

**UNIVERSITY FOR DEVELOPMENT STUDIES**

**EFFECTS OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF  
SENIOR HIGH SCHOOL STUDENTS IN TAMALE METROPOLIS:  
IMPLICATIONS FOR COUNSELLING**

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UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF EDUCATION

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EFFECTS OF INDISCIPLINE ON ACADEMIC PERFORMANCE  
OF SENIOR HIGH SCHOOL STUDENTS IN TAMALE METROPOLIS:  
IMPLICATIONS FOR COUNSELLING

BY

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UNIVERSITY FOR DEVELOPMENT STUDIES



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## DECLARATION

### CANDIDATES' DECLARATION

hereby declare that this thesis is the result of my original work and that no part of it has been presented for another degree in this University or elsewhere

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Date: 25/08/2025

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the thesis was supervised following the guidelines on supervision of thesis laid down by the University for Development Studies.

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Date: 14/8/2025

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## DEDICATION



This work is dedicated to my late mum, Madam Rita Kwame and the Ibrahim family.





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The study investigated the effects of indiscipline on academic performance of Senior High School Students in the Tamale Metropolis: implications for counselling. The study also found out whether significant differences exist between the views of male and female students on the causes, effects as well as counselling-based-interventions. The study employed explanatory sequential research design with a sample size of 356 comprising 350 students, three school Counsellors and three Senior Housemasters. Questionnaire and interview guides were the tools used to gather data for the study. Both descriptive and inferential statistics were used to analyze the data. Frequencies, percentages, means, standard deviations and t tests were used to analyze the data. The study found that peer pressure, poor quality/quantity of food and poor channels of communication were among major causes of indiscipline. Besides, the study identified poor student-teacher relationship, teachers feeling insecure in classrooms and students' inability to concentrate in class as major effects of indiscipline. Furthermore, the study revealed that equipping students with anger management techniques, cognitive behavioural skills and social skills, were major counselling-based-interventions that could minimize indiscipline in senior high schools. Finally, the study concluded that significant difference did not exist between the views of male and female students on the causes, effects and counselling-based-interventions regarding indiscipline. The study recommended that Guidance and Counselling Coordinators in Senior High Schools should organize seminars to educate students about the causes and effects of indiscipline and counselling-based-interventions that could minimize indiscipline.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter laid the groundwork for the study by exploring its fundamental considerations. It presented the study's preliminary framework, encompassing contextual background, problem statement, research objectives, research questions, and hypotheses of the study. Additionally, the chapter outlined the study's significance, delimitation and structural organization

#### **1.1 Background to the Study**

According to UNESCO (2023), education is the process of fostering learning, developing skills and instilling values, beliefs and behaviours. Becerra (2017) described education as not only limited to the dissemination of information and skills from educators to learners, but that cognitive independence, scientific thinking and cultural training are inculcated into learners. Also, Edwards (2023) discussed many relevant functions of education: Firstly, education empowers people with the needed skills and competencies so as to be part of the workforce. It equips people with the knowledge and technical knowhow required for various professions, thereby helping in economic empowerment and development. Furthermore, through interactions with colleagues and educators, students learn to develop networks, proper communication skills, and understand societal needs and morals. This makes the individual more socialized which is an important aspect required for peaceful cohesion and harmony in the society.

According to Edward (2023), education plays an instrumental role in promoting social mobility. It also provides avenues for people belonging to diverse backgrounds to improve





their socio-economic standing. In this light, senior high education is designed to equip learners for improved standards of living within the society and to be able to climb the educational ladder. In order to cultivate a life of purpose and fulfillment within communities and give their quota for the country's social, economic and political landscape, individuals must acquire the necessary skills, values and intellectual capabilities.

To achieve these goals of education at the secondary level, a lot depends on the interplay between learners' positive mindset and teachers' effective instruction. A significant problem confronting learning institutions is the enduring presence of indiscipline behaviour such as lateness, disobedience, examination malpractices leading to poor academic achievements of students (Ngwokabuenui, 2015). Educators are therefore faced with many challenges, relating to supporting holistic development of students, enhancing student outcomes and improving the framework of education. (Kapur, 2019)

According to Gopalakrishnan (2024), student indiscipline is a global problem that confronts educators. Ngwokabuenui (2015) asserted that indiscipline has been a recurring and troublesome issue for school administrators in developing nations. Chanda et al (2023) opined that indiscipline has the tendency of disrupting the smooth running of the school system.

Agbowuro and Daniel (2016) described indiscipline as deviant behaviour involving flouting of school rules and regulations with regards to obeying dress code regulations, punctuality, and doing assignments, regularity and alcohol intoxication practices. Others include peer harassment or intimidation, smoking, verbal abuse or physical aggression. Silva (2017) described indiscipline as behaviour of learners, like not adhering to school



rules and regulations. Kochhar (2021) viewed indiscipline as any behaviour that departs from the established norms of a school that have the tendency to affect the roles it is expected to play. Since gaining political independence, many nations have witnessed a remarkable increase in student enrollment. The inadequate resources in many schools may lead to significant discomfort and disruption for students and educators alike. This also has the tendency to make students unable to learn to their fullest potential. (Maffea, 2020). School unrest, property damage, vandalism, sexual abuse, killings, poor academic performance and drug usage are just a few of the problems caused by students' indiscipline. To highlight the concern, Asiyai (2012) observed that without proper discipline, a child may become unpredictable and prone to destructive behaviour in school particularly when their expectations are not fulfilled.

In the Ghanaian context, newspapers are filled with accounts of students' misbehaviour and disorder. This has evolved into a grave concern confronting the country. Students engage in strikes, examination malpractices and display gross disrespect towards teachers and school administrators. They frequently confront law enforcement, engaging in violent behaviour such as hurling stones and bricks, and often resort to violence at the slightest provocation. The rampant unrest and indiscipline among students mirror the broader societal issues of pervasive lawlessness, disorder and widespread frustration. (Amofa, 2013). For instance, Amankwa, (2014) in the Daily Graphic article titled "Adolescent Pregnancy on the Rise" from Saturday, June 6, 2016, outlined another important revelation regarding students' disobedience. According to the survey, Ghana's adolescent pregnancy rate is soaring, accounting for one-seventh of all pregnancies at health facilities. Further, Ofori (2018) asserted that indiscipline among students has been a growing concern, with



studies highlighting its impact on academic achievement. He indicated that indiscipline among students could lead to a range of outcomes, including low academic performance, low self-esteem, social isolation, and even increased involvement in crime. Therefore, addressing indiscipline requires a comprehensive approach that involves not only educators and school administrators but also parents, communities, and policymakers. Collaboration among these stakeholders is very important towards creating atmospheres that support discipline and academic excellence among students.

Discipline is lacking to a disturbing degree. Truancy and unpleasant behaviour are just two examples of cases of indiscipline in Ghanaian classrooms. School administrators in both public and private sectors have expressed worry at the alarming incidence of indiscipline. Concerns have been raised regarding student misbehaviour outside of school, including incidence of theft and violent crimes. They continue by saying that demonstrations, whether peaceful or violent, frequently occur. Students will skip class, refuse to eat, or threaten the authorities with letters at the slightest provocation. Some even hurt some of the staff members while vandalizing school's property. The principals, headmasters, teachers and other administrators of schools have occasionally been victimized or mistreated. The situation of Tamale Metropolitan Area, Northern Ghana is not different. Cambodia (2015) attributed the factors contributing to student indiscipline in the region to illicit drug use. Similarly, Akintoye and Saliu (2020) stated that the unique socio-cultural context of the region characterized by diverse ethnicities and religious beliefs can influence students' behaviour and attitudes towards discipline and academic performance. Furthermore, Bugri, (2021) reported that some students from three respective senior high schools in the Northern Region went on the rampage and destroyed multiple houses, each



of which was worth thousands of Ghana Cedis. The Karaga, Nalerigu, and Salaga TI Ahmadiya Senior High Schools are among the institutions. In addition to attacking their teachers, the children also vandalized about 91 flat-screen laptops, three pickup trucks, a school bus, and other items. The Ghana Education Service Director at the time of the incident expelled all 3000 or so students from the three schools. They were made to reapply, provide a bond of good behaviour, and pay for the damaged property before they were readmitted to the schools.

Tamale serves as the capital of Ghana's Northern Region. In the Metropolis, the frequency of misbehaviour is a critical challenge facing Senior High School Students that demands urgent attention. Edmond (2019) observed that students have become heavily involved in the use of hard narcotic drugs such as Indian hemp, alcohol among others in Tamale Metropolis. Also, in 2016 a part of the school building at St. Charles Minor Seminary Senior High School located in Tamale, was burned down totally, and mainly attributed to indiscipline. These reports highlight a disturbing trend of escalating indiscipline in our schools, demanding swift, effective and sustained interventions. The accumulation of these frightening stories paints a bleak picture, suggesting a significant deterioration over the years. What is more worrying is that some Senior High Schools in the Tamale Metropolis that were noted to produce students with very good educational outcomes are now living on past glory. It is only fitting that indiscipline and its effects on academic performance be studied so as to resolve the concern.

This is where Counselling-based-interventions become crucial in the optimum educational delivery and holistic development of the learner. Counselling-based-interventions are where counsellors design and or adopt appropriate strategies that would enable them work



directly or indirectly with students with the aim of appropriately inculcating good moral behaviour and positive attitudes towards education. Counselling-based interventions help counsellors to assist students with behaviour problems to improve and be able to cope well in the school setting. Onyango et al (2018) established that there was a link between counselling-based-intervention and the reduction of indiscipline behaviour of Senior High School Students. Similarly, Korugyendo et al. (2022) found that a strong correlation between Counselling-based interventions and indiscipline. This implies that, students who were introduced to counselling-based-interventions had minimal disciplinary problems. According to Bhutto et al. (2023), counselling-based-intervention aid counsellors to gain deeper understanding of the underlying factors that contribute to indiscipline and enable them to design targeted interventions that cater for the unique educational needs of students. Fosu-Ayarkwah (2022) advocated for the adoption of counselling-based-interventions to deal with indiscipline because of its relevance. In the same vein, Solehuddin et al (2023) asserted that the provision of guidance and counselling programmes play a crucial role in addressing misbehaviour issues of senior high schools.

## **1.2 Statement of Problem**

Discipline challenges in educational setting have become a global phenomenon and schools in African countries are of no exception. Mares (2018) noted that cases of indiscipline are a significant issue that schools grapple with, which have impact on both students and teachers. In the African context, Muhumuza and Barigye (2021) opined that schools now have a culture of violence, undermining efforts to build a positive civil society and a disciplined workforce for the future. According to Osei et al (2018), indiscipline



among students in Ghanaian schools is complex leading to academic underachievement and creates a hostile or uncomfortable learning environment.

Also, Adu-Gyamfi et al. (2020) found that there is a significant correlation between indiscipline and lower school outcomes, with students who exhibit indiscipline more likely to perform poorly in their studies. Most research work on causes and effects of indiscipline are foreign and therefore alien to the Ghanaian culture. The few conducted in Ghana do not cover the Northern Region and Tamale Metropolitan Area in particular. Also, many of the studies do not highlight counselling-based- interventions towards minimizing indiscipline in schools. This problem has prompted the need to undertake this research to investigate the effects of indiscipline on academic performance of Senior High School Students in Tamale Metropolis and their implications for counselling.

### **1.3 Purpose of the Study**

The study sought to investigate the effects of indiscipline on academic performance of students in selected Senior High Schools in Tamale Metropolis and implications for counselling.

### **1.4 Specific Objectives of the Study**

The study sought to:

1. Investigate the causes of indiscipline among senior high students in the Tamale Metropolis
2. Examine the effects of indiscipline on academic achievements of students in senior high schools in the Tamale Metropolis
3. Explore counselling-based-interventions that can be used to minimize indiscipline



4. Examine whether significant differences exist between male and female students perception on the causes, effects of indiscipline and counselling-based interventions to minimize indiscipline.

### **1.5 Research Questions**

The study aimed to address the research questions as follows:

1. What are the causes of indiscipline among Senior High School Students in Tamale Metropolis?
2. How does indiscipline affect the academic achievements of Senior High School Students in Tamale Metropolis?
3. What counselling-based-interventions can be used to minimize indiscipline?
4. What are the views of male and female students on the causes, perceived effects and counselling-based interventions to minimize indiscipline?

### **1.6 Research Hypotheses**

H<sub>0</sub>1: There is no significant difference between the perceptions of male and female students on the causes of indiscipline in senior high schools in Tamale Metropolis.

H<sub>1</sub>1: There is significant difference between the perceptions of male and female students on the causes of indiscipline in senior high schools in Tamale Metropolis

H<sub>0</sub>2: There is no significant difference between the perceptions of males and females on the effects of indiscipline on academic achievement of students in Senior High Schools in Tamale Metropolis.

H<sub>1</sub>2: There is significant difference between the perceptions of males and females on the effects of indiscipline on academic achievement of students in Senior High Schools in Tamale Metropolis.

H<sub>03</sub>: There is no significant difference between the perceptions of males and females on counselling-based- interventions that can be used to minimize indiscipline in senior high schools in Tamale Metropolis

H<sub>13</sub>: There is significant difference between the perceptions of males and females on counselling-based- interventions that can be used to minimize indiscipline in senior high schools in Tamale Metropolis.

### **1.7 Significance of the Study**

The outcomes of this study will:

1. provide valuable guidance for the Ministry of Education, Ghana Education Service and other organizations interested in educational issues to plan and implement meaningful policies towards addressing indiscipline.
2. enlighten parents on their roles and responsibilities towards instilling discipline in their children right from the home. The larger public will benefit from the study because it highlights the extent to which indiscipline can affect students and what needs to be done to address this challenge.
3. be beneficial school Coordinators of guidance and counselling, as it will provide the requisite information about indiscipline and how some counselling interventions could be helpful towards addressing it.
4. be beneficial to students in an enormous way. It will highlight some causes of indiscipline, the consequences of indiscipline on academic performance and how they can mitigate them.
5. serve as a reference point for future studies as it will provide baseline information for future researchers.





### **1.8 Delimitation of the Study**

1. The study covered three (3) public senior high schools out of five (5) in the Tamale Metropolis of the Northern Region. These schools included; Ghana Senior High School, Vittin Senior High School and Business Senior High School.
2. The study considered the causes, effects of indiscipline on academic performance (educational outcomes) and counselling-based interventions that can minimize indiscipline.
3. The study focused on final year male and female students, aged between 15 and 25year. This group was preferred because they have the longest tenure in the school and may have experienced or engaged in indiscipline cases as compared to the freshers and second year learners.
4. The first-year students had just reported to school and may not have stayed long enough in the schools to obtain practical insights into delivering relevant information for the study objectives.
5. Concerning the second years, even though they had been in school for about two years, is still not long enough as compared to the third-year students who have been in school for three years.

### **1.9 Limitation of the Study**

1. The major limitation of the study was that the study did not capture how the effects of indiscipline impacted the academic performance of learners by using their scores.



2. In addition, generalizability of the results would be a challenge to other Senior High Schools outside the Northern Region of Ghana because of cultural and geographical factors.
3. Also, respondents' compliance may have been a potential limitation as some respondents may not have fully understood or followed the instructions which could have introduced biases into the results.
4. The study was limited by logistical constraints including time, limited funding and access to participants which may have impacted the scope, sample size and data collection process.
5. Further, the researcher workload may have limited the scope or depth of the study, potentially introducing bias into the results.

### **1.10 Key Terms and their Definitions**

The following terms were operationally defined as they were used in the study:

1. Indiscipline: deviant behaviour that violate school rules and norms such as truancy, lateness, bullying, rioting, vandalism, and examination malpractices
2. Counselling: The process by which school counsellors establish one-on-one relationship with learners by assessing their needs, developing targeted interventions and delivering tailored services.
3. Counselling- based interventions: Techniques of guidance and counselling that are capable of tackling the causes of indiscipline. These include assisting students with anger management techniques, use of cognitive behavioural training, cognitive behavioural training, use of social skills training and equipping students with positive behavioural interventions and support strategies.

4. Academic performance: The outcomes of education including aspects such as knowledge acquisition, character development, career readiness, attitudes/value formation and others.

### **1.11 Organization of Study**

The study consisted of five chapters each divided into sub-headings.

Chapter one focused on the background of the study, statement of the problem, purpose and significance of the study, research questions and hypotheses, delimitations as well as limitations of the study.

Chapter Two reviewed relevant literature on the topic. It synthesized previous research related to the study's focus area and identifies gaps that the current study aims to address.

Chapter Three outlined the research methodology. It described the research design, population and sampling procedures, data collection instruments, and data analysis methods. Ethical considerations were also discussed.

Chapter Four presented the study results and key findings from the data analysis. Tables, charts and figures were used to illustrate the quantitative results. Findings were summarized with regards to the research questions.

Chapter Five provided summary, conclusion and recommendation for policy implementation as well for future research.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Overview

This chapter looked at existing body of knowledge pertaining to the current research. For the purpose of the review, the literature was organized into theoretical framework, conceptual framework as well as empirical review.

The review focused on empirical studies conducted in Ghana, Africa or elsewhere in the world that have a relation to the topic. These captured causes of indiscipline, effects of indiscipline on academic performance and counselling-based-interventions to minimize indiscipline in schools.

#### 2.1 Theoretical Framework

This study was situated within the framework of two theories, namely; the social cognitive theory and cognitive behavioural theory.

##### 2.1.1 Social Cognitive Theory (SCT)

Social Cognitive Theory (SCT) started as the Social Learning Theory (SLT) in the 1960s and was propounded by Albert Bandura. The theory transitioned into the SCT in 1986 (Bandura, 1971). As established by the theory, learning emerges from the interplay between the individual, their environment and their behaviour. It highlights social influence and the role of environmental encouragement and psychological reinforcement. This perspective recognizes that behaviour is shaped by a dynamic interplay between personal and environmental factors, focusing on how individuals acquire, maintain and exhibit behaviour within their specific social settings.





The theory hinges on three main basic assumptions. Firstly, people can acquire new skills and knowledge by observing others, which is termed observational learning. Secondly, learning is deeply influenced by an individual's mental state and emotional condition which is also named as intrinsic reinforcement. Finally, it points that learning does not translate to a change perspective or behaviour unless it is followed by a modelling process which includes attention, retention, reproduction and motivation.

Although, there are other theories that explain human behaviour and assign reasons why students behave the way they do, the Social Cognitive Theory (SCT) is more appropriate for this study because it is aimed understanding the factors influencing student misbehaviour in schools. The theory clearly demonstrates that people absorb and replicate behaviour that they have seen in other people including their peers, parents and teachers. Also, the theory provides a valuable lens through which to understand the research questions because it underscores the significance of mental state of students and the influence it has on their behaviours. This is evident in the fact that before students engage in acts of indiscipline, they think about it, plan how to execute it and sometimes what to say when confronted. Besides, some cognitive distortions that students may have, has the tendency to influence them to engage in acts of indiscipline.

In addition, the theory holds significance for this study as it focuses on how disciplined students could serve as models for the undisciplined ones, particularly with the right motivation.

### **2.1.2 Cognitive Behavioural Theory**

Cognitive behavioral theory originated in the 1960s through the pioneering work of Dr. Aaron T. Beck at the University of Pennsylvania. Cognitive Behavioural Theory (CBT)



focuses on how thoughts, beliefs, and attitudes influence behaviour (Beck, 2011). CBT focuses on three main basic assumptions which are;

- i. The way people think and feel has an influence on their behaviour
- ii. Maladaptive thoughts and beliefs can lead to negative emotions and behaviour.
- iii. Modifications can be made on thinking processes so as to have improved state of mind and behaviour

CBT provides a lens for the third research objective of this study by exploring counselling interventions, as cognitive-behavioural techniques aimed at restructuring student thought patterns to reduce problematic behaviour (indiscipline). CBT is very relevant for this study because it suggests that student misconduct is linked to irrational or maladaptive thinking patterns. By identifying and modifying cognitive distortions, more positive behavioural outcomes can be achieved. Cognitive-behavioural therapy (CBT) in this case, will help students identify and challenge negative thoughts and beliefs that contribute to indiscipline. In the context of indiscipline among senior high students in the Tamale Metropolis, CBT suggests that students' irrational beliefs like that of authority or entitlement, could contribute to indiscipline. For example, students who believe that rules are unfair or that they are entitled to certain privileges could be more likely to engage in indiscipline behaviour.

Further, Beck (1976) emphasized the role of thought transformation in CBT, which involves challenging and replacing dysfunctional thought with empowering ones. In the context of indiscipline, CBT interventions can assist learners recognize the repercussions of their behaviour and develop more positive coping strategies. By addressing these



cognitive distortions and teaching students more effective problem-solving skills, CBT can help reduce indiscipline and improve academic performance.

Empirically, CBT techniques have demonstrated effectiveness for improving conduct and academic outcomes. In a meta-analysis, Gargaro, Rinehart, and Bradshaw (2022) found cognitive-behavioural interventions significantly reduced disruptive behaviour and improved grades. This also aligns with the study's objective of exploring counselling-based-interventions to minimize indiscipline.

Overall, CBT provides a framework for understanding how student thought patterns contribute to misconduct, and tools to reshape maladaptive cognitions. By generating more rational thinking habits, counselling guided by CBT principles could foster disciplined school conduct and support academic success.

Both SCT and CBT emphasize cognitions as precursors to behaviour. SCT highlights the social and contextual factors shaping students' cognitions and behaviours, while CBT focuses on the specific thought patterns contributing to misconduct. Together, they provide complementary frameworks for holistically understanding the determinants of students' indiscipline, how it affects academic performance, and interventions to use to foster positive students conduct and success. The multifaceted perspectives of SCT and CBT align with the study's objectives of examining causes of indiscipline, effects, and counselling implications.

Counsellors and teachers can utilize SCT principles to model positive behaviours and enhance students' self-efficacy beliefs, encouraging them to adopt more disciplined behaviours. Additionally, CBT techniques such as cognitive restructuring and behavioural experiments can help students challenge negative thoughts about authority and rules,

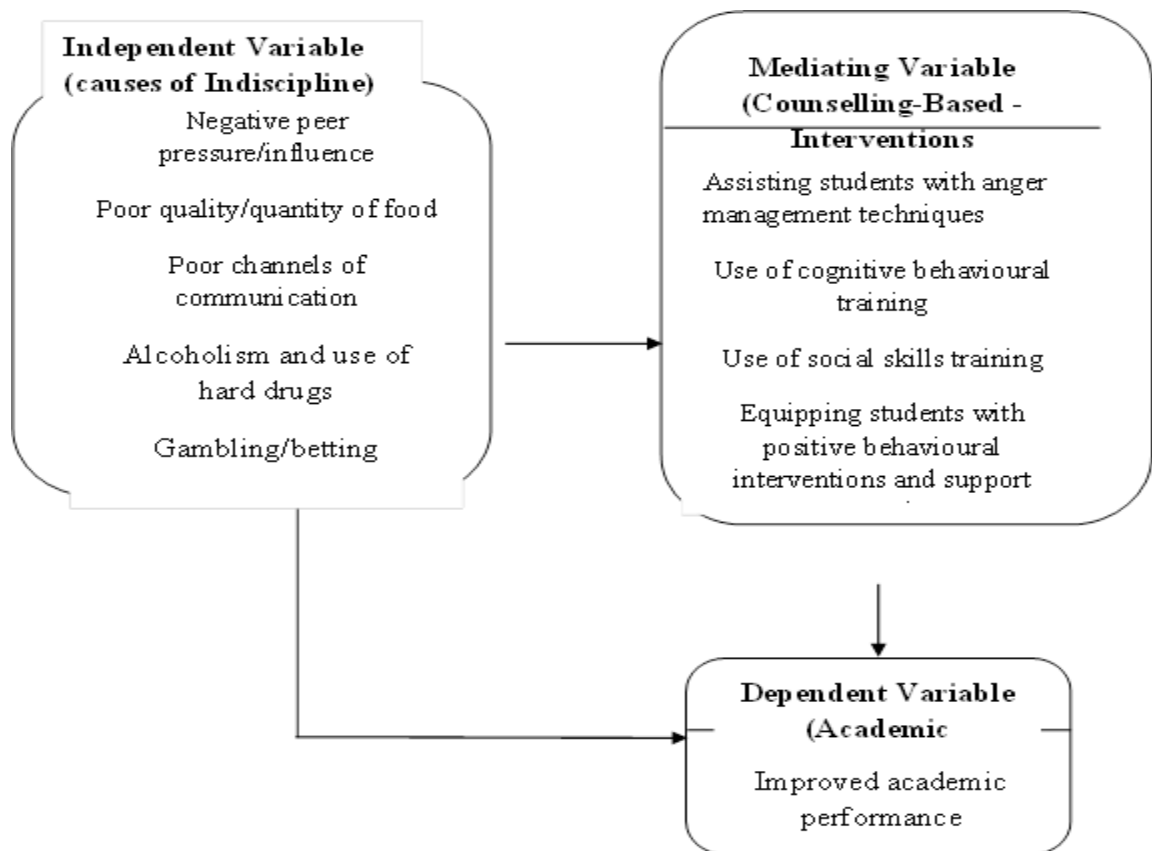
leading to more positive attitudes and behaviours. This theoretical framework offers a valuable perspective through which Counsellors and educators can provide an alternative explanation to the relationship between indiscipline, academic performance and counselling interventions, offering strategies to address these issues effectively.

## **2.2 Conceptual Framework**

This framework is a hypothetical structure utilized to outline and connect the variables of a study. It displays the association between the causal and effect variables. The primary aim of this conceptual framework was meant to assist establish the connection between causes of indiscipline (independent variable), counselling-based-interventions (mediating variables) and improved academic performance (dependent variables).



### **2.2.1 Conceptual Framework**



**Figure 1: Conceptual Framework**

The conceptual framework in Figure 2.1 shows the flow of arrows highlighting the connection between the variables. The independent variable shows the causes of indiscipline which include; peer pressure/influence poor quality/quantity of food, poor channels of communication, alcoholism/use of hard drugs and gambling/betting. These causes of indiscipline have the tendency to affect academic performance (dependent variable). The intervening/mediating variables (counselling-based-interventions) are techniques that are capable of tackling the causes of indiscipline. These include assisting students with anger management techniques, use of cognitive behavioural training, cognitive behavioural training, use of social skills training and equipping students with positive behavioural interventions and support strategies. When these techniques are



utilized, they have the tendency to address the causes of indiscipline which could result in improved academic performance.

## **2.3 Empirical Review**

The review considered the underlying factors contributing to indiscipline, its impact and counselling-based-interventions to minimize indiscipline.

### **2.3.1 The Concept of Indiscipline**

Magwa and Ngara (2014) described indiscipline as a failure to adhere to school policies, disrespect towards authority, and/or disregard to established behavioural expectations. Ali et.al (2014) described indiscipline as being a multifaceted phenomenon examining its presentation, underlying factors, implications and roles in social, psychological and educational environments. Also, Ngwokabuenui (2015) defined indiscipline “as any behaviour that deviates from society's established rules and values. It is a violation of school policies and procedures that has the potential to disrupt the efficient and organized operation of the educational system”. Additionally, indiscipline, as viewed by Agbowuro and Daniel (2016), “entails a disregard for institutional regulations concerning aspects such as adherence to school uniform policies, punctuality, completion of homework, attendance, consumption of alcoholic beverages, smoking, and exhibiting verbal or physical aggression towards peers”. Further, Johnson et al. (2017) indicated that indiscipline means behaviour that interfere with academic environment, have shown to be detrimental to classrooms across schools and diverse backgrounds. Teachers’ perceptions of indiscipline align with those of researchers in various studies. They describe it as students’ misbehaviour, like flouting school policies and social expectations among educators and fellow students (Silva, 2017). In another breath, Atunde (2019) said that the





word "indiscipline" describes any behaviour that deviates from socially acceptable norms and values and violates school policies, potentially impeding the smooth functioning of the educational system

Indiscipline in Ghanaian schools has reached alarming levels lately (Ofori, 2018). As a nation, the country has faced with widespread behavioural issues in educational settings. There have been allegations of misconduct, including physical altercations, harassment, vandalism and theft, which have been reported, potentially impacting academic environment and performance (Azogor, 2016).

In senior high school learners can display multiple forms of unruly behaviour; these ranges from class disturbances to serious school safety incidents (Wolhuter & Van der Walt, 2020). In relation to the present inquiry, indiscipline is used to mean deviant behaviour that violate school rules and norms such as truancy, lateness, bullying, rioting, vandalism, and examination malpractices

### **2.3.2 Causes of Indiscipline in Senior High Schools**

There are numerous factors that influence indiscipline in senior high schools.

Abang et al (2024) investigated indiscipline in schools: role of home environment and religious influence in Cross River State, Nigeria. An ex-post facto design was adopted for the research. The population was made up of 62,501 senior high students coming from of three school districts. The sampling procedure used to select 1250 students from 30 randomly selected schools, both government and private was multistage sampling. The Student Opinion Questionnaire (SOQ) was the tool employed for data collection. The findings showed that household regulations and domestic spirituality greatly influenced students' behaviour. To be specific, students who were from strict homes and with high



spirituality exhibited lower indiscipline. On the other hand, those from relaxed homes, having less religiosity demonstrated higher unruly behaviour.

Also, Aliyu and Kuraw (2022) conducted a study that explored the association between misbehaviour and academic outcomes of students in Nigeria's Kano State. The approach employed by the study was correlational research approach. The sampling technique employed was purposive sampling to select four secondary schools and 196 students for this study. The study indicated that absenteeism and examination irregularities constituted the main causes of indiscipline in high schools in Nigeria

Further, Assafuah-Dorkow and Asabil (2021) assessed the relationship between indiscipline and academic underachievement in some high schools of Kumasi Metropolis, Ashanti Region of Ghana. The descriptive survey design was adopted by the study. A total sample of 75, made up of 48 and 27 male and female students respectively were used for the study. The sampling procedure used to for students with history of indiscipline was purposive sampling. Questionnaire and interview guides were the data collection tools. The findings indicated that students escaping to town/home without permission; throwing litters around school compound/classroom; stealing; and noise making were the four (4) major forms of indiscipline acts exhibited by the students. It was also observed that parental poverty; broken home/marriages; and lack of parental support/guidance were the three (3) major home-based factors that cause indiscipline among students in the selected schools. Also, it was found out that peer group influence and schools' inability to enforce rules on indiscipline were the two major school-based factors that cause indiscipline among the students.



Additionally, Patrick and Adade (2020) investigated the determinants and impact of indiscipline among students from two schools namely; Bekwai Senior High School and Ofoase Kokoben Senior High School, both in the Bekwai Municipality. The study used descriptive survey using quantitative research approach. The target population of the study was 160 educators from Bekwai High School and 96 from Ofoase Kokoben Senior High School bringing the total to 256. The data for the study was collected using questionnaire. The study concluded that student indiscipline was influenced by a range of factors, including poverty, poor academic performance, inadequate teacher support, and family dynamics such as broken home and single parenthood. Besides, the headmasters were overly strict in addressing student misbehaviour such as disrespectful behaviour, unruly behaviour, making of noise during classes, impoliteness, lack of motivation, disobedience, bullying and dressing violations.

In another scenario, Abdifatah (2020) examined the impact of discipline on academic achievements using descriptive statistics. This study involved 54 respondents which composed of 35 and 19 male and female students respectively. The sampling technique used was purposive sampling and the data collection tool used was questionnaire. Findings identified that, primary causes of indiscipline were the absence of disciplinary measures, strained student-teacher relationship and ineffective guidance and counselling. Others were breakdown of culture in the society and ignoring students complains.

Pomaah (2020) conducted a comprehensive research aimed at understanding the causes and consequences of student misbehaviour in Kwabre East Municipal of the Ashanti region. The approach employed for the research was descriptive survey. A total of 140 respondents made up of teachers and learners were selected using systematic sampling



technique. The data collection tool was a closed ended questionnaire. Findings of the research indicated that indiscipline was largely attributed to factors such as watching of films, negative peer pressure, teacher truancy, theft, family instability; single parenthood and poverty. The study's conclusions proposed that teachers should incorporate learner participation in decision-making process and provide mentorship to promote positive values. Also, parents should take active role in instilling societal norms and values in their children.

In another breath, Odebode (2019) conducted a research to identify some underlying causes of learner indiscipline in Nigeria using a survey research design utilizing a sample of 200 educators. The participants answered a questionnaire called 'Causes of Indiscipline Questionnaire' (CIQ). The findings revealed that the causes of indiscipline among students related to societal, governmental, parental, and students' characteristics. The study proposed that government and school authorities should design interventions in the various schools towards reducing student misbehaviour.

Gyan et al (2015) conducted an investigation to identify the underlying factors contributing to indiscipline and strategies for improvement in Ghanaian high schools. The study questions focused on the primary factors contributing to indiscipline in the school and the most effective approach to ensure good behaviour. A purposive sample of 50 educators and 150 learners, including student leadership teams, class representatives and class secretaries were used to conduct the study. The data collection tool was questionnaire. The greater part of respondents believed that students themselves were the primary contributors to indiscipline, with the school, community, parents and mass media all playing significantly role



Similarly, Ngwokabuenui (2015) investigated students' indiscipline in high schools in Cameroon in a study which he explored the typical forms, underlying determinants and potential remedies. The research adopted the descriptive survey design with 3,240 sample derived from 120 schools. A thirty questionnaire items was used to gather data. The study's findings indicated that, the prevalent kinds of misbehaviour in high schools in Cameroon were non-compliance with educational authority, physical and verbal attacks on teaching and supporting staff and violence against student leaders. The most frequent indiscipline incidences were destruction of school assets and student unrest. Additionally, prevalent manifestations of misbehaviour were associated with students' habits of speaking non-standard language, gum chewing during lessons, quarrelling, improper dressing and engaging in examination malpractices.

Based on the discussions above, one can conclude that indiscipline in senior high schools is a complex issue influenced by various factors. Understanding these factors, such as parental education, teaching methods, and examination practices, teacher stress, and students' health and others, is crucial in addressing and reducing indiscipline. By implementing strategies that promote a positive learning environment, engaging students, and supporting teachers, schools can create conducive atmospheres for discipline and academic success.

### **2.3.3 Effects of Indiscipline on academic performance of Senior High Students**

This aspect focused on reviewing literature on the impact of indiscipline among High School Students. The impact of indiscipline on the academic performance of senior high learners cannot be over-emphasized. Several studies have pointed out that indiscipline among students affects their academic performance



To begin with, Birihanze, and Kiu (2022) investigated the relationship between indiscipline and pupils' academic achievements in Kabwohe-Itendero Town Council, Sheema District, Kenya. The study had the objectives of: identifying the types of misbehaviour in schools, establishing effect of discipline and to finding how the unruly behaviour influenced academic achievements. The findings indicated that peer influence coupled with pupils being adolescents led to increased student misbehaviour. The findings also stressed that, teachers have an important obligation in enforcing discipline among learners to enhance academic achievements. The study recommended effective communication through dialogue and building mutual understanding to reduce misbehaviour in schools.

Also, Rizzotto et al., (2022) in a comprehensive analysis of the climate of Brazilian educational institutions revealed that indiscipline had detrimental impact on student manifesting in reduced academic engagement and concentration, increased absenteeism resulting in loss of instruction time and higher drop-out.

Similarly, Assafuah-Drokow and Asabil (2021) assessed the influence of student misbehaviour on the academic outcomes of students selected high schools in the Kumasi Metropolis of Ghana. The study adopted the descriptive survey design. Seventy-five learners; 48 boys and 27 girls were used as sample for the research. The learners were picked using purposive sampling technique. The instruments used for the study questionnaire and interview guides. The study showed that indiscipline leads to student's inability to concentrate in class and school dropout.

Adegoke, and Orekelewa (2020) studied the correlation between indiscipline and academic attainment of High Schools Students of Ibadan Oyo State, Nigeria. A population comprising of randomly selected 305 students were used for the study. The research made



use of a descriptive survey design. A questionnaire, with 37 items was employed for data collection. The findings concluded that student misbehaviour was associated with decreased school outcomes of high school learners. Therefore, it suggested that for improvement in academic performance, indiscipline must be tackled first.

In another scenario, Alotaibi, (2019) focused on cyber bullying and its implication for student academic outcomes. He conducted a comprehensive examination of the factors influencing cyber bullying intentions and expected societal outcomes, including cognitive, affective and constructs influencing behaviour. Students in secondary education, grades 9-12 responded to 395 questionnaires. A multiple linear regression was the statistical tool used. The study's findings indicated that factors influencing intentions to engage in cyber bullying were behavioural attitudes, norms, control, social media usage, parental oversight and regulatory framework. The study's results showed that cyber bullying had an impact on academic outcomes of learners.

Ahmed et al. (2018) investigated the consequences of class size on instructional practice and students learning outcomes in high school education using descriptive so survey design with closed ended questionnaire having twenty items. One hundred questionnaires were administered to male and female educators whilst 120 were used for learners. The study's findings indicated that, indiscipline affected teaching and learning by impeding students' ability to learn and perform well academically. The study's findings proposed that the government and school administrators implement the rules of recommended class size. The study also suggested the construction of additional classrooms for students in secondary schools.



Also, Ofori et al., (2018) examined the influence indiscipline has on school outcomes of learners in the Fanteakwa District, Ghana. A total of three hundred and sixty participants, consisting students, school heads, and educators, took part in the study. Random simple sampling was the approach used to choose students, while purposive sampling was used for school head and teachers. The study gathered data using a questionnaire. The study discovered that the results of misbehaviour on academic achievements included a lack of concentration in the classroom, absenteeism leading to loss of instructional content, and increased drop-out from school.

It is abundantly clear from the discussion above that student indiscipline has negative effects on their academic performance. This assertion is supported by various literature established above. Factors such as academic procrastination, anxiety and depression, authoritarian leadership styles, bullying, and overcrowded classes have been found to contribute to these effects. It is important for all stakeholders such parents, teachers, and the larger society to address indiscipline behaviour among students in order to create a more conducive atmospheres of learning that promote good academic achievements.

#### **2.3.4 The Concept of Counselling**

The foundation of modern counselling can be attributed to the beginning of the 20th century with the commencement of vocational guidance. The father of vocational guidance, Frank Parsons, set up the first vocational counselling centre in Boston in 1908. Parsons emphasized the importance of helping individuals choose careers that align with their skills and interests, laying the foundation for contemporary counselling practices (Parsons, 1909).



Carl Rogers significantly influenced the field in the mid-20th century with his client-centred approach. Rogers' emphasis on creating a supportive and non-judgmental therapeutic environment was revolutionary. He believed that empathy, unconditional positive regard, and congruence were essential for effective counselling, helping clients develop their self-concept and achieve personal growth (Rogers, 1951).

The British Association of Counselling defined counselling as follows: ‘counselling takes place when a Counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose. It is always at the request of the client as no one can properly be 'sent' for counselling’. (Davies, E. (1989), British Association of Counselling) Additionally, counselling has been defined by the European Association of Counselling as an integrated client beneficial relationship set up to approach a client’s issues. These issues can be social, cultural and or emotional and the Counsellor will approach them in a holistic way. A client can be a person, or a family group or even an institution (European Association of Counselling)

The term counselling, according to Surbhi (2016), connotes a therapeutic exchange between the counselee and counsellor, in which the counselee express their thoughts, feelings and experiences and receive empathetic understanding, guidance and support to facilitate personal growth and problem resolution. It focuses on addressing personal and socio-psychological difficulties and personal challenges that contribute to emotional distress, mental health issues and feeling of discomfort. The Counsellor provides a supportive and confidential space, listening attentively to the client’s concerns with



empathy and understanding, before exploring solutions through open discussion. This process could take many sessions, but not a day.

Further, Britannica (2018) described the concept of counselling as ‘essentially democratic in that the assumptions underlying its theory and practice are, first, that each individual has the right to shape his own destiny and, second, that the relatively mature and experienced members of the community are responsible for ensuring that each person’s choice shall serve both his own interests and those of society.’

The process of counselling typically involves several stages, each essential for achieving therapeutic goals. Building rapport is the initial stage, where establishing a strong therapeutic alliance is crucial. Young (2017) believes that building trust and rapport is vital for creating and maintaining thriving relationships at this stage.

The next stage is assessment, during which counselors collect relevant background information about the issue at stake, and the objectives or goals that need to be achieved. This helps in understanding the client's context and developing a tailored intervention plan (Sommers-Flanagan & Sommers-Flanagan, 2015).

Goal setting follows the assessment stage. According to Rose & Smith, (2018), setting goals collaboratively is essential for successful mental health outcomes. Also, in a comprehensive review of research on goal setting and collaboration, Tryon et al. (2018) concluded that, therapy is more effective when therapists and clients share a common understanding of treatment goals and work together collaboratively. Further, Oddli et al. (2021) indicated that future-oriented goals help the therapist to offer the needed assistance to the client in achieving set goals, by working together towards a shared vision. During the intervention stage, various therapeutic techniques and strategies are employed to help



clients work towards their goals, which may include cognitive-behavioral techniques, psychodynamic exploration, or solution-focused strategies (Corey, 2016).

The final stage is termination, where the counselling relationship ends when the client has achieved their goals or it is mutually agreed upon that counselling is no longer necessary. This stage involves reviewing progress and planning for future self-help strategies (Sharf, 2015). A summary of all that has been done is helpful to both the counsellor and client. Kelly (2017) in this regard said ‘...give the client a ‘neat package’ that they can go away with, feeling understood because the summary matches their material’

In this specific research context, the term ‘counselling’ means the process by which school counsellors establish one-on-one relationship with learners by assessing their needs, developing targeted interventions and delivering tailored services. By this usage, counselling connotes a process of giving assistance to students psychological, emotional and behavioural needs to enable them take decisions or make adjustments with regards to indiscipline so as to improve academic achievements.

### **2.3.5 How Counselling Minimizes Indiscipline**

Counselling plays a crucial role in minimizing indiscipline in educational settings by addressing the underlying psychological and social factors contributing to students' disruptive behaviours. Counselling highlights the crucial role of communication and conflict resolution skills. By teaching students' effective strategies for articulating needs and resolving disputes peacefully, counselling reduces the incidence of aggressive and disruptive behaviours (Sommers-Flanagan & Sommers-Flanagan, 2015).

Furthermore, group counselling sessions can promote social skills and peer support, creating a positive and cooperative school climate that discourages indiscipline (Corey,



2016). Additionally, counselling sessions can provide a supportive environment for students to express their frustrations and anxieties, reducing the likelihood of acting out inappropriately.

Through counselling, students gain insights into the root causes of their actions, develop coping strategies, and learn to regulate their emotions more effectively (Gladding, 2018). By fostering self-awareness and personal responsibility, counselling helps students understand the consequences of their behaviours and encourages them to make positive changes. One effective counselling approach in managing indiscipline is cognitive-behavioural therapy (CBT), which aims to modify maladaptive thinking and behaviour patterns. CBT helps students identify and challenge irrational beliefs that may lead to misconduct, replacing them with more constructive and adaptive thoughts (Beck, 2011). In another scenario, Okeke (2021) conducted a study that indicated that Counsellors considered a step-by-step approach to integrating students into group counselling, employing systematic desensitization, proximity and positive reinforcement alongside individual counselling that are effective in curbing unruly behaviour among students in high schools in Onitsha Metropolis, Anambra State. Also, through a combination of group workshops, expert-led seminars, and individualized sessions, counsellors could equip students with essential skills to enable them make informed and positive decisions (Psifidou et al., 2021). The implementation of this strategy resulted in a significant reduction in indiscipline and promoted a culture of responsibility and self-regulation. Fosu-Ayarkwah (2022) indicated that counselling is relevant in reforming indisciplined students. He advocated for the adoption of counselling approaches to deal with the canker of indiscipline in Ghanaian Colleges of Education. Solehuddin et al (2023) asserted that



the provision of guidance and counselling programmes play a crucial role in addressing misbehaviour issues of senior high schools in Nigeria. One of the main objectives of these services was to offer students supportive and non-judgmental environments to discuss their issues and feelings. By promoting transparent dialogue, Counsellors could gain deeper understanding of the underlying factors contributing to indiscipline, enabling them to design targeted interventions that cater for the unique educational needs of learners (Bhutto et al., 2023). The student-centred method assist build a positive atmosphere of learning, where students experience a sense of visibility, voice and validation, minimizing the chances of indiscipline behaviour. Additionally, services of guidance and counselling contributed to developing critical capabilities like self-awareness, problem-solving and effective communication for students. Students who acquired these skills were more empowered to overcome obstacles and achieve success in both academic and personal contexts. (Rahma et al., 2023).

In conclusion, counselling is a vital tool in minimizing indiscipline among students. By addressing the psychological and social factors contributing to disruptive behaviours, counselling promotes self-awareness, emotional regulation, and positive behaviour change. Effective counselling not only reduces the incidence of indiscipline but also enhances students' overall well-being and academic performance, contributing to a healthier and more productive learning environment.

### **2.3.6 Counselling-Based-Interventions to Minimize Indiscipline in Senior High School**

Indiscipline among high school students is a worrying concern that could have very detrimental effects on their academic performance and overall well-being. To address this



issue, various counselling interventions have been implemented to support and guide indiscipline students towards positive behaviour and academic success. This literature review aimed to explore counselling-based-interventions in minimizing indiscipline high schools.

A study by Kobello et al. (2022) examined the efficacy of warning and admonishment methods by schools' boards to reduce discipline in public high schools. The mixed research method was employed. Thirty-six respondents made up sample size for the study. The data collection tools used was interview guides and questionnaires. The study's findings indicated that implementing a structured framework of warnings and reprimands, grounded in laws and regulations, yielded significant improvement in discipline and academic outcomes. The study identified existing laws and regulations governing warnings and reprimands but was unable to determine the degree of compliance with these regulations or their impact on teacher discipline.

Another study by Korugyendo et al. (2022) focused on the correlation between guidance and counselling and misbehaviour of students in high schools of Ruhinda North, Uganda. The study used the mixed research method employing both quantitative, using questionnaires and qualitative, using interview guide. A total sample size of 234 was used. The study revealed that up-to-date data of students were collected and kept by Counsellors. Also, important feedbacks about students' academic achievements were readily available. Schools had offices with the right facilities to undertake activities of guidance and counselling and the school administrators as well as students all collaborated and supported the services. The results showed that guidance and counselling had a correlation with student discipline in schools of Ruhinda North. The findings reported that guidance and



counselling positively influenced learners' discipline. It suggested that the Education Ministry prioritizes efforts to foster a culture of sound moral education for students.

Additionally, Mensah et al., (2020) explored students' perception on the management of misbehaviour in Colleges of Education. A total of 244 students at Wesley College of Education in Ashanti Region, Ghana responded to an assessment tool featuring 4-point Likert and 5-point Likert scale items. The study established that students perceived discipline as synonymous with punishment, with many considering it as overly severe. Students faced penalties including loss of privileges, class suspension and expulsion from school. The study identified the root causes of misbehaviour as stemming from students' non participation in making of decisions, ambiguous laws and unclear orders. Additionally, student indiscipline was linked to inadequate parental guidance and limited student autonomy. The study concluded that student indiscipline posed a significant challenge to the general school environment and academic success. The study recommended that educators and school administrators should adopt result-oriented counselling interventions to address disciplinary issues. Also, the research recommended that guidance and counselling programmes can assist learners achieve improved academic results, moral values and ethical standards needed for growth and development.

Onyango et al (2018) assessed the efficacy of guidance and counselling on student behaviour control in Kenyan high schools. The assertive discipline framework formed the bases for the research. Mixed method design was employed, incorporating concurrent triangulation to ensure validity and reliability. The population was made up of 431 educators, 40 guidance and counseling practitioners and 40 Deputy Principals. The teachers, deputy principals and guidance and counseling practitioners were selected using



Stratified random sampling. Also, the research adopted Krejcie and Morgan sample table to determine all the sample sizes. The questionnaires, interview guides and document analysis guides data collection instruments. The study's results established that there was a link between guidance and counselling and reduction of indiscipline behaviour.

Osodo et al. (2016) focused on the significance of peer counsellors in shaping student behaviour and discipline in Ugunja Sub-County, Kenya. The study utilized a descriptive survey design. A total of 3500 learners from government schools made up the population with 246 comprising the sample. Questionnaires and interview guides were employed for data collection. The findings highlighted the importance of comprehensive learner counselling programs and how they promote student achievement. The study also emphasized the provision of focused group and individualized counselling to learners, proper record keeping, and providing counselling services to students who have disciplinary problems. Additionally, the study suggested that counsellors should provide teachers with suggestions as to how to manage indiscipline effectively.

### **2.3.7 Summary**

Based on the literature review conducted on the topic of indiscipline and its effects among Senior High Schools as well as the implications for counselling, several key findings and implications have emerged. Firstly, it is evident that indiscipline among senior high students is a prevalent issue that could have adverse consequences on academic achievements and holistic quality of life of learners in Senior High Schools. The literature has highlighted various forms of indiscipline, including absenteeism, laziness, disruptive behaviour, and cheating, which can hinder students' ability to succeed academically.



Secondly, counselling-based-interventions have been identified as a crucial approach to address indiscipline and support the academic success of senior high students. The literature has emphasized the importance of individual counselling, group counselling, and school-wide counselling programs in addressing the underlying causes of indiscipline behaviour and promoting positive behaviour change. These interventions could focus on fostering intrinsic motivation, developing self-regulation skills, and promoting a positive school climate.

Furthermore, theoretical frameworks such as cognitive behavioural theory and social cognitive theory have provided valuable insights into the underlying mechanisms of indiscipline and its impact on school achievements. These frameworks emphasized the importance of addressing psychological factors, social influences, and environmental factors in counselling interventions.

However, there are several gaps in the existing literature that needed to be addressed. These included the limited focus on specific indiscipline behaviour, the lack of longitudinal studies, the need for research in diverse cultural and contextual settings, the insufficient exploration of counselling interventions, and the limited consideration of the roles of stakeholders.

In conclusion, the literature review highlighted the consequences of disciplinary issues on school achievements of senior high learners and the significance of counselling-based-interventions in addressing this issue. By addressing the identified gaps in the literature, this current study research could further enhance the understanding of indiscipline and develop more effective counselling-based-interventions to promote academic excellence and well-being of senior high students.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Overview**

The chapter presented the procedural frameworks that were deployed to facilitate the study aiming to explore indiscipline and its effects among learners in high school in the Tamale



Metropolis: implications for counselling. It included the philosophical position, methodological position, approach of research, research methodology, population, sample and data collection technique, data collection method, data analysis procedure, reliability and validity and ethical considerations.

### **3.1 Philosophical Paradigm**

The study adopted the pragmatic paradigm which provides the epistemology and the logic for combining the quantitative and qualitative approaches and methods. It also assumes that knowledge is derived from experience and reality is dynamic and constantly changing. Creswell (2014) opined that pragmatism permits mixing paradigms, assumptions, approaches and methods of data collection and analysis. This paradigm was considered appropriate because both quantitative and qualitative approaches were used for the study.

### **3.2 Research Approach**

Qualitative data provides in-depth insights and contextual understanding, but its ability to be generalized to a larger population is limited. However, it excels at offering detailed explanation, examples and perspectives, making it ideal for exploratory research and identifying themes and patterns. On the other hand, quantitative data paint a broad picture with numbers, revealing trends and patterns across large populations. However, it struggles to uncover underlying reasons, provide contextual depth and offer of rich detailed examples. Employing both qualitative and quantitative research methods (mixed –methods research) offers numerous benefits. By combining the two, their strengths and limitations will complement each other. This will assist researchers to gain deeper insight of their research topic. Also, complex questions can be addressed and diverse perspectives captured. To leverage the strengths of both approaches, the researcher adopted a mixed-



method, combining the depth and contextual understanding of qualitative methods with the breadth and generalizability of quantitative methods.

Tashakkori and Teddlie (2010) viewed mixed-method research as “ the use of both quantitative and qualitative research methods in a single study or program of research, with the aim of achieving a more complete understanding of the research topic than would be possible using either approach alone.” Creswell (2017) described mixed-method research as “ an approach to research that combines the collection and analysis of quantitative and qualitative data within a single study or a series of studies with aim of providing a more comprehensive understanding of the research problem”

In the light of the above, the researcher used the questionnaire and interview guide to obtain opinions from students, counsellors and senior house masters in the high schools. This is in line with Denzin and Lincoln (2011) who opined that triangulation of methods enhances validity and reliability. Also, Creswell (2017) asserted that quantitative data from questionnaires can inform and contextualize qualitative findings from interviews.

### **3.3 Research Design**

According to Thakur (2021), a research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. This study used the explanatory sequential design, a type of mixed method survey design. Mixed method survey design is a combination of quantitative and qualitative research methods in a single



study or a series of studies (Creswell, 2014). The explanatory sequential design involves the collection of quantitative data, followed by qualitative data to provide more depth and insights into the research topic. (Creswell, 2014). The strength of this design is that, it provides a broad overview using the quantitative phase and in-depth insights using the qualitative phase. However, it is time-consuming and resource intensive because it requires collecting and analyzing both quantitative and qualitative data.

Given that the current research sort to gather descriptive and self-reported information from students, Senior House Masters as well as Counsellors concerning the causes of indiscipline and its effects, explanatory sequential design, a type of mixed method survey design was deemed most appropriate. Also, it was appropriate because quantitative data from student respondents were backed by the qualitative data from senior house masters and counsellors who all had firsthand information or valuable insights related to the topic under study.

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

The target population refers to the group to which the research findings are intended to be generalized to. The study's target population comprised all Senior High School learners enrolled in government schools in Tamale Metropolis, Northern Region of Ghana during the 2023-2024 academic years. The estimated population size is 15,000 students across 5 government senior high schools in the Tamale Metropolis. The accessible population refers to the population that a researcher can realistically select a sample from. This was made up



of about 2526 final year learners from the three selected Senior High Schools in the Tamale Metropolis. The three schools were selected using simple random sampling technique through the lottery method where all five schools were given equal chances of being selected for the study.

### **3.5 Sample Size and Sampling Technique for Student- Respondents**

Creswell (2017) described a sample as “a subset of individuals, organizations or events selected from a larger population, used to represent the population in a research study”.

Similarly, Denzin and Lincoln (2018) viewed sample as a purposely selected set of individuals, groups or sites that provide insight into the research question. According to Makwana et al (2023), sampling technique is the process of choosing a sample of a population from an individual or a large group for a certain type of research objective”.

The advantages of employing sampling techniques are manifold; it facilitates the expeditious collection of data and simultaneously mitigates costs. Consequently, a researcher opts for a sample that represents the whole population being investigated.

The growing necessity for accurate statistical representation has driven the need for a robust sample size calculation method.

To mitigate the current limitation, Krejcie and Morgan (1970) designed a table for estimating sample size for specific population. Using this statistical sampling guide has the advantage of providing a straightforward and easy –to-use method for determining sample size. The target population from which the sample was obtained is as follows: In using Krejcie & Morgan (1970) Table, for a population consisting of 2526 third year students.

A population of 2400 gives a sample size of 331

$$2400 = 331$$

$$2526 = 2526/2400 \times 331$$

This gives a sample size of 348 which was rounded to 350. Andrade (2020) posited that researchers can increase the sample size by at least 10% or by whatever proportion if they can justify it. Also, proportional and simple random procedures were used in the sampling process. Proportional sampling was used to determine 51% and 49% male and female students respectively. This ensured that the sex with more students had more sample selected. Simple random sampling was used to select the male and female participants from three schools for the research. The simple random technique, using the lottery method was employed to ensure that all the learners had equal chances of selection.

**Table 3.1: Sample Size for Students**

| Senior High School   | Population  |             |             | Sample Size |            |            |
|----------------------|-------------|-------------|-------------|-------------|------------|------------|
|                      | Male        | Female      | Total       | Male        | Female     | Total      |
| Ghana Senior High    | 785         | 658         | 1443        | 79          | 71         | 150        |
| Vittin Senior High   | 297         | 128         | 425         | 58          | 42         | 100        |
| Business Senior High | 369         | 289         | 658         | 43          | 57         | 100        |
| <b>Total</b>         | <b>1451</b> | <b>1075</b> | <b>2526</b> | <b>180</b>  | <b>170</b> | <b>350</b> |

### 3.6 Sample Size for Interview





Three school counsellors, one each from the participating schools, were purposively selected for the study. The schools had two Counsellors each. One Counsellor each was selected using simple random sampling technique, where they were given equal chances of being selected for the study. They were included in the study because they are the implementers of guidance and counselling programmes in the school setting. As a result, they are in a better position to provide the necessary information for the study.

In a similar vein, the schools had one Senior Housemaster each and so they were all included in the study. They were selected because they are in charge of indisciplinary issues in the schools and could provide relevant information for the study. This brought the total number of school staff or teachers to six (6). Hennink and Kaizer (2022) proposed a sample size of around 9 -12 as being sufficient for thematic saturation in qualitative research. However, looking at the specific context and goals of this study, the data provided by the six were enough to add depth and insights to the findings of the quantitative data. Also, it took about 9 weeks to gather the qualitative data considering the fact that, there was some rescheduling done for the interviews.

### **3.7 Instrumentation**

The instruments used to gather data for the study were questionnaire for students and semi-structured interview guides for the Counsellors and Senior house masters. The questionnaire was self-written, close ended and rated on a five-point likert scale ranging from “Strongly Agree” (SA) with a score of 5 to “Strongly Disagree” (SD) with a score of 1. This gave the researcher a comprehensive understanding of people's viewpoints. Also, the views of respondents who were unsure or neutral about the topic were captured with a midpoint scale of “Not Sure” The self-administered questionnaire was employed because



it gather relevant information required for the study within the shortest possible time at a low cost. Blumberg et al (2014) reported that self-administered questionnaires offer a convenient, efficient and cost-effective way to collect data, making them a common choice among researchers.

Similarly, Díaz (2019) opined that self-administered questionnaires are lower in terms of cost and are able to capture more information in a short time. Similarly,

To also capture the views of Counsellors and senior house masters, a semi-structured interview guide was used. The guide sought information from them on the causes, effects of indiscipline and counselling-based-interventions that could minimize indiscipline among students in senior high schools.

### **3.8 Validity and Reliability**

Edwin (2019) states that validity refer to the extent to which an instrument correctly assesses the intended construct. In this regard, the questionnaire for this study was critically looked at for face and content validity by research supervisor and two other scholars in the field of guidance and counselling from the University for Development Studies. They examined and scrutinized the questionnaire and made suggestions on the items. All the suggestions were added to the questionnaire to make it more suitability in measuring the characteristics being evaluated. Roebianto et al (2023) asserted that content validation process includes a readability test determining whether the items or questions effectively represent the variables or constructs measured.

Regarding reliability, Edwin (2019), views it as the stability of measurement over a variety of conditions in which the results are obtained. McMillan and Schumacher (1993) posit that the aim for the development of reliable instruments is to minimize the impact of



extraneous factors or irrelevant variables. They concluded that invalid measurements lead to unreliable findings. In this vein, a test retest was conducted to determine how reliable the questionnaire was. A sample of 30 Senior High School students from a non-participating school, Tamale Senior High School completed the questionnaire. Bujang et al (2024) posits that a minimum sample size of 30 respondents will be sufficient to assess the reliability of a questionnaire. Cronbach's alpha coefficient was computed to assess internal consistency reliability and identify any problematic questions. A coefficient of 0.9 was scored which is high indicating acceptable reliability. Mugenda and Mugenda (1999) support this assertion when they stated that a positive correlation ( $r$ ) of 0.5 and above is a strong one to determine that an instrument is reliable. Feedback on the questionnaire clarity, length, flow, and administration time were also gathered through open-ended questions and informal interviews with the participants. Their inputs were used to refine the questionnaire and procedures as needed.

### **3.9 Data Collection Procedure**

The researcher collected a letter of introduction from the Department of Educational Foundation. This enabled her introduce herself to the school authorities. Permission was also requested from the Tamale Metropolitan Office of Ghana Education Service and then from the Heads of the selected schools. The preliminary work which included visits to the schools for introduction, seeking for permission form the Metropolitan Education Office, meeting with the students to discuss objectives and assurance of privacy and confidentiality



as well as administering the questionnaire all took about six months. In administering the questionnaires, the Counsellors in the respective schools were all available and helped.

In conducting interviews for Counsellors and Senior House Masters, informal meetings were arranged and suitable day and time for each participant was determined. This was done after the quantitative data was gathered. Similarly, permission were sought to record the discussions. The data was labeled with serial numbers and participants were assured of proper data management. Averagely, a time of thirty-five minutes was spent with each official in the interview process.

### **3.10 Data Analysis**

Descriptive and inferential statistics were used to analyze the data gathered for the research. The descriptive statistics made it possible to summarize the large data into manageable pieces, making it easier to understand the data. The items of the questionnaire were coded and fed into the SPSS software package and analyzed descriptively. Again, means and standard deviations were used to analyze research question 1 and 2 while frequencies and percentages were used to analyze research question 3. The inferential statistics was used to compare the two groups, male and female and to determine whether differences in their views were statistically significant.

Regarding the hypotheses, the t-test was the statistical tool used in analyzing them with an alpha level of 0.05. The t-test was considered appropriate because, it involved comparing the means of two groups, thus male and female students. Mishra et al (2019) acknowledge that, the t-test is the best statistical tool used as a parametric test to compare the means between two groups.



Finally, the data for the interview was recorded, transcribed, coded and built into relationship. Themes were then developed from the relationships that emerged, which formed the basis for discussion. Creswell (2008) asserts that “an analysis of data is done thematically which indicates a shift from reporting facts to making interpretations of people and activities”.

### **3.11 Ethical Considerations**

In conducting research work, ethical considerations are very essential. Bos (2020) describes ethics as involving the critical analysis of ethical dilemmas and researcher responsibilities. Bassay (1999) observes that research ethics play a crucial role in ensuring rigor and validity in social science inquiries in respect of democracy, truth and regarding the dignity and autonomy of individuals. Similarly, Robson (2002) posits “that in conducting research, researchers must be ethically responsible.

Ethical responsibility was taken into consideration in the collection of data, analysis and reporting of findings. In this light, consent form approved by the University for Development Studies were issued to the schools before the start of data collection. Also, ethical approval was obtained from the Tamale Metropolitan Office, Ghana Education Service and school authorities before data collection. Formal description of research's objective, advantages, and methods for data collection were all provided. Participants' willingness and anonymity were well respected.



## **CHAPTER FOUR**

### **PRESENTATION OF DATA AND ANALYSES OF RESULTS**

#### **4.0 Overview**

This chapter dealt with the presentation of data and analyses of results. The study investigated indiscipline and its effects on academic performance of senior high students in Tamale Metropolis: implications for counselling.

The research questions and hypotheses that guided the study were as follows:



**Research question 1:** What are the causes of indiscipline among Senior High School Students in the Tamale Metropolis?

**Research question 2:** How does indiscipline affect the academic performance of Senior High School Students in the Tamale Metropolis?

**Research question 3:** What counselling-based-interventions can be used to minimize indiscipline among senior high students in the Tamale Metropolis?

**Hypothesis 1:** Significant differences do not exist in the perceptions of male and female students on the causes of indiscipline in senior high schools in Tamale Metropolis.

**Hypothesis 2:** There is no significant difference in the perceptions of male and female students on the effects of indiscipline on the academic performance of students in senior high schools in the Tamale Metropolis.

**Hypothesis 3:** There is no significant difference in the perceptions of male and female students on Counselling- based- interventions to minimize indiscipline in senior high schools in Tamale Metropolis

#### 4.1 Bio-data of Respondents

The data provided included information on the ages and sex of the student respondents involved in the study. This bio-data provided important context for understanding the sample and interpreting the results.

**Table 4.1 Ages of Respondents**

| Age     | Frequency | Percentage |
|---------|-----------|------------|
| 15 - 20 | 339       | 97%        |
| 21 – 25 | 11        | 3%         |

|              |            |            |
|--------------|------------|------------|
| <b>Total</b> | <b>350</b> | <b>100</b> |
|--------------|------------|------------|

*Source: field survey, 2024*

Table 4.1 showed that overwhelming majority of the student respondents (344:97%) were within the ages of 15 -20years. On the contrary, a fewer number of the students (11:3%) fell within the age range of 21 -25years. It is clear that all the students are youthful and could be prone to indisciplinary issues. This calls for pragmatic counselling services to address indisciplinary issues since most of them are in their adolescent period. This assertion agrees with the findings of others. Salgong et al (2016) reported that majority of students in senior high schools are at the adolescent stage of life, as a result, they are prone to more indiscipline cases. Also, Yang et al (2023) found that the disparity between physical and emotional maturity among adolescence was associated with an elevated risk of aggressive tendencies.

### Sex of Respondents

*Table 4.2 Sex of Respondents*

| Sex          | Frequency  | Percentage |
|--------------|------------|------------|
| Male         | 180        | 51%        |
| Female       | 170        | 49%        |
| <b>Total</b> | <b>350</b> | <b>100</b> |

*Source: field survey, 2024*

Table 4.2 revealed that the sample consisted of 180 male students representing 51% and 170 female students constituting 49%. This suggested a relatively even sex distribution among the participants, with a slightly higher proportion of male students. This could mean more male students might have been enrolled for senior high education than their female counterparts. This agrees with the findings of Alhassan and Odame (2015) who found that there was a gender gap with more males than females in schools in Northern Ghana. Similarly, UNESCO (2015) reported that gender gaps in secondary education led to gender gaps in higher education with women being behind

#### **.4.2 Causes of Indiscipline among Senior High School Students in Tamale Metropolis**

To address this theme, a research question was posed as follows: What are the causes of indiscipline among Senior High School Students in Tamale Metropolis? Three hundred and fifty (350) students responded to the questionnaire. They were provided with list of statements (possible causes of indiscipline), and were required to indicate whether the statements constituted causes of indiscipline in their respective schools or not.

Mean and standard deviation were the statistical tools used to analyze the data. The mean of means (3.77) was used as cut-off point to determine whether a particular cause was a major or minor cause of indiscipline Table 4.4 displayed the results which have been arranged from the highest mean score to the lowest mean score.

***Table 4.3 Causes of Indiscipline among Senior High Students in Tamale Metropolis***

| <b>Causes of Indiscipline</b>        | <b>Number<br/>N</b> | <b>Mean<br/>X</b> | <b>Standard Deviation<br/>S D</b> |
|--------------------------------------|---------------------|-------------------|-----------------------------------|
| Peer pressure/influence              | 350                 | 4.47              | 0.85                              |
| Poor quality/quantity of food        | 350                 | 4.36              | 0.81                              |
| Poor channels of communication       | 350                 | 4.36              | 0.9                               |
| Alcoholism and use of hard drugs     | 350                 | 4.34              | 0.93                              |
| Gambling/betting                     | 350                 | 4.34              | 0.93                              |
| Illegal collection of fees/extortion | 350                 | 4.30              | 1.01                              |
| Non- conducive school environment    | 350                 | 4.29              | 0.88                              |

|                                        |     |             |              |
|----------------------------------------|-----|-------------|--------------|
| Harsh school rules and regulations     | 350 | 4.25        | 0.85         |
| Abusive nature of school authorities   | 350 | 4.08        | 1.1          |
| Abuse of school authorities by parents | 350 | 4.00        | 1.16         |
| Show of favoritism                     | 350 | 3.92        | 1.25         |
| Lack of extra- curricular activities   | 350 | 3.81        | 1.25         |
| Lateness by teachers                   | 350 | 3.77        | 1.24         |
| Influence of social media              | 350 | 3.61        | 1.32         |
| Poor study habits/skills leading to    |     |             |              |
| High failure rate                      | 350 | 3.54        | 1.37         |
| Inability/ failure of the family to    |     |             |              |
| provide needs of students              | 350 | 3.26        | 1.39         |
| <b>Cut-off Point (Mean of Means)</b>   |     | <b>3.77</b> | <b>1.078</b> |

*Source: field survey, 2024*

An examination of Table 4.3 showed that the major causes of indiscipline were varied. They included negative peer pressure/influence (4.47), poor quality/quantity of food (4.36), poor channels of communication (4.36), abuse of hard drugs / alcoholism (4.34) and gambling/betting (4.34). Others were illegal collection/extortion of fees (4.30), unconducive school environment (4.29), harsh school rules and regulations (4.25), abusive nature of school authorities (4.08), abuse of school authorities by parents (4.00), show of favoritism (3.92), lack of extra-curricular activities (3.81) and lateness by teachers (3.77). These factors were considered major causes because their mean scores were above the mean of means score (3.77). On the other hand, influence of social media (3.61), poor study habits/skills (3.54) and inability of the family to provide needs of students (3.26) were viewed by the student-respondents as minor causes of indiscipline because their respective mean scores were less than the mean of means score (3.77).

#### **4.3 Effects of Indiscipline on the Academic Performance of Students**

In addressing this theme, a research question was posed such as: ‘How does indiscipline affect the academic performance of senior high students in the Tamale Metropolis? Three hundred and fifty (350) students responded to the questionnaire. They were provided with

list of statements and were required to indicate whether the statements constituted effects of indiscipline on academic performance among senior high students in Tamale Metropolis or not. Similar to research question one, means and standard deviation were used to analyze the data. A mean of mean score of 3.95 was used as a cut-off point to ascertain whether a particular effect was a major or minor effect on academic performance in senior high school. Table 4.6 provided the results, which have been arranged from the highest mean score to the lowest.

***Table 4.4 Effects of Indiscipline on Academic Performance of Senior High Students in the Tamale Metropolis***

| Effects                                              | Number<br>N | Mean<br>X   | Stand Deviation<br>SD |
|------------------------------------------------------|-------------|-------------|-----------------------|
| Poor student-teacher relationship                    | 350         | 4.23        | 0.968                 |
| Teachers feeling insecure in class                   | 350         | 4.15        | 0.986                 |
| Inability to concentrate in class                    | 350         | 4.06        | 0.98                  |
| Increases dropout rates                              | 350         | 4.02        | 1.053                 |
| Disruptions of lessons                               | 350         | 3.96        | 1.033                 |
| Feeling of shame and guilt                           | 350         | 3.96        | 1.05                  |
| Loss of material taught                              | 350         | 3.93        | 1.068                 |
| Low levels of motivation                             | 350         | 3.79        | 1.073                 |
| Reduced chances of progression                       | 350         | 3.76        | 1.184                 |
| Increased risk in involvement in criminal activities | 350         | 3.65        | 1.28                  |
| <b>Cut off Point</b>                                 |             | <b>3.95</b> | <b>1.069</b>          |

***Source: field survey, 2024***

An examination of Table 4.4 showed that the major effects of indiscipline on academic performance of students in senior high schools in Tamale Metropolis included poor student-teacher relationship (4.23), teachers feeling insecure in class (4.15), inability to concentrate in class (4.06), increased dropout rates and disengagement from school (4.02), disruptions of lessons (3.96) and feeling of shame and guilt (3.96). These are considered major effects of indiscipline because their respective mean scores exceeded the cut-off mean of means (3.95).





In contrast, loss of material taught due to absenteeism and lateness (3.93), low levels of motivation (3.79), reduced chances of progression (3.76) and increased risk in involvement in criminal activities (3.65) were considered minor effects of indiscipline. They were considered minor effects because their respective means were lower than the mean of means (3.95)

#### **4.4 Counselling-Based-Interventions to Minimizing Indiscipline among Students in Senior High Schools in Tamale Metropolis**

This section analyzed Counselling-Based Interventions (CBI) that can be used in minimizing indiscipline. This was in direct relation to research question 3, what counselling-based-interventions can minimize indiscipline in senior high schools in Tamale Metropolis? A number of statements (counselling- based- interventions with their explanations) were provided by the researcher. The respondents were to indicate their opinion as to whether a particular intervention (CBI) could address indiscipline or not. For the purpose of analysis, the five-likert scale was re-classified into a three- point likert scale. ‘Strongly Agree’ and ‘Agree’ were merged as ‘Agree’; Strongly Disagree and Disagree were merged as ‘Disagree’ whilst ‘Not Sure’ stood independently. A total of 350 respondents answered the questionnaires. The data collated related to a number of times a particular statement (counselling-based-intervention) was selected by the respondents. Table 4.5 displayed findings on counselling-based-interventions that can minimize indiscipline among students in Tamale Metropolis. They were ranked in order from highest to lowest frequencies and percentages.

**Table 4.5: Counselling-Based-Interventions in Minimizing Indiscipline in Senior High Students in Tamale Metropolis**

| <b>Counselling Strategies</b> | <b>Agree Freq. (%)</b> | <b>Disagree Freq. (%)</b> | <b>Not Sure Freq. (%)</b> |
|-------------------------------|------------------------|---------------------------|---------------------------|
|-------------------------------|------------------------|---------------------------|---------------------------|

|                                                                              |            |          |          |
|------------------------------------------------------------------------------|------------|----------|----------|
| Equip students with anger management techniques                              | 324 (92.6) | 12 (3.4) | 14 (4.0) |
| Use of cognitive behavioural technique                                       | 312 (89.1) | 22 (6.3) | 16 (4.6) |
| Use of social skills training                                                | 304 (86.8) | 21 (6)   | 25 (7.2) |
| Equip students with positive Behavioural intervention and support strategies | 302 (86.3) | 24(6.9)  | 24 (6.8) |
| Inculcate restorative justice habits                                         | 300 (85.7) | 23 (6.6) | 27 (7.7) |
| Use of behaviour contracting techniques                                      | 297 (84.9) | 27 (7.5) | 26 (7.6) |
| Use of modelling techniques                                                  | 293 (83.7) | 32 (9.1) | 25 (7.2) |

**Source: field survey, 2024**

Table 4.5 revealed that majority of the respondents (324) representing 92.6% were of the view that assisting students with anger management techniques was a major CBI to minimize indiscipline. On the contrary, only 12 respondents, constituting 3.4% disagreed to the technique. The remaining 14 respondents, representing 4.0% were not sure whether the technique could minimize indiscipline or not.

Table 4.5 further indicated that majority of respondents (312: 89.1%) agreed that cognitive behavioural technique was a CBI. On the other hand, only a few of them (22) representing 3.4% disagreed with this assertion. Sixteen (16) respondents, representing 4.6% were not sure of the CBI.

It is abundantly clear from Table 4.5, that most of the respondents (304), representing 86.8% opined that the use of social skills training could minimize indiscipline. However, 21 respondents, representing 6% disagreed that social skills training could minimize indiscipline. Twenty-five (25) respondents, constituting 7.2% were not sure whether the technique could help minimize indiscipline or not.



Also, Table 4.5 showed that a greater number of the respondents (302:86.3%) indicated that positive behavioural intervention and support strategies was a technique that could minimize indiscipline in school as against 24 respondents, representing 6.9% who disagreed. Twenty-four (24) respondents were, not sure whether this intervention could minimize indiscipline or not in schools.

An examination of Table 4.5 showed that most of the respondents (300), representing 85.7 % opined that restorative justice could minimize indiscipline in senior high schools. On the contrary, 24 respondents, constituting 6.6% disagreed to this technique. Twenty-seven (27) respondents representing 7.7% were not sure whether the technique could minimize indiscipline or not.

A critical look at Table 4.5 also revealed that majority of the respondents (297: 84.9%) agreed that behaviour contracting techniques could minimize indiscipline. This is as against 27 respondents; representing 7.5% who did not agree to the technique. Twenty-six (26) respondents, constituting 7.6% were not sure whether or not the intervention could help minimize indiscipline or not.

Table 4.5 portrayed that majority of the respondents (293) representing 83.7% accepted that modelling techniques could minimize indiscipline. On the contrary, 32 respondents, constituting 9.1% disagreed to the technique. The remaining 25 respondents, making 7.2% were not sure whether the technique could minimize indiscipline or not.

It is clear from Table 4.5 that all the items were very conclusive with the overwhelming majority of the respondents affirming that those counselling-based-interventions could minimize indiscipline among students in senior high schools with anger management techniques topping the list.

#### 4.5 Analyses of Hypotheses

**Hypothesis 1:** Differences in perceptions of male and female students on the causes of indiscipline in senior high schools in the Tamale Metropolis.

It is hypothesized that:

$H^0$ : Statistically, significant differences do not exist in the perceptions of male and female students on the causes of indiscipline.

$H^1$ : Statistically, significant differences do exist in the perceptions of male and female students on the causes of indiscipline.

**Table 4.6: Group Statistics and Independent Sample T-test of Causes of Indiscipline among Senior High Students in Tamale Metropolis.**

| Sex    | N   | Mean  | Std. Deviation | T     | Df  | P-value |
|--------|-----|-------|----------------|-------|-----|---------|
| Male   | 180 | 75.26 | 8.83           | -0.02 | 348 | 0.98    |
| Female | 170 | 75.28 | 7.74           |       |     |         |

**At an alpha level of 0.05, T- Critical Value is 1.660**

Table 4.6 presented group statistics and independent sample t-test of male and female students' perception on the causes of indiscipline. Male mean is 75.26, SD = 8.826 and Female: Mean is 75.28, SD = 7. An examination of the means indicated that the females mean is slightly greater than that of the males. To determine whether this difference is statistically significant, an independent t-test was computed. The t-test showed that the calculated value of t-test (t-cal) was -0.024 and the critical value of t-test (t-crit) with a degree of freedom of 348 and at an alpha level ( $\alpha$ ) of 0.05 was 1.660. The critical value is greater than the calculated value (-0.24). Since the critical value is greater than the calculated value, we failed to reject the null hypothesis. This means we accept the null





hypothesis which states that there is no significant mean difference in the perception of male and female students on the causes of indiscipline in senior high schools in the Tamale Metropolis.

**Hypothesis 2:** Differences in the perceptions of males and female students on the effects of indiscipline on the academic performance of Senior High School Students in Tamale Metropolis.

It is hypothesized that:

$H^0$ : *There is no significant difference in the perceptions of male and female students on the effects of indiscipline on academic performance of Senior High School Students.*

$H^1$  *There is significant difference in the perceptions of male and female students on the effects of indiscipline on academic performance of students.*

**Table 4.6: Group Statistics and Independent Sample T-test of Effects of Indiscipline among Senior High Students in Tamale Metropolis.**

| Sex    | N   | Mean  | Std. Deviation | t     | Df  | P-value |
|--------|-----|-------|----------------|-------|-----|---------|
| Male   | 180 | 39.44 | 5.758          | -.174 | 348 | 0.86    |
| Female | 170 | 39.54 | 5.196          |       |     |         |

**At an alpha level of 0.05, T- Critical Value is 1.660**

Table 4:6 provided the mean scores and standard deviation on the effects of indiscipline on the academic performance of students in Senior High School in the Tamale Metropolis. Male mean is 39.44, SD = 5.758 and Female mean is 39.54, SD = 5.196.



To ascertain whether there was a statistically significant difference, an independent sample t-test was calculated. Since the critical value of the t-test (t-crit: 1.660) is higher than the calculated value (t-cal = -1.74), the null hypothesis is accepted. The conclusion therefore drawn is that, statistically, significant mean differences did not exist in the perception of male and female students regarding the effects of indiscipline on academic performance of students in senior high schools in the Tamale Metropolis of Northern Ghana

**Hypothesis 3:** Differences in perceptions of male and female students on counselling-based-interventions to minimize indiscipline in senior high schools in the Tamale Metropolis.

It is hypothesized that:

$H^0$ : There is no significant difference between the perceptions of males and females on Counselling-based-interventions to minimize indiscipline in senior high schools.

$H^1$ : There is significant difference between the perceptions of males and females on Counselling-based-interventions to minimize indiscipline in senior high schools.

**Table 4.7: Group Statistics and Independent Sample T-test of Counselling-Based-Interventions to Minimize Indiscipline among Senior High Students in Tamale Metropolis.**

| Sex    | N   | Mean  | Std. Deviation | t     | Df  | P-value |
|--------|-----|-------|----------------|-------|-----|---------|
| Male   | 180 | 37.61 | 4.99           | -1.40 | 348 | 0.16    |
| Female | 170 | 38.31 | 4.33           |       |     |         |

**At an alpha level of 0.05, T- Critical Value is 1.660**



Table 4.8 presented group statistics and independent sample t-test of male and female students' view on counselling-based-interventions in minimizing indiscipline. The Male mean is 37.61, SD = 4.99; and the Female mean is 38.31, SD = 4.33.

A critical look at the means indicated that the females mean was slightly greater than that of the males. To find out whether this difference is statistically significant, an independent t-test was computed. The t-test showed that the calculated value of t-test (t-cal) was -1.40 and the critical value of t-test (t-crit) with a degree of freedom of 348 and at an alpha level of 0.05 was 1.660. The critical value is greater than the calculated value (-1.40). Since the critical value is greater than the calculated value, the null hypothesis is accepted. This means that there is no significant mean difference in the perceptions of male and female students on counselling-based-interventions that could minimize indiscipline in senior high schools in the Tamale Metropolis.

#### **4.6 Analyzes of Interview Data**

A semi-structured interview guide was used to collect qualitative data from Counsellors and Senior House Masters. It sought to triangulate the quantitative data of the students. The interview data was recorded, transcribed, coded and built into relationship. Themes were then developed from the relationships that emerged, which formed the basis for discussion.

#### **4.7 Causes of Indiscipline**

During the interview, the opinions of three Counsellors and three Senior House Masters were sought on the causes of indiscipline among students in their respective schools. The following were mentioned;

1. Poor parental control



2. Bad influence from friends
3. Inadequate school facilities
4. Lack of extra-curricular activities to reduce student boredom
5. Use of hard drugs such as tramadol
6. Use of phones and other social media gadgets
7. Alcoholism

Some comments, expressions, testimonies of Counsellors and Senior House Masters to buttress the findings can be found in the discussion sections of the study.

#### **4.8 Effects of Indiscipline on Academic Performance**

With regards to the interview, a question was posed to find out from the Counsellors and the Senior House Masters from the respective schools their views about the effects of indiscipline on academic performance of students. According to them, the effects of indiscipline on academic performance include the following:

1. Distraction of classes and instructional time
2. Teachers feel unsafe to discharge their duties to their best abilities
3. High risk of strikes and student unrest
4. Breeds mistrust between students and staff
5. Poor teacher-student relationship
6. Poor/ reduced concentration during lessons

Some comments that were made by Counsellors and Senior House Masters have been captured in the discussion section of the study to buttress their opinions.

#### **4.9 Counselling-Based-Interventions in Minimizing Indiscipline**



In another scenario, the views of only the Counsellors were sought during the interviews to find out their opinions on Counselling-based-interventions that could minimize indiscipline among students in senior high schools. The following were enumerated;

1. Teaching students how to remain calm when they are provoked
2. Guiding students to change their mind set about how teachers do not like them
3. Teaching students how to communicate their concerns without resorting to violence
4. Involving students to come out with clear rules and regulations as well as expectations
5. Empowering students with social skills so that they can live well in the school community
6. Rewarding students with good behaviour so that others are motivated to imitate them.

Some comments that were made by Counsellors can be found in the discussion section of the study to further elaborate their views.

#### **4.10 Discussion of Findings**

The discussion of findings was done according to the research questions and hypotheses posed for the study. These included causes of indiscipline, effects on academic performance, counselling-based-intervention among others.

Regarding the causes of indiscipline, the research showed the following:



First and foremost, the study reported that peer influence was a major cause of indiscipline. This assertion was supported by a Counsellor and a Senior House Master during the interview. Here are comments from them respectively to buttress the assertion.

- i. *When the first year students report to school, they are given orientation which makes them behave very well for some time. But when they get used to the school environment and also see how some of their seniors engage in indiscipline behavior, they also develop the tendency to join them and sometimes start to engage in acts of indiscipline such as leaving the school without permission, refusal to take part in cleaning and other activities.*
- ii. *Some students come to form one being disciplined. But during their stay in school, they join bad groups or gangs who sometimes influence them to also begin to engage in indiscipline acts'. For example; a student {name withheld} came to this school with very excellent grades and well behaved, but made friends with a certain gang and now does not even stay in class for lessons.*

As the saying goes, 'show me your friend, and I will tell you your character'. When new students report to school, they make friends with some continuing students. Some of those students may be good whilst others are bad. So when these new students fall in the hands of the bad ones, they are pressured to join them to also engage in bad behaviour. Such categories of students are more likely to be architects or ring leaders during strikes and demonstrations. They are also more likely to be violent and destructive in nature.

This finding is in agreement with the findings of others. Ofori (2018) found that peer pressure contributed significantly to students' indiscipline behaviour in Ghanaian schools. Similarly, Yahaya (2009) observed that indiscipline students in Malaysia exhibit distractive behaviour more when with their peers. Also, Ndakwa (2020) reported that in most schools in Nairobi, peers influence others to exhibit chaotic behaviour. Last but not least, Thomas (2020) found that disciplined students are mostly pushed by their indiscipline friends to also engage in indiscipline acts.



Also, poor quality/quantity of food was a major cause of indiscipline among students. The student view was confirmed by two Counsellors and two Senior House Masters. Below are some expressions or comments from them to support this finding respectively:

- i. *For now, I can say is even better. Those days, the students could go into the dining hall and come out saying they will not eat the food because of poor quality. Sometimes, we have to appeal to them and promise to improve their meals before they reluctantly eat the food served to them.*
- ii. *There have been times I have personally intervened to prevent students from engaging in destructive behaviour because they become angry and frustrated, complaining that the food they are given cannot satisfy them. School authorities are also sometimes helpless because food supplies delay and they have to manage what is available.*

On the same issue, two Senior House Masters had this to say;

- i. *Some students complain bitterly about the quality and quantity of food served in the dining hall. As the Senior House Master, I always tell the matron and kitchen staff to try and improve at least the quality of the food they serve the students. As for the quantity, they always tell us they cook what is allocated to them*
- ii. *A few years ago, we almost had a riot in this school because of the small quantity of food the students were always being served. This is because; we were not getting the food supplies on time and had very small stock. Managing what we had resulted in serving inadequate quantities. The headmasters had to complain many times before we had some food supplied to the school.*

Students in boarding senior high schools are supposed to be fed three times in the day. In situations where the foods served are of poor quality, students will reject it by refusing to eat. Besides, if quality is okay but the food is small in quantity, it will not satisfy them. In both scenarios students are more likely to agitate and exhibit indisciplinary tendencies. This finding agrees with that of others. Boamah (2010) found poor feeding by authorities of institutions as a major cause of indiscipline. In the same breath, Kwaba (2010) indicated that poor meals and sanitation caused student indiscipline in schools in Kenya. Also, Angsomwine (2014) opined that poor quality of food was a major cause of students' indiscipline. Further, Chemutai et al (2020) mentioned that inadequate food supply and bad

quality of food created more cases of indiscipline. Korugyendo et al (2022) reported that bad feeding practices contributed to indiscipline in high schools.

Additionally, poor channel of communication for students to air their grievances was a major cause of indiscipline. This view was confirmed by a Counsellors and a Senior House Masters in the interview. Below are comments from a Counsellor and a Senior House Master respectively;

- i. *Personally, I think the school has to take a critical look and improve our communication channels for students. Even as staff of this school, sometimes you will just be there and a message will come for you to do something without prior information. So as for me, I perfectly understand the students when they become frustrated because they do not get the opportunity to be heard. This can seriously cause riots and other acts of indiscipline.*
- ii. *Anytime I interact with some students, they complain that, their views are not sought in matters of the school, particularly with regards to their welfare. They feel that their views must always be sought because they are also stakeholders in the school.*

The lamentation of the Counsellors and the Senior High Masters supports the students' assertion of poor channels of communication. If students are not provided with good channel of communication to air their grievances, there is bound to be misrepresentation or distortion of information that could lead to tension and possibly explosion. Besides, when the channel of communication is poor, students may not know what to do at a time, leading to frustration, which could escalate to acts of indiscipline such as riots and strikes. This finding is in tandem with other studies. Kindiki (2009) asserted that ineffective communication resulted in general indiscipline in schools. In the same vein, Nyangau (2016) reported that a disagreement in communication between teachers and students causes indiscipline issues. Similarly, Amoah et al (2018) found that improper channel of communication was a cause of student misbehaviour in Ghana. In the same breath, Funke et al (2022) postulated that communication gap could result in indiscipline among students.





Also, Marete et al (2020) concluded that poor communication was a main source of learner indiscipline in high schools in Kenya.

Furthermore, the study revealed alcoholism/use of hard drugs as a major cause of indiscipline among senior high students. Two Counsellors and two Senior House Masters in the interview agreed to this cause. Comments from the two Counsellors to buttress their opinions are as follows;

- i. *This has been very serious to the extent that, a task force was constituted by traditional leaders to clamp down on chemical shops and some individuals who sold these drugs to students in the communities. So for now, I can say is better, but some miscreants are still hiding to sell hard drugs like tramadol and alcohol to some of our students. These things do not help the students at all because they are not able to learn and also break school rules all the time.*
- ii. *I have been assisting some students to come out of the use of hard drugs and have gladly succeeded with at least five of them for this academic year. It is sad, but alcohol and use of hard drugs is increasing among students in high schools and all efforts must be put in place to curb this menace.*

Similarly, two Senior House Masters had this to say;

- i. *As a school, we are really struggling with indiscipline issues because of the use of hard drugs particularly, tramadol. Sometimes, you wonder where the students get the drugs from! What pains me the most is that, some very intelligent students are being influenced to also take such drugs*
- ii. *Can you believe that some students come to form one already into alcoholism and drug use? And no matter what you do to them, they will still take these substances because they are already addicted. Such students are always high and misbehave most of the time. I have personally taken some to the school Counsellor to help them come out of their addictions.*

It is an undeniable fact that some students in senior high schools take to alcoholism and use of hard drugs. When students in senior high schools abuse drugs such as tramadol, morphine and others, it has the tendency to influence their conduct and behaviour. Besides when they consume alcohol, it could make them tipsy and courageous. This could enhance their likelihood of truancy or disobeying school rules and regulations. Students who consume alcohol and hard drugs are most likely to be ring leaders in students' strikes and other indisciplinary acts and actions.

This finding corroborates other findings. Nbuthia (2020) found that drug abuse had influence on learners as well as staff in schools of all levels in the educational sector in Kenya. Similarly, Abubakar et al (2021) opined that drug/substance abuse influenced indiscipline in secondary schools. Also, Nyanaro (2022) reported that drug abuse among learners was a significant cause of misbehaviour in high schools. Furthermore, Kizito (2023) concluded that the use of hard drugs among high school learners in Ghana was on the ascendency and contributed to indiscipline.

Last but not the least, the study concluded that gambling/betting was a major cause of indiscipline. Some Counsellors and Senior House Masters agreed to this notion in the interview. Testimonies from two Counsellors are as follows;

- i. *Those days, we never knew anything like gambling and betting. But with technology now, some students who are not allowed to use phones in this school, are able to hide them and use them for gambling and betting activities. Some even have lab tops they use for such activities.*
- ii. *Sport betting and playing of computer games is able to consume a lot of instructional time of students. Yet some of them will always find a way to engage in these activities, especially the boys. We usually advise them to stop those activities and concentrate on their studies.*

On the same issue of gambling and betting, this was what two Senior House Masters had to say;

- i. *I think last year or so, the school administration had to visit the chief of the community nearby to appeal for support to monitor the students and drive them back to school each time they saw them. This was because, someone had opened a casino or betting centre not far from the school and some of the students were escaping there to engage in those activities sometimes even during classes hours. What has actually made it better is the walling of the school, which has faced strong resistance from the community till date.*
- ii. *Gambling and sport betting aside wasting students' instructional time also consumes the money their parents give them for their needs. There is therefore the need to discourage them from engaging in it.*

Gambling/betting is when students play games of chances to win money or other things/items as prizes. If students practice gambling/ betting using their phones, laptops and visiting betting centres dotted in the city where the schools are located, they are likely



to spend so much instructional time there which may affect their academic performance. Besides, the pain associated with losses in gambling/betting could badly affect students emotionally which may lower their concentration and performance in class.

Affirming the finding, Hing et al (2019) postulated that betting has increased over time among adolescents due to increased advertisements. Similarly, Riley et al (2021) found that adolescent gambling could lead to poor academic achievement and other disruptive behaviour. In another breath, Falade and Abanum (2022) revealed that gambling addiction was popular among secondary school students. Also, Adjei and Mensah (2023) asserted that sports betting in Ghana could be addictive and consume students' instructional time and ultimately affect their academic performance.

Another aspect of the study sought to find out how indiscipline affects academic performance of students. Below are the findings:

To begin with, the study's findings showed that poor student-teacher relationship was an effect of indiscipline among learners in high schools in the Tamale Metropolis. This view was confirmed by all the three Counsellors and three Senior House Masters interviewed.

Here are comments from all the Counsellors to support their opinion

- i. *For me, I perfectly agree that indiscipline can affect the cordial relationship that should exist between teachers and their students. This is because the teachers would always put in measures to correct students, who sometimes do not take such corrective measures lightly. This tension destroys the good relationship between teachers and the learners.*
- ii. *Yes, indiscipline has the tendency to destroy the cordial relationship between teachers and their students. There are some teachers in this school who never want to have anything to do with particular students because of their indiscipline behaviour.*
- iii. *I can say one of the main problems of indiscipline is strained relationship between teachers and students. Every teacher will want that their students are very disciplined because it promotes learning and makes the teacher's work easier.*

All the three Senior House Masters also made these comments to buttress their views:



- i. *Naturally, everyone likes people or students who listen and take advice from them. But if you continue to correct some of these students and they are not changing their bad behaviour, it has the tendency to mar the cordial relationship that should exist between you the teacher and the students.*
- ii. *But can we pretend that, the relationship teachers have with students who engage in indisciplinary acts will be good! No! Never! Some of these indiscipline students even attack some teachers physically, so how can there be a good relationship?*
- iii. *As for me as a teacher, I have no problems with academically weak students who are serious and discipline, because I know with much attention on them and hard work, they can improve. But for indiscipline students who are not ready to change, I see them as a threat to the others because they can influence them badly. So I never have good relationship with indiscipline students.*

Student-teacher relationship in this context is the interaction that exists between the students and their teachers in the learning or school environment. If students are engaged in unruly behaviour, teachers are more likely to put in corrective measures such as punishment to reform them. Some students may not take it kindly. This could lead to strained relationship between teachers and students. The cordial relationship that is supposed to exist between students and teachers could be destroyed. It becomes even worst if the students try to revolt or retaliate by attacking teachers. The strained relationship could affect teacher output, which may lower students' academic performance.

This finding agrees with other studies. Boamah (2010) reported that poor student-teacher relationship affected academic performance of learners in Ghana. Similarly, Abdifatah (2020) established that indisciplined students do not relate well with their teachers in Somalia and this led to reduced academic performance. Rabo (2022) also observed that indiscipline causes poor teachers' students' relationship,

Additionally, teachers feeling insecure in class was a major finding of the study. This assertion was confirmed by two Counsellors and two Senior House Masters. Below is what they said respectively;



- i. *Yes! Some teachers actually feel insecure and not safe in class, particularly the female teachers. You know, some of our students are grown so when you punish them, there is the tendency that they will also attack you. We therefore always educate them to know that we put in punitive measures just to correct them to make them behave better.*
- ii. *We have had such incidence in this school before and I personally counseled those students against demonstrating violent tendencies. I also highlighted some of the consequences of such actions to them just to discourage them from engaging in such activities.*
- iii. *There are some students in this school that once you punish them, you are in trouble with their gangs. Sometimes, we even fear for our lives. But I always tell them that, no teacher takes delight in punishing students, but we do that to correct them and help make them better people in future*
- iv. *Some time ago in this school, some teachers had to literally take to their heels to save their lives from being stoned or beaten. But for now, the students can not try that because I always apply the sanctions without compromise. So it has put in them some level of restraint.*

When there is always acrimony and tension between students and their teachers in senior high schools, teachers may not feel safe and secure in class. This is because; they may be attacked anytime by some indisciplined students whilst teaching. Besides, some students have gangs in town and could inform such gangs to attack teachers who might have taken disciplinary actions against them. This could also affect teacher out-put which could also lower academic performance of students.

This finding agrees with the findings of others. Kilonzo (2013) opined that disciplinary problems were major cause for teachers not feeling secured in schools. Ofori et al (2018) stated that indiscipline leads to teachers fearing for their lives, reducing teacher out-put resulting to poor student performance in Ghana. Similarly, Nakpodia (2010) found that disciplinary problems were major causes for teachers' insecurity in Nigerian schools.

Also, inability to concentrate in class was a major effect of indiscipline on academic performance of students. Two Counsellors and two Senior House Masters also believed that inability to concentrate in class was an effect of indiscipline on academic performance.

Below are some excerpts from the Counsellors who participated in the study;



- i. *As I said earlier, some of the students in this school use instructional time to engage in indiscipline acts such as gambling and betting outside the school environment. So how can a student who is not in class even concentrate during lesson delivery? So I perfectly agree to the assertion that inability to concentrate in class is an effect of indiscipline.*
- ii. *I strongly agree that inability to concentrate in class is an effect of indiscipline on academic performance. In fact, I can say that most indiscipline students do not pay attention to lessons.*

On the same issue, two of the Senior House Masters said the following

- i. *Indiscipline really affects students' concentration in class. Sometimes, you the teacher will be busy teaching and see some students playing or fighting. So you have to put the lesson on hold and spend some time to resolve whatever the issue may be before resuming the lesson.*
- ii. *Even though we as a staff, we try to maximize instructional hours, sometimes we have no option than to suspend lessons for some time because certain activities disrupt. This definitely affects students' concentration in class even though that is not our motive.*

Concentration in class is the ability to comprehend and grasp what has been taught or learnt. If students are engaged in acts of indiscipline, school authorities initiate punitive measures that could have emotional effects on the students by lowering their concentration levels. Also, some unplanned activities by school authorities have the tendency of making students frustrated and reducing their concentration in school. Besides, if students are engaged in acts of indiscipline particularly during lessons, they may not be able to grasp what is taught because they may not be concentrating when lessons are going on. All these could lower academic performance.

This finding is in tandem with the findings of others. Ofori et-al (2018) reported that student misbehaviour disturbed concentration in classes in Ghana. Similarly, Assafuah-Drokow and Asabil (2021) found that indiscipline among learners resulted in inability to concentrate in class leading to poor academic achievements. Also, Otukho et al (2024) opined that indiscipline in many forms affected students' concentration in school.



Another major effect was increased drop-out rate. A Counsellor and a Senior House Master held views that were in tandem with that of the students. In relation to this effect, this was what a Counsellor and a Senior House Master said respectively:

- i. *Personally, I have been in this school for more than ten years and can categorically say that indiscipline has led to some students dropping out of school before completion*
- ii. *You know, we can never get all students who start from first year to go through and complete successfully, but I can say that indiscipline contributes greatly to drop-out of the majority who do so.*

Drop-out in this context refers to situations where some students stop coming to school without completing senior high school. When students who engage in indiscipline behaviour are punished, some become so pained and frustrated and may decide to stop schooling entirely. Besides, depending on how severe the acts of indiscipline may be, some could be outrightly dismissed or expelled from the schools. Also, some acts of indiscipline such as truancy and lateness have the tendency of leading to school drop-out particularly when students are always punished for that.

This finding agrees with the findings of others. According to Kagoiya and Kagema (2018), indiscipline behaviour like absenteeism and lateness led to school dropout. Similarly, Ofori et al (2018) reported high dropout as major effects of indiscipline on academic performance. Also, Assafual-Drokow and Asabil (2021) concluded that indiscipline led to school dropout.

Additionally, disruption of lessons was identified as an effect of indiscipline on academic performance. The students' assertion was confirmed by two Counsellors and two Senior House Masters.

Below are testimonies from the Counsellor:

- i. *For me disruption of lessons is a major effect of indiscipline in this school. I remember some time ago, we had to close down the school for about two weeks. We then readmitted all the*

*students by making them to sign bounds to be of good behaviour before reporting to school all because of indiscipline on the part of students.”*

- ii. *The time we sometimes spend to resolve indisciplinary issues alone disrupt lessons which could lead to poor academic performance.*

Two Senior House Masters also said this:

- i. *Disruption of lessons is the most dangerous effect of indiscipline if I am permitted to say it so! See! One time, we had to even engage the Police to maintain order in this school but the students were still bent on engaging in rioting which could lead to destruction of school property. This disrupted teaching and learning for almost a week or more.*
- ii. *I think that disruption of lessons is an effect of indiscipline which has a tendency of affecting students' performance.*

Disruption of lessons refers to situations where teaching and learning is put on hold because of time to be spent in handling students' misconduct at the expense of teaching and learning. If students are engaged in unruly behaviour particularly when lessons are going on, teachers may be forced to put the lessons on hold and make efforts to resolve the issues before resuming lessons. Also, certain unplanned activities by some school administrators also have the tendency to disrupt lesson. Besides, some indiscipline behaviour on the part of students such as demonstrations, riots and strikes could lead to even more loss of instructional time because schools may have to be closed down for some time. These could result in waste of instructional time which has the tendency of lowering academic performance.

This finding agrees with other findings. Ofori et al (2018) asserted that disruption of classes was a major effect of students' indiscipline in schools in Ghana. Similarly, Uguana (2021) found that indiscipline by disrupted learning and lowered academic performance of students in Nigeria. In another breath, Matimba and Mwansa (2023) reported that indiscipline disrupted the flow of lessons and badly affected academic performance.

Regarding the Counselling-based-interventions to minimize indiscipline among senior high students in Tamale Metropolis, the following findings emerged:





To begin with, the study indicated that assisting students with anger management techniques could minimize indiscipline. This assertion was supported by all three Counsellors. Below are excerpts from the Counsellors, indicating their agreement;

- i. *Over the years, I can say that helping students to control their anger has been very helpful in minimizing indiscipline in this school. I have personally been involved sometimes to calm down students when they are angry*
- ii. *I believe that if any individual is able to manage anger, many problems will be solved. So we have tried to help students to manage their anger. We need more resources to organize programmes for them.*
- iii. *As the Counsellor in the school, I always organize programmes for the students on a wide range of issues particularly how to manage anger. This seeks to help them communicate their issues well without resulting to venting out and aggressive behaviour.*

Anger management refers to how students can control themselves when angry so that they do not engage in violent or destructive behaviour. Under assisting students with anger management techniques, school authorities could organize talk shows and seminars on anger management. In these meetings, resource persons should be invited to provide education on anger, causes of anger, and effects of uncontrolled anger and provide strategies on how to manage anger. When students are exposed to this information, they will learn how to adopt appropriate anger management skills. This could reduce frustration and aggressive behaviour, which promotes effective and efficient teaching and learning.

This finding confirms the findings of other authors. Kellner et al (2002) opined that anger management was capable of tackling serious emotional or behavioral problems of students. Similarly, Robinson et al (2002) confirmed that acquiring anger management skills made schools safer and helped students to control their indiscipline behaviour. Brooks et al (2017) recommended that it was important for students to learn anger management to help them manage and regulate their emotions.



Additionally, the study revealed that, the use of cognitive behavioural training could minimize indiscipline among students. Two Counsellors in the interviews also confirmed this. Here are the testimonies from them;

- i. *I believe that most of the students engage in acts of indiscipline because of the way they think. For example, when we correct them, they think we hate them. Their thinking pattern makes them aggressive.*
- ii. *Hmm! actually, some of the behaviour issues engaged in by some students can be traced to the way they were brought up and the mentality they have. So for me I believe that some cognitive restructuring which imply changing their mindset should be done by the students.*

Cognitive behavioural training (CBT) in this context refers to helping students to recognize and deal with negative thought patterns and behaviour that contribute to indiscipline. This could be done by highlighting some cognitive distortions of students and equipping them with problem-solving skills that will help them adjust their thinking habits.

This finding agrees with the findings of Battagliese et al (2015) who reported that cognitive behavioral therapy is an evidence-based treatment for disruptive behaviour in children. Similarly, Beck (2011) said that CBT focuses on challenging and changing unhelpful mental distortions and behaviour. Also, Larson (2021) found that CBT showed decreases in aggressive behaviours.

Furthermore, the findings of the study showed that social skills training could minimize indiscipline. Two Counsellors, who agreed to this technique, had these to say in the interviews;

- i. *You know, I honestly believe that giving our students some social skills training will help them to adjust and cope well with their teachers and other students. Sometimes, as a teacher I wonder the kind of home training some of the students receive.*
- ii. *As a Counsellor, I personally see that social skills training will go a long way to create very conducive school environments in our schools for improved teaching and learning. So I perfectly hold the view that social skills training is a good counselling-based- intervention that can be used to minimize indiscipline in schools.*



Social skills training refer to teaching students strategies for living peacefully with others by thinking before acting, understanding other people's perspectives and communicating effectively. In social skills training, counsellors and teachers intentionally teach students interpersonal skills so as to improve their relationships and ultimately their behaviour. When this is done, there is the tendency that cordial relationships needed for effective teaching and learning could exist between students and teachers.

Affirming this finding, Salavera et al (2017) reported that social skills were helpful to curb indiscipline and ultimately improve school performance. Similarly, Sibanda (2018) asserted that social skills training help schools to effectively maintain discipline Also, Laugeson et al (2010) found that with adequate training on social skills, there was a decrease in conflict which improved academic results.

Also, equipping students with positive behavioural interventions and support strategies were viewed as techniques that could minimize indiscipline among senior high students.

Two Counsellors also agreed to this opinion. Here are excerpts from them:

- i. *The Housemasters in the school, who are more close to the students, keep track of students who obey school laws and so at the end of the term, such students are rewarded at the house levels.*
- ii. *I think that giving students little tokens for demonstrating good and acceptable behaviour in the school will help them continue to engage in such behaviour. This will also encourage those with bad behaviour to also change so that, they too will be rewarded.*

In using this intervention, counsellors and teachers focus on reinforcing positive behaviour, setting clear expectations and providing incentives to deserving students. To do this, students could be observed over a period of time and those who conform to school code of conduct are rewarded. This could serve as a motivation to other students, particularly those who engage in indiscipline behaviour to change and adopt helpful and good behaviour.

This finding confirms the findings of Boadu (2013) who found that using rewards and motivation promoted moral behaviour among learners in Ghana. Similarly, Owusu-Ansah (2019) found that rewards and recognition were effective strategies for promoting positive behaviour among students. Also, Pomaah (2020) reported that rewarding good behaviour promoted discipline among students. In the same light, Kumah et al (2023) opined that the use of reward for discipline students could tackle indiscipline.

Last but not the least, the study revealed that inculcating in students restorative justice habits could minimize indiscipline. All three Counsellors in the interview held this view.

Here are some excerpts from them to confirm their opinion;

- i. *I believe that when students are empowered to take responsibility for their behaviour, by soberly reflecting on what they engage in, they will learn to behave in better ways. This will ultimately promote discipline among students*
- ii. *As a Counsellor, I see that adopting some of these measures like restorative justice will create peaceful and conducive school environment for effective academic work. This is because the focus will not be on punitive measures, but on corrective and reformatory measures.*
- iii. *Hmmm! You know, most of our students are at the adolescent stage and so are prone to misbehavior. Therefore, training them at that stage to be accountable for their behaviour will be very good. It will help them put themselves in check when confronted with issues that can make them engage in acts of indiscipline.*

Restorative justice habits refer to situation where students take responsibility for their actions, make corrections through dialogue and mediation in order to resolve conflicts. In using restorative justice to minimize indiscipline, students are encouraged to think about their actions, take responsibility and make positive amends. Students who are found to be engaged in unruly behaviour could be referred to the school Counsellor, who does not pass judgments on them, but gives them a listening ear. They are then made to analyze their own indiscipline behaviour by reflecting on what could have been done better, take responsibility of such actions and helped to change to more positive ones.



This finding agrees with the findings of others. Llewellyn and Morrison (2018) said that restorative justice practices, focused on repairing harm and building positive relationships between students and teachers. Similarly, Dukowitz (2021) found that restorative justice was a better approach as compared to traditional discipline policies because it improved behaviour. In the same light, Lodi et al (2021) reported that by using restorative as a whole-school approach, good outcomes were recorded with respect to behaviour.

**Regarding the hypotheses, hypothesis 1** concluded that there was no significant mean difference in the perception of male and female students on the causes of indiscipline in senior high schools in Tamale Metropolis. The finding was not surprising because both males and females are in the same adolescent stage and the same environment. They could therefore be prone to engaging in the same acts of indiscipline. This is in tandem with the findings of Ngwokabuenui (2015) who reported that there was no significant difference among respondents on the causes of indiscipline in Cameroon. Similarly, Odebode (2019) found that, significant differences in the causes of indiscipline among students based on gender in Nigeria were not recorded. In the Ghanaian context, Gyimah and Amoah (2020) revealed that, male and female students held the same views with regards to the factors contributing to indiscipline.

Also, **Hypothesis 2** revealed that significant mean differences do not exist in the perception of male and female students regarding the effects of indiscipline on academic performance. The implication of this result suggests that, both male and female students could suffer the same effects of indiscipline on academic performance. This could be attributed to the fact that they are in the same school environment and learning the same curriculum. This confirms the findings of Wey-Amaewhule and Nukan-Adebayo (2019) who reported that,



there is no significant difference in the views of male and female students on the effects of indiscipline. Similarly, Amoadu et al (2024) found that no significant gender differences exist in attitudes towards the consequences of indiscipline. However, the finding contradicts that of Adeniyi and Adedotun (2020). They found that ‘there was no significant gender difference on indiscipline and academic activities of students in Nigeria as a null hypothesis was rejected and the alternate hypothesis which states that there is a significant gender difference on indiscipline and academic activities of students was retained

**Hypothesis 3** showed that there is no significant mean difference in the perception of male and female students on counselling-based-interventions to minimize indiscipline in senior high schools in the Tamale Metropolis. This agrees with Parhar, et al., (2013) who established that, there was no significant difference between the views of female and male secondary school students on counselling-based-interventions to tackle indiscipline. Also, Kanga (2017) found that, there was no significant gender difference in the effectiveness of guidance and counselling in enhancing students’ adjustment to school environment in Kenya.

The implication of this result suggested that, male and female students will react and respond to counselling-based-interventions the same way. For instance; both males and females need anger management techniques to be able to minimize disciplinary acts and behaviour. Similarly, they equally need cognitive behavioural training and social skills training to improve their behaviour and social relationships.



In conclusion, it is clear from the findings and discussions that indiscipline among students in senior high schools could affect academic performance. Also, the counselling-based-interventions have proven to be effective in the view of majority of the respondents in minimizing indiscipline among students and could therefore be adopted to tackle indiscipline in senior high schools in the Tamale Metropolis.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The study was carried out in Tamale Metropolis, the Northern Regional Capital. It examined the effects of indiscipline on academic performance of students in selected senior high schools in Tamale Metropolis and implications for counselling.

Three (3) research questions and three hypotheses guided the study. They included the following:

1. What are the causes of indiscipline among Senior High School Students in Tamale Metropolis?

2. How does indiscipline affect the academic performance of Senior High School Students in Tamale Metropolis?
3. What counselling-based-interventions can be used to minimize indiscipline?

The three hypotheses were as follows:

**Hypothesis 1:** Significant differences do not exist in the perceptions of male and female students on the causes of indiscipline in senior high schools in Tamale Metropolis.

**Hypothesis 2:** There is no significant difference in the perceptions of male and female students on the effects of indiscipline on the academic performance of students in senior high schools in the Tamale Metropolis.

**Hypothesis 3:** There is no significant difference in the perceptions of male and female students on counselling- based- interventions to minimize indiscipline in senior high

The theoretical frameworks adopted for the study were the social cognitive theory and the cognitive behavioural theory. Theoretical review, empirical review, conceptual review, and conceptual framework were equally reviewed.

The researcher adopted a mixed-method approach, combining the depth and contextual understanding of qualitative methods with the breadth and generalizability of quantitative methods. The study also employed the explanatory sequential design, a type of mixed-method survey design, which involves the collection of quantitative data, followed by qualitative data to provide more depth and insights into the research topic.

Three schools were randomly selected. A sample size of 350 students was selected for the study using simple random sampling through the lottery method. Again, three Counsellors and three Senior House Masters, one from each school were purposively selected for the study bringing the total sample to 356.



Questionnaire and interview guides were the tools used to gather data for the study. Three hundred and fifty students (350) responded to the questionnaire while semi-structured interviews were conducted for three (3) Counsellors and three (3) Senior House masters. Frequencies, percentages, means and standard deviations were used to analyze the data. On the part of the interview, the thematic approach was used in analyzing the data.

## **5.2 Key Findings**

1. The study revealed that, negative peer pressure, poor quality and quantity of food, poor channels of communication, alcoholism and use of hard drugs, gambling and betting, were the top five major causes of indiscipline among Senior High School Students in the Tamale Metropolis.
2. On the part of the effects of indiscipline on academic performance, the study found that poor student-teacher relationship, teachers feeling unsecure in class, inability to concentrate in class; increased dropout rates and disruptions of lessons were the major effects of indiscipline on academic performance among students in Tamale Metropolis.
3. With regards to the counselling-based-interventions, the study showed that assisting students with anger management techniques use of cognitive behavioural training, social skills training, equipping students with positive behavioural interventions and support strategies and inculcating in students restorative justice habits, could minimize indiscipline among Senior High School Students in the Tamale Metropolis.





4. In relation to the hypotheses; **hypotheses 1**, concluded that there is no significant mean difference in the perception of male and female students on the causes of indiscipline in senior high schools in the Tamale Metropolis.
5. Similarly, **hypothesis 2** revealed that statistically, significant mean differences do not exist in the perceptions of male and female students regarding the effects of indiscipline on academic performance of students in senior high schools in the Tamale Metropolis of Northern Ghana.
6. With reference to **hypothesis 3**, it showed that there is no significant mean difference in the views of male and female students on counselling-based-interventions to minimize indiscipline in senior high schools in the Tamale Metropolis

### 5.3. Conclusions

Based on the findings from the study, the following conclusions were drawn:

Firstly, negative peer pressure was considered as a major cause of indiscipline among students in Tamale Metropolis. This arises when new students fall into the hands of the bad ones who pressurize them to also engage in bad behaviour.

Also, poor quality/quantity of food was a major cause of indiscipline among senior high schools in the Tamale Metropolis. In situations where the foods served are either of poor quality or quantity, students will register their displeasure by refusing to eat. In such cases students are more likely to agitate and exhibit disciplinary tendencies.

The finding of the study identified poor channels of communication for students to air grievances as another major cause of indiscipline. If students are not provided with good



channel of communication, there is bound to be misrepresentation or distortion of facts that could lead to tension, riots and strikes.

In addition, the study found out that alcoholism/use of hard drugs is major contributor to indiscipline among senior high learners in Tamale Metropolis. When students use alcohol and abuse drugs such as tramadol, they could become intoxicated and are more likely to engage in acts of indiscipline such as truancy and absenteeism.

Again, the study identified gambling/betting as a cause of indiscipline among students in senior high schools in Tamale Metropolis. If students spend time in gambling/ betting, it will affect their learning or academic performance.

With regards to the effects of indiscipline on academic performance, the study revealed clearly that indiscipline could lead to poor academic performance among students. First and foremost, the study found that poor student-teacher relationship was a major effect of indiscipline among senior high students in Tamale Metropolis. This comes about when teachers put in corrective or reformatory measures which are more likely to create tension and animosity between them and the students.

The situation where teachers feel insecure in class is worrisome. When there is always acrimony and tension between students and their teachers in senior high schools, teachers may not feel safe and secure in class. This could reduce their concentration and output as well.

Also, inability to concentrate in class was a major effect of indiscipline among senior high students in Tamale Metropolis. Students' engagements in acts of indiscipline and some unplanned activities by the school have the tendency of leading to frustration and reducing concentration.



An increased drop-out rate was a disturbing effect of indiscipline revealed by the study. Some acts of indiscipline compel school authorities to dismiss students. Others such as truancy and lateness have the tendency of leading to school drop-out.

Further, the findings of the study indicated that disruption of lessons was an effect of indiscipline among students. Teachers are sometimes forced to put the lessons on hold to resolve in disciplinary issues. Also acts of indiscipline such as demonstrations, riots and strikes also disrupt lessons.

Another aspect of the study considered counselling-based-interventions that can minimize indiscipline. To begin with, assisting students with anger management techniques was identified as a counselling-based-intervention to minimize indiscipline among students. This will help them adopt and behave well when angry, reducing frustration and aggressive behaviour.

The use of cognitive behavioural training was revealed by the study as a counselling-based-intervention that could minimize indiscipline among students in senior high schools. By this, students are equipped with problem-solving skills to adjust their thinking habits so as to improve behaviour.

Also, the findings of the study revealed that social skills training could minimize indiscipline among students. In social skills training, students are taught fundamental skills for personal and professional success so as to improve their relationships and behaviour.

Equipping students with positive behavioural interventions and support strategies could minimize indiscipline among students in senior high schools. In using this, incentives are given to students with good behaviour to motivate others to also adopt helpful behaviour.

Lastly, the study showed that inculcating in students restorative justice habits was a counselling-based-intervention that could minimize indiscipline. This strategy encourages students to reflect on their actions, take responsibility and make positive amends.

#### **5.4 Recommendations for Policy Implementation**

Based on the findings of the study, a number of recommendations were made for action:

1. Guidance and counselling Coordinators in senior high schools should organize seminars or group guidance to educate students about the causes of indiscipline such as negative peer pressure, alcoholism/use of hard drugs, gambling/betting. This will provide them with enough information to avoid them and concentrate on achieving their educational goals.
2. Central Government and Ministry of Education should improve food supply by avoiding delays and increasing quantities to senior high schools. If these issues are addressed, the schools will be able to improve the nutritional value and amount of food provided to students.
3. Also, School authorities and Parent Associations of respective senior high schools are encouraged to introduce or improve communication channels by designing well-structured avenues of communication. This will enable students air out their grievances for the needed redress.
4. Headmasters, Senior House Masters, Chaplains and Imams are encouraged to preach peaceful co-existence between school teachers and students as part of making teachers feel secured to give off their best.
5. The Senior House Masters and House Masters should increase their supervisory roles in the various schools. This will help them identify cases of indiscipline early



to nip them into the bud early before they escalate to disrupt lessons and disorganize the academic calendar

6. Anger management techniques should continually be provided by school counsellors. This will enable students to become assertive, manage their anger and develop social skills so that they can live with others peacefully.
7. Headmasters and Senior House Masters should ensure rigorous compliance to the code of conduct for senior high schools. This will make all students accountable and take responsibility of their actions which has the tendency of encouraging good behaviour.
8. Based on the findings from the hypotheses, different policies are not needed to address the problems of indiscipline in senior high schools since gender is not an issue. This implies that, the same policies can work for both male and female students.

#### **5.4. Suggestions for Further Research**

Based on the findings of the study, the following areas have been suggested for further research:

1. The research was carried out in the Tamale Metropolis in the Northern region of Ghana. Only three senior high schools were used for the study. Findings of the research may therefore not be generalizable for the whole country. For further research, the researcher recommends that the topic should be investigated with a wider scope and with a larger sample comprising more schools
2. The study covered causes of indiscipline, effects and counselling-based-interventions to minimize indiscipline in senior high schools. There is the need to



conduct studies to capture causes of indiscipline, effects and counselling-based-interventions to minimize indiscipline in junior high schools in the Tamale Metropolis

3. Again, a comparative study to examine the relationship between counselling-based-interventions and student performance in senior high schools in Tamale Metropolis is recommended for further study.

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## APPENDIX A

### UNIVERSITY FOR DEVELOPMENT STUDIES

#### POST GRADUATE STUDIES

##### Questionnaire for Senior High School Students in the Tamale Metropolis of the Northern Region

This questionnaire seeks to gather data to explore causes and effects of indiscipline on academic performance of students in selected Senior High Schools in the Tamale Metropolis and their implications for counselling

The questionnaire is divided into sections A and B. Section A comprises the personal data of the respondents and section B constitutes the main body of the questionnaire. Please do not write your name in the questionnaire. This guarantees anonymity. Honest responses to all the items are requested. There is no right or wrong answer. The researcher is only interested in your opinions. Please be assured that the responses you will give will be treated confidentially. Please take time to complete the questionnaire.





### Section 1: Personal Data

Serial Number: m.....

Age:                      Sex:    Male    Female

Grade/Level:

- a.      SHS1
- b.      SHS2
- c.      SHS 3

In filling this questionnaire, read each item first. On the right side of the item, there is a row of boxes. Indicate in one of the boxes a tick (✓) to show how true the item applies to you.

See example below

| <b>Strongly<br/>Disagree<br/>1</b> | <b>Disagree<br/>2</b> | <b>Not Sure<br/>3</b> | <b>Agree<br/>4</b> | <b>Strongly<br/>Agree<br/>5</b> |
|------------------------------------|-----------------------|-----------------------|--------------------|---------------------------------|
|                                    |                       |                       | ✓                  |                                 |



## Causes of Indiscipline in Senior High Schools in Tamale Metropolis

1. **Research Question 1:** To what extent do you agree with the following as causes of indiscipline among Senior High School Students in Tamale Metropolis?

| NO | Causes of Indiscipline                                       | Strongly Disagree<br>1 | Disagree<br>2 | Not Sure<br>3 | Agree<br>4 | Strongly Agree<br>5 |
|----|--------------------------------------------------------------|------------------------|---------------|---------------|------------|---------------------|
| 1  | Inability/failure of the family to provide needs of students |                        |               |               |            |                     |
| 2  | Peer pressure/influence                                      |                        |               |               |            |                     |
| 3  | Harsh school rules and regulations                           |                        |               |               |            |                     |
| 4  | Lack of extra-curricular activities                          |                        |               |               |            |                     |
| 5  | Lateness on the part of teachers                             |                        |               |               |            |                     |



|    |                                                       |  |  |  |  |  |
|----|-------------------------------------------------------|--|--|--|--|--|
| 6  | Non-conducive school environment                      |  |  |  |  |  |
| 7  | Poor channels of communication                        |  |  |  |  |  |
| 8  | Abusive nature of school authorities                  |  |  |  |  |  |
| 9  | Poor study habits/skills leading to high failure rate |  |  |  |  |  |
| 10 | Illegal collection of fees/extortion                  |  |  |  |  |  |
| 11 | Poor quality/quantity of food                         |  |  |  |  |  |
| 12 | Show of favoritism                                    |  |  |  |  |  |
| 13 | Alcoholism/use of hard drugs                          |  |  |  |  |  |
| 14 | Abuse of school authorities by parents                |  |  |  |  |  |

|    |                           |  |  |  |  |  |
|----|---------------------------|--|--|--|--|--|
| 15 | Gambling/betting          |  |  |  |  |  |
| 16 | Influence of social media |  |  |  |  |  |

### **Effects of Indiscipline on Academic Performance of Senior High Students in the Tamale Metropolis**

**Research Question 2:** How does indiscipline affect the academic performance of Senior High School Students in Tamale Metropolis?

| <b>NO</b> | <b>effects of<br/>indiscipline on<br/>Academic<br/>Performance</b> | <b>Strongly<br/>Disagree<br/>1</b> | <b>Disagree<br/>2</b> | <b>Not<br/>Sure<br/>3</b> | <b>Agree<br/>4</b> | <b>Strongly<br/>Agree<br/>5</b> |
|-----------|--------------------------------------------------------------------|------------------------------------|-----------------------|---------------------------|--------------------|---------------------------------|
| 17        | Poor student-<br>teacher<br>relationship                           |                                    |                       |                           |                    |                                 |
| 18        | Inability to<br>concentrate in<br>class                            |                                    |                       |                           |                    |                                 |
| 19        | Disruption of<br>lessons                                           |                                    |                       |                           |                    |                                 |





|    |                                                            |  |  |  |  |  |
|----|------------------------------------------------------------|--|--|--|--|--|
| 20 | Teachers feeling<br>unsecure in class                      |  |  |  |  |  |
| 21 | Loss of material<br>taught                                 |  |  |  |  |  |
| 22 | Increased dropout<br>rates and<br>disengagement            |  |  |  |  |  |
| 23 | Reduced chances<br>of progression                          |  |  |  |  |  |
| 24 | Increased risk of<br>involvement in<br>criminal activities |  |  |  |  |  |
| 25 | Low levels of<br>motivation                                |  |  |  |  |  |

|    |                            |  |  |  |  |  |
|----|----------------------------|--|--|--|--|--|
| 26 | Feeling of shame and guilt |  |  |  |  |  |
|----|----------------------------|--|--|--|--|--|

### Counselling Based Interventions to minimize Indiscipline

**Research Question 3:** What counselling-based-interventions that can be used to minimize indiscipline?

| NO | Counselling-Based-Interventions to minimize indiscipline                                                                                | Strongly Disagree<br>1 | Disagree<br>2 | Not Sure<br>3 | Agree<br>4 | Strongly Agree<br>5 |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------|---------------|------------|---------------------|
| 27 | Equip students with anger management skills: This refers to equipping students with skills to help them manage and regulate their anger |                        |               |               |            |                     |
| 28 | Use of cognitive behavioural training: This refers to helping students to identify and change thought patterns and behaviour            |                        |               |               |            |                     |





|    |                                                                                                                                                                                                                                                        |  |  |  |  |  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | that contribute to<br>indiscipline                                                                                                                                                                                                                     |  |  |  |  |  |
| 29 | Use of social skills<br>training: This refers to<br>intentionally teaching<br>students skills such as<br>communication,<br>problem-solving and<br>conflict resolution so as<br>to improve their<br>relationships and<br>ultimately their<br>behaviour. |  |  |  |  |  |
| 30 | Equipping students with<br>positive behavioural<br>interventions and<br>support strategies: This<br>refers to reinforcing<br>positive behaviour,<br>setting clear<br>expectations and<br>providing incentives to<br>deserving students.                |  |  |  |  |  |
| 31 | Inculcating in students<br>restorative justice<br>habits: This refers to<br>students being                                                                                                                                                             |  |  |  |  |  |



|    |                                                                                                                                                                         |  |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | encouraged to think about their actions, take responsibility and make positive amends.                                                                                  |  |  |  |  |  |
| 32 | Use of behaviour contracting: This refers to establishing clear expectations and consequences with students, encouraging them to take responsibility for their actions. |  |  |  |  |  |
| 33 | Use of modelling techniques: This refers to assisting students to modify their behaviour and acquire new skills through interpersonal relationships and imitation       |  |  |  |  |  |

## APPENDIX B

### Interview Guide for Senior Housemasters/mistress in Selected Senior High Schools

**Date:**

**Time of Interview:**

**Sex:**

**Position:**

**Number of years in School:**

**Qualification:**

Items

1. How would you describe the school in terms of indiscipline?
2. What are the causes of indiscipline in your school?
3. What measures has the school put in place to manage indiscipline?
4. How effective have the measures been in addressing indiscipline?
5. How does indiscipline affect the academic performance of students in the school?
6. Give reasons to support your stand
7. How do you think indiscipline among students can be minimized?

8. How can Counselling-based-interventions help to minimize indiscipline among students?
9. Is there collaboration between the administration and the Counselling unit in addressing indiscipline in the school?
10. What do you think needs to be done to improve the quality and delivery of guidance and counselling services towards addressing indiscipline in the school?

## APPENDIX C

### Interview Guide for Guidance and Counselling Coordinators in Selected Senior High Schools

**Date:**

**Time of Interview:**

**Gender:**

**Position:**

**Number of years in School:**

**Qualification:**

Items

1. Are you professionally trained to render guidance and counselling service?
2. If yes, what type of professional qualification do you have?
3. What are the causes of indiscipline in the school?
4. Do you think indiscipline has affected the academic performance of students in the school?
5. Give reasons to support your stand
6. What counselling-based-interventions do you think can minimize indiscipline among students?



7. Are there other services that are not effective? Give reasons
8. Are guidance and counselling services beneficial to students?
9. What are the factors that inhibit the effective and efficient delivery of guidance and counselling services aimed at addressing indiscipline in the school?
10. What do you think needs to be done to improve the quality and delivery of guidance and counselling services towards addressing indiscipline in the school?

