UNIVERSITY OF EDUCATION, WINNEBA

THE CAUSES AND EFFECTS OF INDISCIPLINE ON ACADEMIC

PERFORMANCE OF PUPILS IN BOSORE M/A PRIMARY SCHOOL

GLORIA POMAAH

A Dissertation to the Department of Educational Leadership, Faculty of Education

and Communication Sciences, submitted to the School of Graduate Studies,

University of Education, Winneba, in partial fulfillment of the requirements for

award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, GLORIA POMAAH, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ……………………………………………

DATE: ………………………… …………………………
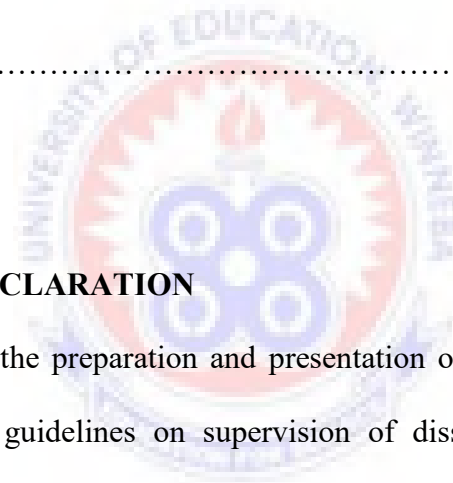
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. STEPHEN BAFFOUR ADJEI
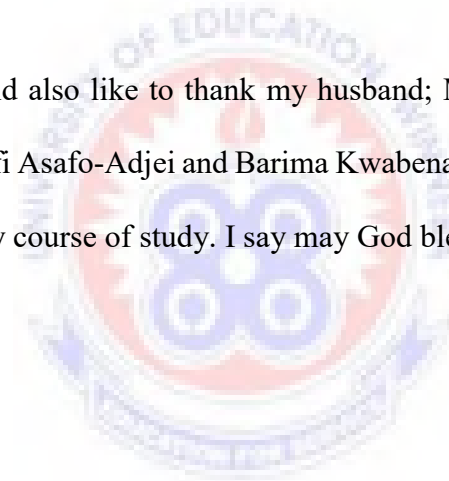
SIGNATURE: …………………………………………

DATE: …………………………………………………….

ACKNOWLEDGEMENTS

DEDICATION

To my husband; Mr. Joy Kwabena Ofori, my children; Oheneba Kofi Asafo-Adjei and

Barima Kwabena Asafo-Adjei, my mother; Rosina Mensah.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

Indiscipline in schools in Ghana is a concern to policy makers, administrators, teachers, parents and even students in the country. Most common acts of indiscipline among students include stealing, cheating in examinations, lateness to school and absenteeism. The objective of this study was to investigate the causes and effects of indiscipline among Bosore M/A Primary School in the Kwabre East Municipal of the Ashanti region. The study was guided by five research questions. Descriptive survey design was used. A total of 140 respondents' made up of teachers and primary pupils were selected through systematic sampling technique. Closed-ended questionnaires were used to collect the data from both the teachers and primary pupils made up of class three to class six and teachers. It was found out from the study that watching of films, influence from peers, teacher absenteeism, stealing, broken home, single parenting and poverty are the main causes of indiscipline among primary pupils in the school. The study recommended that teachers should involve primary pupils in the decision making and also act as mentors to counsel pupils so as impart good values to primary pupils. Parents should play active role in nurturing their own children on norms and values in the society.

CHAPTER ONE

INTRODUCTION

The chapter one will give an account of the background of the study, the statement of the problem and purpose of the study. In addition to this, it raises the research questions, states the significance of the study, as well as indicates the scope and limitations of the study and definition of terms.

1.0 Background to the Study

Education is an essential human activity which is one of the most powerful tools for shaping the human race. The purpose of educational system in any country is to produce benefit to the society (Ofori, 2012). Education produces responsible people for society through which an individual grows into a responsible adult. In the development of every country, children are seen as future assets, since they serve as potential human resources to replace the old ones in the near generation. For this to come into realization, it is important to ensure that these young ones are not only preserved but disciplined so they can remain focused in life, sharpen their skills and enhance their talent (Barrett, 1979).

Discipline according to the American Heritage Dictionary of the English Language (2000), is a form of training that is expected to produce a specified character or pattern of behaviour such as moral or mental improvement and controlled behavior leading to self-control or control obtained by enforcing compliance and order. In addition to this, Kyriacou (1995) also defined as discipline as the maintenance of order and control necessary for effective teaching and learning which go in line with pupils adhering to directive of the teachers in term of listening, talking or under-taking.

1

The growing acts of indiscipline among school children which has become a universal challenge facing many countries according (Prout and James 2003). The acts of indiscipline could be traced to the early period when individuals became conscious of organizing themselves into groups such as forming groups through friendship in schools, families groups, workers within business organizations, churches as well as forming fellowships within the churches and so on. These acts of indiscipline are unwelcome among people since it does not conform to the groups' existence (Maphosa & Shumba, 2010).

This act of moral decadence is evident from several studies, pointing to the fact that the level of indiscipline, especially in schools has escalated (Idu & Ojedapo, 2011). According to Clinard and Meier, (2015) Indiscipline is a destructive behaviour which does not promote peace and co-existence in society. This behaviour is a canker to many nations in the world as it is a threat to the lives of these young ones which affect the economic development. In order to smoothing the function of institutions for next generations, more efforts have been made by several goverments in developing and developed countries to curtail this growing notoriety especially among school children. There is no single day the media will not report of incidence of indiscipline in newspapers, on the radio and television.

In Ghana, right from the basic school to the tertiary level, acts of indiscipline among students have occurred as long as formal education itself has existed. Teachers and students interact in the school so as ensure effective teaching and learning, it becomes a worry when this facilitative rapport is disrupted by indiscipline. Recent research shows that indiscipline among students are on the increase in schools developing countries in spite of governments policies and programs to ensure improving in academic performances in schools, with

students engaging indiscipline in the forms of violating school authority, destroying of property, disrespecting teachers, assaulting each other, theft within school atmosphere disrupt teaching and learning leading to the socializing role between teachers and students in schools becomes dysfunctional (Zulu, 2014). Instead of the school churning out individuals of academic excellence and moral aptitude, the contrary becomes the reality and has disastrous consequence on students themselves and the entire country as a whole (Zulu, 2014).

In Ghana, the problem of indiscipline in schools has escalated in recent time (Ofori, 2018). Ghana as a nation has been beset with serious cases of indiscipline in most educational institutions such as Primary school, Junior high school, Secondary schools and Tertiary level where there has being some cases of students engaging in indiscipline act assaulting and raping their teachers and fellow students, destroying properties, theft and among others which affect academic performances (Azogor, 2016). Bosore is one of the towns located in Kwabre East Municipal which has about over 2000 people living in the community whose are mostly farmers. According to Municipal Chief Executive, (2018), this town is known to be one of towns in the municipality for indiscipline acts among the people. These people engage all sorts of indiscipline acts which affect them and the society (Ghana News Agency, 2018). Against this background that the study seeks to investigate indiscipline among primary pupils in Bosore M/A Primary School in the Kwabre East Municipal of Ashanti region.

1.2 Statement of the Problem

According to Njeru (2012), Children in nature continuously make mistakes and it is uncommon to find children in schools to display deviant behavior that may attract

various discipline methods such as punishment by teachers and parents. Attitude of students towards learning depends upon many factors such as classroom environment, teacher attitude, curriculum and resources. According to Daskalogianni and Simpson (2000), attitude towards learning means the pattern of students' beliefs and emotions associated with classroom environment. Hannulla (2002) found that students' performance, efficacy, motivation and achievement in different subjects are essentially related to their attitude towards learning.

Academicians, researchers, and among others believe that discipline is an important component of human behavior and assert that without it an organization or institution cannot function well to achieve its goals (Ouma, Simatwa, and Serem, 2013). In the context of a school system, Ali, Dada, Isiaka, and Salmon, (2014) defined a disciplined student is a student whose behaviours, actions and inactions conform to the predetermined rules and regulations of the school. In other words, discipline means adhering to rules and regulations and entails the students' ability to discern what is right or wrong (Gitome, Katola, and Nyabwari, 2013). Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008). Thus discipline is vital for students' academic performance (Njoroge & Nyabuto, 2014) and basic requirement for successful teaching and learning in schools and a subject of concern for teachers (Eshetu, 2014).

In the case of Ghana, indiscipline is common among students in Ghana which affect academic performance of schools. As indicated in the results of BECE students' poor performance in the Kumasi Metropolitan according to the GES report 2018. According to Director-General, Asare, & Twene, 2003, indiscipline among students is defined as any

form of misbehaviour which a student can display in form of disrespecting authorities, going to school late, fighting among themselves, refusing to do homework and dressing indecently. Some of the pupils go to the extent of vandalizing school property and assaulting teachers for taking disciplinary actions against them or a colleague. Pre-marital sex, armed robbery, drug abuse, drunkenness and smoking of marijuana popularly known as "wee" in Ghana have been reported to be prevalent among basic schools in the country (Ghana News Agency, 2018)

The causes of indiscipline acts among pupils as listed by experts in the education field or professionals are home and school environment, teacher related factors and the other emerging phenomenon outside our Ghanaian culture (Ghana News Agency, 2018). Intolerance and indiscipline behaviour cause disorder, destruction and anxiety among the pupils. Indiscipline behaviours create not conducive environment for teaching and learning leading to poor academic performances (Ofori,Tordzro, Asamoah and Achiaa, 2018)

There is a general notion by researchers, academicians', scholars and among others that standard of education in Ghana keep is falling and this has been attributed to internal, external, political constraints and human factors (Ofori,Tordzro, Asamoah and Achiaa, 2018. Indiscipline behaviours could be one of the human factors that might have contributed to the falling standards of education in Ghana. While a lot works on indiscipline among schools have be carried out in Junior High School, Senior High School and Tertiary level, no such research has being carried out in primary education in Kwabre East Municipal. Indiscipline acts are on the increase in recent years among youth more especially youth in Bosore in Kwabre East Municipal where they engage in all sort of indiscipline acts which affect in the Munipical and the country at large. Against this

background that the study sought to investigate causes of indiscipline among primary pupils and also develop effective mechanism of promoting discipline among primary pupils in Bosore M/A Primary School in the Kwabre East Municipal of the Ashanti region.

1.3 Purpose of the Study

The purpose of this study is to investigate the causes and effects of indiscipline behavior on academic performance among primary pupils and develop effective mechanism in promoting discipline in Bosore M/A primary school in Kwabre East Municipal of Ashanti Region.

1.4 Research Objectives

i.   To discover primary school pupils perception of discipline.

ii.   To investigate the common indiscipline acts shown by primary pupils in schools in Bosore M/A primary school.

iii. To find out the causes of indiscipline among primary school pupils in the Bosore M/A primary school in Kwabre East Municipal.

iv.   To examine whether indiscipline behaviours affect pupils' academic performance in school

v.   To develop effective ways of promoting discipline in Bosore M/A primary school.

1.5 Research Questions

This study seeks to answer the following questions:

i.   What are the primary school pupils' perceptions of discipline?

ii. What are the common indiscipline acts among primary pupils in Bosore M/A primary school?

iii. What are the causes of indiscipline among primary pupils in Bosore M/A primary school?

iv. How do indiscipline behaviours affect students' academic performance in school?

v. What are the effective ways of promoting discipline in Bosore M/A primary school?

1.6 Significance of the study

Primary education is explained as the most important point of ensuring success in the academic life of an individual. By focusing on the aspects of indiscipline among primary students, this study will provide valuable information on the causes and effect of indiscipline which guide policymakers, Government in developing policies and programs that will enhance effective teaching and learning in primary education throughout in the country.

In addition, the study will provide valuable information to the school stakeholders such as school administrators, teachers, parents and the community which ensure smooth running of the primary schools within the country. To the school administrators, the study will provide them a deeper understanding on the importance of teachers providing support to students. To the teachers, the study will provide them relevant information on their role as supervisors of the teaching and learning activities. Parents will understand their role as co-educators and thus work jointly with the school authorities to promote discipline among students. For the community, they will get to know the role to play as partners in schools

and devise means of effectively facilitating the efforts of the school authorities for better performance.

The study will serve as a guide for researchers, academician and students who want to further studies in indiscipline of primary students in country.

1.7 Scope of the Study

The study focused on primary pupils and the teachers in the Bosore M/A primary school. The school has 630 primary pupils beginning from Kindergarten to class six and 20 teachers within the school.

1.8 limitation of the Study

The limitation of the research is inability to cover a large area of the Kwabre East Municipal due to time constraints. Another limitation was that some of the respondents were not readily to disclose information for the fear of leaking information to the relevant authority. This situation was handled with by assuring the respondents that the information given is primarily for the academic purpose and their identities will not be shown.

1.9 Definition of Terms

Education is defined as the process of receiving or giving systematic instruction, especially at a school or university.

Discipline according to the American Heritage Dictionary of the English Language (2000), is a form of training that is expected to produce a specified character or pattern of

behaviour such as moral or mental improvement and controlled behavior leading to self-control or control obtained by enforcing compliance and order.

Indiscipline is the situation where primary school pupils do not control their behavior or obey the school rules.

Academic performance is the knowledge gained by primary school pupils which is assessed by marks by a teacher or it is educational goals set by policy makers to teachers and primary school pupils to achieve over a specific period of time.

1.10 Organization of the Study

The study consists of six chapters. The chapter one talked of the background of the study, the statement of the problem and purpose of the study. It also raises the research questions, states the significance of the study, as well as indicates the scope and limitations of the study, definition of terms. Chapter two deals with the review of literature related to the study whilst chapter three examines the methods and techniques that were adopted to collect and analysis the data. Chapter four focuses on the result / finding, chapter five deals with the discussion of findings. The summary, conclusions and relevant recommendations to educational administrators are given attention in chapter six.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents detailed literature review of studies in areas related to preschool behavior and discipline, examining the findings of these studies in relation to the present study topic. Generally, aspects such as school discipline, punishment and rewards are reviewed in this chapter.

2.1 Definition of Discipline

The meaning of discipline encompasses a wide spectrum from the negative or positive perspective according to Koomson et al (2005). Discipline according to the American Heritage Dictionary of the English Language (2000) refers to both prevention and remediation of people. In other words, it is a form of training that is expected to produce a specified character or pattern of behaviour such as moral or mental improvement and controlled behavior leading to self-control or control obtained by enforcing compliance or order; and state of order based on submission to rules and authority. Kyriacou (1995) also defined as discipline as the maintenance of order and control necessary for effective teaching and learning which go in line with pupils adhering to directive of the teachers in term of listening, talking or under-taking. Eggleton (2001) opined that discipline is the training which reforms, moulds the mental faculties or moral character obedience to authority or rules; punishment to correct poor behavior to the right path. In other words, it is simply defined as Musaazi (1982) declared that discipline means orderliness

In the case of teaching and learning, Student discipline therefore means given the opportunity or the chance to students to exercise self-control, to solve school problems, to learn and to promote the welfare of the school (Miah 2012). Adesina (1990) defines discipline as the willingness to respect authority and observe established laws in the society or any other companies. Wynn and Ryan (1992) saw discipline as not doing wrong things in the sense students learning to obey adult directions, in term of not doing wrong things. Musaazi (1982) opined that discipline as meting out punishment to pupils which are normally done with love and care. Jordan (2000) came out with the meanings to discipline these meaning are groups into two. They are punishment and teaching. Punishment is made up of physical and psychological. Punishment was common among teachers and parents than the other forms. Jordan further stated (2000) that psychological is taking away opportunities available to the students within the school or asking the students to stand at the corner whiles class is going on.

The study will adopt to Adesina (1990) definition of indiscipline which is explained as the readiness and ability to respect authority and observe conventional or established laws of the society or any other organization. Discipline can thus be seen as a means whereby individuals are trained to be law abiding, orderly and ensure peaceful coexistence within a society or in a school.

2.2 Importance of Discipline in Schools

According to Koomson et al (2005), the aim of school discipline is to ensure a safe and happy learning environment in the school and the classroom. A classroom where a teacher is unable to maintain law and order will be chaotic. This may lead to low academic

achievement and unhappy students. They explained that school discipline has two main goals: to ensure the safety of staff and students and to create an environment conducive for learning.

Serious student misconduct involving violent or criminal behaviour defeats these goals and often gives the school a bad name or bad reputation. Though there may be problems that do not involve criminal behaviour or that do not threaten personal safety, nevertheless they still negatively affect the learning environment.

Disruptions can interrupt lessons for all students, and disruptive students can lose even more learning time (Liu & Meyer, 2005; Adams, Lemaire & Prah, 2013). They assert that it is important for teachers to keep the ultimate goal of learning in mind when working to improve school discipline. Effective school discipline strategies seek to encourage responsible behaviour and to provide all students with a satisfying school experiences as well as to discourage misconduct.

Students' characteristics such as persistent lateness and truancy affect their learning. When students are not in class, they find it difficult to understand lessons and concepts that are taught. Students who exhibit indiscipline behaviours in class are known to be inattentive in class. Once students lose concentration on the lesson and do not take active part in the discussion, they are unable to grasp the concepts taught. The result is that there is a loss of content and knowledge that are taught (Etsey, 2005).

Ayertey (2005), states that deviant behaviour leads to breakdown of law and order, and creates insecurity. He explained that indiscipline behaviour on the part of pupils leads to disregard for law and order in the school environment. Laws are made to regulate the conduct of people and protect lives and property, and ensure the maintenance of peace.

Indiscipline students, however, are disrespectful to law and authority; they destroy property and disorganize orderly life in the school or classroom.

In the opinions of Ayertey (2002) and Sekyere (2009), a school that has a high number of deviants or indiscipline pupils is likely to have its code of discipline broken and be plunged into disaster. A school plunged into a state of anarchy does not support learning. The end result is poor performance of students and poor examination results. In addition, indiscipline behaviour creates panic and a sense of insecurity in the school. Most deviants are responsible for theft, destruction of property, violence, assaults, rape and armed robbery in the society. These negative acts can create tension and fear in the minds of other students and authorities in the school. This will prevent the teachers from giving out their best since most of their time would be concentrated on their safety in the school environment (Carr & Chalmers, 2005). Indiscipline is blamed for improper teaching and learning in school due to what is stated above

2.3 Causes of indiscipline and its associated problems among students

There are several causes of indiscipline among students in school and the society at large. These causes of indiscipline are related to social, economic, cultural, generational nature, idiosyncrasies and these factors are link to student, family context, teacher and educational system or organization (Freire and Amado (2009).

2.3.1 Environmental Factors which Cause Discipline Problems

2.3.1.1 Community-Related Causes

According to Christle, Jolivette & Nelson, (2000), students living in the rural areas and some cities in the developing countries do not have social amenities or recreational facilities where they can fall on them to keep them busy and also draw their minds off antisocial activities and lifestyles. As result of that these students may resort to drinking alcohol which forces them to engage in violent behavior or indulge in improper behaviour which is accepted by the gangsters. The students may have few role models and other people they admire in the society or communities. As these few role models gain more fame and respect within the community because of their unsavoury reputation the students may be urged on to copy the bad attitude unknowingly. Also, students who are abused at home tend to withdraw and muse on the remedies to such ill-treatments. To find emotional solution, they tend to adopt antisocial means (Forgatch & Patterson, 1998).

According to World Bank (2016), Ghana poverty level to population is 24.6% with a greater percentage accounting for in the rural areas and some urban communities. This high rate of poverty level is due to unemployment rate in the county leading to some people to employ illicit means such as robbery, theft and prostitution to survive (Bauer & Shea, 1999). Thus, some students from poor homes and backgrounds who could adopt creative skills and critical thinking for survival adopt such negative means for status and material reward (Christle et al., 2000).

2.3.1.2 Peer Pressure

Some recent studies by scholars explained that peer group pressure is perhaps the fastest rising and most worrying cause of violence among youth, whether in school or out (The American Teacher; Toby; U.S. Department of Justice, as cited in Futrell & Powell, 1996, March). The character of young people is perceived to be at different from that of adult. Students tend to listen their peers (friends) for pieces of advice on social attitudes, dressing, identity and acceptable social behavior order that adults (Bauer & Shea, 1999). As the member become part and admitted into the group, this new member adapts to and conform to the group's ideals (Gable, Arllen & Hendrickson, 1995). Peer groups may form gangs and accommodated to be loyal and mandated to adhere to the code of conduct (Lal, Lal & Achilles, 1993) causing indiscipline in school. People join gangs for perks, pride in appearance, desire for respect, recognition (Lal et al.) and protection. All gangs, no matter the gender commit indisciplinary acts like assault, intimidation, defying authority, committing violent and illegal acts, use of vulgar language, disruptive and antisocial behaviour (Iqbal Ahmad, Hamdan Said & Faisal Khan 2013).

2.3.1.3 Drug Abuse/Substance Abuse

According to Amartey-Quarcoo, Nyavor, Atsiatorme & Djan, (1995) countries more especially Ghana, has not been spared the problems of drug abuse. Breslow and Smothers (2004) stated that alcohol was the most accessible drug to students. This because the alcoholic beverages advert are run throughout the county by these medias both radios and televisions, when this happen these children may fall to try these alcohols leading to some falling into a victim. Powell, Zehn and Kottler (1995) discovered that 19% of the

secondary school students use alcohol weekly. Researchers have established significant links between adolescent substance use and negative school behaviours—school failure, alienation from school and school misbehaviour (Hawkins, Catalano, & Miller, 1992; Petraitis, Flay & Miller, 1995). Alcohol affects judgement and self control (Amartey-Quarcoo et al., 1995). It also interferes with the user's cognitive functioning especially the executive functioning since the drunk person cannot select appropriate response options and cannot effectively inhibit behaviours. Further, alcohol often produces psychomotor stimulation effects that result in increases in sensation-seeking and impulsivity as well as increases in confrontational and provocative behaviour (Breslow & Smothers, 2004). Acute drunkenness leads to slurred speech, unsteady gait, perceptual distortions and mood swings (Powell et al., 1995). In the end, anyone drunk with alcohol will fail to monitor their own behaviour to assess its aptness

Marijuana (cannabis) is the second ranked substance used by secondary students and learners use it to self-medicate or self-soothe in order to avoid facing their own problems (Powell et al., 1995). Amartey-Quarcoo et al. (1995) stated that marijuana is harmful and can seriously affect a person's memory and ability to think and solve problems. Also, smoking it can cause accidents by affecting vision, coordination, timing and judgement. Behaviours linked with marijuana use include giggling, withdrawal symptoms and unusual facial expressions.

2.3.2.4 The Media

Teens are perhaps even more likely to be influenced by the media, both for developmental reasons and simply because they are exposed to so much of especially the

electronic media. "Part of the environment of nearly every adolescent currently growing up in the United States and other industrialized countries is daily use of a variety of media" (Arnett, 1995, p. 519). Farber, Provenzo and Holm (as cited in Finley & Finley, 2005) have said that "young people are voracious consumers of popular culture" (p. 17). The media can stir up the student's indiscipline by justifying violence as a way to solving problems. The raid of Iraq by the Coalition Forces of America and Britain is typical example. This event shows that, the use of force and gallantry by the strong to coward people into submission is always right. The social learning theory (Concise Encyclopaedia of Psychology, 1996) said that young learners can acquire hostile trends through observational experiences. This could occur by watching movies and drama episodes on the television. Some of the scenes from the movies and drama encourage the young people to use drugs freely, undermine school rules and regulations, commit antisocial behaviours such as rape, kidnapping and armed robbery. Roberts, Hendriksen and Christenson, (as cited in Wedding, 2000) stated, "Media messages influence young people by providing explicit, concrete 'models' for behaviours, attitudes, and feelings" (p. 4).

2.4 Adult Role Models

Some undisciplined learners sometimes copy the 'elitist' lifestyles of adults but may lack the money to maintain these newly acquired lifestyles. They may hence resort to stealing (Christle et al., 2000). Such role models may be known through their weird dress codes, hair styles that may conflict religious and societal norms; for example, dressing to expose vital parts. People who express their disgust over such dress codes are ridiculed and considered outmoded. Some hostile adult role models especially rap musicians, use

obscene lyrics and gestures that are embraced by these innocent young boys and girls who communicate among themselves. Learners imitating such models use verbal abusive language on their peers freely. This may provoke physical retaliation by their victims.

2.5 Teacher-Related Causes of Discipline Problems

2.5.1 Teacher Role Models

Educators who territory learners into submission for any reason may equally trigger intolerance and fear if the learners are further handled with hostility and conflict in line with school ethos (Carter, 2002). Thus, males will adopt the dictatorial tendencies of male educators; and the girls, enticed by the verbal attack of the female teachers. Many teachers derive pleasure and satisfaction in exercising power and use it arbitrary by exacting obedience from the students. Through their actions or conduct, the male teachers may express their so-called bossy masculinity (Carter, 2002) which may influence the learners' behaviour and beliefs. Some teachers tell students that it is not manly to seek help from such petty incidents as pushing and shoving, taunting and verbal profanities (Amnesty International, 1997; Carter, 2002). But without adult intervention, the offences could go on. Amnesty International (1997) ended that students are allowed to call other students offensive names and no action is taken by the teachers — this sends a message to students that intolerance is acceptable. In Carter (2002), an educator who was interviewed on her lax attitude on discipline said that she just pretended not to hear when they called her name (for help). It was not that she did not care, but just that she did not want to be shouting all the time.

18

2.5.2 Teacher-Learner Relationships

Learners react violently if the classroom setting further alienates them as against a controlled classroom ambience that is serene and conducive for teaching and learning (Duncan, 1999). Ideally, teachers should exude hope for students but, some teachers offer little support to their students and are unable to complete their syllabus (George, George, Gersten & Grosenick, 1995). Students treat such teachers with scorn. Also, over-emphasis of academic issues and dependence on punishment to correct misbehaviour eventually worsens the students' exploits. Further, ill-comments on the performance and look of students may exacerbate the bad relationships between students and teachers (George et al., 1995).

2.5.3 Teachers' Experience/Sense of Competence in Discipline

For several focus groups including Teachers' Unions the presence of young and inexperienced teachers in the classrooms narrows the gap between "adult" model and students, thus undermining teachers' authority. Children react negatively to inexperienced teachers whose tone of voice and inconsistent application of rules fail to command respect (Hinds, Kishchuk, Gonsalves & Richardson, 2006). Hinds et al., added that within the same school, different teachers may have different penalties for infractions, contributing to a sense of arbitrariness of discipline policy.

2.5.4 Teacher Qualifications and Training

Teachers need to know how to speak to pupils, how to carry themselves and how to set and maintain standards. However, some teachers are not able to fulfill these

requirements. Hinds et al. (2006) said that ineffective school and discipline management can partly be due to lack of teacher qualification and training. In their research, Hinds et al. (2006) discovered that, respondents such as Education Officers, principals, Parent-Teacher Association (PTA) representatives and youth groups noted that pupils display indiscipline because teachers themselves are young and undisciplined.

2.6 School-Related Causes of Discipline Problems

2.6.1 Negative Reinforcement

Bauer and Shea (1999) said negative reinforcement is the contingent of an aversive stimulus that results in increased behaviour production to avoid or escape the aversive stimulus. Teachers, who give students very difficult tasks during teaching, bolster the students' off-tasks behaviour. When students are attracted to and focus on something else aside what is being taught, their behaviour is said to be off-task. Harrison, Gunter, Reed and Lee (1996) said that, when students who are behaviourally-disoriented are given tasks to perform and they know that it will expose their weak knowledge base, the level of their misbehaviour increases and hastens their level of noncompliance.

2.6.2 Uncritical Instruction

Uncritical instruction does not consider the background, experience, knowledge and interests of the students as well as the real task in the teaching and learning process. The critical education built on the critical theory (Bauer & Shea, 1999) advanced that any training that emphasises form (rather than meaning and correctness) over creativity and differing thinking rouses students' indiscipline. Contrary to the dialogical teacher-learner

interactions, the uncritical instruction is teacher-centred and hence not helpful. Again, it is typified by competition and less cooperation. Students may thus develop egoistic trends which can lead to unhealthy competitions and confrontational posture when given tasks to execute (Carter, 2002). Further, students often do not acquire listening skills. Brilliant students are always praised to the chagrin of the academically less endowed. Students who are castigated feel unwanted, debased and become apathetic towards lessons. They finally misbehave with the view to attracting attention.

2.6.3 Curriculum and Language Problems

All instructional materials and activities designed against the interests of the students maybe deemed boring and difficult to understand. If group work is not key in the task, students find the curriculum too individualistic. When students are not given the chance to learn from their peers in class, they resort to disruptive behaviour in order to avoid disgrace for not being able to perform a task (Cornwell & Bawden, 1992). It is thus eminent that curriculum which is not all inclusive can threaten the behaviourally-challenged students especially those who can easily instigate. Again, students who are inadequate in terms of language of instruction would always feel upset and may become disruptive for fear that they may not be favoured by the difficulty of content which uses language that exposes their intellectual weakness.

2.7 Parent-Related Causes of Discipline Problems

2.7.1 Discipline

An observation made by Szyndrowski (1999) showed that between 3.3 to 25 million children throughout the world experience one form of domestic violence or other each year. Domestic violence affects children emotionally, physically, behaviourally and socially. Bauer and Shea (1999) asserted that extreme form of discipline may lead to child abuse and child neglect. Child abuse may take the following forms—verbal, physical, mental and sexual harassment. Under such conditions, the victim's health and welfare are ruined. Child neglect refers to the failure of parents to provide for the medical, physical, emotional and educational needs of the child by the individual who is responsible for their welfare. Szyndrowski's (1999) research findings showed that parental discipline and family interaction patterns seriously impart on the development of children's hostile behaviour. Parental behaviour may impart into children, morals, values, problem solving proficiency and pro-social behaviour. Children subjected to coercive discipline could develop violent behaviour in their social interaction with other people. Szyndrowski (1999) stated that abused boys are 1000 times more likely to cause some violent act against an adult partner and/or their children. They are often deviant bullies with frequent interpersonal confrontation with peers and teachers (Bauer & Shea, 1999). Children who are put through laissez faire discipline are more likely to be lawless, undisciplined and antisocial (Szyndrowski, 1999). They may not be able to adjust to community norms aptly for example, privacy and show disrespect when communicating with adults.

2.7.2 Parental Engagement in School

Lack of parental engagement in school contributes to children's discipline problems in school. In a research, Hinds et al. (2006) interviewed some respondents in several groups and the respondents felt that parents do not show continuous interest in their children's education; instead, the parents tend to show up only at examination time. Also, PTAs tend mainly to focus on fund raising and are sometimes dysfunctional. Youth agency participants noted that partnership between home and school needs to be made stronger and trained counsellors should visit homes.

2.7.3 Child-Rearing Style

Right guidance is seen as especially important during the formative years (Hinds et al., 2006). But there is lack of structure and supervision in children's lives and so have too many privileges too early. These create discipline problems because these children lack parental control. Due to the changing economic base, too many absent parents leave children to raise themselves. Parents leave home very early and return late in the night. For example, in the Organisation of Eastern Caribbean States (OECS), people move from an agricultural work force to a tourism work force, where they work for long hours which extend into the evening with children being neglected as a result (Hinds et al., 2006).

Television and peers also serve as negative sources of influence on discipline and as areas where parents have or exert little control. Some parents instil bravery and heroism in their children especially boys because being manly is considered to be a macho. King (1992) observed that African cultures uphold the saying that a man should not cry when injured or beaten to pulp but suppress the pain like a sacrificial lamb. Someway, males are

taught to hit back at perpetrators of misbehaviour instead of running home crying to report such incidents. The wise saying, 'an eye for an eye' and, 'a tooth for a tooth' (Matthew 5:38, King James Version) is held by the male group and should be applied in disagreement.

2.7.4 Violent Parents

Research showed that 50% to 75% violent males also abuse children (Bauer & Shea, 1999). In the heat of disagreements, either parent may resort to verbal attacks or subject another to physical attacks. As Szyndrowski (1999) stated, a boy-child who sees his father always beat the mother anytime there is a squabble may in time beat up the partner in an attempt to compel her into compliance. Similarly, a girl-child who sees her mother slights the partner will learn to humiliate others verbally when irritated. He added that parents who address their children using vulgar languages may imprint such attitude in them and later adapt to it as their way of life. Further, children who observed violent relationships are likely to show problems relating to authority, emotional and mental complaints, fear and distrust of close friends or patterns of over-compliance and anxiety.

2.7.5 Parental Role Models

Some children copy and use their fathers' use of alcohol and drugs, and how they terrify their mothers and siblings. They could fight over petty quarrels. To be recognised, such children may rebel against any authority so as to be praised and equally feared.

2.7.6 Parental Substance Abuse

Children from rural and deprived schools come from homes where alcohol and illicit drugs play a major role (Dodge, Bates & Pettit, 1990). Such children are usually neglected and their siblings are compelled to play the role of caretakers because their parents' caretaking roles are hindered. Powell, Zehn and Kottler (1995) admitted that parents, who are addicted, are easy faultfinders and scream at their children on any trivial issue. Again, such parents try to keep a closed-home environment where everyone is brought under control. There is little space for personal freedom since the children have to submit to their weird parents. Hence, the children fail to maintain and establish meaningful, healthy relationship with others. They also have difficulty in stating their feelings and tend to keep their feelings to themselves. Besides, they cannot deal with psychologically-charged situations properly. Faced with frustration, neglect and abuse, these children easily get angry and vent their irritation on their peers in school at the least provocation. They may show combative hostility (may scream at) and physically or verbally abuse others without reason (McAdams & Lambie, 2003).

2.8 Student-Related Causes of Discipline Problems

The student-related causes of indiscipline focus on the sociological background and psychological nature of the individual student within the school which make them vulnerable to objectionable behaviours. The causes include poor academic performance, lack of attention, lack of power, desire for revenge, lack of self-confidence and ineffectiveness of school administrations.

2.8.1 Poor Academic Performance

At times students may not be able to cope with the rigorous academic work, and the medium of instruction may further alienate some of these students. To avoid taunts from peers, these students may adopt disruptive behaviours. In a study report of a university in Sri Lanka, Peiris (as cited in Weeramunda, 2008) adduced the probable causal factors to be: (a) inability of some students to cope with rigorous standards of the university; and (b) use of English as the medium of instruction in certain Faculties.

2.8.2 Lack of Attention

In the school, most students gain attention through normal channels. However, some students misbehave to gain attention. Most commonly, these students are the ones who arrive late for class, speak out without permission, or make weird noises that distract class and teacher attention (The Master Teacher, 2009).

2.8.3 Lack of Power

Some students often feel defeated if they do as they are told. They disregard authority, break rules, or bully others (The Master Teacher, 2009). These students truly feel that lack of power lies behind all their woes, and that more power would be the answer to all their problems. The need for power is shown by open dissent and refusal to follow rules.

2.8.4 Desire for Revenge

Some students derive personal satisfaction in being mean, vicious, and violent. They will seek revenge against teachers and classmates in any way they can. These are the

students who write on desks, beat up classmates, threaten younger students, break windows, and write on school walls (The Master Teacher, 2009).

2.8.5 Lack of Self-Confidence

Students who lack self-confidence feel that they lack the ability to function in the classroom—but may feel completely adequate outside school (The Master Teacher, 2009). These students frustrate and anger teachers because the teachers feel their behaviour is a cop-out. When they are supposed to be studying, they play and talk to others. This misbehaviour arises from a lack of self-confidence.

2.8.6 Ineffectiveness of School Administrations

Educators may give privileges to perceived good students, deal with problems on ad hoc bases and not take decisive disciplinary measures to curb indiscipline when needed. Some students consider themselves as not "liked" by school authorities and think that teachers do not want them. All these can trigger indiscipline with the least provocation.

2.9 Effective mechanism for discipline in schools

For discipline techniques to be most effective, they must occur in the context of a relationship in which children feel loved and secure. In this context, parents' and teachers' responses to children's behavior, whether approving or disapproving, are likely to have the greatest effect because the parents' approval is important to the children (Howard, 1991). Parental/teacher responses within the context of loving and secure relationships also provide children with a sense that their environment is stable and that a competent adult is taking care of them, which leads to the development of a sense of personal worth (Howard,

1991). As children respond to the positive nature of the relationship and consistent discipline, the need for frequent negative interactions decreases, and the quality of the relationship improves further for both adults and children

Every teacher and school has a particular style and technique of discipline. Varying effective discipline strategies such as classroom management, partnership with parents and the community, in-school and out-of-school suspensions, corporal punishment, alternative schooling and school wide discipline plans, verbal intimidation and intentionally ignoring less serious offences can remedy indiscipline. Teachers are the heads of discipline and thus, have to control their environment for effective teaching, learning and understanding. Teaching at optimum level should reduce student discipline problems to the minimum. Eggleton, 2001 asserted that students behave better when they are provided with effective teaching. Many aspects of classroom life may contribute to students' misbehaviour: the physical arrangement of the classroom, boredom or frustration, transitional periods, lack of awareness of what is going on in every area of the classroom. Inappropriate behavioural manifestations of students can also stem from certain types of teaching behaviour. On the other hand, classroom climate and physical arrangements can encourage desirable behaviour. Teachers should regularly appraise the teaching and learning milieu for conditions or procedures that bring about or encourage misbehaviour. Again, they need to become more cognizant of the kinds of behaviour they exude and the relationship between their teaching behaviour and the resultant behaviour of students.

Setting expectations and informing all students at the start of the academic year will provide a better classroom ambience for the rest of the year and beyond. Fuhr (as cited in Eggleton, 2001) stated five basic classroom management procedures that top classroom

28

managers follow. These include: Telling students and parents what is expected of them and posting them when class first begins. They communicate the effects of not doing what is expected. They also treat all students with positive attitude and serve as role models. Fuhr added that blending effective classroom management and humour can reduce indiscipline greatly.

Another way is to improve the relationship between the school, parents and the community. Schools that improved the quality of their collaboration reported fewer students in need of discipline. Sheldon and Epstein's (2002) longitudinal data from elementary and secondary schools analyses showed that no matter the schools' prior rates of discipline, more family and community involvement in activities, resulted in fewer students being disciplined. Koonce and Harper (as cited in Seda, 2007) highlighted that children whose parents are involved with school, showed higher attendance rates, positive attitudes toward school, positive behaviour and increased positive interactions with peers.

In cases of serious offences such as fighting or repeated misconducts, the student may be suspended or expelled (Bock, Tapscott & Savner, 1998). For effective suspension, Joseph Feucht, an Assistant Principal of Westlake, Louisiana has devised a workable plan. When students are suspended from his school, they are given some books to read and tested when they return to school. If the students fail to excel, they are given an in-school suspension to brush up. The idea is that a suspension should not result in playtime but be punitive as well as academically productive (Feucht, 1998).

Alternative to out-of-school suspension is in-school suspension where, students are isolated in a room, made to work on regular tasks and must follow strict behaviour code. In-school discipline measure fulfils three vital criteria: It modifies student misbehaviour;

the assignments protect the overall student learning environment by isolating disruptive students; and finally, protect the community by keeping offending students off the streets (Sheets, 1996). Students who cannot be successful in regular classroom environment are enrolled in alternative schools. Majority of alternative school programmes are drawn up to take out indiscipline students from the regular alternative schooling and hopefully restore them to rejoin the compliant majority (Johnson & Weatherill, as cited in Eggleton, 2001). Three types of alternative schools exist and each one caters for a certain need (Gregg, as cited in Eggleton, 2001). Type 1 offers a full-time multi-year education options for students of all kinds. Type 2 operates by isolating, containing and reforming disruptive students. Students do not choose this type but are placed in the programme for a specific period of time. The curriculum is structured for a few basic courses. Type 3 provides a short-term but therapeutic setting for social and emotional problem students that created academic or behavioural barriers to learning.

Another discipline measure is through corporal punishment. Straus (1994) defined corporal punishment as "the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behaviour" (p. 4). However, research shows that it is ineffective and always affects self-concept (Hyman, 1996). Psychiatric News (as cited in Cryan, 1995) asserted that the psychological effects may be as harmful as the physical effects. Psychological effects may include increased anxiety and fear, feelings of helplessness and humiliation, stifled relationship with others and violence and destruction at home and school (Cryan, 1995). Corporal punishment may suppress bad behaviour but does not teach new behaviour (Bongiovanni, as cited in Hyman, 1996). In verbal intimidation a misbehaved student is

severely rebuked by a teacher in private. It is meant to be extremely unpleasant for the student. The teacher can also deliberately ignore less serious offences which will not create indiscipline. Though all the measures stated may achieve a certain level of success, each cannot achieve total positive behavioural change; there is the need to blend them. Hyman (1996) said a combination of reward, positive motivational techniques and appropriate non-physical punishments would prevent most misbehaviour.

2.10 Use of Rewards to attract pupils to the school

Praise and reward systems have their origin in behaviorist psychology which in turn underpins many of the commercial packages on promoting good discipline that are now available to schools. In brief, these packages suggest that schools can make a difference to children's behavior by setting out clear rules and specifying rewards and sanctions for breaking the rules (Munn, 1999). The essence of these systems is a belief that children can choose how to behave.

By recognizing and rewarding 'good' behavior and punishing 'bad' behavior it is believed that the good behavior will be encouraged (Munn, 1999). Many commentators argue that schools react only to 'bad' behavior and do nothing to recognize or reinforce the good behavior of most young people most of the time (Smith, 1999). Critics suggest that such an approach is too simplistic as it eliminates the context in which behavior occurs and places total responsibility on the individual for his or her behavior. Despite these criticisms, praise and reward systems are now in operation in many primary and secondary schools in Scotland (Smith, 1999). Teachers and pupils seem to like them and they are reported as having beneficial effects on pupil behavior in general.

31

Research on teachers' classroom talk has shown that teachers use praise very infrequently (Smith, 1999). Most of their talk concerns giving instructions, explaining something or organizing work. Even where individual teachers use praise and encourage their pupils there is very seldom a formal system for recognizing pupils' efforts. In contrast there is a formal system for recognizing bad behavior (Smith, 1999). Munn (1999) asserts that praise and reward systems involve the formal and public recognition of good behavior. Recognition is the reward.1 Again, the particular systems in use vary according to the individual circumstances of each school. For instance a system may involve a praise card or homework diary in which the teacher stamps a mark or places a sticker to indicate good behavior or effort. Parents are informed about the awards to their children and can be present at the award giving ceremony. At a lower level there can be a positive referral to a senior member of staff for good behavior and effort. This makes quite a change for these staff who are accustomed to seeing pupils for indiscipline rather than for good behavior Munn (1999).

2.10.1 Rewarding Desirable or Effective Behaviors

The word discipline usually connotes strategies to reduce or eliminate undesirable behaviors. However, more successful child-rearing systems use procedures to both increase desirable behaviors and decrease undesirable behaviors (Kohlberg, 1964). Eliminating undesirable behavior without having a strategy to stimulate more desirable behavior generally is not effective. According to Howard (1991), the most critical part of discipline involves helping children learn behaviors that meet parental expectations, are effective in promoting positive social relationships, and help them develop a sense of self-discipline

32

that leads to positive selfesteem. Behaviors that the adults value and want to encourage need to be identified by the adults and understood by their children.

According to Bronfenbrenner (1979), many desirable behavioral patterns emerge as part of the child's normal development, and the role of adults is to notice these behaviors and provide positive attention to strengthen and refine them. Other desirable behaviors are not part of a child's natural repertoire and need to be taught, such as sharing, good manners, empathy, study habits, and behaving according to principles despite the fact that immediate rewards for other behavior (eg, lying or stealing) may be present. These behaviors must be taught to children through modeling by adults and shaping skills through adult attention and encouragement (Kohlberg, 1964). It is much easier to stop undesired behaviors than to develop new, effective behaviors. Therefore, parents and teachers must identify the positive behaviors and skills that they want for their children and make a concerted effort to teach and strengthen these behaviors (Howard, 1991).

Howard (1991) identifies several strategies for caregivers that help children learn positive behaviors. They include: providing regular positive attention, sometimes called special time (opportunities to communicate positively are important for children of all ages); listening carefully to children and helping them learn to use words to express their feelings; providing children with opportunities to make choices whenever appropriate options exist and then helping them learn to evaluate the potential consequences of their choice; reinforcing emerging desirable behaviors with frequent praise and ignoring trivial misdeeds; and modeling orderly, predictable behavior, respectful communication and collaborative conflict resolution strategies.

Such strategies have several potential benefits: the desired behavior is more likely to become internalized, the newly learned behavior will be a foundation for other desirable behaviors, and the emotional environment in the family will be more positive, pleasant, and supportive (Howard, 1991).

2.10.2 The value of rewarding children

As teachers know, classroom rewards can be an effective way to encourage positive behavior. Children, like everyone, alter their actions based on short-term anticipated consequences. When trying to foster a new behavior, it is important to reward a child consistently each time he or she does the desired behavior. Once the behavior has become an established habit, rewards can be given every now and then to encourage the child to maintain the preferred behavior.

The ultimate goal of rewarding children is to help them internalize positive behaviors so that they will not need a reward. Eventually, self-motivation will be sufficient to induce them to perform the desired behavior, and outside reinforcement will no longer be necessary. (U.S. Department of Agriculture (USDA), 1988).

2.11 Indiscipline and Academic Performance

Okoroma (2004) reveals in his study that low academic performance in our schools is caused by acts of indiscipline. Okoroma specifically identified them as laziness, truancy, delinquency, cheating, disobedience, drunkenness, and sexual problem. His research shows that all these parameters of indiscipline in schools are contributory factors to academic performance of senior secondary school students.

34

Tec (1972) affirmed this by stressing that, low academic achievers are undisciplined and uncommitted members of the school organization. Tec stated that, if members of a given system are dissatisfied, uninvolved and uncommitted to its basic aims and expectations, they will find it easier to engage in behaviour disapproved by the system than those who are satisfied, involved and committed to its basic aims. Similarly, Shekarau (1988) identified indiscipline as a major cause that brings about low academic attainment in schools.

Shekarau stressed that, in time past students exhibited the best behavior wherever they were. They respected their teachers and obeyed them; they feared failing examinations and so, worked very hard. But today the reverse is the case. All these according to Shekarau boil down to low academic performance. Indiscipline is a destructive and undeserving element to progress, training or mode of life in accordance with rules. Edem (1982) stated that indiscipline as a violation of school rules and regulations is capable of obstructing the smooth and orderly functioning of the school system and should be consequently avoided through perfect orientation of students and imposition of positive sanction in cases of obvious violation of order.

In the same vein, Mustapha (2003) in his study reveals that students who are notorious for unwholesome behaviour are found to be heavily incapacitated in the deferment of immediate pleasure. Rather than focusing their attention on their studies, they always devote their attention on things that would bring immediate personal and selfish satisfaction such as sexual perversion, drug abuse, prostitution, alcoholism, and smoking among others. Stressing this, Abenga and Asor quoted by Mustapha affirmed that indiscipline and rampant occurrence of delinquent acts create an atmosphere of insecurity

and inability in the schools and classrooms, which are not conducive for effective teaching/ learning. Concentration by students during classroom activity is very important. A student that does not concentrate can be a failure in academic work. Any absence of student's concentration can create fragment involvement of learners in deviant behaviour. The school at any level is established for purpose of producing personal development through teaching and learning and the transmission of skills, attitudes, knowledge and acceptance of culture from one generation to the next as well as producing what can be called national character, any disturbances affect its developments.

He further stated that many students have their hope of academic excellence dashed due to their uncontrolled habit of perpetrating unwholesome behaviour in the school. Thus, many of those students voluntarily drop out of school when they discovered that immoral behaviour is taking much of their time and they are gradually becoming academically redundant and hopeless. Hence, Bukar and Ibi (2002) maintained that the entire students with poor academic performances are those notorious for deviant behaviour. High level of dropouts can have adverse effect on the efficiency of operation in schools. Some of these students were expelled from the school due to their unmanageable desire for evil. Most of these students are usually products of broken homes, where there is instability, insecurity and lack of affection.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter contains the research design in addition to the sample and sampling procedures that have been used in the study. The instruments employed in the study as well as their validity and reliability, data collection procedure and data analysis procedure have also been presented.

3.1 Research Design

This study used quantitative approach. They study investigate a phenomenon on the common act of indiscipline on academic performances by describing and interpreting primary school pupils lived experiences. The research design used for the study was descriptive survey. Descriptive survey is a research design whereby respondents' information obtained regarding their background characteristics, attitude and experiences are obtained through questioning (Kemetse, Nyarko-Sampson, Nkyi, & Nyarko, 2018 citing Leedy & ormood, 2005). Descriptive studies of the survey nature are used not only for the purpose of description but also for the determination of relationships between variables at the time of study (Babbie, 1973). The study investigates the causes and effects of discipline on academic performance in the Bosore M /A primary school of the Kwabre East Municipal Assembly.

3.2 Population of the study

The target populations were all pupils, headteachers and teachers in Bosore M /A Primary School. Due to time and financial constraint the study focused on the Bosore primary school leaving other schools within the district. The school has a population of 650 made up of 630 pupils from kindergarten to class six and 20 teachers.

3.3 Instrumentation

Questionnaire was used for the headteacher, teachers and Pupils. The use of the questionnaire was appropriate because it helped the study investigate the causes and effects of indiscipline on the academic performance of primary pupils and also the strategies to reduce indiscipline among the primary pupils. Questionnaire was more appropriate because it is an instrument that could be used to scan the views of the respondents who are located within study area. The study used questionnaire that are closed-ended questions. The close-ended format offered the respondents alternative responses to choose from (the most applicable one option) and easy answer by the respondents. In other words, the use of close-ended questions is easy for the questionnaire to be administered and analyzed.

3.4 Validity and Reliability of Research Instruments

According to Pallant (2001), Cronbach's alpha coefficient of 0.70 or more is considered to be reliable. The study conducted a pilot test of the instruments before using them in the study. The study employed some expertise such as circuit supervisors within the District to assess the relevance of the content used in the instrument before it piloted into schools. This study chose two schools which are not selected in the study sample but have with similar characteristics to the school under study. A pilot test was done in Abriem

M /A Primary and Kenyasi M/A primary schools located in the Kwabre East Municipal Assembly. These respondents are made up 2 headteachers and 30 students. The results indicated that the Cronbach's alpha coefficient was between 0.933 and 0.979 showing reliability and validity of the questionnaire.

3.5 Sample and Sampling Technique

The study used systematic sampling technique where each primary pupil was selected at regular intervals from the sampling frame. The study used class three to class six which has a sample population of 300 since these classes believed to be category that can read and write. The study chooses 120 sample size for primary pupils so as to understand the problem under study since they form the larger part of the population. The intervals are chosen to ensure adequate sample size. For the study to get selection position, the study divided the total population by the sample size.

Population from class three to class six   = $\dfrac{300}{120}$ =   2.5
Chosen Sample size of the pupils

This means that 3rd position is always chosen as respondent of the study starting from the class 3 to class 6 forming 30 respondents in each class of primary school pupils. The selecting of the teachers and the headteacher was based on purposive sampling. The purposive technique was appropriate for the teachers and headteacher because they have adequate knowledge and experiences of the indiscipline behaviour of the pupils. The study used 20 teachers and 120 pupils. In all a total of 140 respondents were used for the study.

3.6 Data Collection Procedure

The Ministry of Education, Ghana Education Service through partnership with USAID from American people presented learning materials on reading worksheet English from class one to class six pupils during July 2020 to be given to these primary pupils. In order to reach pupils together with their parents for collection, the headteacher conveys the information through community information centers within the catchment areas to reach the parents and pupils of which they came. In administering of the questionnaires to the pupils personally, the study chose 3rd person who came for their learning materials (worksheet) in each class starting from class three to class six. Administrating personally the questionnaires to the respondents gave the researcher the opportunity to interact with the respondents to explore further their real life experiences and also the daily indiscipline acts faced by the school. The teachers' helped those who cannot answer these questionnaires and the questionnaires were collected the same day they were administered to ensure high per cent return rate. The study used questionnaires to gather quantitative data. This procedure was followed till 120 primary pupils were selected for the study. The study used 20 teachers in the school. In all 140 respondents were chosen for the study.

3.7 Data Analysis Procedures

The study used descriptive statistics to analyze quantitative data. Data collected from quantitative using the questionnaires were used to analyze the result of the findings. The computed results were presented for discussions using frequencies, percentages, mean and standard deviation tables.

3.8. Ethical Considerations

Among the significant issues that were considered included consent, confidentiality, and data protection. The respondents were given ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. The respondents were given a waiver regarding the anonymity of their identity as their names were not included in the questionnaire, and information from other literature was accordingly acknowledged.

The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be treated with the utmost confidentiality and would be used for academic purposes only. These ethical issues were considered in the introduction letter on the questionnaire to the respondents.
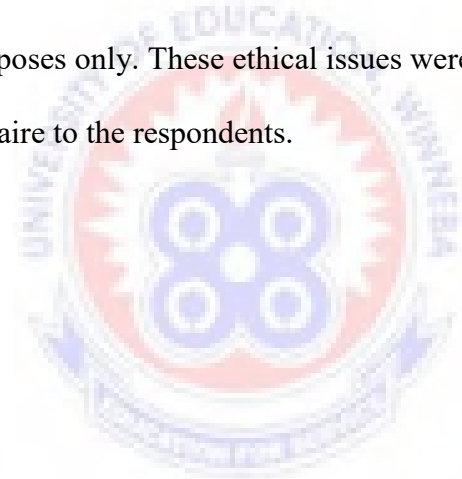
CHAPTER FOUR

RESULTS / FINDINGS

The objective of this study was to investigate the common indiscipline practices among primary Pupils, the factors of discipline, determine the influences of rewards on class attendances, the relationship between indiscipline behavior on academic performance and measures to adopt to deal with indiscipline among the students in Bosore M/A primary school in Kwabre East Municipal of Ashanti Region. The respondents were samples of primary pupils and all the teachers in the school. The main instrument used for data collection was questionnaire and interviews. One set of questionnaire was administered to both pupils and the teachers as they were all addressing the same issue.

The questionnaire had elements on the demographic data of primary pupils and teachers and they also captured the concept of discipline by primary pupils and teachers, the causes of disciplinary problems and the prevalence of disciplinary problems and strategies adopted by teachers to improve discipline and academic performances in the school. There were five research questions which guided the study:

i.   What are the primary pupils' perceptions of discipline?

ii.   What are the causes of indiscipline among primary pupils in the Bosore M/A primary school in Kwabre East Municipal?

iii.   What are the common indiscipline acts among pupils in the school?

iv.   How does indiscipline among primary pupils affect students' academic performances in school?

v.   What can be done to improve indiscipline among Primary pupils in Bosore M/A

primary school

Data collection under the primary school pupils

Table 4.1 Sex of the primary pupils

Sex	Frequency	Percentage
Male	70	58.33
Female	50	41.67
Total	120	100

Source: field survey, July 2020

From table 4.1, it was revealed that 70 of the respondents were males representing 58.33%

and 50 females forming 41.6%. This means that there is a dominance of males in the Bosore

M/A primary school.

Table 4.2 Age of the primary pupils

Years	Frequency	Percentage
7-10years	30	25
11 -14years	84	70
15-18years	6	5
Total	120	100

Source: field survey, July 2020

From table 4.2, it was revealed that 30(25%) of the respondents were between the

age of 7-10years, 84(70%) of the respondents were between 11-14years and 6(5%) were

in the ages range of 15-18years. Majority of the respondents were between the ages of 7-

14years.

Data under the teachers

Table 4.3 Sex of the teachers

Sex	Frequency	Percentage
Male	5	25
Female	15	75
Total	20	100

Source: field survey, July 2020

From table 4.3, it was revealed that 5 (25%) of the respondents were males and 15(75%) being females. This means that there is a dominance of female teachers in the Bosore M/A primary school.

Table 4.4 Age of the teachers

Years	Frequency	Percentage
21 - 30years	1	5
31-40years	8	40
41-50years	9	45
51years and above	2	10
Total	20	100

Source: field survey, July 2020

From table 4.4, it was revealed that 5% of the respondents were between the age of 21- 30years, 40% of the respondents were between 31-40years, 45% of the respondents were 41-50years, 10% of the respondents were 51years and above. Majority of the respondents were between the ages of 31 - 50 years representing 85%.

Table 4.5 Educational background of the Teachers

Education	Frequency	Percentage
Diploma	11	55
Bachelor Degree	8	40
Masters degree	1	5
Total	20	100

Source: field survey, July 2020

Table 4.5, it was discovered that the majority of the respondents representing 55% had Diploma, 40% of the respondents had Bachelor degree and 5% of the respondents had Master's degree. This means that the respondents have some level of education.

Table 4.6 level of experiences of the teachers

Years of experiences	Frequency	Percentage
0-10years	8	40
11-20years	7	35
21-30years	4	20
31years and above	1	5
Total	20	100

Source: field survey, July 2020

Table 4.6, it was indicated from the study that majority of the respondents representing 40% between 0-10years of experiences, 35% of the respondents had 11-20years experiences, 20% of the respondents had 21-30years experiences and 1% had 31years and above years of experiences. This means that the respondents had years of experiences which guide in the research.

Research Question One: How do primary school pupils perceive discipline?

Research question one sought to know how the respondents are familiar with discipline and intents of discipline. This consists of four items and three items of questionnaire as shown in Table 4.7

Table 4.7 focused on items related to respondents' (primary pupils) perception of discipline.

Items	Strongly Agree Freq. %	Agree Freq. %	Disagree Freq. %	Strongly disagree Freq. %
Discipline is action that promotes effective teaching and learning	65(54.17%)	35(29.17%)	16(13.33%)	4 (3.33%)
Discipline refers to the punishment imposed by teacher to the pupils	4(3.33%)	23(19.17%)	43(35.83%)	50(42.5%)
Discipline refers to the methods used by the teacher to increase good behavior	41(34.17%)	67(55.83%)	10(8.33%)	2(1.67%)
Discipline is an action that manage pupil behavior	51(42.5%)	45(37.5%)	20(15.83%)	4(3.33%)

Source: field survey, July 2020

Table 4.7 indicates that 41(34.17%) of respondents strongly agreed that discipline used by teachers increase good behavior, 67(55.83%) of respondents agreed to it whiles 10(8.33%) disagrees and 2(1.67%) strongly disagrees that discipline used by teachers

increase good behavior. Most respondents agreed (both strongly agree and agree) that the meaning of discipline as method used by teachers in the school to increase good behaviour, representing 90% of the respondents.

The second rated meaning of discipline among the respondents was that discipline is the state of order that promotes effective teaching, the result of the finding revealed that that 65(54.17%) of respondents strongly agreed, 35(29.17%) of respondents agreed that discipline action promotes effective teaching and learning while 16(13.13%) disagree and 4(3.33%) strongly disagrees to it. This means that representing 83.34**%** of the respondents agreed to the fact that disciplinary actions promote teaching and learning.

The third rate was discipline actions as methods to manage pupils' behavior. The result of the study revealed that 51(42.50%) of respondents strongly agreed, 45(37.5%) of respondents agreed that discipline action managed pupils behavior whiles 20(15.83%) disagree and 4(3.33%) strongly disagrees to it that discipline action manage pupils behavior. This means that discipline actions help students manage their behaviour. This was indicated by 80% of the respondents.

The fourth rate was discipline actions refer to punishment imposed to the pupils. The result of the study revealed that 4(3.33%) of respondents strongly agreed, 23(19.17%) of respondents agreed that discipline action refers to punishment imposed by teachers to the pupils whiles 43(35.83%) disagree and 50(41.67%) strongly disagrees to it that discipline action refer to punishment imposed by teacher to the pupils. This means that pupils do not like discipline action in the form of punishments forming 77.5% of the respondents.

47

The overall response of respondents of discipline, involves actions which are adopted to discover innate abilities of students to ensure order instead of punishment. This notion of discipline hinges on self-discipline. The finding of study confirmed the views of Musaazi (1982) who opined that discipline involves counseling, guidance and advice to produce primary pupils who are orderly. This support Jordan (2000) assertion that the goal of any disciplinary action should be to help young people gain life skills, build self-esteem and have healthy relationships with others.

Research Question two: What are the causes of indiscipline among primary pupils in the school?

Research question two sought to know what causes indiscipline in the school. Respondents were asked to answer nine items of the questionnaire as shown in Table 4.8.
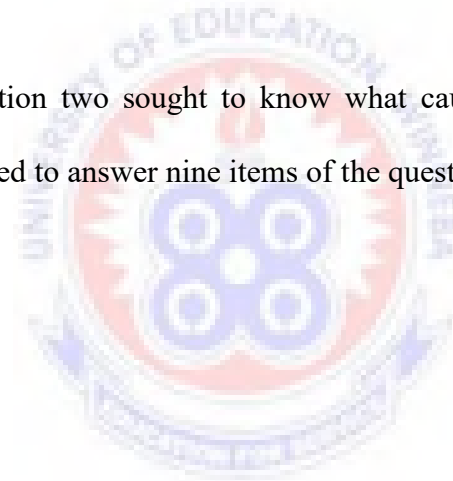
Table 4.8: the causes of indiscipline in the school by both the teachers and pupils

Items	Strongly Agree Freq. %	Agree Freq. %	Disagree Freq. %	Strongly disagree Freq. %
Broken families	76(54.29%)	35(25%)	26(18.57)	3(2.14%)
Bad behaviours from parents	30(21.43%)	69(49.29%)	32(22.86%)	9(6.43%)
Inability of parents to have quality time for their children	86(61.42%)	23(16.43%)	27(19.29%)	4(2.86%)
Attitudes from watching films	92(65.71%)	28(20%)	15(10.71%)	5(3.57%)
Influence from peers	62(44.29%)	56(40%)	18(12.86%)	4(2.86%)
Teachers punish primary pupils unfairly	15(10.71%)	25(17.86%)	80(57.14%)	20(14.29%)
Teachers who engage in sexual affairs with primary pupils are often disrespected	18(12.86%)	7(5%)	97(69.29%)	18(12.86%)
Teachers who insult primary pupils cause them to disrespect	35(25%)	51(36.43%)	18(12.86%)	36(25.71%)
Teacher absenteeism from school causes the primary pupils to disrespect.	72(51.43%)	27(19.29%)	21(15%)	20(14.29%)

Source: Field survey July 2020

From Table 4.8, it was revealed from the study that 76(54.29%) of respondents strongly agreed that broken home is the cause of indiscipline among primary pupils in the school, 35(25%) of respondents agreed that broken home is a cause whiles 26(18.57%) disagrees and 1.43% strongly disagrees that broken home is the cause of indiscipline in the school. This means that majority of the respondents representing 79.29% agreed that broken home are the cause of indiscipline among primary pupils in the school with most of the primary pupils are being taken care of by single parent making instituting of discipline or controlling of children become difficult causing these children to be

indiscipline. This confirmed to Doughty's (2008) research that Broken home is one of cause's indiscipline among peoples in the United Kingdom. According to Doughty's (2008) children suffer badly from divorce or parental break-up and that those children brought up by a single parent were more likely to perform badly at school, suffer poor health, and fall into crime. This also confirmed Ayertey (2002) that broken homes is the cause of indiscipline among students in Ghana.

In the case of bad behavior among parents, it was discovered from the study that 30(21.43%) of respondents strongly agreed that bad behavior from their parents is the cause of indiscipline among primary pupils in the school, 69(49.29%) of respondents agreed that primary pupils copy bad behavior from the parent is a cause of indiscipline among them whiles 26(18.57%) disagrees and 1.43% strongly disagrees that bad behavior from parents is the cause of indiscipline among primary pupils in the school. The result of the study 70.71% representing majority of the respondents said that bad behavior from parents are cause of indiscipline and 29.29% disagree that bad behavior from parents is the cause of indiscipline among primary pupils. This means that most of the primary pupils copy the bad behavior such as insult, fighting, stealing among others exhibit by their parents which they later want to practices it leading to them turning to indiscipline. In addition to this, Teachers are seen as role models in every society and also in loco parentis for primary pupils and students so improper dressing by teachers impart negatively on primary pupils as they copy and practice such dressing and among others This confirmed to Sekyere (2009) the bad behaviors from parents are the cause of indiscipline among students in the country.

It was discovered in table 4.6 of the study that, 86(61.42%) of respondents strongly agreed that inability of parents not being able to have quality time for their children is the cause of indiscipline among primary pupils in the school, 23(16.43%) of respondents agreed to be the cause whiles 26(18.57%) disagrees and 1.43% strongly disagrees that inability of parents not being able to have quality time for their children is the cause of indiscipline in the school. This means that majority agree that inability of parents not being able to have quality time for their children is the cause of indiscipline among primary pupils representing 77.86%. most of the parents attributing to socio economic factors making them to work throughout the week, going to work early in morning and coming home late lead to these parents having less quality time with their children create indiscipline among the children. This confirmed to Sekyere (2009) the parents not being able to have quality time for their children as the cause of indiscipline among students in the country. Sekyere further stresses that the basic reason of indiscipline is parents not being able to provide their children's needs such as physical, emotional and social

It was indicated from the study that attitudes from watching films among primary pupils is seen as the cause of indiscipline among primary pupils representing 92(65.71%) of the respondents strongly agreed to it, 28(20%) of the respondents agreed while 15(10.71%), 5(3.5%) disagree and strongly disagree respectively to the assertion that watching of film is the cause of indiscipline. Instituting of Telenovala movies as well as Ghanaian movies by some TV stations attract these primary pupils to watch these movies leading to most of the primary pupils copying the lifestyle these movies stars of which these primary pupils turning to indiscipline. In other words copying bad attitude from movies stars are in line with the social learning theory according to Concise Encyclopaedia

of Psychology, 1996 explained as young learners can acquire hostile trends through observational experiences. This can occur by watching movies and drama episodes on the television and even bad family interactions. This confirmed to Ofori (2018) attitudes of watching of films are the cause of indiscipline among students in the country

For influences from peers, it was found from the study that 62(44.29%) of respondents strongly agreed that influence from peers is the cause of indiscipline among primary pupils in the school, 56(40%) of respondents agreed that influences from peers is a cause whiles 18(12.86%) disagrees and 4(2.86)% strongly disagrees the assertion influence from peers are the cause of indiscipline among primary pupils in the school. This means that these primary pupils copy the behavior of the friends. This confirmed to Futrell & Powell, 1996, that peer group pressure is perhaps the fastest rising and most worrying cause of violence among youth in school.

In the case of teachers punishing primary pupils unfairly, it was discovered from the study that 15(10.71%) of respondents strongly agreed that teachers punishing pupils unfairly to be cause of indiscipline among primary pupils in the school, 25(17.86%) of respondents agreed to it whiles 80(57.14%) disagrees and 20(14.29%) strongly disagrees that teacher punishing the pupils is cause of indiscipline among the pupils. This means that teachers punish primary pupils fairly. That is they punished them whenever these pupils are at fault such as not doing their homework, coming to school late or their behavior changes and among others things.

For Teachers who engage in sexual affairs with primary pupils are often disrespected, it was indicated in the study that 18(12.86%) of respondents strongly agreed that teachers who engage in sexual affairs with primary pupils is the cause of indiscipline

among primary pupils in the school, 7(5%) of respondents agreed to be the cause whiles 97(69.29%) disagrees and 18(12.86%) strongly disagrees to be the cause of indiscipline.

That is 82.14% forming the majority disagree that teachers engage in sexual affairs with primary pupils is cause of indiscipline among the pupils. These teachers see these primary pupils as under age and for that matter do not want to engage in sex activities with primary pupils which will bring problems for them. Thus, involving in sexual affairs with primary pupils is seen as unethical according to Ghana Education Service Policy. This confirmed to Danso (2010) that teachers should not engage in sexual affairs with primary pupils since majority of them are under age.

For teachers who insult primary pupils cause them to disrespect, it was revealed from the study that 35(25%) of respondents strongly agreed that teachers who engage in insult to primary pupils is the cause of indiscipline among primary pupils in the school, as they are able to copy from their teachers 51(36.43%) of respondents agreed to be the cause whiles 18(12.86%) disagrees and 36(25.71%) strongly disagrees to be the cause of indiscipline. This means that 86 of the respondents representing 61.43% agreed that teachers who insult primary pupils is the cause of indiscipline and 54 of the respondents representing 38.57% disagree that teacher who insult primary pupils is cause of indiscipline among the pupils. Teachers are supposed to encourage students and not insult them. Insults worsen the relationship between teachers and students. George et al. (1995) affirm that insulting student's cause indiscipline as the students copy the behavior of their teachers.

Lastly, Teacher absenteeism from school causes the primary pupils to disrespect, it was found out from the study that 72(51.43%) of respondents strongly agreed that teachers absenteeism is the cause of indiscipline among primary pupils in the school, as these

primary pupils copy from their teachers, 27(19.29%) of respondents agreed to be the cause whiles 21(15%) disagrees and 20(14.29%) strongly disagrees to be the cause of indiscipline. In other words 99 of the respondents representing 70.71% forming the majority agreed that teachers absenteeism from school is the cause of indiscipline and 41 of the respondents representing 29.29% disagree that teacher absenteeism from school disrespect is cause of indiscipline among the pupils. Frequent absenteeism by teachers in schools means that these primary pupils will see it normal not attending to school leading these pupils turning truants hence being indiscipline

In effect, the most causes of indiscipline were influence from peers and imitating negative attitudes from films. The others were insults from teachers, teachers' sexual affairs with students, favouritism by teachers, improper dressing by teachers, 'broken homes', teachers' disregard for school rules and imitating bad behaviour from parents. The least causes were unfair school rules, harsh punishment and absenteeism by teachers.

Research Question three: What are the common indiscipline acts among primary pupils in the school?

Research question three sought to know the rate of cause of indiscipline in the school and the dominant cause of indiscipline using qualitative approach. This comprises 10 items on common acts of indiscipline that were posed to the respondents (pupils and teachers) and the result is presented in Table 4.9.

Table 4.9 Common acts of indiscipline among primary school pupils

Items	Very often Freq. %	Often Freq. %	Occasionally Freq. %	Never Freq. %
Stealing of other students' belongings Such as pens, money, books and other things	65(46.43%)	53(37.86%)	11(7.86%)	11(7.86%)
Bullying of junior pupils	62(44.28%)	36(25.71%)	28(20%)	14(10%)
Cheating during classwork or Examinations	26(18.57%)	59(42.14%)	38(27.14%)	17(12.14%)
Disobeying authority	18(12.85%)	69(49.29%)	41(29.29%)	12(8.57%)
Absenteeism from school/class	69(49.29%)	58(41.43%)	12(8.57%)	1(0.71%)
Going out of school without permission	23(16.43%)	46(32.86%)	52(37.14%)	19(13.57%)
Physical attack	30(21.43%)	50(35.71%)	42(30%)	18(12.86%)
Truancy	68(48.57%)	32(22.86%)	42(30%)	18(12.86%)
Telling lies/ Giving misleading information	24(17.14%)	36(25.71%)	44(31.42%)	36(25.71%)
Failing to do homework and other exercises	83(59.28%)	53(37.86%)	3(2.14%)	1(0.71)

Source: field survey July 2020

From table 4.9, it was revealed from the study that 65 of the respondents representing 46.43% said .pupils stealing very often from other pupils belongings such as pens, money, books among others is seen to be common acts of indiscipline in the school, 53(37.86%) of respondents said pupil often steal, 11 of the respondents occasionally steal and 7 (7.86%) said pupils have never stolen from other pupils. This means that stealing of

other pupils belonging such as pens, money, books among others is the common act of indiscipline in the school. Socio economic hardship within country has led to most of the parents not being able to cater of their children well by given them their pocket money, buy books, pencils and among others for them to use in school. These pupils engage themselves into stealing of the friends belongings in the school in order to survive in the school. Such as money, books, pencils and pens. Stealing is a serious offence in Ghana Education Service rules governing education in Ghana. One disadvantage of stealing is that education will lose value as primary pupils who are being trained to be future leaders and also add value to society end up as robbers.

The second common act of indiscipline among primary pupils in school was the bullying of juniors. 62 of the respondents representing 44.28% said pupils very often experienced bullying from their seniors, 36(25.71%) said often do bullying of junior occur, 28(20%) said occasionally indicating prevalent acts of indiscipline in the school while 14(10%) said never do bullying of junior by their seniors or other people happen in the school or homes. This means that bullying of juniors by senior brothers and other people deter these primary pupils from attending to school and also some copying this behavior causing them to be indiscipline.

The third common act of indiscipline among primary pupils in school in table 4.7 is the cheating during classwork or examination among primary pupils. The result of the finding that revealed that 26 (18.57%) of the respondents said that pupils very often engage in cheating during classwork or examinations, 59(42.14%) said pupils engage in these acts often, 38(27.14%) said pupils occasionally engaged in the act of cheating during classroom or examination indicating common acts of indiscipline in the school whilst 17(12.14%)

said never do pupils engaged in the acts of cheating during classwork or examination. This means that these teachers do not supervise the primary pupils well which give the pupils the opportunity to cheat during the examination.

In the case of disobeying authority, it was discovered from the study that, 18(12.85%) of the respondents said pupils very often engaged in disobeying authority, 69(49%) said pupils often do disobey authority, 41(29.29%) said pupils occasionally do disobey authority of the school showing common acts of indiscipline in the school whilst 12(8.57%) said never do disobey authority of the school. This means that the bad behavior of these primary pupils copy from their relatives at homes have made them disregarding rules and obligations from the school dues to weak measures instituted by the school.

The fifth common act of indiscipline by primary pupils in school is the Absenteeism from school/class. The result of the finding that indicated that 69(49.29%) of the respondents said Absenteeism from school / class do occur very often in the school, 58(41.43%) said Absenteeism from school/ class often happen, 12(8.57%) said the act of absenteeism occasionally do happens in the school showing prevalent acts of indiscipline in the school whilst 1 (0.71%) said the act of absenteeism never happen in the school. They attribute the increase in absenteeism in school by the pupils to parents not being able to give them money to go to school and some basic needs due to economic hardship in the country as ascribed by World Bank report 2018.

For going out of school without permission by primary pupils is the six common act of indiscipline, It was revealed in the study that 23 of the respondents representing 16.43 % said pupils do go out without permission very often, 46 (23.86%) said the act of going out without permissions happen often, 52(37.14%) said the act of going out by pupils

without permission occasionally occur is the widespread acts of indiscipline in the school whilst 19(13.57%) said the act of going out of school by pupils without permission never happen. This means that these primary pupils do not ask for permission whenever they want to do anything in the school due to bad behavior copy from their relatives of whom they brought to school.

The seventh common act of indiscipline among primary pupils in school is the physical attack e.g. fighting among primary pupils with/without a weapon. The result of the finding that indicated that 30 of the respondents representing 21.43% said pupils do physical attack each other very often by fighting among themselves, 50 (35.71%) of the pupils said the act of physical attack do occur often, 42(30%) said the act of the physical attack do occur occasionally indicating is the prevalent acts of indiscipline in the school whilst people said 18 of the respondents 12.86% said the act never do happen in the school . This shows from the finding that physical attack is common act in the school.

Truancy is one of common act of indiscipline among primary pupils in school. The result of the finding discovered that 68 (48.57%) of the respondents said truancy of primary pupils do happen very often in the school, 32 (22.86%) said truancy among primary pupils do occur often, 42(30%) said truancy among the pupils do occasionally occur whilst 18 (12.87%) of respondents said truancy of the primary pupils never happen in the school. This means that truancy in school is due to parents not being able to give them pocket money, basic necessity to go to school. This is confirmed to Arigbo, and Adeogun, (2018) of the rising truancy among children of school going age.

Telling lies is one of common of indiscipline problem in school. The result of the finding that discovered that 60 (42.86%) of the respondents said telling lies among primary

pupils do happen very often, 36(25.71%) said telling lies among primary pupils do occur often, 44(31.42%) said telling lies among primary pupils do occur occasionally indicating prevalent acts of indiscipline in the school whilst 36 (25.71%) said that telling lies among primary pupils do not happen (never) in the school. This means primary pupils like telling lies copy from their friends or relatives. Students told lies or gave misleading information in order to avoid punishment as confirmed by Bauer and Shea (1999). Lying is a serious issue because the children are being trained to fit well into society.

Lastly, failing to do homework and other exercises among primary pupils is one of indiscipline problem among primary pupils in school. The result of the finding that discovered that 83(59.28%) of the respondents said failing to do homework and other exercises is the prevalent acts of indiscipline that occur very often in the school, 53(37.86%) of the respondents said failing to do homework and other exercises do occur often, 3(2.14%) of the respondent said failing to do homework and other exercises do occur occasionally indicating indiscipline problem in the school whilst 1(0.71%) of respondents said failing to do homework and other exercises never occur is in the school. Children failed to do homework, possibly due to lack of supervision at home. This supports the views of Hinds et al. (2006) that lack of parental control creates discipline problem

In effect, Absenteeism is antecedent to cheating in classwork and examinations. The prevalence of cheating in classwork and examinations is a serious act of indiscipline since students who indulge in the act are not all set for examinations. Such students employed this act to avoid getting low marks which could call for taunts from colleagues. Thus, the practice should be checked, to prevent possible cancellation of papers and dismissal of students. Hence, the Code of Discipline for students stipulates that students

who indulge in cheating should have their papers cancelled for the first offence. For subsequent offence, students should be dismissed. Koonce and Harper (as cited in Seda, 2007) therefore admonish parents to get involved with school administration to raise attendance rates.

Research Question four: Does indiscipline among primary pupils affect academic performances in the school?

Research question four sought to investigate indiscipline among primary pupils that affect academic performances in the school. The respondents were asked to answer "Yes" or "No" to a question about how indiscipline among primary pupils affects academic performances in the school. Below is the result of the findings.

Table 4.10: Indiscipline among primary pupils affect academic performances in the school

Indiscipline among primary pupils affects academic performances in the school?	Frequency	Percentage
Yes	129	92.14
No	11	7.86
Total	140	100

Source: field survey July 2020

From table 4.10, it was discovered that majority of the respondents representing 129(92.14%) said that "Yes" that indiscipline affect the academic performance of primary pupils in the Bosore primary school and 11(7.86%) of the respondents said "No" that

indiscipline does not affect academic performance among primary pupils in the school. this confirmed to Ofori (2018) that indiscipline affect academic performance.

Research Question five: Strategies that can be used to improve discipline in the school.

Research question five sought to investigate the Strategies that can be used to improve discipline in the school. The respondents were asked to answer to tick strongly agreed, agreed, disagree, strongly disagreed to a question about Strategies that can be used to improve discipline in the school. Below is the result of the findings.

Table 4.11: Strategies teachers and primary pupils may use to Improve Discipline in the school

Items	Strongly agree Freq. %	Agree Freq. %	Disagree Freq. %	strongly Disagree Freq. %
Existing school rules should be reviewed	60(42.86%)	34(24.29%)	28(20%)	18(12.86%)
Punishments for wrongdoing are effective method in preventing indiscipline in the school	25(17.86%)	51(36.42%)	40(28.57%)	24(17.14%)
Students should participate in formulating school rules	65(46.43%)	28(20%)	25(17.86%)	22(15.71%)
Rewards for good behaviour are helpful in dealing with indiscipline	68(48.57%)	58(41.43)	10(7.14)	4(2.86%)

Source: field survey July 2020

Table 4.11 shows respondents strategies teachers may use to improve discipline in the school. The first strategy is to review the existing school rules. The result of the finding that showed that 60(42.87 %) of the respondents strongly agreed that existing school rules be reviewed, 34(24.29%) of the respondents agree the existing school rules should be reviewed whilst 28(20%) of the respondents disagree to it and 18(12.86%) of the respondents strongly disagree that existing school rules being reviewed. They argued that existing school rules should be strengthened through training periodically organized by Ghana Education Service to the teachers.

The second strategy was punishments for wrongdoing. The result of the study indicated that 25(17.86%) of the respondents strongly agreed that punishment for wrongdoing are effective method in preventing indiscipline in the school, 51(36%) of the respondents agree to it whilst 40(28.57%) of respondents disagree to it and 24 (17.14%) of the respondents strongly disagree that punishment for wrongdoing are not effective method of preventing indiscipline in the school. Punishment is designed to decrease the likelihood of getting undesired behaviour. It involves either giving something negative or taking away something positive. This confirmed Martens and Meller, (1990) assertion that punishment changes misbehaviour of persons.

In the case of Students participating in formulating school rules, it was discovered that 65(46.43%) of the respondents strongly agreed that Students participating in formulating school rules, 28(20%) of the respondents agree to it, whilst 25(17.87%) disagree to it that student should participate in school rules and 22 (15.71%) of the respondents strongly disagree that Students participating in formulating school rules. This means involving the primary pupils' more especially the upper primary in decision making

62

is an effective strategy to improve discipline in the school. Involvement of primary pupils more especially upper primary in formulating school rules and changing some rules which are unfriendly to their interest of the students confirmed to Bauer and Shea (1999) assertion that people indulge in increased behaviour production to avoid or escape an aversive stimulus.

Lastly, Rewards for good behaviour is one of the strategies of reducing indiscipline in the school. The result of the study revealed that 68(48.57%) of the respondents strongly agree that rewards, both material and non-material had an overall effect of reducing indiscipline among primary pupils in the school, 58(41.43%) of the respondents agree that rewards, both material and non-material had an overall effect of reducing indiscipline among primary pupils. They explained that whenever a child is rewarded for showing good behavior or doing good, the others learnt from him/her and also want to do the same so they can also be rewarded same by the teacher. This in turn made all the primary pupils want to outstrip each other so they can be rewarded. On the other hand, 10 (7.14%) of respondents disagree that rewards can bring good behavior and 4(2.86%) of the respondents did not strongly agree with the rest of the respondents. They felt that the use of rewards had no influence of reducing indiscipline among pupils in the school. They said that if a child is indiscipline, there is no way rewarding him for a single good deed would change his overall attitude towards school rules. This confirmed to Munn (1999) asserted that by recognizing and rewarding shows good behavior. It is believed that the good behavior will be encouraged. Rewards are also seen to influence the other children to behave well so they can also earn the same.

CHAPTER FIVE

DISCUSSION OF FINDINGS / RESULTS

Discussion of the finding

The study sought to investigate the perception of discipline among pupils in Bosore M/A primary school. The result of the study revealed that most respondents understand the meaning of discipline as a method used by teachers in the school to increasing good behavior of the pupils, as the state of order that promotes effective teaching, as disciplinary actions aims at helping manage the behavior was imposed to the respondents, punishment given to pupils who break rules within the school. Regardless of the result of the finding, the overall response of respondents of discipline, involves actions which are adopted to discover innate abilities of pupils to ensure order instead of punishment. This notion of discipline hinges on self-discipline. This confirmed to Eggleton (2001), assertion that punishment instill discipline among primary pupils.

The second objective sought to investigate the causes of indiscipline among primary pupils in the Bosore M/A primary school in Kwabre East Municipal. It was revealed that there are major five causes of indiscipline among the pupils within the school. These are attitude of watching representing, establishing of Telenovela and Ghanaian movies by some television stations in the country attract these children to watch these movies leading to most of the primary pupils copying the lifestyle these movies stars of which these primary pupils turning to indiscipline. The rest are teacher absenteeism, influence from peers, broken home, single parenting where instituting of discipline or controlling of children become difficult creating situation for the children to be

indiscipline, the inability of parents not being able to have quality time for their children and Poverty among family members within Kwabre East Municipal are causes of indiscipline among primary pupils. This assertion confirms the views of Cornwell and Bawden (1992) that students become troublesome causing them to indiscipline in the society.

In the case of common indiscipline among the pupils, the study identified five major common factors of indiscipline among the pupils in the Bosore M/A Primary school, the study discovered that failing to do homework and other exercises among primary pupils, Absenteeism from school/class The respondents explained the increase to absenteeism in school, stealing of other primary pupils belongings such as pens, money, bullying of junior by their senior brothers, books and truancy. This is confirmed to Arigbo, and Adeogun, (2018) assertion that the factors raised are common act of indiscipline among students in the developing countries. This also confirmed that parents not being able to give them money to go to school due to economic hardship most people are facing in the developing countries such as Ghana as reported by World Bank report 2018. The study further examined to see if the indiscipline among primary pupils affects academic performances in the school. The result of the finding indicated that indiscipline affect the academic performance of primary pupils in the school. This confirmed to the one of reasons why most of the pupils performed poorly in their exercise and examination.

Finally, the study sought to investigate strategies that can be used to improve discipline among primary pupils in the school. It was found out that rewards, to review the existing school rules, pupils participating in formulating school rules and punishments for wrongdoing were the major strategies that can be used in reducing indiscipline among

primary pupils in the school. This confirmed to Munn (1999) asserted that by recognizing and rewarding as well as engaging the students in decision making causes the students to shows good behavior.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

There is a general concern regarding the curbing of indiscipline among primary pupils in the schools in Kwabre East Municipal. This research investigated ways of improving discipline in Bosore M/A Primary School in Kwabre East Municipal. Discipline was defined and various causes of indiscipline were discussed. The study also examined important aspects of indiscipline, taking into consideration the teaching staff and primary pupils. The study was guided by five research questions. The instrument used for the study was questionnaire with four sections. A closed-ended questionnaires was used to collect the data from class three to class six and teachers as respondents. All the teachers were chosen and a total of one hundred and twenty primary pupils were selected as sample using systematic simple random sampling technique. Both teachers and primary pupils used the same questionnaire as they were all addressing the same issues. The instrument was validated by experts and reliability coefficients from 0.933 to 0.979 were established using Cronbach's alpha coefficient reliability technique. Finally, the analysis of the research was conducted by coding the items on the questionnaire. The frequencies and percentages were also determined using the computer software. The results were presented in the form of tables for interpretation.

6.2 Conclusion

The study investigates the causes and effects of indiscipline Bosore M/A primary School in the Kwabre East Municipal of Ashanti Region. It is evident from the study that discipline is explained as any measures taken by the teachers to help pupils put up good behavior. From the study, it was concluded that broken homes, bad behavior from parents and siblings, peer pressure, attitude of watching movies and among others are main causes of indiscipline among primary pupils in the school.

In view of the above, The study investigates the prevalent acts of indiscipline among primary pupils in the school, it was concluded that stealing, bullying of junior, disobeying authority, failure to do homework and other exercises, cheating in examinations, telling lies, writing on school walls and absenteeism are the common acts of indiscipline of primary pupils in the school.

On the impact of indiscipline on academic performance, the study concluded that indiscipline affects the academic performances of the primary pupils in the Bosore M/A primary school.

On the strategies to use, the study identified some strategies aimed at improving discipline in the school. These measures are engaging primary pupils in the disciplinary management process such as engaging the primary pupils more especially upper primary level in the decision making (in the formulating of rules and regulations and reward for good behavior)

6.3 Recommendations

Based on the findings of this study, the following recommendations are made:

Rules on various form of punishment must be discussed with the whole class or through their representatives (class captain) and consensual agreement reached must be enforced.

The school should develop a mentorship system which aimed at providing for every troublesome child to be escorted by his form teacher or an alternate teacher.

Counseling activities in school should be intensified and done by qualified person who have the knowledge of counseling and lot of experiences.

There should be periodic Parent-Teacher Association (PTA) meetings for the discussions of primary pupils' indiscipline behaviours in the school.

Parents should be educated to be responsible and work hard to meet the educational needs of their children.

Parents should continue to play active role in nurturing their own children to put up good behavior. In addition to this, parents should restrict their wards to exposure to unfriendly media coverage to avoid children copying bad behaviours

School rules should be restated, reviewed periodically and reinforced without fear or favour.

The School Management should ensure that students and parents have ownership of established rules and regulations.

6.4 Suggestions for Further Research

The study shares the views that indiscipline among primary pupils should be carried within the whole Kwabre East Municipal of the Ashanti Region. In addition, I suggest that

similar studies be carried in other schools across the country to ascertain the level of indiscipline and its effect on academic performance in the country since these primary pupils are the future leaders of the country.

REFERENCES

Ablekpe, B. (2002, April 3). *Prempeh students apologise to president. Daily Graphic (No.148487), p. 19.*

Adesina, J. A. (1990). *Educational management* (4th ed.). Enugu: Dimension Publishing Co.

Alhassan, Z. (2008, February 13). Savelugu senior high school closed down. *Daily Graphic* (No. 150280), p. 11.

Amartey-Quarcoo, H., Nyavor, C. B., Atsiatorme, L. D., & Djan, R. O. (1995). *Ghana Education Service: A teacher's guide on the prevention of drug abuse in schools.* Paris: UNESCO.

American Heritage Dictionary of the English Language (4th ed.). (2000). Boston: Houghton Mifflin.

Amnesty International (1997). *First steps manual for starting human rights education.* London: Amnesty International Section.

Arnett, J. (1995). Adolescents' uses of media for self-socialization. *Journal of Youth and Adolescence, 24*(5), p. 519-532.

Asare, G. E. (2002, April 17). Three Juaben students dismissed. *Daily Graphic* (No. 148499), p. 1.

Asare, G. E. (2007, May 16). 12 BECE candidates pregnant. *Daily Graphic* (No.150049), p. 11.

Barrett, M. (1979). *Art education: A strategy for course design.* Guildford and King's Lynn: Biddles Ltd.

Bauer, A. M., & Shea, T. M. (1999). *Learners with emotional and behavioural difficulties*. New Jersey: Merrill.

Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Upper Saddle River, NJ: Pearson.

Black, S. (2002). *The roots of vandalism. American School Board Journal, 189*. Accessed from http://www.asbj.com/2000.07/02 research.html.

Bock, S. J., Tapscott, K. E., & Savner, J. L. (1998). Suspensions and expulsion: Effective management for students*? Intervention in School Climate and Clinic, 34*(1), p.50-52.

Borg, W. R., & Gall, M. D. (2006). *Educational research: An introduction* (8th ed.). New York: Longman.

Bowen, S. H. (2008). *Discipline in school: What works and what doesn't.* Eduguide. Lansing, Michigan. Accessed from www.eduguide.org.

Breslow, R., & Smothers, B. (2004). Drinking patterns of older Americans. *National Health Interview Surveys Data Addiction, 23*(10), p.5-8.

Carroll, B. R. (2006). *The effects of school violence and crime on academic achievement.* Davidson College. Davidson. North Carolina. Accessed from http://www.davidson.edu/academic/economics/Student%20Research%20Papers/B randon%20Carroll%20paper.

Carter, C. (2002). School ethos and construction of masculine identity: Do schools create, condone and sustain aggression? *Educational Review, 54*(1), p. 28-38.

Casley, D. J., & Kumar, K. (1988). *The collection, analysis and use of monitoring and evaluating data.* Baltimore: John Hopkins University Press.

Chambers English Dictionary (1990). Edinburgh: Chambers.

Charles, C. M. (2005*). Building classroom discipline* (8th ed.). Boston: Allyn & Bacon.

Christle, C. A., Jolivette, K., & Nelson, C. M. (2000). *Youth aggression and violence: risk, resilience and prevention.* ERIC Digest No. E602. Retrieved from ERIC database ED449632.

Concise Encyclopaedia of Psychology (2nd ed.). (1996). New York: John Willy & Sons.

Cornwell, A., & Bawden, N. H. (1992). Reading disabilities and aggression: A critical review. *Journal of Learning Disabilities, 25*(5), p. 281-288.

Cotton, K. (1990). *Schoolwide and classroom discipline.* Close-Up No. 9. Portland, OR: Northwest Regional Educational Laboratory.

Cryan, J. R. (1995). The banning of corporal punishment. *Dimensions of Early Childhood, 23*(3), p.36-37.

Dodge, A. K., Bates, J. E., & Pettit, G. S. (1990). Mechanisms in the cycle of violence. *Science, 250*, p.1678-1683.

Donkor, S. (2002, April 6). Three pupils besmear teacher's room with excreta. *Daily Graphic* (No. 148490), p. 24.

Doughty, S. (2008, October 21). *Broken home children are 'five times more likely to suffer mental troubles.'* http://www.dailymail.co.uk/news/article.

Duncan, N. (1999). *Sexual bullying: Gender conflict and pupil culture in secondary schools.* London: Routledge.

Eggleton, T. (2001). *Discipline in the schools*. ERIC Digest, 1-13. Retrieved from ERIC database ED451554.

Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn & Bacon.

Encarta World English Dictionary [North American Edition]. (2009).

Ennew, J. (2008, October). *Positive discipline. Negative punishment and its effects.* Kuala Lumpur: UNICEF Malaysia Communications.

Feucht, J. E. (1998). Reading, writing, arithmetic and suspensions. *NAASP Bulletin, 82*(596), p.14-15.

Finley, P. S., & Finley, L. L. (2005, Winter). Dunks and drunks: Depictions of drug and alcohol use among high school athletes in film. *Essays in Education.*

Forgatch, M. S., & Patterson, G. R. (1998). Behavioural family therapy. In F. M. Dattilo (Ed.), *Case studies in couple and family therapy: Systematic and cognitive perspectives* (pp. 85-107). New York: Guilford Press.

Freire, I., & Amado, J. (2009). Managing and handling indiscipline in schools. *International Journal of violence and school, 8*, 85-97. Retrieved from http://www.ijvs.org.

Futrell, M. H., & Powell, L. E. (1996, March). Preventing violence in schools. In W. Schwartz (Ed.), *Preventing youth violence in urban schools: An essay collection* (p. 6). Retrieved from ERIC database ED396021.

Gable, A. R., Arllen, N., & Hendrickson, M. J. (1995). Use of peer confrontation to modify disruptive classroom behaviour on inclusion classrooms. *Preventing School Failure, 40*(1), p.25-28.

Gaustad, J. (1992). *School discipline.* ERIC Digest No. 78. Retrieved from ERIC database ED350727.

George, N. L., George, M. P., Gersten, R., & Grosenick, J. K. (1995). To leave or to stay? *Remedial and special education, 16*(4), p. 227-236.

Ghana Statistical Service [GSS] (2000a). *Poverty trends in Ghana in the 1990s.* Accra: GSS.

Glover, B. X. (2009, April 8). Committee to probe Bawku student clash. *Daily Graphic* (No. 17886), p. 48.

Gomm, R. (2004). *Social research methodology. A critical introduction.* New York: Palgrave Macmillan.

Gottfredson, D. G. (1989). *Developing effective organizations to reduce school disorder.* In Strategies to Reduce Student Misbehaviour*,* edited by Oliver C. Moles. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education.

Gray, D. E. (2004). *Doing research in the real world.* London: Sage.

Harrison, J. S., Gunter, P. L., Reed, T. M., & Lee, J. M. (1996). Teacher instructional language and negative reinforcement: A conceptual framework for working with students with emotional and behavioural disorders. *Education and Treatment of Children, 21*(3), 183-196.

Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol use and other drug problems in adolescence and early adulthood: Implications for substance use prevention. *Psychological Bulletin, 112,* 64-105.

Hinds, H., Kishchuk, N., Gonsalves, B., & Richardson, A. (2006). *Comprehensive* study *of school discipline issues in the OECS: Research Report Summary.* OECS: Ministry of Education.

Hyman, I. A. (1996, October). Using research to change public reflection: Reflections on 20 years of effort to eliminate corporal punishment in schools. *Pediatrics, 98*(4), 8, 18.

Jordan, D. (2000). *What is discipline?* Minnesota Parent Center-26. PACER Center, 81 Normandale Boulevard, Minneapolis, MN.

King, M. L. Jr. (1992). *I have a dream.* New York: Harper.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30,p.* 607- 610.

Kyriacou, C. (1995). *Effective teaching in schools.* United Kingdom: Stanley Thornes (Publishers) Ltd.

Lal, S. R., Lal, D., & Achilles, C. R. (1993). *Handbook on gangs in schools: Strategies to reduce gang-related activities.* Newbury Park, CA: Corwin Press. (ERIC Abstract).

Mabitla, M. A. (2006). *Causes and manifestation of aggression among secondary school learners.* Unpublished MEd Dissertation. Pretoria: University of South Africa.

Martens, B. K., & Meller, P. J. (1990). The application of behavioural principles to educational settings. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (2nd ed.). New York: John Wiley & Sons.

McAdams, C. R., & Lambie, G. R. (2003). A changing profile in schools: Its impact for school personnel. *Preventing School Failure, 47*(3), 1-13.

Musaazi, J. C. S. (1982). *The theory and practice of educational administration.* London: Macmillan Publishers. pp. 181-182.

Norreti, A. M. (2002, April 26). Gun at examination centre—Two suspects held. *Daily Graphic* (No. 148507), p. 32.

Pallant, J. (2001). *SPSS Survival manual: A step by step guide to data analysis using SPSS for windows (Version 10).* Australia: Allen & Unwin. p. 136.

Petraitis, J., Flay, B. R., & Miller, T. Q. (1995). Reviewing theories of adolescent substance use: Organizing pieces of the puzzle. *Psychological Bulletin, 117*(1), 67-86.

Powell, R. R., Zehn, S. J., & Kottler, J. A. (1995). *Classroom under the influence: Addicted families/Addicted students.* Newbury Park, CA: Corwin Press.

Seda, C. (2007). Parental involvement unlocks children's educational potential. *Essays in Education, 19*, 150-159.

Senter, G. (1999). *Instructor's manual to accompany Charles building classroom discipline* (6th ed.). NY: Longman.

Sheets, J. (1996). Designing an effective in-school suspension programme to change student behaviour. *NAASP Bulletin, 80*(579), 86-90.

Sheldon, S. B., & Epstein, J. L. (2002). Improving student behaviour and school discipline with family and community involvement. *Education and Urban Society, 35*(1), 4-26.

Straus, M. A. (1994). *Beating the devil out of them: Corporal punishment in American families.* New York: Lexington Books.

Szyndrowski, D. (1999). The impact of domestic violence on adolescent aggression in the schools. *Preventing School Failure, 44*(1), 9-12.

Tamakloe, E. K., Amedahe, F. K., & Atta, E. T. (2005). *Principles and methods of teaching.* Accra: Ghana Universities Press.

The Holy Bible. King James Version (1984). Grand Rapids: Zondervan.

The Master Teacher (2009). *Primary causes of misbehaviour*. Manhattan. Kansas. Accessed from http://www.disciplinehelp.com/teacher/

Trochim, W. (2001). *The research methods knowledge base* (2nd ed.). Cincinnati, OH: Atomic Dog Publishing.

Wedding, D. (2000). Alcoholism in the western genre. *Journal of Alcohol and Drug Education, 46*(2), p. 3-12.

Weeramunda, A. J. (2008). *Report of the research study on "The socio political impact of student violence and indiscipline in universities and tertiary education institutes."* Study Series No 5, Sri Lanka.

Wynn, E., & Ryan, K. (1992). *Reclaiming our schools: A handbook on teaching character, academics, and discipline.* New York: Merrill.
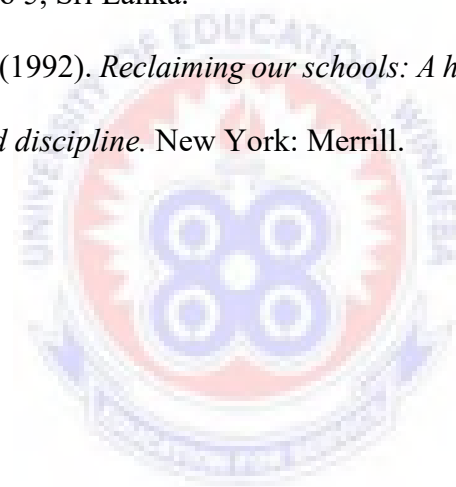
APPENDIX

QUESTIONNAIRE

SURVEY QUESTIONNAIRE FOR PUPILS AND TEACHERS

This study is being carried out to investigate what students and teachers think about the nature, causes and remedies for indiscipline in Bosore M/A Primary School in the Kwabre East Municipal of Ashanti region. This is an academic exercise and the information you provide will be used to determine the level of indiscipline in the school and what needs to be done to improve discipline. Again, your responses will be held in strict anonymity and confidentiality.

Please complete the questionnaire as accurately and fully as possible. Thank you very much in anticipation of your maximum cooperation.

SECTION A

Background of Respondents

Please provide information to the following:

Pupils' Background

1. Age: 7-10years [...] 11-14years [...] 15- 18years [...]

2. Gender: Male [...] Female [...]

3. Form or Class…………………………………....................

Teacher's Background

4. Age: 21-30years [...] 31-40years[...] 41-50years[...] 51+years[...]

5. Gender: Male [...] Female [...]

6. Professional [...] Non-professional [...]

7. Number of years of teaching:

0-10[...] 11-20[...] 21-30[...] 31years and above [...]

SECTION B

Perception and Nature of Disciplinary Problems

Please read each statement and tick that best represents your opinion on each of the following conceptions on the perception of discipline according to the following scale.

SA Strongly Agree with the statement

A Agree with the statement

D Disagree with the statement

SD Strongly Disagree with the statement

Perception of Discipline

1. Discipline refers to the punishment imposed by the teacher on a student.

Strongly Agree [………..]   Agree […………] Disagree […….] Strong Disagree […….]

2. Discipline refers to techniques used by the teacher to increase good behaviour.

Strongly Agree [………..]   Agree […………] Disagree […….] Strong Disagree […….]

3. Discipline is an action that promotes effective teaching and learning.

Strongly Agree [………..]   Agree [………….] Disagree […….] Strong Disagree […….]

4. Discipline is an action that helps students manages their behaviour.

Strongly Agree [………..]   Agree [………….] Disagree […….] Strong Disagree […….]

SECTION C

Causes of Indiscipline

Please read each statement and tick best represents your opinion on each of the following causes of indiscipline in your school according to the following:

SA Strongly Agree

A Agree

D Disagree

SD Strongly Disagree

1. Pupils from 'broken families' more often tend to misbehave in school than pupils whose parents live together.

Strongly Agree [………..]   Agree [………….] Disagree […….] Strong Disagree […….]

2. Pupils misbehave because they imitate bad behaviours from parents.

Strongly Agree [………..]   Agree [………….] Disagree […….] Strong Disagree […….]

3. Pupils misbehave because they imitate negative attitudes from films.

Strongly Agree [………..]   Agree […………]   Disagree […….]   Strong Disagree […….]

4. pupils misbehave because of influence from peers.

Strongly Agree [………..]   Agree […………]   Disagree […….]   Strong Disagree […….]

5. Pupils misbehave because teachers punish them unfairly.

Strongly Agree [………..]   Agree […………]   Disagree […….]   Strong Disagree […….]

6. Pupils who are believed to engage in sexual affairs with students are often disrespected by students in school.

Strongly Agree [………..]   Agree […………]   Disagree […….]   Strong Disagree […….]

7. Teachers who insult pupils cause pupils to disrespect them.

Strongly Agree [………..]   Agree […………]   Disagree […….]   Strong Disagree […….]

8. Pupils absenteeism from school causes students to disrespect them.

Strongly Agree [………..]   Agree […………]   Disagree […….]   Strong Disagree […….]

9. Pupils misbehave in order to reduce boredom in school.

Strongly Agree [………..]   Agree […………] Disagree […….] Strong Disagree […….]

10. Pupils disrespect a teacher who does not dress properly.

Strongly Agree [………..]   Agree […………] Disagree […….] Strong Disagree […….]

SECTION D

Common Indiscipline acts

Please indicate how often the following acts of indiscipline occur in the school by ticking the best that represents your opinion according to the following scale.

VO Very Often

OF Often

OCC Occasionally

N Never

1. Stealing of other students' belongings (pens, money, books, etc.).

Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

2. Bullying of junior students.

Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

3. Cheating during classwork and examinations.

Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

4. Disobeying authority.

Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

5. Absenteeism from school/class.

Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

6. Going out of school without permission.

Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

7. Physical attack e.g. fighting among students with/without a weapon.

Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

8.   Truancy.

 Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

9. Telling lies/Giving misleading information.

Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

10. Failing to do homework and other exercises.

Very Often [……….] Often [………….] Occasionally [………….] Never [……….]

SECTION E

Indiscipline among primary pupils affects academic performances in the school

YES   [………………]

NO   [………………]

SECTION F

Remedies for Dealing with School Indiscipline

Please read each statement and tick that best represents your opinion on each of the following statements as remedies for ensuring classroom discipline in your school according to the following:

SA Strongly Agree

A Agree

D Disagree

SD Strongly Disagree

1.   Existing school rules should be reviewed

Strongly Agree [………..]   Agree [………….]   Disagree […….]   Strong Disagree […….]

2.   Punishments for wrongdoing are effective in preventing indiscipline in school. SA A D SD

Strongly Agree [………..]   Agree […………]   Disagree […….]   Strong Disagree […….]

3. Pupils should participate in formulating school rules.

Strongly Agree [………..]   Agree […………] Disagree […….] Strong Disagree […….]

4. Rewards of good behaviour are effective in dealing with indiscipline in school.

Strongly Agree [………..]   Agree […………] Disagree […….] Strong Disagree […….]

Please read each statement and circle the statement that best represents your opinion according to the following scale:

4 To a great extent

3 To a little extent

2 To a very little extent

1 Not at all

5. Teachers writing bad comments on students in a terminal report.

 4 […………….]   3 […………….] 2 [………………..] 1[………………….]

6. Teachers asking students to bring parents to school for verbal report on their conduct.

4 [……………]   3 [……………] 2 [………………..] 1[………………….]

7. Pupils being given testimonials with negative comments on their conduct.

8. Problem students to be suspended from school.

4 [……………]   3 [……………] 2 [………………..] 1[………………….]

9. Pupils being referred to the Disciplinary Committee.

4 [……………]   3 [……………] 2 [………………..] 1[………………….]

10. Pupils being made to do manual work.

4 [……………]   3 [……………] 2 [………………..] 1[………………….]

11. Pupils being given some lashes in the presence of other pupils. 4 3 2 1

4 [……………]   3 [……………] 2 [………………..] 1[………………….]

12. In your opinion give four most effective ways of ensuring discipline in your school.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………