were influenced by differences in the background of the two groups.

Our next finding is in respect of causes of indiscipline in the school. A closer look at student-related causes of disciplinary problems revealed that both the students and teachers share the view that most of these problems in the school are orchestrated by students. This gives a clear indication that any attempt made to solve disciplinary problems should be directed to the ones caused by students. It is believed that the open admission to these will urge students to cooperate positively with teachers in the implementation of any interventions aimed at improving the level of discipline among students. On the teacher-related causes of indiscipline, the teachers and students held the view that teachers cause some disciplinary problems in the school. Yet it is significant to note that, despite these views, many of the teachers and students still gave credit to the teachers. A substantial number of the teachers and students disagreed to teachers being the major cause of indiscipline in the school.

The fourth major finding relates to measures to put in place to maintain discipline in the school. In relation to that, it was found that rewards were more recommended than punishments in getting the students to put up good behaviours in the school. While most teachers and students showed a tendency not to recommend more punitive measures (suspension, lashing of students, testimonials with negative comments), majority of them highly recommended the use of rewards.

In the final analysis the teachers and students came up with various suggestions for effective discipline in the school. All the teachers as well as about 50% students supported the suggestion of the construction of a fence wall. This response gives an insight into the negative influence that the public have on school discipline. Although the building of a fence wall is a major financial task for school administrators, when constructed, the movement of students to and from school will be controlled. It will also curb unnecessary public intrusion on the school premises. It is obvious that this suggestion is a long term one but in the interim, majority of the teachers recommended that the school guidance and counseling unit should rather strengthen its activities and reach out to students at the appropriate time.

In conclusion, the analyses in this paper show that respondents generally agreed on the meaning of discipline, the causes of in disciplinary acts and effective ways of ensuring discipline in the school. There was no agreement between students and teachers on given acts of indiscipline that were considered serious or not serious. This implies that many teachers viewed most of the given offences as more serious than the students. Therefore, it can be said that this is an area from which disciplinary problems can arise. In view of this the school authorities should involve the students in the formulation of rules to enhance their uses and procedures. This is because when students participate in developing and reviewing school discipline programs it creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures; assures that all students and staff understand what is and is not acceptable.

Based on our results and findings the following recommendation deserve attention:

It is important that teachers and students meet frequently for discussion so that they agree on acts of indiscipline considered serious or not serious. With input from students, administrators and teachers should develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.

Again, school and community wide commitment should be encouraged to establish and maintain appropriate student behaviour in school and at school — sponsored events.

Also, guidance and counseling co-coordinators and teachers should work on getting to know students as individuals and take an interest position in their plans and activities. As equally as important, counseling should seek the cause of the misconduct and assist students in developing needed skills to behave appropriately. It is also imperative that teachers should be encouraged to handle all classroom discipline problems that they reasonably can.

Headmasters should increase their visibility and informal involvement of the school; increase personal interactions with students. Furthermore, teachers' skills as classroom managers and disciplinarians should be improved by arranging for appropriate staff development activities. Similarly, administrators should make use of in-school suspensions, which include guidance support planning for change and skill building. As much as possible educators should avoid out of school suspension whenever possible and reserve the use of suspension for serious misconduct. Administrators should make use of home based reinforcement to increase the effectiveness of school based agreements and directives; parents should be made aware of the fact that bad training of their children at home does trigger off students rebellion in school. Therefore, they must make every effort to give the best possible training and assistance to their wards at home.

As much as possible, we also recommended that such ineffective discipline practices as apathy to behaviours which violates classroom rules, use of vague or unenforceable rules, inconsistent treatment of a given misbehaviour, draconian punishment or punishment unleashed without justification and corporal punishment should be avoided.

Finally, school discipline must be diligently tackled by school authorities. Heads and teachers must also be role models in matters of discipline for students to emulate.

We suggest to future researchers to extend this study to include all stakeholders e.g. Board of Governors, parents and old students Associations. As stakeholders in the education of students, their perceptions about discipline and contributions will provide suggestions to maintaining discipline in schools.

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