

Teacher's and Students' Perception on Indiscipline at Awinyama Ahafo-Ano South East District-Ghana

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Abstract

The main purpose of the study was to examine the perceptions of Teachers and Students at Awinyama in Ahafo–Ano South East district on students' disciplinary behaviours. The study adopted a descriptive survey and the approach was a blend of quantitative and qualitative paradigms. Purposive and simple random sampling methods were used to obtain a sample size of two hundred and thirty (230) respondents. The main instruments used for the study were the questionnaire, focus group interview guide and documentations. Data was analyzed using inferential statistics to test the research hypotheses. Among the findings of the study was that while there were no perceptual difference between students and teachers in what acts constitute disciplinary behaviours, there were differences in the Student's and Teachers' perceptions of the influences of peer pressure, parenting styles, school climate, guidance and counselling officers and teaching experience have on students disciplinary behaviours. The findings also suggested that sex- type behaviours such as cigarette smoking, which was once regarded in the Ghanaian society as typically a “male behaviour”, may no longer be seen as sex-type. The study concluded that; peer group has influence on student disciplinary behaviour than that perceived by the students. Also, the students felt that the school authorities were inconsistent in the implementation of school rules and regulation.

Background to the study

School is established primarily for teaching and learning to take place. The main aim of school setup is to provide cognitive, affective, and psychomotor skills to the Pupils so that they can participate effectively in the socio-economic development of their country. In other words, pupils/students are taught in order that they can make use of their head, heart, and hands in productive activities. In another instance, some communities establish a school to transmit its culture to the rising generation. According to Teachers Handbook of Ghana (1994), Schools are purposeful institutions set up by the society to provide instructions for the systematic education of learners. Through the School, the society hopes to get its people to have good morals and conform to the norms and values of the society. Society therefore places emphasis on the type of knowledge imparted to learners so as to achieve these goals. Education should therefore be worthwhile to the society.

Afful-Broni, (2004) added that the school, since it is a formal organization, has certain unique structures among other things. He again stated that a school has a set of rules and regulations, which are usually very clear to its members. As a formal organization, a school has to have order and procedures, which are well spelt out, and many of which must be obeyed. (Afful-Broni, 2004). This implies that leaders in any formal organization as the school are quite mindful of these sets of norms and try to enforce them. Students are therefore not exempted from the rules and regulations of schools. Students as well as teachers are in a place of formation, and must abide by the rules, else many may go astray. Discipline is easier to maintain in an environment where there is a formalized, system in place, such as formalities and order.

Research findings indicate that student indiscipline in high schools manifested in various ways has now become a common occurrence and trickled down to the Junior High Schools. The closing of schools as a result of wanton student 'demonstrations, frequent boycott of classes have rendered school administration a serious problem. This affects the studies of the majority of students who are not responsible for problems created by others who are apparently in the minority. Effah and Mensah-Bonsu (2001) in a study point out that; in Ghana indiscipline seems to be on the increase. There are acts of indiscipline going on in most of our societies; often cases of rape and armed robbery are reported in the daily newspapers. The school as a social unit deals essentially with the responsibility of providing wholesome experiences and opportunities for social intervention, self- expression and self- development as well as shaping attitudes, opinions and values of students. Acts of indiscipline can be found in almost every school in Ghana, be it at the basic, secondary or tertiary level. (Antwi, 1992). Antwi further stressed that the noble objective of the government, parents, educationists, and teachers is being hampered by indiscipline that has reared its head in our schools.

The level of indiscipline leaves much to be desired. Indiscipline in Ghanaian schools takes many forms such as truancy or rude behaviour. The increase in indiscipline has been the concern of citizens and the government. Of late, students go to the extent of stealing outside the school environment and some are also involved in armed robbery. Sexual misconduct among students is no news and students engage in sexual acts in classroom and under trees. (Effah and Mensah-Bonsu, 2001). They added that, cases of demonstrations, either peaceful or violent, happen often. The least provocation makes students boycott classes, refuse to take their meals or write letters to threaten the authorities. Some go to the extent of destroying school property and

maiming some of the staff members; in some instances, the headmaster, accountants, matrons, and domestic bursars, senior house parents and mistresses have been physically manhandled.

The *Daily Graphic* of June 21, 2001 report, of Mr. Afari, Principal Narcotic control officer stating that there was widespread abuse of drugs particularly marijuana among students. In another development, Mr. Debrah, Northern Regional Minister deplored indiscipline among students and charged Parent Teacher Associations (P.T.A.s) of schools to get involved in character development of students. *Ghanaian Times* of September 2001 also reported that student violence these days involved the use of guns. Indiscipline remains an old human phenomenon; its impact on our junior High school students today could be disturbing and obnoxious. This is because Junior High school education marks a serious turning point in the personality development of the student, so every effort must be made towards minimizing incidence of indiscipline among students.

In indiscipline acts such as smoking, drinking alcohol, rioting, rudeness, truancy among others, tend to affect effective teaching and learning in school. Wright (1977, p. 103) states, that: "many people, it seems feel certain that violence, truancy and general misbehaviours are common features of our schools", Very often teachers are chased out of the classroom by irate students. Another significant revelation about students' indiscipline was in the *Daily Graphic*, Saturday, September 16, 2006 captioned "Adolescent Pregnancy on the Rise". The report had it that adolescent pregnancy is on the increase in Ghana, as one out of every seven pregnancies in the antenatal clinics in the country is adolescent related. According to the 2003 Ghana Demographic Health Survey, thirty-eight percent (38%) of female adolescents who were sexually active became pregnant while seven percent (7%) of them terminate their pregnancies.

It is therefore good noting that, most of the victims of these anti-social acts were committed by students.

The concept of perception

Perception according to Asemsro (1998) is the process by which people organize and interpret the patterns of stimuli in their environment. It is a mental process emanating from the Gestalt Theory of stimuli organization and interpretation. Carl Rogers in his client centered theory focused on the "Self" as a learned attribute. The "Self" referred to "I" or "Me" and constituted the individuals picture of him or herself. It also represented the "awareness" of ones being or functions and reflected the idea of a person's perception as portrayed in the topic under study. According to Rogers' theory, equally significant in the self-development is the psychological environment of the organism that is the gestalt view of the perceptual field. Hall and Lindsey cited by Asemsro (1998) aptly described this by saying "the way in which an object was embedded".

The "Self" therefore was a perceived object in a phenomenal field. Rogers again proposed that one's perception of "me", "myself or "I" was a result of the perceptual framework of one's past, present and future. The common understanding portrayed in the above theories is that every organism including humans reacts to his or its field as it was experienced and perceived and this perceptual field constituted reality for the individual. Similarly, Adler's theory of individual psychology cited in Kankam and Onivehu (2000) focused on understanding individuals in relation to their social environment. This theory further assumed that people experienced reality as they perceived it and according to their own private logic. Hence, the individual's sense of identity, views of the world, interpretations of the relationship between the individuals and the

environment remained facets of his life style which influences his perception and behaviour (Shertzer and Stone, 1980).

Gnagey as cited by Bossman (2001) made an important observation about the nature of classroom disciplinary problems. According to him "What is misbehaviour to some teachers is certainly not to others' implying that it is a fruitless venture to attempt to categorize misbehaviour in terms of respondents or culprits themselves. The only sound value one can make is that any behaviour is deviance if the teacher or school authorities deem it to be so. It was again indicated that misbehaviour is any action that is taken when it is not wanted. This being so the perception of teachers and students on student indiscipline is likely to differ.

Charles (1981) states categorically that teachers are mostly concerned with student misbehaviours that disrupt class work, such as talking and unauthorized movement in the classroom because these behaviours greatly reduce the time available for teaching and learning. Other forms of classroom misbehaviours according to Charles (1981) which may become manifest upon casual observation include uncooperative attitude on the part of students, their refusal to answer questions asked by the teacher, refusal to write assignments or to submit them on time for marking. Also students sometimes read books and copy note on different courses other than what they are being taught or even sneak out of the classroom while lessons are still in progress. The implication of the above observation is that, since beauty lies in the eye of the beholder, certain behaviours of students that teachers perceive, as deviance may not be necessarily seen as such by students. The difference in perception of teachers and students in the school system is bound to worsen the deplorable state of discipline in schools.

Charles (1983) in a research finds out that classroom misbehaviours constitute a very big bother to the teacher and society at large. This is because it causes considerable irritation to teachers, waste precious teaching time and disrupts learning. The teacher's status as a disciplinarian and his success in his teaching effort depend very much on how well he is able to minimize these behaviours. He must guide students entrusted into his care towards developing positive personality characteristics and this will go a long way in minimizing school indiscipline.

School discipline

School discipline to Cotton (2001) is a form of discipline appropriate to the regulation of children and the maintenance of order in schools. The term refers to students complying with a code of behaviour often known as the schools rules. These rules may, for example define the expected standards of clothing, timekeeping, social behaviour and work ethic. The term discipline according to Cotton may also be applied to the punishment, that is, the consequence of transgression of the code of behaviour. For this reason the usage of school discipline sometimes means the administration of punishment, rather than behaving within the school rules.

Osei-Hwedie and Ndilo (1989) indicated that the aim of school discipline is ostensibly to create a safe and happy learning environment in the classroom and the school in a classroom where a teacher is unable to maintain order and discipline, students may become unmotivated, indiscipline, distressed, leading to chaos and anarchy. In the words of Afful-Broni (2004) whatever is the motivation for a student's good behaviour, those in authority would do well to value the good atmosphere that a disciplined life can give birth to. He further pointed out that since a lot goes into consideration in order to label a student as disciplined or not, for example, it would be unfair on the part of a teacher to brand a student as undisciplined without due regard to what may be going on in his home. Apart from the necessary foundations of law and order,

which are good grounds for a disciplined atmosphere, those in authority must also be firm in their dealing with students. This implies that students must be helped to understand that self-discipline is the fruit of firmness in obedience to rules and procedures. According to Gaustad (1992) school discipline has two main goals: to ensure the safety of students and also to create an environment conducive for learning. It is true that some of the disciplinary issues are not as violent, (Moles, 1989) yet many also believed that great care must be taken else non-violent problems may develop into major student crisis.

Peer pressure

Peer group may be defined as members of the same age bracket whose attitude and behaviour patterns are similar in character such as class interest, attitudes and experiences (Santrock, 2005). According to Santrock some of the attitudes and habits that can be attributed to negative peer pressure are cigarette smoking, alcohol and drug abuse, immoral sexual activity, burglary and armed robbery. Parents worry with good reason about a child falling in with the wrong crowds. Peers exert a strong influence, that is why in a peer group where members are drug addicts, new entrants are influenced and they also become drug addicts and invariably drop out of school. Patterson, Reid and Dishin quoted by Benson (2002) in a recent research stated that, the process starts out in childhood and has its roots in troubled parent-child interactions. To this study, children get certain pay-offs for antisocial behaviours, possibly getting attention or avoiding punishment by lying or cheating on school test. A child's anti-social behaviour then interferes with schoolwork. Peer group influence has been revealed as one of the chief agencies by which criminal culture is acquired and criminal acts incubated (Benson, 2002).

Ngozi (2002) posit that, adolescents in peer groups often revolt against all imposed truth and authority because to them, life is idealistic. Their revolt hinges on the development of morals and values. These developments are closely related to the individual environmental experience.

The adolescent is living in a real world of conflicting values where logic does not necessarily apply. E.g. the adolescent at this stage begins to doubt his religious heritage and even become cynical about the beliefs and practices of his parents. His views on religion is different from those of his parents though this does not mean or imply he has become irreligious, he is only searching for his personal belief based on his experiences and expectations.

Blair, Jones and Simpson (as cited in Akinade, 1997) stated in their study of human behaviour, attributed the causes of students' misbehaviour to the biological characteristics they possess, the kind of experiences they have and the social pressures operating in them at the moment. Again, they went further to prove that the biological causes of adolescents misbehaviour has its related problems with regard to the above, they maintained that adolescence is a period of normal growth and development, a transition period from childhood to adulthood which is characterized by "storm and strife". Thus most adolescents face problems of adjusting to physiological changes and to adults' social standards that sometimes prove extremely difficult for them as individuals. They get emotionally involved in thoughts and discussions and see things in a right or wrong perspective and this cause them to be highly critical of many institution and customs. As a result, they usually accept adult authority but they test it frequently and rebel if they find it "unjust or without logic". They again explained that these attitudes of the adolescents usually affect discipline and students reject both the adults and discipline. This exposition by Blair et al as cited in Akinade (1997) seems to contradict the general assertion that, in peer groups adolescents are normally influenced negatively by their friends to misbehave due to lack of social bond, affection and love from adults, instead, this researcher believes that, the negative peer group influence on adolescents causes them to engage in anti-social behaviours is largely due to physiological or biological changes that they are experiencing at the moment. (Ngozi,

2002) identified in a study, inadequacies at home and the inability or difficulty in relating to adults as a factor that causes maladjustment and inhibits the student from adjusting to the norms and rules resulting in disciplinary problems. She in addition stated that, not all acts of misbehaviour in the school are due to personal and emotional maladjustments.

Parenting styles and student indiscipline

Parenting is a complex activity that includes much specific behaviour that work individually and together to influence child outcomes. Although specific parenting behaviour, such as spanking or reading aloud, may influence child development, looking at any specific behaviour in isolation may be misleading as determination of student misbehaviours. Many writers have noted that specific parenting practices are less important in predicting child wellbeing than is the broad pattern of parenting. Most researchers who attempt to describe the broad parental milieu rely on Diana Baumrind's concept of parenting styles.

The construct of parenting style is used to capture normal variations in parents attempting to control and socialize their children (Baumrind, 2004). From the above parenting style can be understood in two ways. First, parenting style is meant to describe normal variations in parenting. In other words, the parenting style typology Baumrind developed should not be understood to include deviant parenting, such as might be observed in abusive and neglectful homes. Secondly, Baumrind assumes that normal parenting revolves around issue of control. Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is assumed that the primary role of all parents is to influence, teach and control their children. Parents are highly demanding and directive, but not responsive. They are obedient and statuses oriented, and expect their orders to be obeyed without explanation (Baumrind, 1991). These parents provide well-ordered and structured environments with clearly stated rule. Authoritarian parents can be divided into two types; non-authoritarian- directive, who

are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, which are highly intrusive.

Parenting style has been found to predict child wellbeing in the domains of social competence, academic performance, psychosocial development, and problem behaviour. Research based on parent interviews, child reports, and parent's observation consistently finds children and adolescents whose parents are authoritative rate themselves and are rated as more socially and instrumentally competent than those whose parents are not authoritative (Baumrind, 1991; Weiss and Schwartz, 1996; Miller et al. 1993). Children and adolescents whose parents are uninvolved perform most poorly in all domains. In general, parental responsiveness predicts social competence and behavioural control (that is academic performance and deviancy). These findings indicate that children and adolescents from authoritarian families (high in demanding, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behaviour, but they have poorer social skills, lower self-esteem, and high levels of depression.

In reviewing the literature on parenting style, one is struck by the consistency with which authoritative upbringing is associated with both instrumental and social competence and lower levels of problem behaviour in both boys and girls at all developmental stages. The benefits of authoritative parenting and the detrimental effects of uninvolved parenting are evident as early as the preschool years and continue throughout adolescence and into early adulthood. Although specific differences can be found in the competence evidenced by each group, the largest differences are found between children whose parents are unengaged and their peers with more involved parents. Differences between children from authoritative homes and their peers are equally consistent, but somewhat smaller (Weiss and Schwarz, 1996). Just as authoritative

parents appear to be able to balance their conformity demands with their respect for their children individually, so children from authoritative home appear to be able to balance the claims of external conformity and achievement demands with their need for individuation and autonomy. The findings from the above studies seems to portray that student misbehaviours are mainly due to inappropriate parenting, however some researchers hold a contrary view. For instance Bernstein et al in a study notes that there are limitations about the extent to which parenting styles affect school discipline. First, they note that the parenting styles involve correlations, which do not prove causation. Finding consistent correlations between parents and children's behaviour does not establish that parents are creating the differences seen in their children. In fact, parents may be influenced by children's behaviour. Parents may react differently to children of different ages, temperament, size, and appearance.

To Ngozi (2004) when the child is given moderately constructive circumstances, the individual is self-directing and that its self-direction is intrinsically constructive. The main conditions in a child's environment are acceptance and if that is met everything will work out fine. During the late 1980s, a small but highly visible group of educators and scholars began to promote the concept that misbehaviours were a direct result of parents' inability to train children in traditional, universal truths and values that are necessary for the development of proper behaviour (Bennett, 1994; Bloom, 1988). It is assumed that the development of good character leads to respect for others and values necessary for civilized attitude.

School climate and Student Indisciplinary Behaviours

School climate, which is sometimes referred to as school ethos, determines the nature and discipline in a school. Generally speaking, a school that is well noted for discipline in all aspects of school life is very likely to have a good state of discipline. (Charles, 1981). The school

environment is an important component of the teaching and learning activities that goes on in the school. This consists of the physical environment and the organizational climate. Whenever, the school environment is not good enough, it impacts negatively on the general performance of the school. The school climate or environment is an important component of the school system which must be given due attention to ensure that the school becomes effective and works towards the realization of its mission. Fordham (1992) observed that limited educational effectiveness in developing countries is a direct result of failure, either at the level of policy making or its implementation to provide the necessary minimum supply of those inputs necessary for learning.

The type of relationship that exist between the headmaster and his staff and students and that of the teachers and students go a long way to determine the school climate and the level of cordial relationship or tension that prevails in the school. Teaching, Learning and maintaining discipline become- more effective in an atmosphere devoid of any tension. This brings to the fore the type of leadership style that headmasters adopt in administration of their schools. The leadership style determines the organizational climate or tone and its effect on the mission and vision of the school. Fordham (1992) opines that in the high-income countries, children go to school in modern, well-equipped buildings, have 900 hours of learning time per year, 52 percent of non-capital material inputs, a curriculum that is carefully planned, a teacher with 16 years of education and a pupil-teacher ratio of 20: 1. This conducive prevailing school climate goes a long way to curb student indiscipline.

However, in Ghana and for that matter in Africa, the situation is different. Fordham (1992) observes that in developing countries classroom conditions are generally poor, instructional materials are in short supply and facilities are inadequate and poorly maintained. He

further points out that many countries have perennial shortage of classrooms, and that in urban areas often more than 55 pupils are crammed into classroom built for half the number. Conditions like these in the school environment coupled with poor school climate will certainly affect teacher morale and discourage professional commitment thereby bringing a breakdown in school discipline.

Asiedu-Akrofi (1978) on the other hands, points out that no two people even bring exactly the same influence nor are their needs the same. He notes that whether a school is good or bad therefore depends on whether it fulfills its institutional role and harmonizes personality differences. Asiedu-Akrofi (1978) makes references to six broad types of organizational climate. These climates are: the open climate; the controlled climate; the paternal climate; the familiar climate; the closed climate; and the autonomous climate. Research supports that positive and healthy school culture or climate correlates strongly with teacher productivity, morale and satisfaction as well as student achievement. Thacker and McInrenney (199~) directed a study, which looked at the effect of school culture on student's discipline and achievement in 1992. The study focused on creating a new mission statement, staff development, site based decision-making, curriculum alignment, and performance goals based on outcomes of students. Cheng (1993) finds that stronger school culture correlates with more motivated teachers. This means that in an environment with strong organizational ideology, shared participation, charismatic leadership and intimacy, teachers experienced lighter job satisfaction and increased productivity that promotes school discipline.

Lumsden (1998) finds that, administrative support and leadership, good students' behaviour, positive school climate, and teacher autonomy were all found to be associated with job satisfaction. This suggests that, headmasters need to know what teachers need and take steps

to promote professional satisfaction. Teachers should be nurtured, supported and valued in an environment that promotes student learning, academic achievement and discipline. McIntyre (2005) in a well-noted study of standards of behaviour, academic and school attendance among twelve inner London comprehensive schools found that the ethos of a school has a definite impact on the behaviour and academic performance of students. He again observed that schools which were noted for good academic performance had their students performing well with schoolwork whereas, those schools which emphasized proper student behaviour but de-emphasized academic achievements also produced positive results in terms of student behaviour. In addition, he discovered that generally, a school with low delinquency and low truancy also did well academically. The implication of this study is that, some schools were better than others and that the success or failure of a school owed much to how effective the leadership organized the school. To promote discipline therefore in a school, it behooves administrators and school authorities to create conducive environment for learning.

In another study Gnagney (1968) as cited by Bossman (2001) identifies ignorance and lack of understanding of school rules as one of the reasons for student's misbehaviour especially during the early days in school. He writes; "Even if a student is presented with a neatly organized set of by-laws, he never really knows which statutes are operational and which are just on paper" (Bossman, 2001, P.14). In addition to ignorance of rules, Charles (1981) indicated too many rules and inconsistencies in their application by school authorities as a cause of misbehaviour among students. The conclusion drawn from the above studies is that, rules and regulations that students are to abide by should be few, simple and consistently enforced to avoid confusion as to what is to be done. In support of Bossman (2001), Boison (2003) suggests that conflicting rules generate disciplinary problems in a school where students and teachers have a multi-cultural

background. When rules operative in the school differ from rules at home students are often misunderstood and misjudged by their teachers and they may misbehave as a result of frustration.

Boison again citing Trotter (1972) states that views, values and beliefs that characterized minority-group of student often clash with those of their teachers. Thus "behaviour that is considered well and right by minority students might be considered bad and wrong by a teacher (Boison 2003). He added that class differences of students and their teachers result in conflicting attitudes. Most teachers tend to be of middle class background and they become offended by the vulgar language and uncouth behaviour of students from working class backgrounds. These differences influence discipline strongly because some students are branded as indiscipline by their teachers, which spur them to misbehave.

The role concept

Sociologically speaking, the term "role" was defined by Shertzer and Stone (1970) as the customary complex behaviour that was closely associated with a particular status or position. Roles were unique to specific positions within a social structure and by their nature, distinguished one position from other. Social psychologists on the other hand defined role as the approved expected behaviour of a defined position. According to Yinger (1980), role was "the list of what most members of a social group believed a position occupant should and should not, may and may not do" (Shertzer and Stone, 1970, p.119). As an individual performed his roles in his social environment (perceptual field), people developed perceptions of him. Teachers and student likewise, had developed perceptions concerning the roles of the school guidance and counseling co-coordinators following their interaction with them. These perceptions came as a result of the knowledge and experiences they had with them.

Roles of guidance and counselling co-coordinators in schools

Guidance were born in America, to assist the youth in choosing a vocation wisely and also to enhance their smooth transition from school to a suitable work (Gibson and Mitchell, 1990). These together with recently identified needs, remained the major aim of guidance and counseling today and therefore the main responsibility of guidance and counseling coordinators in Schools. Prior to the mid-1960s, expansion of the Ghanaian economy was trailing behind the educational expansion and manpower needs of the country (Pecku, 1991). This resulted in general outcry of the Ghanaian populace for a more meaningful education for Ghanaian children that would reflect the manpower needs of the country to match the economic' development and make children more useful in life (Ackumey, 1988).

Many years before these developments, however, relevant strategies to improve the Ghanaian economy had been considered. For instance, 1955 and before independence, the youth employment Department of Ministry of Labour, Education and Social Welfare started providing guidance services in Ghana. This was apparently meant to cater for all youth's less than 20 years with the Middle School Leaving Certificate. Thus, before the 1960s when attempts were made to establish formal guidance programmes in Ghanaian schools, there existed some forms of guiding people (Essuman, 1999). According to Dankwa (1981), guidance during this era was administered in schools especially in the boarding schools by heads of institutions, housemasters and mistresses, teachers and chaplains.

In Ghana, the establishment of guidance and counselling programmes formally in second cycle institutions became a reality when the Ghana government issued a policy in 1976 through the Ghana Education Service (GES). The policy stated that 'The Ghana Education Service has

decided to establish systematic guidance and counselling programmes in all second cycle institutions that is secondary, commercial, technical and vocational schools and teacher training colleges" Subsequently the Institute for Educational Planning and Administration (IEP A) of the University of Cape Coast was authorized to train selected teachers, who were of the rank of Assistant Superintendent and above, from the secondary schools as guidance co-coordinators.

The urbanization and industrialization of the Ghanaian society heightened the need for guidance in Ghana. As towns and cities developed arid villages expanded school population grew and the nation's technology as well as job opportunities became varied. Both adults and especially, the youth hence became increasingly influenced by foreign culture. The traditional means of coping with juvenile delinquency and adolescent problems therefore became inadequate and had to be supplemented by a more reliable method. This method, which was more responsive to the needs of today's youth, also prepares them for a well-planned future as they developed healthy, personality. They hence grew to understand life's problems and were better prepared to find more lasting solutions to them, the major aim for guidance and counselling. Due to its uncompromising significance to life, guidance was introduced in Ghana. It was born in the late 1970s through voluntary services and pastoral care. School chaplains, house masters and mistresses, heads of institutions and church elders among others provided "guidance" to the youth through consultation and advice-giving on moral problems, assistance in solving personal social adjustment, educational and family problems (Dankwa, 1981).

Serious experiments in guidance however, came when the Curriculum Research and Development Division (C. R. D. D) was set up. An improved curriculum card for instance, was drawn by the unit for use in Ghanaian Schools. By the end of 1974, there were six (6) trained Ghanaian experts in guidance and counselling from America, Canada and the United Kingdom in

the country. Later came the effort of Mr. D. O. K. Dankwa "the Frank Parson of Ghana" to introduce guidance in Secondary schools and training colleges under very difficult conditions. In 1987, guidance was popularized when it was incorporated into the new educational system (FCUBE programme). Currently, guidance and counseling officers are stationed in various regional and district education offices as well as high schools. Paterson and Janzen (1993) in a study comment that, counselors who are effective are involved in the life of the school and the students and much of their work occurs as a natural response to the community, the political climate, school staff attitudes and the nature of living in the particular school environment in an attempt to promote discipline in schools.

It could be deduced from the above that school counselors are often responsible for the developing and implementing interventions that are beneficial to both the school and the community. Some of the services schools counselors may provide to promote and facilitate the emotional, physical, and social well-being of students include peer counseling programmes, crisis intervention programmes, career education services, parent teacher mediation, intervention groups, and parent education groups. At times school Counselors may find out that their role in the school system is misunderstood, misperceived or understated by teachers and students. A study conducted by Madak and Gieni (1991) revealed that while teachers were often aware of the goals and objectives of counseling programmes in their schools, many were uncertain about the Counsellors actual activities. Teachers were able to accurately identify that Counsellors spend significant portion of their time engaging in counseling and consulting but were not aware that Counsellors engage in other activities such as administrative duties, community liaison, development of preventive programmes and curriculum development (Madak and Gieni, 1991).

Jones (2006) sees the very success of a counselling service as dependent on a relationship between school staff and Counsellors built on mutual respect, confidence, trust and reciprocal co-operation not dissimilar from Hamblins (1994) view that Counsellor in schools should be seen as part of a social system, dependent on support from teachers and sharing information to benefit students. Among the factors that make this possible Jones discusses the importance of the clarity of roles of both teachers and Counsellors. The Counsellor's role he said is to serve the interest of students and teachers, not to be another means of enforcing conformity, but at the same time to complement, not to replace, the role of the teacher.

In many schools there is only one Counsellor employed by the school or in some cases the school district and Counsellors are often required to function independently as generalist (Morrisette, 2000). Regardless of the numerous barriers encountered by Counsellors in the discharge of their duties, being a Counsellor in a school is not without its benefits. School Counsellors have expressed that they can form meaningful relationships with their students and find it easy to demonstrate interest in their students' academic progress, disciplinary issues, as well as their educational and career goals (Morrisette, 2000). He further proved that school Counsellors also often have more freedom to design counselling programmes, have less bureaucracy and formality to contend with, and receive greater co-operation from the school once their presence has been established.

Erege (1990) studying the staff perception of Counsellors in Nigeria found that in spite of the awareness school staff had on the importance of the coordinator, they perceived him negatively. Shertzer and Stone (1976) cited by Erege, (1990) reiterated that guidance and counselling in schools facilitated education's integration, developmental and differentiating functions. The service enhanced students training and adjustment to their various societies

through which their unique capabilities, interest and talents were also identified and developed. Guidance and counselling in the school enhanced student's personal development by facilitating their understanding of educational, vocational and social opportunities which they largely depended on to make profitable individual choices (Gibson and Mitchel, 1981; Pecku, 1991).

Kankam and Onivehu (2000) quoted Lewis' (1972) assertion that teachers had a negative perception of Counsellors and because most classroom teachers had difficulty accepting the need for human relations specialists in schools. They added that for teachers to admit the necessity of these specialists was to imply that teachers had certain weaknesses or shortcomings they were reluctant to face. Oji et al (2000) also investigated the perceptions of school Counsellors, principals and teachers towards the Counsellor in Anambra state of Nigeria. Their results indicated a positive perception, followed by principals and finally, teachers. No significant difference was recorded between the perceptions of principals and those of the Counsellors. However, there was significant difference between the perceptions of teachers on one hand, and those of the Counsellors and principals on the other. Oji et al also attributed this difference most importantly, to the engagement of Counsellors in non-guidance activities that led to the neglect of their actual guidance duties. They also found no guidance offices in the schools and discovered that the staff saw the Counsellor's presence in the school as a threat to them. Oji et al therefore recommended that Counsellors be freed from non-guidance duties while teachers and heads are further enlightened on guidance services through induction courses.

Ackom (1992) revealed that in Ghana, despite students' awareness of the co-ordinator's existence in their schools, they hardly discussed their subject and course choice or problem needs with him. Students' perception of the Counsellor was generally negative but the longer they know of his existence, the better their perceptions of his services. Concluding that

too much lip service was given to guidance and counselling in Ghana. Ackom recommended the need to merge the theory and practice of guidance and counselling in schools for better outcomes. Serious efforts he recommended must be made to disentangle the guidance coordinator from non-guidance role while providing guidance facilities to enable coordinators in schools to endeavour to assist students in vocational, educational and disciplinary problems. Having discussed the guidance roles of school staff, it would be necessary to reemphasize the need for their coordinated effort to achieve guidance and counselling objective so as to help curb student disciplinary problems. Until teachers and students perceive a Counsellor to be worthy of their trust and competence to assist them, they will not seek his assistance.

Theoretical frameworks

No research problem originates from nowhere. Every research has a source, history, a cause or theory that can help in understanding or explaining the prevalence of the problem. According to Leedy (1989:58), a theory may serve as a point around which the problem may be oriented in searching for relevant data, and in establishing a tentative goal against which a hypothesis can be tested. Theoretical framework, therefore, provides a model for studying a research problem. There are four most significant theoretical bases to indiscipline which is so relevant to this study and these are: Psychoanalytic theory of Sigmund Freud, the Socialization theory of DeFrain, Piaget's theory on Cognitive development and Erikson theory of psychosocial development.

Psychoanalytic theory

Sigmund Freud and his disciples in their theory of psychoanalysis focused on the importance of children in which the foundation for later life is laid. Freud and other proponents of the psychodynamic theory have emphasized the importance of providing positive emotional

environment for the child who needs to believe that the world is a safe and good place and that parents can be trusted in issues pertaining to inculcating good morals in their children. According to the advocates of this theory, although individuals who have suffered fixation in childhood can make dramatic positive changes later in life, it is best if they can help children, as parents to succeed in their endeavour from the very beginning by adopting the best and most suitable parenting strategies so as to guard against indiscipline among the youth.

Bema (1993) citing Gesell (1954) opined that, the forces of growth and development within an individual are essentially creative. He further contended that given moderately constructive circumstances, the individual is self-directing and that its self-direction is intrinsically constructive. The main condition in a child's environment therefore is acceptance and if that is met everything will work out fine. Bema further pointed out that when children and adolescents are not securely attached to their parents this affect their social behaviour. One-way lack of social bond affects an adolescent's social life is that the adolescent will have little interest or even capacity to form or maintain meaningful social relation and this will compel the individual to engage in deviant behaviours. The emphasis here is that, parents should play a fundamental role in inculcating the right morals and discipline in children through recommended childrearing practices. In fact, the disciplinary styles of parents and their teachers greatly influence their adolescent's misbehaviours in school.

Piaget's theory of cognitive development

Jean Piaget a Swiss psychologist (1896-1980) formulated the theory of cognitive development. The theory concern the emergence and acquisition of schemata-schemes of how one perceives the world in developmental stages, times when children are acquiring new ways of mentally representing information. The theory asserts that we construct our cognitive abilities through self-motivated actions in the world. Piaget divided schemes that children use to

understand the world through four main stages, roughly correlated with and becoming increasingly sophisticated with age. These stages of cognitive development according to Piaget are:

- Sensorimotor stage (years 0-2)
- Preoperational stage (years (2-7)
- Concrete operational stage (years 7-11)
- Formal operational stage (year's 11-16)

The most relevant stage of Piaget's theory of cognitive development to the topic under study (students' indiscipline) is the formal operational stage. The formal operational stage is the fourth and final of the stages of cognitive development of Piaget's theory. This stage, which follows the concrete operational stage, commences at around 11 years of age (puberty) and continues into adulthood. Incidentally, most students in high school fall within this stage. The implication of this stage to school discipline is very obvious. The adolescent at this stage begins to think constructively and reason logically. The young adult forms his own philosophy about life and as a result vehemently challenges existing norms of society and the entire status quo. As a result the adolescent who is now in school tend to violate school rules and regulations and therefore misbehaves bringing about school disciplinary problems.

Challenges to Piagetian stage theory

Piagetian accounts of development have been challenged on several grounds. First as Piaget himself noted, development does not always progress in the smooth manner his theory seems to predict. "Decalage" or unpredicted gaps in the development progression suggest that the stage model is at best a useful approximation. Piaget's assertion that cognitive maturation occurs concurrently across different domains of knowledge such as Mathematics, Logic, Physics and

Language, etc is challenged; critics are rather of the view that cognitive faculties may be largely independent of one another and thus develop according to quite different time- tables.

Psychosocial theory of Erikson

Psychosocial development as articulated by Erik Erikson describes eight developmental stages through which a healthily developing human should pass from infancy to late adulthood. In each stage the person confronts, and hopefully masters, new challenges. Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problem in the future. Erikson developed the theory in the 1950s as an improvement on Sigmund Freud's psychosexual stages. Erikson accepted many of Freud's theories (including the id, ego, and superego, and Freud's infantile sexuality represented in psychosexual development), but rejected Freud's attempt to describe personality solely on the basis of sexuality. Also, Erikson criticized Freud for his concept of "originology", which states that all maladaptive behaviours can be traced to early experiences in childhood.

According to Erikson, an experience in early childhood is important, but the individual develops within a social context. Erikson believed that childhood is very important in personality development and unlike Freud, felt that personality continued to develop beyond five years of age. In his most influential work, *Childhood and Society* (1950), he divided the human life cycle into eight psychosocial stages of development. The most important of all the eight stages of Erikson's theory of psychosocial development which is relevant to the study of student's indiscipline is the sixth stage spanning from 11-18 years which is better termed as adolescence or puberty. The psychosocial crisis experienced at this stage according to Erikson is Identity vs. Role Confusion. Here, the adolescents are newly concerned with how they appear to others. Ego identity is the accrued confidence that the inner sameness and continuity prepared in the past are

matched by the sameness and continuity of one's meaning for others, as evidenced in the promise of a career.

Socialization theory

The adherents of this theory focus on disciplinary strategies and techniques for instilling pro-social value in the child and inhibiting anti-social ones. DeFrain in socialization theory posited that "punishment is needed to instill respect and obedience, and that spanking and physical coercion are necessary for teaching morals because, children are born into the world that contains pre-existing meaning, rules and expectations leveled by their parents and other representatives of the encompassing culture. By interacting with their social environment, children are assumed to acquire the norms of society that are gradually transferred onto the child. Grusic (1977) share a contrary view when he observed that, to function successfully in society, children must be included in the social system of rules, values, norms and standards of conduct. They must develop internal regulations of behaviour that can guide their actions not only when they are supervised and externally controlled, but also when they are in their own without surveillance and not immediately accountable to any authority.

The achievement of these tasks requires systematic and conducive parenting conditions. The emphasis in these theories is that it behooves parents and all others who are responsible for bringing up children, to adopt appropriate children practices, so as to instill good societal morals in the young ones in that, when they grow up, they will not depart from it. This will therefore go a long way to minimize student's indiscipline. Based on the above literature review, the theoretical framework underpinning the present study is an adaptation of psychoanalytic theory (Freud) cognitive development theory (Piaget, 1967) psychosocial theory (Erikson) socialization theory (DeFrain) and theories of perception (Atkinson and Hilgard 1983). The items in the

questionnaire and the interview guide constructed to collect data were driven by consideration of the above general theories.

Research design

The study adopted a descriptive survey and the approach was a blend of quantitative and qualitative paradigms. This design was used because it involved data collection from a fraction of the population (the sample), to generalize the findings to the population. Also this method or design was used since no treatment was administered as the study only sought to gather and analyze information on a situation that already exists, making the descriptive survey design most appropriate for the topic under study. Additionally, it enabled the researcher to obtain information concerning the current status of students' and teachers' perceptions of indiscipline, which is naturally occurring, as they existed at the time of the study.

Furthermore, using the descriptive survey design enabled the researcher to gather data from a good number of responses from a wide range of respondents and at the same time provided a meaningful picture of events and sought to explain people's perceptions, feelings and behaviours on the basis of data that was gathered. This design enabled the researcher to pose follow-up questions by way of focus group interview to get an in-depth explanation to certain ambiguous responses in answering the questionnaire for better clarification. The justification for the use of the descriptive survey design in this particular study is supported by Ary, Jacobs and Razavich (1990), with the assertion that the description survey research is designed to obtain information concerning the current status of a phenomenon and that, this design is directed towards finding out about a naturally occurring phenomenon as it exists at the time of the study. They again pointed out that it focuses on determining the status of a defined population with respect to certain variables. Similarly, Fraenkel and Waller (2000) stated that, obtaining answers

from a large group of people to a set of carefully designed and administered questionnaire lies the heart of the survey research.

On his part, Osuala (1991) believes that descriptive survey is versatile and practical, especially to the researcher. He adds that descriptive survey research is basic for all types of research in assessing the situation as a prerequisite for conclusion and generalization. The combination of the qualitative and quantitative approach adopted in this study enabled the researcher to use instruments for both paradigms. Population Fraenkel and Wallen (1996) assert that a population is the group to which the research findings are intended to apply to. The target population of the study comprised all teachers and students in Junior High schools at Mankranso in Ahafo Ano South District. The total population of teachers and students was five hundred (500); thirty (30) teachers and four hundred and seventy (470) students.

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Sample Size and Sampling Strategy

Amoani (2005) states that sampling, is the procedure whereby elements or people are chosen from a population to represent the characteristics of the population. It is the most intelligent way of learning about what is happening within a population. The sampling procedure for the study was the purposive, simple random and convenient sampling methods. Sample size used was two hundred and thirty (230) respondents who were mainly teachers and students, and purposefully selected from the three Junior High schools at Adugyama. The total number of

teachers that took part in the study was 20 and that of students was 210. Before the study letters were taken from the researcher's Department. The purposeful sampling technique was used to select the schools; these schools are the only public Junior High Schools in the study area and anecdotal evidence point to the fact that students in these schools have similar characteristics.

The individual respondents were selected from their population using randomization. After entering a school all teachers in the school were made to group together. Randomization was carried out by writing (Y) or (N) on pieces of paper for the administration of the questionnaire in all the schools. Any teacher who picked Y= Yes, was included in the sample study. In the case of the students, their attendance registers were sought. Numbers were assigned to the various names in the attendance registers and whose name corresponds to an odd number was selected. The simple random sampling was preferred because it ensured that each teacher had an equal and independent chance of being chosen (Gall & Borg, 1996). This selection technique was necessary in order to meet the assumptions of the parametric test used to test the study hypotheses. The researcher administered his questionnaires to them. The assumption was that all the students have similar characteristics; data from those engaged in the study could be conveniently generalized for the entire population.

Instrumentation and data collection

The main instruments used for the study was the questionnaire, focus group interview guide and documentation. The questionnaire was constructed by the researcher with close direction and guidance of the supervisor. It was divided into three parts. Part A of the questionnaire was designed to record the personal attributes or demographic data of students and teachers who formed subjects for the study; it is made up of ten items or questions. The relevance of this part was to provide background information about respondents whose views were expressed in the study. Part (B) of the questionnaire was constructed based on a 5 point

Likert type scale as described by Best and Khan (1996). It contained twenty-three close-ended questions to which respondents were to show their degree of response; that is, Strongly Agree (S. A), Agree (A), Not Sure (N. S), Disagree (D), and Strongly Disagree (S. D). There were both positive and negative questions; examples of positive items were “truancy is an indisciplinary act”, “drinking alcohol by students is a deviant behaviour” and “involving students in the formation of rules and regulations in school can help in minimizing students misbehaviours”, while some negative ones are: bullying is not an indiscipline act, it is not necessary sending habitual late comers to school away from classes and students need not consult the school Counsellor when they are choosing their subjects and course of study. The direction of scoring for all the scales is that the higher a respondent score, the better his /her perception on factors that constitute indiscipline behaviours and also the factors that influence indiscipline behaviours. In order to be consistent with the direction of scoring, the negative items in the questionnaire were reversed, that is strongly disagree = 5, disagree = 4, not sure = 3, agree = 2 and strongly agree = 1.

1. Factor one represented items on perceived behaviours that constitute student indiscipline.
2. Factor two contained items on perceived influences of peer group pressure on indiscipline.
3. Factor three involved item on the influence of parenting styles on student indiscipline.
4. Factor four involved the perceived roles of school guidance and counselling officer in minimizing Students’ deviant behaviours. The Likert type scale questions were used because they were found to be the most suitable type of instrument /questions for the measuring of attitudes and perceptions; this is because it enables respondents to indicate the degree of their belief on a given statement (Best and Khan, 1996).

5. The final part of the questionnaire or part C was made up of ten (10) unrestricted questions meant for both teachers and students. These questions were to elicit responses from subjects concerning students' indiscipline and the perceived role of the Counsellor.

Validity and reliability

According to Creswell (2005) the goal of a good research is to have measures that are reliable and valid. Validity is concerned with whether the findings are really about what they appear to be about (Roberson, 2002). According to Cohen, Manion and Morrison (2003) it is based on the view that a particular instrument measures what it purports to measure. The issue of validity was addressed in this research using triangulation. Triangulation involves the use of multiple sources to enhance the rigor of the research. As stated in the discussion on the questionnaire, some form of validity was established by giving the questionnaire to the supervisor and lecturers with specialization in test and measurement to modify it. Again, the triangulation was used in data collection strengthened the validity of the study. Regarding the semi-structured interview schedule, specific steps were taken to ensure validity, which included:

1. Seeking permission from respondents regarding their willingness to participate.
2. Playing back the tape to respondents after the interview session to ensure that what they said has been correctly recorded.
3. Reading out the transcript to them to ensure that the tapes were correctly transcribed.

Reliability according to Cohen et al (2003) means that scores from an instrument are stable and consistent, scores should nearly be the same when researchers administer the instrument multiple times at different times and also scores need to be consistent. Reliability was achieved initially in this research by pilot testing the questionnaire and interview survey.

Pilot test

The data collection instruments were pilot tested in selected schools in Awinyama in the Ahafo-Ano-South East District of Ashanti Region which is not part of the study area but the respondents have the same characteristics as the respondents for the main study. The instruments were then reviewed on the basis of issues raised and noted during the exercise. The pilot study helped to adapt the tool to the study objectives and improved on the data collection techniques of the study. Following the pilot study and subsequent revision of the instruments it was easy to collect relevant data for the study.

Administration of the instruments/research procedure

The researcher took the opportunistic approach by capitalizing on the conduciveness of the period in administering the instruments. This was the time when the first and Second year students were writing their end of second term examination and the third years were busily taking their mock examination as final preparation towards the forth coming Basic Education Certificate Examination (BECE). Permission was sought from the headmasters of the three schools visited, after showing a letter of introduction obtained from the Head of Department, Psychology and Education, University of Education, Winneba. The researcher with the assistance of some members of staff distributed questionnaires to students and teachers who were readily available during the recess. All those who received the questionnaire constituted respondents for the study. These subjects were made to occupy vacant classrooms to fill the questionnaires. They were given one hour and the researcher was around to offer assistance to anyone who may be in need of any sort. The filled questionnaires were immediately collected and this ensures almost hundred percent return rates of the filled questionnaires.

Awinyama R/C JHS 100 respondents took part in the study and this was made up of 90 student and 10 teachers. Potrikrom JHS 75 respondents participated in the survey; these were

made up of 70 students and 5 teachers. Awinyama Kingfaisal Islamic JHS 55 respondents were used; these were made up of 50 students and 5 teachers. Three series of focus group interviews were conducted that is one each in the three schools visited. Each group was made up of four participants. The researcher called for the "log books" on disciplinary cases dealt with for the first half of the 2012/2013 academic years from the chairmen of the disciplinary committees. Four culprits were randomly selected from the three 'log books' for the three schools. Discussion was centered on ten open-ended interview schedules and each of the session lasted for between thirty to forty-five minutes. The conversation and discussion that transpired during the session was tape-recorded and other vital points documented in the researcher's field notebook.

Test of hypotheses

In order to test the study hypotheses, mean scores were computed for the questionnaire items on the five points Likert scale constituting the factors dealing with student indiscipline behaviours. The direction of scoring is that the higher a respondent's score, the better his/her perception of the act constituting student indisciplinary behaviours and the lower the score, the lesser the person deems the act as constituting indisciplinary behaviours.

Hypothesis One

The first hypothesis generated tested the assumption that there would be a significant difference between teachers' and students' opinions of the influence of parenting styles on student indiscipline. The group statistics in Table 2. shows that there is a difference between the means (teachers=13.99818, students = 14.85557) of the two groups of the influence of parenting styles on student indiscipline behaviours. To test whether this difference between the two group means is statistically significant, an independent samples t- test was conducted as shown in Table 3

Table 3 Summary Statistics and Independent Sample t-test on the Effect of Parenting Style

Group	N	Mean	SDT	T	df	p-value
Teachers	20	3.4955	.61706			
				.2324	228	.021
Students	210	3.4139	.64597			

The result of the t-test above revealed that there was a statistically significant difference between teachers' and students' opinion of the influence that parenting styles have on students' indiscipline ($t = -2.324$, $df = 228$, $p = 0.021$). This result suggests that the students perceived parenting styles as influencing indiscipline more than that of the teachers.

Hypothesis Two

The fourth hypothesis tested the assumption that there would be significant difference between teachers' and students' perceptions with regards to the roles of the school guidance and counseling officer in curbing student indiscipline. Table 4.8 Shows that there is some difference between the mean (teachers=3.8182, student =4.0164) of the two groups on the influence of the school guidance and counselling officers in curbing indiscipline among students. To test whether this difference between the two groups is statistically significant, an independent sample t-test was performed as shown in table 4

Group	N	Mean	SDT	T	df	p-value
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Teachers	20	3.8182	.55681			
				2.316	228	.021
Students	210	4.0164	.58882			

Table 4. Summary Statistics and Independent Sample t-test of Teachers and Students on the Role of the School Counselor in Curbing Student Indiscipline Behaviours

The above result of the t-test revealed that there was a statistically significant difference between the teachers' and students' perceptions of the roles of the school guidance and counselling officer in disciplinary cases ($t=2.316$, $df=228$, $p=.021$). The present result suggests that the students perceived the guidance and counselling officer as having a greater role to play in curbing indiscipline behaviours than that perceived by the teachers.

Responses from Focus Group Discussion (interview)

As indicated in the methodology, qualitative data was collected through focus group discussion to complement the questionnaire and also to elicit the response that could not be obtained from the questionnaire and for getting in-depth explanation to certain issues pertaining to student indiscipline in the study area. The interview session centered on level of respondent's perceptions and experiences on knowledge of student indiscipline behaviours and the possible factors that promote indiscipline among student at Mankranso in Ahafo Ano South District. The data was presented using direct quote of interviews and more than one quotation was used to emphasize the issues which emerged from the themes. The data was presented to reflect the similarities and differences of the views expressed by respondents in the three schools within the study area.

Respondents Views of the Offence that brought them before the School Disciplinary Committee.

Students who were involved in indisciplinary cases and were brought before the school disciplinary committees were randomly selected from the school disciplinary record books and were interviewed on acts that brought them before the disciplinary committee. Participant in the focus group (FGD) mentioned various acts such as bullying; having sexual relationship with student girls, teenage pregnancy, disturbing in school, abusing drugs and drinking alcohol as the offence they committed. However, some respondents also claimed they were brought before the school disciplinary committee for committing minor offences as habitual lateness to school and truancy. From the responses of the respondents it can be concluded that indisciplinary behaviours take different forms and also they differ in severity.

Whether the Culprit sees the Offence they committed as being serious or not serious

Respondents were also interviewed to find out their views on whether they perceived the offences they committed as being serious or not serious. The interviewees gave various views (70%) indicated that the offence they committed was not a serious one as indicated by sample of their statements. *"the juniors were very stubborn, they don't take simple instructions, as a senior, I see no reason why I can't bully a junior student who refuse to obey my orders so as to bring him to submission."* This student further said *'as a senior I have to be given enough authority so that I can control the juniors in the absence of teachers, so I see nothing wrong when I ask a notorious student to kneel down in the scorching sun.'* Another respondent at Mankranso D/A JHS said *"I see nothing wrong when I use a belt to whip a first year student who refused to pick around the dormitory."* Also at Holy Prophet JHS an interviewee retorted that, I see nothing wrong when I locked up a junior in the lavatory for fusing to fetch water to the school kitchen and as he put it *'when I was in JHS I, I was given the same treatment and though I reported to my*

class teacher, the culprit was not brought to book, so I see no justification in being brought before the school disciplinary committee for committing a similar offence. ' On the contrary, one respondent at Mankranso Methodist JHS who became pregnant in school claimed the offence she committed was a serious one, as she put it " it is against the regulation of the school and the norms of society for a girl to get pregnant in school so I have committed a grievous offence by becoming pregnant in school"

Whether Culprits were Influence by anyone in committing the Offence

The respondents were also interviewed to find out whether they were influenced by someone in committing the offence. Respondents gave various views; however, the majority of respondents (80%) indicated that they were influenced by their colleagues in engaging in deviant behaviours, as indicated by samples of their statements. *"At the assembly and our gatherings I see my friends engaging in the behavior and they lure me into committing the act"* Some even say when they try to resist the influence of their colleagues; they were branded as not being abreast with time.

Whether Parents were informed about the Misbehaviours of their Wards

A question was posed to respondents to find out whether their parents got to know the offence they committed in school. Almost all the respondents confirmed that the school authority invited their parents to the school and informed them about their deviant behaviors, as one respondent who absconded to town from the boarding house put it *"the housemaster asked me to go and bring my parents and I complied by reporting to school the following day with my father to see the headmaster in his office."* The headmaster invited member of the school disciplinary committee and my father was informed about my misconduct. Another student who impregnated a student girl said, *"I was given a letter to be given to my uncle who is looking after me in school, inviting him to see the headmaster. I came to the school with my uncle and he was informed*

about my misdemeanour. "Also another said, "I was only punished but my parents were not invited to the school and I did not inform my parents about my misbehaviours".

Whether Participants were referred to the School Counsellor

Majority of respondents (70%) said they were not referred to the counselor neither do they made any effort on their own to relate with the school counselor. However, one respondent from Holy Prophet said *"I realized the offence I committed was bad so I decided to see the counselor in his office, but when my friend saw me with the counselor they asked 'what have you done?'"* implying that it is notorious students who see the counselor. On the role of the guidance and counselling officer in curbing indiscipline behaviours, the t-test revealed that the students rather than the teachers perceived the guidance and counselling officer in curbing indiscipline. Therefore it is interesting that the students in the Focus Group reported that they were not referred to the guidance and counselling officer. It is a classic case of the school authorities' negative attitudes toward guidance and counselling officers influencing their behaviour of not referring these students to the guidance and counselling officer.

Discussions

Perceptual Differences in Acts Constituting Indiscipline Behaviours

The present study found that there was no significant difference between teachers' and students' perceptions of acts that constitute student indiscipline behaviours. One possible reason for the similarities in the perceptions of teachers and students on acts that constitute student indiscipline behaviours in the study area might be due to the strong influence of the media in both print and electronics. There are now very interesting and captivating educational programmes on the numerous radio, TV and FM stations across the country sensitizing the youths on immoral acts abhorred by society with its attendant negative consequences suffered by adolescents who engage in such deviant acts. Furthermore, the immense role played by churches

and other religious bodies in bringing to the fore the sudden increase in social vices could equally account for why adolescents for that matter, students, seem to be equally aware of acts that constitute deviant behaviours just as their teachers. Participants in the focus group interview mentioned bullying, having sexual relationship with student girls, teenage pregnancy, disturbing in school, abusing drugs, and drinking alcohol as offences committed. However, some respondents also claimed they were brought before the school disciplinary committee for committing minor offences such as habitual lateness to school and playing truancy.

As one interviewee at Methodist JHS put it *"I insulted and threatened to beat a girl in JHS 2 and the case got to the notice of the school authorities and I was summoned before the disciplinary committee "*. Another respondent also at D/A JHS said *"I was lured to the palm wine base by friends where they sell palm wine near the school compound to drink, the senior prefect detected this in my walking and mood, so he reported me to the assistant headmaster who also referred me to the disciplinary committee"*. The responses of the interviewees in the focus group interview showed that even though deviant acts committed are not so violent, care must be taken to nib it in the bud before seemingly less violent problems to develop into major student crisis.

The findings from the questionnaire and the FGI confirms the findings of Osei-Hwedie and Ndilo (1989 p.224) that students in the adolescent age groups are in the worst period in their youth life due to their overall circumstances of living. This point is further supported by Ansawoe (1992) who stated that 'students are no longer willing to accept the complete unquestioned authority of stereotypical teaching'. They constantly seek ways of dealing with the ever-changing situation in the school environment. In this case, the students mostly engage in what school and society considered as indiscipline behaviour. These include; smoking drug

abuse, fighting, stealing, truancy, disobedience, and lateness to school, boycott of classes, rape and lying.

Perceptual Differences in the Influence of Peer Group Pressure on Student Indiscipline Behaviours

The findings of the study further revealed that there was significant difference between teachers and students in their perceptions of the influence peer group pressure has on student disciplinary behaviours. The teachers perceived peer group pressure as having more influence on student deviant behaviours than that perceived by the students. This supports Ngozi (2004), who posited that, adolescents in peer group often revolt against all imposed proof and authority because to them, life is idealistic. Their revolt hinges on the development of morals and values. These developments are closely related to the individual environmental experiences. The adolescent is living in a real world of conflicting values where logic does not necessarily apply.

According to Ngozi, the adolescent is only searching for his or her personal belief based on experiences and expectations and in doing so he or she becomes very critical and fastidious, trying to find an in-depth explanation to the practices of the elders and most often the cherished values of the adolescent conflicts with those of teachers and parents implying that the adolescent will see the negative influence that their contemporaries are having on their behaviours as a way of getting the attention, recognition and approval of their peers. When students refused to do what teachers and parents ask them to do, they usually weigh the effects of their defiance on their standing among their peers. The misbehaviours at this point can be attributed to the value teenagers place on peer norms. Teenagers therefore see their behaviours in peer group as right and ideal, while teachers on the other hand, label such behaviours as bad and attribute them to negative peer group influence.

Perceptual differences in the influence of parenting styles on student in disciplinary Behaviours

The finding of the study suggested that the students perceived parenting styles as having more influence on deviant behaviours than the teachers' perceptions. This could be due to the fact that teachers would like to think that they have more influence on students' indisciplinary behaviours than parents. This finding supports the assertions of Baumrind (1991), Weiss and Schwartz (1996), Miller et al, (1993), that parenting styles have been found to predict child wellbeing in the domains of social competence, academic performance, psychosocial development, and problem behaviours. About ninety percent (90%) of the interviewees were unanimous in saying that, their parents were not pleased with what they did and as one respondent put it 'my parents were not happy about my misconduct, *they felt highly ashamed that I became pregnant in school at the tender age of sixteen. My mother said I have disgraced her, in that I put her parenting obligation into disrepute*'. This respondent vowed never to misbehave again and that she has changed for the better. These responses from the students also confirm the power of parents in influencing student indiscipline behaviours.

In support of the assertion that parents are influential in their wards indisciplinary behaviour, that is whether a child would grow up to become a deviant or not will all depend on the parental home upbringing, the present finding therefore supports the assertions of Freud and Erikson in their psychosexual and psychosocial theories of personality and human development respectively stressing that parental discipline patterns and attitudes have significant consequences for a child's later personality development. That is, whether a child will grow up to become a deviant or not, depends on the parental upbringing. So it is not surprising that the students in the present study perceived their parents as having more influence on their behaviours.

Perceptual differences in the role of the school guidance and counselling officer in curbing student Indisciplinary behaviours

The finding of the present study indicated that there is a significant difference between the perceptions of teachers and students with regard to the role of the school guidance and counselling coordinator in curbing student indiscipline behaviours. The students perceived the guidance and counselling coordinator as having more roles to play in curbing indiscipline behaviours than the teachers' perception. This finding is contrary to the finding of Dankwa (1981) who asserted that at the inception of guidance and counselling programmes in Ghanaian schools, their roles were performed by housemasters, housemistresses, teachers, and chaplains, hitherto, the situation remains the same due to insufficient number of trained guidance and counselling officers in our schools. The Counsellor's role is rendered by teachers so they stand a better chance of appreciating the significant role of guidance and counselling officers in student disciplinary issues than the students who only know the school Counsellor but never availed themselves to their services.

In the present study students seems to be more aware and appreciative of the Counsellor's role in school disciplinary cases than teachers probably because, Counsellors play dual role in the school system. Apart from the counselling work they do, they also teach and interact more with the students than teachers do, and as a result students are more favourably exposed to the Counsellor as compared to teachers. Teachers' misconceptions of the activities of the Counsellor might be due to the existing animosity between teachers and Counsellors which is likely due to lack of respect, confidence, trust and co-operation for Counsellors by the teachers and more importantly, the failure of school Counsellors to plan and execute programmes that will better expose them to the school community. However, the present study supports that of Morrisette (2000) who stated that, school Counsellors contend with a number of unique issues, and that they

also face personal, professional, physical and psychological isolation as practitioners, coupled with this in many schools, there is only one Counsellor assigned by the school or in some cases the school district and they are expected to perform as a generalist (Morrisette, 2000). As a result of their heavy work schedule, Counsellors may not even have the opportunity to exchange ideas with their colleagues or participate in professional development activities and therefore teachers may not see the essence of the counselor's role. It is worthy to note that, the t-test conducted revealed that the students rather than the teachers perceived the guidance and counselling officer as having a role in curbing student indiscipline. It is therefore interesting that students in the focus group interview, reported that they were not referred to the guidance and counselling officer since teachers are not very much appreciative of the Counsellor as being capable of assisting students with problems that need reform.

Teaching length of service and perceptual difference in what constitute Indiscipline behaviours

The findings of the study established that, there is a significant difference in teachers with longer period of service and those with shorter period of service. According to the findings, teachers with longer service had better perceptions of what constitute disciplinary behaviours than those with shorter length of service. Apparently, there is no previous related finding to this present finding, as there seem to be no studies conducted in this area. This could be so because teachers with longer period of service are most likely to be in school administration. Therefore as disciplinarians, see student misbehaviours that slightly deviates from the norm as gross misconduct while their counterparts with shorter period of service tend to overlook most misbehaviours put up by students as not constituting acts of student indiscipline behaviours since most of them have just completed college and university so they are more likely to misbehave just as the students they are teaching and would not see anything wrong with such behaviours.

The perceptual difference in teachers with longer and those with shorter period of service in what constitute student indiscipline behaviours could also be accounted for by the fact that since teachers with shorter period of service are in their youthful stage, they would probably take delight in watching foreign films and thereby be exposed to foreign culture just like the students. They would therefore be more prone to imitating behaviours being exhibited by their role models on the TV and other media and as they engage in such behaviours. On the other hand, teachers with longer period of service would see such behaviours as maladaptive behaviours and would therefore abhor it due to the generational gap between these two groups of teachers.

Sex difference and perceptions of what constitute Indisciplinary behaviours

The t-test result of the present study with regard to sex difference of both students and teachers on student indiscipline behaviours indicated that there was no significant difference in responses so far as the sexes were concerned. Male teachers and students as well as female teachers and students sample for the study had almost the same perceptions of acts that constitute indiscipline behaviours. This might be due to the equal opportunities both sexes have enabling them have access to information on issues pertaining to disciplinary cases in the school system. It may also suggest that the behaviours that constitute indiscipline are not sex- typed these days. For example alcohol drinking which at one time was regarded by Ghanaians as 'men' behaviour may now be regarded as indisciplinary behaviour if boys or girls are found engaging themselves in.

Conclusions

The conclusions drawn from the research findings on the perception of students and teachers with regard to indiscipline behaviours among students at Mankranso in the Ahafo Ano South District are that, With reference to whether there was a significance difference between the perception of teachers and students about what constitute indisciplinary behaviours. It was

evident that the view of teachers and students perceptions on students' indiscipline was representative with regard to sex and status of the population. This confirms the assertion of Osei-Hwedie and Ndilo (1989) that students in the adolescent age groups are in the worst period in their youth life due to their overall circumstances of living

On the issue of teachers' perception of indiscipline, which the present study sought to investigate, could be said to be representative of teachers within the age group of 30-39 years in the Ahafo Ano South District. This therefore implies that the sample contained teachers with varied and reasonably long experience in teaching and therefore more likely to have experienced student disciplinary cases than those with shorter period of service, which goes a long way to validities the data obtained from them. The study also revealed that students usually weigh the effects of their defiance on their standing among their peers because teenagers place value on peer norms. Teenagers therefore see their behaviours in peer group as right and ideal, while teachers on the other hand, label such behaviours as bad and attribute them to negative peer group influence.

From the study students seems to be more aware and appreciative of the counselor's role in school disciplinary cases than teachers probably because, Counsellors play dual role in the school system. Apart from the counselling work they do, they also teach and interact more with the students than teachers do, and as a result students are more favourably exposed to the Counsellor as compared to teachers. Finally, it was further noted that the behaviours that constitute indiscipline are not sex- typed these days. For example alcohol drinking which at one time was regarded by Ghanaians as 'men' behaviour may now be regarded as indisciplinary behaviour if boys or girls are found engaging themselves in.

It is hoped that the findings of this study will enlighten educational administrators on the acceptable and recommended administrative style that can create a conducive environment devoid of student misbehaviours. It is again envisaged that the outcome of the study will throw more light on the duties of the school Counsellor and also his role in curbing student indiscipline.

Despite the numerous research work conducted on students' indiscipline in foreign countries, there is apparently lack of empirical studies in Ghana relating to this area of study. Apart from adding to the research on indiscipline, the study would also provide the basis for other prospective researchers to study into other domains of school indiscipline not covered in this research.

Recommendations

Based on the conclusions the following recommendations were made:

- The district guidance and counselling coordinator should organize capacity building workshops for school guidance Counsellors to equip them to function effectively in their various schools.
- The school counselors should also work in consonance with the teachers to bring about the needed change in the students life.
- The school authorities must endeavour to foster harmonious living among staff and students for teaching and learning to go on effectively as this can help in minimizing student disciplinary behaviours.
- Stakeholders such as, the District Education Oversight Committee should therefore ensure that proper mechanisms are put in place to check these negative acts put up by students.

- School rules and regulations could be few, simple, fair and consistently enforced by teachers so that students would not become confused about what is expected of them in terms of good conduct
- Students must be oriented and sensitized to correct the stigma they have for student who see the Counsellor as deviants and rather be better predisposed towards counselling and thereby avail themselves for guidance services provided by the Counsellor. This can be done by the school guidance and counselor.
- The district assembly as the local government should fund or sponsor guidance and counselling programmes in schools in the district by way of promoting discipline among students in the district.
- Educational authorities should plan activities that would aim at informing students on the consequences of negative peer group influence.
- Finally, parents should be invited to the school occasionally, and be briefed on their wards conducts through PTA meetings. Parents are also to adopt good parenting styles in their children upbringing so as to inculcate good morals into them.

Areas for Further Studies

The present study covered only students at Mankranso in ASouth District of the Ashanti Region. A replication of the study in other districts in the region is suggested to confirm or disprove the results of the present study. It is also suggested that three or more districts be compared to make the finding more generalizable to the Ashanti Region as a whole. The method adopted for this study can be used for replication. Furthermore, studies should be done into finding the effects of student indisciplinary behaviours on the socio-economic development of the country and also the effects of student indiscipline behaviours on students' academic performance.

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