

Teacher Behaviour and Student Indiscipline at Teteku Senior High School in Ghana

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Abstract

This study investigated the influence of teacher behaviour on student indiscipline in Teteku Senior High School in the Volta Region of Ghana. This was a mixed method research which employed the sequential explanatory mixed model. A sample of 120 participants, comprising the headmaster, three assistant headmasters/ mistresses, seven (7) senior housemasters/mistresses, fourteen (14) teachers and ninety-five students were selected through a combination of techniques for the study. Purposive sampling was used to select the headmaster, assistant heads, and housemasters/mistresses while stratified and random sampling techniques were used to select teachers and students. Data was gathered through the use of structured questionnaire and interview guide to obtain quantitative and qualitative data respectively. The research questions were analyzed using Means and Standard Deviations, while the hypothesis was tested using spearman's rho correlation analysis. The qualitative data gathered was used to clarify the quantitative data where necessary. Findings indicated that students in Teteku Senior High School exhibit a myriad of indiscipline behaviours of which lateness, absenteeism, truancy, alcohol and drug intake and wearing of unprescribed school uniforms stood out as the prominent forms. Students' indiscipline was found to be heavily dependent on teachers' negative behaviour. Among others, the study concluded that teacher behaviour has a great role to play in school discipline. It was recommended that the institution should strictly enforce the teachers' code of ethics to regulate teacher behaviour and apply appropriate sanctions to recalcitrant teachers; while the school counselling unit leads individual and group counselling that encourages students to make positive behaviour choices and accept responsibility for their actions.

Keywords: Teacher behaviour, Student indiscipline; Behaviour management; Intervention

1.Introduction

Every society or institution needs peace, stability and co-operative effort of its members if it is to progress. To ensure these, rules and regulations are set to govern the behaviour of individuals so that they would know right from wrong. Individuals behave in almost the same way when they adhere to the norms and values of the institutions. Any violation of the rules and regulations of a society or an institution results in indiscipline.

Schools in Ghana have established rules and regulations to guide and regulate the activities and behaviours of pupils and students. However, several report by the media in the country suggest that there are clear evidence of disciplinary issues in most schools, which have become a concern to most stakeholders, especially parents and educators. For example, recently, there have been reports of some students in Tamale Senior High School destroying school property because of seizure of their mobile phones. Also, at Notre Dame Girls Senior High School in Sunyani students demonstrated against the school authorities over the death of one of their colleagues who was later confirmed that she had caused an abortion, (Ghanaian Times Report, November, 2011). In February 2015, Citi FM, one of the highly-recognized radio stations in Ghana reported that students of St. Paul's Senior High School staged a protest against the school authorities for stopping them from lynching two suspected gay students. The protest generated into chaos which killed one student and left several others injured after local police intervened. Thus it appears the issue of students' indiscipline in Senior High School in Ghana is a national problem which may have serious repercussion on the development of the nation if not checked.

At Teteku Senior High School, the context of this study, disciplinary matters seem to be increasing as the years go by. In 2009, six students were suspended for various offences ranging from stealing and scaling the school fence wall. In 2010, the number of disciplinary cases shot to 15 and these indiscipline behaviours have become a major concern to parents in particular. Issues relating to indiscipline on the part of the students are often discussed at Parent-Teacher Association, staff, past students' and the school board meetings and it appears all these categories of stakeholders attribute the situation to indiscipline behaviours exhibited by the teachers. Hornby (2000) considers a teacher as the person whose job is teaching especially in a school. A teacher, therefore, as observed by Kochhar (1997), contributes significantly to the character of students.

Harold (1993) noted that a teacher's personality has a great role to play in school discipline when he says that younger children are attracted by the outer charm and repelled by the shabby look of the teacher. Tumutoreine (2003) quoting Omegor (1995) also found out that unrest in schools is partly caused by teachers' personality; therefore teachers must be presentable all the time in simple and smart attires. To Kochhar, (1997) a

teacher is being watched and held up as a role model by the scores of children who look up to him for guidance. All these authors underscored the important role teachers' personality play in shaping the behaviour of students.

There has been some studies on the causes of indiscipline among secondary school students in Ghana. For example, a study conducted by Salimatu (2012) focused on causes, effects and management of indiscipline among senior high school students in the Brong Ahafo Region. Also, a research conducted by Gyan, McCarthy, McCarthy, and Baah-Korang (2016) focused on the perception of senior secondary school teachers and students in Sunyani about acts of indiscipline and its prevalent rate. In spite of all these studies, it appears little is known about teacher-related causes of student indiscipline, especially at Teteku Senior High School in the Volta region although stakeholders tend to blame the teachers mostly for the situation. This study explored the nature of indiscipline behaviours exhibited by the students of Teteku Senior High School and how these behaviours are influenced by the behaviours of the teachers.

The findings of this study could be useful to stakeholders of the school and in education in diverse ways. Firstly, they would help the teachers to acknowledge their special importance as role models to the students, emphasising the need to exhibit desirable behaviours for students to emulate. Secondly, it would provide further insight to the leadership and counsellors of the school on discipline issues, helping them develop interventional strategies to curb indiscipline behaviours exhibited by the students and teachers as well. Thirdly, the study would go a long way to help the authorities of Ghana Education Service in the region to re-examine their unified code of discipline and their recommended punishments for students. Lastly, the study would contribute to literature on teacher-related causes of student indiscipline in Ghana and beyond.

Hypothesis

Ho. Teacher behaviour will have no statistically significant correlation with student indiscipline in Teteku Senior High School.

H1. Teacher behaviour will have statistically significant correlation with student indiscipline in Teteku Senior High School.

2. Theoretical Framework

The social learning theory (modelling) propounded by Albert Bandura (1977), a behaviourist, guided the study. The theory posits that people learn from one another by observation, imitation, and modelling. It indicates that people learn through observing others' behaviour, attitudes, and outcomes of those behaviours and replicating them. The theory emphasizes that most human behaviour is learned observationally through modelling and explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. The theory points out that everyday experience also shows that people imitate the behaviour of others, especially those whom they hold in high esteem.

3. Conceptual Framework

The link between this theory and the current study is based on the fact that teachers in the schools serve as reflections or mirrors of what exist in the school's environment and more often students consider their behaviours as ideal and worthy of emulation. In this regard, students are more likely to pattern their behaviours after and display both desirable and/or undesirable behaviours put up by their teachers. For children and young adults, in particular, learning by observation and imitation of key figures (such as teachers) in their environment (the school in this case) is a consistent phenomenon.

4. Methodology

To achieve the purpose of the study, the sequential explanatory mixed method design was employed. The design required the collection and analysis of quantitative (numeric) data in the first phase and collection of qualitative data in the second phase to explain or elaborate on the quantitative results (Creswell, & Plano-Clark, 2007).

The rationale for the mixed methods approach is that the quantitative data and their subsequent analysis provide a general understanding of the research problem. In this regard, the qualitative data and their analysis helped to refine and explain the statistical results by exploring participant's views in more depth (Creswell, & Plano-Clark, 2007; Creswell, 2009).

The population of the study consisted of all the senior high students in the South Dayi District of Volta Region of Ghana and the leadership of the schools. The target population was, however, 780 students and 28 teachers of Teteku Senior High School in the district. The accessible population was the students and the leadership of the school, comprising the headmaster, assistant heads, Senior House Masters/Mistresses, teachers and students. The leadership of the school was involved in the study because they were directly responsible for dealing with issues pertaining to student and teacher discipline and therefore in better positioned to provide relevant information for the study.

The sample was 120 respondents, and the breakdown is tabulated below:

Table 1: Distribution of Participants for the study

Respondent	No.
Headmaster	1
Assistant heads	3
Senior housemaster /senior housemistress/ house masters/housemistress	7
Teachers	14
Students	95
Total	120

A multistage sampling technique which involved the combination of sampling techniques in a variety of useful ways that help to address the sampling needs in the most efficient and effective manner possible (Trochim, 2006), was used in the selection of the sample. Consequently, the researchers used a combination of purposive, stratified, systematic and proportional sampling techniques in this study to get the sample. The Headmaster, Assistant Headmasters and House Masters/Housemistress were purposively sampled. The teachers were randomly selected by assigning numbers one (1) to twenty-eight (28) to the teachers and every second (2nd) teacher was picked. The students were selected using stratified and simple random techniques. First the students were grouped in strata (SHS 1, SHS 2 and SHS 3). The simple random sampling technique was then employed to select students from each stratum for the study.

Interviews were held with the Headmaster, 2 Assistant Headmasters and 2 Senior Housemaster/Housemistresses, 5 student leaders and 2 experienced teachers purposively selected from the participants who had already responded to the questionnaire items. These participants were considered to be 'information rich.' (Kathuri & Pals, 1993).

A Five-point Likert-scale type of questionnaire and a semi-structured interview schedule were employed for data collection in this study. The questionnaire was administered to all the respondents and each of them was sectionalised into 3. The items in Section A' gathered personal information of the respondents; Section B focused on the nature of indiscipline behaviours exhibited by the students, while those in Section C focused on teacher behaviours that were responsible for indiscipline on the part of the students. In the second phase of the study, a semi-structured interview guide, which, among others, allow research participants to express their views on certain issues were used to gather data to provide a better understanding of the quantitative results. The questions in the interview guide were based on relevant quantitative results.

The instruments were validated in two ways and these were face and content validity. Face validity was examined by subjecting the instruments to peer review. Three colleague lecturers examined the instruments and offered plausible suggestions which were considered in refining the instruments. Also to ensure the content validity, the instruments were given to experts in student behaviour management for scrutiny and comments, which were also considered.

The reliability of the questionnaire was established by pre-testing it with 20 students, 10 teachers and 5 members of the management team of Mungo Senior High School, which is close to the school studied. The participants shared similar characteristics as those of the sampled school. The data collected was subjected to Cronbach alpha (α) analysis which yielded an Alpha coefficient of 0.78 which was deemed reliable, according to Dörnyei and Taguchi (2010).

After collecting the quantitative data, field coding procedure was employed to facilitate the organization, retrieval, and interpretation of data, leading to conclusion on the basis of that interpretation. The quantitative data was analysed by the use of Means and Standard Deviations, while the hypothesis was tested using Spearman's rho Correlation analysis at significant level of $p < 0.05$. Also, relevant quotations from the interviewees were used to buttress the quantitative results and to enhance understanding of issues as they emerged. To ensure anonymity of the information provided, the interviewees were given codes to describe their identity. For example the students were given codes such as (S-1 to S-5), the top leadership of the school (headmasters) was coded (H-1 to H- 4), while the Housemasters/Mistresses were identified as (PH1 - PH7). The teachers were assigned (P) as their code.

5. Analysis and Discussion of Results

5.1. Indiscipline Behaviours Exhibited by the Students

An aspect of the questionnaire gathered data on the indiscipline behaviours exhibited by the students at Teteku Senior High School, which is presented in Table 2.

Table 2: Indiscipline Behaviours of Students at Teteku Senior High School

Statement/Behaviour	Response	
	Mean	Std. Dev.
Lateness to class	4.2	2.97
Absenteeism and truancy	4.25	3.03
Drunkenness and drug taking	4.4	3.22
Not wearing the prescribed school uniform	4.3	3.09
Bullying	3.44	2.25
Fighting	4.08	2.83
Breaking bounds	3.36	2.21
Sexual relation with the opposite sex	4.05	2.79
Stealing of colleagues items	4.5	3.35

As shown in Table 2 above, the data revealed that most of the respondents, representing a Mean of 4.2 agreed that students were usually late to class. The deviation (SD= 2.97) of responses did not vary as the mean response which reflects majority viewpoint on the assertion. The qualitative data also suggested that one of the indiscipline behaviours exhibited by the students was lateness to school and attributed to lack of encouragement from some parents and teachers to take their education serious. However, it appears this concern was expressed by the management of the school as the following comments suggested:

Most of the students do not receive any encouragement from their homes [parents] to come to school on time and study hard. Their wards choose to come to school when they like. We the management battle with them all the time! (PH-3).

I expect the students to be encouraged by their guardians and teachers to take their studies serious. But, interestingly they do not get such moral support from these people, making it difficult for us (H-1).

However, one of the students interviewed was of the view that lateness on the part of the teachers was a problem to the students, adding that when they even come to school early, they have to wait for their teachers who either come to class late or miss class entirely. This was expressed in the following words:

Some of us do our best to come to school early. Others come to school late all the time because when we come sometime we have to wait for very long time before our teachers come [to class]. And sometimes they don't show up at all (S-4).

These comments seem to suggest that lateness was an aspect of indiscipline behaviours exhibited by the students and attributed the situation to lack of encouragement and support from parents and teachers as well as lateness on the part of the teachers. Parents and teachers are key figures in the students' environment and their behaviours could affect the students in diverse ways. The findings confirm the key principle in Bandura (1977)'s social/observational learning theory, which indicate that children after observing the behaviour of others, assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour.

The findings also indicated a Mean response of 4.25 and 4.4 for absenteeism and truancy, and drunkenness and drug abuse respectively. The Standard Deviation from the Mean responses of absenteeism and truancy was 3.22, while drunkenness and drug abuse among students had a Mean of 3.09. Even though the deviation did vary closely as frequent as the Mean responses, majority of respondents registered their agreement to the fact that student absenteeism, truancy, drunkenness and substance abuse were some of the prevalent acts of indiscipline among students of Teteku SHS. The interview data confirmed that students absent themselves from school, play truancy and use drugs, and attributed the situation to their home background which offers the students too much freedom, as the following comments suggests:

Some of the students are not serious with school attendances. They decide when and how they come to school.....I will say there are some of the students who actually come from broken homes. Their parents have no control over them. I know few of them (PH3).

I am sure many of the students who misbehave come from broken homes where parents don't have control over them. The normal traditional discipline we enjoy at home is not in many homes. Parents allow too much freedom to their wards (PH 2)

Most of the teachers, however, blamed the situation on peer pressure as evidenced in the following comments:

Nowadays you cannot make the difference between a student and an adult. I spot many students who smoke and drink but a student is supposed to concentrate on his books. In fact it is difficult controlling them when they come to school. They escape school only to be found in drinking bars and obscure places with their friends in town. (P-1)

Thus, the data suggests that the student at Teteku Senior High School use drugs and alcohol, and absent themselves from school. These behaviours could have negative impact on the general education and academic

performance of the students if it is not addressed. In their view, Sadker and Zittleman (2012) have noted that drug abuse and other indiscipline related behaviours promote poor co-ordination, attention deficit disorder and unpredictable mood swings. Several studies have also reported that alcohol use during adolescence affects educational attainment by decreasing the number of years of schooling and the likelihood of completing school (Chatterji & De Simone, 2005; Renna, 2008). Gyamera (2005) also believe that, drugs slow down a person's ability to think and act normally thereby weakening his or her power of reasoning.

The findings further reveals mean responses of 4.3 for students who wore uniforms that were not prescribed, 4.08 for fighting among students, 4.05 for students who had sexual relationships with opposite sex and 4.5 for students who engage in stealing among colleagues. This implied that on the average, wearing of uniforms that were not prescribed, fighting, stealing and sexual relationships with opposite sex were additional acts of indiscipline prevalent among students of Teteku SHS. The deviations from the mean responses of wearing of uniforms that were not prescribed, fighting, stealing and sexual relationships with opposite sex were 3.09, 2.83, 3.35 and 2.79 respectively. This showed the varying views or opinions of respondents on students' engagement in fighting, stealing, sexual relationships and wearing uniforms that are not prescribed by the school as acts of indiscipline among students. Nevertheless, majority of respondents indicated the prevalence of aforementioned acts of indiscipline among students.

Finally, respondents were uncertain about bullying and breaking of bounds by students as acts of indiscipline among students of Teteku SHS. This was indicated by mean responses of 3.44(SD=2.25) for bullying among students and 3.36 (SD=2.21) for breaking of bounds of students. The implication is that even though the responses showed some levels of variation, the viewpoint of majority of the respondents show that they were unsure whether students engaged in acts of bullying and breaking of bounds.

Generally, one of the leaders of the school made a comment which tends to provide an overview of the indiscipline behaviour exhibited by the students.

These days the students do not obey school rules. When you give instructions they don't obey and choose to do what pleases them. For example when you ask them to come to school, they rather absent themselves and as far as their dressing is concern the least said about it 65the better. The students' social background, environmental factors and the fact that they do not get the needed support from some of our teachers have created problems for them [the students] (P1)

Thus, both the quantitative and qualitative data suggested that the students exhibited diverse indiscipline behaviours and the qualitative data specifically attributed the situation to many factors. Indiscipline on the part of the students could have serious impact on teaching and learning in the schools if not addressed. In his view, Charles (2008) has the impression that the impact of school indiscipline is not possible to easily quantify. He has contended that there is widespread acceptance of the fact that indiscipline in the school setting usually affects teaching and learning, and emphasising that, misbehaviours from students has the tendency to make teaching an unpleasant experience especially if it occurs frequently such that the teacher has to spend most of his or her instructional time correcting them.

5.2. Teacher Behaviours Responsible for the Students' Indiscipline Behaviours

As already noted, an aspect of the questionnaire also gathered data on the behaviours of the teachers in the school that lead to the students misbehaviour and the relevant data is presented in Table 3.

Table 3: Behaviours of the Teachers that Account for Student Indiscipline in the school

Teachers' behaviour	Response	
	Mean	Std. Dev.
Failure to address students complaints and grievances	2.74	2.17
Lateness and absenteeism	3.81	2.54
Inappropriate use of teaching methodology	2.99	2.12
Teachers' hostility towards students	2.84	2.14
Sexual relation with female students	3.85	2.58
Improper dressing	3.65	2.4
Drug use and drunkenness	3.84	2.57
Strained relation among teachers	3.51	2.3
Improper use of punishment	3.73	2.47

Table 3 showcases responses on teachers' behaviour that result in students' indiscipline in Teteku SHS. As displayed by the Table, the findings showed that on the average, respondents disagreed that teachers' failure to address students' complaints and grievances, inappropriate use of teaching methodology and teachers' hostility towards students were reasons for acts of indiscipline among the students. This is indicated by Mean responses of 2.74(SD=2.17), 2.99 (SD=2.12) and 2.84(SD=2.14) respectively. Even though variations in responses were close to the Mean responses, respondents clearly disagreed to the assertion that their inability to settle complaints

and grievances among students, the use of inappropriate teaching methodology and hostility of teachers towards students as rationale for students' engagement in acts of indiscipline. A remark by a student interviewee seemed to summarise their concerns raised above.

Some of the teachers are not prepared to listen to us when we have problems and this makes us worry. What do we do when this happens? Some do not teach well and if you talk about it they would not like you. These affect the way most of us behave! (S-3)

One of the top leaders of the school confirmed this, commenting that:

When we go for meetings, we always emphasise that students must be listened to and supported. However, we receive complaints about teachers' failure to do these and when students get frustrated, they could misbehave (H-2).

The findings of the study further revealed that respondents were inconclusive on the assertions that students emulate and perpetuate some acts of indiscipline such as lateness and absenteeism, sexual relation with female students, improper dressing, drug use and drunkenness, strained relation among teachers, and improper use of punishment from the teachers. The corresponding Mean and Standard Deviation response for aforementioned assertions were 3.81 (SD=2.54), 3.85 (SD=2.58), 3.65 (SD=2.4), 3.84 (SD=2.57), 3.51 (SD=2.3) and 3.73 (SD=2.47) respectively. This implies that majority of respondents had neutral opinions on whether the assertions were key reasons for acts of indiscipline exhibited by the students even though some of them had opposing views. The qualitative data also pointed out some reasons for the students' imitation of the teachers' behaviours:

If they say we should not drink, what about Mr. "k" who drinks and come to school. If he drinks and I drink what is wrong with it. (S-1)

I have heard severally how some of the young teachers go after the fresh beautiful girls in the school but you know it is against ethics. They know that if they are apprehended they will be dismissed. They make the students behave the same way! (S-4)

In fact I can't sincerely say that some of my staff don't take alcohol. I have instructed that if you drink, take it only at home. It should not be taken while at work. Because it is against GES code of ethics and this one way or the other influence the behaviour of the students (H-1).

These comments seem to suggest that the teachers do not conduct themselves in a manner expected of them, influencing the students' behaviour negatively. As already noted, children or students learn by observing and imitating adults, especially those in their environment (Bandura, 1977). This implies that the teachers' behaviour could influence the students' behaviour since they (the teachers) are strong role-models in the students' academic environments.

Teacher hostility towards student was also mentioned as one of the precipitating factors influencing indiscipline among the students. Some of the students interviewed reported fallen victim to severe punishment and hostile attitude of some teachers towards them. For example, a student reported her experiences with a teacher this way:

As for me I don't like Mr. X because last year when I refused to fetch water to his bungalow he punished me to sweep the dining hall for two weeks and since then he has refused to ask me question in the class. I even want him to be transferred from the school (S4).

This is an evidence of the physical and or emotional abuse of students by a teacher. The way teachers punish offending students may harden them instead of reforming them. The findings also support Afful-Broni (2005) who stated that if students have been physically or emotionally abused by an adult, their behaviour in class may be affected. Thus, the way teachers punish recalcitrant students may rather harden them instead of reforming them and they may show more indecent and aggressive behaviour in school. It can therefore be concluded from the aforesaid that if teachers do not conduct themselves well in a manner expected of them, in their role as leaders, they rather create indiscipline acts among student.

The comments also suggests that the teachers also employ autocratic leadership styles in managing indiscipline behaviour among the students. Kusi and Afful-Broni (2014) suggested that students exhibit indiscipline behaviours if school leaders or authorities do not give due attention to their welfare, are not involved in making decisions which affect them and ineffectively communicate with them.

The quantitative data in Table 3 also suggested that some of the teachers engage in indecent relationship with the students which recorded a high Mean of 3.85 and Standard Deviation of 2.58. This is consistent with results obtained from the interview data in which some of the students advanced the following comments:

The teachers are the cause of indiscipline in this school. How can they check the girls when they are benefiting from them (S-3)

They are chasing our girls so the girls don't respect us and they violate the school

rules, some even refuse to come for grounds work because they know they won't be punished (S-5).

The findings above help us to draw conclusion that certain behaviours of teachers actually contribute to indiscipline of students in the school either intentionally or unintentionally. Teachers like any other adult are expected to demonstrate behaviours worthy of emulation because almost all students see them as role models. However, this is not always the case. Some teachers are so irresponsible that students also copy and use those teachers as their point of reference. Issues such as teachers absenteeism, drunkenness, teacher hostility towards students, inappropriate use of punishment and sexual relationship with female students on campus were identified as teachers behaviour that influence student indiscipline. This result is consistent with the findings of Adentwi (1998) who also identified absenteeism, lateness, laziness, ineffective teaching, inadequate control over subject matter, smoking, drunkenness, improper dressing, flirting with students, undermining fellow teachers and superiors before students as teacher related causes of students indiscipline in schools.

H₀₁: Teachers behaviour will have no significant correlation with students' indiscipline in Teteku Senior High School.

The Spearman's rho correlation (bivariate) was used to test for the hypothesis. Table 4 presents the relationship between dependent/outcome variable (students' indiscipline), and the independent or criterion variables (teacher behaviour). The following values of correlation interpretations suggested by Cohen, West, and Aiken (2003) were used as guidelines for the interpretation of the correlation results:

Correlation coefficient (r)

r = .10 to .29 or r = -.10 to -.29

Very Weak.

r = .30 to .49 or r = -.30 to -.49

Weak.

r = .50 to 1.0 or r = -.50 to -1.0

Strong.

Table 4: Spearman's rho Correlation Matrix of teacher behaviour and student indiscipline.

Variables	Correlation	
Influence of teachers' leadership behaviour on students' indiscipline	Spearman's rho correlation	.868**
	Sig. (2-tailed)	039
	N	120

** Correlation is significant at the .05 level; $p \leq 0.05$. (2-tailed).

Dependent/ Outcome variable – Students' indiscipline.

Independent variables (predictors): Teachers behaviour or related causes.

The data in Table 4 shows that the relationship between 'teacher behaviour' and 'student indiscipline' using Spearman's rho correlation resulted in correlation coefficient of $(r) = .868$, probability value $(p) = .039$ (2-tailed) at 95% confidence interval (CI). Hence, there is a significantly positive and strong relationship between teacher behaviour and student indiscipline. The implication is that teacher behaviour significant influence student indiscipline. This in other words means that the negative behaviours of teachers significantly account for indiscipline among the students. Since $P < .05$, the null hypothesis is rejected.

6. Conclusions and Recommendations

The study revealed that students of Teteku Senior High School exhibit different kinds of indiscipline behaviours with the most common behavioural problems being lateness to class, absenteeism and truancy, alcohol and drug abuse, violation of school rules and failure to wear prescribed school attire. There was ample evidence which suggested that certain teacher behaviours significantly perpetuate indiscipline among students. Teacher behaviour such as absenteeism, drinking and drug use, indecent dressing, unhealthy relationship with students of the opposite sex, improper use of punishment and teacher hostility towards students significantly contribute to students' indiscipline in the school.

Based on the above conclusion, it is recommended that the management of the institution should strictly enforce the teachers' code of ethics to regulate the behaviour of teachers in the school and apply appropriate sanctions to recalcitrant teachers. The management of the school could work collaboratively with the Inspectorate Division of Ghana Education Service to beef up supervision in the school.

Also, the management of the school should introduce deliberate mentoring or peer counselling policy in the school. These mentors who could be both teachers and students to offer relevant support to their colleagues to deal with the indiscipline behaviours they exhibit. The school counsellors also have major roles to play in managing the indiscipline behaviours. They could introduce individual and group counselling that encourage students to make positive behaviour choices and accept responsibility for their actions. They could consult with teachers, administrators and other staff of the school to understand developmentally appropriate student behaviour and promote positive student behaviours.

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