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ASSESSING THE CONDUCT OF BEHAVIOUR IN THE SIX GARRISON BASIC SCHOOLS IN THE TAMALE METROPOLIS USING THE GHANA ARMED FORCES CODE OF SERVICE DISCIPLINE AS A MODEL

AKULABSI STEPHEN JANGDOW

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THESIS SUBMITED TO THE DEPARTMENT OF SOCIAL, POLITICAL AND HISTORICAL STUDIES, FACULTY OF INTEGRATED DEVELOPMENT STUDIES, UNIVERSITY FOR DEVELOPMENT STUDIES, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN SOCIAL ADMINISTRATION

NOVEMBER, 2019

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is my own original research and that no part of it has

been presented for another degree in this university or elsewhere.

Candidate's Signature…………………………………. Date……………………

Name: Stephen Jangdow Akulabsi

Supervisor's Declaration:

I hereby declare that the preparation and presentation of the thesis were supervised in

accordance with the guidelines on supervision of thesis laid down by the University

for Development Studies.

Supervisor's Signature……………………............... Date…................…………......

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ABSTRACT

Indiscipline has been a worrying phenomenon in many Ghanaian educational institutions. The study focuses on applying the Military Code of Service Discipline in the Six Garrison schools in the Tamale Metropolis to assess its impact on discipline. The study was anchored on self-control theory and social bond theory. The study used an exploratory case study design and mixed research approach. Simple random and purposive sampling techniques were used to collect data from 75 respondents. Simple random and purposive sampling techniques were used. Data collection tools were questionnaires and interview guides. The qualitative data were analysed using direct quotes and paraphrasing of responses and the quantitative data were analysed using the Predictive Analytics Software (PASW). The study revealed among other things that, fostered children, poor family backgrounds, peer influence were some of the causes of indiscipline in the Six Garrison schools. The study also revealed that, the introduction of the Military Code of Service Discipline has improved discipline in the schools in respect of students' academic performance, dressing as well as sports. Military Code of Service Discipline such as drill, silence hour among others have helped to improve the spirit of teamwork among the students. The major challenge in the implementation of these Military Code of Service Discipline was the institutional conflict between the teachers and the Ghana Armed Forces authorities on the implementation process. The study concluded that, drill, silence hour, non-denominational religious church parade among others should be modified by the Ghana Armed Forces to improve upon the discipline in the schools. The study recommended that, the Ghana Armed Forces authorities should support the teachers to enforce these Military Code of Service Discipline to bring about the desired discipline in the schools.

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DEDICATION

This piece of work is dedicated to my humble and lovely wife, Akulabsi Jennifer for her immense contributions and encouragement throughout my study.

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ABBREVIATIONS

BECE………….……...…………...Basic Education Certificate Examinations.

CA..Continuous Assessment

CS……….……….………….…...Circuit Supervisor

CSD..Code of Service Discipline

DEOC..District Education Oversight Committees

FCUBE..Free Compulsory Universal Basic Education

GAF..Ghana Armed Forces

GES…………………………..…… Ghana Education Service

GSS...Ghana Statistical Service

JHS…………………………..........Junior High School

MOD...Ministry of Defense

MOE……………..… ………....... Ministry of Education

NCCE………......…………......... National Commission on Civic Education

PTA………........………...............Parent Teachers Association

RME…....………...………........... Religious and Moral Education

SBA... School Based Assessments

SMCs... School Management Committees

TLMs... Teaching and Learning Materials

WAEC.......…………………………West African Examinations Council

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to Kumar (2017), education is the means by which an individual has a total transformation of life in such a way that he or she becomes useful to him/herself and the society at large, and establishes a foundation, sense of nationhood and direction. It should enable students to be able to adjust themselves to the physical, emotional, mental, social, economic and political dynamism of contemporary world (Garcia & Santiago, 2017). According to Naganandini (2017), the inability of adolescents to fully understand themselves and appreciate their strengths and build on their weaknesses, this can lead to identity crises, which eventually result to cognitive distortion therefore misdirect their thoughts and world view regarding the entire meaning of life.

According to Kumari & Kumar (2017), this self-identity phase of adolescents' lives is very crucial as it can affect their quality of life and interpersonal relationships with peers, parents, teachers, etc. The more they identify themselves with regards to their strength and weaknesses, the more they appreciate others and accept others' weaknesses and this leads to the establishment of interpersonal relationship with others such as parents, friends, teachers and neighbours. Schools play an important role in the socialization process of the young people from where they learn to regulate their own behaviours, show self-respect/control, build their self-esteem, respect others, manage their time responsibly and thus become, reliable and responsible citizens (Tait, 2003). The core mandate of teachers in schools is not only to teach but to design modules capable of preventing or controlling indiscipline, so as to facilitate teaching and learning (Yaghambe, 2013). Unfortunately, teachers in contemporary times spend quality time dealing with issues of indiscipline to the detriment of teaching. According

to Mpaata (2008), students' indiscipline is fast spreading with physical manifestations such as strikes, bullying, rape, truancy, assault cases, acts of vandalism of school property, general refusal to follow school rules and regulations as well as increasing alcoholism and drug abuse cases.

According to Edward (2004), when parents at home do not spend quality of their time with their Children or when the parent-child relationships/bonds are weak, it may lead to children misbehavior. For instance, marital separation, divorce, poverty as well as physical and mental abuse, the ability of children to function properly is invariably affected. Children from severely dysfunctional backgrounds face serious adjustment problems at schools such as violence activities, gang activities, substance/drugs abuse, alcoholism among others. Yaroson (2004), argues that, failure of the school curriculum to meet the moral requirements of the society in which it is found, is the cause of indiscipline in many African schools.

The school rules and regulations therefore set a standard of behaviour for both teachers and students to follow (Adams, 2003). Schools rules and regulation are among the strategies designed to instill good conduct in students. These rules and regulations specify in most cases what school members should do and what they should not do (dos and don'ts). Despite this expectation, in most schools, students consciously disregard these prescribed rules and regulations and engage in gross indiscipline acts such as dodging from schools, alcohol intake during instructional hours, participating in frequent strikes with closure of schools and suspension of students that affect students' academic performance. The aim of school discipline, is to provide conditions and establish an environment which promotes learning (Zubaida, 2009). Discipline therefore means to discourage or frown upon disorderliness or any conduct that may jeopardize and defeat the teaching and learning process. Discipline in schools ensures

the general safety of staff and students and helps creates an environment conducive for learning (Gaustard, 2005). Indiscipline is a behavioural disorder that is considered as an act of delinquency (Kiprop, 2012). Indiscipline has a multi-dimensional effects in its display and causes (Ali, et al., 2014).

School indiscipline according to Timothy (2008), is the unwillingness of students/pupils to respect the authority, observe and obey school laws and regulations and refusal to maintain a standard of behaviour necessary for the effective teaching-learning process which go a long way to produce high academic achievement of school objectives. The use of vulgar words or abusive language, absenteeism, and disrespect towards one another and even teachers are common issues of indiscipline in United States of America. The issue of pupil/students' indiscipline in the Caribbean, is also not different from other parts of the world. Lochan (2010) argues that, school managers, teachers and parents have gone through hard and tough times trying to find solutions to this menace.

Bünte (2008), in his view states that, the introduction of military discipline into the Burmese state facilitated their overall development, due to the interest the military took right after their independence from Great Britain in 1948. Mani (2011) noted that, the development of Latin American since the 1870s was as a result of the discipline of the armed forces. She postulates that, since the 1870s onwards, the armed forces developed ahead of state institutions. According to her, the desire of the armed forces in development made them not only defenders of the nation but also agents of the nation-building processes (Mani, 2011). Matsoga (2003), discovered a wide spread of violence, vandalism, hooliganism, indiscipline in many basic and secondary schools in Botswana. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcoholism

and substance abuse, truancy, inability or unwillingness to do class work at home, stealing among others. An example was mentioned in 2003 where students of one of the secondary schools in Botswana, where some students broke into a biology lab to steal ethanol, which eventually resulted into the death of some of them, while others became blind (Banda, 2004). In another school, a 19-year-old boy committed suicide after fighting with another student over a plate (Maleke, 2003).

These were due to students disrespecting well designed school rules and regulations that could assist them guide their behaviours at school. The desire to progress was observed as one of the major reasons for students to resort to drugs and other indiscipline behaviours (Kabandize, 2004). Cotton (2000) noted that, several issues of indiscipline in schools in the United States of America, recommends that, there should be a broader consultation with stakeholders to discussion ways and approaches to school rules and regulations as a way of reducing unwarranted students behaviour in schools. According to Cotton, lack of discipline is the most serious problem facing the education system in America's Schools with many educators and students seriously concerned about disorder and dangers in school environment. Docking (2000) noted that, in the United Kingdom, some punishments are appropriate and constructive while others are not desirable, baseless and more times often defeat the intended purpose of instilling discipline. Ramharia (2006) noted that, there are serious issues of indiscipline and violence in Mauritius schools though have witnessed social changes due to an economic expansion, the issue of indiscipline in basic schools is still a national concern.

Mpiso (2004), opined that, even though punishment can be detrimental to the education of children, its advantages therefore cannot be over emphasized due to its numerous benefits to education. Cotton (2000) noted that, uniformity of punishment can be an effective way of reducing cases of students' indiscipline, if students, teachers and

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school administrators know and understand that punishment are firm, fair and consistent, many schools in Africa would have been spared of this phenomenon of indiscipline. Moseki (2004) revealed that, absenteeism, lateness, truancy and other forms of indiscipline were very prevalent among high schools' pupils in South Africa. Madziyire (2010), could not agree more when he postulated that, the abolishment of corporal punishment as a means of discipline in Zimbabwe has contributed to the increase of indiscipline among pupils in the Zimbabwean schools.

According to Chikowore (2014), students' indiscipline has increased by virtue of abolishing corporal punishment in Zimbabwean schools. According to Ndakwa (2013), peer group influence is one of the major contributors of indiscipline in schools as different attitudes and behaviours are learnt as peers are concentrated in single dormitories and classrooms. Yaroson (2004) observed that, Ghanaian Schools have also not been spared of this menace. Agbelie (2003), cited issues of occultism, rape, and other misconduct in some Ghanaians schools such as Awudome Senior High School in the Volta Region. Gyamera (2005) equally lamented about students' indiscipline behaviours such as strikes, hooliganism, and vandalisms among other things in many Senior High Schools in Ghana that apparently retards the overall national development as loss of lives and properties are often involved in many of these cases. Frimpong (2003) found that, discipline is the mother of all great achievements in all spheres of life. Statistics from the Ghana Education Service (GES) over the years has reflected a declining performance at the Basic Education Certificate Examinations (BECE). For example, in the year 2008, 210,282 candidates out of 338,292 representing 62.16% obtained aggregate 6-30. In 2009, 198,642 candidates out of 395,649 representing (50.21%) passed with aggregate 6-30. In 2010, candidates who passed with aggregate 5-25 were 172,359 (49.12%) out 375,280 candidates (GES, 2011). It is found that

increasing indiscipline in schools is partly accounting for this declining trend. In view of this, attempts have been made to curb indiscipline in schools in Ghana.

There has been improvement in educational curriculum like the teaching of Religious and Moral Education (RME), the promotion of extra curriculum activities like sports and the efforts of the National Commission on Civic Education (NCCE) to inform citizens about their rights and responsibilities. Despite these efforts by government and other civil groups organisations, indiscipline in school still persists in many Ghanaian schools. Even though, several efforts and resources have been committed into it much still needs to be done in order to control or minimize this canker of social disorder and create an enabling environment for effective teaching and learning especially the public schools.

1.2 Statement of the Problem

Agbelie (2003), Gyamera, (2006) and Yizura (2000), conducted several studies on indiscipline in many Ghanaian schools and noted with much concern that, the gross ascendancy of indiscipline acts including single sex, gambling, alcoholism, have numerous negative consequences on academic performances and also breeds bad citizens. Some of these scholars have suggested that, military values may be applied to bring back the desired discipline. According to Ayisi (2006), adopting some military

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CSD can be the solution to indiscipline in many Ghanaian schools. Even though, there have been interventions such as the teaching of Religious and Moral Education (RME), Citizenship education and other traditional forms of punishments to curtail this phenomenon has not achieved the desired results. The Code of Service Discipline (CSD) is the basis of the Ghana Armed Forces (GAF) standard of behaviour, discipline and justice system.

Despite the several studies, on school indiscipline and providing solutions to this menace, none has focused on applying the military CSD in improving discipline in public schools within in the Tamale Metropolis, hence there is a research gap. Again, available records from Tamale Metropolitan Education Office revealed that academic performance at the BECE in the Metropolis is declining considerably. Analysis of the Basic Education Certificate Examinations (BECE) results from 2008 to 2010 based on district ranking showed that out of 138 districts in Ghana, the Tamale metropolis was placed 89th in 2008, and 98th in 2009 and 103rd in 2010 positions out of 147 districts (GES, 2011). It is against this backdrop that, the current study seeks to examine the causes of indiscipline in the Six Garrison schools, the extent to which some military CSD can be incorporated into the Six Garrison schools, the challenges and solutions to this menace within the Tamale Metropolis to achieve the desired discipline so as to enhance academic performance.

1.3 Research Questions.

1.3.1 Main Research Question

➢ What are some of the causes of students' indiscipline in the Six Garrison Schools in the Tamale Metropolis and its consequences on students, parents and school administration on school administration?

1.3.2 Specific Research Questions

1. What are some of the forms and causes of indiscipline and its consequences on the Six Garrison Schools in the Tamale Metropolis?

2. What is the military CSD and its value that can be used to enhance discipline in the Six Garrison schools in the Tamale Metropolis?

3. How can some of the Military CSD be used to enhance discipline in the Six Garrison Schools in the Tamale Metropolis?

4. What are some of the challenges likely to confront school authorities in the implementation of these selected military CSD in the Six Garrison Schools in the Tamale Metropolis?

5. Which relevant aspects of the military CSD can be improved or modified to instill discipline in the Six Garrison schools in the Tamale Metropolis?

1.4 Research Objectives

1.4.1 Main Research Objective.

➢ To critically assess some of the causes of indiscipline in the Six Garrison Schools in the Tamale Metropolis and its consequences on students, parents and school administration.

1.4.2 Specific Objectives

1. To critically examine some of the possible causes of indiscipline and its impact on the students and the school administration.

2. To critically assess what the military CSD is and its benefit for school discipline in the Six Garrison school in the Tamale Metropolis.

3. To determine means/ways by which the selected Military CSD can be implemented in the Six Garrison schools in the Tamale Metropolis.

4. To assess some of the challenges likely to confront school authorities in the implementation of the military CSD in the Six Garrison schools in the Tamale Metropolis.

5. To determine the aspects of the military CSD which can be improved or modified

to instill discipline in the Six Garrison schools in the Tamale Metropolis.

1.5 Significance of the Study

The study serves as a form of appraisal on the relevance of some of the military code of service discipline in Ghana's education sector. Findings will be beneficial to school heads especially the Six Garrison Schools in the Tamale Metropolis and beyond. This study will also benefit the students themselves because discipline students usually concentrate on their school work. The study can serve as a guide to policy makers like the Ghana Education Service in their bid to develop and implement effective policies and measures to tackle indiscipline in schools and help school authorities curb bad social behavior amongst students. This study also contributes to the literature on the subject matter of indiscipline in schools. This study will serve as a source of motivation and reference for other researchers and scholars who may want to study the same or similar subject matter in future.

1.6 Scope of the Study

The study covers some aspects of the military CSD and their importance to school discipline in the Six Garrison Schools in the Tamale Metropolis. The Six Garrison Basic Schools are under the Ghana Armed Forces which are situated in Kamina and Barwah Barracks both in the Tamale Metropolis. Kamina is known as the 6th Infantry Battalion (No 6 Infantry Battalion or 6BN). Its barracks accommodate infantry Soldiers are solely trained to protect the boundaries of Ghana by land, and has one Junior High School called the Kamina JHS. Barwah Barracks (Mile 9) on the other side accommodates the Ghana Air Force and the Air Borne soldiers who are responsible of protecting the territorial air space of Ghana. It also has one JHS. The study explored the extent to which indiscipline can be reduced in these schools with the implementation of the military code of service discipline. Generalization of the findings must be done with caution since the sample was not large enough to cover all schools in the Tamale Metropolis of the Northern Region.

1.7 Organization of the Study

The study is organized into five chapters. Chapter One details the introduction and background of the study, the problem statement, research question and objectives, the scope and significance of the study. Chapter Two is an extensive review of literature on the topic. This helped the researcher to situate the research within existing theories, debates and methodologies. Chapter Three discusses the methodology of the study including the research design, research approach, population and sample and sampling procedure, data collection instrument, pilot data collection procedure and methods of analyzing data. Chapter Four presents the results of data analysis and discussions of the findings. Chapter five presents a summary of the findings of the study conclusion.

1. 8 Operational Definitions of Key Terms

These definitions will enhance understanding of terms used in this the research.

Barracks: Is an accommodation area usually build in a particular location to house personnel of any of the security services, such as the Ghana Armed Forces, Ghana Police Service, Ghana Prison Service, etc.

Code of Service Discipline: Is the ethical standard of behaviour that shapes and regulate the behaviour of personnel of the Ghana Armed Forces and others who work with the Ghana Armed Forces. Section 12 of the Ghana Armed Forces Act 1962 provides in part; "12 (1) the following persons and no other shall be subject to the Code of Service Discipline. (a) Every military officer of each regular force (b) (vi) Any person working with the Armed Forces, or in a vessel or any military establishment.

Discipline in School: Means a system consisting of code of conduct, punishment and behaviours strategies to regulate students behaviour and maintain a conducive atmosphere in formal schools or organisations.

Foot Drill: The art of an individual matching at a slow or fast pace. When it is done at a fast pace, it is termed "Quick Match". When it is done in a slow pace, it is termed "Slow Match.". It can also take place using rifles or swords, known as rifle or sword drills.

Garrison: A Garrison is a group of two or more military units under a single command, usually controlled by one commander.

Indiscipline in School: Is the deliberate refusal of an individual to adhere to social norms, regulating the conduct of pupil in schools as formal organisations.

Military Discipline: This is the training that develops self-control, character, and efficiency and as the result of such training implies subjection to control exerted for the good of the group. It is the state of order existing within a command. This can be seen

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in; a smart salute, proper wearing of uniform, prompt and correct action in case of emergency, and in battle, discipline is seen in efficiency that brings victory in war. The purposes of discipline include; (i) bringing out uniformity and cooperating for the attainment of a common goal. This uniformity is obtained when an individual understands how to fit into an organization as a whole; (ii) helping to understand one another through the sharing of common goals; (iii) helping to ensure effectiveness of a group not only for specified purposes but also for emergencies and (iv) and installing responses automatically without panic in an emergency.

Military Discipline is Founded on Drill: A means of raising standards within a body of men, aiming to produce a soldier who is proud, alert and obedient and to provide the bases for teamwork (Ghana Armed Forces Drill Instructional manual pamphlet 65.5; 90;5).

Non-Denominational Religious Church Parade: A religious gathering of both Christians and Muslims to worship and pray together in a single Church. The name Church parade is used because in the Islamic religion, foot wears, drums and other things are not allowed in the mosques but Christianity permit those things.

Padre Hour: A solitary religious and moral period of sober reflection and interaction among members of a unit/Garrison.

Six Garrison: The 6th Military Barracks that has the combination of all the arms of service to perform different functions Garrison in the Country.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the review of literature. It details a review of theories of social

deviance and causes of indiscipline. The Military Code of Service Discipline (CSD) is

critically reviewed to determine its value for disciplinary issues in school management.

It reviews empirical literature and outcomes of various studies related to the issue. The

theoretical literature provides a foundation while the empirical literature enhances understanding of the problem.

2.1 The Concept of Discipline in Schools

According to Frimpong (2003), a good discipline yields high academic achievements; there is always a higher academic excellence in schools which have good discipline and for that matter, students who are disciplined often perform well academically. According to Silsil (2010), discipline is a holistic system of training that builds and shapes an individual's psychological, emotional and physical character. This produces an independent individual who is well informed, decisive, confident and guided by his/her conscience on the right path of life and to live responsibly for his/herself and interrelate with other members of the larger society. Okuthe (2003) observes that, discipline is one of the most important components of the society that helps all social systems to function effectively and achieve their purpose. He added that the foundation of survival of all institutions rests on discipline and that, no government institution or establishment of any kind can survive without discipline.

Padilla (2012), asserts that, good discipline enables the students to concentrate more on their studies, for with good focus, they exhibit mastery of the skills offered by teachers. According to Aguba (2009), discipline is required to produce a well cultured youth who will are instrumental enough to develop not only themselves but also for others in the school, society and the nation as a whole. Jeng (2011) noted that, it is useless to have knowledge without discipline and that, for an individual to be productive to his/herself as well as the general society, the two components- knowledge and discipline must work together.

He further added that, discipline is the greatest weapon to fight against poverty, harassment, difficulties, violence and discrimination in our society; a disciplined and

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educated student becomes productive and self-reliant in the society instead of a liability. Mbiti (2007) stressed that the modern scheme of discipline puts great emphasis on teaching students good conduct, making them understand their responsibilities and obligations and the consequences of bad conduct. He therefore concluded that, education is weakened without discipline and discipline without education is dead. According to Kochhar (2001), discipline is derived from a Latin word 'Discipus' which means to learn.

He argued that, discipline is the submission of one's negative attitudes and powers to a regulation which brings about efficiency and economic benefits without which success cannot be achieved. He further argued that, even though humans by nature may resist this control, its general acceptance must on the whole be a genuine acceptance; the inborn or natural dispositions in which there is an innate desire to achieve greater perfection (Ali, et al., 2014). Discipline goes beyond abiding by the rules and regulations and entails the learner's ability to distinguish between what is good or bad (Gitome, Katola, & Nyabwari, 2013). According to Njoroge & Nyabuto (2014), it is necessary for effective school management and accomplishment of its goals. Kochhar (2001) noted that, discipline, as the process of educating people, to control behaviours in order to attain a goal and purpose, the combination of feelings/thoughts and actions through a leader in the achievement of an aim; it implies a good appreciation of an appropriate behaviours in forming desirable habits and attitudes and an adherence to such standards as are just and necessary.

According to Wallace (2002), school principals and leaders must take steps to address this social canker. He identified five key functions that describe effective principals to include; shaping a vision of academic success for all students, creating an environment suitable for education, inspiring leadership qualities in others, improving instruction,

managing people, data and processes to foster school improvement. Wallace further argued that, in these days of serious concerns for student learning, school leaders are being held responsible for how well teachers teach and how much students learn. They must respond to complex environments and serve all students well. The idea is further agreed by (Leithwood & Riehl, 2003) who postulated that, in the presence of good and discipline students is a good and discipline principal and vice versa.

Tabotndip (2005) also asserted that, the quality and effectiveness of every educational institution in any part of the world is dependent on the qualities of managers and teachers who are competent, effective, efficient and devoted. Teachers are seen as the foundation on which the growth and development of the society depends. School discipline means setting out a behavioural standards for students commonly known as school rules (Koomson, et al., 2005). They noted that, some of the school rules may set out the expected standards of clothing, time keeping, relationship with peers (both teachers and pupils) and school. It is evident from the various scholars that; discipline is a major ingredient in the educational sector that can enhance the achievement of results. It is therefore prudent for school administration to ensure that, disciplinary measures are put in place and strict implementation of these rules should also be formulated well so that, all players of the educational sector such as the teachers, school administration, parents and the students, all understand the need and importance of discipline in schools.

2.2 The Concept of Indiscipline in Schools

Student indiscipline are manifested in various forms such as; late coming, dodging classes, drug/substance abuse, alcoholic abuse, molesting others, involvement in sex activities, vandalism, assault on the school prefects, insulting educators, wearing the wrong school uniforms, use of the mobile phone, smoking, writing or using foul

language in class, refusal to do homework and truancy among others (Ghazi et al., 2013; Gutuza & Mapolisa, 2015; Jeeroburkhan, 2016; Ngwokabuenui, 2015). According to Kochhar (2001), indiscipline is a breach of social order, good moral behaviour, self-accepted and self-maintained social values of life. Salifu and Agbenyega (2012) found that, school indiscipline reduces teaching contact hours as more time is spent trying to manage indiscipline instead of teaching and learning.

According to Kwajo (2011), indiscipline acts among students include, downloading pornographic materials onto their mobile phones. Bindhe (2012), observed that, some students are so indiscipline to an extent that, they engage in gambling, smoking marijuana and other substances and even sneaking from school to club houses during instructional hours. Soet (2005) noted that most pupil watch television programmes that turn to influence their lives negatively; it is therefore important that, teachers and parents pay particular attention to the type of books/ magazines pupil read and the type of television programmes that they watch at home. Kochhar (2001) has categorised indiscipline into two, namely; individual indiscipline and collective or mass indiscipline.

The individual indiscipline is the one put up by only one person; it could be by a teacher or student, while the collective or mass indiscipline is put up by a group. Nkrumah (2002) asserted that indiscipline is synonymous with deviant behaviours. Deviant behaviours are those behaviours which signify what are undesirable and violate the norms, the normative rules, understanding, or expectations of social systems. This trend has affected the attitude of students to study and their perception of school as a whole (Udom, 2010). These acts have militated against effective teaching and learning hence, it has significantly affected the production of useful, acceptable and responsible

members of the society, which the primary responsibility of the school disruptive classroom behaviors cause harm in classroom.

Zubaida (2009), identified various forms of indiscipline among students such as truancy, lateness to school, cultism, drug abuse, insulting / assaulting, stealing, rioting, sexual activities and many other social vices. According to Kounin (2008), indiscipline among students' manifests mainly in behaviours such as violence, street fighting, hooliganism, lateness to school, truancy at school, improper dressing among others. Throughout the world, students' indiscipline in schools has been a matter of great concern to school management and educators (Adams, 2003). Kaplan, Gheen & Midgley (2002) argued that, aside the obvious effects of indiscipline on the teaching and learning environment, lack of discipline can seriously affect the safety of students, their readiness to learn, as well as their future behaviour in adult life.

According to Bear (2002), discipline has two main functions: to help create and maintain a safe, orderly, and positive learning environment; and to teach or develop self-discipline. Bear further argued that both aims are equally important and should always be included in the development and evaluation of school disciplinary practices. Whereas the first is generally regarded as an immediate aim to stop misbehavior and bring about compliance), the second is regarded as long term solution (to develop a reliable and responsible citizenship). Bear (2002), further argued that, both aims are interdependent, interrelated and correlated in such a way that each attribution enhances the other. Spanking is the most controversial method of discipline and continues to be used as an acceptable form of discipline. Some parents define spanking as slapping a child on the buttocks (Mujuzi, 2014; Straus, 2005). While this and other reports use spanking to cover any corporal punishment that does not cause injury.

The overall assumption underlying spanking is that parents believe that this form of punishment will teach children not to repeat indiscipline attitudes because parents are not aware of other more effective ways of changing behavior. According to Porteus, Vally, & Ruth (2001), children need rules which are very clear and understanding to them so that, they can make sense out of them. They further argued that, for these rules to make sense, they must reflect the core principles of classroom environment such as; safety, teamwork, respect, kindness, integrity, love, and respect for others; when those rules are not obeyed, punishment should be meted out.

Gutuza & Mapoliza (2015) noted that, the alarming increase of school indiscipline is caused by external social environmental factors and that, the nature of education provided will not prevent this phenomenon of indiscipline from happening. According to Mariene (2012), Munyasya (2008), Onyango (2008) and Kabiru (2007), indiscipline in school is a hindrance to effective teaching and learning and adversely affects academic performance greatly because both teachers and students leave in perpetual fear of their lives and dignity and this creates an environment that militates against teaching and learning. According to Ayertey (2002), indiscipline is a kind of deviant behaviour from the generally accepted social norms; at home, in schools, government and religious places. Keoreng (2004) also asserted that, school indiscipline has become a global phenomenon. He particularly regretted the increase in the practice of occultism, vandalism, examination malpractices, squandering of school fees by students, and truancy among many others. It summarizing this page, it is prudent to note that, discipline has so many benefits to the students, parents, teachers, school environment and the general public, because a discipline environment is a breeding grounds for academic excellence and the production of good and responsible citizens that will contribute meaningfully towards national development.

2.3 Causes of Indiscipline in Schools

Koomson et al (2005) contended that indiscipline exists in schools where the rules are not clear or perceived as unfairly and inconsistently enforced. They also explained further that where teachers and administrators do not know what the rules are or disagree on the proper responses to student misconduct can lead to indiscipline in the school. Where teacher–administration co-operation is poor, or the administration is inactive, incidence of indiscipline can arise. According to Simuforosa & Rosemary (2014), several factors account for the causes of indiscipline such as; the family, school-related factors, teacher related, society related among others.

Evans & Miguel, 2007; Lochan, 2010; Straus, (2010) assert that, the school is a miniature of society. According to Van Wyk (2001), environmental factors such as permissive environments can influence learners' misbehaviour. Nyaga, (2003) also asserts, that, both internal and external environmental factors have major impact on the way and manner a person behaves. He mentioned broken homes such as separation, divorce particularly as one of the major causes of social adjustment problems in children. Coombs, (2000) pointed out that, the family orientation is more influential in one's life than any other factor. According to Zhang, et al., (2007), the causes for truancy can be categorised into four major ones.

These categories include family factors, school factors, economic factors, and student factors and these can influence behaviour either positively or negatively. According to Monroe (2005), indiscipline could be attributed to peer influence, broken homes, single parenting and bad ways of lives led by parents, such as conspicuous consumption of alcohol, drug abuse, smoking, nepotism, racism, tribalism, nepotism, favouritism, bribery and corruption, reckless spending by parents and many more. Similarly parents who abuse or assault teachers in the presence of children contribute to indisciplinary

behaviour. Mahadeo (2008), asserted that several factors account for indiscipline in school such as school, parents/guardians, teachers and adult role models in society, all have to share responsibility for this problem.

2.3.1 Home or Family-Related Causes of Indiscipline

According to Garcia & Santiago (2017), there are three types of parenting styles that can invariable influence the behaviour of the adolescent, namely flexible, permissive and authoritarian styles. According to them, flexible parents offer love and control to their children and as a result, the adolescent understands the need to obey rules and become self-discipline; permissive parents are too kind to their children to such an extent that they accept their behaviour, decisions and show lack of commitment to discipline their children and this nature eventually promotes indiscipline and acts of lawlessness in them.

Authoritarian parenting style is often characterized by high demands and low responsiveness; these type of parents usually desires great achievements from their children, yet provide very little to merit the returns so expected, as a result, little mistakes made by their children are often associated with very harsh punishment which can create behavioural problems in children. According to Rahman, et al., (2017), even though an authoritarian parent records some good level of discipline, too much of such a practice may decrease the self-esteem, ability to solve problem-solving and effective communication. Moreover, the socio-economic status of the family may have an influence on the behaviour of the adolescent. Khaliq, et al., (2016), noted that, there is a positive correlation between parental income/status/ level of parents and the adolescent's academic performance and behaviour. This means that, the lower the socio-economic status of the parents, the higher the pupils' level of discipline and vice versa. Children from lower income level homes are more likely to be indiscipline in so

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many ways such as alcoholism, drug addiction, gambling and other inappropriate behavioural patterns.

Arum & Ford (2012), noted that the broader the economic inequality and social distance among adolescents at schools, the more disruptive their behaviour. De Atouguia (2014) observed that the lack of parental involvement in the school activities also may encourage students to misconduct themselves. It is thus obvious that a lack of parental participation and support in the enforcement of school discipline is likely to contribute to learner misbehaviour. Indiscipline in schools can be blamed on the parents who have neglected the discipline of their children at home (Madziyire, 2010).

According to Blair (2002), the behaviour of a child at any moment is the result of biological (natural variables) and environmental (nurture) factors working in tandem to elicit such behaviours. To him, there are fundamental causes of every type of behaviour exhibited by children. He therefore encouraged teachers to take the pains to always find out the rationale behind every indiscipline behaviour in the school in order to decide appropriately on intervention strategies to remedy the situation. Gyamera (2005) noted that, ignorance of rules, lack of cooperation from students, frustration and peer pressure have all contributed to students' behaviour. She mentioned the lazy attitude of teachers and ineffective school administration as school factors causing school indiscipline.

She further explained that, when rules at home are in conflict with rules at school, students become confused and misbehave accordingly. In such situation children may rebel against authority. Children respond negatively to mockery, temper tantrums and stubbornness. On student-related causes. Sineleb (2011) noted that school uniforms in public schools reduce economic and social hardship of parents and facilitate discipline

and affects positive character building by increasing self-confidence among students, school pride and "we feeling" among them.

According to Kwojo (2011), majority of day school students carry their mobile phones to school and use them for immoral things such as watching of pornographic videos, disturbing with music and other inappropriate uses which inconvenience others and cause needless destructions within the learning environment. Siringi (2011) observed that some parents facilitate cheating by bringing mobile phones to students in boarding schools during visits and instead of the pupil/students to even use it to facilitate their learning activities they use them for watching pornographic materials and others such as cheating in exams.

According to Noun (2015), the family is a miniature of society and the first agent of socialization. whether a family of procreation (nuclear family) or a family of orientation (extended family), it provides the individual with the behaviour well befitting for the general society and as a result, it shapes the individual to behave responsibly both at home and in school. Oloyede & Adesina (2013) added that, the major causes of students' indiscipline at school emanates from the homes. According to Omengala (2002), parenting styles and rearing practices are very important factors of indiscipline and instability in many schools.

In addition, parents who are being overprotective to their children by being too permissive end up inculcating socially unacceptable behaviours to the children at school due to the thinking that, their parents would come to assist them at school even when they are punished. This overprotection is manifested in the parents' attitude to provide their wards with a mobile phone to school. Mobitla (2006) noted that parents who apply the laissez-faire style of child rearing, encourage social indiscipline because

the children do not usually see anything wrong in what they are doing, even if they are wrong, because their parents don't usually punish them on their conducts, as a result they end up not respecting the laws and will demonstrate socially unacceptable behaviours. Children whose parents reared them with the laissez-faire style hardly abide by acceptable social standards.

When such children combine their home background experiences with negative peer influence at school, they create their own special society which is governed by their own laws and as such exhibit gross indiscipline. According to Bedding (2006), one of the main factors that contribute to indiscipline among single parented children is poverty. Bedding further argued that both boys and girls exhibit signs of misconduct at school but boys are more assertive and show signs of misconduct more times than girls. Watson and Bogotch (2015) added that, many of these workers either do not have time or have little time to support the academic and moral upbringing of their children. According to Abidoye and Onweazu, (2010), many parents no longer show interest in the moral and academic performances of their children since they do not have enough time to take their parental responsibility to instill discipline.

Due to this lack of affection, many children are often misled as a result of trying to get affection, attention, care and love from other people and other ways, hence the indiscipline. According to Magwa and Ngara (2014), children from dysfunctional families develop socially intolerant behaviours because they often see their parents involve in certain bad lifestyles which they try to copy as children learn mostly from observation. Henry, (2007) asserted that, parents level of education has an invariable effect on children education. He further opined that, mothers who dropped out of school are more likely to produce truant children. Zhang., et al. (2007) indicated that, children exhibit indiscipline due to their family backgrounds. Ayertey (2002) also traces the

major cause of indiscipline in schools to students' family orientations. He further emphasized that those negligent parents who are not concerned with their children's behavioural changes from early adolescent to late adolescent, have the tendency of causing indiscipline, especially the working class. Parents who usually wake up early in the morning for work and return late at night, will be neglecting their roles as caregivers and the children from such homes are likely to learn bad habits from their friends since their parents are not mostly around. Similarly, Sekyere (2009) also asserts that, indiscipline is on the ascendency because parents have abandoned their roles to only teachers by paying little attention to their children moral development. Consequently, they are unable to fully understand the moral, psychological and physical needs of the children and this often time leads to indiscipline.

2.3.2 Teacher-Related Causes of Indiscipline

According to Madziyire (2010), the indiscipline attitude of some teachers can be of bad influence to the very students they teach. He indicated that, when teachers cultivate certain illegal attitudes such as; going on unlawful industrial actions, absenteeism from work, truancy, insulting each other in front of pupils, engaging in amoral relationships with pupils, stealing school properties, alcoholism and smoking in schools, there is a high tendency for students to imitate and as a result, the cause of indiscipline. Similarly, Banja (2002), has indicated that, some teachers and school administrators can be of bad influence to the very students or pupil they teach if they teach good morals and practice bad behaviours such as alcoholism, drug/substance abuse, gambling and fighting among others. Ifeoma (2012), equally observed that classroom environment such as overcrowding, dilapidated school infrastructure, and other basic facilities such as toilets and playgrounds can elicit certain bad practices from students that can invariably affect teaching and learning as well as academic performance.

Asiya (2005), similarly noted that unconducive school environment characterized by an acute shortage of facilities for teaching, games and sports often produces certain bad behaviours such as intolerance as sports as seen to develop the affective domain of students. Similarly, Nthebe (2006) observed that, inadequate infrastructure such as playgrounds these are disciplinary problems that occur within the school. Charles (2002), points that, the environment can originate many problems including indiscipline. This is supported by evidence that unhealthy school climate such as poor infrastructure, overcrowded classrooms and few teaching staff do not only contribute to academic failure, lack of school attachment and school dropout incidences but also produces violent behaviour (Reinke & Herman, 2002). Rossow (2003) noted that, some of the factors that contributes to indiscipline in many public schools are the contemporary emphasis of human rights by stakeholders of education. These are issues that deals with several human rights such as the rights of the child, child abuse, child labour amongst others. He further argued that, those who know their rights must as well know their responsibilities to merit these rights and to make the environment a conducive one to facilitate teaching and learnings.

According to Wilkins (2008), students that attend schools in isolated places may feel isolated and this can affect their behaviour. Barry (2005) asserts that, the environment of the school can either promote discipline and academic performance or vice versa. Crosnoe *et al.,* (2004) suggest that, school sector (public or private) and class size are two important structural components of the school that impact on students' behaviour. Private schools tend to have both better funding and smaller sizes than public schools. This makes it better for their students to be more law abiding than their public counterparts due to their large class size, fewer teaching staff and poor management system. The skills and competence level of teachers is another indicator of student

academic performance. Students who attend schools with a higher number of credible, dedicated, committed and professional teachers perform better than their colleagues in less endowed schools (Bali & Alverez., 2003).

School climate is closely linked to the interpersonal relations between students and teachers. Crosnoe *et al.,* (2004), similarly indicated that, the general school environment can be a facilitating or inhibiting factors to discipline and higher academic achievements. They further suggested that, discipline can be achieved if there is mutual trust and teamwork between students and teachers. They further argued that, if a school is able to meet the basic needs of students such as safety, association, and peace, students will do better regardless of their family orientations. Similarly, Eamon (2005), indicated that, students who trust their teachers and build a good rapport with them are well discipline and perform better than the reverse. Similarly, Muleyi (2008), indicated that, teachers play a major role in students' academic performance due to the teaching methods they employ and the interpersonal between them and their students. School variables that affect students' academic performance include the kind of treatment which teachers accord the students. Schools are usually assessed using the performance of their students; the higher the performance of the schools, the higher the schools are graded and vice versa (Heck, 2009). Teachers play a crucial important role in educational achievements of students because they are ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001).

According to Rivkin, et al, (2005), there are no well-defined teacher factors that influence students' academic achievement. According to Etsy (2005), in Ghana, the teachers' factors that significantly contribute to low academic achievement are incidences of lateness to school, absenteeism, and inability to complete the syllabi.

Oredein and Oloyede, (2007) concluded that, teacher management of homework and assignments given to students have an impact on student achievement, especially when it is well explained, motivational, corrected and reviewed during class time and used as an occasion for feedback to students. Perkins (2013) noted that teacher's attitude contributes significantly to student attention in classrooms whereas Adesoji and Olatunbosun (2008) opined that, student attitude was related to teacher characteristics.

This therefore meant that teacher's attitude directly affected students' attitude. Adu and Olatundun (2007) argued that teachers' characteristics are strong determinants of students' behaviour and performance in many schools. The school variables, which include teacher administration, perform a critical role in educational achievement than other factors (Patrick, 2005). The important role of the teachers in the learning is unquestionable. Teachers can make a lot of impact as far as the moral upbringing of the child is concerned. They have the professional abilities to ensure that, the child is trained to be a fully desirable and responsible citizen. Kombo (2005) observed that the leadership style of the head teacher creates a kind of learning environment. A cordial relationship between the head teacher and learners creates an environment conducive to learning as discussions are encouraged and learners are listened to.

The head teacher works together with students on how to succeed in life and academically. In such a school, every member is useful in decision making process. Most of such schools have disciplined students and positive academic record. According to Porhola et al., (2006), some teachers lack of commitment and dedication, as a result use instructional periods to backbite, work lotto papers, play games indoor games and insult fellow teachers in the presence of students and this often lead to indiscipline. According to Sekyere (2009), increases indiscipline since students are not fully engaged in the school environment. The free time the students have is used to

learn and copy bad habits from their friends. Koomson et al (2005) opined that, the situation where teachers tend to have punitive attitudes can also lead to indiscipline problems since most of the students may be trying to defend their rights.

2.3.3 Society-Related Causes of Indiscipline

Humans are social animals that interact in social context. As a result, if the community in which the student lives is socially disorganized; when there is poverty or low income level, unemployment and little education opportunities, gang activities, drug activities and crimes and the absence of cohesion among neighbours and community networking, the community is dysfunctional (Gambo & Muktar, 2017; Peterson & Morgan, 2011). As a result, there is a conflict between the values of the family and the values of this disorganised community, and the school fails at reconciling these values to make meaning. Such a situation causes the adolescents to lack social competence and cohesion in such an environment, as a result they exhibit anti-social behaviour and emotional imbalances (Vijila, Thomas & Ponnusamy, 2013).

According to Naganandini (2017), indiscipline in schools is physically manifested in signs of disorders in the community which surround the school and the society at large. Dupper (2010) revealed that, students misconduct themselves sometimes because there are conflicts between their values and that of their immediate society. According to Edwards (2004), the society is more influential in behavioural impact than any other variable because individuals spend time in the larger environment than any other minute entity like the family, church, mosque or even schools. Akomolafe (2012) asserts that, highly performing schools are characterized by teachers' commitment to appropriate conduct and student behaviour and establish clear behavioural standards for students. In such schools, rules, sanctions and procedures are discussed, debated and frequently formalized into school discipline and classroom management plans.

2.3.4 Technology-Related Causes of Indiscipline

Adolescents of contemporary world are technologically-driven and are constantly involved interacting with the larger world at the comfort of their environments (Miller, et al, 2011). Moreover, adolescents are too much dependent on social media, and this may result to behaviour and adjustment crisis such as bullying, fighting, watching of pornographic materials, anxiety, severe isolation, and self-destructive behaviours (O'Keeffe et al, 2011). Asides these factors, playing of video games are also associated with increased disruptive behaviour from adolescents (Holferth, 2010).

According to Nkrumah (2002), students spend too much time in watching television these days than ever, they are attracted to violence and aggression as a result of what they see and copy from the screen since children learn by imitation or copying. According to her, violence as a means of resolving many social issues are seen on many movies/films which are easily viewed by children both at homes and in theatres. She has cited a report on students' grievances on causes of indiscipline in some schools in Ghana to support her claim. According to Yarduma & Abulhamid (2007), the fast emerging explosion of the mass media through magazines and computers, mobile phones and other electronic gadgets, have contributed significantly to deviant behaviours among most students.

2.3.5 Administration-Related Causes of Indiscipline

The school is the place where students spend most of their daily time, interacting and socialising with others in a natural social environment, as a result of these interactions their social lives are influenced. The physical characteristics of the school has an impact on children behaviour in diverse ways. School physical environment such as; overcrowded classroom, lack of toilet facilities, playgrounds or recreational centers very harsh disciplinary measures, failure of school authorities to be committed to the

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wellbeing of students, inadequate supervision, the removal of certain subjects from the school curricula such as social, creative arts, communication skills, not involving student leadership in decision making, lack of love and care from peers, teachers and school managers, the removal of corporal punishment among others (Edinyang, 2017; Panchoo, 2016; Pascal, 2015).

Similarly, students may show disruptive behaviour when they cannot understand the link between school policies and their academic achievements; when school leadership seems to pay little attention to the plight of students, not providing academic feedback and guidance; does not communicate effectively; fails to make proactive plans, uses punitive or reactive measures towards indiscipline attitudes of students, teaching of irrelevant curriculum; lateness to school, the using of mobile phones during instructional hours, exhibit little competence in the leadership and authority to discipline students misconduct, are all major causes of indiscipline in schools (Daly et al., 2017; Gambo & Muktar, 2017; Wolhuter & Russo, 2013). According Disgrace (2016), the removal of certain subjects that teach about good citizenship and patriotism in school are the causes of indiscipline in school today.

Silva, et al., (2017) noted that, the absence of religiousness has encouraged students to deviate from cultural and traditional ways and social norms. Violation of human rights therefore interrupts academic performance and prevent the effective and smooth process of personality development (Manzoor, 2017). Mugabe & Maposa (2013), posit that, poor student discipline is due to the abolishment of corporal punishment in schools; yet educators and even parents believe that corporal punishment is effective in teaching a lesson as it is a behaviour modification strategy. According to Edwards (2004), even though teachers are usually blamed for students displaying disciplinary

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behaviours at schools, some of the causes emanate from administrative procedures, the home environment and by extension the broader society cannot be over looked.

Van Breda (2014) found that, indiscipline can emanate from the school when school administrators and managers disregard the fact that their conduct and attitudes in the classroom may influence the learners' sense of belonging to the school and hence the ways they behave. Mutemeri and Gudyana (2008) noted that if school managers and administrators are too permissive to students who exhibit signs of indiscipline by not punishing or developing modules to curtail such indiscipline acts, it becomes an incentive for students to always engage in indisciplinary behaviours. Similarly, Rampa (2014), suggested that, when educators ignore their responsibilities for monitoring learner discipline, it creates a space that stimulates learners to be involved in misconduct. Beebeejaun-Muslum (2014) revealed that when school administrators centralize power and authority in respect of managing indiscipline in schools all alone, leadership becomes weak in their absence and therefore loopholes are created and indiscipline is thus promoted.

On the other hand, some school administrators/Principals also decentralize power and authority to other teachers/staff, but feel helpless because the former do not get any commitment and support from the later, as a result for educators to help maintain learner discipline at schools, there should be a wide range of behavioural models to involve the principals, teachers, parents and even learners in maintaining learners discipline. Asare and Adzrolo (2013), encourage teachers to build a healthy relationship and engage their students in both formal and informal discussions concerning issues of learning, family as well as society. Kolaci (2014), observed that instituting the proper channels of communication will enhance the good rapport between teachers and students which will go a long way to promote discipline and in effect, produce the desired goal of education.

Onyije and Ojedapo (2010) also found that certain factors that cause indiscipline among students are from the parents, home, schools, teachers, government policies, etc. Head teachers are the immediate caretakers of both the material (school facilities) and human resources (teachers and students) of the schools. Leithwood et al., (2004) noted that, the major functions of school heads are to direct and coordinate all activities of the school and to influence activities of the school. The way and manner these things are carried out brings out the uniqueness in various school heads. Cotton (2003) identified some responsibilities and leadership styles of head teachers that contribute to the successful academic achievements of students. Among some of the responsibilities are discipline, flexibility, input and above all monitoring and evaluation.

According to Garner (2012), the word "discipline" has the same origin as the word "disciple", which means a follower or adherent of good teaching. The school head should be a distinguished teacher capable of offering appropriate instructional leadership and focus on improving the classroom practices of teachers as the direction for the school. Effective instructional leadership affects the quality of teaching and student learning (Leithwood et al., 2004). The performance guide provided by individual school head in terms of flexibility involves encouraging creativity and individual school head initiatives (Stronge, 2013). Flexibility to meet individual needs by leaders in modern organizational management is much more important in heterogeneous population such as teachers and pupils. Input simply defined how the school leader involves teachers in the design and implementation of important decisions and policies of the school.

It is associated with transformational and instructional leadership. The input dimension is in line with the view that effective leadership is a function of the extent to which the head teacher works toward whole-staff consensus in establishing school priorities and

communicate these priorities and goals to students and staff, giving a sense of overall purpose. Monitoring and evaluation involves the creation of a system that provides effective feedback (Nettles & Herrington, 2007). More specifically, this responsibility of the head teacher defines the extent to which he/she monitors the effectiveness of school practices in terms of their impact on student achievement.

School leaders can define the school's educational goals, ensure that instructional practice is directed towards achieving these goals, observe and evaluate teachers, suggest modifications to improve teaching practices, and liaise with the community and parents. Personal supervision of classes during instructional period by the school head has been shown as one of the effectiveness of the school in most studies where it has been included as a variable (Nettles & Herrington, 2007). Through effective class supervision, the head of the school gets a first-hand information of the academic competencies of his/her staff. Head of schools are also in a position to provide a feedback and motivate teachers to improve the quality of instruction (OECD, 2012).

Thus, the monitoring and evaluation duty of the head teacher is to assess the input and output of the school and make the necessary adjustment to ensure positive educational outcomes. Ankomah & Hope (2011) noted that, in many Ghanaian schools especially public schools, there has not been adequate monitoring and evaluation as compared to the Private schools: As a result, most private schools perform more than public schools in terms of academics and even sports. Casely-Hayford et al., (2013) asserted that, quality education is achieved when public school authorities provide adequate monitoring and evaluation to ensure that, the teaching and learning processes are uninterrupted. They further noted that, in most part of Northern Region, there is little supervision of schools and this has an adverse effect on discipline and academic achievements. Regular attendance of school by teachers and pupils is to ensure

continues teaching and learning process that will enhance academic excellence of the students. Teachers are expected to teach and evaluate their lessons and pupil through regular class exercises, assignments and homework as well as students' level of discipline. These exercises are expected to be marked, offer corrections and recorded to maintain the child academic progress through the School Based Assessment (SBA). This serves as a feedback to both teachers and students, parents as well as school heads.

The SBA proportion mark of 30% is used by West African Examinations Council (WAEC) as Continuous Assessment (CA) for determining examination results at the Basic Education Certificate Examination (BECE), (MoESS, 2008). However, due to students' indiscipline, they sometimes refuse to do exercises and when the (C.A) are affected, the general results will equally be affected negatively. Besides, teachers need to apply their skills in terms of utilizing the formative and summative assessments to monitor children's advancement and ensure they are acquiring good understanding and knowledge that will enhance their academic achievements (OECD, 2012). (OECD, 2012).

2.3.6 Peer-Group Influence

According to Lochan (2010), a great percentage of the blame for the pupils' misconduct in the various schools could be placed on their peers. To him, students at times misconduct themselves as a reaction to the actions of their colleagues. Nealis (2014) and Kapalka (2009) assert that pre-adolescents and even adolescents have some personality issues and serious problems to make informed decisions about their lives and the choices they make and as such, are likely to make certain mistakes or engage in certain misbehaviours. Naidu (2015), maintained that, some adolescent students even abuse drugs just to feel good and as a result, it leads to misbehaviours which invariable have negative effects on them and others other students. Many learners misbehave

because of pressure from their peers at schools, because they want to feel of a sense of belongingness and "we feeling" and in order to conform, they allow their colleagues to lure them into indiscipline.

They develop the feeling of togetherness and that social cohesion push them to commit indiscipline in order not to be excluded from the group (Njoreje & Nyabuto, 2014). Seegopaul (2016), noted that, learners feel the freedom to show indiscipline or lose their sense of identity due to the presence of others and the attitude of their friends when they are with their friends who push them to socially misconduct themselves. According to Temitayo, Nayaya and Lukman (2013), indiscipline is socio-culturally motivated because students learn through interaction with their colleagues in small units and this influence their lives and personality either positively.

Fields (2006), observed that, there is no amount of teaching, or choice that will make discipline effective unless the approaches tackle the fundamental reasons that cause it. Ballantine & Hammack, (2009) note that when children walk into the school building they bring with them ambitions, motivation, pressure, expectations, physical and mental strengths or weakness, and sometimes abuse, insecurities, stress and other problems. Therefore, knowledge of the social and family context that students bring into school is essential for teachers dealing with students. Wright and Keetley (2003), identified three risk factors that can often lead to indiscipline and violence occurring in schools. These are external and internal issues relating to schools, that is, demographic composition of the school; class size, staff cohesion, teaching materials and class boundaries within schools. The second factor is social demographic characteristics of pupils and teachers. The third factor is psychological health of the pupils and teachers. Edwards (2004) noted that, even though teachers are often blamed for the disciplinary problems confronting them in school, problems emanating from administrative procedures, the

home and by extension, the larger society. Ifeoma (2012) revealed that the society-based causes of indiscipline are parental overprotection of children, poor value system and injustice in the society, unwholesome mass media and unsatisfactory home condition.

Unsatisfactory home condition breeds in children, a feeling of insecurity and frustration which contributes to formation of deviant behaviour which they manifest at school. Student factors that may cause misbehavior in school include, mental health problems, substance abuse, drug use, perception of self, and detachment from school. De Socio et al., (2007) identified physical and mental health issues as contributing towards school absenteeism. They suggest that truancy coexists with student and family mental health disorders and may be an indicator for an existing or emerging mental health disorder, including post-traumatic stress disorder, (PTSD), anxiety, depression, and/or substance abuse.

Henry (2007) found that students who abuse alcohol are equally more likely to misbehave in schools. Nthebe (2006) revealed that, society and to be specific the community is the source of indiscipline among students. According to Byron and Rozemeijer (2001), children learn by imitating adults, and young people are thus exposed to behaviour that is a role model of bad behaviour on the parts of adults. It can be asserted on this basis that society promotes violence and this translates into violence and indiscipline of learners at the school. Adolescents usually have the tendencies of belongingness/affiliation, cohesion and self-identity and ask questions relating to social this social identity. Peer pressure is defined as the force exerted on an individual to do things that will inure to the general benefit of the group rather than individual personal convictions of morality (Ryan, 2000).

According to Burns and Darling (2002), the worse form of peer pressure is known as peer influence, and it involves changing one's behaviour to suit the expectations of other members of the group. They further asserted that, most adolescents conform to peer pressure by doing unproductive things like music, clubbing, dressing, and

hairstyles among others. Similarly, Black (2002), indicated that, parents still play a major role in instilling discipline in children. This phenomenon of peer-group influence cannot be eliminated because, participating in peer group activities is a primary stage of development and adolescents' identities and personality development are often closely associated with that of their peers (Santor *et al.*, 2000).

A number of students see some of their peers as role models. Teachers, parents and peers all provide adolescents with suggestions and feedback about what they should think and how they should behave in different social contexts situations. These models can be a source of motivation or a discouraging factor. (Ryan, 2000). Observing the way other people behave and do things can either impact negatively or positively on such individuals. Observation also enlightens an individual on the consequences of such behaviour and opinions. Depending on these consequences, observation of a model can strengthen or weaken the likelihood the observer will engage in such behaviour or adopt such beliefs in the future.

According to Lockwood and Kunda (2002), role models can be categorized into two, namely positive role models and negative role models. According to them, Positive role model refers to individuals who have achieved outstanding success and therefore serve as a source of inspiration for others to pursue similar excellence. Negative role model, on the other hand, refers to the individuals who have experienced misfortunes and are widely expected to motivate people to take the steps necessary to avoid similar unpleasant outcomes. Positive role models can inspire one by illustrating an ideal, desired self-highlighting possible achievement that one can strive for, and the root for achieving them.

Negative role model can inspire one by illustrating disasters and highlighting mistakes that must be avoided so as to prevent. Because peer groups are a key part of

development process, they can have a negative effect on young people due to peer pressure, which is the pressure from others in certain activities, and peer conformity, which is the degree to which an individual adopts actions that are sanctioned by their peer group. Burns and Darling (2002) revealed that self-conscious worrying about how others will react to future actions is the most common way adolescents are influenced by their peers.

When a teen takes an unpopular stand and goes against the expectations of norms of the peer group, he or she is at risk of being expelled from the group or ridiculed. In the midst of these rapid physical, emotional, and social changes, youth begin to question adult standards and the need for parental guidance.

It is also a time for individuals to make important decisions about their commitment to academic performance. Young adults begin to ask questions such as, "Is school important to me?" and "How do I want to spend my time?" The choices that adolescents make regarding their motivation, engagement, and achievement in school (and in life) and the satisfaction they obtain from their choices depend, in part, on the context in which they make such choices (Ryan, 2000). Lashbrook (2000), noted that, adolescents are well aware that they influence each other Peer influence can provide many positive elements in an adolescent's life. It is important, to remember that peer influence can potentially have a deadly impact or other various negative effects.

Educators and parents should be aware that peer groups provide a variety of positive experiences for adolescents. Giovanni (2002), found that, the opportunity to learn how to interact with others; support in defining identity, interests, abilities, and personality; developing of personal autonomy without the influence of adults and parents; opportunities for witnessing the strategies others use to cope with similar problems, and

for observing the effectiveness of such models; involved emotional support, and building and maintaining friendships.

2.4 Effects of Indiscipline on School Administration

Giancarlo (2000) asserted that misbehaviours from students are serious problems and worry for schools all over the world. The effects of indiscipline among pupils can be divided into two main areas: namely educational and work related as well as social behaviour related effects (Bandura, 2010). Indiscipline manifests itself through disruptive behaviour making it difficult for disciplined pupils to learn (Bandura, 2010). The environment in which a child grows up determines to a greater extent the behaviour and characteristics that will be shown that child when he/she becomes a grown up, hence a man is indeed a product of his environment (Soet, 2005).

Soet (2005), further postulates that, whatever a child sees, how it is done, and when it is done, does not go out of the child's mind. The gross indiscipline among the students reflects the prevailing loss of social control and frustration in the society (Rahul, 2008). A conclusive fact would therefore be that, students' indiscipline is a manifestation of what is happening in the schools and society at large. Rahul (2008) agrees that, children learn more from adults such as siblings, parents and teachers, by imitation and that students have no role models to follow in a society of dishonest, corrupt and indiscipline people. Wright & Steinbach (2001) observed that, the effects of violence on academic performance and classroom behavior may be different for adolescents.

For example, adolescents are more likely to display a lack of interest in social activities, have lowered self-esteem, avoid peer relations, maintain unhealthy relationships, and exhibit increased rebellion and defiant behaviours in the school environment. Henry (2007) noted that indiscipline in school affects almost every sphere of the society

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negatively. In the short-term, indiscipline can predict maladjusted behaviours such as, poor academic performance, school dropout, substance abuse, delinquency, and teen-age pregnancies. The long-term negative effects of indiscipline include; social violence, marital instability, job instability, adult criminality, and incarceration. Moreover, school indiscipline exerts a negative effect on community because of its correlation with delinquency, crime, and other negative adult outcomes. Student dropout from school is the most obvious result of indiscipline.

2.5 Management of Indiscipline in Schools

School can use a wide range of approaches to minimize or stop indiscipline by way of teachers making efforts to implement various programmes by teaching staff to enforce positive behavior and provide sanctions towards indiscipline behaviour (Bradshaw, Waasdorp, & Leaf, 2012; Payne, 2015). It is prudent that, teachers establish a good rapport with students, devoid of conflict that promotes teaching and learning. By so doing they would create an enabling environment to promote discipline because students will feel free to discuss issues of concern to them and as a result academic success will be achieved. Such relations are likely to prevent the occurrence of disruptive behavior (O'Connor, Dearing, & Collins, 2011).

Even though it is important to establish a good rapport with students as a teacher, it is not the only way of managing indiscipline. Classroom and behaviour management are equally relevant in managing indiscipline. On the other hand, classroom management is seen as actions taken by teachers to create an enabling environment to enhance academic and socio-emotional learning (Dicke et al., 2015; Evertson & Weinstein, 2006). These actions of teachers which enhance academic and socio-emotional learning are; teaching approaches (e.g. authoritarian, permissive, and authoritative), teacher-

student interactions, as well as ability to establish rules and norms in the classroom (Levin & Nolan, 2010; Walker, 2008).

According to Ratcliff et al., (2010), some teachers are good at managing school environment (managing behaviour) to promote learning whilst other teachers are good or better at teaching than classroom management or control. Those better at teaching are said to be possess/characterized by instructional behaviour. To the authors, possessing one of these characters or qualities is problematic in solving or reducing issues of indiscipline in schools, but teachers need to possess both qualities to comprehensively deal with issues of misconduct in school.

Clunies-Ross, Little & Kienhuis (2008), identified some proactive strategies to prevent this situation from occurring. Examples are enforcing positive behavioural modules or establishment of clear rules in the classroom. Reactive strategies take place after the disruptive behaviour had occurs. Ideally these provide "appropriate" consequences by causing an undesirable behaviours to stop, or reduce students' misbehaviour in school. They further argued that, behavior management strategies are substantially more successful than reactive strategies. Kauffman et al, (2010) observed that aside the proactive and reactive strategies, the issue of praise, rewards, incentives, sanctions, deterrents and reprimands are equally important to reducing indiscipline. Infantino and Little (2005) also suggested that another crucial aspect in this strategy is both teachers and students have a consensus agreement on which positive and negative reactions to their behavior has the most beneficial outcome. According to Kim (2014), there are three critical aspects of interpersonal relationships **i**n the school environment. These include respect for diversity, social support from adults and social support from students. Kim (2014), refers to respect for diversity as an aspect of relational life in

school community which by extension is the degree of mutual solidarity for individual differences such as: gender, race and culture at all levels of the school (i.e. adult-student; student-student and adult-adult) and overall norms for tolerance.

Social support from adults' is the relational life in school community which refers to the pattern of supportive and caring adult relationships for students. This includes the kind of expectations for students' success, willingness to listen to students and to get to know them as individuals with their personal concerns. Social support from students also explains the rapport between the school-community which refers to patterns of supportive peer relationships for students such as: friendships for socializing, friendship for problems and friendship for academic. Clearly, a positive teacher student relationship strongly contributes to student learning processes. Hence the quality of teacher-student relationships is the major way to deal with indiscipline in school to achieve the goals and values of education. In view of the fact that students spent most of their time in classrooms with teachers, it is logic to conclude that teachers serve as a primary source of support for academic development in schools.

Kochhar (2001), suggested that, the following measures to control indiscipline in schools; (i) Education providers or school administrators should ensure the provisions of adequate infrastructure conducive for teaching and learning (ii) Education providers or school managers should also make sure that, adequate teachers are provided to cover all classes and subjects. (iii) Education providers should also limit enrolment to a capacity that would allow effective classroom and overall school control, (iv) Education providers or school managers should use existing social psychological theories to enhance their understanding of students' behavioural problems. (v) School managers and teachers should ensure that penal pharmacy is rightly applied on indiscipline

students-punishment should be rational and proportional to offence committed and (vi) School managers should make sure that, they use progress reports of applicants before considering them for admission (Clarke, 2002).

Clarke (2002), opined that parents have a greater responsibility in maintaining school discipline. He argued that parents have a responsibility of making sure their wards attend school regularly. Any shun of this responsibility should be considered as offence punishable by law. He advocated the formation of Home-School Agreements where parents will be obliged to assign and commit themselves to a contract agreement to attend parenting classes with the aim of improving their children's behaviours. Gyamera (2005), comprehensively summarized the responsibilities of each of the stakeholders of education such as the teachers, students and administrators as follows; school leaders need to be aware of their true ethical role of creating and maintaining a conducive learning environment that allows students to mature into productive and successful citizens in a larger democratic society.

In doing this, administrators have to show respect to their students. They should put in place appropriate mechanisms for assisting academically weak students and reward good behaviours. Gyamera (2005), further revealed that headmasters and headmistresses are the most influential officers in establishing environments that supports discipline. She recommended that, there is the need for school administrators to support teachers, as teacher-students' conflict is not the only source of distractions to teachers but also frustrations from school administrators who do not do enough to curb indiscipline in the school.

Administrators should therefore serve as resource persons to teachers by offering them constructive advice regarding classroom management and general school control. She

furthered suggested that administrators should provide leadership in extra curriculum activities and in recreational programmes that would provide positive alternatives to juvenile crime and violence, along with specific programmes channeled towards eliminating gang influence in schools and preventing school drug trafficking. Administrators should institute a disciplinary code to regulate students' behaviours. Communication can also be used to be the exchange of information and the transmission of meanings (Okumbe, 1998).

When meanings are transmitted from one person to another and decoded by the recipient can it be said that communication has taken place. In a school context, communication influences the behaviour of teachers, students, school heads, parents, and non-teaching staff, among others. It is largely the responsibility of the school principal to communicate the school rules and regulations to all the students as well as teachers within the school environment. The day to day running of a school involves meaningful interactions facilitated by effective communication systems. Student discipline is a product of these interactions.

Usually, students and teachers are informed and constantly reminded of their responsibilities through school assemblies, admission letters, notice boards, among other channels of communication. The consequences of misconduct are also spelt out through available communication channels. Bakhda (2004) asserts that, a good manager must have effective communication skills. A number of communication channels can be used to enhance interactions and discipline culture in schools.

These include making announcements at school assemblies, staff meetings, daily announcement in classrooms and staffrooms, person to person communication, telephones, notice boards, newsletters, personalized letters, intercom telephony, among

others. Indiscipline can be reduced or prevented in schools if available channels of communication are effectively employed. Students should be allowed to express their grievances to the school administration and teachers. Teachers and school managers should also use these channels to sensitize students on expected behaviour. Communication enhances attitudes towards teaching, learning and the whole educational processes and systems.

According to Asare & Adzrolo (2013), head teachers and other teaching staff should endeavor to have dialogue with their students both formally and informally. Dialogue could motivate learners to behave better because they feel that the teachers and head teacher care about them. Sports and athletics can also enhance students' discipline. Schools generally offer both sporting and non-athletic activities, with each type of activity offering different benefits to the pupils. Some activities require individual efforts while others require team efforts. Most sporting and cultural activities usually require teamwork and more academic interactions since they are conducted in social context (Moriana et. al., 2006).

In order for pupils to benefit from extra-curricular activities the activities ought to be well organized and secured. There should be a regular schedule guided by specific rules, supervision by one or two adults, and an emphasis on skill development and clear feedback on performance. These characteristics improve the development of initiative and as such, result to a healthy adolescent development. Many extra-curricular activities such as; sports, music, school band, knitting and drama are highly structured activities (Darling et. al., 2005).

These activities can aside from building on their cognitive abilities, they also develop their creative abilities in a fun and relaxed environment. In most schools, extra-

curricular activities also include programmes of academic enrichment such as academic competitions in science, mathematics competitions and regional science fairs. According to Robertson (2008), it is important for children experiencing both behavioural and social adjustment problems at school to try sports or other activities such as art and craft or music. He further argued that, it is important to learn the concept of discipline whilst in school before leaving.

These help pupils that are indiscipline to learn discipline while at school, rather than later in life when it would be difficult to instill discipline. Participation in extra-curricular activities leads to higher self-esteem and an enhanced status among peers. It has been argued that this positive self-esteem is deterrent to anti-social behaviour. These activities help pupils to interact appropriately with others, a skill valuable in all spheres of life including home, school, and the work places.

Sports builds in pupil's tolerance, teamwork and cohesion in order to achieve a common goal and remove the focus from the individual to the team. Koomson et al., (2005) noted that, the purpose of discipline is to create a safer and happier school environment for effective teaching and learning. According to Sekyere (2009), a school that has many number of indiscipline pupils is more likely to have its code of discipline broken and be plunged into disaster.

2.6 Theoretical Framework

Theoretical framework in a research provides more insight into what readers should look for in that particular research and deepens understanding in research (Maxwell, 2004; Simon & Goes, 2011). The theoretical framework also directs a researcher on the type of data to collect for a particular study (Lester, 2005).

2.6.1 Social Deviance Theories

Many theories of deviance exist, and together they offer an elaborate understanding of deviance than any one theory offers by itself. Together they offer an elaborate explanation on why there is indiscipline among students, why some behaviours are more likely than others to be considered deviant. Sociological explanations highlight the importance of the social environment and of social interaction for deviance and the commission of crime. Two theories of deviance reviewed in thesis include the self-control theory, and the social bond theory.

2.6.2 Self-Control Theory

According to Nye (1958), primary social groups such as the family, the churches, Mosques, educational institutions, generate four (4) main types of control for ensuring discipline and good conduct. These types of controls are; direct control, indirect control, internalized control, and control through alternative means of gratification. According to him, direct control, or behavioural compliance control is gained through punishments, bribes, rewards, threats by significant others such as parents, teachers, religious leaders and elders. Indirect control behaviour conformity or control by identification according to him, is the adherence to the expectations of social values.

Thus what society members might think of the individual because the individual wants to be identified by the group as one of them. Internalized control or control by socialization refers to individuals regulating their own behaviour, values, attitudes, ethics, habits through education, conditioning or indoctrination. The individuals do this through psychological elements such as a conscious or superego. The fourth type of control according to Nye (1958), is the control exerted by people for trying to explore the available opportunity to gratify their personal needs, aspirations and goals. He

further argued that persons who show poor external controls control, but possess strong internalized/inner controls, are able to refrain from misbehavior.

Finally, social systems that allow for the achievement of individual meaningful roles in society reduce the desire for non-conformity and lower the occurrence of deviance among its members. While these four control types were set to operate independently of one another. He further argued that, they are essential to one another and are all interrelated and interdependent in determining the individuals' ability to refrain from deviant behavior.

2.6.3 Social Bond Theory

Social bond theory is associated with Travis Hirschi (1969). Social bond theory postulates that strong bonds that exist between individual and significant others such as parents, teachers and guardians, is the cause of their behaviours. Erickson, Crosboe, and Dornbush (2000), indicated that, deviant behaviours are motivated by weak social bonds and that, societies with stronger social bonds (homogeneous societies) experience less deviant behaviours as compared to societies which have weaker social bonds (more heterogeneous societies).

Hirschi further argued that, stronger these social bonds, the better an individual behaviour and vice versa. He further divided these social bonds into four categories that prevent individuals from deviance. These four categories are; attachment, commitment, involvement, and belief. In his opinion, attachment is the individual's emotional association to others such as parents, teachers, peers, religious leaders and others that can invariably affect their behaviour. According to him, when youth get closer to their parents, teachers, guardians and other people who set normative standards of behaviour and model their social lives, deviant behaviours will be considerably reduced. The

commitment bond refers to the busy nature of an individual that restraint him/her from misconduct.

The more an individual invests time, energy, and resources in certain line of activity whether it be school or a job, views themselves as having a stake in conformity, does a cost/benefits analysis of every action they take and are less likely to engage in social misconduct. The third bond which is Involvement is the time spent by individuals in engaging in conventional activities such as working to meet appointments deadlines, working hours, plans, and drafting of correspondents and others are more likely to be more decent than others who do not have such involvements.

The final bond is referred to as belief. According to him, the belief system of the larger society set standards of behaviour for all members of the society to follow. Individuals who do not share in this belief system due to other different experiences or different social orientations, are more susceptible to deviant behaviours than those who share the society's belief system. When adults emphasize the importance of following conventional norms during childhood, this belief becomes instilled in the youth. Without such events, however, this bond becomes weakened leading to crime. The social bond theory is one of the most tested theories in criminology (Agnew, 1985).

2.6.4 Conceptual Framework

The conceptual framework indicates some forms of indiscipline in the Six Garrison Schools in the Tamale Metropolis such as; lateness to school, improper dressing, verbal abuse, assaults, hooliganism, examination malpractices among other. Due to these forms of indiscipline, the school adapted the traditional or known methods of punishments such as kneeling down, beating/caning among others and this has not yielded any good results, as a result the consequences of these indiscipline decreases

school performance and enrolment as well as causes worry to parents, guardians and other stakeholders of education.

Due to this, authorities of the Six Garrison Schools in the Tamale Metropolis consult stakeholders of education such as parents, Ghana Education Service Officials, teachers and the Garrison education unit, and adapted some of their Code of Service Discipline (CSD). The adaption of some of these military Code of Service Discipline and its subsequent application on the students, promote discipline, and eventually promoted high academic performance, high school enrolment, development of students who are self-directed and become patriotic citizens. Parents as well as the state also benefit as they produce well behaved and high academically achieved students.

Figure 2.1 Conceptual Framework.

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Some forms of Indiscipline in schools:

- Lateness
- inappropriate dressing
- physical assault, verbal abuse
- examine malpractices
- vigilantism/hooliganism
- occultism, among others.

Measures put in place by school authorities to solve this issues of indiscipline

- ➢ Kneeling down
- ➢ Canning
- ➢ Suspension

School authorities assess some aspects of CSD

School authorities or management committee look up to the military and use some CSD model to effectively tackle indiscipline

Negative effects of indiscipline in schools.

- Decreases school performance
- Decreases school enrolment
- Promotion of hooliganisms.
- Schools breed bad citizens

School Authorities Consider some CSD

School authorities adopt some military CSD and adapt it with the help of the military, parents, pupils and other education stakeholders.

Overall benefits of adapting CSD to School development

- High level of discipline in school.
- Increase school performance and enrolment.
- Spirit of nationalism/patriotism is heightened among pupil/administration.
- Spirit of teamwork and cohesion is promoted.
- Overall development of education; schools and the school system.
- Parents and other stakeholders also benefit economically and socially.

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Source: Researcher's Construct (2018)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodology covers an introduction, the research design, a brief background of the study area, (including the location, socio-economic activities in the area, cultural and other aspects that relate to in/discipline), study population, sampling procedure and sample size, sources of data, data collection techniques, data quality assurance techniques and data analyses techniques. Tamale became a metropolis in 2004 (GSS, 2010). It is the only Metropolitan Assembly in Northern Ghana. Tamale is an emerging city which is witnessing a fast urbanisation after the two main cities, Accra and Kumasi in Ghana. The population of Tamale Metropolis, according to the 2010 Population and Housing Census, (GSS, 2012) was 233,252 representing 9.4 % of the region's population. Males constitute 49.7 % and females represent 50.3%.

About 63.3% of the population aged 15 years and older in the metropolis are economically active while 36.7% are economically inactive. Of the economically active population, 92.6 % are employed while 7.4% are unemployed. For those who are economically not active, a larger percentage of them are students (56.0%), 20.9% perform household duties and 12.4 % are either too young or old to work. The metropolis has a youthful population of 75.1 % of the population between the ages of 1 and 34 years old (GSS, 2013). The growth in the youth population of Tamale is resulting to the establishment of more schools. The education sector is fast developing and the central location of the city is making it serve as an academic hub for the three Northern Regions. According to the Ghana Education Service (GES, 2012) there are

about 742 public and private schools within the Metropolis. These include 240 Kindergartens, 274 Primary, 89 Junior High, 11 Senior High Schools.

Figure 3: Tamale Metropolis
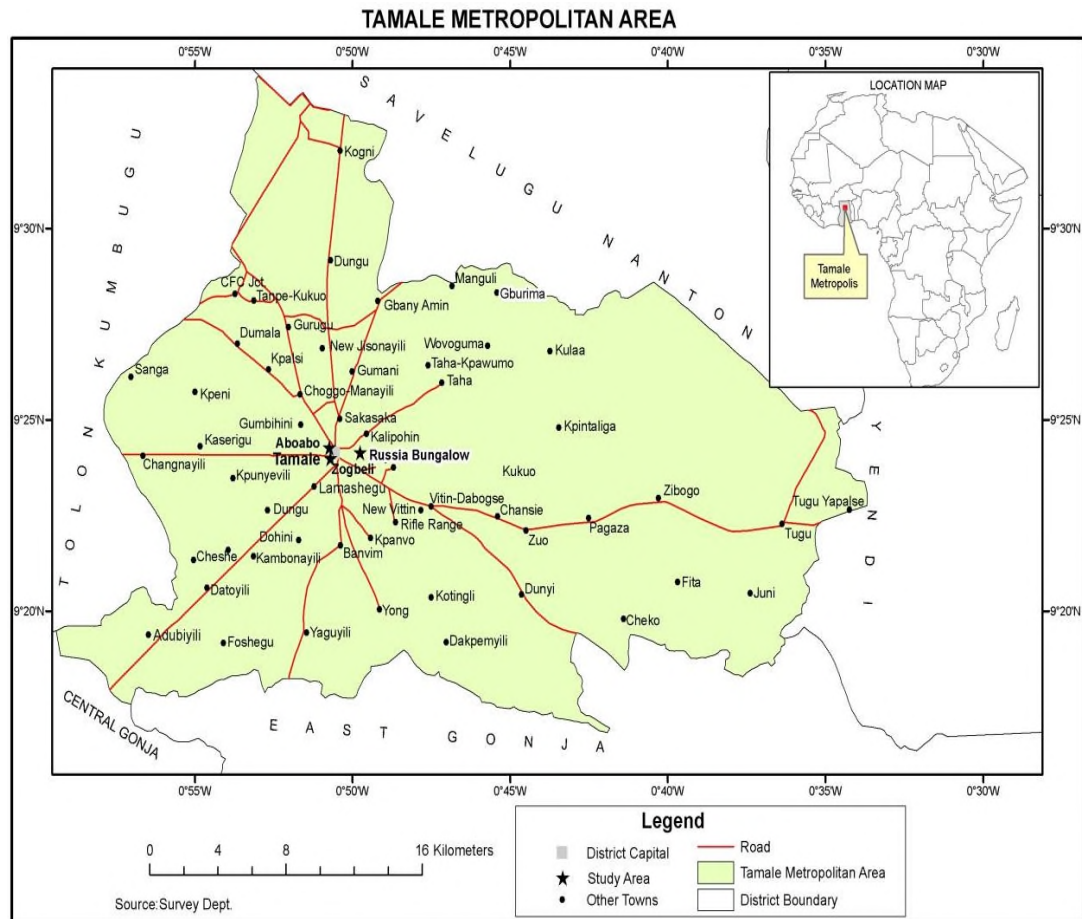
Fig 3.1 Tamale Metropolitan Area

Source: Survey Department (2011)

3.1.1 Research Design

An exploratory case study design was employed in this study (Creswell, 2014; Denzin & Lincoln, 2005). This design is used to gain more insight into new research areas by investigating them in their own specific context and the meanings that individuals attach to them. Holliday (2007) opines that, it is the primary stage of research and the purpose of this research is to achieve new insights into a phenomenon. Kothari (2004)

opines that, a research design is the conceptual foundation on which the entire research is built.

3.2 Research Approach

According to Williams (2007), a researcher can use a mixed method (both quantitative and qualitative methods) in a research to draw a good generalization of the findings. To him, a researcher can choose the quantitative approach to respond to research questions that need numerical data and that of the qualitative approach for research questions that require textural data, and the mixed methods approach for research questions want both numerical and textural data. The reason for using both qualitative and quantitative methodologies is to provides a better understanding of a research problem than only a single approach (Creswell & Clark, 2007).

3.2.1 Qualitative Methodology

According to Strauss & Corbin (2008), qualitative research is inductive in nature, and explores more insight in a given situation. It refers to a range of data collection and analysis techniques that use purposive sampling and semi-structured, open-ended interviews (Dudwick et al., 2006; Gopaldas, 2016). It is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter (Denzin & Lincoln, 2005). It is the observations and interpretations of people's perception of different events, and it takes the snapshot of the people's perception in a natural setting (Gentles et al., 2015). It tries to help us to understand the social world in which we live, and why things are the way they are (Polkinghorne, 2005).

3.2.2 Quantitative Methodology

Williams (2011) describe the research methodology as the holistic steps a researcher employ in embarking on a research work. Therefore, a quantitative research method

deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions such as who, how much, what, where, when, how many, and how. According to Aliaga & Gunderson (2002), quantitative research methods explain a phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods or statistical methods. The researcher collected data that provided a description of the situation and helped uncover new facts and provided new insights into the problem.

The research examined how the implementation of some aspects of the military code of service discipline could influence behavioural patterns of pupils and students of Six Garrison Schools. In-depth analysis of how some military code of service discipline and how their impact in reducing the level of indiscipline in schools was done.

3.3 Target Population

A population is an aggregate of all the objects, subjects or members that conform to a set of specifications (Polit & Hungler, 1995). In this thesis, the target population comprises heads and staff of the Six Garrison Schools of Ghana Armed Forces as well as pupils and their parents and GES authorities (Directors and Circuit supervisors). This section describes the population that participated in this study. Section 3.6 discusses how data were collected. Even in the case study approach, it is impossible to study the entire population of a single school. To study the entire population would be difficult due to time and resource constrains. To solve the problem of size, it is necessary to select a sample from the target population that would form the basis of the research study. For this study, when choosing the participants for the interviews the following selection criteria was applied. Participants had to be from both the teaching and management staff as well as pupils or students of the Six Garrison schools.

3.4 Sampling Procedure

Purposive sampling method was used because it economizes time and reliable information was obtained at a much reduced cost and time (Kothari, 2004). Purposive sampling was used to select respondents from the following category of people; authorities (Circuit supervisors) of GES at the Tamale Metro Education Office as well as heads and staff of the Six Garrison Schools, while simple random sampling technique was used for the selection of the pupils as well as their parents and administered with questionnaires. The sample units were chosen because they have particular features or characteristics which enabled detail understanding of the issues. The major advantage of the purposive sampling was that, the researcher was able to employ predefined selection criteria and an estimate of his envisaged sample size. The researcher obtained background information about the respondents before they were selected. The purpose was to ensure that the data collected answered the questions and fulfilled the objectives of the research. However, random sampling was used to sample parents and pupils.

3.4.1 Sample Size

According to Robert (2004), sampling is the selection of a fraction of individuals from a larger population to estimate the characteristics of whole population. The merits of sampling are; it aids faster data collection and minimises cost. Due to this, a researcher selects a sample that is a representative or a subset of the entire population under study. Seventy-five respondents were selected to participate in the study. Two (2) were head Teachers, 14 were teachers of the Six Garrison Schools, 6 were authorities of Ghana Education Service, 18 were parents, 25 were pupils, 10 were officers of the Ghana Armed Forces and 25 were students. The sample distribution is shown in Table 3.1

Table 3.1: Sample Size and Distribution

Category of respondents	Male	Female	Total
Heads of schools	1	1	2
Teachers	7	7	14
GES authorities (Circuit supervisors)	3	3	6
Parents	9	9	18
Pupils/Students	13	12	25
Armed Forces authority	5	5	10
Total	38	37	75

Source: Researcher's construct (2018).

3.5 Sources of Data

Many research begins with an investigation to obtain a first-hand information about the area of study as well as learn what is already known and what remains to be learned about a topic (Creswell, 2009); including related and supporting literature, but one should also consider previously collected data on the topic (Doolan & Froelicher, 2009). Data may already exist that can be utilized in addressing the research questions. In this research, both primary and secondary data sources were used.

Primary data were collected principally through interviews and self-administered questionnaires. All interviews conducted were recorded only after seeking the kind permission of the interviewees. The reason for recording was that, all the conversations could not be hand written due to time constrains and also for the sake of accuracy and true reflection of their responses. As a result, recording conversation was deemed appropriate.

3.5.1 Primary Data

Data refer to pieces of information which is either processed or not. Data can be classified under primary or secondary. Primary data are usually unprocessed, organized or unanalysed, and hence they have little meaning, and few benefits to the users. (Mahajan, 2016). Researchers can identify and use relevant data at the following stages of the data processes (Osorio 2014). It is prudent to gather primary information in order to be able to analyse secondary data. Finally, it is paramount that the secondary researcher has access to the raw data set in order to perform new analyses and to consider and account for all of already mentioned possible concerns (Boslaugh, 2007). The researcher was granted permission to access the raw data and all other relevant documents principally through interviews and questionnaires.

3.5.2 Secondary Data

According to Smith (2008), secondary data can be a better source of data analysis due to its cost effectiveness and convenience. He further argued that, researchers can use a good secondary data for a high quality of empirical studies, to test new ideas, theories, frameworks and models in research design. It is mandatory for the secondary analyst researcher to obtain all documentation of the processes and protocols followed by the primary researchers, including the questionnaire, all coding materials, and any publications that are related to the data (Boslaugh, 2007). Secondary data were gathered from the Ghana Armed Forces Regulations (Volume 1 which is administration, Volume 2 which is Code of Service Conduct/Dress Regulations, and the Command and Staff Instructional Procedures- CSIPs). These are not published documents, but can be assessed as and when required with permission from the Ghana Armed Forces (GAF)

3.6 Data Collection Tools

The data collection tools used in this study were basically interviews and questionnaire. Interviews were used to collect qualitative data, whilst self-administered questionnaires were used to collect the quantitative data.

3.6.1 Questionnaire

According to Nardi (2006), questionnaires are efficient tools for surveying large samples of respondents in a shorter period of time than interviews or other research methods, with less expense. Structured questionnaires are simple to administer and considerably simple by way of analysis (Kothari, 2004). Questionnaire was also preferred as one of the major instrument in this study because it's effectiveness on a large number of subjects/respondents. The questionnaires for both pupils and parents are attached in (Appendix II & III).

Questionnaires were used to solicit information about demographic background of respondents (gender). The questionnaire also had items relating to the research objectives. Questionnaires were suitable because they are less time consuming to complete and analyze. The pilot testing of the data collection instrument is essential. Bell (2005) argued that no matter how one is pressed for time, it is important that one give the questionnaire a trial run, because without a trial run, one cannot determine the success of the questionnaire. He pointed out that the following information could be obtained if questionnaires are pilot tested: how long the respondents took to complete the questionnaire, the clarity of the structure, which questions were unclear or ambiguous, which questions the respondent felt uneasy about answering; whether certain major topics were omitted, and whether the layout was clear and attractive.

This information, if infuse into the questionnaire will enhance it for the actual data collection exercise. In order to ensure the reliability of the instrument or ascertain its

reliability before the main data collection, the questionnaire was pilot tested with 10 participants from the Six Garrison Schools. Before conducting the pilot testing, an introductory letter was sent to the Six Garrison Schools authorities to pave way for pilot testing of the instrument. Therefore, ten (10) pupils were randomly selected for the pilot testing. In pilot testing, the study took into consideration the students' category that constitutes part of the sample of the study.

3.6.2 Interviews

Interviews enable the researcher to collect views, expressions, feelings and attitudes towards the issue of indiscipline in schools (Cohen & Manion, 2000). Interviews were used to collect data. Heads of both Barwah and Kamina Barracks Junior High Schools, 6 authorities of the GES, 14 teachers of the Six Garrison Schools (both Barwah and Kamina barracks respectively). Seeking in-depth answers to the research questions required examining the views of these people. Thus, the researcher conducted the semi-structured interviews. The semi-structured interviews were a bit flexible and gave opportunity to the researcher to change the style of the interview if it became necessary.

The flexibility also gave the researcher the possibility to unearth insights on personal experiences on the issue. The researcher used an interview schedule/guide in conduce research. Questions on the guide ask about cases and causes of indiscipline in the Six Garrison Schools in Tamale Metropolis, consequences of indiscipline in the Six Garrison Schools, knowledge of Heads of Schools, teachers, pupils and parents on the military code of service discipline and its value for school discipline, institutional arrangements for implementing the military code of service discipline in Six Garrison Schools, challenges of implementing the military code of service discipline in the Six Garrison Schools and how the military code of service discipline be improved to bring

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about discipline in the Six Garrison Schools in the Tamale Metropolis. Interview guide is attached (see Appendix I).

3.6.3 Pilot Study

The pilot testing took place between the first and second weeks of March, 2018. It was retrieved in the third week of March, 2018 and Predictive Analytic Software (PASW) was used to determine the reliability of the instrument. As explained, research instruments such as the human instrument (researcher), questionnaire, and schedules for interviews, were used to collect data. Teijlingen et al., (2001) and Teijlingen and Hundley (2001), comprehensively provided a summary of the reasons for performing a Pilot Study for both quantitative and qualitative methods; these reasons range from process and management to resources and the scientific process. It is worth noting that benefits are only for scientific research and there are no benefits for the researchers themselves from a professional perspective including research informed practice, leadership and critical thinking.

According to Connelly (2008), extant literature suggests that a Pilot Study sample should be 10% of the sample size planned for the final study. A pilot study allows one to test several variables and to clear out any initial problem(s) before preparing the main plan that will guide the entire research project. The idea is not to just obtain data but to learn about the research process, interview schedule, questionnaire and the researcher as the instrument. The variables being tested include data collection methods, the time frames of the investigation, and the researcher as the instrument. The pilot study produced an overall reliability coefficient of 0.94. The Cronbach alpha coefficient, which is a measure of internal consistency, was used to ascertain the reliability of the data collection instrument.

3.7 Data Collection Procedure

The data collection took the researcher two months and two weeks (1st week of April to 2nd week of May, 2018). Before embarking on the field trip to solicit the data, the researcher took an introductory letter to the Heads of the Kamina Barracks and Barwah Barracks Schools which introduced the researcher and the essence of the study. On the questionnaires, respondents were assured of anonymity and confidentiality of their responses. The field work helped the researcher to establish the context of the responses. One challenge the researcher faced on the field was getting the respondents to fill the questionnaires on time. Initially respondents were reluctant to answer them. However, after persistent appeals some answered and return them. It is presumed that higher response rates assure more accurate results. The response rate for the study was high.

3.8 Data Analyses Techniques

Qualitative data analysis according to Cohen et al., (2007) involves organising, accounting for and making sense of the data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. They further state that there is no single way of analysing and presenting the data however, that it must be suitable for the purpose. According to Aliaga & Gunderson (2002), quantitative research methods explain a phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods or statistical methods. In view of the two methods, data collected from the field was edited to ensure consistency and accuracy. Transcription of the interviews was done.

Extracts of the interview transcripts were presented verbatim as direct quotes as well as paraphrasing of information given by the interviewees/ respondents. In order to address the research questions, data gathered using questionnaire was filtered to remove any

irrelevant responses and make them ready for coding. After coding, the questionnaire responses were entered and analyzed using Predictive Analytics Software (PASW). The results are presented in tables and figures to facilitate understanding and aid easy discussion.

3.9 Ethical Considerations of the Study

Ethics defines what is morally/legitimately right or what is morally wrong to do, or what a 'moral' research procedure involves (Neuman, 2000). Ethical issues catered for in this study include right of privacy, voluntary participation, no harm to participants, anonymity and confidentiality, deception, and informed consent. The rights of respondents were respected and there was no attempt to study respondents without their knowledge. Respondents had the freedom to participate in the research process. The researcher explained the objectives and significance of the study to respondents and allowed them to exercise their right to participate.

Respondents were assured that the research would cause no harm, be it physical, psychological and emotional to people participating in the study. The researcher guaranteed anonymity and confidentiality of respondents. To ensure this, the researcher had removed information that required identification of names of respondents, and replace them with identification letters and numbers so that a follow up will be done later for clarification purposes if the need be. The ideas, works, writing and references of other authors made in this work are duly acknowledged in the in-text referencing and bibliography to avoid plagiarism.

3.9.1 Reliability and Validity in the Research

According to Singh, (2014) Validity and reliability increase transparency, and decrease the chances of the researcher to be bias in qualitative research. It is crucial to have a good assessment of reliability and validity so as to appreciate the methods of data

collection. (Saunders et al., 2009). These provide a good relation to interpret scores from psychometric instruments such as questionnaires and interviews, used in research (Cook & Beckman, 2006). According to Tavakol & Dennick (2011), reliability and validity are crucial in modern research as they enhance the accuracy of assessment and evaluation. According to Forza (2002), without it, a researcher cannot determine the errors on theoretical relationships that are being measured.

3.9.2 Reliability

Reliability refers to consistency of measurement (Creswell, 2009; Delport, 2005; Kumar, 2011), that is, the extent to which results are similar over different forms of the same instrument or occasions of data collection. This means that if another person undertakes same procedure he should arrive at the same results. (Neuman, 2012), opines that, one of the main requirements of any research process is the reliability of the data and findings. It is an important concept in research because; it can be used to reduce errors during the analysis of responses to questionnaires It indicates that the scores of an instrument are stable and consistent (Creswell, 2009). Reliability coefficients range from 0 to 1, with higher coefficients indicating higher levels of reliability (Traub & Rowley, 1991). Reliable data are dependable, genuine, trustworthy, sure, unfailing, authentic, and reputable (Mohajan, 2017).

3.9.3 Validity

According to Gray (2004), an instrument is valid if it measures what it was purported to measure. In addition, the instrument should cover all the research issues pertaining to both content and detail. To support this view, Nardi (2006) also opined that validity is about accuracy and whether the items are correctly indicating what they are supposed to indicate. He further explains that, there are many ways of determining if the measures an individual use are valid. It is a very important feature in a measuring instrument of

any scientific study. It refers to the methodological worthiness or the appropriateness of the instruments used (Hashim et al. 2007). It is the ability of a instrument to measure what is supposed to be measured (Robson, 2011). Graziano and Raulin (2006) added that, the important component of any research should always be the degree of validity present in the procedures and conclusions. Bond (2003) posits that, researchers cannot do without measurement in any scientific study and those who develop measurement in scientific studies cannot do without validity.

3.9.4 Limitations of the Study

The research was conducted within the Six Garrison Schools in the Tamale Metropolis. The research findings are limited to these schools. In view of this, the findings of this study would have limited generalisability. The exploratory research design used is a limiting factor in that it provided opportunity to get new insights and the researcher gained familiarity with the problem but it could not help develop a rigorous design for a comprehensive search for solution to the problems.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents results of the analyses of data which were gathered to address the objectives of the study. This include; critical examination of the military code of service discipline and its value for school discipline; assessing how some military code of service discipline is/are used to maintain discipline in the Six Garrison Schools in the Tamale Metropolis; assessing the challenges of implementing some military code of service discipline in Ghana Armed Forces Six Garrison Schools in the Tamale Metropolis and identifying how the military code of service discipline can be adopted or modified to apply in these schools in the Tamale Metropolis. The results are presented as verbatim quotes and in charts to aid easy discussion.

4.1. Socio-Demographic Characteristics of the Respondents

The first section of the questionnaire solicited socio-demographic information on the respondents. The gender of respondents was analysed to reveal characteristics of the gender of the population from which the sample was drawn. This helped bring context and understanding to their responses.

4.1.1 Gender characteristics of the staff of the Six Garrison Schools

Gender characteristics of Heads and staff of the Six Garrison Schools are shown in Table 4.1. It can be seen from the table below that, of the sixteen (16) respondents sampled from the school authorities (two Heads teachers and fourteen (14) Teachers from both Barwah and Kamina Schools respectively). This sample can further be broken down as follows; Kamina Barracks was made up of the school head who is a female and seven (7) other teachers made up of four (4) males three (3) female including the head teacher, summing it up to four (4) males, four (4) females. Equally eight (8)

teachers were sampled from the Barwah Barracks School made up of the school head who is a male and seven (7) other teachers made up of four (4) males including the head teacher who is a male and three (3) females, making it (5) males and (3) females teachers.

On the category of the head teachers, the Kamina head teacher was a female while that of Barwah Barracks was a male. Furthermore, out of the fourteen (14) teachers drawn from the Six Garrison Schools, Kamina had four (4) male teachers and three (3) female teachers. In addition, Barwah Barracks had four (3) male and three (4) female teachers. This indicates that the teaching and administrative staff of both basic schools have almost equal number of teachers. This reveals that there is some kind of gender equality in the Six Garrison basic schools.

Table 4.1: Gender Characteristics of Staff of the Six Garrison Schools

School	Kamina Barracks		Barwah Barracks		
Gender	Male	Female	Male	Female	Total
Heads of School		1	1		2
Teaching Staff	4	3	3	4	14
Total	**4**	**4**	**4**	**4**	**16**

Source: Field Survey, 2018

4.1.2 Gender Characteristics of Parents and Students of Six Garrison Schools

Gender characteristics of Parents and students of the Six Garrison Schools are shown in Table 4.2 it can be seen that of the eighteen (18) respondents sampled from the category of parents who have wards in the two schools, nine (9) were male and other nine (9) were males, representing 50% each.

It can also be seen from Table 4.2 that of the 25 respondents sampled from the category of pupils in the two basic schools, thirteen (13) of them were males representing 52%, while the remaining twelve (12) pupil were females representing 48%.

Table 4.2: Gender characteristics of Parents and Students of Six Garrison Schools

School	Kamina Barracks		Barwah Barracks		Total
Sex/Category	Male	Female	Male	Female	
Parents	5	4	4	5	18
Pupils	7	6	6	6	25

Source: Field Survey, 2018

4.1.3 Gender Characteristics of Staff of GES and GAF

Gender characteristics of staff of GES (Circuit supervisors) and GAF (soldiers) are shown in Table 4.3. It can be seen from Table 4.3 that of the 6 respondents sampled from the category of GES authorities (Circuit Supervisors), 3 were male representing 50% were male and the other 3 were equally females representing 50%. Out of these female Circuit Supervisors were 2 from the Sagnarigu District Education Office and 1 from the Tamale Metro in charge of Girl Child Education. On the other hand, 60% of the GAF authorities were male and 40% were females. It can be seen from Table 4.3 that of the 10 respondents sampled from the category of GAF authorities (soldiers), 30% in Kamina Barracks were male while 20% were female. On the other hand, 30% in the Barwah Barracks School were male and 20% were females. Majority of the soldiers were males (60%)

Table 4.3: Gender characteristics of supervisory staff of GES and GAF

Staff of regulatory/Supervisory Body

Supervisory body	Male	Female	Total
Circuit Supervisor	3	3	6
Staff of GAF	5	5	10
Total	8	8	16

Source: Field Survey, 2018

4.1.4 Some Selected Military Code of Service Discipline (CSD) and their Value for School Discipline

This section deals with some selected military CSD which serve as the standard of following are some selected military CSD which will serve as the standard of assessing their impact on school discipline;

(i) Drill. When applies to students makes them alert obedient and very smart. An interview with three (3) respondents from the Ghana Armed Forces indicated that, drill also enhance teamwork and develop their minds and makes them more nationally centered instead of personal centeredness. It is the concept of either matching with or without arms.

(ii) Padre hour/ Silence hour. This is a period of meditation and silence in which students do sober reflections of certain moral aspects of their behaviours, get closer to their totems of belief and restructure or re-organise and redirects their lives. It also a period that creates ways for students who by virtue of certain issues couldn't do their home works at home to do it. Another interview with two (2) personnel of the GAF regulatory bodies, they both claimed that padre hour was basically used in the military after battles for troops to reflect soberly on the happening of the battles and how to get

closer to their maker. This elevated them spiritually and morally. They emphasized that, it has particularly help to raise the moral standards of the pupils and improve academic achievements.

(iii) Aiding and Abetment of crime. This is a Military Code of Service Discipline that seek to curtail peer-group influence. It is a serious offence in the Ghana Armed Forces Code of Service Discipline for an individual to aid someone to commit/omit an offence. An interview with the Ghana Armed Forces officer in-charge of the Six Garrison schools, he indicated that, most of the indiscipline behaviours are influenced by peers and as a result, fussing "Aiding and Abetment of crime into the school ethics will help stop or minimises the occurrence of crimes or offences motivated by peers. He further explained that, since the aider gets almost the same punishment as the offender, all pupils will be careful and comport themselves in a discipline manner.

(iv) Non-Denominational Religious Church Parade. This is a military tradition that seeks to foster religious unity and tolerance amongst personnel. This has been transported into the Garrison Educational System on every Wednesdays between the hours of 6am-7:30 am, the students meet to learn of the things about God/Allah together in a single classroom with both Muslims and Christian resource persons are usually invited to speak to the students on the need for tolerance, humility, issues on teenage pregnancies, drug addictions, and other social issues. This helps to reduce the occurrences of many forms of indiscipline such as stealing, fighting, religious arguments among others.

(v) Do before you complain. This is strictly a military value that has been adapted into the Six Garrison Schools. It is observed that, most of the pupils require some kind imposed discipline as suggested by Nye (1958). It was discovered from the interviews

with some of the teaching staff of both basic schools in the Six Garrisons that, most of the traditional disciplinary measures seems to have failed in solving the issue of pupils' indiscipline. According to the Ghana Armed Forces representative at the Barwah Barracks school, this aspect has indeed improved discipline in the school, because the pupils at all times try to get things done rightly so as to avoid punishment. He particularly mentioned cleanliness, dressing, completion of their home works and assignments among others. This is in line with Nye (1958) theory of self-control using agents of socialization such as the teachers, parents and elders.

(vi) "Lateness to functions amounts to non-attendance". Another value that has been transported from the GAF into the Six Garrison Schools is the non-tolerance of lateness to school. Due to this, the school often makes it a point to do a clean-up exercise a day before Schools re-opens so as to provide a full commencement of academic process when school begins. This has helped the teaching staff to always finish their syllabi as scheduled and students also benefit academically from this as compared to their colleagues in other public schools who often use a week or even more in cleaning their environment to commence academic work, as a result, most time are unable to finish their academic work for each term, which invariably affect their performance.

4.2 Causes and Consequences of Indiscipline in the Six Garrison Schools

To address the themes, overall research questions and objectives of the study, the research begins by identifying cases, causes and consequences of indiscipline in the Six Garrison schools. On the cases of indiscipline, interviews with the fourteen (14) school teachers and two (2) head teachers, had at least seven (7) or more of the issues below raised. school authorities from both schools revealed that there are many cases of indiscipline. Cases of indiscipline mentioned by heads of the schools and teachers alike included the following; (1) lateness to school (2) pilfering (3) bringing phones to

school against school rules (4) improper dressing, (5) sexual relationships leading to unwanted pregnancies, (6) physical assault or attack on each other, (7) truancy, (8) substance/drugs abuse, (9) examine malpractices, and refusal of pupils to study or complete class exercises or home work among other things.

The cases stated by both teachers and heads of school were almost the same, their opinions did not vary. They mentioned that the most frequently occurring acts of indiscipline in schools are sexual misconduct, drug abuse, examination malpractice, stealing, occultism, pornography and defiance of authority. One of the teachers in Barwah Barracks School had this to says:

> *"We have many evidences of indiscipline in our school. Apart from failure or refusal of pupils or students to do assignments or homework, there are cases of indecent dressing by the boys usually known as "autofister" where their shorts are made loose and their belts not tightened. Similarly, the girls are fond of wearing short dresses which is not proper".*

On some of the causes of indiscipline in the Six Garrison Schools, interviews with six (6) of the school authorities revealed that, some of the causes of indiscipline among pupils in the Six Garrison schools include; (i) inadequate parental control (especially in the cases of fostered children, divorce or separation of parents), (ii) bad role modules such as teachers, (iii) peer influence, (iv) child labour or abuse, and (vi) influence of social media. A Teacher in Barwah Barrack School had this to say:

> *"We have pupil from the neighboring communities we have observed come to school late most of the time or are absent especially during the rainy season. Upon interviewing some of these pupils, we gathered that they usually burdened*

with house chores to the detriment of their education that make them wake up

late and therefore are unable to come to school on time".

Twelve (12) parents and six (6) pupils also spoke about the causes of indiscipline. Among these eight (8) parents, fifteen (15) of them mentioned issues such as (i) lateness, (ii) truancy and (iii) refusal to do homework among others. On the part of the pupil six (6) of them raised issues such as bad attitudes of some of the teachers such as; alcoholism, smoking, gambling, truancy and lateness to school, whilst three (3) mentioned the rowdy nature of some pupils which make their wards begin to be violent in order to defend themselves against bullies. One parent stated that:

> *"My son is naturally the quite type but lately he is become more aggressive and sometimes violent. I can trace the cause of this to the rowdy nature of some of his colleagues in school which has made him change behaviour in order to be able to cope. So I can say a major cause of indiscipline in the school is because school authorities have not nipped bullying in the bud especially when students report of such incidences to school authorities".*

On the consequences of indiscipline in the Six Garrison Schools, both two (2) head teachers and the other fourteen (14) teachers mentioned that, indiscipline was a major drawback of academic progress that result to poor academic performance by pupils, school dropouts, prostitution, arm robbery, teenage pregnancies and the development of social misfits. One of the Head teachers had this to say.

> *"Cases of lateness to school are common acts of indiscipline especially, among students who come from outside the barracks to attend school. They miss roll calls and are punished. This makes them miss classes and do not fully participate in clear exercises. Late comers are punished severely and this may*

mean that they miss lessons. Since some are not always punctual to school, their lateness correlates with their missing class exercises. This affects their performance as well as the overall performance of the school".

4.3.1: Knowledge of the Military CSD and its Value for School Discipline

This section seeks to critically examine the military code of service discipline and its value for school discipline. The researcher asked Pupils the aspects of the military CSD they know either because they have been taught or because they are barracks school, the analyses revealed that aspects of CSD such as drill, "do before you complain", aiding and abetting crime and proper wearing of uniforms, and "an attack on one is an attack on all" which means there's unity amongst them. Results show that about 31% are conversant with "do before you complain", 28% know of aiding and abetting crime, 22% know that they wear uniforms different from public school students and that distinguishes them, 12% stated that they know about drill, 7% stated that they know that "an attack on one is an attack of all". This means that they are united compared to pupils of other schools. The results are shown in figure 4a.

Figure 4.1: Aspects of Military CSD Pupils are Privy to/ know
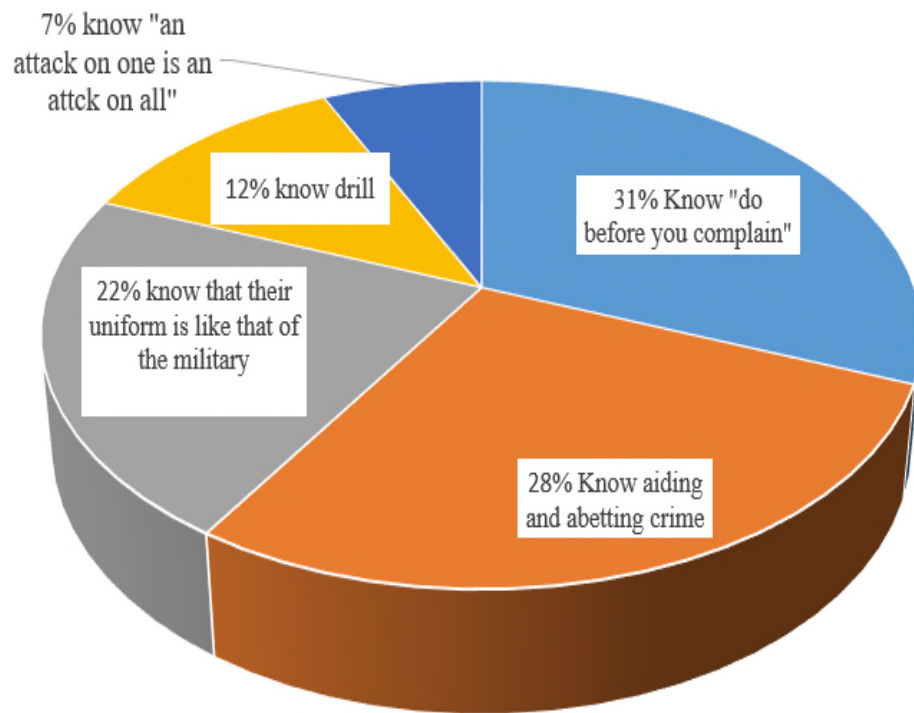
Source: Field Study, 2018

Regarding Pupils' knowledge of the military code of service discipline as being practiced in the Six Garrison Schools, 49% of the students stated that they have little or limited knowledge of the military code of service discipline, 35% of respondents stated that they have a fair or moderate knowledge of the military code of service discipline, 3% were not sure of what the military code of service discipline is about, 13% stated that they have adequate knowledge of the military code of service discipline. On a whole, it was clear that most of the Pupils had no adequate knowledge of the military code of service discipline. The results are shown in Figure 4.

Figure 4.2 Pupils' knowledge of the military code of service discipline and the value of the CSD for school discipline
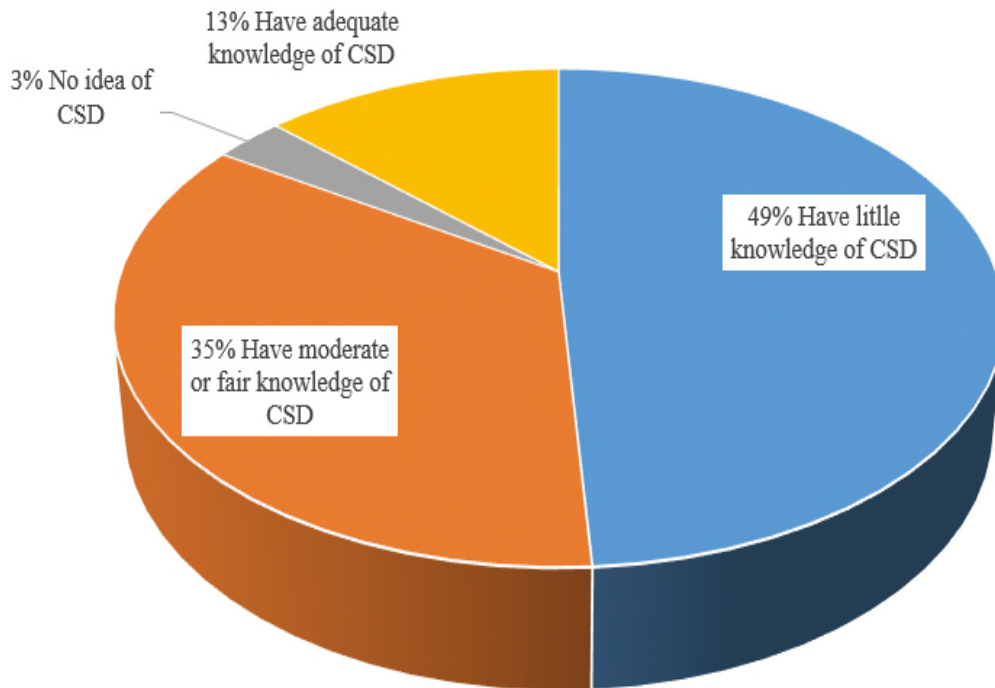
Source: Field Study, 2018

Interviews with the school authorities revealed that activities like drill and observance of principles such as "silence hours" Non-Denominational Religious Parades, aiding and abetting crime can lead to increase in discipline, increase in academic performance, raise the name of the school high, lead to responsible citizens who are alert and active and will benefit parents and the larger society. CSD can lead to collectiveness, togetherness, cohesiveness of the spirit of teamwork and well as independence as well as development of personality and self-esteem in individuals. On what value the military code of service discipline has for school discipline, a teacher said that:

> *"Drill is allowed and it shapes student behaviour. Apart from drills, we have been made to understand that, we don't have to spare the rod and spoil the child. This means we employ the use of canes when necessary to ensure conformity to school rules and this make rules of the school to be held in high esteem. We also have about 25 code of ethics displayed on the various classes*

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and the first code is purely military- "do before you complain". We also have a commandment that states that; "thou shall not steal". There is another discipline introduced by the military called the 'Padre hour" or silence hour which is linked to religions and good morals. These lead to high moral standards and high level of discipline and academic performance. I remember a case where some grown up pupils had misbehaved. They were taken to the guardroom by soldiers cautioned them and brought them back. Since then, they are good ambassadors of discipline and when they completed they had good grades/results".

4.4 Military CSD and How it is Being Applied to Bring About Discipline in Six Garrison Schools

This study sought to assess how aspect of the piloted military CSD and others yet to be selected can be used to bring about discipline in the Six Garrison Schools in the Tamale Metropolis. This was central to this thesis. The researcher sought to know clearly the various steps used and how they are being used to mainstream the military CSD into the school discipline structure. It was revealed from all the teachers and GAF regulatory authority that, military values are held in high-esteem especially in the two (2) basic schools such that, to maintain the standard of military discipline. New teachers as well as teacher trainees and service personnel posted to the Garrison are often given an orientation on the CSD and other disciplinary rules governing the schools. Regular or main stream teachers are equally given annual refresher orientation in order to always maintain the school discipline. A teacher in Barwah Barracks School in an interview stated that:

"We were given an orientation when we joined this school which was essentially military. We were told of the extended time we have to spend

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teaching. This is different from what pertains in the normal government schools. For example, we teach one hour, ten minutes per single subject as compared to the forty-five minutes per lesson that pertain in the other schools. This allows us to give exercises during the teaching session. Again, we close school at 3:30pm instead of 2:00pm as is the case in many public schools. "As part of implementation of CSD, there is always a Garrison education officer to serve as an intermediate between teachers of the Garrison and the district education office. Aside the officers there are other coordinators from the office to the respective schools".

Another teacher from the Kamina school said that:

"We are teachers of the GES working in the Six Garrison Schools which are under the Ministry of Defence. As a result, we are given powers under the Garrison Education Unit to discipline decisively a pupil who shows signs of indiscipline. For example, the teachers have a pair of scissors to cut any hair cut which is not deemed appropriate in the school. Students who are loosely dressed we cane them even though GES does not allow caning anymore, it is allowed in the barracks schools, and this has yielded positive results Even those with torn and old uniforms are encouraged to get new ones and sometimes forced to get it with deadlines given to them without which they will be evicted or sacked from the school".

Regarding students' understanding of how CSD is being incorporated into the Six Garrison Schools to promote discipline, about 32% of the students stated the "do before you complain" rule among others are from the CSD, 25% of respondents stated that institutional arrangements like teaching staff of the schools and making resources

available for implementing the CSD have been put in place in the Six Garrison Schools, 23% stated that there are military officers who are helping guide the teachers recruited by the GES in implementing the military code of service discipline, 20% stated that the locations of the Six Garrison schools offers the opportunity and context for the implementation of the military code of service discipline. The results are shown in Figure 4.3

Figure 4.3: How the CSD is being implemented in the Six Garrison Schools
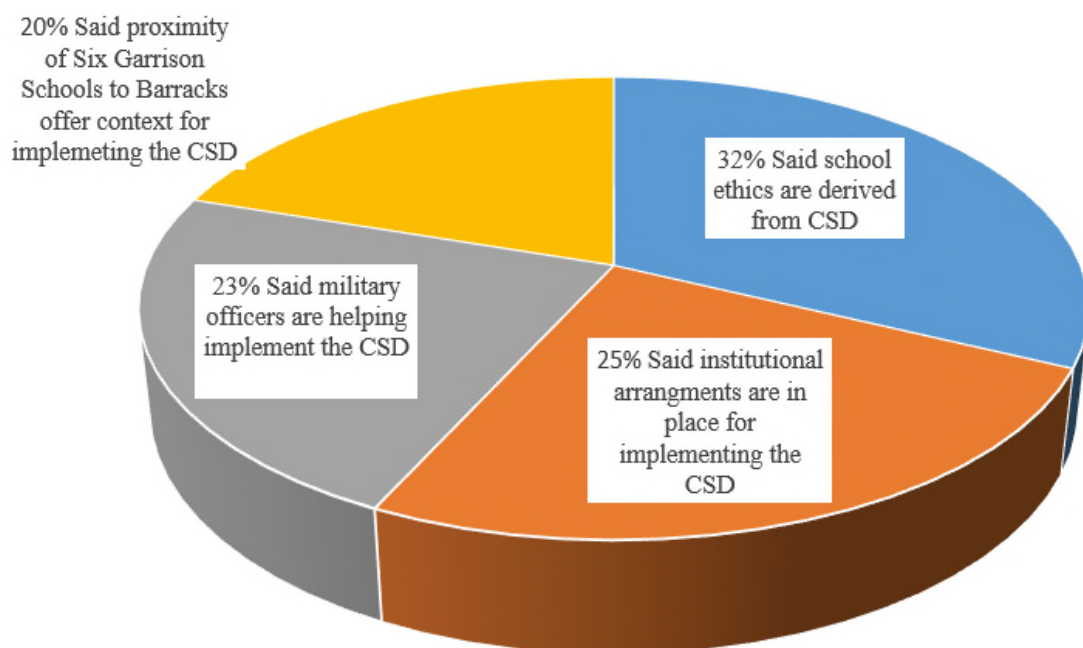
Source: Field Study, 2018.

4.5: Challenges of Implementing CSD in the Six Garrison Schools in Tamale Metropolis

The third objective sought to assess the challenges of implementing the military code of service to bring about discipline in Schools in Tamale. To assess some of the likely challenges school authorities of the Six Garrison basic school are likely to confront in the implementation of the military CSD in the six Garrison schools, the head teacher of Kamina Barracks School had this to say:

"The teachers we have in our schools are employed by the Ghana Education Service. This means that working in the Six Garrison Schools which are under the Ministry of Defense and the Ghana Armed Forces means that teachers sometimes are required to do things especially under the military code of service discipline that are not part of the labour arrangement they have with GES which can bring about unfavourable developments. Teachers are employed by GES not MOD and so have not been trained or given a military orientation to be able to carry out the code of services discipline requirements by the Ghana Armed Forces. If this happens GAF can only say they can no more work with a teacher but cannot sack that teacher".

A teacher from the Barwah barracks school complained that:

"We face dilemma working for the GES as well as following MOD rules which may or may not be binding on us. The Military CSD is not suitable or easy to be followed by people who are not soldiers. Teachers and pupil therefore cannot obey all the CSD because we are not military people living in their barracks. For example, caning is allowed by GAF whereas GES says no to caning. Also the or CSD stipulation that people need to "do before you complain" sometimes is not appropriate since there is the need to allow "complain" before "doing." The punishment that are not allowed by the GES are allowed by the MOD like students being made to dig pits, scrub urinals, and fetch stones or gravel among other things." Since we are civilians and not legally bound to follow the CSD we sometimes do not implement the CSD. But since we work in the barracks environment and find ourselves within the MOD controlled environment we have to "do" before we "complain".

On the challenges of implementing the military CSD in the Six Garrison Schools to promote discipline, 43% of the students stated that some of CSD being promulgated cannot be customized into school rules and disciplinary actions given their gravity or severity, 29% of respondents stated that institutional arrangements for implementing the CSD are weak and not capable of helping seamlessly implement the CSD, 18% stated that there are military officers who are helping guide the teachers recruited by the GES in implementing the military code of service discipline are often not around to help in adequately ensuring compliance to the CSD, 10% stated that low involvement by parents and other outside stakeholders presents a challenge in the implementation of the military code of service discipline. The results are shown in Figure 4.4.

Figure 4.4: Assessments of the challenges in the implementation of the military CSD in the Six Garrison Schools
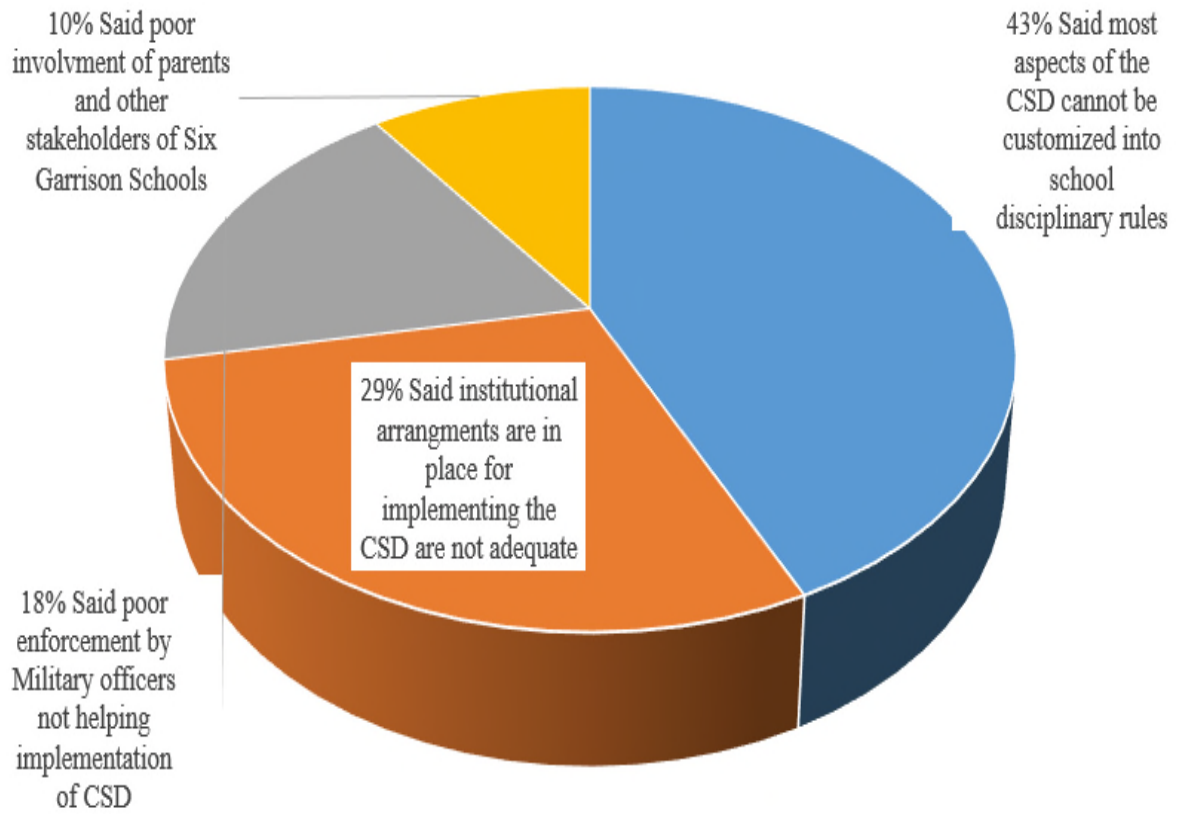
Source: Field Study, 2018

4.6 Suggestions for Improvements in Implementation of the CSD in Six Garrison Schools

The fourth objective sought to gather suggestions on how the implementation of the military code of service can be improved to bring about discipline in Schools in Tamale. On what suggestions/recommendations they will like to make interviewees gave many suggestions. The school heads and teachers suggested that there is the need to select some few mild CSD suitable for school discipline for implementation. According to one school head: "the GES in collaboration with the MOD can review the military CSD and select some that are suitable for addressing indiscipline in schools. These should be those which are mild and will not be injurious to the teachers and children. The military should have limits as GES is the regulator." Kochhar (2001), suggested that punishment should be rational, that is, proportional to offence committed/omitted. Another teacher stated that:

> *"If the Ghana Armed Forces wants to maintain a high standard of discipline in the Six Garrison schools, they need to work well with other stakeholders; parents, teachers, GES authorities and community member among others. For example, stakeholders should be consulted and CSD well explained to them before implementation. In collaboration with PTA, school authorities can suggest to the military to help them implement CSD. Soldiers who have teaching background can be allowed to help. Parents, teachers, military, and pupils should all come together to fight the menace of indiscipline".*

School heads suggested that there was the need for military officers to be involved in teaching and learning as this will help in the area of instilling discipline. It will help curb this indiscipline. Soldiers can be assigned to teach to ensure discipline which will help promote academic achievements. Some aspect of the CSD like "do before you

complain" can be well implemented by soldiers and not civilians. The GAF authorities (Soldiers) suggested, during new admissions, the head teachers and other staff should ensure that, they provide some kind of briefing to parents on some aspects of the military code of service discipline used in the school and others yet to be introduced or modified because the Six Garrison schools are to an extent owned by the military. To the soldiers, this orientation will prevent parents from interfering into school activities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion and recommendations of the study. The summary focuses on key findings. Conclusions, based on the findings of the study, are

drawn. Based on the conclusions, recommendations are given as well as suggestions for future research.

5.1 Summary of key Findings

Main objective.

The main objective of the study was to identify some of the causes of indiscipline in the Six Garrison basic schools in the Tamale Metropolis and the consequences on the students, parents, teachers and school administration. From the study it was revealed by the head teachers and other teaching staff of both schools that, several forms of indiscipline such as; (i) lateness to school, (ii) dirtying of the environment, (iii) usage of mobile phone on campus by some students, (iv) improper dressing such as the male pupils dressing without belts, not tacking in their shirts during instructional periods, (vi) sexual relationships with opposite sex, (vii) fighting and physical assault on each other, (viii) truancy, (ix) refusal to study or complete homework at home, (x) examination malpractices and (xi) drugs/substance abuse among others.

Relating to the consequences on students, indiscipline according to a cross section of the respondents such as parents, teachers, authorities of the GES and GAF, all made mention that, it leads to poor academic performance which also lead to the breeding of bad citizens, teenage pregnancies, school drop outs, etc. Parents are equally affected because it is disheartening as a parent to see a ward perform poorly academically or turn to be a hooligan after much investment have been made on him/her. Teachers also become sad and down spirited when the consequences of indiscipline aggravate to this level of poor academic performance and this even leads to decline in enrollment.

5.1.1 Causes of Students' Indiscipline in the Six Garrison Schools and its Negative Impacts on the School Administration.

The study revealed among other things, the lack or little knowledge on the importance of education, fostered children, poor economic backgrounds of parents, children cultural backgrounds and lack of parental commitment to the educational and general wellbeing of their children. Again, some teachers, peers and other external environmental factors were also identified as some of the causes of indiscipline in the Six Garrison schools. On, the negative consequences of indiscipline on the pupils, teachers, parents and school administration, the study revealed that, indiscipline leads to poor academic performance in schools which first and foremost affect students leading to the school dropouts, teenage pregnancies, prostitution, armed robbery, etc.

Parents are equally affected because more investment is made on their children to get positive outcomes, but when it turns otherwise, they become demoralized. Teachers and school administration also feel the negative impact by recording low enrolment, and also psychologically bad.

5.1.2 The Military Code of Service Discipline and its Value that can be used to enhance discipline in the Six Garrison Schools in the Tamale Metropolis.

The study revealed the following; 31% of the students were conversant with the military code of service discipline such as "do before you complain", 28% familiar with aiding and abetting crime, 22% aware of the uniqueness of their uniform, 12% stated that they know about drill, 7% stated that they know that "an attack on one is an attack of all" and all these revelations have supported the fact that, the military CSD has value for school discipline. Fifteen of the Pupils indicated that, since the pilot test of some of the few Military CSD, there had been significant improvement of discipline in the school because if they fail to comply, they will be punished.

In respect of this objective, the study concluded that, the introduction of some of the military code of service discipline in the Six Garrison schools has tremendously improved discipline among the students which is often manifested in the academic performance at the BECE level over the years. This finding confirms Nye's (1958) theory of social Deviance theory, where discipline is achieved through direct control or behavioural compliance by parents, teachers or elders enforcing compliance by punishments, threats, rewards, etc.

5.1.3 Some Aspects of the Military Code of Service Discipline on Discipline in the Six Garrison Schools in the Tamale Metropolis.

The study revealed that, aspects of the military CSD such as drill, has improved upon the students' turnout, teamwork and smartness in the way they participate in school activities. Silence hour/ Padre hour has tremendously improved their religious tolerance and cohesion and has also reduced the prevalence of teenage pregnancies, smoking in the school, fighting, stealing among other. "Do before complain" was also identified as a form of imposed discipline on the part of the students who lack self-discipline among others. This confirms Nye's (1958) theory of social attribute, which stipulate that, social institutions such as the family, educational and religious institutions can help to enhance discipline.

5.1.4 Challenges like to confront school authorities in the Implementing Some of the Military CSD in the Six Garrison Schools.

The study revealed that. The Ghana Education Service (GES) and the Ghana Armed Forces (GAF) are different autonomous state institutions and as a result, it is difficult to apply the military code of service discipline on the educational institution. A teacher in Kamina basic revealed that, the dilemma they sometimes face in the Garrison schools are the conflict of interest between the GES and the GAF. The teacher further stated

that, though many of the military code of service discipline are very good for school discipline, the challenge is their conformity with the GES ethics.

Another challenge noted was the absence of the GAF regulatory authorities to enforce some of these military CSD and finally the misconception of the military discipline by many stakeholders as "harsh" and "hard". This finding confirms Nye's (1958) social attribute theory which places emphasis on the interdependence and interrelationship of the various institutions in the promotion of discipline among members of a given society.

5.1.5 Aspects of the Military CSD which can be Improved or Modified to Instill Discipline in the Six Garrison Schools in the Tamale Metropolis.

The study revealed that, some of the military CSD such as "do before complain", which facilitates imposed discipline among students, drill, which promote smartness among the students, promotes and teamwork, "silent hour" which enhances good morals among the students should be modifies and expanded by way of the time frame and the involvement of the military authorities especially in the area of drill. This finding confirms Travis Hirschi's (1969) theory of social bond which postulated that individual behaviour is determined by the greater social bonds they form within the various social institutions such as the family, education, religion among others.

5.2 Conclusions

The study used a mixed approach and an exploratory case study design was adopted and used. Furthermore, simple random sampling and purposive sampling techniques were the data sampling techniques used- both probability and non-probability sampling techniques were used. Also, the data were collected using both interviews and questionnaires respectively. Data collected through interviews were coded, organized into themes and patterns, analysed and presented as direct quotations as well as

paraphrasing. The questionnaires on the other hand were also coded, categorised and analysed using the Predictive Analytics Software (PASW), and presented on pie charts to aid easy discussion and understanding. The study was anchored on two relevant theories of social deviance; self-control and the social bond theories.

Both theories explain why and how deviance behaviours occur and how to prevent or reduce the each as and when it occurs. The researcher also reviewed literature, focusing on the European, African, west African, Ghana and the Northern Regional views on students' indiscipline and its negative consequences on students, teachers, parents, school administration as well as the general public. The manifestations of several forms of indiscipline in the Six Garrison schools and their related negative consequences on many stakeholders of education including the students themselves, parents, teachers, parents and even school administration, cannot be underestimated.

The study identified some causes and consequences of indiscipline in school such as parent-related school or teacher-related, peer influences among others and the numerous negative impacts on the students themselves, parents and society at large such as unwanted pregnancies, school drop outs, among others. It can be concluded that, for children to benefit from the right to the Free Compulsory Universal Basic Education (FCUBE) and to perform especially at the BECE level, there's the need to for students to know their responsibilities just as they have a right to education. To achieve this goal of right to education especially at the basic level in the Six Garrison schools in the Tamale Metropolis, some of the military CSD were also identified as relevant for school discipline, such as drill, silence hour, non-denominational religious Church Parade among others.

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The means by which authorities can implement some of the military CSD were equally identified. Challenges of implementation were highlighted and suggestions for implementation were also formulated. Based on findings and discussions, it is clear that the problem of indiscipline in the Six Garrison Schools is partly solved by the implementation of the military CSD. It can be concluded that discipline is being improved in the Six Garrison Schools after the introduction of some of the Military CSD.

5.3 Recommendations

Based on the findings and conclusion of the study the following recommendations are given to help in the implementation of the military CSD to bring about discipline in the six Garrison schools in the Tamale Metropolis of Ghana.

(i) Parents should spend quality time with their children at home, show them love and teach them good values so as to be discipline. Parents should also visit the schools regularly to have a firsthand information on how their children are doing at schools. School authorities and teachers should also serve as role models so that, students can rely on them for advise and directions on how to make informed decisions in their education, social and other aspects of their lives. Other social institutions such as the religious bodies, as well as the Sagnarigu District Education Office even though, is doing good in the issue of children education, but should also take the issue of discipline more seriously so as to improve upon discipline seriously so as to produce the discipline so as to produce the desired outcomes in the Six Garrison schools.

(ii) The regulatory bodies of the GAF should also intensify on their sensitization of teachers, parents, education officials such as the circuit supervisors on how to apply the few selected military code of service discipline that has value for school discipline. The implementation should be done cautiously so as to achieve the desired discipline.

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(iii) Even though, the schools are located in the Garrison and by extension regulated by the Garrison Education Unit, the Ghana Armed Forces should always consult the teachers or school authorities and parents knowing that, the teachers are the main stakeholders of education and are the people to implement effectively the military code of service discipline that has been selected. Military authorities should also be involved in teaching Pupils of the Garrison Schools so as to have a firsthand information of some of the indisciplinary problems. By gaining this information, they will be able to formulate modalities on how to resolve these issues.

(iv) To resolve the challenges in the implementation of the military code of service discipline, there is the need for a broader consultation of all stakeholders of education such as the Sagnarigu District Education Office, parents and teachers to formulate some of these military code of service discipline as a policy to instill the desired discipline.

(v) In addition to the few military code of service discipline that has been selected to enhance discipline in the Six Garrison schools in the Tamale Metropolis, many of the respondents suggested that, mild components of the military code of service discipline can be added and the existing ones improved by way of sensitization and education with other stakeholders to improve upon the discipline.

(vii) This study covered only the Tamale Metropolis of the Northern Region of Ghana Further research can be done on the topic in other districts to approve or refute the findings of the study. It is also recommendable for more research to be conducted in other districts and municipalities to make the study's findings more generalised to the Region at large. The research methodology employed in this study can be used for replication. Finally, a comprehensive study on curtailing indiscipline in schools using

the military code of service discipline in other schools in the Northern Region and beyond is recommended.

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APPENDICES

APPENDIX A

Interview Guide

1. Have you had some cases of indiscipline within the Six garrison schools?

2. If yes, what are some of the forms of indiscipline in the Six garrison schools (more specifically Barwah Barracks)?

3. What are the causes of indiscipline in the Six Garrison Schools in Tamale Metropolis?

4. What are some of the consequences of indiscipline in the Six Garrison Schools in Tamale Metropolis?

5. What are the measures you have taken so far to curtail students' indiscipline in the Six Garrison School?

6. What have been the challenges of the control measures you have adopted to curtail these indiscipline behaviours.

7. As a school teacher, head (or authority of GES) have you any idea what the military code of service discipline is?

8. What will be the value of the military code of service for school discipline?

9. How can the military code of service discipline be used to bring about discipline in the Six Garrison Schools in the Tamale Metropolis?

10. Are there any institutional arrangements for implementing the military code of service discipline in Ghana Armed Forces (Six Garrison) Schools in the Tamale Metropolis?

11. What are the challenges of implementing the military code of service discipline in Ghana Armed Forces (Six Garrison) Schools in the Tamale Metropolis?

12. How can the military code of service discipline be improved to bring about discipline at Ghana Armed Forces Schools (The Six Garrison) in the Tamale Metropolis?

13. What other suggestions do you have on this issue of indiscipline in the Six Garrison Schools, causes, measures as well as using the CSD in curtailing it?

14. Provide some recommendations for policy consideration.

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APPENDIX B

Parents Questionnaire

Dear Respondent,

The questionnaire given to you is part of a research work for a Masters of Philosophy in Social Administration at the University for Development Studies. The research is designed to examine the causes of indiscipline and suggested remedies of this phenomenon among Pupil of the Six Garrison Schools (Barwah Barracks and Kamina Junior Secondary Schools) within the Tamale Metropolis. You are kindly requested to honestly answer all the questions in the questionnaire carefully.

Instructions: To answer the questions, kindly tick in the box e.g (√) against the most appropriate answer or fill in the blank spaces where the possible answers are not given.

Identification Particulars

Area of residence-place you stay   1. Low density/populated area   (   )

2. Medium density/populated area   (   )

3. High density/populated area   (   )

Sex: 1. Male   (   )   2. Female   (   )

Age:………………

(1) What is your marital status?

(1) Married   ( )

(2) Single   ( )

(3) Widowed   ( )

(4) Divorced   ( )

(2) What is your employment status?

    (1) Employee   ( )

    (2) Self-employed   ( )

    (3) Casual worker   ( )

(3) What is your level of Education?

    (1) Primary education level   ( )

    (2) Secondary education level   ( )

    (3) College education level   ( )

    (4) University/tertiary level   ( )

(4) Number of children.

    (1) One – three   ( )

    (2) More than three   ( )

(5) Which of your children gives you a lot of disciplinary problems?

    (1) Boys   ( )

    (2) Girls   ( )

    (3) Both   ( )

(6) Are there any disciplinary problems among your children which are caused by social- economic status of the family?

    (1) Yes   ( )

    (2) No   ( )

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(7) If the answer to question (5) above is 'yes', what are these problems?

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(8) What family socio-economic experiences that result in indiscipline among your children?

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(9) What measures do you recommend for parents/guardians take to reduce the incidence of indiscipline caused by these socio-economic statuses you have mentioned?

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..………………………………………………………………………………………………...

(10) In your own view, are children from low family backgrounds more likely to exhibit indiscipline problems than those from high income backgrounds?

       (1) Agree   (   )

       (2) Disagree   (   )

(11) Do you think indiscipline in schools is caused by home environment factor?

       (1) Strongly agree   (   )

       (2) Agree   (   )

       (3) Disagree   (   )

       (4) Strongly disagree (   )

(12) Aside the socio-economic factors, what other factors account for indiscipline in schools? Please explain

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(13)   Are you familiar with some of the Code of Service Discipline (CSD) of the Ghana Armed Forces, since your ward is in the Barracks School?

    (1)   yes   (   )

    (2)   No   (   )

(14)   If your answer is yes to item (12) above, can you state some of these Code of Service Discipline that can be used in the schools to bring about discipline?

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(15) How do you think these CSD you have enumerated above can be incorporated into the Six Garrison Schools, since the Ghana Armed Forces and the Ghana Education Service are different government agencies?

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(16)   What do you think teachers in the Six Garrison Schools should do to instill the desired Discipline?

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…………………………………………………………………………………

(17) Are there any other issues of indiscipline that you will like to share and suggest solutions?

....

....

..

Pupils' Questionnaire

Dear Respondent,

The questionnaire given to you is part of a research work for a Masters of Philosophy in Social Administration at the University for Development Studies. The research is designed to examine the causes of indiscipline and suggested remedies of this phenomenon among Pupil of the Six Garrison Schools (Barwah Barracks and Kamina Junior Secondary Schools respectively) in the Tamale Metropolis. You are kindly requested to honestly answer all the questions in the questionnaire carefully and honestly.

Instructions: To answer the questions, kindly tick in the box e.g (√) against the most appropriate answer or fill in the blank spaces where the possible answers are not given.

Identification Particulars

Sex: 1. Male   (   )   2. Female   (   )

3. Age:………….   4. Form/class…………

(1)   Parental Status

1. Both parents are alive   (   )

2. Double orphan   (   )

3. Single orphan   (   )

4. Self-supporting   (   )

(2)   Where do you stay?

1. Low density/populated area   (   )

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2. Medium density/populated area   ( )

3. High density/populated area   ( )

(3)   **Who do you live/stay in your house with?**

1.   Parents   ( )

2.   Grandparents   ( )

3.   Other relatives/people (Specify)

....

(4)   **How many people are in your house?**

(Specify)

……………………………..……………………………………………

(5) If your family has more/less than six children, what possible explanation would you say for the for the big/small number?

(a) If the family has more than six children. Provide reason(s)

....
....
....

(b) If the family has less than six children. Provide reason(s)

....
....

(6) How many meals do you have per day?

1. Once a day   ( )

2. Twice a day   ( )

3. Thrice a day   ( )

4. More than thrice a day   ( )

(7) What level of education did your father (or male guardian) attain?

1. Father/Male guardian's level of education…………………………………

2. Mother/Female guardian's level of education…………………...........…

(8) What do you consider to be the economic status of your guardians/ parents?

    1. High economic status   (   )

    2. Middle economic status   (   )

    3. Low economic status   (   )

(9) How often do you discuss your problems with your guardian/parent/s?

    1. Always   (   )

    2. Most of the time   (   )

    3. Once in a long time   (   )

    4. Never   (   )

(10) How often do discuss your problems with your teacher(s)?

    1. Always   (   )

    2. Most of the time   (   )

    3. Once in a long time   (   )

    4. Never   (   )

(11) Does family size contribute to pupil's indiscipline at school?

    1. Yes   (   )

    2. No   (   )

If your answer to (11) above is yes, please explain

……..………………………………………………………………………………

………………………………………………………………………......................

(12) Are you familiar with some of the activities of the Military since you are schooling in the barracks?

1.Yes ( )

2. No ( )

(13) If your answer to (12) above is yes, please explain/mention or state some of them

……………...

....……………..

(14) Explain some of the Military activities or Code of Service Discipline that has shaped/changed your life? Please explain

....

....

(15) How has Military activities in your school such as drill, Padre Hour and Non-Denominational Religious Activities helped you and other students to be discipline?

....

....

....

(16) There are so many forms of indiscipline in many public schools including yours. Below is a list of some of the cases of indiscipline. What are some of the cases of indiscipline experience by some pupil in your school? Honestly tick as many as may apply.

Nature of indiscipline	Tick [√] the most appropriate
Lateness to school	
Sleeping /dozing in class	
Use of slang	
Not doing assignments	
Absenteeism	
Not observing school dress code/being shabby	
Leaving text and exercise books at home	
Sneaking out of school	
Possession of mobile phones	
Drunkenness	
Smoking bhang and cigarettes	
Peddling drugs in school	
Stealing	
Assaulting/threatening teachers	
Coupling /boy-girl relationship	

Researcher's Construct: 2018

(17) Do you have an idea of some of the Military Code of Service Discipline in your school that has brought about discipline? Please indicate: 1. Yes 2. No

 (18) If you answer to (17) above is yes, state/explain some of them

…………………………..…………………………………………………………

……………...……………...

....

(19) In your view as a student, indicate by a tick those factors that influence indiscipline in your school. Honestly indicate your opinion by ticking <u>Agree</u> or <u>Disagree.</u>

Causative factors	Agree	Disagree
Poor/irresponsible parenthood at home		
Inadequate models to promote discipline		
Use of mobile phones in schools by students		
School management-related causes		
Teacher-related/teachers' attitude causes		
Drug/substance abuse		
Society-related causes		
Absentee school managers/teachers		
Lack of commitment by teachers		
Lack of good role models		
Poverty		

Researcher's Construct: 2018

(20) Kindly share with me any other issue(s) or measure(s) to promote discipline in your school.

....
....
....
....

APPENDIX C

Introductory Letter

UNIVERSITY FOR DEVELOPMENT STUDIES

UNIVERSITY FOR DEVELOPMENT STUDIES
Faculty of Integrated Development Studies
(Graduate Programmes Office - GPO-FIDS)

Tel: 0392093511

P.O. Box 520
Wa Campus

30th November, 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION –
AKULABSI STEPHEN JANGDOW

The above mentioned name is a second year MPhil Social Administration student of the University for Development Studies, Graduate School, in the Social, Political and Historical Studies Department, with student identification number UDS/MSA/0225/16.

He is currently writing his thesis on the topic "Assessing the conduct of behaviour in the six garrison basic schools in Tamale using the Ghana Armed Forces Code of service discipline as a model" and therefore needs your assistance to enable him acquire the necessary information for his research work.

I am therefore introducing him to your organization or institution to extend any courtesies he may require in the process of his study.

Thank you.

Yours faithfully,

THE CO-ORDINATOR
GRADUATE STUDIES PROG. F.I.D.S
UNIVERSITY FOR DEV. STUDIES
P. O. BOX 520,
WA CAMPUS

Lucy Bayeldeng
For: Prof. Kanton Osuman
(GS Coordinator)