

**UNIVERSITY OF EDUCATION, WINNEBA**

**FORM MASTERS' VIEWS ABOUT DISCIPLINE AND LEARNING  
ACHIEVEMENT OF SENIOR HIGH SCHOOLS STUDENTS: THE  
CASE OF ASIKUMA ODOBEN BRAKWA DISTRICT, GHANA**



**SAMUEL OPOKU**

**POST GRADUATE DIPLOMA**

**2022**

**UNIVERSITY OF EDUCATION, WINNEBA**

**FORM MASTERS' VIEWS ABOUT DISCIPLINE AND LEARNING  
ACHIEVEMENT OF SENIOR HIGH SCHOOLS STUDENTS: THE CASE OF  
ASIKUMA ODOBEN BRAKWA DISTRICT, GHANA**



**A dissertation in the Department of Educational Foundations, Faculty of  
Educational studies, submitted to the school of  
Graduate Studies in partial fulfilment  
of the requirements for the award of  
Post Graduate Diploma  
(Education)  
in the University of Education, Winneba**

**MARCH, 2022**

## DECLARATION

### STUDENT'S DECLARATION

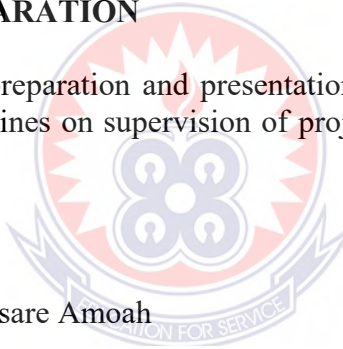
I, Samuel Opoku declare that this project, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature.....

Date.....

### SUPERVISOR S' DECLARATION

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



Name: Professor Samuel Asare Amoah

Supervisor's Signature.....

Date.....

## **DEDICATION**

This piece of work is dedicated to my mother, Margaret Awovi Nyatefe and my pastor,  
K. Karbo for their prayers and encouragement.



## ACKNOWLEDGEMENTS

I owe much gratitude to my supervisor Professor S. A. Amoah and Mr. Alex Tetteh a lecturer at the faculty of educational studies, University of Education, Winneba, for their wonderful supervision of this project work. I am also very grateful to the Head of Department Richard Addai Mununkum, Dr. Appianing, the coordinator of the Department and all the lecturers and the administrative staff of the Department of Educational Foundations for their support.



## TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background to the Study	1
1.1 Statement of the Problem	3
1.2 Purpose of the Study	4
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitation of the Study	5
1.7 Definition of Concepts	5
CHAPTER TWO	6



LITERATURE REVIEW	6
2.0 Introduction	6
2.1 Causes of Discipline Problems in Schools	8
2.2 The Impact of Disciplinary Problems on Educator Morale	14
2.3 Learning Achievement and Classroom Indiscipline	16
2.4 Theories of School Discipline	19
2.5 Summary of Literature	20
CHAPTER THREE	23
RESEARCH DESIGN METHODOLOGY	23
3.0 Research Design	23
3.1 Area of the Study	24
3.2 Population of the Study	24
3.3 Sample Size and Sampling Techniques	24
3.4 Instrumentation	27
3.4.1 Instrument for Data Collection	27
3.4.2 Reliability of Instruments	27
3.4.3 Validity of Instruments	28
3.5 Data Collection Procedures	28
3.6 Data Analysis	29
CHAPTER FOUR	30



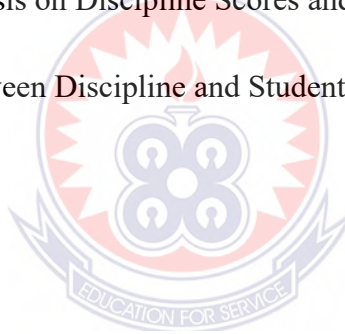
RESULTS AND DISCUSSIONS	30
4.0 Introduction	30
4.1 Characteristics of the Form Masters	30
4.2 Presentation and Discussion of the Main Results of the Study	33
4.3 Chapter Summary	43
CHAPTER FIVE	45
SUMMARY, CONCLUSION AND RECOMMENDATIONS	45
5.0 Summary	45
5.1 Key Findings	45
5.2 Conclusion	46
5.3 Recommendations	48
5.4 Suggestion for Future Research	48
REFERENCES	49
APPENDICES	55
APPENDIX A	55
APPENDIX B	58





## LIST OF TABLES

<b>Tables</b>	<b>Page</b>
Table 1: Gender Distribution of Form Masters	30
Table 2: Age Range of Form Masters	31
Table 3: Number of Years of Teaching	32
Table 4: Academic Qualification	33
Table 5: Student's Scores on Discipline	34
Table 6: Student's Scores on Learning Achievement	37
Table 7: Regression Analysis on Discipline Scores and Learning Achievement Scores	39
Table 8: Relationship Between Discipline and Students' Learning Achievement	41



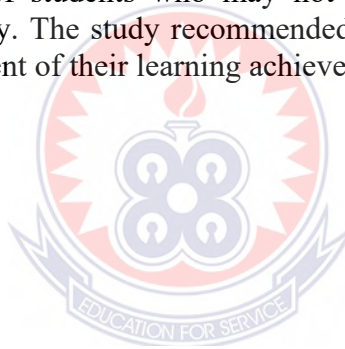
## LIST OF FIGURES

<b>Figures</b>	<b>Page</b>
<i>Figure 7: Scatter diagram and the regression line for learning achievement and discipline</i>	40



## ABSTRACT

The study was carried out to establish the relationship between discipline and learning achievement in Senior High Schools in Asikuma Odoben Brakwa District in the Central Region of Ghana. The study adopted descriptive and correlational research designs. The study population comprised 285 Senior High School Teachers. The research targeted a population of 15 Form Masters. Questionnaires were used to collect data on discipline and learning achievement of students using simple random sampling approach. Data analysis was mainly quantitative. Descriptive statistics in the form of frequency counts and percentages and inferential statistics in the form of regression analysis were used to summarize, organise and analyse data obtained in the research objectives respectively. The findings indicated that more than half (54.67%) of the students were of low discipline. Also, discipline related positively with, and accounted for most of the total variation in learning achievement. It was concluded that learning achievement, to a very large extent, depends on discipline because about eighty-seven percent of the variation in learning achievement was accounted for by discipline. Meaning most students who do not exhibit discipline would not achieve much academically and would eventually not be able to go far along the academic ladder, however, it was evident that a certain small percentage (about 13%) of students who may not necessarily show discipline could achieve much academically. The study recommended enhancement of discipline among the students for improvement of their learning achievement.



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Classroom disruption is a major challenge faced by teachers so teachers direct a great deal of energy toward classroom disruption while trying to reach their instructional goals. Classroom disruption is indeed often one of the main causes of wasted classroom time and as a foremost reason for teachers' emotional exhaustion. This issue is also responsible for teacher turnover, primarily in situations in which teachers perceive high levels of disciplinary problems and poor administrative support. Student indiscipline is an important predictor of teacher retention, commitment, and satisfaction. Classroom discipline clearly is a complex issue that cannot be reduced to a technical and/or scientific problem. It encompasses complex interactions among teacher variables, student variables, school variables and societal variables (e.g., general attitudes and values towards schooling). In fact, because classroom discipline is structured around the parceling of power in a specific public space, the issue becomes important politically and educationally (Buzzelli & Johnston, 2001; Pane, Rocco, Miller & Salmon, 2014). Thus, the specific link between school goals and students' compliance is subject to political and ideological interpretations (Lopes & Oliveira, 2017).

Researchers acknowledge that discipline is an important component of human behavior and assert that without it an organization cannot function well towards the achievement of its goals (Odoyo, Odwar & Kabuka, 2016). In the context of a school system, a

disciplined student is that student whose behaviours, actions and inactions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka, & Salmon, 2014). However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong (Gitome, Katola, & Nyabwari, 2013). Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008). It is a basic necessity for successful teaching and learning in schools and a subject of concern for teachers. According to Gitome et al., where there is good discipline, there is improved academic performance. In other words, discipline is vital for students' academic performance. It is therefore necessary for effective school management and accomplishment of its goals. Lack of discipline is called indiscipline. Therefore, indiscipline can be seen as any action considered to be wrong and not generally accepted as proper in a set up or society. Among students, according to Ali et al., (2014) it is any form of misbehaviour which a student can display in several ways (e.g., disobedience, destruction of school property, poor attitude to learning, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, being quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism).

The vital role of discipline in students' learning achievement is revealed or implied by a number of previous studies carried out in Kenya (Dawo & Simatwa, 2010; Gitome et al., 2013; Sureiman, 2010; Tikoko & Bomett, 2011). This is supported and corroborated by a number of studies in European, Asian and American countries (Bodovski, Nahum-Shani, & Walsh, 2013). A few studies however suggest that discipline has minimal, uncertain or non-significant influence on students' learning achievement

(Gakure et al., 2013; Zimmerman & Kitsantas, 2014). Therefore, findings on impact of discipline on students' learning achievement are inconsistent. Nevertheless, in their measure of student discipline, the few correlational studies focused on self-discipline and excluded social skills such as obedience, politeness, and social competence (ability to get along with other people). The inconsistency of findings and the identified gaps suggested the need for more research on students' learning achievement in relation to discipline. To address the identified gaps, the current study uses regression analysis in examining the effect of discipline on students' learning achievement. It also adopted a wider perspective of discipline by considering discipline generally as a personal attribute characterized by obedience, politeness, social competence, orderliness, and academic efficiency.

### **1.1 Statement of the Problem**

In Ghana, almost all the Senior High Schools face serious disciplinary problems coupled with a decline in learning achievement and has become a great concern to all and sundry (Gyan, Baah-Korang, Mccarthy, & Mccarthy, 2015). That notwithstanding, the recent activities of some Senior High Schools' students vandalising school properties and fighting school authorities in the country is a worry and a sign of absence of discipline in schools and students in the Senior High Schools in Asikuma Odoben Brakwa District are not exception. Also, literature reveals that student indiscipline is experienced in schools globally (Ali et al., 2014; Moyo, Khewu, & Bayaga, 2014; Omote et al., 2015; Rahimi & Karkami, 2015; Yahaya et al., 2009). In Africa, researchers have pointed out the seriousness of indiscipline in schools and decline in learning achievement (Gyan, Baah-Korang, Mccarthy, & Mccarthy, 2015; Marais & Meier, 2010; Masitsa, 2008; Garegae, 2008; Okiemute, 2011; Nakpodia, 2010; Umezinwa & Elendu, 2012).

## **1.2 Purpose of the Study**

This research seeks to investigate the discipline level of students and the effect of discipline on learning achievement of Senior High Schools' students in Asikuma Odoben Brakwa District in the Central Region of Ghana.

## **1.3 Objectives of the Study**

- i. To determine Form Masters' opinions about the level of discipline among Senior High School students in Asikuma Odoben Brakwa District.
- ii. To examine Form Masters' views about the relationship between discipline and learning achievement among Senior High Schools in Asikuma Odoben Brakwa District

## **1.4 Research Questions**

In the light of the above problem the following questions arise:

1. What are the opinions of Form Masters about the level of discipline among Senior High School students in Asikuma Odoben Brakwa District.?
2. What are the views of Form Masters about the relationship between discipline and learning achievement among Senior High Schools in Asikuma Odoben Brakwa District?

## **1.5 Significance of the Study**

The findings of this study will add to the existing literature on effect of discipline on learning achievement. This will help inform school heads and managers to do their best to instill discipline in their schools. Teachers and learners will benefit from the study because they would know the consequences of indiscipline among students and its

probable effect(s) on learning achievement and device measures to curb them. Parents, policy makers and other stake holders of education will be abreast with adverse effects of discipline problems in schools and so adopt proper policy for education.

### **1.6 Delimitation of the Study**

In this study, discipline is delimited to social skills e.g., obedience, politeness, social competence, orderliness, and academic efficiency.

### **1.7 Definition of Concepts**

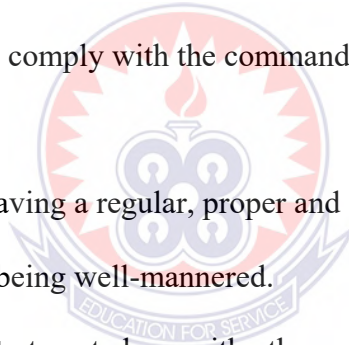
**Academic Efficiency:** Competence in undertaking academic tasks and obligations.

**Obedience:** Willingness to comply with the commands, orders or instructions of those in authority.

**Orderliness:** The fact of having a regular, proper and systematic arrangement.

**Politeness:** The quality of being well-mannered.

**Social Competence:** Ability to get along with other people.





## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The literature reveals that student indiscipline is experienced in schools globally (Ali et al., 2014; Moyo, Khewu, & Bayaga, 2014; Omote et al., 2015; Rahimi & Karkami, 2015; Yahaya et al., 2009). A study in West Virginia in the United States of America (USA) revealed that about 29.6% of 160,480 students (from grade 3 to 11) had one or more referrals for inappropriate behaviours (Whisman & Hammer, 2014). In Africa, researchers have pointed out the seriousness of indiscipline in schools in various countries. The countries include Ghana (Gyan, Baah-Korang, Mccarthy, & Mccarthy, 2015), South Africa (Marais & Meier, 2010; Masitsa, 2008), Botswana (Garegae, 2008), Nigeria (Okiemute, 2011; Nakpodia, 2010; Umezinwa & Elendu, 2012), and Tanzania (Yaghambe & Tshabangu, 2013). Umezinwa and Elendu for instance, observed that indiscipline among learners in Nigeria was high and experienced at all levels including primary schools. In Kenya, lack of discipline in schools has been one of the challenges facing schools (Njoroge & Nyabuto, 2014). The Kenya National Examinations Council (KNEC) revealed that between 90% and 100% of teachers in primary schools in Kenya encountered disciplinary problems among their pupils (KNEC, 2010). In a study by Gakure, Mukuria, and Kithae (2013) in primary schools in Gatanga District, Kenya, 70% of selected 56 teachers indicated that their schools had cases of pupil indiscipline. Research shows that various discipline problems exist among primary school pupils in Kenya. They include truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments,

sexual harassment, use of abusive language, drug trafficking and possession of pornography (Ouma et al., 2013).

Classroom disruption is a major challenge faced by teachers (Simón & Alonso Tapia, 2016). Teachers direct a great deal of energy toward classroom disruption while trying to reach their instructional goals. Classroom disruption is indeed often indicated as one of the main causes of wasted classroom time (Tsouloupas, Carson, & Matthews, 2014) and as a foremost reason for teachers' emotional exhaustion (Carson, Plemmons, Templin, & Weiss, 2011). This issue is also responsible for teacher turnover, primarily in situations in which teachers perceive high levels of disciplinary problems and poor administrative support. Student discipline is an important predictor of teacher retention, commitment, and satisfaction. New York: Nova Science Publishers found that 18% of teacher movers and 30% of teacher leavers report indiscipline as the main cause of their resignation. Rosenholtz and Simpson (1990) showed that the school-wide management of student behaviour was significantly correlated with teachers' commitment to the profession; Smith and Smith (2006) found that school violence was the main cause of attrition in the first five years of teaching. Notably, because teachers may be exhausted from addressing classroom disruption and because teaching time may be significantly affected by classroom disruption, students' opportunities to learn are likely decreased.

In general, classroom indiscipline can be thought of as behaviors that conflict with teaching and that the teacher attempts to correct through his actions (Doyle, 1980). Classroom discipline is therefore a breach of the management actions undertaken by the teacher to enable student learning. Basically, classroom discipline refers to a set of teacher actions that constitute organizational and management processes aimed at

establishing classroom order (routines, norms, procedures, etc.). Discipline, in turn, refers to the actions that the teacher undertakes to end indiscipline and to restore order. It must be stressed, however, that although students are by far the most frequent source of indiscipline (Kulinna, Cothran, & Regualos, 2006), they are not the only source. The teacher or school staff may also be a source of disruption (Doyle, 1980; Good & Brophy, 2000). Thus, the issue of classroom discipline can be studied under a number of close designations such as “classroom order”, “classroom misbehavior”, “classroom disruption”, “classroom indiscipline”, or “classroom disorder”, just to name a few because the features involved in classroom discipline is myriad.

## **2.1 Causes of Discipline Problems in Schools**

To fully understand or appreciate the importance of classroom order with regard to student learning, it is useful to conceptualize classrooms as micro-organizations in which countless interactions occur during a class session (Lopes, & Oliveira, 2017). Classrooms are crowded places that demand clear rules, procedures and routines so that instruction can take place (Hochweber, Hosenfeld, & Klieme, 2014; Rogers & Mirra, 2014). Classroom order therefore refers to the set of procedures that the teacher develops to maximize the time devoted to instruction (Doyle, 1986). Classroom order, unlike what one might think, is only indirectly linked to and is conceptually independent of classroom disruption. The ultimate goal of classroom order is to enable instruction. Classroom order is not a goal in itself, nor is it a way to correct classroom disruption. Effective teachers have fewer classroom disciplinary problems not because they are good at restoring discipline, but because they are good at establishing classroom procedures that maximize time available for instruction (Lopes, & Oliveira, 2017).

According to Gyan, Baah-Korang, and McCarthy P., (2015), it is an under estimation to say that proper discipline leads to great achievements and for that matter students who are disciplined tend to do well academically. However, it is a pity to know that researchers acknowledge that discipline is an important component of human behavior without which an organization cannot function well towards the achievement of its goals. Disciplinary problems have become issues of the day in most Ghanaian Senior High Schools. The issue of students' indiscipline has been the concern of all stakeholders in education and this informed Dr Kwame Addo Kuffour, Ghana's Minister of Defence to declare that the declining rate of discipline in many schools has contributed to the erosion of high academic attainments, demoralized teaching staff and brought sorrow and disappointment to many parents (Frimpong, 2003). He observed that discipline is the mother of all great achievements in whatever field of endeavour. He also emphasized that respect for law, rules and regulations, self-control and desire to lead a life worthy of emulation hinges on discipline. He said this at the 30th Anniversary and Speech & Prize Giving Day of Anglican Secondary School, Kumasi (Frimpong, 2003). Charlton and David (1993) attribute the causes of misbehaviour in schools to two major factors; namely biological and environmental. The biological causes of misbehaviour include problems such as the malfunctioning of the central and peripheral nervous system and the endocrine glands, disorders in the hereditary characteristics of individuals, chromosomal abnormalities and genetic defects. Other biological conditions that can cause misbehaviour are hyperactivity in children, epilepsy and asthma. The misbehaviour in schools that are due to environmental factors include family problems such as separation of young children from their parents (or parent substitutes) for a long time, which disrupts the bond of

relationship between the two, parental deprivation due to death or divorce and other reasons that lead to inadequate parenting (Charlton & David, 1993). Child abuse and over permissiveness on the part of parents are other environmental factors which contribute to students' misbehaviour.

Curwin and Mendler (1998) categorised the causes of indiscipline problems in schools into two. They are: in-school causes and out-of-school causes. According to Curwin and Mendler, schools have become the battleground for too many participants, a place where major confrontations and skirmishes occur daily. This is simply because teachers and students share the same space, time, goals and needs. They spend most of the time communicating with each other, thinking about each other, scheming against each other and judging each other. This constant interaction leads to over familiarization, and that has the potential of breeding contempt (Curwin & Mendler, 1998). The problem of unclear limits also causes disciplinary problems in schools. At least, teachers and administrators must clearly and specifically inform students of the standards of acceptable behaviour before they are violated. When limits are unclear, students will test the system to find out what they are. It is in the recognition of this, that the Ghana Education Service in 1994 provided a uniform code of discipline to all secondary schools in Ghana. Also, students' indiscipline emanates from the socio-economic conditions in which the students find themselves. A society that has lost its values and norms is more prone to disciplinary problems, likewise the poor homes and communities (Curwin and Mendler, 1998). Ovard (1969) attributes offences committed by students to specific instances such as unsatisfactory home conditions, lack of social adjustment, lack of responsibility, adjustment to adolescence, bad associates, poor teaching, poor school

organization, etc. and all these instances indicate a reaction by students to circumstances external to themselves but to which their own psychological predisposition stimulate their responses (Ovard, 1969). Many other disciplinary problems abound in senior high school which retards academic achievements. In 1997, a student who was sacked from the boarding house from the Sunyani senior high school for smoking and possessing marijuana managed to sneak into the school one mid-night and set one of the classrooms blocks on fire, in 1999, three students who were about to write their final examinations, were sacked for stealing a large quantity of louvre blades from the same school and in 2002, six students were removed from the boarding house for their persistent involvement in theft cases also in the same school. Another disturbing situation is where students break bounds. That is, students leaving school premises without official permission (Gyan, Baah-Korang & McCarthy P., 2015).

Certain studies (e.g., Lewis et al., 2005; Biggs, 1998) have suggested that culture plays a relevant role in the greater or lesser degree of average discipline found in schools and classrooms in countries with diverse traditions and cultures. These studies note that in Far Eastern countries such as China, Hong Kong, South Korea, Japan, Taiwan, Singapore, etc., the lower levels of indiscipline can be fundamentally explained by a culture that values collectivism over individualism. Biggs (1998) suggests that this phenomenon occurs even if the average number of students per class is much higher (between 38 and 50 pupils, with elite schools reaching 60 pupils) than in Western countries. Biggs explains that these countries share a Confucian-based cultural heritage (CHC) in which the group is valued over the individuals. Students' task-oriented behaviors and compliance with the teacher are therefore much more likely in CHC countries than in

countries in which individualism and personal assertiveness are valued. When Stigler and Herbert (1999) compared how Japanese, German and American teachers organize their teaching, the study found that intragroup differences are much smaller than intergroup differences, meaning that although there are competent and incompetent teachers in any of these groups, teachers from the same culture tend to replicate a similar model of action. According to Stigler and Herbert (1999), this finding can be explained by the fact that classroom teaching is a “cultural script” (as much as a family dinner) basically learned through modeling, neither born with us nor learned by direct instruction. Along the same line of thought, Alexander (2005) suggested that societal values such as individualism, community and collectivism significantly influence social relationships and, consequently, the interpersonal relations in schools.

Chiu and Chow (2011) discussed the likely implications of cultural values in teaching, taking into account four different social aspects (formulated by Hofstede, 2003) as follows: (a) the induction of responsible individual behaviors to keep the social fabric active. According to Chiu and Chow (2011), individual social responsibility is prompted in some countries by instilling obedience to authority and social hierarchy (e.g., Russia), and in other countries by valuing democratic relations between people; (b) individual interests versus group interests. There are essentially collectivist societies (e.g., Hong Kong) that value the interests of the group, and others that predominantly emphasize the individual (e.g., New Zealand); (c) the role of men and women. Some societies have rigid gender roles (e.g., Austria) whereas others are liberal (e.g., Denmark); (d) attitudes towards risk and change. Some societies avoid risk and uncertainty (e.g., Portugal), while others live well with risk and uncertainty (e.g., Ireland) (Chiu and Chow, 2011). One

research trend suggests that classrooms in several countries in the Far East are more structured and orderly than most classrooms in Western societies and that academic results are higher in Far Eastern countries despite the large number of students per class (Chiu & Khoo, 2003; Dekker & Fischer, 2008). Other studies indicate that the relation between culture and classroom order is complex and can be mediated by a variety of factors. Lewis et al. (2005), for instance, found that Chinese teachers have less classroom misbehavior than Israeli and Australian teachers because Chinese educators are more inclusive, more supportive, less punitive, and less aggressive than their Israeli and Australian fellows, a contradiction in what westerners would expect to find in Chinese classrooms.

In some countries (e.g., Portugal), although a significant number of teachers may be subject to stress and burnout, serious reported acts of disruption or violence are rare (Lopes, 2009; Lopes & Santos, 2008). Aggression with weapons in schools, for instance, is extremely rare, with virtually no reported cases of assaults with firearms. Safety in Portuguese schools and classrooms seems favorable when compared to most European countries or the United States, a country where each year more than 5,000 children and adolescents die as a result of attacks, although a significant proportion of these offenses occur outside of schools (Gottfredson, 2001). If teachers' stress in countries with lower levels of classroom disruption does not stem from high impact / low-incidence behaviors (e.g., murder, armed robbery, or various types of physical harm), teachers' stress and burnout are more likely related to low impact/high-incidence classroom behaviors (e.g., disobeying, not collaborating on tasks, mocking the teacher). Low-impact/high-incidence classroom behaviors have the potential to burn out a significant number of teachers



(Brouwers & Tomic, 2000; Kyriacou & Martín, 2010). The culture of a specific school emanates from the broad cultural context but is, at least in part, strictly idiosyncratic. There is general recognition that each school, indeed each institution, has its own unique culture, although this culture will be influenced by the context of the wider culture of the society in which the institution sits. In sum, culture exerts an invisible but powerful influence over student and teacher behavior. This influence may even frustrate the effects of continuous teacher training, mainly in areas such as classroom discipline.

## **2.2 The Impact of Disciplinary Problems on Educator Morale**

Disciplinary problems often need active supervision to be reduced (Johnson-Gros, Lyons & Griffin, 2008). Many educators' express frustration over the energy they spend in controlling learners in the classroom, energy and time that could have been used for the facilitation of learning are lost while administrators spend a great deal of time struggling with learners' disciplinary problems.

Disciplinary problems are not unique to Ghana. Major (1990) highlights findings from the National Institute of Education in the United States of America where it has been reported that 64% of junior high school educators said learners had sworn or made obscene gestures at them, and 12% of the educators said that they had hesitated to confront misbehaving learners for fear of their own safety, and other educators mentioned thefts, assaults requiring medical treatment, and damage to property. In one survey in New York educators mentioned that managing disruptive children was the most stressful problem of their professional lives, and it was rated as the highest stress factor among educators regardless of age, type of school, district, sex, marital status, or grade level (Seeman 2000). In secondary schools the situation is worse than in primary schools,

because the learners, as adolescents, now become aware of their rights, namely to privacy, freedom of religion, belief, opinion, and expression, among others. Major (1990) indicates incidents involving learners calling educators foul names, making obscene gestures when educators tell them what to do, or trying to break up fights. In Major's (1990) view, a well-planned lesson does not prevent disciplinary problems while a disorganised, unprepared educator, instead of having problems, has chaos. Lewis (1991) confirms that many educators become frustrated because they spend many hours developing what they believe are exciting, relevant lessons, only to have learners' misbehaviour destroy the experience for everybody. The direct involvement of the researcher in the teaching profession, specifically in a secondary school, made him realize how disciplinary problems are impacting on educator morale, more so than in the past. Learners these days talk as they wish, and are capable of causing an educator to feel that he or she is unwanted in the classroom. From observations and by means of informal interviews the researcher also became aware that educators generally experience stress. In this regard, classroom conditions have been found to significantly influence educators' feelings and attitudes (Earthman & Lemasters, 2009).

Ill-disciplined learners who are disrespectful towards educators, have a negative impact on teaching and learning in this country. According to Pager (1994), educators at one school in the Western Cape reported high levels of absenteeism, truancy, laziness, substance abuse, and subversion of assessments of achievements by learners. Consequently, many teachers are leaving the profession. The above are all signs of a low morale. Other authors (for example, Block, 2008; Eklund, 2009; Ferguson & Johnson, 2010; McIntyre, 2010; Perrachione, Petersen & Rosser, 2008; Vanderslice, 2010) also

found that the lack of a supportive and friendly school environment influences educators' job satisfaction and may cause them to leave the profession. In our country (Ghana) today, teaching is regarded as a stressful profession. Lewis (1991) indicates a number of physical and emotional symptoms related to the stress that educators experience. These include:

- tiredness and a lack of energy
- tenseness and irritability
- sore throats, coughs and colds
- swelling, aching joints, and painful muscles
- headaches, depression, nausea, dizziness
- a reduced interest in sex
- chest, back, and stomach pains.

The abovementioned indicates that the issue of discipline in schools needs urgent attention. There is much work to be done since in some schools the situation has reached alarming proportions (Morongwa, 2010).

### **2.3 Learning Achievement and Classroom Indiscipline**

Freiberg, Huzinec & Templeton (2009) noted that classroom management becomes the gatekeeper to student learning by either supporting a consistent and predictable classroom or allowing a disruptive, chaotic, and random learning environment to occur. This statement clearly summarizes the relation between classroom management, disruptive classroom behaviors and students' academic achievement. Doyle (1986) referred to this complex relation as a "delicate balance" between classroom management and classroom

work. When students are required to develop high-level cognitive and demanding classroom work, the likelihood of misbehavior increases (Espelage & Lopes, 2013). It may therefore be difficult for teachers to decide whether it is better to load students with harder work (increasing the likelihood of misbehavior) or to lower academic work demands (decreasing the likelihood of misbehavior) but eventually limiting student learning. Taking into account that classroom management, classroom work and classroom discipline are inextricably linked, teachers must develop an accurate sense of what is best for the class in every moment. Research suggests that student learning must not be sacrificed by the need for classroom order or classroom management. Conversely, without a certain level of classroom order, student learning will suffer.

Given that student learning is the ultimate goal of teacher actions, classroom management must be considered as an instrument for student learning and not an end in itself. Although some teachers are effective classroom managers, their students' commitment and learning achievement are low. Instead, an effective teacher ensures that the lesson is the main vector of action (Doyle, 1986) of the class, preventing other vectors of action (that contend with the lesson) to occur. Classroom misbehavior is the most likely of these undesirable vectors of action in classes in which the teacher has difficulty keeping the primary vector (the lesson) active (Lopes & Santos, 2013). Perhaps the most striking evidence in the relation between learning achievement and classroom (in)discipline is that the majority of defiant classroom behavior is carried out by low-achieving students (Gottfredson, 2001; Way, 2011). High-achieving students only occasionally misbehave; unlike low achievers, their eventual misbehavior tends to occur during classroom transitions, not during the lesson because they do not intend to interrupt the lesson, which

underachievers often do (Lopes, Monteiro, Sil, Rutherford, & Quinn, 2004). This pattern has even been found in college and university students (Scruggs & Mastropieri, 1986; Seidman, 2005; Warren et al., 2006). As a consequence, academic underachievers increasingly miss out on learning opportunities, potentially worsening their behavioral and academic performance (Gottfredson, 2001; Myers, Baker, Milne, & Ginsburg, 1987; Way, 2011).

A critical factor for intervening in classroom misbehavior is the question of whether misbehavior causes learning problems or whether learning problems lead to classroom misbehavior. Although there is no single answer, it is possible to identify several broad trends in a relation that often appears to be bi-directional. Research suggests that the majority of students enter first grade strongly committed to learn. However, the motivation to learn typically decreases throughout schooling and decreases much more sharply for students who exhibit early school failure (Borkowski, 1994; Covington, 1992; Hidi, 2006; Linnenbrink & Pintrich, 2002; Stipeck, 1984; Zimmerman, Bandura, & Martinez-Pons, 1992). Research has also shown that the gap between school underachievers and their peers tends to systematically deepen throughout schooling (Bast & Reitsma, 1998; Juel, 1988; Stanovich, 1986). The growing disaffection of underachievers significantly increases the likelihood of classroom misbehaviors and disruption. This process reduces the opportunity to learn and again increases the likelihood of classroom misbehavior, disciplinary referrals, grade retention, learned helplessness, etc., in a seemingly endless cycle. A number of students exhibit defiant and aggressive behavior once they enter first grade. These behaviors almost inevitably impair academic achievement. Yet these academic

paths are far less common than an academic path marked by early experiences of academic failure, followed by misbehavior and classroom. Thus, it is reasonable to assume that for some underachievers, behavioral interventions should come first; however, for most underachievers who misbehave, educators must first address these students' learning problems.

Overall, learning (academic) achievement is critical for encouraging appropriate student classroom behavior. Ignoring the long-term negative impact of academic underachievement on student behavior may be problematic for teachers. Interestingly, classroom misbehavior may become a type of self-fulfilling prophecy if student defiance increases in response to teacher action. In those circumstances, punishing misbehavior may be worthless. Although early and direct intervention in student learning problems requires time and energy, this approach is more promising than simply trying to control misbehavior. Indeed, each student develops specific relations with the academic tasks (broadly speaking) throughout the school years. These particular relations fuel and explain the majority of students' classroom behavior. Any intervention aimed at changing the classroom behavior of specific students must therefore take academic achievement into account.

## **2.4 Theories of School Discipline**

The behavioural approaches to school discipline focus on behavioural modification. They view behavioural change, such as the elimination of undesirable behaviour, as something that could be achieved through processes of reward, either withholding of reward, or meting out punishment. They therefore focus on changing the overt (external) behaviour rather than on internal mental states. Behavioural theories explain these behavioural

changes as being based on the connection between elements and reinforced by this effect (Tuckman, 1992). In contrast, cognitivist theories reject the notion of behaviour modification as some external means of control. They focus on the mental processes within the child and view undesirable behaviour as a means through which the child expresses his/her wants. These may be construed as misdirected goals or an ineffective means of drawing attention. The task of the educator is to understand how the child thinks about discipline. They should therefore focus on how the child can be drawn into the drawing up of class rules and a schedule of consequences for not adhering to them. Constructivist theories operate from the premise that knowledge is a socially constructed entity and that the educator has an important role to play in the facilitation of children's construction of knowledge. Instead of prescribing rules to children, they need to be brought through teaching and experience to explore and impart meaning to the rules required to maintain an orderly classroom environment.

## **2.5 Summary of Literature**

Classroom discipline refers to a set of teacher actions undertaken to end indiscipline that constitute organizational and management processes aimed at restoring classroom order. Kulinna, Cothran, & Regualos (2006) noted that although students are by far the most frequent source of indiscipline, they are not the only source. The teacher or school staff may also be a source of disruption (Doyle, 1980; Good & Brophy, 2000). The issue of classroom discipline can be studied under a number of close designations such as "classroom order", "classroom misbehavior", "classroom disruption", "classroom indiscipline", or "classroom disorder", just to name a few because the features involved in classroom discipline is numerous. According to Gyan, Baah-Korang, & McCarthy P.,

(2015), proper discipline does not lead to great learning achievements, however, discipline is an important component of human behavior without which an organization cannot function well towards the achievement of its goals. Studies (Lewis et al., 2005; Biggs, 1998) have suggested that culture plays a relevant role in the greater or lesser degree of average discipline found in schools and classrooms in countries with diverse traditions and cultures.

Many educators' express frustration over the energy and time that are lost in controlling learners in the classroom which could have been used for the facilitation of learning while administrators spend a great deal of time struggling with learners' disciplinary problems. Ill-disciplined learners who are disrespectful towards educators, have a negative impact on teaching and learning. A critical factor for intervening in classroom misbehavior is the question of whether misbehavior causes learning problems or whether learning problems lead to classroom misbehavior. Although there is no single answer, it is possible to identify several broad trends in a relation that often appears to be bi-directional. It is reasonable to assume that for some underachievers, behavioral interventions should come first; however, for most underachievers who misbehave, educators must first address these students' learning problems. Any intervention aimed at changing the classroom behavior of specific students must therefore take academic achievement into account. Behaviour modification of the ill-discipline could be achieved through processes of reward, either withholding of reward, or meting out punishment. Cognitivist accept the notion that the educator is to understand how the child thinks about discipline and focus on how the child can be drawn into the drawing up of class rules and a schedule of consequences for not adhering to them. Constructivist operate from the



premise that instead of prescribing rules to children, they need to be brought through teaching and experience to explore and impart meaning to the rules required to maintain an orderly classroom environment.



## CHAPTER THREE

### RESEARCH DESIGN METHODOLOGY

#### 3.0 Research Design

Descriptive and correlational designs are employed in the study. Descriptive research attempts to document current conditions or attitudes (Wimmer & Dominick, 2013). It aims to accurately and systematically describe a population, situation or phenomenon. Descriptive research designed provide a snapshot of the current state of affairs. Correlational research designs allow researchers to describe the relationship between two measured variables (Jackson, 2014). It is a type of research design where a researcher seeks to understand what kind of relationships naturally occurring variables have with one another. It allows the prediction of future events from present knowledge. These two research designs were employed in the study because the study seeks to provides a relatively complete picture of the current state of affairs in terms of discipline (independent variable) and learning achievement (dependent variable). Descriptive research designed could provide a complete snapshot of the current state of affairs. It accurately and systematically could describe the variables. Also, investigate, understand and describe the kind of relationships existing between the variables i.e., discipline (independent variable) and learning achievement (dependent variable) and make prediction of future events from present knowledge. This is w here we employ correlational studies. Descriptive correlational studies therefore describe the variables and the relationships that occur naturally between and among them.

### **3.1 Area of the Study**

The study was carried out in Senior High Schools in Asikuma Odoben Brakwa District in the Central Region of Ghana. There are three Senior High Schools in Asikuma Odoben Brakwa District. The three Senior High Schools are located at Breman Asikuma, Agona Odoben and Breman Brakwa with a total population of eight thousand, four hundred and fifty-six (8,456) students and two hundred and eighty-five (285) teachers.

### **3.2 Population of the Study**

Target population refers to the group of people to whom the results of a research should apply (Whitley & Kite, 2012). In this study, the research targets a population of 285 teachers. Out of the 8456 students' population in Asikuma Odoben Brakwa District Senior High Schools, 225 students were sampled consisting of 75 students each from the three schools.

### **3.3 Sample Size and Sampling Techniques**

The sample is a small group which adequately and accurately represents the characteristics of the population (Schensul, Schensul & LeCompte, 1999). Fifteen Form Masters made up of 5 each from three Schools responded to questionnaire to aid researchers' data collection. Each Form Master helped to collect data on 15 students. In this study, simple random sampling approach was employed. Simple random sampling is the most basic form of probability sampling in which elements are drawn from the population at random and all elements have the same chance of selection (Reis & Judd, 2014). A simple random sample is a randomly selected subset of a population. Simple random sampling is a method used to cull a smaller sample size from a larger population and use it to research and make generalizations about the larger group. The advantages

include its ease of use and its accurate representation of the larger population. Simple random sampling is most appropriate when the entire population from which the sample is taken is homogeneous. Questionnaire in form of rating scales were used to collect data on discipline and learning achievement of the selected students. A rating scale is a measuring instrument requiring the rater to assign the person being rated directly to some point along a continuum, or in one of an ordered set of categories (Krishnaswamy, Sivakumar, & Mathirajan, 2009).

The rating scale for student's discipline had 10 items on discipline. The items were; obedience, politeness, harmony with other students, bodily cleanliness, neatness in dressing, seriousness with academic assignments, carefulness in handling of exercise and note books, neatness in writing, maintaining silence in class, and harmony with teachers. The items are in line with research findings that discipline problems among students include noise making, fighting, defiance, bullying, failure to complete assignments and use of abusive language (Ali et al., 2014). The items also reflect assertion by Ali et al. (2014) that indiscipline can be displayed by a student in several ways (e.g., general disobedience, poor attitude to learning, immoral behaviour, stealing, dirtiness, being quarrelsome, and rudeness). Rating scales may involve use of descriptions such as always, often, occasionally, rarely or never (Kothari, 2011). In this study, the students were rated on discipline by their Form Masters based on the frequency of each of the ten items as follows: always (4), usually (3), sometimes (2), rarely (1), or never (0). The ratings by the Form Masters were then scored by the researcher (i.e., never = 0 score, rarely = 1 score, sometimes = 2 scores, usually = 3 scores, always = 4 scores). For each student, scores on the ten items were summed up and converted to percentage to obtain

the student's score on discipline. Possible total scores on discipline for each student ranged from 0 to 40 before conversion to percentage and from 0 to 100 after conversion. Higher scores implied higher discipline.

Several methods are used to measure student's learning achievement, e.g., standardized achievement test scores, teacher ratings of learning performance, and report card grades (Fawcett, 2013; Rubin & Babbie, 2016). In this study, student's learning achievement was based on ratings of student on academic performance. Using the Form Masters' questionnaire on students' learning achievement, each of the 225 sampled student was rated on learning achievement by their Form Master based on performance in school examinations. In the questionnaire, the Form Masters indicated the range within which the students' overall score in the school examinations often falls (i.e., 0 -199, 200 - 219, 220 - 249, 250 - 279, 280 - 299, 300 - 319, 320 - 349, or 350 - 500 marks). Students' learning/academic achievement is usually relatively stable within a given range of scores hence the decision to consider the students' performance within a range of scores (Rubin & Babbie, 2016). The considered examinations included five papers (four (4) core subjects and one (1) best elective subject in the school examinations) with a total score of 500 marks. Consequently, academic performance was rated in continuum of 0 to 500 marks. To obtain students' scores on learning achievement, the Form Masters' ratings were scored by the researcher (from a score of 1 for lowest rating of 0- 199 marks to a score of 8 for the highest rating of 350 – 500 marks). The scores were then converted into percentages. Higher scores implied higher learning achievement.

### **3.4 Instrumentation**

#### **3.4.1 Instrument for Data Collection**

A self-developed questionnaire appropriate to the research problem was distributed to Form Masters of targeted population so that their responses aided the researchers' data collection on students. A set of items were developed in the form of a questionnaire for collecting the data. The questionnaire was in sections, such as Form Master's personal data, Form Master's ratings of students' discipline and Form Masters' ratings of students' learning achievement. The use of questionnaire was appropriate for the study because it is an instrument used to gather information from a large group of people and also to collect data about knowledge, beliefs, attitudes and behaviours (Taylor-Powell, 2000). A large amount of data can be collected from a large number of people in a short period of time and in a relatively cost-effective way (Ackroyd & Hughes, 1981). As compared with other tools of data collection, questionnaire also guarantee confidentiality. Questionnaire often allow respondents time to think before responding and also impose uniformity on the information obtained by asking all the respondents the same questions.

#### **3.4.2 Reliability of Instruments**

Reliability is an essential characteristic of a good test, because if a test doesn't measure consistently (reliably), then one could not count on the scores resulting from a particular administration to be an accurate index of students' achievement (Amoah, 2020). Reliability refers to the consistency or stability of a measuring instrument (Jackson, 2011). In this study, test-retest method was used to determine reliability of the questionnaires based on a pilot study carried out among 22 students (10% of students' population). Test-retest reliability of a test is measured by correlating the scores from a

set of subjects who take the test on two occasions (Kline, 2013). The same instrument is given twice to the same group of people and the reliability is the correlation between the scores on the two administrations. This is a measure of the stability of scores over a period of time (Amoah, 2020). Test and retest were conducted two weeks apart because approximately two weeks is a common interval between the tests (Rubin & Babbie, 2016)

### **3.4.3 Validity of Instruments**

According to Fawcett (2013), a test is considered valid when it succeeds in measuring what it purports to measure. In this study questionnaires have both face and content validity. An instrument has face validity when the items on it seem to measure the intended concept (Rubin & Bellamy, 2012). Content validity refers to the degree to which a measure seems to cover the entire range of meanings within a concept (Rubin & Babbie, 2016). Face validity is usually established by a panel of experts (Kraska-Miller, 2014) and likewise to content validity (Jackson, 2016). According to Amoah S. A., (2020 lecture notes), Validity is the appropriateness or correctness of inferences, decisions, or descriptions made about individuals, groups, or institutions from test results.

### **3.5 Data Collection Procedures**

Introductory letters were written to heads of Senior High Schools in Asikuma Odoben Brakwa District to seek permission to conduct the research in their schools. After Permission was granted to undertake the research, the student researcher then visited the selected schools to introduce himself to the teachers, briefed them on the intended research, sought their cooperation and booked appointments for data collection. The researcher returned to the schools on the scheduled dates for data collection. During data collection on discipline, the researcher selected students and their Form Masters provided

their admission numbers and rated them based on the frequency of each of the ten items on the questionnaire as follows: always (4), usually (3), sometimes (2), rarely (1), or never (0). For each student, scores on the ten items were summed up to obtain the student's score on discipline

To obtain data on learning achievement, the Form Masters indicated the range within which the students' overall score in the school examinations often fell in five papers (four (4) core subjects and one (1) best elective subject) (i.e., 0 -199, 200 - 219, 220 - 249, 250 - 279, 280 - 299, 300 - 319, 320 - 349, or 350 - 500 marks). The Form Masters' ratings were then scored by the researcher (from a score of 1 for lowest rating of 0- 199 marks to a score of 8 for the highest rating of 350 – 500 marks) and used for research.

### **3.6 Data Analysis**

In this study data analysis was be mainly quantitative. Quantitative research is designed to produce numerical data, and proceeds by measuring variables (Punch, 2003). The quantitative research uses statistics as a method of organising data, facilitating the organisation and interpretation of numbers. Simple arithmetic or more advanced statistical analysis is used to discover commonalities or patterns in the data. The results are often reported in graphs and tables. Descriptive statistics in the form of frequency counts and percentages was used to summarize, organise and analyse data obtained for research objective one (1) and inferential statistics in the form of regression analysis was used to summarize, organise and analyse data obtained for research objective two (2). Tables were employed to present data; the purpose is to enhance understanding and aid quantitative interpretations of results.



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.0 Introduction

This chapter looked at the results and its discussion. The initial focus was on the characteristics of the respondents and then continued to consider the presentation and discussion of the main results of the study. They are presented and discussed according to the objectives of the study.

#### 4.1 Characteristics of the Form Masters

The main characteristics of the respondents include the gender, age ranges, the number of years of teaching, subjects they teach and academic or professional qualifications. Tables 1 to 4 give details of these characteristics.

*Table 1: Gender Distribution of Form Masters*

Sex	Respondents	Percentage
Male	7	46.67
Female	8	53.33
<b>Total</b>	<b>15</b>	<b>100</b>

From Table 1, it is clear that, most of the respondents, 8 representing 53.33% of the 15 Form Masters involved in the study were females as compared to males (46.67%). The reason for this difference could be that there were more female Form Masters than male

Form Masters in these Schools. The implication is that any survey involving Form Masters in these schools will interact with more female teachers than male teachers.

The research also required the ages of the Form Masters. Table 2 shows the results on the ages of Form Masters.

*Table 2: Age Range of Form Masters*

<b>Age range</b>	<b>Respondents</b>	<b>Percentage</b>
20 -30	2	13.33
31 – 41	5	33.33
42 – 52	7	46.67
others	1	6.67
<b>Total</b>	<b>15</b>	<b>100</b>

The results from Table 2 shows that 2 respondents were between the age range of 20 – 30 representing 13.33%, 5 representing 33.33 % were between 31 – 41, 7 representing 46.67% were between 42 – 52 and 1 Form Master with age 54. This implies that most of the respondents who participated in the study fell within 42-52 age range. The implication is that the majority of respondents involved in the study are older and matured, with the possibility of good experience of handling Senior High School Students.

The number of years of teaching by the Form Masters is shown in Table 3 below.

*Table 3: Number of Years of Teaching*

<b>Teaching experience</b>	<b>Respondents</b>	<b>Percentage</b>
1 – 5	1	6.67
6 - 10	3	20.00
11– 15	2	13.33
16 – 20	4	26.67
21 and above	5	33.33
<b>Total</b>	<b>15</b>	<b>100</b>

Table 3 suggest that the majority of respondents, 5 representing 33.33%% had taught for over 21 years, 4 representing 26.67% had taught for over 16 years, 2 (13.33%) had taught for over 11 years and 4 representing 26.67% had taught for between 1- 10 years. This implies that Masters involved in the study were well experienced to have done the job assigned them.

Details of Academic and Professional Qualification of the Form Masters is shown Table 4 below.

*Table 4: Academic Qualification*

<b>Academic Qualification</b>	<b>Respondents</b>	<b>Percentage</b>
Diploma in Education	-	-
H N D	-	-
Degree	11	73.33
Masters	4	26.67
Others	-	-
<b>Total</b>	<b>15</b>	<b>100</b>

Out of the 15 Form Masters, Table 4 shows that 11 of them representing 73.33% had Bachelors' degrees while the remaining 4 representing 26.67% had Master's degree. The implication is that the Masters of the schools involved in the study are properly qualified to teach at Senior High Schools, with others holding higher qualifications than required at Senior High Schools. This shows that the Masters who evaluated the students had enough knowledge to do the evaluation.

#### **4.2 Presentation and Discussion of the Main Results of the Study**

This part of the chapter presents and discusses the main results of the of the study relating to the objectives. For a sequential presentation of results, it was resented in line with the research questions and objectives that directed the study.

**Research Question 1:** What are the views of Form Masters about the level of discipline among Senior High School students in Asikuma Odoben Brakwa District?

This research question sought to find out the level of discipline among Senior High Schools Students in Asikuma Odoben Brakwa District. Form masters were asked to evaluate their students on a certain discipline item. Table 5 gives the full details of their responses.

*Table 5: Student's Scores on Discipline*

<b>Scores on Discipline</b>	<b>Frequency</b>	<b>Percentages</b>
0 – 29	52	23.11
30 – 39	29	12.89
40 – 49	42	18.67
50 – 59	34	15.11
60 – 69	38	16.89
70 – 79	12	5.33
80 – 89	14	6.22
90 - 100	4	1.78
<b>Total</b>	<b>225</b>	<b>100</b>

The objective one (1) of the study was to determine the level of discipline among Senior High School students in Asikuma Odoben Brakwa District. Table 5 gives a full detail of the student's scores on discipline. The table shows that a total of 123 representing 54.67% of the selected students scored less than 50 out of the maximum possible score of 100. Seventy-two students scored between 50 and 69 representing 32%, 26 students representing 11.55% scored between 70 and 89 while 4 (1.78%) students scored between 90 and 100. This summary is an indication that 54.67%, 32.00%, 11.55% and 1.78% of Senior High Schools' Students in Asikuma Odoben Brakwa District were of low, moderate, high, and very high discipline respectively. This means about 13.33% of the students are of high discipline. It can therefore be estimated that schools in Asikuma Odoben Brakwa District have much discipline problems that can lead to negative educator morale. Classroom disruption is a major challenge faced by teachers (Simón & Alonso Tapia, 2016). It is often indicated as one of the main causes of wasted classroom time (Tsouloupas, Carson, & Matthews, 2014) and as a foremost reason for teachers' emotional exhaustion (Carson, Plemons, Templin, & Weiss, 2011).

Ill-disciplined learners have a negative impact on teaching and learning. According to Pager (1994), educators at one school in the Western Cape reported high levels of absenteeism, truancy, laziness, substance abuse, and subversion of assessments of achievements by learners. Consequently, many teachers are leaving the profession. Lewis (1991) confirms that many educators become frustrated because they spend many hours developing what they believe are exciting, relevant lessons, only to have learners' misbehaviour destroy the experience for everybody. The direct involvement of the researcher in the teaching profession, specifically in a Senior High School, made him

realize how disciplinary problems are impacting on educator morale, more so than in the past. In one survey in New York educators mentioned that managing disruptive children was the most stressful problem of their professional lives, and it was rated as the highest stress factor among educators regardless of age, type of school, district, sex, marital status, or grade level (Seeman 2000). Learners these days talk as they wish, and are capable of causing an educator to feel that he or she is unwanted in the classroom. From observations and by means of informal interviews the researcher also became aware that educators generally experience stress. In this regard, classroom conditions have been found to significantly influence educators' feelings and attitudes (Earthman & Lemasters 2009). Discipline therefore needed to be enhanced among students of Asikuma Odoben Brakwa District Senior High Schools.

**Research Question 2:** What are the opinions of Form Masters about the relationship between discipline and learning achievement among Senior High Schools in Asikuma Odoben Brakwa District?

This research question sought to find out the relationship between discipline and learning achievement among Senior High Schools in Asikuma Odoben Brakwa District. Each of the 225 selected students was rated on learning achievement by their Form Masters based on learning achievement in school examinations in five subjects including the four core subjects and one best elective subject. They indicated the range within which the students' overall score in the school examinations often falls in five papers. Table 6 shows a summary of the student's scores on learning achievement.

*Table 6: Student's Scores on Learning Achievement*

<b>Scores on Learning Achievement</b>	<b>Frequency</b>	<b>Percentages</b>
12.5	12	5.33
25	47	20.89
37.5	37	16.44
50	42	18.67
62.5	35	15.56
75	28	12.44
87.5	10	4.44
100	14	6.22
<b>Total</b>	<b>225</b>	<b>100</b>

The Table 6 shows that the student's scores on learning achievement varied between 12.5 to 100. It shows that a total student's number of 96 representing 42.66 % scored less than 50 out of the maximum score of 100 in learning achievement. This imply that 42.66 % of students in Senior High Schools in Asikuma Odoben Brakwa District were below average in learning achievement, 77 students representing 34.23% were average and 52 students representing 23.00% were above average. This analysis clearly is an indication that learning achievement needed to be improved among students. Learning achievement is



critical for encouraging appropriate student classroom behavior. Ignoring the long-term negative impact of academic underachievement on student behavior may be problematic for teachers. According to Gitome et al., (2013), where there is good discipline, there is improved academic performance. In other words, discipline is vital for students' learning achievement.

Objective two (2) of the study was to examine the relationship between discipline and learning achievement among Senior High Schools in Asikuma Odoben Brakwa District. To achieve this, a regression analysis was carried out with student's discipline based on scores summarized in Table 5 as the independent variable and student's learning achievement based on scores summarized in Table 6 as the dependent variable. The results are shown in Table 7 and Table 8.

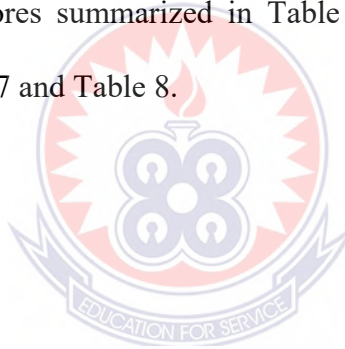


Table 7: Regression Analysis on Discipline Scores and Learning Achievement Scores

<b>x</b>	<b>y</b>	<b>xy</b>	<b>x<sup>2</sup></b>	<b>y<sup>2</sup></b>
<b>Discipline (Class mid-point)</b>	<b>Learning Achievement</b>			
9.5	12.5	118.75	90.5	156.25
24.5	25	612.5	600.25	625
34.5	37.5	1293.75	1190.25	1406.25
44.5	50	2225	1980.25	2500
54.5	62.5	3406.25	2970.25	3906.25
64.5	75	4837.5	4160.25	5627
74.5	87.5	6518.75	5550.25	7656.25
90	100	9000	8100	10000
<b><math>\Sigma x = 396.5</math></b>	<b><math>\Sigma y = 450</math></b>	<b><math>\Sigma xy = 28012.5</math></b>	<b><math>\Sigma x^2 = 24642</math></b>	<b><math>\Sigma y^2 = 31877</math></b>

$$\bar{x} = \Sigma x/n = 396.5/8 = 49.56$$

$$\bar{y} = \Sigma y/n = 450/8 = 56.25$$

The values of SS<sub>xy</sub>, SS<sub>xx</sub>, and SS<sub>yy</sub> are computed as follows:

$$SS_{xx} = \Sigma(x^2) - [(\Sigma x)^2/n] = 24642 - \{157,212.25/8\} = 24642 - 19,651.531 = 4,990.47$$

$$SS_{xy} = \Sigma xy - [(\Sigma x \times \Sigma y)/n] = 28012.5 - [(396.5 \times 450) / 8] = 5,709.37$$

$$SS_{yy} = \Sigma(y^2) - [(\Sigma y)^2/n] = 31877 - [450^2/8] = 31877 - 25,312.5 = 6564.5$$

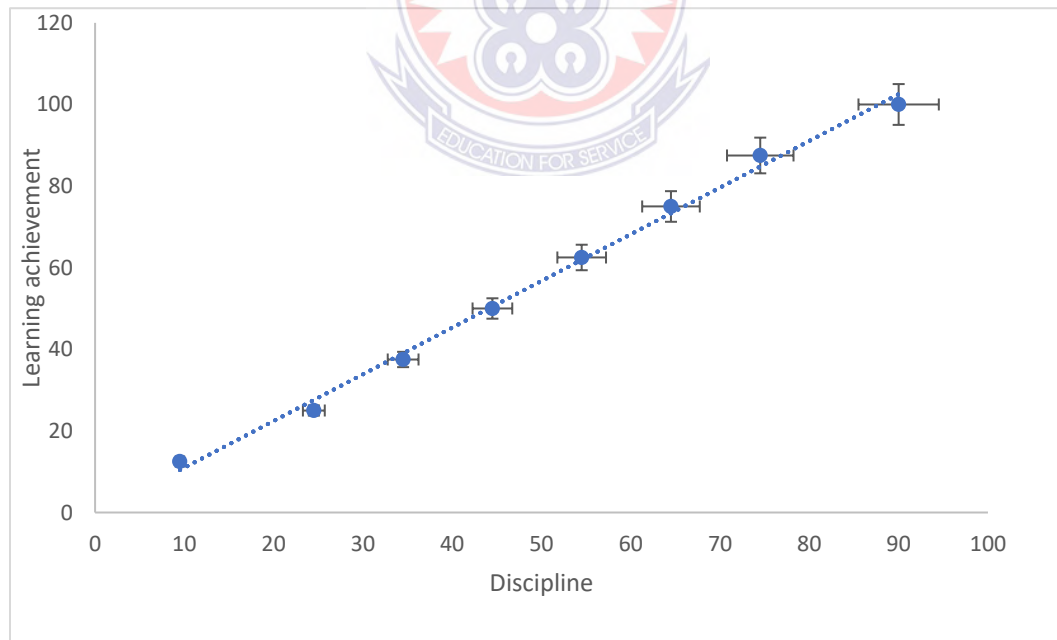
We calculate **a** and **b** to find the regression line:

$$b = SS_{xy} / SS_{xx} = 5,709.37/4,990.47 = 1.14$$

$$a = \bar{y} - b\bar{x} = 56.25 + 1.14 \times 49.56 = 112.78$$

Thus, our estimated regression line:  $y = a + bx$ :  **$y = 112.78 + 1.14x$**

The value of  $a = 112.78$  gives the value of  $y$  for  $x = 0$ ; that is, indicate the range within which a student with no score for discipline overall score in the school examinations often falls. The value of  $b$  gives the change in  $y$  due to a change of one unit in  $x$ . Thus,  $b = 1.14$  indicates that, on average, for every score obtained in discipline, learning achievement increases by 1.14 marks.



*Figure 7: Scatter diagram and the regression line for learning achievement and discipline*

Figure 7 shows the scatter diagram and the regression line for the data on discipline and learning achievement. The regression line slopes upward from left to right. This result is consistent with the positive relationship anticipated between discipline and academic achievement (Frimpong, 2003). According to Frimpong, (2003), the declining rate of discipline in many schools has contributed to the erosion of high academic attainments, demoralized teaching staff and brought sorrow and disappointment to many parents.

The values of  $R$  and  $R^2$  are computed as follows:

$$R = \frac{SS_{xy}}{\sqrt{SS_{xx} * SS_{yy}}} = \frac{4990.47}{\sqrt{4990.47 * 6564.5}} = \frac{4990.47}{5723.63} = 0.872$$

$$R^2 = \frac{b SS_{xy}}{SS_{yy}} = \frac{1.14 \times 4990.47}{6564.5} = 0.867$$

Table 8: Relationship Between Discipline and Students' Learning Achievement

<b>R</b>	<b>R<sup>2</sup></b>	<b>Standardized regression coefficient (Beta)</b>	<b>Unstandardized regression coefficient</b>
<b>0.872</b>	0.867	0.872	1.14

Table 8 shows that  $R$  (0.872),  $R^2$  (0.867) and standardized coefficient (0.872) are significant at  $p < 0.05$ . The value of  $R = + 0.872$  indicates that the learning achievement and discipline are positively related. The linear relationship is also very strong; according to the graph in Figure 7. This implies that an increase in discipline has a corresponding increase in learning achievement among students of Asikuma Odoben Brakwa senior high schools. The value of  $R^2 = 0.867$  means that 87% of the total variation in learning achievement is explained by discipline, and 13% is not. The high value of  $R^2$  indicates

that there may be only a few other important variables that contribute to the determination of learning achievement. For example, learning achievement is expected to depend on the availability of learning resources to the student, the age of the learner and the use of the appropriate teaching methods, strategies and techniques by teachers. The studies indicate that discipline plays an important role in students' learning achievement and showing that discipline relates positively with, and predicts students' learning achievement. Findings suggest that it is important to focus on students' general discipline for better learning achievement. General discipline would be a personal attribute characterized by obedience, politeness, orderliness, ability to get along with other people, competence in undertaking academic tasks and obligations. The results are in consonance with that of Pasternak (2013) among selected fifth-grade students in Israel and the USA that discipline is positively related to students' academic achievement. However, the study by Pasternak confined the measure of discipline to learning oriented skills like perseverance, meeting schedules, goal setting and planning for goal achievement, and completion of unpleasant tasks. Therefore, compared to Pasternak's study, the outcome of this study suggest that discipline measured by social skills e.g., obedience, politeness and social competence is also important for students' academic achievement.

The results support findings of a study by Bodovski et al. (2013) among elementary school students in the USA which says that the vital role of discipline in students' learning achievement is revealed or implied. The results of the study also validate findings of several previous studies in Kenya (e.g., Dawo & Simatwa, 2010; Njoroge & Nyabuto, 2014; Sureiman, 2010; Tikoko & Bomett, 2011) which suggest that discipline is an important factor in students' learning achievement. This implies that disciplined

students are likely to remain focused on their educational goals and aspirations, manage their time well, work harder in academics, and show determination to succeed academically. This is probably because disciplined students are less likely to be involved in disciplinary cases which may divert their attention from academic work. Therefore, the students are more likely to be psychologically settled and ready for academic work. This enhances their striving for academic success and eventually boosts their learning achievement.

### **4.3 Chapter Summary**

Results on discipline level among Senior High Schools' Students in Asikuma Odoben Brakwa District indicated that 54.67%, were of low discipline, 32.00% were of moderate discipline, 11.55% were of high discipline and 1.78% were of very high discipline. This means about 13.33% of the students are of higher discipline. It is concluded that Senior High Schools Students in Asikuma Odoben Brakwa District have much discipline problems. The results on learning achievement showed that 42.66 % of students were below average, 34.23% were average and 23.00% were above average. Learning achievement results showed that there is learning underachievement.

Learning achievement and discipline showed a positive relationship. An increase in learning achievement resulted in a corresponding increase in discipline among students of Asikuma Odoben Brakwa Senior High Schools. This is true, according to Gitome et al., (2013), where there is good discipline, there is improved academic performance. In other words, discipline is vital instrument for students' Learning achievement. Learning achievement is critical for encouraging appropriate student classroom behavior. Perhaps

the most striking evidence in the relation between learning achievement and discipline is that the majority of defiant behavior is carried out by low-achieving students (Gottfredson, 2001; Way, 2011). High-achieving students only occasionally misbehave; unlike low achievers, their eventual misbehavior tends to occur during classroom transitions, not during the lesson because they do not intend to interrupt the lesson, which underachievers often do (Lopes, Monteiro, Sil, Rutherford, & Quinn, 2004). This pattern has even been found in college and university students (Scruggs & Mastropieri, 1986; Seidman, 2005; Warren et al., 2006).

Research has also shown that the gap between school underachievers and their peers tends to systematically deepen throughout schooling (Bast & Reitsma, 1998; Juel, 1988; Stanovich, 1986). The growing disaffection of underachievers significantly increases the likelihood of classroom misbehaviors and disruption. This process reduces the opportunity to learn and again increases the likelihood of classroom misbehavior, disciplinary referrals, grade retention, learned helplessness, etc., in a seemingly endless cycle. Ignoring the long-term negative impact of academic underachievement on student behavior may be challenging for teachers. Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound learning achievement (Masitsa, 2008). It is a basic necessity for successful teaching and learning in schools and a subject of concern for teachers.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Summary

The study investigated the level of discipline among Senior High School students in Asikuma Odoben Brakwa District and its effect on learning achievement in the views of Form Masters. Research Questions that inspired the study are: What are the views of Form Masters about the level of discipline among Senior High School students in Asikuma Odoben Brakwa District.? What are the opinions of Form Masters about the effects of discipline on learning achievement among Senior High Schools in Asikuma Odoben Brakwa District? Descriptive and correlational research designs were employed in the study to provides a complete picture of the state of affairs in terms of discipline and learning achievement. The study was carried out in the three Senior High Schools in Asikuma Odoben Brakwa District, and targeted a population of 8456 students. Questionnaire appropriate to the research problem was distributed to Form Masters of targeted population so that their responses aided the researchers' data collection on students. Descriptive statistics in the form of frequency counts and percentages and inferential statistics in the form of regression analysis were used to summarize, organise and analyse data obtained. For the purpose of understanding and to aid quantitative interpretations of results, tables were employed in data presentation.

#### 5.1 Key Findings

The objective one (1) of the study was to determine the level of discipline among Senior High School students in Asikuma Odoben Brakwa District. The results revealed that only



13.33% representing 30 out of the 225 students sampled were of high discipline. The remaining 86.67% representing 195 students were of low and moderate discipline. The results therefore estimated that Senior High School students in Asikuma Odoben Brakwa District have much discipline problems.

Objective two (2) of the study was to examine the relationship between discipline and learning achievement among Senior High Schools in Asikuma Odoben Brakwa District. Each of the 225 selected students was rated on learning achievement and the results showed that 42.66 % (96) of the students were below average, 34.23% (77) of the students were average and 23.00% (52) students were above average. Regression analysis was carried out on student's discipline and learning achievement scores. The results indicated that learning achievement and discipline had very strong positive linear relationship so that an increase in discipline among students had a corresponding increase in learning achievement of the students. Findings also indicated that 87% of the total variation in learning achievement was explained by discipline, and 13% was not. There were indications that there may be a few other important variables that contributed to the determination of learning achievement e.g., availability of learning resources to the student, the age of the learner and the use of the appropriate teaching methods, strategies and techniques by teachers. The study indicated that discipline plays an important role in students' learning achievement.

## **5.2 Conclusion**

Since the majority of the students were rated by their Form Masters as low or moderate discipline, it can be concluded that most of the student-related problems in the schools are as a result of indiscipline. It also implies that the schools are most likely to spend

more resources on disciplinary issues. When learners are not discipline, their activities may cause frustration of many educators over the energy and time they will have to spend in controlling and ordering learners in the classroom, energy and time that could have been used for the facilitation of learning are lost since classroom management, classroom work and classroom discipline are inextricably linked. Classroom disruption is thus indicated as one of the main causes of wasted classroom time and as a foremost reason for teachers' emotional exhaustion, this apparently affect learning achievement.

From the foregoing, it could be deduced that learning achievement, to a very large extent, depends on discipline since about eighty-seven percent of the variation in learning achievement was accounted for by discipline. Meaning most students who do not exhibit discipline would not achieve much academically and would eventually not be able to go far along the academic ladder. However, it is evident that a certain small percentage (about 13%) of student who may not necessarily show discipline could achieve much academically provided that certain intervening factors (e.g., availability of learning resources to the student, and the use of the appropriate teaching methods, strategies and techniques by teachers) are in place because this percentage of students' learning achievement variation was not determined by discipline but these intervening factors.

Though proper discipline does not necessarily lead to great learning achievements, it is an important component of human behavior without which an organization cannot function well towards the achievement of its goals; without it, it's almost impossible for learners to attain a higher learning achievement. Discipline is the mother of all great achievements in whatever field of endeavour. Respect for schools' rules and regulations, self-control and desire to achieve a higher learning goal all hinges on discipline.

### **5.3 Recommendations**

- i. The study recommend that the Schools' Authorities should put in place appropriate measures to ensure discipline among Senior High Schools in Asikuma Odoben Brakwa District. E.g., the Schools' Parent Teacher Association can agree and come out with certain disciplinary measures to be meted to students who violate certain schools' rules and or regulations.
- ii. It is also recommended that the Schools' Authorities should revisit, implement and ensure strict adherence of students to the Ghana Education Service 1994 uniform code of discipline to all secondary schools in Ghana.
- iii. The Schools' Authorities should ensure that learning resources are available to students.

### **5.4 Suggestion for Future Research**

- I. In line with the recommendations on how to improve discipline, there is the need for further study to find out the appropriate measures that the Schools' Authorities should put in place to ensure discipline among Senior High Schools in Asikuma Odoben Brakwa District.
- II. It is also recommended that further study be done to investigate how well Senior High Schools in Asikuma Odoben Brakwa District implement the Ghana Education Service 1994 uniform code of discipline to all secondary schools in Ghana.

## REFERENCES

- Ajay, G., & Alkay, G. (2007). *Taxmann's mathematics and statistics* (4<sup>th</sup> ed.). New Delhi, East Bagh.
- Alexander, R. (2005). Culture, dialogue and learning: Notes on an emerging pedagogy. *Keynote for the International Association for Cognitive Education and Psychology. 10<sup>th</sup> International Conference: University of Durham.*
- Ali, A. A., Dada, I. T., Isiaka, G. A., & Salmon, S. A. (2014). Types, causes and management of indiscipline acts among secondary school students in Shomolu Local Government Area of Lagos State. *Journal of Education and Practice*, Retrieved on October 5, 2021 from [www.iiste.org](http://www.iiste.org).
- Amoah, S. A. (2020). *Measurement, Evaluation and Statistics in Education, EDP 612*. Department Educational foundations, Faculty of Educational Studies, University of Education, Winneba.
- Anku, D. (2015). *Teachers, Students' and Parents' Perception of Home Economics Programme in Senior High Schools in North Tongu: Master of Philosophy Degree Thesis in Curriculum Studies in the Department of Arts and Social Sciences Education of the College of Education Studies, University of Cape Coast, Ghana.*
- Block, A.A. (2008). Why should I be a teacher? *Journal of Teacher Education*.
- Bodovski, K., Nahum-Shani, I. & Walsh, R. (2013). School disciplinary climate and students' early mathematics learning: Another search for contextual effects? *American Journal of Education*, Retrieved on November 13, 2021 from <http://eric.ed.gov/?id=EJ1003815>
- Borkowski, J. G., & Thorpe, P. K. (1994). *Self-regulation and motivation: A life-span perspective on underachievement.*
- Buzzelli, C., & Johnston, B. (2001). Authority, power, and morality in classroom discourse. *Teaching and Teacher Education*.
- Carson, R. L., Plemmons, S., Templin, T. J., & Weiss, H. M. (2011). You are who you are: A mixed-method study of affectivity and emotion regulation in curbing teacher burnout. In G. M. Reeve & E. Frydenberg (Eds.), *Personality, stress and coping. Implications for education*. Charlotte, NC: Information Age Publishing.
- Charlton, T., & David, K. (1993). *Managing misbehaviour in schools (2nd ed.)*. London: Routledge.

- Curwin, L. R., & Mendler, A. N. (1998). *Discipline with dignity*. Virginia: Edwards Brothers Inc.
- Chiu, M. M., & Chow, B. W. Y. (2011). Classroom discipline across forty-one countries: School, economic, and cultural differences. *Journal of Cross-Cultural Psychology*.
- Dawo, A. J. -I., & Simatwa, E. M. W. (2010). Opportunities and challenges for mixed day secondary school headteachers in promoting girl-child education in Kenya: A case study of Kisumu Municipality. *Educational Research and Reviews*. Retrieved on November 10, 2021 from <http://www.academicjournals.org/err>.
- Department of Education, (1996). *South African schools act*. Pretoria: Government Printers.
- Doyle, W. (1980). *Classroom management*. West Lafayette: Kappa Delta Pi.
- Earthman, G.I. & Lemasters, L.K. (2009). Teacher attitudes about classroom conditions. *Journal of Educational Administration*.
- Eklund, N. (2009). *Sustainable workplace, retainable teachers*. Phi Delta Kappan.
- Emmanuel, A. O., Adom, E.A., Josephine, B., & Solomon, F. K. (2014). Achievement motivation, academic self-concept and academic achievement among high school students. *European Journal of Research and Reflection in Educational Sciences*.
- Espelage, D., & Lopes, J. (2013). *Indiscipline in the school*. Lisboa: Fundação Francisco Manuel dos Santos.
- Fawcett, A. L. (2013). *Principles of assessment and outcome measurement for occupational therapists and physiotherapists: Theory, skills and application*.
- Ferguson, C.J., & Johnson, L. (2010). *Building supportive and friendly school environments: Voices from beginning teachers*. Childhood Education.
- Frimpong, D. E. (2003, July 21). Kumasi Anglican gets government fund. *Daily Graphic*.
- Gakure, R. W., Mukuria, P., & Kithae, P. P. (2013). *An evaluation of factors that affect performance of primary schools in Kenya: A case study of Gatanga District*. Educational Research and Reviews. Retrieved on November 13, 2021 from [http://www.academicjournals.org/article/article1379769520\\_Gakure%20et%20al](http://www.academicjournals.org/article/article1379769520_Gakure%20et%20al)
- Garegae, K. G. (2008). The crisis of student discipline in Botswana schools: An impact of culturally conflicting disciplinary strategies. *Educational Research and Review*.

- Gitome, J. W, Katola, M. T., & Nyabwari, B. G. (2013). Correlation between students' discipline and performance in the Kenya Certificate of Secondary Education. *International Journal of Education and Research*.
- Gottfredson, D. C. (2001). *Schools and delinquency*. New York: Cambridge University Press.
- Gyan, E., Baah-Korang, K., McCarthy, P., McCarthy, P. (2015). Causes of Indiscipline and Measures of Improving Discipline in Senior Secondary Schools in Ghana: Case Study of a Senior Secondary School in Sunyani. *Journal of Education and Practice*, Department of General and Liberal Studies, Sunyani Polytechnic, Ghana and Mathematics Department, Lane College, 545 Lane Ave, Jackson, TN 38301, USA.
- Jackson, L. S. (2014). *Research methods: A modular approach*. (3rd ed.). Retrieved on November 10, 2021 from <http://books.google.com>
- KNEC. (2010). Monitoring of learner achievement for class 3 in literacy and numeracy in Kenya. *NASMLA 2010 report*. Retrieved on June 10 2021 from [www.knec.ac.ke](http://www.knec.ac.ke)
- Kline, P. (2013). *Handbook of psychological testing* (Revised ed.). Retrieved on November 10, 2021 from <http://books.google.com>
- Kiri, K.C. (2010). *Factors Contributing to Poor Discipline in the Primary Schools*. Post Graduate Degree Thesis in Curriculum Studies at CUT University, Welkom Campus, South African.
- Kulinna, P. H., Cothran, D. J., & Regualos, R. (2006). Teachers' reports of student misbehavior in physical education. *Research Quarterly for Exercise and Sport*
- Lopes, J., & Oliveira, C. (2017). *Classroom discipline: Theory and practice*.
- Lopes, J., & Santos, M. (2013). Teachers' beliefs, teachers' goals and teachers' classroom management: A study with primary teachers. *Journal of Psychodidactics*,
- Lopes, J. A., Monteiro, I., Sil, V., Rutherford, R. B., & Quinn, M. M. (2004). Teachers' perceptions about teaching problem students in regular classrooms. *Education and Treatment of Children*.
- Makwarela, D. D. (2000). *The Role of Discipline in School and Classroom Management: A Case Study*: Master of Education thesis in the Subject of Education Management at the University of South Africa.

- Masitsa, G. (2008). *Discipline and disciplinary measures in the Free State township schools: Unresolved problems*. Acta Academica. Retrieved on January 4, 2022 from [http://reference.sabinet.co.za/sa\\_epublication\\_article/academ\\_v40\\_n3\\_a10](http://reference.sabinet.co.za/sa_epublication_article/academ_v40_n3_a10)
- Marais, P., & Meier, C. (2010). Disruptive behaviour in the foundation phase of schooling. *South African Journal of Education*. Retrieved from <http://www.scielo.org.za>
- Morongwa, C. M. (2010). *The Impact of Disciplinary Problems on Educator Morale in Secondary Schools and Implications for Management*. Master of Education thesis in the Subject Education Management at the University of South Africa.
- Moyo, G., Khewu, N. P. D., & Bayaga, A. (2014). Disciplinary practices in schools and principles of alternatives to corporal punishment strategies. *South African Journal of Education*, Retrieved on November 8, 2021 from <http://www.ajol.info/index.php/saje/article/viewFile/106653/96564>
- Muhoroni Sub-County Education Office. (2013). *Education Statistics*.
- Nakpodia, E. D. (2010). Teachers' disciplinary approaches to students' discipline problems in Nigerian secondary schools. *International NGO Journal*. Retrieved on September 10, 2021 from <http://www.academicjournals.org/INGOJ>
- Njoroge, P. M., & Nyabuto, A. N. (2014). Discipline as a factor in academic performance in Kenya. *Journal of Educational and Social Research*.
- Odoyo, S. N., Odwar J. A., & Kabuka E. K. (2016). Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice*. Department of Educational Psychology, Maseno, Kenya.
- Okiemute, A. R. (2011). Moral conducts of students in secondary schools in delta state: An assessment of the effects of native culture on discipline, order and control. *African Journal of Education and Technology*. Retrieved from <http://www.sachajournals.com/user/image/ajet006anho.pdf>
- Omote, M. J., Thinguri, R.W., & Moenga, M. E. (2015). A critical analysis of acts of student indiscipline and management strategies employed by school authorities in public high schools in Kenya. *International Journal of Education and Research*.
- Ouma, M. O., Simatwa, E. W., & Serem, T. D. K. (2013). Management of pupil discipline in Kenya: A case study of Kisumu Municipality. *Educational Research* Retrieved on June 20, 2021 from <http://www.interestjournals.org/ER>
- Ovard, C. F. (1969). *Administration of changing secondary school*. London: Macmillan

- Pager, D.I., (1994). *The culture of learning in Khayalitsha schools*, Master of arts dissertation. Cape Town: University of Cape Town.
- Pane, D. M., Rocco, T. S., Miller, L. D., & Salmon, A. K. (2014). *How teachers use power in the classroom to avoid or support exclusionary school discipline practices*. *Urban Education*, 49(3), 297-328.
- Pasternak, R. (2013). Discipline, learning skills and academic achievement. *Journal of Arts and Education*.
- Perrachione, B.A., Petersen, G.J. & Rosser, V.J., (2008). Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *Professional Educator*.
- Rosenholtz, S. J., & Simpson, C. (1990). Workplace conditions and the rise and fall of teachers' commitment. *Sociology of Education*, 63, 241–257.
- Simón, C., & Alonso-Tapia, J. (2016). Positive classroom management: Effects of disruption management climate on behaviour and satisfaction with teacher. *Revista de Psicodidactica*, 21(1), 65-86. doi: 10.1387/RevPsicodidact.13202
- Skiera, B., Reiner, J., Albers, S., Homburg, C., et al. (2018). *Regression Analysis. Handbook of Market Research*, Springer International Publishing, Germany. Retrieved on December 2021 from [https://doi.org/10.1007/978-3-319-05542-8\\_17](https://doi.org/10.1007/978-3-319-05542-8_17)
- Smit, B. (1994). *Management strategies of the school principal with a view to job satisfaction among teachers*. Unpublished MEd dissertation. Pretoria: University of Pretoria.
- Smith, P.K. (1999). The nature of school bullying. *London: Routledge*.
- Smith, D. L., & Smith, B. J. (2006). Perceptions of violence: The views of teachers who left urban schools. *The High School Journal*.
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*.
- Stigler, J. W., & Hiebert, J. (1999). *The teaching gaps*. New York: Free Press.
- Sureiman, O., (2010). Determinants of academic performance in public day secondary schools, Manga District, Kenya. *Journal of Technology and Education in Nigeria*. Retrieved on June 5, 2021 from <http://www.ajol.info/index.php/joten/article/view/73078>
- Tikoko, J. B., & Bomett, J. E. (2011). Discipline practices in coeducational boarding schools and their impact on the academic performance of the boy-child in Kenya. *International Journal of Current Research*



- Tsouloupas, C. N., Carson, R. L., & Matthews, R. A. (2014). Personal and school cultural factors associated with the perceptions of teachers' efficacy in handling student misbehavior. *Psychology in the Schools*, 51(2), 164-180. doi: 10.1002/pits.21739
- Tuckman, B.W, 1994. *Conducting Educational Research*. Florida: Harcourt Brace & Company.
- Whisman, A., & Hammer, P. C. (2014). The association between school discipline and mathematics performance: A case for positive discipline approaches. *Charleston, WV: West Virginia Department of Education, Division of Teaching and Learning, Office of Research*.
- Whitley, B. E., & Kite, M. E. (2012). *Principles of research in behavioral science*. Retrieved on October 5, 2021 from <http://books.google.com>
- Whisman, A., & Hammer, P. C. (2014). The association between school discipline and mathematics performance: A case for positive discipline approaches. *Charleston, Research*.
- Wimmer, R., & Dominick, J. (2013). *Mass media research* (10th ed.). Retrieved on November 2021 from <http://books.google.com>
- Yaghambe, R. S., & Tshabangu, I. (2013). Disciplinary networks in secondary schools: Policy dimensions and children's rights in Tanzania. *Journal of Studies in Education*.
- Yahaya, A., Ramli, J., Hashim, S., Ibrahim, M. A, Rahman, R.R. A., & Yahaya, N. (2009), Discipline problems among secondary school students in Johor Bahru, Malaysia. *European Journal of Social Sciences*. Retrieved from [http://eprints.utm.my/9724/1/ejss\\_11\\_4\\_12.pdf](http://eprints.utm.my/9724/1/ejss_11_4_12.pdf)
- Zhao, R., & Kuo, Y. L. (2015). The role of self-discipline in predicting achievement for 10th graders. *International Journal of Intelligent Technologies and Applied Statistics*.
- Zimmerman, B. J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. *Contemporary Educational Psychology*. Retrieved on October 3, 2021 from <http://www.sciencedirect.com>
- Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *Journal of Educational Psychology*.

## APPENDICES

### APPENDIX A

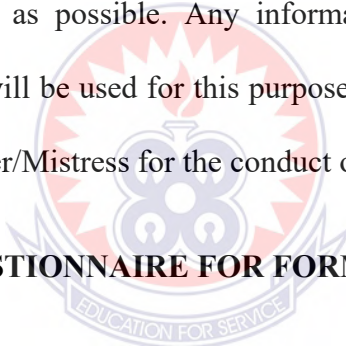
UNIVERSITY OF EDUCATION, WINNEBA.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

POST GRADUATE DIPLOMA IN EDUCATION

This study is conducted to determine Form Masters' views about discipline and learning achievement of Senior High Schools Students, the case of Asikuma Odoben Brakwa district, Ghana. I therefore humbly request you to respond to the items in the following questionnaire as sincerely as possible. Any information you give will be treated as confidential material and will be used for this purpose only. Permission has already been sought from the Headmaster/Mistress for the conduct of this study.

### QUESTIONNAIRE FOR FORM MASTERS



Please tick [] the appropriate column or fill in the blank spaces if necessary.

#### Section A: Personal Data

1. Gender: Male [] Female []

2. Age range: 20-30 [] 31-41 [] 42 – 52 [] Others (specify) \_\_\_\_\_

3. How long have you been teaching? 1 – 5 [] 6 – 10 [] 11- 15 [] 16-20 [] 21 and above []

4. What subject (s) do you teach?.....

5. Academic Qualification, Tick [] the Highest Qualification

Diploma in Education [ ] Degree [ ] Masters [ ] H N D [ ]

Others, Please Specify.....

**Section B: Form master’s ratings of students on disciplines**

This section seeks to find out student’s discipline based on form masters’ ratings of student on discipline. Please indicate the degree to which you agree to the following statement.

Rating scale and items for student’s discipline Student’s admission number:	Always (4)	Usually (3)	Sometimes (2)	Rarely (1)	Never (0)
Obedience					
Politeness					
Harmony with other students					
Bodily cleanliness					
Neatness in dressing					
Seriousness with academic assignments					
Carefulness in handling of books					
Neatness in writing					
Maintaining silence in class					
Harmony with teachers					

**Section C: Form masters’ ratings of students on learning achievement.**

This section seeks to find out student’s learning achievement based on form masters’ ratings of student on learning achievement. Please indicate the range within which the students’ overall score in the four (4) core subjects and one (1) best elective subject in the school examinations often falls. [Please evaluate only students you have assessed in discipline]

0 -199 (1)	200 – 219 (2)	220 – 249 (3)	250 – 279 (4)	280 – 299 (5)	300 - 319 (6)	320 – 349 (7)	350 – 500 (8)
---------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------

Student’s admission number	1	2	3	4	5	6	7	8

## **APPENDIX B**

### **Introductory Letter**

#### **LETTER TO HEADS OF SENIOR HIGH SCHOOLS**

University of Education

Department of Educational Foundations

Winneba.

#### **PERMISSION TO CONDUCT A STUDY IN YOUR SCHOOL**

I am a graduate student carrying out a study on ‘Form Masters’ views about discipline and learning achievement of Senior High Schools Students: the case of Asikuma Odoben Brakwa district, Ghana. I would be grateful if you could permit me interact with teachers and students in your school. This study would help improve on discipline and learning achievement. The study will be conducted at a time convenient to the teachers and students and will in no way disturb their classes and also assure you of anonymity and confidentiality. All information will be used only for the purpose of this study.

Thank you for your co-operation.

(Samuel Opoku)