

EFFECTS OF INDISCIPLINE ON THE ACADEMIC PERFORMANCE OF STUDENTS IN SOME SELECTED SENIOR HIGH SCHOOLS IN THE KUMASI METROPOLIS

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Abstract: The study sought to assess the effects of indiscipline on the academic performance of students in some selected senior high schools (SHS) in the Kumasi Metropolis of the Ashanti region of Ghana. A descriptive survey was the design used for the study. A total sample size of 75 SHS students; made up of 48 male students (boys) and 27 female students (girls); with an average age of 17 years were used for the study. A purposive sampling technique of the non-probability sampling procedure was used to select students who had indiscipline issues in the selected schools for the study. Questionnaire and interview were the two (2) instruments used for the study. Data obtained were analysed using both quantitative and qualitative data analyses methods. The study revealed that students running to town/home without permission; throwing litters around school compound/classroom; stealing; and noise making were the four (4) major forms of indiscipline acts exhibited by the students. It was observed that parental poverty; broken home/marriages; and lack of parental support/guidance were the three (3) major home-based factors that cause indiscipline among students in the selected schools. Also, it was found out that peer group influence and schools' inability to enforce rules on indiscipline were the two (2) major school-based factors that cause indiscipline among the students. Again, it was revealed that almost all (74 out of 75) of the respondents agreed that indiscipline had negative effects on the academic performance of students in schools. Also, it was observed that indiscipline leads to student's inability to concentrate in class; and school dropout. Finally, it was observed that there were several strategies that can be used to curb indiscipline among the students; and some of the strategies identified include:- establishing clear guidelines and rules on indiscipline in schools; and the use guidance and counselling intervention strategy. It was recommended that stakeholders in SHS education should institute and enforce rules on indiscipline in schools, so as to curb numerous indiscipline acts exhibited by the students in schools. Also, schools should establish and provide guidance and counselling services in the SHS so that students can be referred for counselling when suspected of any indiscipline act.

Keywords: Effects, indiscipline, academic, performance, students, senior high schools.

I. INTRODUCTION

According to Ali, Dada, Isiaka and Salmon (2014), children are often described both as the wealth and pride of a nation. The future of any nation therefore depends on the young ones who constitute the potential human resources needed for the continuity of the society. To ensure full development of human resources in the society means that the young population including students must not only be preserved but also be disciplined in school and at home.

According to Gaustard (2005), the school as a society is expected to instil discipline in students so that they grow to become responsible citizens. However, in contrast to this expectation, Prout and James (2003) stated categorically that there is a growing act of indiscipline among students which has become a universal challenge facing both developed and developing countries as well including Ghana.

Indiscipline, according to Ali et al (2014) is a multifaceted phenomenon regarding its causes and effects in the psychosocial and pedagogical fields. Contributing to this debate, Clinard and Meier (2015) posited that indiscipline is a destructive behaviour which does not promote peace and co-existence in the society. This behaviour is a "canker" to many nations in the world as it threatens the very existence of human survival. Moreover, Yaroson (2004) posited that the problem of indiscipline has permeates all facets of the life of man and has brought man down to his knees begging for redemption.

Moreover, in seeking for redemption many efforts have been made by several world leaders to curtail this growing notoriety of indiscipline behaviours most especially among students; but it is regrettable to say that there is no single day the media will not report an incidence of indiscipline in newspapers, on radio and television, as well as other social media platforms.

In support of this fight against the indiscipline, one of Ghana's illustrious son, the late Aliu Mahama, a former Vice President of Ghana, during his 2002 independence address to students and the nation as a whole said indiscipline was a growing canker, which threatens the cohesiveness of peaceful co-existence of Ghanaians. As he lamented, today, intolerance, impatience and violence which are fruits of indiscipline have eaten deep into all facets of the lives of Ghanaians including students (Daily Graphic, 7th March, 2002) also cited in (Ofori, Tordzro, Asamoah & Achiaa, 2018).

In support of this assertion, Maphosa and Mammen (2011) stated unequivocally that senior high schools (SHS) students of today are noted for insulting elders, disrespecting authorities, going to school late, fighting among themselves, refusing to do homework

and dressing indecent. Some of the students go to the extent of vandalizing school property and assaulting teachers for taking disciplinary actions against them or a colleague student.

Several studies by (Ovell, 2001; Reid, 2006; Sekyere, 2009; Kagoiya & Kagema, 2018; Ofori et al., 2018) have indicated that indiscipline has negative effects on the academic performance of students. This implies that indiscipline is a despicable act that has negative effects on the students' academic performance in schools. Despite the negative effects of indiscipline on the academic performance of students in schools; only few studies have been done in SHS in Kumasi Metropolis of the Ashanti region of Ghana.

It is against this background that this study was carried out to assess the effects of indiscipline on the academic performance of students in some selected SHS in the Kumasi Metropolis of the Ashanti region of Ghana.

Statement of the Problem

School authorities, teachers, parents and other stakeholders in education have been worried about the upsurge indiscipline acts exhibited by the students in the Ghanaian senior high schools. Supporting this statement, Danso (2010) revealed that there are high rates of indiscipline and lawlessness in educational institutions in Ghana, most especially at both Basic and SHS levels.

In recent times several forms of indiscipline acts have been reported among students in Ghanaian SHS such as Tweneboa Kodua SHS, Adanwomase SHS and Ejisuman SHS all in the Ashanti region; Karaga SHS, T.I Ahmadiyya SHS, and Nalerigu SHS all in the Northern region; Sekondi SHS in the Western region, Kade SHS in the Eastern region, and many others.

Most students in these schools have become uncontrollable and exhibit various forms of indiscipline acts which include:- vandalism, insulting elders even the president, exposing their nude pictures on social media, stealing, and among many others.

In a study, Danso (2010) lamented that in Ghana not a single day passes without a report of an act of indiscipline perpetrated by students in schools. This literally means that indiscipline has now become daily activities of students in Ghanaian SHS.

To cite few examples to buttress the upsurge nature of indiscipline among Ghanaian SHS students. For instance, on 10th February, 2020, seven female students in Ejisuman SHS were de-boardinised for indiscipline acts by making some suggestive sexual comments in a video that went on viral on various social media platforms. They justified having multiple sexual partners and condemned girls who refuse to have sex with men in the said viral video.

Again, on the August 3, 2020, some aggrieved final year students of Tweneboa Kodua SHS in the Ashanti region went on rampage and destroyed the school's properties including the school's dining hall to register their displeasure against the difficult nature of 2020 WASSCE Integrated Science paper. Moreover, on Tuesday August 4, 2020, some angry final year students of Adanwomase SHS in Kwabre East District of the Ashanti region embarked on a demonstration and vandalised the school's dining hall and destroyed some properties in the schools after questions they expected in the Integrated Science paper did not appear.

As if these examples were not enough, on 5th August, 2020, some final year students at Sekondi College in the Western region exhibited grievous indiscipline act by insulting the President of Ghana due to difficulties they encountered in their examinations. In the video that went on viral, the group of boys is seen and heard raining insults on the first gentleman of the land because they could not write the examinations they sat for in WASSCE Integrated Science paper.

The above stated examples of unwarranted indiscipline acts perpetrated by students across the length and breadth of this country most especially among SHS students in the Ashanti region, means that indiscipline has become a cankerworm that has eaten very deep into students' moral up bring in Ghanaian SHS; and these acts may have negative effects on students' academic performance.

Studies by (Ovell, 2001; Ayertey, 2005; Etsey, 2005; Reid, 2006; Sekyere, 2009; Kagoiya & Kagema, 2018; Ofori et al., 2018) have indicated that indiscipline acts have negative effects on the academic performance of students.

It is in the light of this, that this study was carried out to assess the effects of indiscipline on the academic performance of students in some selected SHS in Kumasi Metropolis of the Ashanti region.

Purpose of the Study

The purpose of this study is to assess the effects of indiscipline on the academic performance of students in some selected SHS in Kumasi Metropolis of the Ashanti region of Ghana. Specifically, the study intends:-

- 1) To identify forms of indiscipline acts exhibited by the students in the selected schools.
- 2) To examine home-based factors that cause indiscipline among students in the selected schools.
- 3) To evaluate school-based factors that cause indiscipline among students in the selected schools.
- 4) To assess effects of indiscipline on the academic performance of students in the selected schools.
- 5) To identify strategies that can be used to curb indiscipline among students in the selected schools.

Research Questions

The study was guided by the following five (5) research questions.

- 1) What are the forms of indiscipline acts exhibited by the students in the selected schools?
- 2) What are the home-based factors that cause indiscipline among students in the selected schools?.
- 3) What are the school-based factors that cause indiscipline among students in the selected schools?.
- 4) What are the effects of indiscipline on academic performance of students in the selected schools?.
- 5) What are the strategies that can be used to curb indiscipline among students in selected schools?

II. REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature that underpins the study. The themes to be discussed in this study are;

- 1) The Meaning of Indiscipline
- 2) Forms of Indiscipline Acts Exhibited by Students In Schools.
- 3) Home-Based Factors That Cause Indiscipline Among Students In Schools.

- 4) School-Based Factors That Cause Indiscipline Among Students In Schools.
- 5) Effects of Indiscipline on the Academic Performance of Students In Schools.
- 6) Strategies That Can Be Used To Curb Indiscipline Among Students In Schools.

The Meaning of Indiscipline

Indiscipline has been conceptualized by plethora of scholars in their diverse fields of endeavour including psychologists, counsellors, and educators in general. Some of the definitions (meanings) of indiscipline available in literature are as follows:

Nwakoby (2001) explained indiscipline as an act of misconduct which is not only physical act but could also be a thing of the mind. Indiscipline, in the view of Ayerterey (2002) is a kind of behaviour that deviates from generally accepted norms as seen in almost all facets of the society; at home, in schools and in government places. Timothy (2008) conceptualizes indiscipline as the direct opposite of discipline i.e. lack of discipline. This literally means that indiscipline is opposite version of discipline.

According to Ali et al (2014) indiscipline is any form of misbehaviour which the student(s) can display in the following ways:- general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, gangstarism and occultism. Kagoiya and Kagama (2018) viewed indiscipline as disorderly attitudes of students exhibited in classroom which prevents teacher from achieving his/her objectives.

The above meanings show that there is no single accepted definition for indiscipline. However, this study sees indiscipline as any despicable act exhibited by the students within the school premises and outside the school, which attract condemnation (instead of praise) by the public and/or the school staff.

Forms of Indiscipline Acts Exhibited by Students In Schools

Studies by (Keoreng, 2004; Anayagre & Dondieu, 2006; Nyongesa, Chonge, & Yegon, 2016; Kagoiya & Kagama, 2018) have indicated that there are various forms of indiscipline acts exhibited by students in schools.

The Ministry of Education, Science and Technology (MOEST) (2000) of the Republic of Kenya indicated that truancy, chronic absenteeism, rudeness/disrespect, alcoholic and drug/substance abuse, non-compliance to rules and regulations, destruction of property, bullying, boycotts, riots, and assaults are forms of indiscipline acts shown by students in schools.

Keoreng (2004) stated occultism, vandalism, examination malpractices, squandering of school fees by students and truancy as forms of indiscipline acts among students in schools. Anayagre and Dondieu (2006) also opined that inattentiveness in class, truancy, lying, stealing or pilfering, teasing and bullying as forms of indiscipline acts exhibited by students in schools.

Assigning percentages to forms of indiscipline acts exhibited by students in schools, Nyongesa et al (2016) revealed that the major form of indiscipline acts was noise making (86%), followed by lateness to school (67%), incomplete assignment (47%), missing lessons (43%), school dropout (41%), boy-girl relationship (40%), fighting (34%), stealing (33%) and drug abuse (16%).

In another study, Kagoiya and Kagama (2018) identified eleven (11) forms of indiscipline acts among students and these include absenteeism/truancy, late coming, bullying, stealing, noise making, fighting, not finishing homework, use of foul language, vandalism, lying and indecency.

The above review of related literature indicates that there are several forms of indiscipline acts exhibited by students in schools at various levels of education globally.

Home-Based Factors That Cause Indiscipline Among Students In Schools

Studies by (Reid, 2000; Ayerterey, 2002; Monroe, 2005; Van Breda, 2006; Maynard, 2006; Reid, 2010; Musa, 2014; Ofori et al., 2018) have shown that there are several forms of home-based factors that cause indiscipline among students in schools globally.

Parental poverty, according to studies by (Reid, 2000; Maynard, 2006), is a major home-based factor that contribute to indiscipline acts among students. Reid (2000) stated that most parents show no interest in their children's academic development and students are left alone to do menial jobs to fend for themselves and some of such children may be lure into indiscipline acts.

Ayerterey (2002) also indicated that the students' home background is a crucial home-based factor that could contribute to indiscipline acts among students. The study opined that students from indiscipline homes are likely to exhibit various forms of indiscipline acts in schools.

According to Musa (2014), lack of parental care and control is a major home-based factor that cause indiscipline acts among students. The study concluded that students who are not adequately monitored by their parents may show a variety of unhealthy symptoms of indiscipline behaviours.

Studies by (Monroe, 2005; Van Breda, 2006; Reid, 2010) revealed that peer group influence; broken home; single parenting; bad parental extemporary life such as consumption of alcohol, drug abuse, nepotism, racism, tribalism, favouritism, bribery, corruption, etc as well as reckless spending are home-based factors that could trigger indiscipline acts among students.

A study by (Ofori et al., 2018) revealed that broken home; watching of violent/pornographic movies; inability of parents to allocate quality time for wards; inability of parents to meet financial needs of their wards are some of the home-based factors that cause indiscipline among students.

School-Based Factors That Cause Indiscipline Among Students In Schools

Studies by (Koomson, 2005; Paul, 2006; Fullan, 2011; Nyongesa et al., 2016; Ofori et al., 2018) have indicated that there are numerous forms of school-based factors that cause indiscipline among students in schools globally.

Koomson (2005) contended that inability of the authorities to enforce rules and regulations in schools is school-based factor that cause indiscipline among students. The study concluded that indiscipline is prevalent in schools with lack of enforcement of rules and regulation by school authorities.

Paul (2006) opined that poor teacher-student relationship; teacher's absenteeism to class; peer group influence; and teacher's use of abusive language on students are some of the school-based factors that cause indiscipline among students. Fullan (2011) asserted that lack of standardized punishment measures by authorities may cause indiscipline to fester or aggravate among students. The study recommended that there should be standardized punishment for each wrong doing in schools.

Maphosa and Mammen (2011) posited that lack of teaching and learning materials, boredom classes, teachers' ineffective teaching methods, and teachers' poor attitudes towards students are school-based factors that could trigger indiscipline among students. Nyongesa et al (2016) were of the view that lack of communication and proper communication channels to address various grievances of students could breed indiscipline acts among students in schools.

A study by (Ofori et al., 2018) revealed that peer pressure influence; large class size; schools' inability to enforce rules and regulations; teacher's immoral relationship with school girls; and poor attitude of teachers to work are school-based factors that cause students' indiscipline in schools.

The review of literature shows that there are several school-based factors that cause indiscipline among students in schools.

Effects of Indiscipline on the Academic Performance of Students In Schools

Studies by (Ovell, 2001; Ayerterey, 2005; Etsey, 2005; Reid, 2006; Sekyere, 2009; Kagoiya & Kagema, 2018; Ofori et al., 2018) have indicated that indiscipline has negative effects on the academic performance of students in schools.

Ovell (2001) in a pioneer study, found out that there is a strong positive correlation between discipline and good academic performance among students; and that indiscipline leads to poor academic performance of students in schools. This literally means that students who exhibited indiscipline acts in school is likely to perform poor academically in schools.

Etsey (2005) observed that indiscipline leads to lose of concentration in the lesson being taught in class. The study revealed that once students lose concentration in the lesson being taught and do not take active part, they are unable to grasp the needed knowledge in concept being taught.

Reid (2006) was of the view that indiscipline act such as lateness to class and inattentiveness in class affects students' learning and performance in schools. Studies by (Ayerterey, 2005; Sekyere, 2009) stated categorical that indiscipline lead to breakdown of law and order; and that it creates insecurity for school authorities. Ayerterey (2005) revealed that indiscipline on the part of students leads to disregard for law and order in the school environment.

According to Kagoiya and Kagema (2018), indiscipline acts such as absenteeism and lateness to class lead to school dropout; bad study habits and poor academic performance. In another study, Ofori et al (2018) stated that indiscipline leads to:- fear of teachers' lives, lack of concentration in class; and incompleteness of syllabus before students write their final examinations. They revealed that for fear of their lives, teachers were unable to give out their best when teaching. They concluded that indiscipline breeds poor academic performance among students in schools.

The above review of literature indicates that indiscipline has negative effects on academic performance of students in schools.

Strategies That Can Be Used To Curb Indiscipline Among Students In Schools

Studies by (UNESCO, 2001; Kiprop, 2004; MOEST, 2005; Paul, 2006; Deaukee, 2010; Etes, 2012; Ali et al., 2014; Kagoiya & Kagema, 2018) have indicated that there are several strategies that can be used to curb indiscipline among students in schools.

UNESCO (2001) recommended that students' indiscipline could be solved using discipline management strategies such as teachers adapting good behaviours; teachers enhance their teaching by using learner-centred approach; retaining indiscipline students in class during some important hours like break time; and in extreme cases the student can be sent out to bring the parent.

Studies by (UNESCO, 2001; Kiprop, 2004) strongly indicated that guidance and counselling strategy could be used to solve the students' indiscipline in schools. Paul (2006) indicated that students' indiscipline acts could be solved through the development of positive teacher-learner relationships in schools. The study observed that creating positive teacher-learner relationships could promote conducive learning environment and this brings about an atmosphere devoid of unruly behaviours or indiscipline.

Studies by (MOEST, 2005; Kagoiya & Kagema, 2018) opined that students' indiscipline could be curbed through the use of corporal punishment. They pointed out that although the use of corporal punishment sometimes has resulted in injuries to students and in a number of cases even death. They concluded that if the corporal punishment is administered well, it would instil discipline in schools and also serve as a deterrent to other students; hence well administered corporal punishment can be used.

In a study, Etes (2012) opined that students' indiscipline could be solved through suspensions, expulsions and other punitive consequences. Deaukee (2010) also opined that solving indiscipline in schools requires united effort by the entire school and suggested the following measures to curb indiscipline:-

- 1) Teachers should provide instructions that match students' level of ability.
- 2) Teachers should use humour when teaching students in schools.
- 3) Teachers should vary their style of presentation in class.
- 4) School authorities should establish clear guidelines and rules on indiscipline in schools.

III. METHODOLOGY

Research Design

The descriptive survey was the research design used for the study. The rationale for using this design was that the study sought to assess the views of SHS students who had indiscipline issue(s) in some selected senior high schools on the effects of indiscipline on the academic performance of students.

According to Anane and Anyanful (2016), this design allows the use of multiple data collection tools in seeking to address the research questions posed by the study in an in-depth manner. Again, the design gathers quantifiable information that can be used for statistical inference on the target audience through effective data analysis.

However, descriptive survey design has a weakness of being that the data gathered could produce untrustworthy results due false information provided by the respondents.

Sample and Sampling Procedure

The total sample size for the study was 75 SHS students; made up of 48 boys (male students) and 27 girls (female students); with an average age of 17 years. These students were selected from all the three (3) forms (i.e. SHS 1; 2 & 3) of the school.

A purposive sampling technique of the non-probability sampling procedure was used to select the students for the study. These students were purposively selected because per the indiscipline record book of each of the selected school, they have been involved in one or more forms of indiscipline issues. Also, the class attendance register as documentary evidence revealed that these students have high incidence of truancy/absenteeism issues in the schools.

Research Instruments

Questionnaire and interview were the two (2) main instruments used for the study. These two (2) instruments have been described briefly below:-

Description of the Questionnaire Item

Questionnaire called Students' Questionnaire (SQ) was developed and used to collect data for the study. The SQ had five (5) sections (A, B, C, D & E) containing eleven (11) question items.

Section A had two (2) question items (i.e. items 1 & 2) on the socio-demographic characteristics (i.e. form/class & sex) of the students. Section B had one (1) question item (i.e. 3a - k) on the forms of indiscipline acts exhibited by students; Section C had one (1) question item (i.e. 4 a - i) on the home-based factors that cause indiscipline among students; Section D had one (1) question item (i.e. 5 a - h) on the school-based factors that cause indiscipline; whereas Section E had six (6) question items (i.e. 6 - 11) on the effects of indiscipline on the academic performance of students in schools.

Description of the Interview Item

A structured interview guide called Students' Interview Guide (SIG) was developed and used to collect data from the students during the interview session of the study.

The SIG had two (2) question items formulated based on the research questions (1 & 4 only) that guided the study. Question item (1) was on the forms of indiscipline acts exhibited by students whereas Question item (2) was on the strategies that can be used to curb indiscipline among students.

Validity and Reliability of the Instruments

The face and content validity of the instruments were established by having the instruments validated by two (2) Science Education lecturers. The reliability of these instruments was established by pilot-testing using 25 SHS students from a senior high school in the Assin Central Municipality of the Central region of Ghana. The reliability analysis showed that the designed instruments (SQ & SIG) were reliable and could be used for the study.

Data Collection Procedure

For effective data collection, permission was sought from school authorities and the teachers to carry out the study in selected senior high schools. Consent of the students used for the study was also sought. Upon series of meetings with the school authorities, date and time were agreed upon to carry out the study in the selected schools. In all, six (6) days were used for the data collection.

On the agreed date in each selected school, the students' questionnaire (SQ) was administered to the students at the selected school's assembly hall to answer in my presence for 60 minutes. After the stipulated time, all the questionnaires were collected from the students and this strategy ensured 100% retrieval rate of the administered questionnaires.

Additionally, data were obtained through interviews. After the administration of the SQ in each school, small group face-to-face interactive interview sessions were conducted for the students in their respective schools using Students' Interview Guide (SIG). Interview session for each small group lasted between 10 - 25 minutes.

Data Analysis Method

The study used both quantitative and qualitative methods of data analysis. Data obtained from the instruments were edited to ensure consistency. The data obtained from the students' questionnaire (SQ) were analysed quantitatively using descriptive statistics namely frequency and percentage.

On the other hand, data from the students' interview guide (SIG) were analysed qualitatively and presented thematically based on research questions 1 & 4 respectively that guided the study.

Statistical Package for Social Science (SPSS) version 20.0 for windows was used for data analysis; and Microsoft Excel Program was used to present the data into tables.

IV. RESULTS AND DISCUSSION

Analysis of the Results

Data were collected with two (2) instruments namely SQ and SIG from 75 SHS students having indiscipline issue(s) in their respective senior high schools. Data obtained from SQ were analysed quantitatively using frequency and percentage; whereas data obtained from the SIG were analysed qualitatively and presented thematically under research questions 1 and 4 respectively

Where a wide range of responses were obtained from the instruments, the most significant responses were reported. The analysis of the results from the SQ where done under five (5) sections as follows;

- 1) Socio-Demographic Characteristics of the Students.
- 2) Forms of Indiscipline Acts Exhibited by the Students.
- 3) Home-Based Factors That Cause Indiscipline Among Students.
- 4) School-Based Factors That Cause Indiscipline Among Students.
- 5) Effects of Indiscipline on the Academic Performance of Students.

With the exception of the first (1) analysis on the socio-demographic characteristics of students; the other four (4) analysis (2; 3, 4 & 5) were done and used to answer the research questions 1, 2, 3 & 4 that guided the study.

Socio-Demographic Characteristics of the Students

The socio-demographic characteristics of the entire 75 SHS students with regards to their form (class) and sex were sought. The findings with respect to students' form/class are presented in Table 1 below:

Table 1: Form/Class of the Students

Form/Class	Frequency	Percentage (%)
SHS 1	9	12.0
SHS 2	39	52.0
SHS 3	27	36.0
Total	75	100

Source: (Students' Questionnaire (SQ), 2021)

Data in Table 1 shows that 39 students representing 52.0% were in SHS 2; 27 students representing 36.0% were in SHS 3 whereas only 9 students representing 12.0% were in SHS 1.

Based on data in Table 1, it can be concluded that majority of the views expressed in this study were from the SHS 2 students. Hence, it could be inferred that SHS 2 students might often involve themselves in indiscipline acts in the selected SHS than their SHS 3 and SHS 1 counterparts. Moreover, the sex of the students was also sought, analysed and are presented in Table 2 below:

Table 2: Sex of the Students

Sex	Frequency	Percentage
Male	48	64.0
Female	27	36.0
Total	75	100

Source: (Students' Questionnaire (SQ), 2021)

Data in Table 2 above shows clearly that, majority (48 out of 75) of the students representing 64.0% were males (boys) whiles 27 students representing 36.0% were females (girls). This indicates that majority of the views expressed in this study were from males (boys); and that male students (boys) might often exhibit indiscipline acts in the selected schools than their female students.

Presentation of Results by Research Questions

Research Question 1: What are the forms of indiscipline acts exhibited by the students in the selected schools?

In answering research question 1, SHS students' answers to question item (3a - k) in the SQ on the forms of indiscipline acts exhibited by the students were analysed quantitatively and are presented in Table 3 below:

Table 3: Forms of Indiscipline Acts Exhibited by Students

No	Forms of indiscipline behaviours exhibited by students	Frequency	Percentage
a).	Truancy/absenteeism.	60	80.0
b).	Teasing friends.	73	97.3
c).	Students running to town/home without permission.	75	100
d).	Bulling of students.	69	92.0
e).	Lateness to school/class.	74	98.7
f).	Fighting.	45	60.0
g).	Throwing litters around school compound/classroom.	75	100
h).	Eating in class.	72	96.0
i).	Stealing.	75	100
j).	Boy-girl relationship.	71	94.7
k).	Noise making	75	100
Total		75	100

Source: (Students' Questionnaire, 2021)

Data in Table 3 shows that there are several forms of indiscipline acts exhibited by students in the selected schools. For example, all the 75 students representing 100% unanimously agreed that students running to town/home without permission; throwing litters around school compound/classroom; stealing; and noise making are the four (4) major forms of indiscipline acts exhibited by students in the selected senior high schools.

Again, 74 students representing 98.7% indicated lateness to school/class; 73 students representing 97.3% mentioned teasing friends; 72 students representing 96.0% indicated eating in class; 71 students representing 94.7% stated boy-girl relationship; 69 students representing 92.0% opined bulling of students; 60 students representing 80.0% posited truancy/absenteeism; whereas 45 students representing 60.0% indicated fighting as forms of indiscipline acts exhibited by the students in the selected SHS.

In addition, other forms of indiscipline acts exhibited by the students in schools mentioned by the respondents with respect to question item (1) in the SIG during interview session include inattentiveness in class; use of foul/abusive language; failure to do homework; examination malpractices; vandalism; lies telling, engaging in pre-marital sex; indecency, alcoholism; drug/substance abuse and posting indecent pictures/video on the social media platforms.

The responses in Table 3 above show that there are several forms of indiscipline acts exhibited by the students in selected SHS.

Research Question 2: What are the home-based factors that cause indiscipline among students in the selected schools?.

In answering research question 2, students' responses to question item (4 a - h) in the SQ on the home-based factors that cause indiscipline among students were analysed using frequency and percentage and are presented in Table 4 below:

Table 4: Home-Based Factors That Cause Students' Indiscipline Acts

No	Home-based causal factors of indiscipline	Frequency	Percentage
a).	Lack of good morals at home.	69	92.0
b).	Watching of violent/pornographic movies.	74	98.7
c).	Lack of parental support/guidance.	75	100
d).	Parents' inability to spend quality time with their wards at home.	70	93.3
e).	Broken home/marriages.	75	100
f).	Parental insults/assaults on teachers.	66	88.0
g).	Parental poverty.	75	100
h).	Gamming and betting.	73	97.3
Total		75	100

Source: (Students' Questionnaire, 2021)

Data in Table 4 shows that there are several home-based factors that cause indiscipline among students in the selected schools. For example, all the 75 students representing 100% vehemently agreed that parental poverty; broken home/marriages; and lack of parental support/guidance are the three (3) major home-based factors that cause indiscipline among students in the selected schools.

Again, as many as 74 students representing 98.7% mentioned watching of violent/pornographic movies; 73 students representing 97.3% stated gamming and betting; 70 students representing 93.3% stated parents' inability to spend quality time with their wards at home; 69 students representing 92.0% opined that lack of good morals at home; whereas 66 students representing 88.0% indicated parental insults/assaults on teachers are home-based factors that cause indiscipline among students in schools.

Again, other specific home-based factors that cause students' indiscipline indicated by the respondents in the SQ (i.e. item 4i) are single parenting; parents not showing interest in their children's academics; peer group pressure and parental bad extemporary.

The data in Table 4 indicate that there are several home-based factors that cause students' indiscipline in the selected SHS.

Research Question 3: What are the school-based factors that cause indiscipline among students in the selected schools?.

In answering research question 3, students' responses to question item (5a - h) in the SQ on the school-based factors that cause indiscipline acts among students were analysed and are presented in Table 5 below;

Table 5: School-based Factors That Cause Indiscipline Among Students

No	School-based factors that cause indiscipline	Frequency	Percentage
a).	Teachers' immoral relationship with school girls/female students.	65	86.7
b).	Large class size.	73	97.3
c).	Peer group influence.	75	100
d).	Lack of students' interest in certain subject.	66	88.0
e).	Schools' inability to enforce rules and regulations on indiscipline.	75	100
f).	Teachers' absenteeism.	74	98.7
g).	Teachers' negative attitudes towards students.	69	92.0
h).	Teachers' use of abusive language on students.	70	93.3
Total		75	100

Source: (Students' Questionnaire, 2021)

Data in Table 5 indicates that all the 75 students representing 100% agreed that peer group influence and schools' inability to enforce rules on indiscipline are the two (2) major school-based factors that cause indiscipline among the students in selected SHS.

Moreover, 74 students representing 98.7% indicated teachers' absenteeism; 73 students representing 97.3% stated large class size; 70 students representing 93.3% stated teachers' use of abusive language on students. Also, 69 students representing 92.0% stated teachers' negative attitudes towards students; 66 students representing 88.0% indicated lack of students' interest in certain subject; whereas 65 students representing 86.7% also mentioned teachers' immoral relationship with school girls/female students.

The data in Table 5 shows that there are several school-based factors that cause students' indiscipline acts in schools.

Research Question 4: What are the effects of indiscipline on academic performance of students in the selected schools?

In answering research question 4, SHS students' responses to question items (6 - 11) in the SQ on the effects of indiscipline on the academic performance of students were analysed quantitatively and are presented in Table 6 below.

Table 6: Effects of Indiscipline on Academic Performance of Students

No	Effects of indiscipline on performance	Yes (%)	No (%)	Total (%)
6)	Do you believe that indiscipline act leads to school dropout?	70 (93.3)	5 (6.7)	75 (100)
7)	Do you think indiscipline leads to student's inability to concentrate in class?.	71 (94.7)	4 (5.3)	75 (100)
8)	Do teachers feel insecure in class due to indiscipline behaviours?	59 (78.7)	16 (21.3)	75 (100)
9)	Do indiscipline acts negatively affect students' learning and study habits in school?	73 (97.3)	2 (2.7)	75 (100)
10)	Do you believe that indiscipline threatens the laws and orders of the school?	62 (82.7)	13 (17.3)	75 (100)
11)	Do you think indiscipline has negative effects on the academic performance of students in schools?	74 (98.7)	1 (1.3)	75 (100)

Source: (Students' Questionnaire, 2021)

Data in Table 6 indicates that indiscipline has negative effects on the academic performance of students in schools. For example, as many as 74 students representing 98.7% agreed that indiscipline has negative effects on the academic performance of students in schools whereas only 1 student representing 1.3% disagreed to the same statement. This means that indiscipline has negative effects on the academic performance of students in schools.

When asked if indiscipline acts negatively affect students' learning and study habits in school; as many as 73 students representing 97.3% indicated "Yes" whereas only 2 students representing 2.7% also indicated "No" to the same item. This implies indiscipline acts negatively affect students' learning and study habits in school.

When asked whether indiscipline leads to student's inability to concentrate in class; as many as 71 students representing 94.7% responded "Yes" whereas only 4 students representing 5.3% responded "No" to the same item. This means that indiscipline leads to student's inability to concentrate in class.

On the issue of whether indiscipline act leads to school dropout; as many as 70 students representing 93.3% indicated "Yes" whereas only 5 students representing 6.7% indicated "No" to the same item. This implies indiscipline act leads to school dropout.

When asked if indiscipline threatens the laws and orders of the school; as many as 62 students representing 82.7% agreed to the statement whereas only 13 students representing 17.3% disagreed to the same statement. This means that indiscipline threatens the laws and orders of the schools.

When asked whether teachers feel insecure in class due to indiscipline behaviours; 59 students representing 78.7% stated to "Yes" whereas 16 students representing 21.3% indicated "No" to the same statement. This implies that indiscipline makes teachers feel insecure in class.

The data in Table 6 show that students' indiscipline has negative effects on students' academic performance; students' leaning and study habits; leads to school dropout; threatens laws and orders of schools and also makes teachers feel insecure in class.

Research Question 5: What are the strategies that can be used to curb indiscipline among students in selected schools?

In answering research question 5, students' answers to question (2) in the SIG on the strategies that can be used to curb indiscipline were analysed qualitatively and are presented in Table 7 below:

Table 7: Strategies That Could Be Used To Curb Indiscipline

No	Strategies that could be used to curb indiscipline among students
1)	Establishing clear guidelines and rules on indiscipline in schools.
2)	Using guidance and counselling intervention strategy.
3)	Use minimal and fair corporal punishment as corrective measure.
4)	Teachers should provide instructions that match students' level of ability.
5)	Creating conducive learning environment in schools.
6)	School authorities should be prompt when dealing with indiscipline cases.
7)	Teachers should vary their style of teaching to cater for diverse needs.
8)	School authorities should use suspensions, expulsions and other punitive measures.
9)	Give more assignments and extra work to those who fail to do homework.
10)	Teachers should establish good and cordial relationship with the students.
11)	School authorities should provide learning materials to the needy students.

Source: (Students' Interview Guide (SIG), 2021)

Data in Table 7 shows that there are several strategies that can be used to curb indiscipline among students in the schools. Some of the strategies identified in this study include:- establishing clear guidelines and rules on indiscipline in schools; using guidance and counselling intervention strategy; use minimal and fair corporal punishment as corrective measure; school authorities should be prompt when dealing with indiscipline cases; teachers should vary their style of teaching to cater for diverse need; school authorities should use suspensions, expulsions and other punitive measures; and teachers should establish good and cordial relationship with the students.

The responses in Table 7 above show that there are several strategies that can be used to curb indiscipline acts among the students in selected senior high schools.

Discussion of the Results

The results of this present study showed that there were several forms of indiscipline acts exhibited by the students in the school. The four (4) major forms of indiscipline acts exhibited by the students in the selected SHS identified in the study were students running to town/home without permission; throwing litters around school compound/classroom; stealing; and noise making. Other forms of indiscipline acts exhibited by students mentioned in this study include posting indecent pictures/video on the social media platforms; lateness to school/class; teasing friends; eating in class; boy-girl relationship; bullying of students; inattentiveness in class; use of foul/abusive language; failure to do homework; examination malpractices; vandalism; engaging in pre-marital sex; indecency, insulting elders even the president through the social media, alcoholism; and drug/substance abuse. This result is in agreement with the findings of (Keoreng, 2004; Anayagre & Dondieu, 2006; Nyongesa et al., 2016; Kagoiya & Kagema, 2018) that there are various forms of indiscipline acts exhibited by students in schools.

It was also revealed that parental poverty; broken home/marriages; and lack of parental support/guidance were the three (3) major home-based factors that cause indiscipline among students in the selected senior high schools. Moreover, gambling and betting; watching of violent/pornographic movies; lack of good morals at home; and parental insults/assaults on teachers were other home-based factors that cause indiscipline among students. This result is in support with the findings of (Reid, 2000; Ayertey, 2002; Monroe, 2005; Van Breda, 2006; Maynard, 2006; Reid, 2010; Musa, 2014; Ofori et al., 2018) that there are several forms of home-based factors that cause indiscipline among students in schools globally.

It was observed that peer group influence and schools' inability to enforce rules on indiscipline were the two (2) major school-based factors that cause indiscipline among students in the selected SHS. Also, other school-based factors that cause indiscipline among students mentioned in this study include teachers' absenteeism; large class size; teachers' use of abusive language on students; lack of students' interest in certain subject; and teachers' immoral relationship with school girls/female students. This result is in consonance with the findings of (Koomson, 2005; Paul, 2006; Fullan, 2011; Nyongesa et al., 2016; Ofori et al., 2018) that there are numerous forms of school-based factors that cause indiscipline among students in schools globally.

It was revealed that almost all (74 out of 75) of the respondents vehemently agreed that indiscipline had negative effects on academic performance of students. Again, it was observed that indiscipline acts had negative impacts on the students' learning and study habits in schools. Also, it was found out that indiscipline threatens the laws and orders of the schools and also leads:- to student's inability to concentrate in class; and school dropout. This implies that indiscipline has detrimental effects on the academic performance of students in schools. This result is supported by (Etsey, 2005; Reid, 2006; Sekyere, 2009; Kagoiya & Kagema, 2018; Ofori et al., 2018) that indiscipline has negative effects on the academic performance of students in schools.

Finally, it was observed that there were several strategies that can be used to curb indiscipline among students in schools. Some of the strategies identified include:- establishing clear guidelines and rules on indiscipline in schools; using guidance and counselling intervention strategy; use minimal and fair corporal punishment as corrective measure; teachers should vary their style of teaching to cater for diverse need; school authorities should use suspensions, expulsions and other punitive measures; and teachers should establish good and cordial relationship with the students. This result is consistent with the findings of (UNESCO, 2001; Kiprop, 2004; MOEST, 2005; Paul, 2006; Deauke, 2010; Etes, 2012; Ali et al., 2014; Kagoiya & Kagema, 2018) that there are several strategies that can be used to curb indiscipline among students in schools.

V. CONCLUSIONS

It can be concluded that there were several forms of indiscipline acts exhibited by the students in the selected Ghanaian senior high schools. Some of these despicable indiscipline acts include students running to town/home without permission; throwing litters around school compound/classroom; stealing; noise making; posting indecent pictures/video on the social media platforms; lateness to school/class; eating in class; boy-girl relationship; bullying of students; inattentiveness in class; use of foul/abusive language; examination malpractices; and vandalism. It can also be concluded that the several forms of indiscipline acts exhibited by the students were caused by both home-based and school-based factors.

Again, it can be concluded that indiscipline had negative effects on the academic performance of students. Finally, it can also be concluded that establishing clear guidelines and rules on indiscipline in schools; using guidance and counselling intervention strategy; and many others were some of the identified strategies that can be used to curb indiscipline among students in schools.

Recommendations

Based on the conclusions made, the following recommendations are made;

- 1) Stakeholders in SHS education should institute and enforce rules on indiscipline in schools, so as to curb the numerous indiscipline acts exhibited by students.
- 2) Schools should do well to establish guidance and counselling services in the SHS so that students can be referred for counselling when suspected of any indiscipline act or behaviour.
- 3) Parents should provide adequate support/guidance to their wards on regular basis and also do well to spend quality time with their wards at home.

Acknowledgements

The author of this article is very grateful to authors of the books and materials he consulted to ensure successful completion of this paper. Finally, I also thank my family; the students who took part in this study willingly; and the reviewers of this article for their quick response and suggestions.

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