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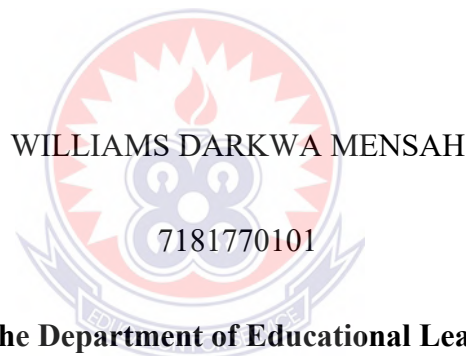
CAUSES OF INDISCIPLINE AT AGRIC NZEMA COMMUNITY SENIOR HIGH

SCHOOL IN THE KWADASO MUNICIPALITY OF THE ASHANTI REGION

WILLIAMS DARKWA MENSAH

2021

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**A Dissertation in the Department of Educational Leadership, Faculty of
Education and Communication Sciences submitted to the School of Graduate
Studies, Akenten Appiah-Menka University of Skills Training and
Entrepreneurial Development, in partial fulfilment of the requirements for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2021

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE: …………………………………………

DATE: …………………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: PROF. ARTHUR YARHANDS-DISSOU

SIGNATURE…………………………………………

 DATE: ………………………………………….

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ACKNOWLEDGEMENTS
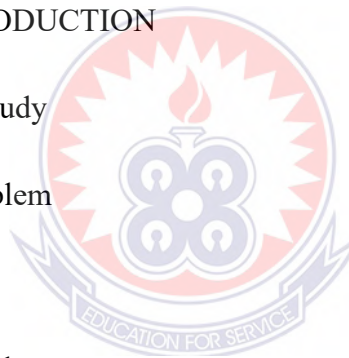
DEDICATION

To my dear brother Frank Tony Eshun for his immeasurable support throughout this course.

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ABSTRACT

The purpose of the study was to investigate the cause of indiscipline at Agric Nzema Community Senior High School in the Kwadaso Municipality of the Ashanti Region. The objectives of the study were to establish the causes of indiscipline in the Senior High School, determine the effect of indiscipline in the Senior High School and to find out coping strategies to deal with indiscipline at Agric Nzema Community Senior High School of the Kwadaso Municipality. Descriptive survey design was adopted for the study. The target population for the study was teachers and students of Agric Nzema Senior High School. The accessible population was 35 teachers and 25 students in Agric Nzema Senior High School. Purposive sampling was used to select all the 60 teachers and students. Questionnaire was used to collect data for the study. All the research questions were analysed using descriptive statistics. The study found that students home environment, drug abuse, crime, violence and physical abuse increase in society and lack of participatory decision making caused students' indiscipline. Students' indiscipline generated bribery and corruption, and interfered with teaching and learning. It is recommended based on the findings that the Municipal Director of Education should make sure there is sufficient school policy on discipline to mitigate thee canker for effective teaching and learning.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Several researchers have described and defined this phenomenon of indiscipline in various ways. Indeed, a wide range of articles on the factors which contribute to indiscipline and the strategies which have attained a certain degree of success is readily available. Many of these go into detail as to how these measures are to be implemented. Freiberg, Huzinec and Templeton (2009) agree that the need for order in schools and its implication for student learning have consistently been documented in the research literature. Freiberg, Huzinec and Templeton add that within the classroom and school context student behaviours that disrupt the learning environment have a rippling effect.

Teachers often complain of behavioral problems of students and express hopelessness because strategies being used are not as effective as expected. Strategies which work in one context may not necessarily work in others. As a result, teachers are becoming increasingly concerned about the situation as in some cases their safety is at stake. Indiscipline interferes with the smooth and effective functioning of the school as administrators are expending a great deal of time dealing with issues of deviance. Classroom teaching and learning is also disrupted by negative behavior on a daily basis. Fields and Fields (2006) believe that within the classroom and the school context, student behaviours that disturb the learning environment have a rippling effect, influencing the disruptive individual, his or her classmates, the school and subsequently, near and for communities.

In the United States, as reported by Larson (2008), the National Center for Educational Statistics revealed that in 2006 thirty-six percent (36%) of the students in grades 9-12 reported that they had been in a physical fight within the last year. The

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report adds that 4 percent of inner-city teachers and 3 percent of suburban and rural school teachers were physically attacked by students. According to Kuntz (2000), day after day primary and secondary school teachers in both private and state sectors are being confronted with examples of bad behavior, the destruction of school equipment or furniture, pupils' lack of respect for each other or for adults which impede normal school routine. With the escalating level of indiscipline, teachers are finding it more and more challenging to create an orderly environment. Administrators are also complaining of having to spend too much time dealing with indiscipline issues. As such, while it may be the school's duty to mold the behavior of its charges, this task is becoming increasingly challenging as efforts to do so are being undermined by the escalating levels of indiscipline. Educators have been constantly seeking innovative measures which they hope would help to alleviate this growing concern.

In the context of Ghana, the phenomenon of indiscipline in schools has escalated in the past few decades. In fact, the close of the last decade of the 20th century and onset of the 21st century, Ghana as a nation has been beset with serious cases of indiscipline in many educational institutions. According to Ghana Education Service (2009), there have been cases of students assaulting and raping their teachers, burning and raping fellow students, setting ablaze their own dormitories, burning teachers' houses and administration blocks (Ministry of Education, Ghana 2009). The Government of Ghana is currently implementing several measures aimed at curbing various cases of indiscipline in learning institutions, especially in senior high schools of which senior high schools in the Kwadaso Municipality is not an exception.

1.2 Statement of the Problem

Many senior high schools in Ghana experience a growing level of indiscipline. Several strategies have been proposed by the Ministry of Education as well as by various other experts in the field. Additionally, each school has fashioned its own approach to dealing with this issue. In spite of this, however, teachers continue to express frustration about the growing level of indiscipline in their classroom.

From the Disciplinary Committees (DC) files of the schools, there have been several cases of suspensions (internal and external) and dismissal or withdrawals of students from the school's Disciplinary Committees (DC) files. These suspensions and withdrawals of students have many consequences and serious repercussions not only on the affected students but also their parents, teachers, the schools, the communities, as well as the nation Ghana as a whole. These have motivated the researcher to investigate the causes and effects of indiscipline in Agric Nzema Community Senior High School in the Kwadaso Municipality of the Ashanti Region.
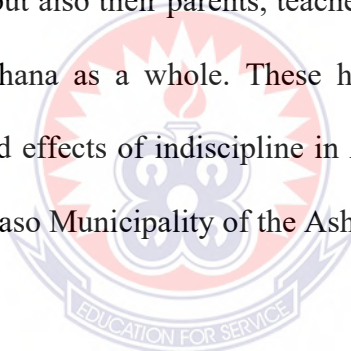
1.3 Purpose of the Study

The purpose of the study was to investigate the cause and effects of indiscipline in Agric Nzema Community Senior High School in the Kwadaso Municipality of the Ashanti Region.

1.4 Objectives of the Study

The study sought to:

1. Establish the causes of indiscipline at Agric Nzema Community Senior High School of the Kwadaso Municipality.

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2. Determine the effect of indiscipline at Agric Nzema Community Senior High School of the Kwadaso Municipality.

3. Find out coping strategies to deal with indiscipline in Agric Nzema Community Senior High School of the Kwadaso Municipality.

1.5 Research Questions

1. What are the causes of indiscipline at Agric Nzema Community Senior High School in the Kwadaso Municipality?

2. What are the effects of indiscipline at Agric Nzema Community Senior High School in the Kwadaso Municipality?

3. What strategies could be used to deal with indiscipline in Agric Nzema Community Senior High School in the Kwadaso Municipality?

1.6 Significance of the Study

The study will add to the existing knowledge on students' indiscipline in senior high schools. The outcome of this study will help teachers in identifying some of the weaknesses in the existing strategies leading to the formulation of new strategies to address students' indiscipline in schools. The study will also enable students to know the effect of indiscipline in the school in order to change their behavioural pattern.

The findings of the study will also serve as a reference material for future researchers on students' indiscipline and related issues.

1.7 Delimitations of the Study

The study was conducted to investigate the influence of indiscipline in Agric Nzema Community Senior High School of the Kwadaso Municipality of the Ashanti Region. The respondents of the study were also delimited to selected students and teachers. The findings of the study may not be generalized to include senior high schools in the other districts, municipals and metropolis of the Ashanti Region.

1.8 Limitations of the Study

The study is limited to influence of indiscipline in Agric Nzema Community Senior High School. Some of the respondents were at the initial stage not willing to fill the question as there was no monetary award for participating in the study but later agreed to participate upon the researcher's appeal. The target population for the study was also limited to the teachers and students due to limited time.

Even though there was sufficient literature on indiscipline in school, there was scares literature on influence of students' in the Ghanaian Senior High Schools context and therefore may have limited the conceptual framework of the study. Due to limited time, the descriptive survey design was used for the study.

1.9 Organization of the Study

The study is organized into five chapters. Chapter One introduced the study which included the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study and organization of the study.

Chapter Two presented the review of related literature on the topic. Chapter Three dealt with the methodology which comprised of the research design, the

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population, sample and sampling techniques, data collection instrument, reliability and
validity of the instrument, data collection procedure, data analysis plan and ethical
considerations

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter represents a review of related literature on studies conducted in the past on the cause and effects of indiscipline in schools. Throughout the literature, the terms disruptive behavior and misbehavior are used interchangeably with indiscipline.

2.1 The Nature and Dynamics of Indiscipline

Several researchers have expressed concern that teachers and other educators lack in the ability to effectively articulate a meaning for the indiscipline. After consultations with principals and teachers McEwan and Damer (2000), found that the inability to define a student's behavior and its positive counterpart in precise behavioral terms is the major stumbling block to developing to cogent behavior pattern. McEwan and Damer believe that it is important to explicitly define the behavioural problems which occur in and out of the classroom in order to be able to effectively treat them.

Due to the wide range of behaviours which are considered as indiscipline, several researchers have condensed the list to the most frequent or the top ten displayed by students. McEwan and Damer (2000) have listed the most frequent infractions in schools as follows:

1. Leaving the school grounds

2. Physical aggression towards others using the hands, feet and/or objects such as hitting, choking, pushing, tripping, biting throwing stones at someone and pinching.

3. Disturbing others with hands, feet and/or objects with no real malicious intent such as inappropriately touching other students or taking their materials.

4. Use of disrespectful and/or threatening language such as swearing, name-calling, demeaning comments and verbal insults.

5. Inappropriate use of school material such as kicking or throwing furniture, writing on the walls, breaking pencils, taking and using material from the teacher's desk without permission.

6. Talking out in class.

7. Out-of-seat behaviour such as moving around for non-purposely activity.

8. Non-compliance with teacher's requests and directions

9. Inability to work independently without adult supervision

10. Non-disruptive disorganized behaviour such as non-completion of homework, slow rate of work completion, excessive dawdling.

Bowen, Jenson and Clark (2004) developed a list of the top ten individual problems which reflect similar infractions to the list presented above. However, absent was the inappropriate use of school material as well as the use of threatening language. These were replaced by disrespect for others, arguing and tattletale.

Amado and Freire (2009) attempted to classify indiscipline behaviour by categorizing them into 'levels'. The first level of indiscipline involves those incidences of disruptive nature whose disturbance affect the good classroom functioning. Conflicts among peers are considered second level indiscipline, whole conflicts within student-teacher relationships are considered to be third level indiscipline.

Kuntz, (2010) has categorized misbehavior into four types. Kuntz cities violence which involves serious injury punishable in a court of law as the first type.

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This he terms 'real violence'. Unruliness, disrespect for school rules and rudeness are grouped together in the second category and the third involves breaches of good manners such as slamming a door in someone's face. The fourth grouping which is just as violent as the third grouping deals with indifference of students which is increasingly stressful to teachers. Absenteeism falls into category four where students are reported to hold the view that they are not doing anyone any harm so they should be left alone.

According to Bowen, Jenson and Clark (2004), sometimes some of these behaviours are not really indiscipline. Kuntz believe that behaviours such as fighting, crying, arguing, noncompliance, or over-activity can be considered normal for the child's developmental level or for a particular situation. Laing and Chazen (1986) also add that much aggressive behavior is entirely natural, especially in the early years. This is based on the theories of Erikson (1963) who points out that during the phase of childhood when a sense of autonomy is being acquired children often experience frustration because they cannot do certain things and this frustration tends to lead to aggression.

Since it is desirable that children develop independence skills, a certain amount of aggressive behaviour can be regarded not only as natural but also as desirable (Laing and Chazen, 1986). This view of the aggressive behaviour which occurs in childhood is supported by various other researchers. Marshall (2004), for instance, suggest that young children showing specific hostility, such as those which are designed to get their own way, tend to be socially well-adjusted. However, games hostility, which involve activities such as hurling to the ground or gripping round the throat, are maladaptive styles of behaviour. Laing and Chazen (1986) state that there is evidence that aggression in normal children tends to decline fairly rapidly after about five to six years. Maccoby

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(1980) adds that children who remain highly aggressive at the stage when other children's aggression is lessening are likely to be immature or disturbed.

It can be deduced from the literature so far that the term disruptive behaviour does not mean the same thing for everyone. For example Amado and Freire (2009) believe that for some teachers, when a student comes into the classroom with a cap on his head or chewing gum, he is considered to be displaying disruptive behaviour. Other teachers dismiss this as an unimportant issue. These differences in the perceptions of teachers can lead to inconsistencies in the approach to discipline in any given school. Amado and Freire further asks: 'Is it possible that there are some initial interruptions that are not per se 'discipline problems' but by calling them that, and then acting on them as though they were, we then incite a real discipline problem? As a result of this students may experience confusion as to the expectations of educators and to what is right and wrong.
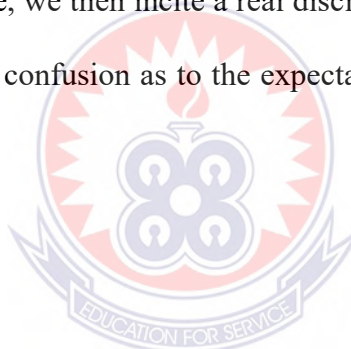
2.2 Discipline Theories

Behaviour management over the years has been great concern for teachers all around the world. As a result of this, many behaviour management theories and programs have emerged (Charles, 2002). There are several works done in the past as regards school discipline and the theories guiding them. These theories could be looked at in four categories; the behaviourist models, the cognitivists' models, the constructivists' models and mixed method. Psychologists from a behaviourist orientation study human behaviour in order to understand the processes that bring about change in behaviour (Tuckman, 1992). The behaviourist theorists believe that paying attention to good behaviour helps to reinforce such behaviour and this also happens when one pays attention to bad behaviour. A parent or a disciplinarian who fails to pay

attention to such misconduct fails to reward the student or the child. Eventually the child begins to realize that she/he could not get the attention he/she needs. The student or child can now withdraw on his/her own. Behaviourists believed that with positive reinforcement a child's behaviour changes through positive self-image and attitude.

Batten (2012) expressed a concern that as the behaviourist theories inundated the school system of America, discipline in the schools broke down. Students discovered that they could display a wide variety of bad behaviour and expect little reprimand. Students learned they were relatively immune to any severe consequence and quickly lost respect for any adult in the school. Laughing at teachers as they try to maintain discipline with positive reinforcement becomes a game of seeing how far a teacher can be punished before they break down or explode with anger.

There are several discipline theories that fall under the behaviourest model. These include: Skinner's model, Kounin's classroom model and Canter's assertive discipline. Canter's assertive theory was used in this study for the main reason that it is mostly practiced in schools even when teachers may not call it Canters' strategy of disciplining students. Cognitivists believe that learning is a change in individuals' mental structures which help them to show changes in their behviour. What thought pattern is behind a learners behaviour is a major concern of cognitivists (Haberkorn, 2012).

Mottapi (2007) expressed that cognitive scientist in educational field study the type of behavioural problems that require different kinds of student cognition. If teachers were able to understand how learners successfully/unsuccessfully thing about these problems they could be taught to thing right and better. Gage & Berliner (1992) explained that cognitivists make effort to determine what goes on in the minds of learners in order to understand how they read, do mathematics or understand

instructions. Cognitivists according to Turkman (1992) view learning as using mental structures to process information. The theorists under the cognitivists' model include William Glasser's three educational theories, Gordon's model, Dreikurs' mistaken goal model and Marvin Marshall's theory. The researcher employed Marvin Marshall's theory as one of the theories that guided this study. Disciplinary model to be recognized under constructivist is Ginott's model of cooperation through communication.

For constructivist, people get knowledge and understanding in a unique way which helps them to create a new knowledge. It emphasized on child's development and understanding of social processes and relationship (Mottapi, 2007). Mixed method approach is not in favour of any particular method. It believes that human behaviour is complex and cannot be tackled successfully with just one method. It needs combination of different disciplinary strategies to be able to modify students' behaviour.

The mixed method approach is harnessed by Jones model and Mendler and Curwins' model (2008). In this study Mendler and Curwins' model were used. This helped the researcher to see how teachers are able to discipline students while at the same time upholding their dignity as human. The researcher chose Canter assertive model which is one of the behaviourist theories of discipline, Marvin Marshall model which is Cognitivists approach and Mendler and Curwins' theory which adopted mixed method approach as the basic theories for this study. The essence of using the three was for complementarities and to view students discipline in a holistic way.

2.2.1 Marvin Marshall's Theory

Marvin Marshall's behaviour management theory is known as Discipline without Stress, Punishment and Reward. It evolved through his personal experience as a classroom teacher over the years. His teaching and administrative experience helped

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him to know what teachers need in the area of managing students' behaviour. Marshall opined that teachers need a system of classroom management and not a group of disjointed strategies.

Marshall contended that good classroom management is seen as a talent which some teachers possess while others lack such talents. Marshall suggested that even the talented teachers need a systematic plan to meet the needs of today's diverse students and teachers need in order to maintain a productive classroom environment. Marshall (2004) based this discipline theory on the philosophy that, in the past children receive grooming at home on social skills one needs to be successful in the classroom and entire society but today students no longer get such training at home. Therefore, it becomes the responsibility of teachers to teach students social skills. Marshall's idea is that the efforts of teachers and administrators to motivate students through advice, rewards, exhorting, demanding, cajoling and punishing them are external approaches which never help students to be responsible.

Students only comply with teachers and behave well once an authority figure is with them. This makes students to lack the skills to be responsible for their behaviour without an external influence. He believes that the real power of a teacher is in what the students do when teachers are not with them. Thus, the goal of Marshall's discipline model is to inculcate in students the proper skills to be responsible in school and out of school (Marshall, 2004). Marshall suggests that the traditional method of discipline which involves giving rewards when students comply; punishing them when they disobey and administering consequences is coercive and manipulative. Rewards and punishment teach students not to be responsible for their own actions and choices. Marshall opposes giving students reward because it teachers students that responsible behaviour on its own is not good for its own sake therefore one needs to receive

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something in order to be motivated to act appropriately and responsibly. Marshall also opines that the focus of his discipline management theory is on internal motivation which he believes is what changes behaviour.

To help students move from behaviour that is based on personal desires and goals to behaviour based on increasing social responsibility, Marshall (2004) created a hierarchy of social development – a way to explain human social behaviour in simple terms everyone would understand (Marshall 2004). This hierarchy is based on ABCD of social development where A=Anarchy, B=Bullying, C=Conformity and D=Democracy. Level A is the least desirable level. Note: Level A and B are unacceptable while C and D are acceptable. These are explained as follows:

A=Anarchy – Student's behaviour is noisy, out of control, unsafe; motivation is External students make up their own rules and boss others and violate their rights. They only obey when there is an authority figure around (Marshall 2004). With this kind of behaviour, irresponsible and provocative behaviours are repeated – students learn a pattern which they could exhibit throughout their life. To arrest or help students who bully others, Marshall (2004) suggested that teachers should never label or call a student "bully", thus teachers should focus on the behaviour of the student and not the character of the student and teachers are to identify the behaviour as "bullying or bothering behaviour" and help students take responsibility for behaviour.

B=Bullying – this is the second level of Marshall's social development hierarchy. It is at this stage that students bully other students and, in some cases, the teachers as well.

C=Cooperation/Conformity – this is the third level of behaviour where behaviour is acceptable and desired. When students cooperate and conform to the guidelines and rules it helps the classroom to be functional and conducive to learning. The students are more connected to the teachers and each other. Conformity happens when students

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accept external influence, it is not the highest level of the hierarchy. When students are seeking approval of peers, they may get onto unacceptable behaviour by conforming to peers' standards. Marshall (2004) pointed out that it is important to create awareness of students at this level to understand that their behaviour is controlled or influenced by external factors. This helps them to gain liberation. Through awareness and discussions about the impacts of allowing others to influence their decisions, adolescents can resist socially irresponsible acts.

D=Democracy – this is the highest level at Marshall's hierarchy of social development. At this stage student are able to differentiate between right and wrong thing to do. At this stage student grow and develop values that prompt their becoming civilized. They internalize values and take responsibility for their own behaviour. Students feel motivated from within and no longer rely on external motivators to influence their behaviour. They feel rewarded not with gift or praise but from self-satisfaction when they act responsibly.
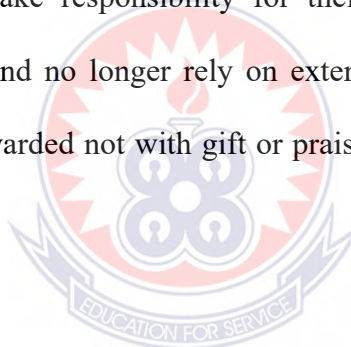
2.3 Strength of Discipline without Stress, Punishment or Rewards

The emphasis of self-discipline and personal responsibility is a boost to this model. Teachers and school administrators appreciate this a great deal (Smith, 2012). Since it aims at teaching students to have self-discipline its use in discipline students extends beyond classroom level because students wherever they can control themselves. Therefore, this theory fits well in general school discipline. It makes use of instructional method and evaluating understanding which is not new to teachers, thus it fits in so well with school system. Teachers will find it easy to use since it follows the same pattern of normal classroom teaching

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2.3.1 Critique of Marshall's Theory

The emphasis on the use of standards and expectation over rules poses a concern for many teachers. They argue that students need to know and understand that there are natural consequences in breaking rules even in the wider society (Smit, 2010). Marshall overlooked the aspect of underlying causes of students' behaviour when he maintains that students choose to act or respond in certain way. Marshall ignores the fact that some students act out of some underlying factors such as drug abuse, child abuse, malnourishment, and rejection, and insecurity, effect of violence in the family, and loneliness or emotional distress. Bullying which is the second level is a distinct behaviour and issue of great concern to parents, teachers and administrators. It is used to refer to a wide variety of misconduct and disruptive acts. Critics suggest that such vocabulary be replaced by another term such as behaviour problem or controlling behaviour (Smit, 2010).

2.3.2 Application of Discipline without Stress, Punishment or Reward

Marvin Marshall's theory helped the researcher to find out if teachers are able to employ any strategy embedded in the curriculum that has to help students in thinking about their behaviour, taking responsibility of their choice of behaviour and getting self-driven from within to behave well. There are three phases of discipline without stress, punishment or rewards; teaching vocabulary and concepts which is proactive teaching, checking for understanding of concepts and vocabulary taught through use of effective questioning and using guided choices (Marshall, 2004).

Teaching the concepts: This involves teaching students the different levels of hierarchy of social development. Marshall (2004) advises that the manner in which the concepts are taught will depend on the age of the students, their maturity level and the

subject matter. During this time of teaching the concept and vocabulary, teachers need to involve students in activities in which they are able to relate their own experiences to the various levels and construct examples of each level specific to their situation.

Checking for Understanding: This refers to the point where the teacher uses appropriate questioning method to check if students understand the concept. It is also important to use life situation of students to test if they really understood what was taught. If any event happens in class/school, it is good to relate them to the different levels. Checking for understanding is used as an intervention for students who are still at level A and B. Once a student demonstrates socially unacceptable behaviour, the teacher should pay attention to such behaviour and through the use of proximity control and non-verbal means, help the student to begin to pay attention to his/her deeds. If the unacceptable behaviour continues, the teacher then uses questions to check for understanding. The essence of this is to guide students in acknowledging the level of behaviour they are in. the dialogue should not be confrontational. Marshall (2004) notes that many students lacks understanding of why they behaved the way they do. It becomes important that teachers take sufficient time to teach the concepts and vocabulary of the social development hierarchy. Thus, the second element of checking for understanding is required only for few students Marshall also notes that once students acknowledge the level of behaviour, it helps them to stop the behaviour.

Guided Choices: Marshall (2004) maintains that choice, self-control and responsibility go together and that one significantly affects the others. Self-control is enhanced or diminished depending on the capability of the student to make a choice or not. Guided choice is designed by Marshall to provide choice to students and to foster responsible behaviour. By using Guided Choice; the teacher maintains authority without being confrontational to the students. The teacher should uphold the rights of students and

also acknowledge that they can make their own choices. Thus, the teacher avoids confrontation at any time. Guided choices are meant to be used when students have acknowledged that their behaviour is at the A or B level of the social developmental hierarchy and yet they continue with such behaviour. At this level student not only understand the level of their behaviour but as asked to move further to evaluate the choices they are making. In this stage the teacher uses questioning as strategy to offer choices to students. Such questions include what did I do? What can I do to prevent it from happening again? And what will I do in the future? These questions help students to reflect and think, it also helps them to make future plans on how to avoid such misconduct.

When a student finishes writing answers to the questions, a time is organized by the teacher to have discussion with the student. After this if the student continues to disrupt the classroom, a self-diagnostic referral is now used. In this form an in-depth analysis of the behaviour is done using questions suggested by Marshall (2004). What happened that resulted in your being required to complete this form? What was the level of your behaviour and did that behaviour meet the standards of this classroom? Is this level of behaviour helping you get the things you need from this class? On what level should you have acted to be socially responsible? What is your plan to show responsible behaviour? What are your procedures to implement the plan? If a student after filling this form for the first time continues to misbehave a second form is given and at this time a letter is sent to the parents with the first and second forms filled. If the student has to fill the form the third time, a second letter is sent to the parents alongside the three forms filled indicating that the teacher has exhausted every means to foster socially responsible behaviour in the student and is being referred to the principal for further action. Guided Choice fulfills four purposes: It helps to stop classroom/school

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disruption and it isolates the student from the class/school activity. It gives the disrupting student a responsibility by producing activity encourages reflection and it allows the teacher to return to the lesson promptly.

Eliminating Punishment: Marshall advocates for non-punishment of students because he believes that punishment is counter-productive to teacher, student relationship (Marshall, 2004). Punishment deprives young people of taking responsibility for their own actions. It only makes a student stop a disruptive act temporarily. Marshall (2004) opined that classroom disruptions should be seen as an opportunity to teach students social responsibility. To promote a positive classroom environment, Marshall (2004) suggested four strategies to complement discipline without stress, punishment or rewards – that teachers: evaluate their instruction, conduct class meetings to promote democracy in the classroom, identify standards for appropriate behaviour and use praise and rewards appropriately.

To identify Standards for Appropriate Behaviour: Marshall (2004) maintained that the use of rules and consequences are counter-productive to producing the type of relationship desired in the classroom. Marshall suggested that rules can actually create problems if rules are unclear and are perceived as unfair or inconsistently enforced. Rules can cause students to look for loopholes around the rules and rules require consequences, for when the rule is broken Marshall, advocates for proactive approach which could replace rules and consequences. This involves explaining standards and expectations as they connote a positive orientation. Thus, if emphasis is laid on standards it subsumes negativities that is always emphasized using rules and consequences.

Using Praise and Reward Appropriately: Marshall agrees that rewards can serve as great incentives but he stressed that they should not be used for expected standards of

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behaviour because this is counter – productive for fostering social responsibility. He instead advocates the use of acknowledgements, recognition and validation as they encourage and motivate without placing a value on the person. Acknowledgement fosters self-satisfaction because they give recognition to what the student has done well.

2.3.2 Justification of Marvin Marshall's Theory

Marvin Marshall's model of Discipline without Stress, Punishment and Reward is one of the most recent theory on school discipline and most part of Kenya discipline policy are in line with philosophy of Marvin Marshall. The researcher intended to work with this philosophy and to see if teachers in Langata schools are able to follow the policy document in their strategy for discipline.

2.4 Mendler and Curwins' Theory: Discipline with Dignity

Discipline with dignity as proposed by Mendler and Curwins' is to help students take responsibilities of their action and at the same time build their sense of dignity, hope and motivation. Mendler and Curwins' view students who are chronic in misdeeds as those who are less motivated. They named those whose misbehavior prevents them from learning as "behaviorally at-risk". They suggest strategies that will help minimize students' misbehavior holding in cheek their dignity. Van (2008) expressed that once students' dignity is hampered it touches on their morale and motivation to learn which could lead to increase in resistance and seeking revenge. Fundamental to Mendler and Curwins' model is that every student is meant to be treated with dignity. To be able to achieve this Mendler and Curwins' pointed out he need of creating a school environment where both students' and teachers' needs are meet. Mendler and Curwins also outlined four different needs of teachers and students: *personal identity* – which

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can be fulfilled when one is able to build his/her self-image positively, *connectedness* which is achieved through positive affiliation with others, the *need of power* which is fulfilled when one has a sense of control over one's own life and the *need of achievement* academically. In their opinion all classroom/school misbehavior is as a result of a need which students seek to fulfill. It then becomes very important to develop plans to prevent discipline problems from occurring while at the same time plan on how to curb misbehavior when it happens. Mendler and Curwins developed twelve guidelines for effectively utilizing discipline with dignity in classroom. It emphasized on teachers being responsible, varying their styles, starting afresh each day, refusing to accept excuses for important class work or homework not finished or done. Teachers are to offer choices to students, using humor to de-fuse tensed situations, have a listening ear to students thinking and feelings, allow students to take responsibility for themselves (Fiegen, 2010). There are three general reasons which Mendler and Curwins' (2008) state as the major cause of failure in providing appropriate consequences.

Mendler and Curwins (2008) identified school wide rule established by school committee in which the teachers and students are not involved. It makes teachers and students not own such rules thus they fail to follow whatever procedure mapped out as consequences. Another reason is the teacher's failure to address disruptive behaviour that happened in class while he/she was busy or distracted with something else. This will give the students the opportunity of repeating those unacceptable acts when next the teacher is busy or distracted.

The third reason is that teachers often resent being on the lookout for student's indiscipline. They don't want to be acting as the police moving round the hall to maintain students discipline rather, they will prefer going out for tea or any other

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relaxing event than watch students. Since students are still under the stage of formation, they require the direction of an adult to be able to make responsible choices.

2.4.1 Strength of Mendler and Curwins' Discipline with Dignity

This model is based on values and not on rewards and punishment said Fieds and Boesser (2002). It forms part of its best strength since value system is more central to it. Both teachers and students are valued, and effort is made to boost students' responsibility using this value system. It makes discipline more lasting in the life of students and not just an essay or quick fix of misbehavior which may not last long. Another important strength of this theory is that it looks at teachers' contribution to discipline situation and requires them to look into their value system and their interaction with students. It is also more balanced because it adopted both behavioural approach and cognitivists approach.

Discipline with dignity has five goals which include effective communication, defusing potentially explosive situations, reducing violence, preparing children for their future and valuing and protecting opportunities for learning this makes it more useful as a school wide disciplinary theory (Fields & Boesser, 2002).

2.4.2 Critique of Mendler and Curwins' Discipline with Dignity

Critiquing this model, it can function very well with students who are above the age of 10 than those who are under 10 years because they are yet to develop to the extent of making reasonable decisions such as setting rules for themselves and for their teachers. Teacher control is also central in this approach which may not support democracy in classroom. Again, the aspect of students making rules for the teachers is questioned by some teachers because they believe that it is duty of teachers to make

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rule with the students being part of the process (Thompson, 2009). It also emphasizes more on getting students to do what they are supposed to do and not on helping them think of what they are supposed to do thereby reducing the chances of building their self-responsibility (Kohn, 1999).

2.4.3 Application of Mendler and Curwins' Discipline with Dignity

Mendler and Curwins provided three-dimensional discipline plans which they believe will help in meeting the needs of students. This plan focuses on prevention of disciplinary problems from happening, providing an action plan to take when discipline issue arises and resolution on how to manage students who fail to respond to established consequences by providing individual contracts with particular students who are not responding to classroom social rules (Mendler & Curwins, 2008).

Prevention is designed to minimize or prevent classroom problems from occurring by providing structure and direction in the classroom while accommodating the daily issues that arise. In this plan, it is most important to establish and implement a system for managing the classroom designed to enhance human interaction in the classroom. This system of management is what Mendler and Curwins called social contract. In this social contract, students are allowed to participate in making decisions which will affect them. It helps them to own the rules and regulations created to guide their classroom activities or school wide activities (Mendler & Curwins, 2008).

The creation of social contracts begins with establishment of classroom principles that represent the value system of the classroom. These principles cannot be enforced rather they define the attitudes and expectations for long-term behavioural growth. After the classroom principles are derived then specific rules which follow the principle values are derived. These rules represent the value system of the teacher which

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Curwin called Flag-rules. These flag rules are non-negotiable. The students then develop rules for each other and for the teacher. These rules are very critical for proper classroom management which if not set clearly leads to discipline situation (Mendler & Curwins, 2008). Once students develop a list of rules, the class votes on the rules and 75% agreement before a suggested rule becomes a classroom rule. After establishing generally accepted classroom rule, consequences for each rule are established as well. For Mendler and Curwins' (2008) each rule should have a range of consequences. These consequences should be instructional rather than punitive and should be regarded as natural and logical extensions of the rules. These consequences should be stated clearly and specifically for the purpose of teaching students that misbehavior effect.

It is also important to note that the consequences apart from being clear and specific should have a range of alternatives, be natural and logical while preserving student's dignity. Action is the second dimension to handle discipline in schools. This dimension has two major purposes. The first purpose is when a discipline case occurs; something must be done to stop the problem. The second purpose is dealing with the problem quickly and effectively preventing minor problems from escalating. The action dimension comes into play when a problem occurs. An implementation of already set consequences in the prevention dimension is used to stop the behaviour as soon as it happened. For a consequence to be administered effectively teachers should conscious of their tone of voice, proximity to the student, their body posture, use of eye contact and other nonverbal gestures.

Curwin and Mendler (2008) established nine principles to guide the implementation of consequences. These principles include: consistency of the teacher in administering discipline; avoid scolding; teacher being closer with students; maintain eye contact in class; use of soft voice; acknowledging appropriate behaviour; avoid

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embarrassing students in front of peers; teacher has to be calm and avoid anger; teacher must implement agreed consequences of indiscipline behaviour. Resolution is the third dimension of discipline with dignity. 100% of students will not follow the rule and 100% of those who broke the rule will not adhere to every established consequence. The few students who despite administering the consequences continue to break the rules are termed defiant or difficult students. Resolution according to Mendler and Curwins is meant to work with students who do not respond to the established consequences. At this point a personal or individual contract is established with the particular student who fails to follow the social contract. The educator needs to negotiate primarily with the student to find out the reason behind such misdeeds and the two works together to establish means of preventing such from happening in the future. The needs of such a student should be deciphered and met by the teacher. Other school professionals such as social workers, guidance counselors, administrators and the student's parents must be involved in the resolution phase.
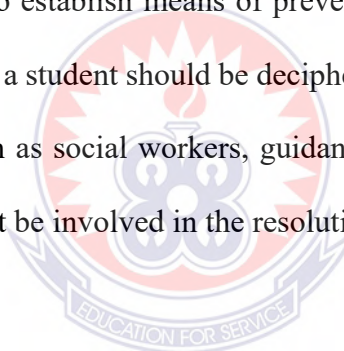
2.4.4 Justification of Mendler and Curwins' Theory

This theory fitted well in this research as it compliments Marvin Marshals' and Canters Assertive theories. The theory also emphasizes teachers' contribution to discipline and the passing on of the teachers own values to the students. Thus, the aspect of teachers' experience which will be studied in this research is covered in this theory.

2.5 Effect of Indiscipline on Teaching and Learning

Several researchers (Laing & Chazen, 1986; Bowen, Jenson & Clark, 2004; Thompson, 2009) who agree that when classrooms are characterized by disruptive behaviour the teaching and learning environment is adversely affected. This can

generates bribery and corruption, interferes with teaching and learning, lead to lawlessness and vandalism, promote absenteeism in the wider society in general and truancy and contribute to wanton destruction of property.

The initial behaviour can also cause a ripple effect, leading to several students displaying disruptive behaviour. Kounin (1970) adds that both the methods the teacher uses to curb the misbehavior and the targeted student's resultant behaviour cause a second ripple. This results in the loss of valuable teaching and learning time, breeding examination mal-practices, creating nuisance to the government and society, contributing to hooliganism and rioting and a major source of some social vices such as stealing, pocket picking and drug abuse.

Some teachers spend between thirty (30) to eighty (80) percent of their time addressing discipline problems (Thompson, 2009). The time and energy needed to cope with some disruptive students can be physically draining and emotionally exhausting (Levin & Hoover, 2014). Stress related to classroom management is one of the most influential factors in failure among novice teachers (Vittetoe, 1977). Not only do classroom discipline problems have negative effects on students, but they also have very negative effects on teacher effectiveness and longevity (Nolan & Hoover, 2014). Students' psychological safety, readiness to learn and future behaviours are also affected by indiscipline (Levin & Nolan, 1996).

2.6 Factors Contributing to Indiscipline in Schools

In order to deal with a problem effectively it is essential to have a clear understanding of the underlying reasons behind the problem. Teachers are more effective when they have some idea as to the factors which contribute to indiscipline. Fields & Fields (2006) argues that no amount of respect, teaching or choice will make

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discipline effective unless the approach deals with the reasons why the behaviour occurred. Effective approaches to discipline work to get at the root of the problem. It is no easy task to figure out why students engage in negative behaviour. Reasons may vary according to situations and students and different reasons require different solutions. Fields and Fields (2006) suggest that the causes of a problem are not always obvious and it may take serious study and even trial and error to get at the root of the matter.

Researchers (Fields & Fields, 2006; Mendler & Curwin 2008; Thompson, 2009) agree that it is often difficult to figure out exactly why a student is misbehaving. As a result numerous factors are suggested. Mendler and Curwin (2008) list four categories into which every student who misbehaves fits. These are lack of awareness, the belief that they are stupid or hopeless, the desire to look good in front of peers and the need for attention. Charles (2002) agrees that most students do not misbehave because they consider it the thing to do, listing egocentrism, threat, provocation, fear, boredom, hopelessness, frustration or feeling isolated, as the main factors. He goes on to assure that many if not all of these factors can be reduced.

On the other hand, Nolan (2013) cites factors over which the school has no control. One of the main suggestions was loss of connectedness and community, in modern society, is largely responsible for the dramatic increase in negative behaviour among young people. The role of society in this issue is supported by Mendler and Curwin (2008) who cite societal violence as one of the leading out-of-school factors. Indiscipline in the schools reflects the problems that face society (Levn & Nolan, 1996). Thus, as problems of drug abuse, crime, violence and physical abuse increase in society, so will the discipline problems in schools. It follows therefore, that some factors that contribute to discipline problems are beyond the schools' control (Bayh, 1978).

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Another leading cause cited is the effects of the media. Content analysis of television shows indicated at least thirty-two (32) acts of violence per hour in children's shows alone (Levin & Nolan, 1996). Leven & Nolan (1996) continue that the news programs also depict considerable amounts of real violence which is viewed by more than one-third of teenagers. Reporting on a review of decades of research concerning television and youth, Curwin and Mendler (2000) concluded that children will have viewed approximately 18,000 acts of television violence by the time they enter adolescence. Reporting on studies done Levin and Nolan (1996) confirm that heavy television viewing was significantly associated with school children's belief in a mean and scary world and that poor school behaviour was significantly correlated with the home T.V. environment.

In 1993 the American Psychological Association stated: 'Thee is absolutely no doubt that higher levels of viewing violence on television are correlated with increased acceptance of aggressive attitudes and increased aggressive behaviour' (p. 43). The influence of television on children is not limited to violence. Television communicates to children pluralistic standards, changing customs, and shifting beliefs and values (Levin & Nolan 1996). This, they believe, has affected children's ability to differentiate between right and wrong.

Hyman (1997) discussed the role of the home and family in student behaviour. He points out factors such as financial stress within the family and dysfunctional families as being significant. Levin and Nolan (1996) also examine the role and function of family in meeting the child's basic needs. They state that the academic achievement and appropriate behaviour are more likely to occur in school when a student's home environment has met his or her psychological, safety and belonging needs as stipulated by Maslow's hierarchy of needs. Mendler and Curwin and (2008)

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agree that the occurrence of negative behaviour can sometimes be linked to an absence of emotional nourishment for many of our children. This, they continue, can be attributed to the fact that some adults seek refuge from unhappiness and depression in ways that do not involve their children. This causes those children to attend school with a greater concern for their basic security needs than for learning their time tables.

The American Psychological Association (1993) concluded that a breakdown in family processes and relationships contribute to children's antisocial behaviour. This is supported by Mendler, Curwin and Mendler (2008) who add that many children with disruptive behaviour come from troubled homes where there may be continuing erosion of the nurturing family structure, the absence of fathers in the home and drug use.

Mendler, Curwin and Mendler (2008) believe that there are also some factors within the school that perpetuate indiscipline. At the top of their list is student boredom. They suggest that when students become bored they sometimes derive pleasure from making the teacher angry, and their teacher derives a measure of satisfaction from catching them being 'bad'. They list powerlessness as having some effect on behaviour. Some students rebel as a way of voicing their dissatisfaction with their lack of power. Their participation in decision making is often excluded. Unclear limits, lack of acceptable outlets for their feelings and the need for recognition were also considered as significant factors.

The literature reveals that some researchers are of the view that teachers sometimes perpetuate indiscipline by their approach. According to DeVries & Zan, (1994) the teacher's attitude can create an environment that encourages either positive or negative behaviour. The messages of non-verbal communication are sometimes more heeded than those of verbal. Body language, tone of voice and intensity often speak louder than words (Fields & Fields 2006). Fields and Fields add that

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inappropriate adult expectations such as those which conflict with family culture and those which do not reflect gender differences, may encourage behavioural problems.

Hyman (1997) adds that inadequate teaching, punitive school climates and inadequate principals also lead to problem behaviour. Other factors listed byHyman are: Inefficient school policies, Students biological and emotional disabilities, Peer pressure, the size of the students' birth cohort and, Individual students' failures to accept responsibility for their own behaviours.

2.7 Strategies for Dealing with Indiscipline

Discipline strategies vary along a continuum – from the extremely authoritarian in which the adults make all of the rules and punish any deviation, to the very permissive in which the child makes all of the decisions (Fields & Boesser, 2002).

The authoritarian methods can be aligned with the behaviourist philosophy which emphasizes shaping behaviour through the use of rewards and punishment. According to Kohn (1999) these models are based on immediate and unquestionable obedience as the target behaviour. There are no allowances for the explanations or investigation of circumstances. As a result they are often associated with anger and sometimes result in depression and low self-esteem.

At the other end of the continuum Fields and Boesser (2002) associate the permissive model with the maturationist philosophy of education which is grounded on the notion that time is the best teacher. In this model there is the absence of any type of discipline. Children are left to learn on their own from their own mistakes. Baumerind (1967) believes that this model over-emphasises freedom. Fields and Boesser (2002) feel that this results in low self-esteem and difficulty in getting along with others. All other models fit along the continuum somewhere between these two extremes.

Researchers agree that traditional forms of discipline which involve the demand for obedience are closer to the authoritarian end of the spectrum and are no longer reliable. Charles (2002) states that many of the discipline techniques we have relied on are ineffective especially those that involve demanding, bossing, scolding, warning, belittling and punishing as these tactics can keep behaviour partially under control only for a while. Charles adds that they can produce detrimental side effects such as uneasiness, evasiveness, fearfulness, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate, and for many desire to leave school as soon as possible. These circumstances lead to inhibited learning.

These views are not adopted by all however, as more researchers insist that the traditional methods still hold a place in any discipline system. Following is a brief overview of some of these strategies.

Setting Clear Guidance and Rules

One of the most basic and common part of any traditional discipline system is the setting of rules. Evertson, Emmer and Worsham (2000) explain that a rule identifies general expectations or standards for behaviour and adds that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom environment. Clements and Sova (2000) add that rules are the foundation for school conduct or behaviour.

It is essential that children understand exactly what behaviours are acceptable in school and which ones are not, and this is communicated through clear guidelines and rules. Moreover, several researchers agree that students should be part of the process of developing appropriate rules for the classroom and the school. On the other

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hand Fields and Fields (2006) suggests that instead of setting rules, which are rigid, set guidelines which are flexible and take circumstances into consideration, add that children will more likely follow guidelines they themselves have helped to determine.

Behaviour Contracting

The development of the behaviour contract was grounded on the theories of operant conditioning, which hold that behaviours which are reinforced are likely to be repeated and those which are not reinforced will soon disappear (Levin & Nolan, 1996). A behaviour contract is a written agreement between the student and the teacher which commits the student to behave more appropriately and specifies a reward for meeting the commitment. The resulting consequence for not holding to the contract, rewards for meeting expectations and time frame are also specified. Usually a parent is involved in the development of the contract to ensure that the student obtains the necessary support in maintaining the terms stated.

The contract attempts to control behaviour that is not controlled effectively by normal classroom procedures, to encourage self-discipline on the part of the student, and to foster the student's sense of commitment to appropriate classroom behaviour (Levin & Nolan, 1996). Contracts can be developed to suit the level of the student and to address any type of behavioural issue. As such behaviour contracts can range from very simple to complex. Some samples of behaviour contracts are included in the Appendices.

Non-Traditional Methods

Fields and Boesser (2002) proposed a model which provides the ideal balance between these two extremes called the constructivist model. Through this model

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students can learn from their own experiences and make informed logical choices. Kamii (1984) agrees that this model works towards self-determined responsible behaviour reflecting concern for the good of oneself and others.

The constructivist approach to discipline strives to equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviour. Students also develop caring and respectful relationships with each other and with the adults in their lives. As a result they are encouraged to think about the effects of their actions on others. The model involves guidance by adults and the exploration of consequences of negative actions. While children are able to become involved in decision-making, they are also guided and taught to make intelligent and informed decisions. Whenever they choose to display negative behaviour they understand that they are choosing the negative consequences that result from those behaviours. This shared-power model results in high self-esteem, good social skills, general competence and self-discipline (DeVries, 1999).

Fields and Boesser (2002) stress that having mutual respect between adult and child is crucial to the success of the constructivist approach to discipline. They add that this type of relationship results from taking time to get to know the students and building positive relationships with them. Curwin and Mendler (2000) indicate that instead of trying to solve the discipline problem it may be wiser to positively affect the lives of children. They add that building and maintaining positive relationships with the students would decrease the frequency of certain negative interactions between teacher and students. Some of the ways of developing this positive rapport with students suggested by them are:

1. Pay attention to the small details which make the classroom welcoming.

2. Greet students

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3. Notice and build on students strengths

4. Tell personal stories

5. Call students by name

6. Teach empathy

7. Let them see who you are

8. Have fun with them

9. Listen to them

10. Use non-verbal messages

11. Say no respectfully

Fields and Fields (2006) also agree that teacher-child relationships are a critical part of teaching, and that teachers need to build positive relationships with children in order to influence their behaviour and thoughts. This, they claim, creates harmonious classrooms that are conducive to learning, as self-esteem, confidence and feelings of security are encouraged.

Along with positive relationships there is the suggestion by researchers that keeping students engaged during class time would help to eliminate disruptions and reduce general indiscipline. For instance Mendler and Curwin (2008) state that the best way to prevent behavioural problems is to engage students with lessons that are interesting and entertaining. They suggest that teachers take into consideration the multiple intelligences and learning styles in the classroom, teach with energy and enthusiasm, make their objectives clear from the outset, use informed grouping tactics and incorporate games into lessons.

Clements and Sova (2000) also add that one of the most important aspects of managing student behaviour is to ensure that teaching practices and classroom organization are appropriate to the needs of the learner. These strategies are expected

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to reduce the changes of boredom as students become motivated to be involved in learning activities. Self-concept and self-efficacy are also enhanced by these methods which empower students and ensure success.

If the feeling of hopelessness is one of the contributing factors to indiscipline, then the strategies must involve improving students' self-concept and self-confidence. Mendler and Curwin (2008) explains that because academic achievement is the primary yardstick that many students use to measure their self-worth in school, then educators must find ways of helping each children become an academic winner. Some behaviour problems that lead to aggression occur because students fail early on and then give up. Mendler and Curwin (2008) add the following methods for ensuring success:

1. Offer genuine positive comments about performance

2. Ensure success by giving choices e.g. give 20 Math problems and ask students to choose five.

3. Highlight efforts and praise mistakes.

4. Focus on the positive, especially when it is hard to find

Modeling Behaviour

Another strategy which researchers consider to be highly effective is modeling behaviour. Davis-Johnson (2000) claimed that teachers are not always modeling positive behaviours. Davis-Johnson stresses that the role of the teacher is to model the behaviours of positive self-concepts, and respect for others and to establish the importance of academic achievement. This view is also held by Fields and Fields (2006) who claim that teacher and parental examples are productive methods of guidance and discipline, and Mendler and Curwin (2008) who state that students learn morals and actions based on what they see more than what they hear.

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Fields and Fields (2006) also add that sometimes the cause of inappropriate behaviour is that children have learned from inappropriate role models. Children today are bombarded with all forms of violence on television, movies and cartoons and more importantly on the video games which they play. In order to counteract such pervasive influences adults must provide positive modeling. This strategy can be especially helpful for providing students with an example to imitate (Hyman, 1997). Fields and Fields (2006) add that students use the examples of admired adults as they construct their own ideas of appropriate behaviour.

Over and over again, research findings demonstrate that children learn how to treat one another from the way they are treated by their teachers and parents (Landy 2002). Students learn behaviours such as dealing with anger or pain, responding to the anger of others, and dealing with personal problems from the way they see adults behave in such situations. The styles interaction which students adopt is highly influenced by the interaction styles of the adults in their lives. As such, teachers and parents who exhibit very controlling behaviour are setting an example demanding their own way without regard for others (Fields & Fields, 2006). It follows therefore that when adults create a culture of sensitivity, respect and kindness, these results in students who treat each other with respect and consideration.

The strategies outlined above seem to focus mainly on classroom discipline. However, Clements and Sova (2000) believe that schools need a team approach in dealing with indiscipline, adding that every school needs a nucleus of staff trained in non-violent physical crisis intervention that can respond by restraining and removing violent and non-compliant students. Clements and Sova propose that schools take a holistic discipline approach to combat the increasing problem of violence and disruptive

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behaviour. They have outlined a school-wide discipline model which is proactive and comprehensive but includes elements of traditional disciplinary methods.

Clements and Sova (2000) advise that school staff should first be trained in effective communication and mediation skills as well as non-violent physical crisis intervention techniques. After the completion of training, there should be communication with parents in the form of seminars whereby the school's vision for a safe school is explained. Next, as with traditional methods, school rules are to be developed based on discussions and input of all members of staff. Each teacher is to then develop with his or her class the individual classroom rules. All of the school and class rules must be clearly communicated to parents along with a request for their cooperation.

Mendler and Curwin (2008) agree that an effective discipline approach involves a united effort by the entire school. They have outlined 12 processes that form the foundation of any effective discipline program as follows:

1. Let students know what you need

2. Provide instruction that match the students' level of ability

3. Listen to what students are thinking and feeling

4. Use humor

5. Vary your style of presentation

6. Offer choices – 'You can do your assignment now or during recess'.

7. Refuse to accept excuses – accepting excuses teachers the students how to be irresponsible.

8. Legitimate behaviour that you cannot stop – e.g. if there are daily paper airplanes buzzing past your ear consider spending 5 minutes a day having

paper airplane contests. When certain types of misbehaviours are legitimized the fun of acting out fizzles.

9. Use hugs and touching – pat on the back, high five, and handshakes. One of the biggest educational fallacies is the prohibition against using touch because of sexual misunderstanding.

10. Be responsible for yourself and allow the kids to take responsibility for themselves you are responsible for being on time, being prepared and making your lessons meaningful. You are not responsible for judging students' excuses or doing their work for them.

11. Realize and accept that you will not reach every child – some students must be allowed to choose failure.

12. Start fresh every day.

2.8 Summary

The study was conducted to find out the causes and effects of students' indiscipline in schools. The literature review revealed that the perceptions of indiscipline vary among individuals. While there are certain behaviours which are considered by all to be negative, there are those actions which may depend on the teacher's, researcher's or student's point of view.

It was also discovered that determining the causes for indiscipline is not necessarily a simple or straight-forward task as in most cases multiple agents contribute to the behaviour of single individual. Several possible factors emerged from the research findings, the major ones being the media especially television programs and video games, the home, the community, peer influence and the teacher.

The literature also presented a variety of strategies which can be employed in attempting to treat with behavioural problems. It is obvious, though, that what is now occurring is a shift in the approach to dealing with indiscipline. While the traditional methods of addressing behaviours after they occur are explored in the literature, the research findings reveal a profound preference towards proactive methods. However, researchers maintain that there is no universally ideal solution as each community, school and student is unique and strategies must be fashioned to suit the individual situation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the methods and procedures through which the data for the study was collected. It begins with the description of the design, and explains the rationale for its selection. The chapter also looks at the population, sample and sampling procedure, the instrument used to collect the data, validity and reliability of the instrument, data collection procedure, data analysis plan and ethical considerations.

3.1 Research Design

Research design is an important aspect of research, basically, must be the most appropriate to appropriately measured what is being measured and obtain the data that will lead to a valid conclusion (White, 2005). The descriptive survey design was adopted for the study. The descriptive survey design was used because the nature of the topic required a description of the causes and effects of indiscipline. The design enabled the researcher to investigate the causes and effects of indiscipline in in Agric Nzema Community Senior High Schools in the Kwadaso Municipality of the Ashanti Region.

Descriptive survey design is not without disadvantages. One disadvantage of using descriptive survey design according Babbie (2005) and Sarantakos (2005) include the danger of prying into private affairs of respondent and the difficulty in assessing the clarity and precision of the question that would call for the desired responses.

3.2 Population

According to Kusi (2012), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. It may also be defined as a group of individuals that the researcher generalizes his or her findings to.

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The target population for the study was teachers and students of Agric Nzema Senior High School of the Kwadaso Municipality. The accessible population was 35 teachers and 25 students who hold various positions in Agric Nzema Senior High School of the Kwadaso Municipality which the study focused as a case study.

3.3 Sample and Sampling Technique

A sample according to Creswell (2012) is the set of actual participants that are drawn from a larger population of potential data sources. Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research work (Gall & Borg, 2007). Sampling is the process of selecting a representative unit from a population. To determine an appropriate sample size for the study, an updated list of teachers and students who hold various positions in the school was obtained from the headmaster of the school. The various positions held by the teachers included housemasters, assistant headmasters, form masters, heads of department, senior house masters and mistresses, house masters and mistresses, guidance and counseling coordinators and so on. In the same vain, the various positions held by the students included positions like house prefects, school prefects, class prefects, dining hall prefect, sports prefect, entertainment prefect, and so on.

Purposive sampling was used to select 60 teachers and students who held various positions in the school consisting of 35 teachers and 25 students in Agric Nzema Senior High School of the Kwadaso Municipality. Fraenkel and Wallen (2006) posited that, purposive sampling technique is a deliberate choice of an informant due to the qualities pertaining to the knowledge and experience. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2007). The standard used in choosing respondents and sites is

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whether they are "information rich" therefore the researcher settled for teachers and students who held various positions as they are directly involved in settling indiscipline. A total of 60 respondents formed the sample for the study.

3.4 Data Source

The researcher used both primary and secondary data collection for the study. The researcher used questionnaire as the techniques for primary data collection. Structured questionnaire was used to collect data taking into consideration the features of the response rate. The secondary data was collected from books, published and unpublished materials. The main sources of the secondary data gathered were obtained from University library, other text books and from the internet.

3.5 Data Collection Instrument

A research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). Closed ended items were used to collect data for the study. According to Kusi (2012), closed ended or structured questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis.

The researcher used closed ended questionnaire to collect data for the study because it is easy to administer on a large population. Also questionnaires require less time and money compared to other methods like focus group discussions (Creswell, 2012). One disadvantage for using questionnaire is how to retrieve all the questionnaire distributed.

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3.6. Pilot-Testing of the Instrument

The questionnaire was subjected to critical scrutiny to ensure its consistency and appropriateness. The questionnaire was given to my supervisor for his perusal and comments with the view to establishing its validity. This enabled the researcher to remove items that were inappropriate and delete items which were ambiguous in the final draft of the instrument. The instrument was administered to 30 respondents selected randomly from Prempeh College for the pilot-testing. .

3.7. Validity of Instruments

According to Bell (2008), validity is the degree to which a test measures what it is supposed to measure. The researcher tested both face and content validity of the questionnaire. Face validity referred to the likelihood that a question may be misunderstood or misinterpreted. Content validity referred to whether an instrument provides adequate coverage of a topic. Expert opinions from my supervisor, literature searches, and pilot-testing of the questionnaire helped to establish the face and content validity.

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According to Bell (2008), validity is the degree to which a test measures what it is supposed to measure. The researcher tested both face and content validity of the questionnaire. Face validity referred to the likelihood that a question may be misunderstood or misinterpreted. Content validity referred to whether an instrument provides adequate coverage of a topic. Expert opinions from my supervisor, literature searches, and pilot-testing of the questionnaire helped to establish the face and content validity.

Reliability of Instrument

According to Bell (2008), reliability is the measure of the degree to which a research instrument yields consistent result or data after repeated trials. Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions. The questionnaire was administered to the same group of people twice in the pilot study as discussed above, with a two week grace period between the first and the second test and the coefficient of reliability from the two tests correlated.

3.8 Data Collection Procedure

The researcher obtained an introduction letter from his head of department to seek permission from the Kwadaso Municipal Director of Education to undertake the study. The Municipal Director of Education gave the researcher, the permission to conduct the study. The researcher contacted the headmaster of the school and explained the objectives of the study to him after permission had been given. Genial relationship was established between the researcher and the respondents to make them comfortable in responding to the questionnaire. The questionnaire was afterwards administered to all the respondents. The researcher availed himself to explain items which were not clear to the respondents. The respondents were given a time frame of two weeks to complete the questionnaire before they were collected.

3.9 Data Analysis Plan

Data analysis is the process of adding meaning to data. In order to effectively analyze or add meaning to data, the data undergoes some basic screening process. The data collected through the questionnaire were edited, evaluated and classified according to the specific research questions to ensure their completeness, consistency, accuracy

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and relevance. The data was coded and entered into the Statistical Package for Solutions and Services (SPSS). All the research questions were analysed using descriptive statistics such as frequencies and percentages and the results presented in tables.

3.10. Ethical Considerations

The respondents were not forced to participate in the study, they participated in their own volition. The respondents were assured of confidentiality and anonymity. In order to maintain anonymity of the respondents, their names were not required on the questionnaire. This protected the respondents' identities and motivated them to be more honest in providing the appropriate responses to the questionnaire.

The respondents were also given ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. The respondents' cooperation was eagerly sought, and they were assured that the information they would give would be treated with the utmost confidentiality that it deserved.
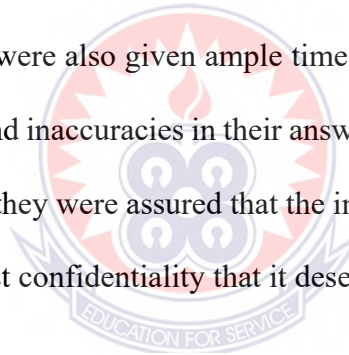
CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter analyses the data collected in relation to the specific objectives of the study. The chapter presents the statistical and interpretive results of all the data obtained. The discussions are made in line with the literature review and earlier studies conducted on the influence of indiscipline in Senior High Schools. The first section of the analyses covers the demographic description of the respondents, whereas the subsequent sections are based on the specific objectives of the study.

4.1 Demographic characteristics of the respondents

The study analyzed the demographic information of the respondents including, gender, age, highest educational qualification and working experience of the respondents.

Table 4.1 Gender of Respondents

Gender	Frequency	Percentage
Male	38	63
Female	22	37
Total	60	100

Table 4.1 shows that 63% of the respondents were males while 37% of the respondents were females.

Table 4.2 Age of respondents

Age	Frequency	Percentage
11-20 years	25	42
31-40 years	12	20
41-50 years	14	23
51-60 years	9	15
Total	60	100

Table 4.2 shows that 42% of the respondents were between the age range of 11 and 20 years, 20% of the respondents were between the age range of 31 and 45 years, 23% of the respondents were between the age range of 41 and 50 years while 15% of the respondents were between the age range of 51 and 60 years.

Table 4.3 Educational Background of Respondents

Highest Educational Qualification	Frequency	Percentage
BECE	25	42
Bachelors' degree	20	33
Masters' degree	15	25
Total	60	100

Table 4.3 shows that 42% of the respondents were holders of the BECE, 33% of the respondents were holders of the bachelor's degree while 25% of the respondents representing were holders of the Master's degree as their highest educational qualification.

Table 4.4 Respondents Working Experience

Working Experience	Frequency	Percentage
Never (student)	25	42
1-5 years	5	8
6-10 years	12	20
11-15 years	10	17
Above 16 years	8	13
Total	60	100

Table 4.4 shows that 42% of the respondents were students, 8% of the respondents had been teaching for between 1 and 5 years, 20% of the respondents had been teaching for between 6 and 10 years, 17% of the respondents had been teaching for between 11 and 15 years, while 13% of the respondents had been teaching for 16 years and above.
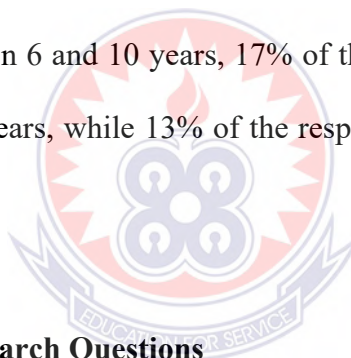
4.2 Answers to the Research Questions

Research Questions 1: What are the causes of indiscipline in Agric Nzema Community Senior High School in the Kwadaso Municipality?

The respondents were asked to indicate their agreement or disagreement with the following statements on the causes of indiscipline in Senior High Schools. The results are presented in Table 4.5.

Table 4.5: Causes of Indiscipline in Senior High Schools

Statement	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
Students home environment	30(50)	22(37)	-	8(13)	-
Drug abuse, crime, violence and physical abuse increase in society	30(50)	25(42)	-	5(8)	-
Lack of participatory decision making	33(55)	22(37)	-	5(8)	-
Breakdown in family processes and relationships	30(50)	24(40)	6(10)	-	-
The influence of the mass media.	26(43)	24 (40)	-	10(17)	-
Financial stress within the family and dysfunctional families	32(53)	28(47)	-	-	-
Teachers' own attitude	28(47)	20(33)	-	8(13)	4(7)
Students biological and emotional disabilities	24(40)	18(30)	-	12(20)	6(10)
Inefficient school policies	30(50)	25(42)	-	5(8)	-
Peer pressure.	25(42)	26(43)	4(7)	5(8)	-

Table 4.5 shows that 50% of the respondents strongly agreed that the nature of students' home environment was one of the causes of students indiscipline, 37% of the respondents agreed while 13% of the respondents disagreed. The result implies that the nature of students' home environment causes students indiscipline. Levin and Nolan (1996) state that the academic achievement and appropriate behavior are more likely to occur in school when a student's home environment has met his or her psychological, safety and belonging needs as stipulated by Maslow's hierarchy of needs.

Also, 50% of the respondents strongly agreed that drug abuse, crime, violence and physical abuse increase in society was one of the causes of students indiscipline, 42% of the respondents agreed while 8% of the respondents disagreed. The result implies that drug abuse, crime, violence and physical abuse increase in society causes students indiscipline. Indiscipline in the schools reflects the problems that face

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society (Levin & Nolan, 1996). Thus, as problems of drug abuse, crime, violence and physical abuse increase in society, so will the discipline problems in schools. It follows therefore, that some factors that contribute to discipline problems are beyond the schools' control (Bayh, 1978)

Again, 55% of the respondents strongly agreed that lack of participatory decision making was one of the causes of students indiscipline, 37% of the respondents agreed while 8% of the respondents disagreed. The result implies that lack of participatory decision making cause students' indiscipline. Mendler, Curwin and Mendler (2008) believe that there are also some factors within the school that perpetuate indiscipline. They list powerlessness as having some effect on behaviour. Some students rebel as a way of voicing their dissatisfaction with their lack of power. Their participation in decision making is often excluded. Unclear limits, lack of acceptable outlets for their feelings and the need for recognition were also considered as significant factors.

Besides, 50% of the respondents strongly agreed that breakdown in family processes and relationships was one of the causes of students indiscipline, 40% of the respondents agreed while 10% of the respondents were neutral. The result implies that breakdown in family processes and relationships cause students indiscipline. The American Psychological Association (1993) concluded that a breakdown in family processes and relationships contribute to children's antisocial behaviour. This is supported by Mendler, Curwin and Mendler (2008) who add that many children with disruptive behaviour come from troubled homes where there may be continuing erosion of the nurturing family structure, the absence of fathers in the home and drug use.

Further, 43% of the respondents strongly agreed that the influence of the mass media was one of the causes of students indiscipline, 40% of the respondents agreed while 17% of the respondents disagreed. The result implies that the influence of the

mass media causes students indiscipline. Levin and Nolan (1996) posited that another leading cause is the effects of the media. Content analysis of television shows indicated at least thirty-two (32) acts of violence per hour in children's shows alone (Levin & Nolan, 1996). Levin & Nolan (1996) continue that the news programs also depict considerable amounts of real violence which is viewed by more than one-third of teenagers.

Reporting on a review of decades of research concerning television and youth, Curwin and Mendler (2000) concluded that children will have viewed approximately 18,000 acts of television violence by the time they enter adolescence.

Again, 53% of the respondents strongly agreed that financial stress within the family and dysfunctional families was one of the causes of students' indiscipline while 47% of the respondents agreed. The result implies that financial stress within the family and dysfunctional families, causes students indiscipline. Hyman (1997) discussed the role of the home and family in student behavior. He points out factors such as financial stress within the family and dysfunctional families as being significant.

Also, 47% of the respondents strongly agreed that teachers' own attitude was one of the causes of students indiscipline, 33% of the respondents agreed, 13% of the respondents disagreed while 7% of the respondents strongly disagreed. The result implies that teachers' own attitude causes students indiscipline. Fields and Fields (2006) reveals that some teachers sometimes perpetuate indiscipline by their approach. The teacher's attitude can create an environment that encourages either positive or negative behaviour. The messages of non-verbal communication are sometimes more heeded than those of verbal. Body language, tone of voice and intensity often speak louder than words (Fields & Fields 2006).

Moreover, 40% of the respondents strongly agreed that students biological and emotional disabilities was one of the causes of students indiscipline, 30% of the respondents agreed, 20% of the respondents strongly disagreed while 10% of the respondents strongly disagreed. The result implies that students' biological and emotional disabilities cause students indiscipline. Hyman (1997) posits that students biological and emotional disabilities; peer pressure; inadequate teaching, punitive school climates and inadequate principals also lead to problem behaviours.

Again, 50% of the respondents strongly agreed that inefficient school policies was one of the causes of students indiscipline, 42% of the respondents agreed while 8% of the respondents disagreed. The result implies that inefficient school policies cause students indiscipline. The result supports Hyman (1997) that inefficient school policies; peer pressure; the size of the students' birth cohort and individual students' failures to accept responsibility for their own behaviours.

Lastly, 42% of the respondents strongly agreed that peer pressure was one of the causes of students indiscipline, 43% of the respondents agreed, 7% of the respondents were neutral while 8% of the respondents disagreed. The result implies that peer pressure causes students indiscipline. The result supports Mendler, Curwin and Mendler's (2008) that peer pressure; the size of the students' birth cohort and individual students' failures to accept responsibility for their own behaviours are some of the factors for students' indiscipline .

Research Questions 2: What are the effects of indiscipline in Agric Nzema Community Senior High School of the Kwadaso Municipality?

The respondents were asked to indicate their agreement or disagreement with the following statements on the effects of indiscipline in Senior High Schools. The results are presented in Table 4.6.

Table 4.6: Effect of Indiscipline in Senior High Schools

Statement	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
Generates bribery and corruption	30(50)	22(37)	-	8(13)	-
Interferes with teaching and learning	34(57)	26(43)	-	-	-
Leads to lawlessness and vandalism	38(63)	22(37)	-	-	-
Promote absenteeism in the wider society in general and truancy,	30(50)	22(37)	-	8(13)	-
Contributes to wanton destruction of property	26(43)	19(32)	6(10)	5(8)	4(7)
Contributes to teacher's stress and attrition	26(43)	24(40)	-	6(10)	4(7)
Breeds examination mal-practices	30(50)	22(37)	-	8(13)	-
Constitute nuisance to the government and society	24(40)	25(42)	6(10)	5(8)	-
Contributes to hooliganism and rioting	32(53)	28(47)	-	-	-
A major source of some social vices such as stealing, pocket picking and drug abuse	28(47)	24(40)	-	8(13)	-

Table 4.6 indicates that 50% of the respondents strongly agreed that indiscipline generated bribery and corruption, 37% of the respondents agreed while 13% of the respondents disagreed. The result implies that indiscipline generates bribery and corruption.

Also, 57% of the respondents strongly agreed that indiscipline interferes with teaching and learning while 43% of the respondents agreed. The result implies that indiscipline interferes with teaching and learning.

Again, 63% of the respondents strongly agreed that indiscipline led to lawlessness and vandalism while 37% of the respondents agreed. The result implies that indiscipline leads to lawlessness and vandalism.

Also, 50% of the respondents strongly agreed that indiscipline promoted absenteeism in the wider society in general and truancy, 37% of the respondents agreed while 13% of the respondents disagreed. The result implies that indiscipline promote absenteeism in the wider society in general and truancy,

Again, 43% of the respondents strongly agreed that indiscipline contributed to wanton destruction of property, 32% of the respondents agreed, 10% of the respondents were neutral, 8% of the respondents disagreed while 7% of the respondents strongly disagreed. The result implies that indiscipline contributed to wanton destruction of property.

Besides, 43% of the respondents strongly agreed that indiscipline contributed to teacher's stress and attrition, 40% of the respondents agreed while 13% of the respondents disagreed. The result implies that indiscipline contributes to teacher's stress and attrition.

Moreover, 50% of the respondents strongly agreed that indiscipline bred examination mal-practices, 37% of the respondents agreed while 13% of the respondents disagreed. The result implies that indiscipline breeds examination mal-practices   .

More so, 40% of the respondents strongly agreed that indiscipline constituted nuisance to the government and society, 42% of the respondents agreed, 10% of the

respondents were neutral while 8% of the respondents disagreed. The result implies that indiscipline constitute nuisance to the government and society.   .

Further, 53% of the respondents strongly agreed that indiscipline contributed to hooliganism and rioting, 47% of the respondents agreed while 13% of the respondents disagreed. The result implies that indiscipline contributes to hooliganism and rioting.

Lastly, 47% of the respondents strongly agreed that indiscipline constituted a major source of some social vices such as stealing, pocket picking and drug abuse, 40% of the respondents agreed while 13% of the respondents disagreed. The result implies that indiscipline constitutes a major source of some social vices such as stealing, pocket picking and drug abuse.

All the results and analysis in Table 4.6 are in line with Several researchers (Laing & Chazen, 1986; Bowen, Jenson & Clark, 2004; Thompson, 2009) who agree that when classrooms are characterized by disruptive behaviour the teaching and learning environment is adversely affected. This can generates bribery and corruption, interferes with teaching and learning, lead to lawlessness and vandalism, promote absenteeism in the wider society in general and truancy and contribute to wanton destruction of property.

The initial behaviour can also cause a ripple effect, leading to several students displaying disruptive behaviour. Kounin (1970) adds that both the methods the teacher uses to curb the misbehavior and the targeted student's resultant behaviour cause a second ripple. This results in the loss of valuable teaching and learning time, breeding examination mal-practices, creating nuisance to the government and society, contributing to hooliganism and rioting and a major source of some social vices such as stealing, pocket picking and drug abuse.

Some teachers spend between thirty (30) to eighty (80) percent of their time addressing discipline problems (Thompson, 2009). The time and energy needed to cope with some disruptive students can be physically draining and emotionally exhausting (Levin & Hoover, 2014). Stress related to classroom management is one of the most influential factors in failure among novice teachers (Vittetoe, 1977). Not only do classroom discipline problems have negative effects on students, but they also have very negative effects on teacher effectiveness and longevity (Nolan & Hoover, 2014). Students' psychological safety, readiness to learn and future behaviours are also affected by indiscipline (Levin & Nolan, 1996).

Research Questions 3: What are coping strategies to deal with indiscipline in Agric Nzema Community Senior High School of the Kwadaso Municipality?

The respondents were asked to indicate their agreement or disagreement with the following statements on the coping strategies to deal with indiscipline in Senior High Schools. The results are presented in Table 4.7.

Table 4.7: Coping Strategies to Deal with Indiscipline in Senior High Schools

Statement	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
Set out clear guidelines and rules	30(50)	25(42)	-	5(8)	-
Involve students in the process of developing appropriate rules for the classroom and the school.	26(43)	24(40)	-	10(17)	-
Development of behavior contract	28(47)	24(40)	-	8(13)	-
Equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behavior	26(43)	22(37)	-	12(20)	-
Build and maintain positive relationships with the students	24(40)	19(32)	5(8)	8(13)	4(7)
Notice and build on students strengths	26(43)	22(37)	-	12(20)	-
Provide positive modeling	30(50)	19(32)	-	6(10)	5(8)
Offer genuine positive comments about performance	25(42)	20(33)	5(8)	10(17)	-
Engage students with lessons that are interesting and entertaining	32(53)	28(47)	-	-	-
Provide instruction that match the students' level of ability.	34(57)	26(43)	-	-	-

Table 4.7 shows that 50% of the respondents strongly agreed that setting out clear guidelines and rules was a strategy that could be used to deal with indiscipline in schools, 42% of the respondents agreed while 8% of the respondents disagreed. The result implies that setting of out clear guidelines and rules is one of the strategies that can be used to deal with indiscipline in schools. Fields and Fields (2006) indicated that it is essential that children understand exactly what behaviours are acceptable in school and which ones are not, and this is communicated through clear guidelines and rules. On the other hand Fields and Fields (2006) suggests that instead of setting rules, which are rigid, set guidelines which are flexible and take circumstances into consideration.

Again, 43% of the respondents strongly agreed that involving students in the process of developing appropriate rules for the classroom and the school was a strategy

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that could be used to deal with indiscipline in schools, 40% of the respondents agreed while 17% of the respondents disagreed. The result implies that involving students in the process of developing appropriate rules for the classroom and the school is one of the strategies that can be used to deal with indiscipline in schools. Fields and Fields (2006) indicated that students should be part of the process of developing appropriate rules for the classroom and the school. Fields and Fields (2006) add that children will more likely follow guidelines they themselves have helped to determine.

Also, 47% of the respondents strongly agreed that development of behavior contract was a strategy that could be used to deal with indiscipline in schools, 40% of the respondents agreed while 13% of the respondents disagreed. The result implies that development of behavior contract is one of the strategies that can be used to deal with indiscipline in schools. Levin and Nolan (1996) also indicated that the development of the behavior contract is another strategy to deal with students' indiscipline. A behavior contract is a written agreement between the student and the teacher which commits the student to behave more appropriately and specifies a reward for meeting the commitment.

Clements and Sova (2000) add that one of the most important aspects of managing student behavior is to ensure that teaching practices and classroom organization are appropriate to the needs of the learner. These strategies are expected to reduce the chances of boredom as students become motivated to be involved in learning activities.

Besides, 43% of the respondents strongly agreed that equipping students with the necessary skills to think for themselves and differentiate between desirable and undesirable behavior was a strategy that could be used to deal with indiscipline in schools, 37% of the respondents agreed while 20% of the respondents disagreed. The

result implies that equipping students with the necessary skills to think for themselves and differentiate between desirable and undesirable behavior is one of the strategies that can be used to deal with indiscipline in schools. Fields and Boesser (2002) proposed a model which provides the ideal balance between these two extremes called the constructivist model. Through this model students can learn from their own experiences and make informed logical choices. Kamii (1984) agrees that this model works towards self-determined responsible behaviour reflecting concern for the good of oneself and others. The constructivist approach to discipline strives to equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behavior.

Moreover, 40% of the respondents strongly agreed that building and maintaining positive relationships with the students was a strategy that could be used to deal with indiscipline in schools, 32% of the respondents agreed, 8% of the respondents were neutral, 13% of the respondents disagreed while 7% of the respondents strongly disagreed. The result implies that setting of out clear guidelines and rules is one of the strategies that can be used to deal with indiscipline in schools. Fields and Boesser (2002) stress that having mutual respect between adult and child is crucial to the success of the constructivist approach to discipline. They add that this type of relationship results from taking time to get to know the students and building positive relationships with them. Curwin and Mendler (2000) indicate that instead of trying to solve the discipline problem it may be wiser to positively affect the lives of children. They add that building and maintaining positive relationships with the students would decrease the frequency of certain negative interactions between teacher and students.

More so, 43% of the respondents strongly agreed that noticing and building on students' strengths was a strategy that could be used to deal with indiscipline in schools,

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37% of the respondents agreed while 20% of the respondents disagreed. The result implies that noticing and building on students strengths is one of the strategies that can be used to deal with indiscipline in schools. Curwin and Mendler (2000) indicated that noticing and building on students strengths would decrease the frequency of certain negative interactions between teacher and students.

Again, 50% of the respondents strongly agreed that providing positive modeling was a strategy that could be used to deal with indiscipline in schools, 22% of the respondents agreed, 10% of the respondents disagreed while 8% of the respondents strongly disagreed. The result implies that providing positive modeling   is one of the strategies that can be used to deal with indiscipline in schools. Mendler, Curwin and Mendler (2008) stated that another strategy which researchers consider to be highly effective for students' positive behavior is modelling behaviour. Davis-Johnson (2000) claimed that teachers are not always modelling positive behaviours. Davis-Johnson stresses that the role of the teacher is to model the behaviours of positive self-concepts, and respect for others and to establish the importance of academic achievement.

Children today are bombarded with all forms of violence on television, movies, and cartoons and more importantly on the video games which they play. In order to counteract such pervasive influences adults must provide positive modelling.

Again, 42% of the respondents strongly agreed that offer genuine positive comments about performance was a strategy that could be used to deal with indiscipline in schools, 33% of the respondents agreed, 8% of the respondents were neutral while 17% of the respondents disagreed. The result implies that offer genuine positive comments about performance are one of the strategies that can be used to deal with indiscipline in schools. Mendler, Curwin and Mendler (2008) posited that the

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offer of genuine positive comments about students' performance helps in reducing students' negative behavior.

Also, 53% of the respondents strongly agreed that engaging students with lessons that are interesting and entertaining was a strategy that could be used to deal with indiscipline in schools while 47% of the respondents agreed. The result implies that engaging students with lessons that are interesting and entertaining is one of the strategies that can be used to deal with indiscipline in schools. Mendler Curwin and Mendler (2008) state that the best way to prevent behavioural problems is to engage students with lessons that are interesting and entertaining. They suggest that teachers take into consideration the multiple intelligences and learning styles in the classroom, teach with energy and enthusiasm, make their objectives clear from the outset, use informed grouping tactics and incorporate games into the lessons.

Lastly, 57% of the respondents strongly agreed that providing instruction that match the students' level of ability was a strategy that could be used to deal with indiscipline in schools while 43% of the respondents agreed. The result implies that providing instruction that match the students' level of ability is one of the strategies that can be used to deal with indiscipline in schools. Mendler Curwin and Mendler (2008) agree that an effective discipline approach involves a united effort by the entire school. These include providing instruction that match the students' level of ability and listening to what students are thinking and feeling.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

The chapter presents a summary of the findings of the study which sought to investigate the cause and effects of indiscipline in Agric Nzema Community Senior High School in the Kwadaso Municipality of the Ashanti Region. The chapter also includes the summary of the research findings, conclusions from the findings, recommendations based on the findings and conclusions and suggestions for further study.

5.1 Summary of the Study

The purpose of the study was to investigate the cause and effects of indiscipline in Agric Nzema Community Senior High School in the Kwadaso Municipality of the Ashanti Region. The objectives of the study were to establish the causes of indiscipline in Agric Nzema Community Senior High School of the Kwadaso Municipality, determine the effect of indiscipline in Agric Nzema Community Senior High School of the Kwadaso Municipality and to find out coping strategies to deal with indiscipline at Agric Nzema Community Senior High School of the Kwadaso Municipality. The descriptive survey design was adopted for the study. The target population for the study was teachers and students of Agric Nzema Senior High School of the Kwadaso Municipality. The accessible population was 35 teachers and 25 students who hold various positions in Agric Nzema Senior High School of the Kwadaso Municipality which the study focused as a case study.

Purposive sampling was used to select 60 teachers and students who held

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various positions in the school consisting of 35 teachers and 25 students in Agric Nzema Senior High School of the Kwadaso Municipality. The researcher used questionnaire to collect data for the study. All the research questions were analysed using descriptive statistics such as frequencies and percentages and the results presented in tables.

5.2 Main Findings

The study revealed that students home environment, drug abuse, crime, violence and physical abuse increase in society, lack of participatory decision making, breakdown in family processes and relationships, the influence of the mass media, financial stress within the family and dysfunctional families, teachers' own attitude, students biological and emotional disabilities, inefficient school policies and peer pressure caused students' indiscipline.

The study also revealed that effects of students' indiscipline were that it generated bribery and corruption, interfered with teaching and learning, led to lawlessness and vandalism, promoted absenteeism in the wider society in general and truancy, contributed to wanton destruction of property, contributed to teacher's stress and attrition, bred examination mal-practices, constituted nuisance to the government and society, contributed to hooliganism and rioting, and also a major source of some social vices such as stealing, pocket picking and drug abuse.

The study lastly revealed that setting out clear guidelines and rules, involving students in the process of developing appropriate rules for the classroom and the school, development of behavior contract, equipping students with the necessary skills to think for themselves and differentiate between desirable and undesirable behavior, building and maintaining positive relationships with the students, noticing and building on students strengths, providing positive modeling, offering genuine

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positive comments about performance, engaging students with lessons that are interesting and entertaining, and providing instruction that match the students' level of ability were some strategies to deal with students' indiscipline.

5.3 Conclusions

The study concluded based on the findings that there are several causes of students' indiscipline in senior high schools. These include lack of participatory decision making, breakdown in family processes and relationships, influence of the mass media which must be looked at by educational authorities.

Again, it is concluded that undesirable behaviors or indiscipline attitude exhibited by students in the study area had some effects on the school and society at large. It is therefore concluded that if students' indiscipline had some effects on the school as indicated then it would not help to improve the quality of teaching and learning and education in general in senior high schools in the study area.

It is also concluded that the strategies established by the study to deal with students' indiscipline if adopted could mitigate the menace of indiscipline in senior high schools.

5.4 Recommendations

On the basis of the findings of the study and conclusions drawn from them, the following recommendations are made:

1. The municipal Director of Education should make sure teachers' needs in the teaching and learning environment are provided.
2. Municipal Director of Education should make sure there is sufficient school policy on discipline to mitigate the canker for effective teaching and learning.

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3. The municipal Director of Education should entreat teachers to sufficiently show desirable examples as positive role models for students to learn more appropriate and acceptable behaviors for their positive development.

4. The municipal Director of Education should appeal to teachers to use variety of strategies as revealed by the study to motivate and actively engage students to minimize if not to avoid students' indiscipline.

5.5 Suggestions for Further Study

The study was conducted to investigate the causes and effects of indiscipline in Agric Nzema Community Senior High School in the Kwadaso Municipality of the Ashanti Region. Therefore, further study should be conducted in Suame Municipality to see if they have the same characteristics.

Further study should be conducted to investigate the causes and effects of indiscipline in private senior high schools in the Kwadaso Municipality to refute or confirm the findings of the study.
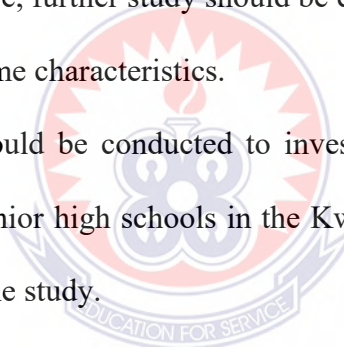
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APPENDIX A

AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT-KUMASI

INTRODUCTION LETTER

Dear Respondent,

I am a student of Akenten Appiah Menka University of Skills Training and Entrepreneurial Development-Kumasi conducting a study to investigate the influence of indiscipline in Senior High Schools in the Kwadaso Municipality of the Ashanti Region in partial fulfillment for the award of the Master of Arts in Educational Leadership. You have therefore been selected to participate in the study. I would be very grateful if you could give your candid respond to the questionnaire which is intended to collect data for the study.

Please be informed that the information you would give would be used for academic purposes only and would be treated with utmost confidentiality that it deserved.

Yours faithfully,

WILLIAMS DARKWA MENSAH

(POST GRADUATE STUDENT)

QUESTIONNAIRE FOR TEACHERS AND STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions as frankly as possible. Tick [√] the appropriate box for your answer.

1. What is your age?

a). 11-20   [ ]

b). 31- 40   [ ]

c). 41- 50   [ ]

d). 51- 60   [ ]

1. What is your gender?

a). Male   [   ]

b). Female   [   ]

3. What is your highest educational qualification?

a) BECE

b). Bachelor's Degree [ ]

c). Master's Degree   [ ]
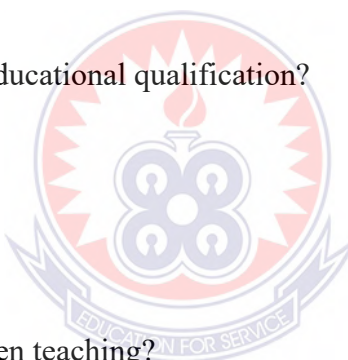
4. How long have you been teaching?

a) Never (Student)

 b) 1-5 years

c) 6-10 years

 d) 11-15 years

 e) 16 years and above

SECTION B: CAUSES OF INDISCIPLINE IN SENIOR HIGH SCHOOLS

Please carefully read the following statements on some causes of indiscipline in Senior High Schools and rate your opinion in a likert scale of **SA= Strongly Agree (5), A=Agree (4), N= Neutral (3), D=Disagree (2) and SD= Strongly Disagree (1)**

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Students home environment					
2	Drug abuse, crime, violence and physical abuse increase in society					
3	Lack participation in decision making					
4	Breakdown in family processes and relationships					
5	The influence of the mass media.					
6	Financial stress within the family and dysfunctional families					
7	Teachers' own attitude					
8	Students biological and emotional disabilities					
9	Inefficient school policies					
10	Peer pressure.					

SECTION C: EFFECT OF INDISCIPLINE IN SENIOR HIGH SCHOOLS

Please carefully read the following statements on some effects of indiscipline in Senior High Schools and rate your opinion in a likert scale of **SA= Strongly Agree (5), A=Agree (4), N= Neutral (3), D=Disagree (2) and SD= Strongly Disagree (1)**

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Generates bribery and corruption					
2	Interferes with teaching and learning					
3	Leads to lawlessness and vandalism					
4	Promote absenteeism in the wider society in general and truancy,					
5	Contributes to wanton destruction of property					
6	Contributes to teacher's stress and attrition					
7	Breeds examination mal-practices					

8	Constitute nuisance to the government and society					
9	Contributes to hooliganism and rioting					
10	A major source of some social vices such as stealing, pocket picking and drug abuse					

SECTION D: COPING STRATEGIES TO DEAL WITH INDISCIPLINE IN SENIOR HIGH SCHOOLS

Please carefully read the following statements on some strategies to deal with indiscipline in Senior High Schools and rate your opinion in a likert scale of **SA= Strongly Agree (5), A=Agree (4), N= Neutral (3), D=Disagree (2) and SD= Strongly Disagree (1)**

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Set out clear guidelines and rules					
2	Involve students in the process of developing appropriate rules for the classroom and the school.					
3	Development of behavior contract					
4	Equip students with the necessary skills to think for themselves and differentiate between desirable and undesirable behavior					
5	Build and maintain positive relationships with the students					
6	Notice and build on students strengths					
7	Provide positive modeling					
8	Offer genuine positive comments about performance					
9	Engage students with lessons that are interesting and entertaining					
10	Provide instruction that match the students' level of ability.					

Thank You