

**UNIVERSITY FOR DEVELOPMENT STUDIES**

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND  
POLICY STUDIES**



**FACTORS ASSOCIATED WITH STUDENT DISCIPLINARY BEHAVIOUR: A STUDY  
OF SAKASAKA CLUSTER OF SCHOOLS IN THE TAMALE METROPOLIS OF THE  
NORTHERN REGION OF GHANA**

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**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT  
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NORTHERN REGION OF GHANA**

**BY**

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**FEBRUARY, 2023**



## DECLARATION

### Student's Declaration

By signing this document, I certify that this thesis is entirely my own creation and that no portion of it has ever been submitted for credit toward another degree at this University or anywhere else.

Candidates Signature

Date

Name: ALABIRA IBRAHIM NEENA

### Supervisor's Declaration

I hereby certify that this thesis was prepared and presented in accordance with the standards for thesis supervision established by the University for Development Studies.

Supervisor's Signature: ..... Date

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## ABSTRACT

The purpose of the study is to look at factors associated with student disciplinary behavior in the Sakasaka cluster of schools in Tamale. It examined the effect of teacher traits on student and the role of teacher traits in promoting student disciplinary behaviour. The research design employed in this study is a survey study method. The targeted population for this study consisted of junior high school students and teachers within the Sakasaka cluster of schools, and the sample size was 453 this consisted of 399 students and 54 teachers. The sampling techniques were probability sampling and purposive sampling. The study revealed that instructional strategies had an impact on their students' disciplinary behavior. The study also found that peer pressure leads to inappropriate student behavior. It was also revealed that teacher training programs should focus on developing teachers' self-discipline, effective teaching strategies, classroom management skills, and understanding of individual differences in promoting student disciplinary. The study recommended that, the study recommended that, teachers should use different methods of teaching to meet the varied behaviours of the students. It was also recommended that, Head of departments (HOD) should conduct regular supervision of teachers under their purview to ensure quality lesson delivery. Responsible Agent: Head of departments, school management..



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## **DEDICATION**

To my family and my supervisor, without whom the completion of this work would not have been possible.



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## CHAPTER ONE

### INTRODUCTION

This chapter presents the context, problem statement, research questions, and objectives of the study along with its rationale and significance. It also discusses the limitations of the study's scope and the definitions of key terms that were employed often.

#### 1.1 Background of Study

All communities throughout history have seen people as moral beings (Amaewhule & Nukan-Adebayo, 2019). As potential replacements for the elderly human resources in the following generation, children are seen as future assets in this approach (Ofori et al., 2018). Education, which helps a person develop into a responsible adult, is one method that this transition may be realized (Pomaah, 2020).

However, it is crucial to make sure that these children are not only protected but also disciplined so they can stay on task in life, hone their abilities, and develop their potential (Ofori et al., 2018; Barrett, 1979). Thus, discipline is a fundamental component of human behavior (Ouma et al., 2013), a component of successful teaching and learning in classrooms, and a challenge for teachers (Eshetu, 2014). In other words, upholding discipline is crucial for children to succeed academically (Njoroge & Nyabuto, 2014).

According to Ali et al. (2014), a student who has received discipline in the context of a school system is one who complies with the rules and guidelines established by the institution. This suggests that if there is strong discipline in schools, behavioral issues (indiscipline) among students are eliminated. As a result, in order for their children to perform well academically, parents constantly search for schools with strong discipline to enroll them in (Awor, 2016).



Although students in today's classrooms are notorious for disrespecting teachers, showing up late for class, engaging in physical altercations with other students, refusing to do their homework, and dressing indecently (Adeyemo, 2020; Pomaah, 2020; Maphosa & Mammen, 2011), schools around the world are working hard to ensure that students are shaped into disciplined, competent, innovative, and responsible citizens. Insubordination among schoolchildren is becoming a global issue for many nations (cited in Ofori et al., 2018; Pomaah, 2020; Njoroge & Nyabuto, 2014), and Ghana is no exception. In fact, Alhaji Aliu Mahama, the former vice president of the Republic of Ghana, said in a speech on Independence Day to the nation and schoolchildren that "indiscipline is a growing scourge that has plagued deep into all facets of life. For instance, three students from the Islamic Primary/J.S.S. in Kwame Danso, Sene District, Brong Ahafo Region, were detained for allegedly smearing their teacher's sleeping room with human excrement subsequently the tutor had disciplined one of them for being tardy to class (The Daily Graphic, 2002, cited in Asiedu-Yirenkyi, 2019).

Teachers' conduct and management styles place a unique emphasis on this problem since students see the intervention tactics teachers employ to manage their classrooms as a reflection of their professional competence and a crucial learning motivator (Muller et al., 1999). According to Freeman et al. (2007), students' desire to study is increased when they feel like they belong in a secure learning environment and are more self-initiated and self-assured (Rogers, 1983). Teachers that employ punitive discipline techniques, on the other hand, have a considerable negative influence on student learning and more students report psychological and physical issues in the classroom (Sava, 2002). Due to this challenge, teaching in the classroom becomes more challenging, and managing persistent behavioral problems becomes more challenging (Lewis, 1999).



Teacher training plays a pivotal role in shaping student disciplinary behavior through various mechanisms. Firstly, it equips teachers with a deeper understanding of child development and adolescent psychology, enabling them to pinpoint the underlying causes of student misbehavior and craft effective intervention strategies. Secondly, teacher training fosters the acquisition of essential classroom management skills, encompassing the establishment of clear expectations, consistent enforcement of rules and consequences, and the cultivation of positive student-teacher relationships. Thirdly, it empowers teachers with a repertoire of effective teaching strategies that enhance student engagement and attentiveness, subsequently reducing disruptive incidents. Lastly, teacher training emphasizes the creation of a nurturing and respectful classroom environment where students feel valued and supported, fostering positive behavior. In sum, teacher training serves as a foundational pillar for educators to cultivate the skills and knowledge necessary for fostering positive student disciplinary behavior and cultivating a conducive learning atmosphere.

This background underscores the pressing need to investigate the relationship between teacher training and its influence on student disciplinary behavior, a crucial aspect of the educational landscape that has far-reaching implications for both students and educators.

## **1.2 Problem Statement**

In today's educational landscape, schools are increasingly being held accountable for all aspects of students' academic success (Sowell, 2013). This responsibility arises from the fundamental purpose of educational systems, which is to equip students with the skills they need to lead fulfilling and productive lives as responsible members of their communities (Abbott et al., 1998).

Teachers, being the cornerstone of any educational institution, must possess the necessary skills and expertise (Carnoy et al., 2015). Furthermore, teachers in all fields should continually develop their competencies in alignment with the requirements and standards set by the organizations they serve.



Crucial skills that teachers need to cultivate through training include a deep understanding of the curriculum, insight into the various stages of child development, and the ability to harness learner motivation to enhance academic performance (Bright, 2008, as quoted in Kulo, 2018; Ali & Hamza, 2018).

It is widely acknowledged that the quality of education in Ghana faces challenges, including disciplinary issues within the education system (Frimpong, 2003, cited in Gyan et al., 2015; Salifu, 2019; Akulabsi, 2019). This is a concern despite the pivotal role that teachers play in fostering better student academic performance and discipline, both locally and globally (Inglehart & Welzel, 2005; Akulabsi, 2019; Iddi, 2016).

During an informal meeting with some students in the Sakasaka cluster of schools, instructors expressed their concerns about the declining student discipline. They highlighted that, even in situations where students exhibit various challenging behaviours, teachers are often constrained by legal restrictions from effectively addressing these disciplinary issues. This decline in discipline has had adverse consequences on the academic performance of students in the region, necessitating an urgent resolution to this problem.

In light of the above context, this study aims to investigate the connection between teacher training and the promotion of appropriate student disciplinary behaviours in the Sakasaka cluster of schools within the Tamale Metropolis. By addressing this link, the study seeks to contribute to the enhancement of academic achievements among students in the region.

### **1.3 Research questions**

#### **1.3.1 Main research question**

What are the effects of teacher traits on students' discipline in school performance?





### **1.3.2 Sub research Question**

1. What are the factors that student disciplinary behaviours in Sakasaka JHSs?
2. What are the effects of teacher traits on student disciplinary behaviours in Sakasaka JHS?
3. What strategies can be used to ensure student discipline in the schools?

### **1.4 Objectives of the study**

#### **1.4.1 Main objective**

To determine the factors associated with teacher training on students' disciplinary behaviour in the Sakasaka JHSs.

#### **1.4.2 Specific objectives of the study**

1. To examine the factors that influence students' disciplinary behaviours in Sakasaka J.H.S
2. To assess the effects of teacher traits on student disciplinary behaviours in Sakasaka J.H.S
3. To suggest strategies to ensure students' discipline in Sakasaka J.H.S

### **1.5 Rationale of Study**

In this study, the researcher embarked on a journey to unearth the seeds of potential disciplinary challenges lurking within the vibrant corridors of Junior High Schools (JHS) in the Sakasaka cluster. Our quest extended beyond mere discovery; it delved deep into the very fabric of educational transformation.

With an unwavering focus, we unveiled the profound influence of teacher training on the intricate tapestry of student behavior within the heart of Sakasaka J.H.S in the dynamic Tamale Metropolis. Indeed, the ripple effects of teacher training hold the power to shape the educational landscape and pave the way for academic triumph.

Amidst the myriad complexities of managing disciplinary matters in these educational institutions, our study emerges as a guiding light, offering a treasure trove of strategies. These strategies hold



the promise of molding student behaviors into a harmonious symphony of academic excellence, painting a brighter future for all who traverse the halls of Sakasaka J.H.S.

### **1.6 Significance of Study**

This research project holds the promise of shedding new light on the intricate factors influencing the discipline of Ghanaian students, with a particular focus on their impact on academic success. The revelations from this study not only stand to captivate the attention of diverse educational institutions but also come at a critical juncture when discussions surrounding discipline in our schools are paramount as we strive to elevate the quality of education nationwide. The insights garnered from this thesis are poised to provide educational institutions with a unique perspective, offering a glimpse into the variables that students themselves believe play a pivotal role in shaping their behavior. Furthermore, these findings can equip Junior High School (JHS) instructors with a proactive understanding of potential disciplinary challenges that may surface within their schools. Armed with this knowledge, educators can implement the most effective strategies to maintain harmony and order in their classrooms.

Beyond the classroom walls, this study has broader implications. It stands as a valuable resource for organizations and entities working alongside teachers, including the Ghana Education Service (GES), education-focused non-governmental organizations (NGOs), and the Ministry of Education. These stakeholders can harness the insights derived from this research to empower instructors in making informed decisions about their interactions with students. By doing so, they contribute to the professional growth and support of teachers across the nation.

Ultimately, this study aspires to not only enrich local understanding but also to make a global contribution to knowledge. Through its findings, it endeavors to share valuable information that transcends borders, offering insights into the intricate dynamics of student discipline and its impact on academic achievement, which can be of interest and benefit to the broader world of education.



## **1.7 Delimitation**

This study primarily focused on the relationship between teacher training and student behavior, although teacher training aims to equip educators with the knowledge and skills necessary for the holistic development of learners. The choice of concentrating on this aspect was influenced by the presence of noticeable disciplinary challenges within Sakasaka Junior High School (JHS). Sakasaka JHS served as an ideal setting for this study due to several factors. Firstly, the school was selected because of the evident disciplinary issues observed within its student population. These issues provided a pertinent context for investigating the impact of teacher training on student behavior. Additionally, the proximity of the school to the researcher's residence was a practical consideration. This proximity facilitated convenient scheduling of appointments with school authorities and teachers, ensuring smooth data collection processes.

## **1.8 Limitations of the study**

One of the challenges faced by the researcher was collecting current and relevant literature. This was due to a number of factors, including the limited availability of resources in Ghana and the fact that the topic of teacher training and student behavior is relatively new and under-researched.

Another challenge was the administration and retrieval of questionnaires. The researcher had to obtain permission from the school authorities to administer the questionnaires to students, and this process took some time. Additionally, the researcher had to follow up with students to ensure that they returned the questionnaires, which also took some time.

These challenges delayed the progress of the thesis. However, the researcher was able to overcome these challenges by being persistent and resourceful. For example, the researcher was able to access



current and relevant literature by using online databases and by contacting other researchers in the field. Additionally, the researcher was able to increase the response rate to the questionnaires by working closely with the school authorities and by following up with students regularly.

Despite the challenges faced by the researcher, this study was able to make a significant contribution to the understanding of teacher training and student behavior in Ghana. The findings of the study can be used to inform the development of effective teacher training programs and school discipline policies.

### **1.9 Term Definitions**

**Teacher training:** Teacher education and development are referred to as "teacher training" in order to help teachers instruct and manage their charges' behavior.

**Discipline:** This refers to student conduct that complies with institutional regulations and moral standards.

**Disciplinary problems:** Student behaviors that violate school policies are referred to as disciplinary problems (in discipline).

### **1.10 Structure of the Study**

Five chapters will make up the project effort. Chapter 1 provides a background for the study, a description of the problem, the goals of the investigation, the questions and goals of the research, and the significance of the study. It also provides the study's boundaries, restrictions, definitions of important words, and organizational structure.



The theoretical and conceptual underpinnings of the investigation are presented in Chapter 2, together with a survey of pertinent related literature. Chapter 3 details the methodology utilized for the study.

The subheadings that have been utilized to arrange this are study area, research design, target population, sample methodologies, data sources, data collection instruments, and data processing and analysis. The study's summary, conclusions, and recommendations are given in Chapter Five, while the data analysis and results presentation are detailed in Chapter Four.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The chapter looked at the conceptual framework, the theoretical framework and the concepts of students behaviour. If it is available, the supporting literature for the study will also be reviewed. Among these are the ideas of teacher preparation, discipline, and disciplinary issues, as well as the reasons that affect students' disciplinary issues, the impact of teacher preparation on students' disciplinary behavior, and strategies to assure student discipline.

#### 2.2 Theoretical Framework

In order to examine and comprehend school misconduct, a variety of theoretical methods have been used (Peguero-et al., 2011). This is because of the detrimental effects connected to school misbehavior. This study, however, employed the Social Learning Theory and Canter's Assertive Behavioural Model.

People are recognized to be social beings, thus it is natural that they will interact with other people and their social surroundings. As a consequence, these two theories were chosen to be employed because, although the Social Learning Theory is based on the notion that people learn through interactions with others in a social environment, such as school, the Cognitive Learning Theory is based on the idea that individuals learn from interactions with others in a non-social setting, such as the Canter's Assertive Behavioural Model involves establishing a system of discipline to maintain order and requires clear boundaries and regulations that must be established and taught. Therefore, as they address actions and behavior of people in schools and govern behavior of people, these two theories are enough to hypothesize the research.



### 2.2.1 Social Learning Theory

Prior to development of social learning, behaviorist theories shaped how learning (behavior) was perceived. As the fundamental presumptions of behaviorism were challenged, notably those relating to reinforcement, punishment, and the exclusion of cognitive processes, new perspectives on learning emerged that directly challenged the foundation of behaviorist beliefs (Matinez, 2010).

Albert Bandura, whose name has come to be synonymous with the Social Learning Theory, was one of the first to expound on prior views that cognition, rather than just action, is a basic component of learning (Lyons & Berge, 2012).

The Social Learning Theory and Bandura (1977; Lyons and Berge (2012) both contend that human behavior is taught through observation and imitation. It is predicated on the idea that social contact in a group context fosters learning (Bandura, 1977; Nabavi, 2012; Nabavi, 2014).

As a result, social learning can also take place through observation and imitation in addition to first-hand experiences (Matinez, 2010; Martinez, 2017). Behavioral and cognitive theories are combined in this method, which emphasizes the significance of both internal and external effects (O'Rorke, 2006).

Personal factors such as beliefs, expectations, attitudes, and knowledge (cognitive), combined with environmental factors such as resources, the effects of behavior, and physical environment (behavioral), as well as behaviors such as individual actions, choices, and verbal statements (behavioural), influence learning and motivation (O'Rorke, 2006).

Therefore, according to Bandura, behavior has an impact on the environment and the individual, both of which have an impact on behavior in turn (McLeod, 2011). As a result, reciprocal determinism—a complex interaction of variables—occurs (Edinyang, 2016). As a result, according



to Bandura (1973, 1977a), "behavior, personal, and environmental factors are all equal, interlocking determinants of each other." People can learn how to do new actions by seeing how others behave, according to Bandura.

This information is coded, remembered, and utilized as a guidance for behavior both immediately after observation and on later occasions, according to Lyons and Berge (2012) and Bandura (1977). Learning via observation often entails a person seeing the conduct of another person, who may or may not be his or her role model, and taking into account some of the consequences of their actions in order to better his or her own behavior (Nabavi, 2012).

In reality, according to Matinez (2010), behaviorist theories such as reinforcement and punishment, as well as overt behavior on the learner's side, are not necessary for social learning theory to work. Shaffer (2005) asserted that people learn from one another through observation, imitation, and modeling. Banyard and Grayson (2000) suggested that direct reinforcement could not account for all types of learning and that people can pick up new abilities and behaviors by seeing others.

O'Rorke (2006) asserts that observers pay attention to models when they believe they could recognize or imitate the modeled action. For instance, Bandura (1961) demonstrated in a study how children pick up on and imitate actions they encounter in other people. According to Nabavi (2014), this is true.

As a result, according to the Social Learning Theory, exposing students to appropriate behavior in the classroom will aid in accomplishing school goals and objectives and create people with the necessary morals and values to function in society (O'Rorke, 2006). Particularly in today's society, children are surrounded by numerous role models, including their parents, teachers, media figures, and peers.





These role models display a range of behaviors that are seen and could be emulated by kids without much thought to whether the behavior is proper or not. In this situation, a student may be encouraged or discouraged from adopting similar behaviors by seeing teachers' behavior (Omote et al., 2015).

For instance, if kids witness their instructors go on strike to demand their rights or watch violent television shows depicting a society that doesn't respect authority, nothing will stop them from doing the same or acting inappropriately to vent their rage (Omote, et al., 2015). Self-efficacy is impacted by the observation of comparable models since it raises questions about the observer's capacity to repeat the behavior (O'Rorke, 2006).

The Social Learning Theory, according to Bandura (1977a), shows a definite link between a person's perceived self-efficacy and behavioral change. "Performance accomplishments," "vicarious experience," "verbal persuasion," and "physiological states" are the four basic sources of self-efficacy, according to Bandura (1977a), p. 195. Self-efficacy, according to Lou (2013), is the belief in one's abilities to plan and carry out the courses of action required to handle prospective challenges or a person's capacity to achieve in a certain setting.

These ideas start to take shape in young children as they navigate a wide range of events, tasks, and circumstances. However, as people gain new knowledge and experience throughout their lives, their level of self-efficacy continues to rise. According to Rotter (1990), people have control over their behavior and lives rather than having fate or luck play a role in their experiences.

According to Osofsky (1995), this hypothesis helps explain how aggressive conduct develops as toddlers copy and learn from their environment. Due to the fact that children will mimic their behavior, teaching and nonteaching professionals in schools and members of society should act as role models for young people.



### **2.1.2 Canter's Assertive Behavioural Theory**

The Assertive Discipline method of classroom management was developed by Lee Canter in the 1970s. Later, it was improved as a result of Marlene Canter's work with troubled students (Canter, 1979). Although their approach is occasionally characterized as being primarily focused on rewards and punishments, the Canters really place a lot of attention on "catching students being good" and then providing appropriate feedback and reinforcement (L. Canter & M. Canter, 2001).

The idea goes that a teacher who uses assertive discipline has a firm grasp of how students should behave in order to meet his or her teaching objectives (Canter, 2000; L. Canter & M. Canter, 2001). Contrary to many other theories, assertive discipline provides a way to deal with behavior as it arises by employing a tactic that makes a learner responsible for their actions and the results that result (Lyons et al., 2011; Canter, 2000).

Initially, Canter focused on obtaining and retaining teachers in charge because he wanted them to be effective leaders in the classroom (Malmgren et al., 2005). However, Canter has recently emphasized the need of putting an emphasis on kids' needs by engaging with them more and teaching them acceptable behavior. As a result, Canter changed his model such that it was more focused on using positive discipline techniques rather than using coercion and force (Malmgren et al., 2005).

According to Lyons et al. (2011), assertive discipline entails creating a "discipline plan" to preserve "order" and promote the greatest possible teaching and learning. It also calls for clearly defined boundaries and instructions.

The following statement, from Duke & Meckel 1980, 11 cited in Ndubuisi (2018), best summarizes the heart of assertive discipline: "An assertive teacher will actively respond to a child's inappropriate behavior by clearly communicating to the child his/her disapproval of the behavior,



followed by what the educator wants the child to do." The core of assertive discipline is based on two essential ideas: that students have rights and that they need a caring teacher who will provide them warmth, attention, and support.

Teachers must work in a setting that promotes learning and have the cooperation of both parents and students in order to exercise their rights. Teachers need to be forceful, express their requirements openly, and serve as role models for appropriate behavior. Students have a right to instructors who will be tough, consistent, give supporting encouragement, and encourage great conduct, claim L. Canter and M. Canter (2001; Canter, 2000).

Students have a right to instruction where norms of behaviour are firmly but calmly enforced, as well as instruction where teachers make such assertions. A strategy for rewarding excellent behavior should be developed by the teacher, who should also avoid using rhetorical questions to address inappropriate behavior (Steere 1988, 48 quoted in Ndubuisi, 2018).

A systematic disciplinary plan should be developed by teachers before the start of the school year, and students should be informed of expectations and consequences as soon as possible. This is the foundation of assertive discipline. By having a predefined, systematic strategy, a teacher may be consistent with behavioral norms and give praise and consequences to all students in a fair and reliable manner (Malmgren et al., 2005).

According to L. Canter and M. Canter (2001), the teacher must develop four critical components of the assertive behavioral theory: (1) a set of exact, equitable, and consistent rules; (2) a predefined set of positive outcomes for following the rules; (3) a prepared set of negative consequences to be employed when the rules are broken; and (4) a strategy to implement the model with pupils. According to the Canters, educated student decisions are what drive a successful behavior control



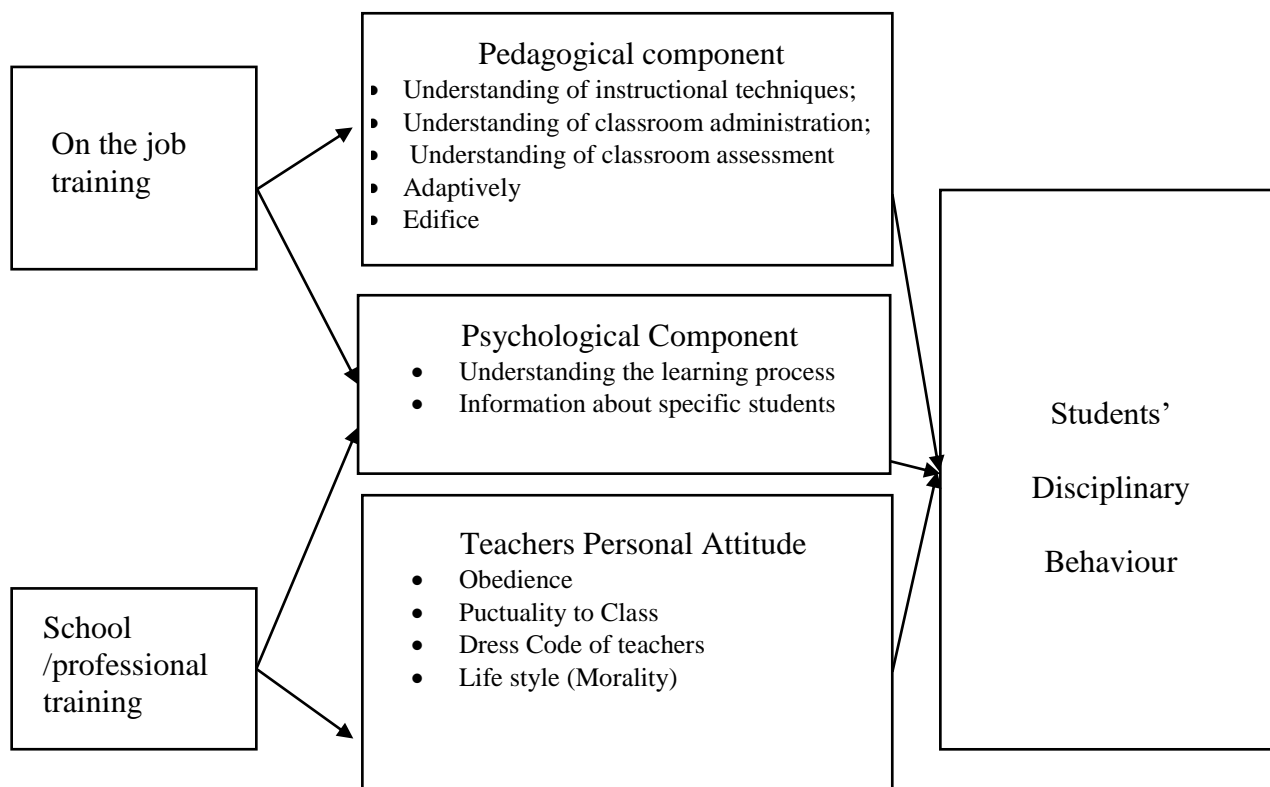
program. Students are aware of the expectations their instructors have for them, what will happen if they choose to meet those standards, and what will happen if they choose to violate the classroom rules (Canter 1989, quoted in Malmgren et al., 2005; Ndubuisi, 2018).

### **2.3 Conceptual Framework**

In this study, teacher training was viewed from two points of view. That is training of teachers after school or college in the form of seminars, workshops, symposium etc. (on the job training) and training of teachers to acquire a certificate in teaching from a college or a university (of the job training).

These two forms of training are seen to shape or influence the teacher in three ways, namely: Pedagogical knowledge, the psychological knowledge and the Teachers personal attitude. From the figure 2.1 below, if the right training is been offered and applied by the teacher, it is expected that the teacher would be able control and model students to have the desired behaviour expected of any student.





Source: (Author, 2021)

## 2.4 Empirical Review

This section of the study looked at the studies done in many jurisdictions that has a direct relation with the current study.

### 2.4.1 Factors that influence students' disciplinary behaviours in

On the indiscipline behaviors of students, some studies have been done. Samuel and Ukpoh, . (2021). for example, contrasted the approaches taken by "public and private school principals in Akwa Ibom State" to cope with teacher disobedience. A total of 450 principals/vice principals were selected at random from a group of 1,428 individuals, making 450 principals/vice principals make up the sample. Public school principals were shown to differ significantly from their counterparts at private schools when it came to managing teacher indiscipline.

Male and female elementary school students in rural and urban locations were compared to see if there were any variations in organizational and interpersonal behavior. students in elementary



schools were shown to exhibit more organizational than interpersonal abnormalities. The indiscipline of male students was found to be higher.

Damron-Bell (2011) examined how personal characteristics and school culture affected the involvement of deviant behavior. Using information gathered from questionnaires completed by middle and high school students in a significant Midwestern urban school system. The results showed that age, gender, and ethnicity were significant predictors of participation in risky behavior, with older students engaging in risky behavior more frequently than younger students, males engaging in risky behavior more frequently than females, whites engaging in risky behavior more frequently than racial and ethnic minorities. Additionally, it was found that involvement in dangerous behavior was significantly influenced by factors such as surroundings and school status.

The results of a survey Buening (2014) conducted at "one public and two private high schools" to look at potential differences in the school environment were given. Private school students evaluated school climate higher than students in public schools on almost every question domain, indicating significant differences. When comparing the reading and math performance of kids in the fourth and eighth grades, Braun, Jenkins, and Grigg (2006) discovered comparable results. They found that there were statistically significant average differences between public and private schools in both subject areas and grade levels, favoring the private schools.

Marchetta, F., & Dilly, T. (2019) noted that both public and private schools placed an equal emphasis on behavioural and value objectives. In their 1997 study, Kemerer, Martinez, Godwin, and Ausbrooks discovered both parallels and variances in the importance of nine different value factors as judged by respondents from public and private schools. However, there were some distinctions as well: children in private schools expressed more happiness with the environment at their schools. Students in private schools reported that democratic values were discussed more



frequently and were more likely to report that their parents had interacted with teachers Dennehy, D., Conboy, K., & Babu, J. (2023)

"Forms, causes, and consequences of deviant behavior among secondary school students in the Gatanga division of Thika District's Kihumbu- Araka, E., Maina, E., Gitonga, R., & Oboko, R. (2020) research. The survey method was used in the investigation. Ten secondary schools were selected for the investigation. The respondents were chosen by random sampling from schools in four subdivisions of the Kihumbu-ini Location. 206 children, 30 parents, 10 administrators, and 10 guidance and counseling teachers who were randomly selected from the schools were all included in the study. Questionnaires, interview guides, and an observation checklist were used to collect the data. The collected data was examined using simple descriptive statistics like percentages and frequencies. According to the study, common causes of indiscipline behavior include toxic substance use, negative peer pressure, and the trying adolescence years. Deviant behavior had detrimental effects on others, including dropping out of school and performing poorly in class, as well as the institution's reputation being ruined and a bad tradition emerging. The following strategies were suggested as ways to manage indiscipline: guidance and counseling, involving parents, disciplining troubled students, appropriate school administration, open forums and teachers, principals as role models for students, and examining and managing visits to schools.

Oluwagbohunmi and Olowosile (2019) conducted research on the effect of "deviant behavior on academic performance of students in selected junior secondary schools in Ondo State, Nigeria". For the study, a descriptive survey was undertaken. 500 pupils from 10 public junior secondary schools in two local government districts in Ondo State were randomly selected for the study, which covered junior secondary school students. The study's tools included a self-created questionnaire named "Influence of Deviant Behaviours on Academic Performance Questionnaire (IDBAPQ)" and a record of students' grades. Frequency and percentages were utilized to analyze the data, and



Pearson Product Moment Correlation was employed to test the hypothesis at a significance level of 0.05. It was shown that there was no statistically significant correlation between pupils' academic achievement in second cycle schools and deviant behavior.

In the Fantekwa District of Ghana, Ofori, Tordzro, Asamoah, and Achiaa (2018) looked at how pupils in junior high schools (JHS) were performing academically. 360 participants in total, including pupils, principals, and teachers, participated in the study. The instructors and school administrators were purposely picked, whereas the kids were chosen at random using a standard sampling strategy. A questionnaire was used to obtain information. The results show that because parents are children's first teachers, indiscipline starts at home. Additionally shown to be effects of indiscipline on academic achievement were difficulties paying attention in class, lost teacher-student time, and a rise in the occurrence of school drop-out rates. The study implies that society's discipline should begin at home in order to decrease indiscipline behaviors.

"Discipline issues as one of the major concerns of educators in public schools in Ghana" were the subject of Salify and Agbenyega's (2018) study. Both qualitative and quantitative study on disciplinary issues and how they effect students' academic performance as viewed by school administration was done using the Brong Ahafo Region of Ghana. The results showed that senior high school administrators considered indiscipline to be an issue in their administration and that it prevented them from setting up a setting that was conducive to effective teaching and learning. Additionally, it harmed the schools' reputation in the community, discouraging donors, parents, and other interested parties from giving to them.

In their 2018 study, Amoah, Adinkrah, Gyamfi-Boadi, Koranteng, and Fosu-Ayarkwah examined how acts of indiscipline might be dealt with in Ghanaian schools of education. Based on a sample of 223 respondents chosen from four institutions of education, including counselors, tutors, and pre-service teachers, a descriptive survey was conducted. We employed both random and purposeful





sampling methods. Information was gathered via questionnaires. The investigation highlighted the following reasons of acts of indiscipline: inadequate orientation for newly hired pre-service teachers and college officials. Poor academic achievement and the college losing its appeal to the general public were two of the impacts.

Boamah (2010) looked at the reasons of, consequences of, and methods for reducing indiscipline at the Mampong College of Education. For the study, a descriptive survey approach was used. Both Mampong College of Education students and instructors participated in the study. The study used a 220 person sample size. A stratified selection method was used to choose the research participants. 180 students were picked using a straightforward random process. The 40 teachers for the study were all selected on purpose. The questionnaire was the most often used tool for data collecting. The main conclusions were that whereas students perceived theft as a major act of indiscipline in the college, teachers recognized truancy and exceeding boundaries as important acts of indiscipline in the college. Poor student nutrition provided by the administration was regarded as a key contributor to school indiscipline by both students and instructors. The greatest method for reducing indiscipline in the college, according to students and instructors, was to hold moral and social discussions with the students and engage them in the creation of school rules and regulations.

#### **2.4.2 Effects of teacher traits on student disciplinary behaviours**

Di Fabio and Kenny, 2016; Di Fabio, 2017). Individuals with high EI are more likely to see themselves as efficient, experience more positive than negative emotions, forge more positive relationships with others, and perceive everyday challenges in a way that promotes well-being, engagement, and job satisfaction. 318 teachers (94.7% female) with ages ranging from 27 to 65 years ( $M = 47.1$ ,  $SD = 8.55$ ) made up the sample. Most of them worked in public nursery schools (13.1%) and primary schools (71.2%) in Northern (8.8%), Central (66.1%), and Southern Italy (25.1%). 72.3 percent of the participants were tenured instructors, 63.3 percent had a master's



degree or other postgraduate credentials, and 37 percent had just completed high school. They had 1 to 41 years of teaching experience ( $M = 18.1$ ,  $SD = 11.1$ ). Apart from the geographic gap, the study did not consider students disciplinary behavior which this current research aimed to make up.

Myint and Aung (2016) categorized teachers' trait EI into four factors: utilization of emotion, optimism/mood regulation, expression/appraisal of emotion, and emotional resilience. Based on a sample of 1,006 school teachers, their results revealed that 8.1% of the variance in teachers' job performance was explained by "optimism/mood regulation" and "expression/appraisal of emotion". Similarly, Naqvi et al. (2016) conducted a study among 3,168 teachers using the TEIQue-SF (Petrides, 2009), discovering that teachers' trait EI had a positive relationship with their job performance ( $r = 0.11$ ,  $p < 0.01$ ). These works were all dealing with traits and emotional intelligence. But this study aimed at covering teachers traits and students behavior.

#### **2.4.3 strategies to ensure students' discipline**

A study conducted by Wettach, J., & Owen, J. (2015). This report catalogues eleven alternatives to school discipline designed to transform school discipline from a system of punishment to a system of student development. They rely on professional development to encourage all school staff to implement positive behavioral interventions. Second are programs that teach individual professionals better skills in behavior management and student discipline. Both teachers and school resource officers are targeted by these programs that teach adolescent development and effective conflict resolution. Third are approaches that change the response of schools to misbehavior by students. These approaches either replace school suspension with another type of response to misconduct or offer alternative activities to students during times of suspension. Most aim to help students avoid future misconduct. The final strategy highlighted in the report, Policies Reducing the Use of Suspension as a Discipline Tool, can complement any of the other approaches described.



## **2.5 Conceptual review**

This aspect presents literature on all the concepts related to the current study.

### **2.5.1 The Concept of Discipline and Disciplinary Behaviour**

The Latin word "discipulus" (meaning instruction and learning) is where the term "discipline" comes from (Rahimi & Karkami, 2015). It subsequently calls for the submission of one's impulses and abilities to a rule in order to prevent anarchy and generate efficiency in situations that would otherwise be inefficiency and waste (Salifu & Agbenyega, 2012).

Various writers have described discipline in a number of different ways (Ponfua, 2015). Here are a few academic explanations of the word discipline.

According to Henly (2010), discipline is an activity taken by teachers with the intention of leading, controlling, and confronting students about conduct that hinders learning. It is a technique for assisting kids in developing self-control and personal accountability.

Discipline, according to Ukeju et al. (2013), is the control of conduct within the framework of an objective. He asserts that someone possesses self-discipline if they can create objectives for themselves and put up the required work and sacrifices to accomplish those goals. This suggests that people should be taught to control their own behavior rather than rely on others (Kangovio, 2020).



Tuta (2012) defined discipline as the orderliness of the classroom and the good patterns of student conduct that promote the teaching and learning ethos in schools. Giving a child help when they ask for it is an essential part of a successful educational endeavour.

Joubert, De Waal, and Rossouw (2005) claim that discipline identifies a person's or a group's limitations. They claim that in order to regulate their seemingly infinite urges and impulses, which are always trying to escape, a person must develop self-control.

Nyathi (2010) defined discipline as the collection of rules, penalties, and behavioral strategies that are suitable for enforcing children's or teenagers' rules and maintaining order in classrooms.

Igwe (1990), cited in Aneke (2012), described discipline in terms of the system of education and stated that children and students ought to be obliged to acquire discipline during the transitional phase from childhood to adulthood via adolescence.

He asserts that getting children ready for the responsibilities that adult members of their communities are required to carry out is the primary objective of this training.

According to Squelch (2000), enforcing rules is a teacher-related action in which we try to guide, direct, regulate, or confront a student whose actions are infringing on the rights of others.

According to Bean (2001), discipline is largely concerned with setting expectations for conduct and ensuring that those expectations are met. Therefore, it is understood that discipline is a crucial component of any society's success in achieving its goals.

According to Lorenz (1986), cited in Ruzindana (2017), orderliness, guidance, and effective discipline are crucial for providing learners with direction so that they can attain or accomplish the anticipated goals and objectives in their formal schooling. By teaching in them the principles and conduct that society values foremost and without which society would implode, Shankar (2006) claims that the purpose of discipline in schools is to train children to be decent citizens and men.



Defined as "to teach someone to obey rules and control their behavior or to punish someone in order to keep order and control" (Rahimi & Karkami, 2015), discipline generally connotes punishment for noncompliance since it contains the essence of control.

Thus, according to Selfert & Vornber (2002, quoted in Waithaka, 2017), student discipline is a requirement for nearly all of the benefits that a school may provide its pupils. They contend that for a school to have a favorable atmosphere, both conditions—discipline and climate—must be satisfied.

This implies that maintaining excellent discipline is essential to a student's success and that those who have excelled and attained their goals have done so as a consequence of maintaining strong discipline, which has allowed them to develop their personalities and become more adaptable to their environments outside of the classroom.

In terms of academic success, students who are well-focused in school consistently outperform their peers. In order to accomplish their educational goals and attain academic success, students should always completely embrace student discipline in schools (Bundi, 2020).

However, according to Mbiti (2014), who was mentioned by Kangovio (2020), the idea of discipline should not be connected to suffering or terror but rather should be seen as a method of assisting the pupils in arriving at wise judgments. According to Mbiti, parents and teachers should enforce rules that will help children grow up to be responsible individuals.

As a result, effective schools must have strong discipline, and the majority of institutions that regularly dealt with disruptive conduct from students have been accused of doing so by failing to adhere to the appropriate rules and regulations (Agbenyega, 2006).

Discipline tactics are frequently divided into many categories.

For instance, Tan (2002) claims that there are three different forms of discipline: corrective, preventative, and developmental. According to Cvetkova et al. (2019), Straus and Fauchier (2011),



Kotkamp (2005), Nei and Popoviiti (2018), and others classify these types of discipline as corrective and preventive, with preventive discipline including developmental and preventive actions (explained by earlier authors).

Moreover, according to Wahlig (2020), there are three different kinds of disciplinary tactics: preventative discipline, in which teachers clearly outline the expected behavior; supportive discipline, in which teachers provide alternatives and ideas for correcting misbehavior; and corrective discipline, in which teachers impose repercussions on misbehavior.

### **2.5.2 The concept of teachers traits**

A collection of self-perceived, emotion-related skills known acts and posture is termed as trait. allows teachers identify, analyze, and make use of emotional information. These activities make up whom there are (Sevdalis et al., 2007; Petrides, 2010). Trait is a comprehensive dimension of the affective dimensions of personality, according to Petrides et al. (2016). It refers to how individuals assess their own emotional and social efficacy. The four main components that make up general well-being are emotionality (which includes emotional perception and expression), self-control (which includes stress management and emotional control), sociability (which includes social awareness, emotional management, assertiveness, adaptability, and self-motivation), and emotionality (which includes happiness, optimism, and self-worth).

Most people agree that one of the most significant and difficult jobs in modern society is teaching (Vesely et al., 2013). These experts are thought to be in charge of the social and emotional growth in addition to the academic success of their pupils (Elias and Arnold, 2006). A number of stakeholders, including principals, parents, legislators, and society at large, have serious concerns about teachers' job performance, which is correlated with students' outcomes (Hwang et al., 2017), given the high demands and expectations placed on students' development (Alrajhi et al., 2017).



Schools are seen as important institutions for helping kids develop their social, emotional, and intellectual competencies. The activities teachers take in the classroom in order to achieve their educational goals may be categorized as their traits (Hwang et al., 2017). Teachers' jobs are very emotionally charged and heavily reliant on contact with other students. This stresses the importance of teachers' emotional intelligence traits in producing effective instruction (Alrajhi et al., 2017). Teachers' emotional intelligence (EI) may help them perform better on the job in two ways. Improved self-awareness of one's own feelings can assist educators to develop higher levels of confidence and mastery over their instructional responsibilities.

### **2.5.3 Concept of Student Disciplinary Problems**

According to Camille (1964), referenced in K'odera (2011), instructors view discipline as a crucial component that helps them to complete their task, while for pupils, it is an imposition made on them by the adults that they must abide by until they are emancipated. Maybe this opposing viewpoint is the cause of the indiscipline that permeates our educational institutions.

Discipline difficulties will arise as long as the two main participants' points of view do not coincide since there will always be misunderstandings about what discipline implies.

Despite the fact that disciplinary issues are thought to have existed since the beginning of men organizing themselves into society and the subsequent creation of laws to regulate men's affairs in a social setting, these issues are much more prevalent among students today and can be found in every area of schools.

Some take place in the classroom, others take place on school grounds, while yet others take place off-campus (Saharo, 2017). According to Okumbe (2001), referenced in Bundi (2020), disciplinary issues are believed to have their roots in the institution where the learner is enrolled as well as in the society in which they are raised.



According to Enefu et al. (2019), discipline issues among students are comparable to a cankerworm that has eaten deeply into society's fabric and bred anarchy, which bred crime and, ultimately, led to self-destruction. As a result, they have a propensity to undermine the objective of education, particularly when such behaviors persist (Aneke, 2012).

Discipline issues in and among students can really have a wide range of causes (Salifu & Agbenyega, 2012). Discipline problems, according to Montgomery (1989), are inappropriate actions that impair both the learner's and the teacher's capacity to impart knowledge. He went on to remark that while teachers frequently concentrate on problems that hinder their capacity to teach, it is crucial to also address problems that prevent students from learning since, in the end, these problems will weaken the teaching process.

Olusegun (2005) defined a disciplinary issue as the improper training of the mind and body that fails to provide the desired control needed for a person to perform the positive roles necessary for the achievement of an organization's or community's goals and aspirations.

Ezegbe (1995) asserts that indiscipline is a state of order upheld by training and control, a particular system of regulation and exercise meant to impart proper behavior or activity.

According to Enefu et al. (2019), disciplinary issues are behavioral disorders that are categorized as delinquent acts. similar to playing truant, lying, and stealing. The property in both residential and educational settings is routinely destroyed, and it frequently causes severe bodily, mental, and emotional trauma.

By extension, the phrase denotes a breach of school policies and procedures that might prevent the school system from operating smoothly and orderly (Adeyemo, 1995, quoted in Enefu et al., 2019).

School rules and regulations typically have a bigger influence on students than any other element since they are made by the school administration in order to safeguard children while they are enrolled in school.





According to the norms that are in place and the conditions for breaking them, discipline issues are context-specific and can take many different forms (Prasetyarini et al., 2020). The issue affects every element of the human environment and has had a negative impact on society at large, as well as schools (Enefu et al., 2019). The absence of discipline in school is correlated with a lack of success in life if allowed to continue for a long time.

Discipline problems frequently arise in schools, and the outcomes may be severe. In fact, scholars have done extensive study on the subject and have been able to identify a variety of reasons why it exists in our schools and universities, whether locally, nationally, or internationally (Asiedu-Yireky, 2019).

For instance, despite the fact that many of the acts cited in literature are nearly identical and repetitive, authors like Dobbert (2004), Maphosa and Mammen (2011), Adegoke and Orekelewa (2020), Ezeanolue and Nnorom (2020), Adesina (1990), and Enefu et al. (2019) all cited various disciplinary issues in their individual studies. Truancy, test cheating, absenteeism, fighting, vandalism, theft, skipping classes, smoking, damage to school property, and other offenses are only a few examples.

Students with discipline issues, such as disruptive behavior, are more likely to be extremely lackadaisical with their schoolwork, regularly miss class, and play truant, according to Glabser (1978:21), quoted in Tuta (2012). As a result, they struggle in both academics and extracurricular pursuits like soccer, music, and other sports. Such pupils never think favorably of themselves or the others around them.

As a result, they are exempt from following school regulations. Such students act as though their only alternatives are to leave school early or to show up to class and cause problems. Consequently, it is quite difficult for them to attain any success in their life.



## **2.6 Factors Influencing Students Disciplinary Behaviour.**

In a school system or academic context, it is challenging to increase teacher production and performance without discipline. If the continuous demands for qualified teachers and effectively trained excellent pupils are to be satisfied, specific instructions and discipline should be maintained and adhered to the latter as one of the most powerful motivations for the growth of standard instructors and learners (Adeyemo, 2020).

According to Appiah (2007), biological and environmental influences coexist to influence a child's behavior at any given time. He believed that each form of child behavior had underlying reasons. Because of this, instructors frequently blame students for disciplinary issues at school (Edwards, 2004 quoted in Salifu & Agbenyega, 2012).

However, research has demonstrated that students' disruptive conduct may be a result of anticipated reactions to problems with the institution of the school as a whole as well as with teachers and administrators functioning as the enterprise's directors (Wright & Kate, 2003). This indicates that a number of variables may affect students' disciplinary behavior. As a result, in order to successfully address any inappropriate conduct in the classroom, teachers must continually seek to identify its root cause (Appiah, 2007).

According to Oloyede and Adesina (2013), family dynamics have an impact on pupils' conduct in school. Permissive parents are too kind to their children to the point where they are unable to discipline them, which results in them instilling lawlessness and anti-social behavior (Garcia and Santiago, 2017). Flexible parents, on the other hand, provide both warmth as well as regulate equally, and as a result, the young person understands the importance of following rules and becomes self-disciplined.



A student's behavior at home can have an impact on how they act at school (Kangovia, 2020). Stressful households who frequently experience family conflict are more likely to do this.

Peer pressure is a significant element that affects student disciplinary behavior, according to Monroe (2005), Belle (2017), Lukman and Hamadi (2014), and other studies. Peer pressure, according to them, affects what teenagers value, are aware of, dress, consume, and study. Therefore, rather than displaying behavioral problems one at a time, adolescents do so in groups.

The Social Learning Theory, which holds that teenagers pick up socially inappropriate behavior from their interactions with other people, is the basis for this. Teenagers often seek to their schoolmates for role models as they become older as their parents are no longer viewed in the same way (Ndakwa, 2013; Esiri, 2016 cited in Belle, 2017).

Similar to peer pressure, age has also been found to be a factor in children's disaffection and indiscipline in schools. Reid (2009) asserts that this problem develops when schools are unable to adequately prepare for the reality that many of their kids become young adults once they reach puberty.

As a result, some older pupils may revolt due to the fundamentals of the school, which include a need for obedience and a lack of student power. According to Pollard (2011), the fact that some students have a great deal of power and independence in their everyday lives away from school may serve to increase this disaffection among the older pupils.

Furthermore, it is claimed that a lack of moral guidance from parents, a lack of effective leadership in society, idleness in class, ideals adopted from peers and the media, inequalities and corruption in society, and unrealistic rules are just a few of the numerous variables that contribute to indiscipline in many African schools (Yarosan, 2004).



Masingi (2017) contends that the appropriateness of the curriculum to the requirements of students may thus have an effect on school discipline. Matsitsa (2008) argues that deviant conduct always shows up when the curriculum offered to pupils is irrelevant to their areas of interest and the needs of their communities. He emphasizes the value of relating the curriculum to the beliefs and customs of a particular group.

Similar to this, Pringle (2008) argues that disruptions and other behavioral difficulties among the kids are caused by schools that place a high priority on academic competition and pay little attention to the individual needs, goals, and other extracurricular activities of the students. This is related to the fact that failure to complete work provided by professors typically lowers students' academic self-concept, which tends to affect students' overall levels of self-esteem and also raises their level of alienation from school (Kangovia, 2020).

Since students may easily conceal themselves to conduct crimes without being easily discovered, overcrowded schools and courses are another element that effects student behavior in terms of discipline. According to Kimani (2013), who provided an explanation, overcrowding makes it challenging to supervise and punish students because educators' attention is divided too thinly; this is a circumstance that frequently leads to violence.

According to Ifeoma (2012), overpopulation is a sign of rivalry for scarce resources, such as a shortage of textbooks, teaching aids, laboratory and library materials, and tools for practical work. In a similar vein, Ifeoma (2012) claims that overpopulation is a sign of competition for inadequate space, resources, and facilities. As a result, there is a greater possibility that students would fight or clash over few resources, raising the possibility that such disputes could turn into routine and planned incidents that lead to activities related to bullying and harassment of smaller and weaker pupils. Public school pupils may also have poor self-esteem and a sense of relative deprivation as a



result of the situation. Students in these institutions may lack pride in their education and misbehave as a result. Low morale and a lack of dedication among the students may be the causes of their inappropriate behavior (Le Mottee, 2005).

According to another source, the overall behavior of pupils is influenced by rule ignorance, student disobedience, frustration, and peer pressure. Children misbehave when school rules conflict with those at home, teacher interest is waning, school administration is ineffective, and other factors. She argues that in these circumstances, kids may revolt against authority. For instance, ridicule, tantrums, and stubbornness all have a detrimental effect on youngsters (Gyamera, 2005).

Additionally, a detrimental impact on student behavior comes from the teacher. When a teacher employs innovative pedagogies ineffectively, shows little interest in the students, fails to provide them with academic feedback and guidance, fails to communicate clearly, fails to plan ahead, turns to punitive or reactive measures, teaches an irrelevant curriculum, is late to class, uses a phone in class, lacks the power to discipline inappropriate pupils, or adopts a self-disciplining attitude, students may engage in inappropriate conduct.

Similar to this, Adentwi (1998), referenced in Salifu & Agbenyega, (2012), believes that instructors are to blame for school discipline difficulties in Ghanaian schools. He lists several teacher behaviors, such as their physical appearance, lesson preparation and presentation, administration of incentives and punishments, and teacher personality (i.e., whether he or she is an extrovert or an introvert), as having an impact on students' behavior.

He lists unsuitable attire worn by female teachers and sloppy clothing worn by students that indicates nudity as causes of indiscipline. His report also discusses the ways in which the teacher's communication style makes the student feel disrespected. According to Yaroson (2004),



disciplinary challenges in schools are a result of poor lesson delivery, inequity, and inconsistent rewards and punishments.

## **2.6 Strategies to Ensure Student Discipline**

Teachers' successful disciplinary strategies help kids learn more effectively because they protect them from disruption and, consequently, emotional and cognitive injury (Lewis, 2001). According to a recent research on the subject of disciplinary techniques, however, punitive measures appear to be of little utility in promoting responsible student conduct (Lewis, 2001).

In other words, it hasn't been discovered that punishing unruly pupils works very well (Bullara, 2003, quoted in Berna, 2012), since this method can make things worse by encouraging the students' already-unwanted behaviors. Bullara, 2003; Bain et al., 2003) and ought to be swapped out for proactive and engaging punishment methods (Pane, 2010). Additionally, it may lead to hostile behavior from students toward their teachers and fellow classmates as well as a bad self-perception.

Therefore, it is important that disciplinary approaches are properly packaged; otherwise, the discipline strategy may have unintended consequences (Aneke, 2012). To this purpose, Nkomo (2010) stressed that punishment does not cause harm to the kid or student, either physically or psychologically.

One such disciplinary technique, according to Egwell (1989), cited in Berna (2012), maintains that students should be treated humanely, i.e., without the assumption that they are innately disobedient and unable to think critically, and that they can have a significant impact on the school's policy-making processes. In other words, instructors should identify unique student learning requirements, motivate students to participate in school activities, and show them how to develop into productive adults in the future (Hale & Canter, 2008, quoted in Berna, 2012).



Additionally, Oladimeji (n.d.) and Berna (2012) claim that if the proper communication channels are used properly, disciplinary issues in schools may be eliminated. These channels are used to educate the students about expected behavior, according to Asare and Adziolo (2013), who urged teachers to have formal and informal dialogues with the students. The pupils would be inspired by these.

The development of character, responsibility, self-control, and obedience to rules in children can be facilitated by teachers using a model of instruction that emphasizes the positive aspects of behavior (T. Savage & M. Savage, 2010; Nelson & Lott, 2012; cited in Prasetyarini, et al., 2020). This is another strategy that teachers can use to deal with the issue of the students' discipline in a positive way.

Another tactic the instructor might employ is the broken record or repeated reminders (Slavin, 2006). As irrelevant justifications and explanations are disregarded, this is a repeat of the norm. This method of behavior control involves the instructor making a decision about what he or she wants the students to do, clearly explaining it to them, and repeating the request until the pupils comply. The importance of the rule and how to follow it can be emphasized to rebellious pupils by teachers.

Furthermore, Little and Akin-Little (2008) contend that academic activities should occupy at least 70% of class time in order to lessen the probability that disruptive behaviors will occur because managing students' inappropriate behaviors cuts down on both the time teachers spend teaching and the time students spend working on academic tasks (Matheson & Shriver, 2005).

In terms of incorporating the students in decision-making, expressing particular needs to the students, and listening to the students, a teacher should operate as a leader rather than a boss



(Prasetyarini et al, 2020). This is another another tactic to keep up effective classroom management and lower discipline issues in classrooms.

Vockell (1991), who was quoted by Atwongere (2016), asserts once again that parents and instructors should typically encourage behaviors that are consistent with any desirable behaviors in children by setting an excellent example. As a result, a teacher should always set an example for others by being accountable and dedicated to those around them.

The aforementioned is founded on the idea that learners, or kids in general, idolize and copy individuals they admire or respect. Learners will respond warmly and eagerly to a teacher who enters the classroom with honesty, reliability, and becoming an example. Learners won't revolt in these circumstances (C. M. Charles & M. Charles, 2004).

Last but not least, Slavin (2006) recommends using penalties. Applying punishment is typically the final resort for controlling misconduct, according to Slavin. The disobedient student is given the option of adhering to a clearly defined rule or suffering the repercussions.

Some of these repercussions may be sending the student out of class, bringing parents to talk about their children's misbehaving, etc. When utilized, these penalties must be minimally unpleasant, imposed quickly, and implemented as soon as a transgression occurs.

## **2.7 strategies to ensure students' discipline**

In the study conducted by Amoah, S. A., Owusu-Mensah, F., Laryea, P., & Gyamera, A. (2015). They looked at Issues pertaining to discipline among students both in schools and higher institutions of learning are constantly being highlighted in the mainstream media, such as bullying, gangsterism, smoking, beating up teacher, stealing, raping. This study used qualitative research focused on reviewing analysis of educational philosophy from the perspectives of Islamic scholars using documentation method and the data gathered would be analysed as findings. The objective of





the paper is to determine the type of educational strategies in Islam that can help mould students to become disciplined students. The strategies would be put forward to curriculum planners so that a more balance educational system can be formed. Subsequently, the strategies can be employed by parents, school teachers, and lecturers to educate and develop students to be disciplined. This was limited to Islamic schools and was conducted some years ago. It was not also included students behaviour and teachers traits, which this current research aimed at making up.

## **2.8 Concept of Teacher Training**

As academic requirements for education rise each year, there is an increasing focus on the quality of teaching and learning. It is crucial that educators, educational institutions, and other parties involved offer quality professional development as a consequence (Bourdesa, 2016). In order to satisfy high educational standards, teacher training is a key mechanism for enhancing teachers' subject-matter expertise as well as their instructional strategies and methods (Darling-Hammond & McLaughlin, 1995). Additionally, teacher preparation helps with effective classroom management since teachers' ability to do so is undeniably associated with their ability to create a conducive environment, gain students' respect, and promote cooperation in the classroom (Williams & Burden, 1997). Discipline in the classroom helps pupils learn better because it protects them from disruption and the emotional and cognitive harm it may cause (Lewis, 2001).

Effective teacher management tactics, according to studies, improve students' academic performance, keep them on task, include them in the learning process, and have an effect on their motivation and achievement (Freiberg, Stein, & Huang, 1995). According to this sequence, "the more that students perceive their teacher cares about them, the more the students will care about the class, and the more likely they will be to pay attention in class and consequently learn more course material" (Teven & McCroskey, 1997, p. 167).



According to Azar, et al. (2011), referenced in Baskan, et al. (2018), there have been four distinct methods to teacher preparation throughout history. These strategies include of conventional, behavioral, cognitive, and structured methods. The authors contend that while teacher preparation programs often focus on "passing on knowledge," the ideal teacher is one who "knows everything."

According to the behavioral approach and the successful model, the teacher should be able to "change behavior," and the ideal teacher is the "model teacher." Students are now required to develop their concepts as opposed to their behaviors, according to the cognitive model, which was created as a consequence of brain research (Baskan et al., 2018).

As a result, this paradigm predicts "schema development" and replaces the assumed instructor model with that of the "expert teacher." The importance of "teaching how to teach" is stressed in the structural approach model of teacher education created in recent years, and instructors are expected to be "learning teachers" in order to give active instruction of students (Güne et al., 2016 referenced in Baskan, et al., 2018).

All of these methods can be viewed as pedagogical practices, in accordance with Bernstein (1990), Clarke (2005), and Shulman (1987). As a result, they may all be explained in terms of the regulative and instructional settings (Moarais et al., 2005).

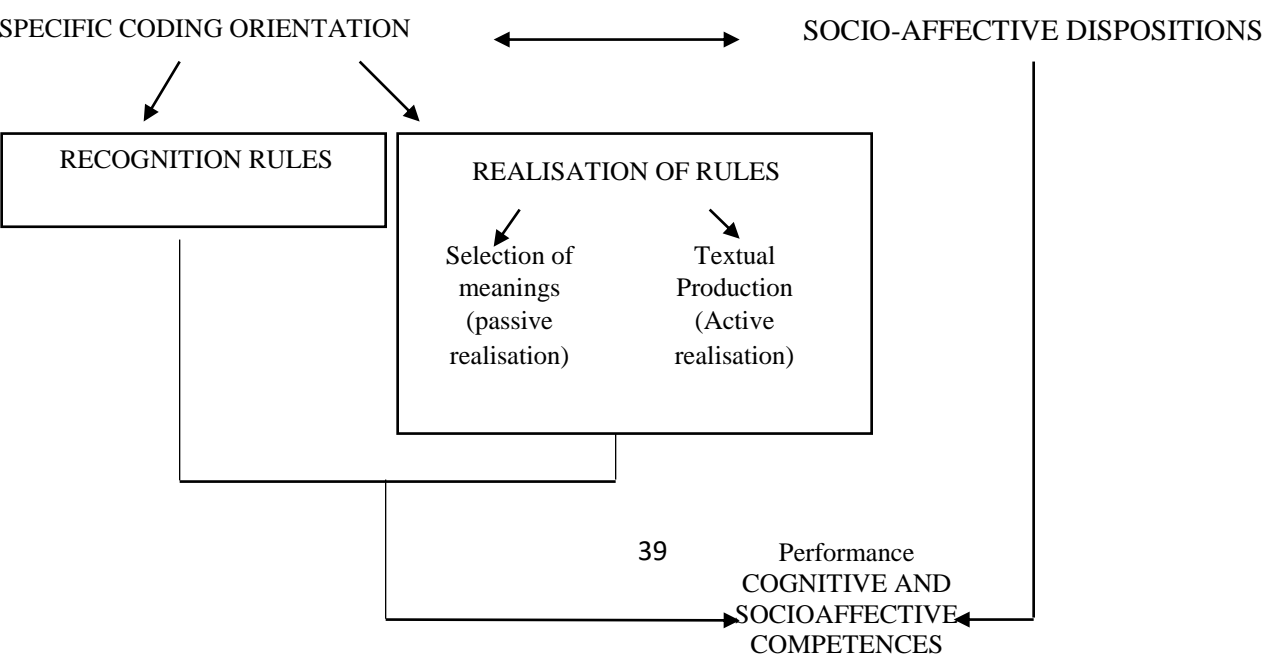
Any educational process may be described using the two operational notions of classification and framing. Classification refers to the degree of separation between categories (agencies, agents, discourses), whereas framing refers to the level of control given to transmitters (researchers/teacher trainers) and acquirers (teachers) in the regulative and instructional contexts in the context of teacher training (Moarais et al., 2005).



In different combinations, the categorization and structuring of various links between instructional and regulative contexts might result in various ways of fulfilling the pedagogic code, according to Moarais et al. (2005). These linkages can range in strength from extremely weak to very powerful. Investigating schools and educational methods such as what knowledge (curriculum) should be taught to students, how it should be taught (transmission), and how knowledge should be applied (evaluation/perform) were some of these practices.

According to Domingos and colleagues (1986, p. 245), "distinct interactional practices originate, at the level of the subject, differences in recognition and realization rules" (quoted in Morais et al., 2005), and different training modalities result in different coding orientations in teacher education.

The acquisition of the specific coding orientation, which is the acquisition of the recognition and realization norms (passive and active) for that environment, is crucial, according to Bernstein, to an acquirer's success in a given context. In order to produce the proper text in that scenario, according to Bernstein, the subject must also have the necessary socio-affective dispositions. This means that, as shown in Figure 2.2 below, he or she should have goals, motives, values, and attitudes appropriate for producing that content.



**Figure 2.2: Specific coding orientation, socio-affective dispositions, and performance (Moarais & Neves, 2001) (cited in Moarais et al., 2005).**

In order to successfully implement a given pedagogical practice in the context of teacher training, a teacher must learn the following rules, according to Morais et al. (2005), as depicted in figure 2.2 above: a. recognition rules to recognize the practice's context-specific nature; b. passive realization rules to choose the most suitable implications for the context; and c. active realization rules to use in the classroom. Teachers additionally need to have socio-affective attitudes toward using that approach for them to work well.

Shulman (1987) adds another viewpoint to Bernstein's with his pedagogical model, which illustrates how a student may study to become a teacher in his or her field. According to Shulman (1987), there are six stages to educational thinking and action: understanding, transformation, teaching, assessment, reflection, and new comprehensions. The comprehension stage requires knowledge of the subject matter, such as numeracy, as well as the values, characteristics, needs, and preferred methods of learning of students (trainees and their learners) (Loo, 2007; Shulman, 1987).

According to Shulman (Loo, 2007; Shulman, 1987), in order to become a teacher, a trainee must change how they learn or comprehend the subject matter.

For this reason, according to Loo (2007), transformation requires some ordering, including preparation of subject materials, their comprehension and critical interpretation, representation, which calls for ways of conveying ideas and concepts of subject matter content to learners using examples, metaphors, experiments, and demonstrations, and instructional selections, where teaching and learning techniques like lecture, group learning, and project work can be applied in a



The following two transformation procedures entail customizing the first three so that the instructional materials are acceptable for a teacher's general cohort and then modifying those materials so that their contents are appropriate for a teacher's specific cohort.

## **2.9 The Concept of Teacher training in Ghana**

Teachers are the core of Ghana's attempts to satisfy its labor demands, and the country has worked hard over the years to train and develop them (Asare & Nti, 2014; Armah, 2017). The biggest modifications in curriculum structure and revisions began after the pre-tertiary education reform was put into place in 1987 (Armah, 2017). Improvement of educational inputs, increased access, and systemic reform were the primary objectives of the 1987 Education Reform Programme (ERP) (Acheampong, 2003).

In order to evaluate the efficacy of the changes from 1987, the Education Reform Review Committee (ERRC) was created in 1994. However, it was later found that, despite enrollment growth and facility improvements, teaching and learning results remained substantially below average (Acheampong, 2003).

In response, the Ghanaian government launched the FCUBE Program, which stands for "Free, Compulsory and Universal Basic Education". Enhancing effective teaching and learning outcomes was one of its key objectives (Ministry of Education (MOE), 1994). The Primary School Development Project (PSDP), a World Bank-funded initiative, found that teachers were not upholding professional standards in a form review in 1999.

The study came to the conclusion that the management and utilization of instructional time was a significant problem degrading the quality of education in public schools. There are serious problems with high teacher absenteeism, frequent loss of instructional time, poor teaching quality, poor administration, and inadequate textbooks, according to the findings (Fobih et al., 1999).



Since the early 1990s, there has been a clear dissatisfaction with Ghana's basic teacher preparation program (Acheampong, 2003). The caliber of instructors who graduate from our teacher training schools has been raised as a consequence of a variety of legislative efforts.

In order to considerably expand opportunities for high-quality teaching and learning, delivery of infrastructure, and management effectiveness, initiatives to structurally restructure the educational system have been made, according to Acheampong (2003), Asare & Nti (2014), Quashigah et al. (2014), and others. For instance, the sector has seen how two conventional streams of teacher preparation are contextually aligned with educational goals.

Teachers for elementary or basic schools (kindergarten, primary, and junior high schools) are produced by the Colleges of Education (CoE), which are now the earliest and oldest institutions of higher learning. The development of teachers for senior high schools, vocational and technical institutions, and institutes of education is discussed in the second line (Armah, 2017).

In-service initiatives aimed at enhancing the qualifications of working teachers, distance learning opportunities to ensure a continuous, lifelong process of teacher education, and the Untrained Teacher's Diploma in Basic Education (UTDBE) program for working teachers who have not yet finished their initial professional teacher training are additional changes to improve accessibility and quality.

In order to improve the delivery of teacher education in all 40 CoEs across the country, the Transforming Teacher Education and Learning (T-TEL) initiative was formed more recently. It offers assistance with innovative projects, leadership and management, curriculum assessment, and tutor professional development (Armah, 2017).



According to Anamuah-Mensah and Benneh (n.d.), teacher traits has a national focus despite the fact that there are colleges in every region of Ghana. These writers claim that Ghana's initiatives to promote teacher education are often characterized by the generalist and subject-training methods, as well as school attachment programs and internships. Kindergarten through sixth grade children are taught by generalist instructors, and junior high and senior high school students are taught by specialists.

There are numerous options to receive training to teach in Ghana's elementary or secondary schools, according to Armah (2017), Anamuah-Mensah, and Benneh (n.d.), including:

1. A three (3) year Basic Education Diploma program in colleges of education for teachers of elementary school.
2. For instructors of elementary schools, a two (2) year post-diploma in basic education. A certificate for a diploma in basic education is required for probable admission. For instructors who already hold the DBE, these educators are trained at the University of Cape Coast or the University of Education, Winneba.
3. A four-year bachelor's degree in education, such as a B.Ed. or BSc. Ed., is required for elementary and secondary school teachers. These grads came from the University of Cape Coast and the University of Education, Winneba.
4. A two-year Basic Education Diploma program (on a sandwich basis) for teachers who already possess an initial certified teacher's Certificate "A" (i.e., a 3-Year post-secondary certification). This is provided through the CoE by the University of Cape Coast.
5. There exists a four-year Untrained Teacher's Diploma in Early Childhood (UTDBEC) program available for working teachers who do not possess basic professional teacher training in early



childhood education. In partnership with the TED of the Ghana Education Service, it is offered in the CoE as an ad hoc alternative to increase teacher numbers to administer basic schools, particularly in distant communities.

6. A a year to complete Professional Graduate Diploma in Teaching (PGDE) program is available to graduates without degrees in education or to prospective teachers. These graduates also include those from the Universities of Cape Coast and Winneba.

In addition to the aforementioned, Anamuah-Mensah and Benneh (n.d.) asserted that Ghana provides a three-year Certificate "A" program (distance education) for working (non-professional) teachers who were enrolled in the UTDBE program but were unable to fulfill all of the requirements for the UTDBE certificate.

These educators also lack formal first training as teachers. Additionally, this program is provided at the CoE as a temporary remedy to boost the number of teachers to manage basic schools in remote communities in collaboration with the TED of the Ghana Education Service.

These are the three objectives of teacher preparation programs: To: a) broaden teachers' subject-matter expertise to a level that is significantly above what they are likely to teach in schools; b) provide students with a general understanding of the basic concepts underlying the teaching of the school curriculum; c) familiarize students with the practical teaching and assessment strategies that are frequently used in elementary and secondary school settings (Armah, 2017).

In order to increase the standard of teaching and learning, Adegoke (2003) and Benneh (2006) state that the aim of Ghana's teacher education is to provide a comprehensive curriculum via pre- and in-service training that would produce competent, committed, and devoted teachers (Armah, 2017).





## 2.10 Summary of Related Literature

The literature review indicated that presently are very few research done on school discipline being influenced by administrator's sensitivity to students' welfare, student socialization, academic stress and security monitoring facilities. For example, a study by Khanbab (2010) found that learning institutions should ensure affirmative, safe learning environments that endorse students' socialization and encourage teamwork by executing strategies that promote pro-social behaviour, positive relations and an atmosphere of respect. This enables them supported and gives them opportunities to thrive. This enhances students' discipline.

Scanty studies have been done to determine the interplay of factors associated with student disciplinary behaviours in the Sakasaka cluster of schools within the Tamale Metropolis. Therefore, this study intends to fill this knowledge gap hence the justification of this study



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter goes into great depth about the research methodology. The study area, research design, study area profile, study population, sample and sampling process, data sources, data collection instruments and methods, and data analysis are all included in it. Issues pertaining to reliability, ethics, and validity are also covered.

#### 3.2 Research Design

The research design adopted for this study was the survey study method. This approach, is a method is the practice of gathering data for a study by asking people questions related to your research. Typically, researchers survey people who have particular knowledge, insights or experiences related to the study Kothari (2003) and Omari (2011), serves as the framework for gathering the necessary data to address the research question. Survey is primarily focused on gaining an in-depth understanding of a specific aspect within a particular context (Creswell, 2013; Yin, 2009). Crowe et al. (2011) emphasize that the survey study method is particularly advantageous when seeking to comprehensively explore a topic, event, or phenomenon within a real-life setting.

This approach aligns with Osuala's (2005) assertion that a survey study enables researchers to gather data within a defined geographical scope, facilitating a deeper comprehension of the research subject. Consequently, survey studies offer a valuable opportunity to investigate a phenomenon within a specific geographic area. While similar instances may exist elsewhere, the focus of the study is deliberately confined to this defined area.

Regarding the methodology employed in this survey study, a quantitative approach was utilized for data collection, analysis, and presentation (Creswell, 2009; Creswell, 2014; Bryan, 2009; Salehi &



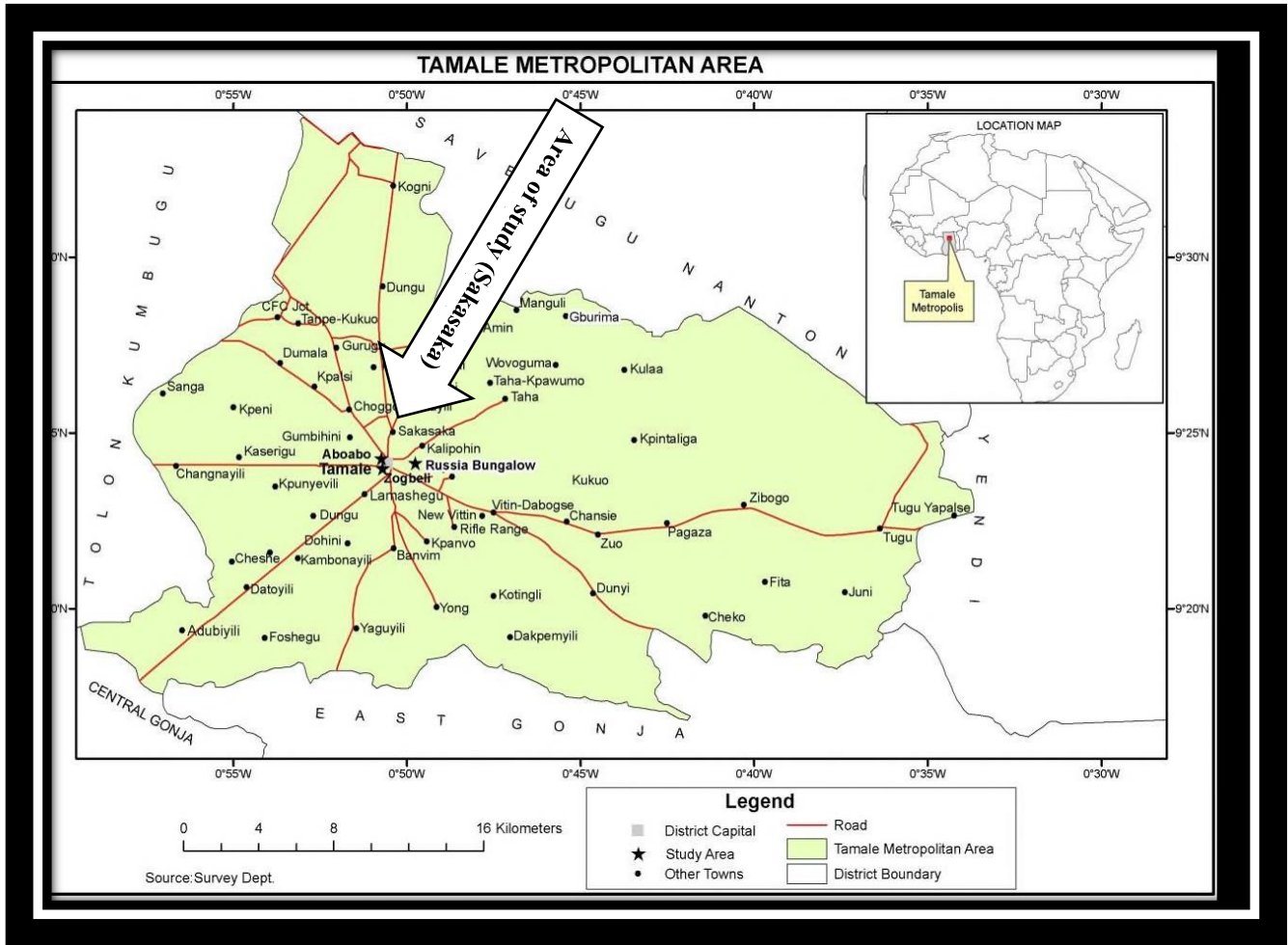
Goalafshani, 2010). The choice of a quantitative method allowed the researcher to measure specific variables, such as respondent age, respondent class, and reasons for student indiscipline. This approach was selected to enable the measurement and evaluation of these variables while gaining a comprehensive understanding of the issues under investigation (Kosgei, 2020; Creswell, 2009; Creswell, 2014).

### **3.3 The Study Area**

The Sakasaka Junior High School is situated in Tamale Metropolis. The Metropolis has Tamale as its capital and is situated in the Northern Region. Sagnarigu District, Savelugu District, Nanton District, Tolon District, Kumbungu District, Central Gonja District, East Gonja District, and Yendi District are its neighbors to the north, west, south, east, and southwest, respectively. According to figure 3.1, the Tamale Metropolis covers over 750 square kilometers of land, which is 1.3% of the Northern Region's overall size.

Located about 180 meters above sea level, the Tamale Metropolitan Assembly. The Tamale Metropolis's map is seen below.





Source: Akulabsi (2019) cites Survey Department (2011).

**Figure 3.1: Tamale Metropolitan Area**

In the Metropolis, there are roughly 742 public and private schools, according to the Ghana Statistical Service (GSS, 2012). These comprise 11 Senior High Schools, 89 Public Junior High Schools located around the city, 240 Kindergartens, 274 Primary Schools, and the Sakasaka Cluster of Schools. This research location was specifically chosen because anecdotal information suggests that there is severe school indiscipline, which has an impact on academic achievement.

### **3.4 Population of the Study**

The population to whom the findings of this study are intended to be applied is referred to as the "target population" (Njeru, 2012, cited in Kosgei, 2020; Whitley & Kite, 2012; Kombo & Tromp, 2006). In the context of this research, the target population encompassed Junior High School students, faculty, and head teachers within the Sakasaka cluster of Tamale schools. Specifically, this population consisted of 399 students, 50 teachers, and 4 head teachers, totaling 453

### **3.5 Sampling Method**

At various points in the study, the respondents were chosen using a variety of sample strategies, including probability and non-probability sampling (Bundi, 2020; Wallace-Bruce, 2010; Mohammed, 2014). Sampling is the process of using particular techniques to choose a fraction of a larger total in order to collect data on specified population characteristics.

#### **3.5.1 Sampling Techniques and Procedures**

In this study, a combination of non-probability and probability sampling methods were employed to select participants from the target population - Purposive Sampling: Purposive sampling was utilized to carefully select both Sakasaka Junior High School (JHS) and the teachers of its various school blocks. This deliberate selection process aligns with the principles outlined by Patton (2002), Asante and Donkor (2017), Twumasi (2001), Alonge (2010), and Kumar (1999). The choice to adopt purposive sampling was driven by the researcher's assessment of the individuals and entities most relevant to achieving the study's objectives. Sakasaka JHS was chosen intentionally due to anecdotal evidence suggesting a significant issue of indiscipline within the school. Likewise, the head teachers of the school blocks were purposefully selected because of their pivotal role in managing their respective schools. The selection of head teachers was further based on block divisions within the school.



Convenience sampling, another form of non-probability sampling, was employed to select instructors from each cluster. This approach involves including participants who meet specific practical conditions, such as ease of access, proximity to the research location, availability at designated times, or willingness to participate (Dörnyei, 2007). Convenience sampling was chosen for its accessibility, cost-effectiveness, and simplicity. Researchers visited the schools and distributed questionnaires to any interested teachers until a total of 50 respondents were obtained.

### **Probability Sampling - Simple Random Sampling and Stratified Sampling: use specific one method**

The study also incorporated elements of probability sampling. Specifically, it utilized simple random sampling and stratified sampling to ensure a more representative selection of student participants.

1. **Stratified Sampling:** The student population was stratified into form classes (1, 2, and 3), with each form class further divided into four subgroups (a, b, c, and d). Stratified sampling involves dividing the population into homogenous subsets called strata (Orodho, 2005, as cited in Owano, 2013; Albright et al., 2010; Ogajo, 2013; Obeng-Denteh & Amedeker, 2011). This method ensures that subgroups are adequately represented in the sample relative to their proportion in the wider population. It prevents the exclusion of any particular group from the research (Orodho, 2005, as cited in Owano, 2013; Albright et al., 2010; Ogajo, 2013).
2. **Simple Random Sampling:** Within each form class, one class from each of the four subgroups (a, b, c, and d) was randomly selected. This selection process involved matching the classes (a, b, c, and d) to numbered papers that also included the fortunate letter "S."



These numbered papers were mixed in a basket, and class representatives were asked to draw one paper each using a lottery procedure without replacement. Any student who drew the fortunate letter "S" was selected.

3. **Simple Random Sampling of Students:** Among the selected students from each class, simple random sampling was employed. This method, often referred to as simple random selection, involves choosing objects at random from the population, ensuring that each object has an equal chance of being selected (Reis & Judd, 2014; Bryman, 2006). Each student in the selected classes had an equal opportunity to participate in the study. To determine the student respondents, their names were matched with numbers on pieces of paper corresponding to the class lists. Subsequently, students were instructed to draw a numbered piece of paper from the basket using a lottery approach without replacement, resulting in the selection of the required number of students for the study.

These sampling techniques collectively aimed to ensure that the sample chosen for the research was representative and aligned with the principles of statistical regularity, where a randomly selected sample shares similar characteristics with the broader population (Yin, 2009).

### 3.5.2 Sample Size

To choose the ideal sample size for the inquiry, two methodologies were used. They are the sample size calculation formula for students developed by Yamane (1967) and the sample size calculation table for instructors developed by Kredjcie and Morgan (1970). The sample size is the number of items that must be selected from the complete collection in order to generate a sample (Kothari, 2004).

As a result, there are 21, 18, and 15 teachers overall in the three blocks that make up the Sakasaka cluster of schools, which are Blocks A, B, and C. According to the chart created by Kredjcie and



Morgan (1970), the equivalent required sample sizes for Blocks A, B, and C are 20, 16, and 14 respectively.

Following are the total student counts for the three school blocks: A sample frame of 694 people was comprised of three blocks: block "A" had 262 children, block "B" had 241 pupils, and block "C" had 191 pupils. Thus, the study's sample size for the schools was determined using the Yamane (1967) sample size determination formula. The formula is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n=Sample size,

N= sample frame,

e=level of precision (5%) (Confidence level of 95%)

Therefore, Substituting N =694 and e = 0.05 into the formula:

$$n = \frac{694}{1 + 694(0.05)^2}, n = \frac{694}{695(0.0025)} = \frac{694}{1.7375} = 399.42$$

n = is approximated to 399

The sample size percentage for the different school blocks was calculated using a proportional sample size formula.

$C_p = \frac{\text{Number of students in the block} \times n}{\text{Total number of students in the school}}$ , where  $C_p$  refers to block proportion and  $n$  refers to sample size

For instance, block A with a total number of 262 students substituted into the formula:





$$\frac{262 \times 399}{694} = \frac{104,538}{694} = 150.63$$

Cp = is approximate to 151

The sample size for the remaining blocks and each class chosen for the study was determined using the same procedure. According to the table below, the sample size was proportionally dispersed across the different blocks. Therefore, the sample size was 453 from the table bellow

**Table 3.1: Teachers and Students Sample Size for the various blocks in Sakasaka J.H.S**

Blocks	Number of students	Sample size	Number of teachers
Block A	262	151	42
Block B	241	138	35
Block C	191	110	30
Totals per groups	694	399	109
Total sample size			
453			

Source: Field Survey, June, 2021.EF

### 3.6 Research instrument

The study utilized both questionnaires as data collection tool. These instruments are fundamental to gathering both quantitative data.

Questionnaires played a pivotal role in the collection of quantitative data, ensuring the internal consistency and coherence necessary for the analysis of primary data (Roopa & Rani, 2012). For



this investigation, questionnaires were used as a primary data collection tool. The decision to employ questionnaires was based on their established reliability and suitability for gathering data from large samples. Additionally, questionnaires provide respondents with ample time to consider their responses, maintain impartiality towards interviewers, and are cost-effective (Mugenda & Mugenda, 2003, cited in Awor, 2016; Ruane, 2005; Waithaka, 2017).

The questionnaires used in this study were specifically designed for students, teachers, and teachers. They were not identical but tailored to the roles and perspectives of each group. These questionnaires included a combination of closed-ended and Likert-scale items, allowing participants to express their views quantitatively. It's worth noting that the questionnaires were adapted from Morgan (1970).

### **3.7 Validity**

According to Cohen (1988), Babbie (2005), and Golafshani (2015), quoted in Kiwale (2017), the degree to which study results may be correctly understood and extrapolated to different groups is known as validity of the research. All of the instruments in this study were developed with easy language for participants to comprehend and were pilot-tested after the researcher's supervisor authorized and verified them at a different school to verify acceptability before the data collecting exercise. This was done to ensure validity in the study. On the supervisor's advise and in accordance with his or her expertise in the subject under inquiry, any shortcomings found were corrected and changed.

### **3.8 Reliability**

Consistency in measuring is referred to as reliability (Creswell, 2009; Kiwale, 2017; Babbie, 2005). In order to ensure dependability in this study, the data collecting techniques were evaluated for internal reliability from within the institution. However, a total of 20 kids were employed in the



investigation. The complete amount of the gathered data was divided into two equal halves and correlated using Cronbach's Alpha coefficient. The two sets were regarded as being in complete agreement or disagreement for a  $r$  value of +/-.

### **3.9 Data Collection Procedure**

A familiarization visit was made to the schools. In particular, the head teachers and instructors of the schools were informed about the purpose of the research during the visits. It was also possible to plan a day for the sampling of responders. After that, a convenient day and time was chosen for the researcher to distribute questionnaires to the students who had been selected for the sample.

This was accomplished in a way that won't interfere with teaching and learning. Following the completion of the student surveys, a day and time that worked for instructors was set out for the distribution of the teacher questionnaires. The staff lounge served as the location for this distribution. Following the scheduling of appointments, the last and last interview sessions were held for the various head teachers in each block. These 30- to 45-minute interviews with each head teacher take place separately.

### **3.10 Data Analysis and Presentation**

To convert the collected data into actionable insights, a quantitative data analysis approach was employed. Specifically, quantitative data from questionnaires were subjected to analysis using statistical techniques. The data gathered from the questionnaires were primarily quantitative in nature. These quantitative responses were analyzed descriptively, employing statistical tools and software for data processing. Microsoft Excel and SPSS version 20 were utilized to perform the quantitative data analysis.

The analysis of quantitative data involved the generation of charts, tables, and frequency distributions. These visual aids and summaries helped in presenting the findings in a clear and



structured manner. The use of statistical software facilitated the computation of key statistical measures, such as means, standard deviations, and percentages, which contributed to a comprehensive understanding of the quantitative aspects of the research.

The utilization of quantitative data analysis techniques allowed for the synthesis of valuable insights, providing a quantifiable perspective on the impact of teacher discipline on student behavior within the study's scope.

### **3.11 Ethical Consideration**

Research ethics refers to the appropriateness of research techniques with regard to the rights of people who become the research subjects or who may be influenced by a study (Waithaka, 2017; Neuman, 2000; Neuman, 2011). As a result, before beginning the fieldwork, the researcher obtained permission to conduct the study from the University for Development Studies (UDS) and an introduction letter from the graduate school.

Every respondent was also given a brief explanation of the study's purpose and topic before being asked for their informed consent to participate. The researcher also upheld the tightest confidentiality by concealing the respondents' identities.

### **3.12 Chapter Summary**

The primary emphasis of this study is its research technique. It covers the research subject, the research topic and research design. The sample selection techniques used in this study are both non-probability-based (purposive sampling) and probability-based (basic random sampling and stratified sampling). This chapter also covered the analysis of data





## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter presents the results of the study. This chapter is divided into four main sections. In the first section, demographic information on the respondents is provided. A summary of the study's findings and the answers to the research questions are provided in the second part.

#### 4.1 Characteristics of respondents

The preliminary data gathered from the respondents is presented and examined in the first section. Background knowledge of the participants is included. Age, education and professional credentials, and employment history of the respondents are the factors.

Tables 3, 4, 5, and 6 provide a summary of the data. Males made up 53.7% of the survey respondents, and females made up 46.3%. In Table 4.1, the age distribution of the instructors, assistant heads, and headmasters is shown.

**Table 4.1 Age of teachers and headteachers**

Age (years)	Frequency	Percentage
25-30	1	2
31-36	10	20
37-42	18	36
43-48	17	34
49+	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

From the table 2%, 20%, 36%, 34% and 8% of the participating teachers fall within the age brackets 25-30, 31-36, 37-42, 43-48, and 49+ respectively.



**Table 4.2 Age of students**

Age (years)	Frequency	Percentage
10-15	23	5.8
16-20	244	61.2
21-25	108	27.1
26-30	21	5.3
30+	3	0.8
<b>Total</b>	<b>399</b>	<b>100</b>

**Source: Field Survey; 2022**

According to the table, the participating students' ages fell into the following ranges: 10-15, 16-20, 21-25, 26-30, and 30+ for 5.8%, 61.2%, 27.1%, 5.3%, and 0.8%, respectively. The majority of respondents to the research are young people within the years of 16 and 20.

**Table 4.3 Educational Qualification for teachers**

Education status	Frequency	Percentage
Master's Degree	7	14
Bachelor's Degree	26	52
Diploma	17	34
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey; 2022**

According to the table, 14%, 52%, and 17% of the 50 participating instructors had master's degrees, bachelor's degrees, or diplomas in education, respectively.



**Table 4.4 working experience**

Working experience (years)	Frequency	Percentage
1-5	18	36
6 -10	17	34
11-15	8	16
16-20	4	8
21 +	3	6
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Field Survey; 2022**

From table 4.4, 36%, 34%, 16%, 8%, and 6% had working experience between the year brackets 1-5, 6-10, 11-15, 16-20, and 21+.

#### **4.2 Research question 1: that are the factors that influence Student disciplinary Behaviours in Sakasaka JHS?**

The purpose of the study topic was to identify certain variables that affect students' disciplinary behaviors. Three major categories were used to classify the factors: Pedagogical component, which entails classroom management abilities, methodological expertise, and evaluation expertise: The psychological component also includes the teacher's personal views, such as compliance, punctuality, dressing appropriately, and morality, as well as awareness of the learning process and individual variations.





**Table 4.5 Factors that influence students’ disciplinary behavior**

<b>Factor on Students Discipline</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>
Teachers’ methods of teaching	5(1.1)	6(1.4)	210(47.6)	220(49.9)
Peer pressure	104(23.6)	199(45.1)	89(20.2)	49(11.1)
Teachers’ knowledge of the learning process	32(7.3)	45(10.2)	209(47.4)	200(45.4)
Teachers’ knowledge of individual differences	15(3.4)	21(4.8)	234(53.1)	171(38.8)
Teachers’ punctuality to class	16(3.6)	15(3.4)	98(22.2)	312(70.7)
Teachers’ dress code	9(2)	48(10.9)	170(38.5)	214(48.5)
Teachers’ bearing in class	16(3.6)	12(2.7)	221(50.1)	192(43.5)
Teachers’ classroom management skills	8(1.8)	13(2.9)	213(48.3)	207(46.9)

**Source: Field Survey; 2022**

According to Table 4.5, majority of respondents (49.9%) strongly agreed that instructors' instructional strategies had an impact on their students' disciplinary behavior. According to Enefu et al. (2019), discipline issues among students are similar to a cankerworm that has eaten deeply into society's fabric and generates anarchy, which spawns crime and, ultimately, leads to self-destruction. The methods adopted by teachers if suitable can maintain discipline in the school. Also,



47.6% of the respondents agreed whilst 1.4% and 1.1% of participants disagree and strongly disagree that teachers' methods of teaching influence students' disciplinary behavior respectively.

Significant numbers of 45.1% and 23.6% disagree and strongly disagree to the proposition that teachers' method of assessment influences students' disciplinary behavior. Assessment is integral in dispensing education. This cannot be achieved without proper discipline in the schools. Appiah (2007) makes the case that biological and environmental elements work in concert to shape a child's behavior at any given time. He believed that each form of child behavior had underlying reasons. This cannot be primarily ascribed to the instructors' assessment strategies. On the other side, between 20.2% and 11.1% strongly agreed with the claim.

Another aspect of the study looked at how much peer pressure results in unfavorable student disciplinary actions. The percentages of respondents who strongly agreed, agreed, disagreed, and strongly disagreed with the statement that peer pressure leads to inappropriate student behavior, respectively, were roughly 45.4%, 47.4%, 10.2%, and 7.3%. Monroe (2005); Belle (2017); Lukman and Hamadi (2014) reports that peer pressure is an influential factor that influences student disciplinary behaviour. They contend that peer pressure has an impact on what adolescents value, are aware of, wear, consume, and study. Adolescents therefore exhibit behavioral issues in groups rather than one at a time.

Regarding the issue of how knowledge of instructors affects how differently each student behaves in disciplinary situations. 53.1% of participants agreed and 38.8% strongly agreed that it had an impact on students' disciplinary conduct, respectively. According to Reid (2009), as pupils enter adolescence, schools are unable to properly adapt to the fact that many of them are young adults.

Without taking into account age variations, schools typically require cooperation from all pupils, which may cause some older children to rebel. According to Pollard (2011), the fact that some



students have a great deal of power and independence in their everyday lives away from school may serve to increase this disaffection among the older pupils.

The effect of teachers' morals, dress code, and timeliness on pupils' disciplinary conduct was also seen to be important. A large majority, comprising 70.7% and 22.2%, respectively, strongly agreed and agreed that they may affect pupils' disciplinary behavior.

This supports the assertion made by Ovard (1969), who links student offenses to particular situations such as subpar family circumstances that force instructors to forego classes. Perhaps the teachers might be engaged in some other activities aside the teaching job; responding to difficult home situations. When teachers are not punctual to school, learners might engage in indiscipline and misbehavior.

Also, 48.5% and 38.5% of participants strongly agreed and disagreed that teachers' dress code has an influence on students' disciplinary behavior. Students regard teachers as mentors, and thus copy their ways of life including the way they dress.

Again, 43.5% and 50.1% of individuals strongly agreed and agreed that instructors' morality had an impact on students' disciplinary conduct, respectively. Students may act out when a teacher uses ineffective pedagogies, displays little interest in them, provides no academic feedback or guidance, communicates ineffectively, fails to plan ahead, resorts to punitive or reactive measures, uses an irrelevant curriculum, uses a mobile device in class, or lacks the authority to discipline the misbehaving pupils (Gambo & Muktar 2017; Rampa 2014; Silva).

Teachers must at all times show moral uprightness and be fair in judgement. This will bring about cordiality between the teacher and the learners, and relegates disruptive student behaviours.

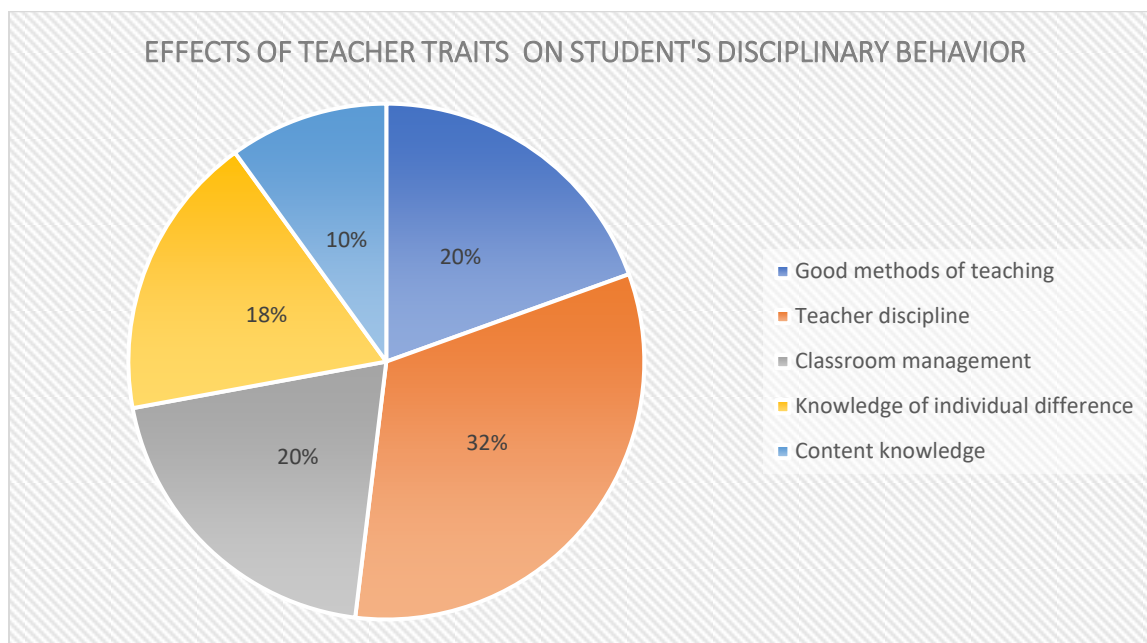


The teacher's ability to properly run the classroom is another point worth mentioning. The majority of participants, 213 and 207, or 48.3% and 46.9%, respectively, think that instructors' classroom management abilities can affect how students' disciplinary conduct develops.

According to Agbenyega (2012), instructors are to blame for any issues with school discipline. He thinks that instructors' ineffective classroom management has an impact on pupils' behavior. This will result in the elimination of student indiscipline by taking into account the design of the classroom, the seating arrangement, and command and control in the classroom. Only 1.8% and 2.9% have an opposing view.



### 4.3 Research Question 2: What are the effects of teacher traits in ensuring good disciplinary behaviour among students in Sakasaka J.H.S?



**Figure 4.1: Effects of teacher traits on Student's disciplinary Behavior**

**Source: Field Survey; 2022**

The pie chart makes it evident that a sizeable portion of participants—143 in total—believe that teacher discipline learned via training has the greatest impact on pupils' disciplinary conduct. In order to affect students' disciplinary behavior, 89, 79, 44, and 86 of the participants think that classroom management, understanding of students' individual differences, effective teaching strategies, and subject-matter expertise are qualities of the teacher that can be instilled during teacher training. To Pereira and Ravasio (2021), it is within the right of the classroom teacher to discipline learners. It is legal for a teacher to want to mold positively the lives of young learners without interference. This right must be protected and not violated, to bring about effective educational activities.



With regards to the classroom management as an intervention to check discipline amongst learners, a whopping 89 respondents subscribed to the assertion. This method of ensuring effective classroom management will lessen discipline issues in schools.

In terms of involving the students in decision-making, outlining clear expectations for them, and paying attention to them, the teacher leads rather than acting as a boss (Prasetyarini et al., 2020).

This idea holds that the instructor has to have a basic understanding of individual differences in order to be able to cater to each student's requirements.

Understanding of individual variations among pupils received a 79. This strategy has gone through the mill and proved to be effective in checking undesired disciplinary behaviour. The class as a miniature society, harbours all manner of persons, so the teacher must remain versatile and innovative to attend to all needs of the learners.

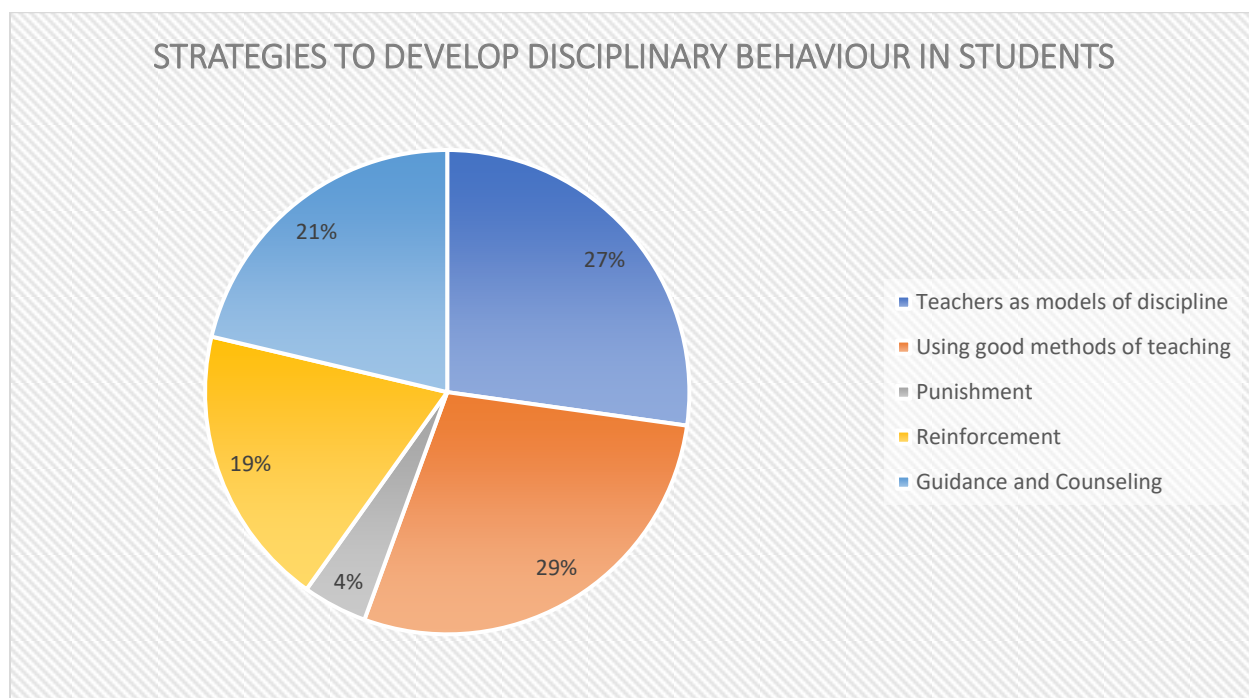
According to Dzhumagulova (2021), certain disciplinary measures used by teachers in the classroom has the tendency of shaping the learners for the future society. Every learner is unique in their own right, so the teacher's role has become complex, since he is clothed with the onus of manning the classroom.

The claim that teaching and learning are significantly improved when a teacher is knowledgeable in the subject matter they are teaching was supported by a large majority of respondents (44) in this study. The ability of a teacher to demonstrate topic expertise is crucial in influencing pupils' disciplinary behaviors. For effective teaching and learning, the teacher must be prepared in such a way that they are subject matter experts.



#### 4.4 Research Question 3: What Strategies can be used to Ensure Student Discipline in Schools?

The participants were given various recommendations on how to maintain student discipline in the classrooms, and they were asked to select from among them the ones they thought would work best. The suggested strategies include: teachers being models of discipline, reinforcement, punishment, counselling, and using good methods of teaching. Participants response was summarised in the chart below:



**Figure 4.2: STRATEGIES To Develop Disciplinary Behavior In Students**

**Source: Field Survey; 2022**

The pie chart shows that a sizable proportion of 125 and 120 participants, respectively, think that employing effective teaching techniques and acting as role models for discipline are strategies to help students build their own sense of discipline.

Majority of the participants (94) however believe that offering the guidance and counselling service to students, reinforcement of disciplinary behaviour, and punishing indiscipline students



respectively are strategies that can be employed to develop in students, disciplinary behaviour. When punishment is used for its intended aims, according to Pajarillo-Aquino (2019), it helps to reduce disruptive behavior and promote respect for school property.

Only 19 of the respondents strongly believed that punishment may stop disruptive classroom behavior among students. This assumes that while punishment doesn't always stop disruptive behavior, it can help children stay in line when used effectively. Punishment can help children develop psychological fortitude by allowing them to encounter obstacles and setbacks (Aksoy, 2020; Jain et al., 2020).

Schools should instill in pupils the fortitude to overcome failure in addition to teaching them how to achieve. The emphasis in education nowadays is on rewards and gratitude. Little is done to build a strong mental resilience to overcome difficult situations.

Positive punishment is said to motivate kids to study successfully and encourage them to become diligent students in the classroom (Wahyuni, S. 2021).

Additionally, 83 individuals, or the majority of the study's participants, indicate that reinforcement is a crucial component for analyzing disciplinary behaviors in schools. It's crucial to reinforce good behavior in the classroom. According to Vockell (1991), referenced in Atwongere (2016), parents and instructors should typically promote behaviors that are consistent with any desirable behaviors in children by setting an excellent example.

To get the same treatment in return from students, teachers must treat their students with respect, honesty, and reliability. Students won't revolt in these circumstances (C. M. Charles & M. G. Charles, 2004).

Guidance in addition to counselling are also an important pre-condition for the exhibition of disciplinary behaviours. Guidance and counselling should be done by a competent and well-trained





teacher. As such, the teacher gets to know the actual issues bothering learners and prescribe a strategy to combat them.

Developing disciplinary behaviours among learners is largely the responsibility of every trained professional teacher. Students needs to be shown the way through guidance. Again, when students come forward with issues bothering them, it is incumbent on the teacher to proffer effective means of solving the problem through counselling.

#### **4.5 Conclusion**

Developing disciplinary behaviour amongst learners is essential in bringing about effective teaching and learning. Teacher training has evolved overtime. Peer pressure, teacher's method of teaching, teachers general bearing in class, teachers' punctuality is some of the causes undesired disciplinary behaviours in students.

Proper classroom management, self-discipline of the teacher, good methods of teaching are effects of teacher training on student's disciplinary behaviour.

To be able to ensure discipline in the Sakasaka JHS, there is the need to adapt stringent strategies to yield results. The instructor should act as an example for the students, provide advice and counseling, employ effective teaching strategies, administer constructive punishment, and encourage appropriate behavior.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study summary, recommendations, and any conclusions are all included in this chapter. The chapter also provides suggestions for more investigation.

#### 5.1 Summary of the Study

At Ghana's Sakasaka Basic School in Tamale, the study's goal was to assess the impact of teacher preparation on students' conduct. The three research questions listed below acted as the study's main guiding principles:

1. What are the factors that influence students' disciplinary behaviors in Sakasaka JHSs?
2. What are the effects of teacher training in ensuring good disciplinary behaviour among students in Sakasaka J.H.S?
3. What strategies can be used to ensure students' discipline in schools?

Relevant literature was reviewed under themes like theoretical framework, concept of teacher training in Ghana, concept of discipline and disciplinary behavior, concept of Student Disciplinary Problems, factors influencing students' disciplinary behavior, and strategies that can be used to ensure student disciplinary behavior in our schools in order to provide a theoretical and empirical framework for the study.

The study also employed case study approach as a methodology. In all, 441 out of expected 453 participated in the study. They comprised four (4) headteachers, fifty (50) teachers, 387 students, drawn from the Sakasaka cluster of schools in the tamale metropolis of northern region of Ghana. The questionnaire served as the primary data gathering tool. To aid in the discussion of the



findings, frequency tables, percentages, and charts were used to convey the outcomes of the data analysis.

## 5.2 Summary of Key Findings

1. A sizable majority of participants agreed that factors such as the teaching style, the knowledge of the learning process, the understanding of individual differences, the punctuality of the teacher, the classroom management skills, the morality of the teacher, and the dress code of the teacher have a greater impact on students' disciplinary behavior.
2. Significant number of participants also believe that teachers' discipline, good methods of teaching, teachers' classroom management ability are the most essential traits that teacher training can instill in teachers to impact student's disciplinary behavior. However, some of the participants also believe that teacher training can also improve student's disciplinary behavior by instilling in the teacher the knowledge and the awareness of individual differences in students and the content knowledge of the disciplines to be taught.
3. A large percentage of participants think that using effective teaching techniques, setting an example of discipline, and offering guidance and counseling to students are the three most effective strategies for ensuring students behave in a disciplined manner. Some few participants however believe that reinforcement and punishing exhibited behavior is also a way to go.

## 5.3 Conclusions

The following inferences can be drawn from the study's findings and discussions:



Teachers' disciplinary behavior is influenced by their teaching strategies, their understanding of the learning process, their awareness of the individual differences among their students, their punctuality, and their classroom management.

Teacher training institutions have a role to play as they can inculcate in teacher trainees' self-discipline, good methods of teaching, and classroom management skills. With the instilled essentials in them as teachers, they can employ strategies such as living a life exemplary worthy of emulation by their students, using good methods of teaching, and provision of guidance and counselling services to students when the need arises.

#### **5.4 Recommendations**

In the light of the major findings and conclusions of the study, the following recommendations are made:

1. **Varied Teaching Methods:** Teachers should actively seek and employ diverse teaching methods to make lessons engaging and effective. Responsible Agent: Individual teachers, professional development programs.
2. **Acknowledging Individual Differences:** Recognize that each student is unique, and tailor teaching and discipline approaches accordingly. Responsible Agent: Individual teachers, school management.
3. **Punctuality and Classroom Management:** Punctuality to school and effective classroom management skills should be emphasized and maintained by all teachers. Responsible Agent: Individual teachers, school management.
4. **Departmental Supervision:** Head of departments (HOD) should conduct regular supervision of teachers under their purview to ensure quality lesson delivery. Responsible Agent: Head of departments, school management..



5. Ghana Education Service (GES): GES should actively monitor and, if necessary, sanction teachers who consistently exhibit acts of indiscipline in educational institutions to set a deterrent example for others. Responsible Agent: Ghana Education Service, Ministry of Education.

### **5.5 recommendation for further research**

The purpose of the study, which looked at the disciplinary behavior students', was focused on the Sakasaka cluster of schools in the Tamale Metropolis in the Northern Region of Ghana. The study also used quantitative method for its data gathering and analysis. It is therefore recommended that, further research could be conducted using either mix method or qualitative method.



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## APPENDIX

**Dear Respondent**

Let me first thank you for taking our 10 minute survey. You are a great help! Our target audience involves everyone who is interested in ensuring discipline in our schools. These questions are about you; this is why we chose you! Your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate box

And don't worry, your data is for both academic and policy direction so your response will be treated anonymous. We promise!

### SECTION 1

1. What is your gender?

Female  Male

2. How old are you?

Under 25  25-29  30-39  40-49  50-59  60+

3. Highest Educational Qualification:

Tertiary  Secondary  JHS  Primary  None

4. What is your employment status as a teacher?

1 Full-time

2 Part-time

5. How long have you been working as a teacher?

This is my first year

1-2 years  3-5 years

6-10 years  11-15 years

16-20 years  More than 20 years





**SECTION 2**

1. Are there any major discipline problems in your school? Yes  No
2. What do you think are the causes of indiscipline among learners in your school  
.....  
.....  
.....
3. Do you have ways of dealing with these problems? Yes  No
4. Do you have a written set of rules and regulations in your school? Yes  No
5. How do you deal with major discipline problems in your school?
6. How does indiscipline affect the academic fortunes of students in your school?
7. Do you think head teacher work experience has any influence on students' discipline?  
Yes  No
8. Do you involve other personnel in solving discipline problems in your school?  
Yes  No
9. Does peer pressure affect discipline in your school? Yes  No
10. Do you involve guidance and counseling department in dealing with influence of peer pressure? Yes  No
11. Have you put in place measures to curb negative peer influence on discipline in your school? Yes  No
12. Is there any deviant behavior caused by peer pressure in your school? Yes  No



- 13. Do you think school size has any influence on discipline? Yes [ ] No [ ]
- 14. Do you think the teacher on duty play any role in inculcating discipline values in students? Yes [ ] No [ ]
- 15. Do you think the school administrators have any role in improving and maintaining discipline among students? Yes [ ] No [ ]
- 16. Do you think class teacher's supervisory role has any influence on students' discipline? Yes [ ] No [ ]
- 17. Does the head teacher involve other personnel in solving discipline problems in your school? Yes [ ] No [ ]
- 18. Indicate how personally you handle indiscipline behavior in your school

.....  
.....

**THANK YOU FOR YOUR TIME!!!**

**GRACIAS!!!**

