

Perspectives and Determinants of Discipline in Public Senior High Schools in Ghana: A Multi-Stakeholder Study

Kumah Paul Kwasi, Owusu-Boateng William, Dapaah Jonathan Mensah, Dwumah Peter.

Department of Sociology and Social Work, Kwame Nkrumah University of Science and Technology, Kumasi

Corresponding email: pakus21@yahoo.co.uk

ABSTRACT

The myriads of academic enquiries into this subject matter put less emphasis on perspectives and determinants of school discipline examined from a multi-stakeholder perspective in the Kumasi Metropolis in a school-based cross-sectional study. The mixed methods approach was adopted using questionnaires and interviews to obtain data from 865 respondents comprising 375 students, 181 teachers, 309 parents from four selected PSHS and 13 school authorities and Directors of Education. The data analysis was done using descriptive statistics, inferential statistical analysis (ANOVA and ordinal logistic regression), and thematic content analysis. The findings suggest a significant difference in the perspective of stakeholders on school discipline except for some few cases. The study revealed that, students' view of school discipline was an action to help students manage their own behaviour well (97.7%), rejecting discipline as the punishment imposed by the teacher on a student (24.5%). The teacher-participants', held that school discipline helped students become responsible (86.2%), rejecting discipline as punishment imposed by the teacher on a student (29.3%). According to the parent-participants, discipline is an action that helps students manage their behaviour (97.7%), rejecting discipline refers to the punishment imposed by the teacher on a student (66.3%). The ordinal logistic regression analysis suggests discipline in the selected PSHS can be significantly explained by gender (0.000 P-value), reduced teacher absenteeism (0.000 P-value), lack of exemplary life from teachers (0.004 P-value), understanding of school rules and regulations (0.013 P-value), and reduced indecent dressing on the part of teachers (0.018 P-value). Therefore, discipline among students in the PSHS is positively associated with age and sex. This study concludes with the proposition that all stakeholders in education have varying perspectives and determinants of school discipline. It is, therefore, recommended that stakeholders work together as collaborators in ensuring effective discipline in the school.

Keywords: Ghana, School, Discipline, Teachers, Students, Parents, Managers, Perspectives and Determinants.

1.1 INTRODUCTION

School Discipline is defined as those attitudes, activities and inactions which keep to a set of precepts of the school (Ali, Dada, Isiaka, and Salmon, 2014). According to Nwankwo (2014) discipline

is the capacity of an individual to observe established standards and statutes and a total adherence to instructions in a given social context. Omote, Thinguri and Moenga (2015) assert that indiscipline however may be observed as any action held to be deviation and not normally accepted as appropriate in an institution or society. Student indiscipline has become a destructive cell on the human society draining the achievements of the social collective efforts. The morass continues to derail the principles that uphold rules and regulations in schools which negatively affect teaching and learning (Olubor, Abdulkareem, Alabi, and Adeyanju, 2017).

In recent decades, Public Senior High Schools (PSHS) in Ghana have recorded serious breaches of discipline by students such as attacks on teachers and students; verbal abuses; sexual misconduct; various forms of harassment and threats; intimidation of teachers and other students; possession of offensive weapons; supply and use of narcotics; and the invasion of schools by parents to attack teachers among others (Peterson and Rosser, 2008). Admittedly, various stakeholders namely students, teachers, parents and managers in Senior High Schools (SHS) are concerned about disciplinary issues. Numerous school disciplinary records in Ghana have shown evidence of a lot of withdrawals, “de-boardenization,” suspensions, and other disciplinary actions in an attempt to correct students (Gyan, Baah-Korang and McCarthy, 2015).

Education in the country has undergone several reforms, in an attempt to proffer tenable solutions to the countless issues of student indiscipline that have been encountered over the years (Quist, 2003). Despite the commendable attempts by the Government of Ghana (GoG) to curb the social menace, the interventions have had very little impact on the discipline situation of our Senior High Schools and have not holistically addressed the menace of indiscipline (Sottie, 2016).

Issues of indiscipline, however, continue to rise in Ghana as well as in many other countries. Tetteh (2019) reported incidence of student vandalism which resulted in the destruction of 800 seats at the Baba Yara Sports Stadium leaving at least one student hospitalized during the 2019 Ashanti Region Super Zonal Athletic Competition caused by rioting students of Al Azhariya Senior High School and Obuasi Secondary Technical School. The police also picked up ten students of the Kumasi Technical Institute (KTI) for engaging in protests that led to the destruction of school properties (Donkor, 2019). Long before now, students of Prempeh College, Kumasi in February 2002 rioted in the school and vandalized the residence of the Senior Housemaster (Ablekpe, 2002). Where many studies have been undertaken within the educational context, very little research has been done into the specific issues of discipline in secondary schools (Angsomwine, 2014; Kimani, 2013). Of the extant literature, various determinations have been done on the factors accounting for discipline in schools. Notable among these include head teachers’ work experience, peer group pressure, school size, teachers’ involvement as purported by Kimani(2013) from the Kinangop District of Kenya. In Tamale in the Northern part of Ghana, Angsomwine, (2014) observes leaking information from administration to students, telling students to resist every form of punishment, fraternizing with students about other masters/mistresses, taking sides with students, parents/guardians pleading with teachers to be lenient in applying sanctions when students offend, politicians and other heavyweight relatives pleading on behalf of offending students, some members of staff want to be seen as good, no consistency in the enforcement of school rules, and consistency in the enforcement of school rules as factors influencing discipline in schools. Furthermore, in Thika County schools in Kenya,

Perspectives and Determinants of Discipline in Public Senior High Schools in Ghana: A Multi-Stakeholder Study

administrator's sensitivity, student socialization, academic stress, and security mentoring have been identified as driving factors of school discipline (Wairagu, 2017). Others also determined perception on the concept of discipline, major causes of indiscipline, effects of indiscipline, and measures that are used in handling disciplinary problems (Amoasi, 2008); the extent of students' awareness, the extent of teachers' awareness of the state of indiscipline, the causes of indiscipline, and ways of maintaining discipline (Sackey, Amaniampong, & Efua, 2016); the frequent and regular types of indiscipline, the causes of indiscipline, the possible solutions to the problem of indiscipline (Ngwokabuenui, 2015); and prevalence, causes, and management of indiscipline (Atunde and Aliyu, 2019).

From the foregoing establishment, the evidence suggests scanty work of literature on the specific driving forces of discipline (perspectives, socio-demographic factors student-related factors, teacher-related factors, and parent-related factors) from a multi-stakeholder perspective in Public Senior High Schools in Ghana.

Literature Review

Perspectives of School Discipline

Sadik and Yalcin (2018) conducted a qualitative comparative study into the perspectives of teachers and students on school discipline and disciplinary problems in vocational high schools in the Seyhan District of Adana in Turkey. The study used 18 teachers and 16 students with findings indicating that students differ from teachers in their perspective of school disciplinary issues. It is important to research into the perspective of all major stakeholders in education to determine their perspective on school discipline in a mixed method study. Haroun and O'Hanlon (1997) conducted a study on school discipline explored from students and teachers understanding in an all male secondary school in Jordan in a dual perspective study. Teachers and students differed significantly on their understanding of what effective discipline is in the secondary school. These two stakeholders also differed in their roles in maintaining school discipline. However, the 28 teachers and the 40 students both agreed that discipline is necessary for teaching and learning, yet they differed on what actually is good and effective discipline. The current study incorporates into the pool of perspectives from a male school, female school, mixed school, technical school, Christian school and an Islamic school, ensuring an all inclusive study for comprehensive findings that may guide policy direction of the nation on school discipline.

1.2.2.1 Socio-Demographic Determinants of Discipline

In Nigeria, Agbowuro and Daniel (2016) examined indiscipline in secondary schools in the Toro local government area Plateau State of Nigeria and found that about 53% of issues of indiscipline are caused by boys. Luti-Mallei and Gakunga (2015) posit that boys are four times easily punishable in school than their female counterparts. In sharp contrast, following the pervasive nature of indiscipline among female secondary schools in communities of the River State of Nigeria, Abidoye and Onweazu (2010) examined causes and effect of indiscipline among female students in selected areas. They found peer group influence as the main factor contributing to female student indiscipline and significantly impact their academic performance. It can be deduced from the preceding analysis that although there exist contrasting findings on the gender factor, female students are mostly

associated with discipline compared to their male counterparts. Alonso (2006) espouses that female students express more willingness to be disciplined than their male counterparts. It is in the light of this gender cannot be underestimated in the assessment of the drivers of discipline among students in PSHS.

Embrett (2020) reaffirmed the general notion that the behaviour of a person, particularly children, appreciate with their age that as kids grow their ways of thinking and development change concurrently. The age distribution as a major factor in assessing behaviour is emphasized by Cope (2010) who opines that age is a major factor in determining the most appropriate means to combating indiscipline in schools. Therefore, student characteristics like age has a very strong impact on levels of discipline in the schools (Martinez, McMahan, and Treger 2016). From the foregoing, it can be posited that the age distribution of students contributes significantly to disciplinary issues in schools. For example, older students in the PSHS may or may not give the needed guidance to the other students and may mentor other younger students in a bad or good way.

1.2.2.2 Student-Related Determinants of Discipline

Indiscipline among students is believed to be a product of factors directly linked to the subjects. These student-related factors are seen as the drivers of discipline, they are the forces that influence their decision to be of good behaviour. Peer pressure has been cited in several studies as the recipe for indulging in indiscipline activities such as drug abuse, alcoholism, fornication, and bullying, among others (Ragins, 2017; Kimani, 2013). Lukman and Kamadi (2014) opine that the values, knowledge, eating habits, wears, and learning habits of the adolescent are influenced by peer pressure. The foregoing assertion suggests that in order to maintain discipline among adolescents in PSHS, there is the need to monitor peer group influence. Salifu and Agbenyega (2012) cited peer influence as a driver of indiscipline among students and staff of SHSs in the Brong Ahafo Region of Ghana. Furthermore, students' socialization has been christened as a driver of discipline such that a student with a greater level of socialization was found to be less associated with indiscipline compared to those with a weak level of socialization as found in Wairagu (2017). Wairagu believed that engaging in extra-curricula activities relieve students of academic stress and hence discourage them from indulging in indiscipline. Meanwhile socialization through engagement in extra-curricula activities can also negatively impact the conduct of students.

Another variable of keen interest in literature has to do with the academic success of students. Academic performance has been linked to discipline in several studies and found in most cases highly significant (Abidoye and Onweazu, 2010; Mussa, 2015; Urieh, 2015; Yaa, Fredrica, Cynthia, Adwoa and Nancy, 2011). This affirms the belief that academic success is mostly associated with discipline. In the work of Simba, Agak, and Kabuka (2016), they found a highly statistically significant positive relationship between academic performance and discipline. Sackey, Amaniampong, and Efua (2016) corroborated the foregoing in their work on analysis of discipline in Kwanyarko SHS in the Central Region of Ghana by establishing that students who constantly failed to succeed in academic work tend to mostly misbehave.

Serving poor food at dining hall and canteen at school has also been christened as predictor of student discipline. Angsomwine (2014) found poor quality food as a major cause of student

indiscipline. According to her, students will surely and obviously complain about the quality and quantity of food being served by school authority. Aseidu-Akrofi (1978) maintained that most disturbances in schools can be traced to issues related to quality and quantity of food. Finally; discipline among students has been linked to the understanding of school rules and regulations. It is of immense importance to let students know how the school will be run at start (Lee and Burkam, 2003). Rules also emerge from the teacher's predicting issues in the classroom's functioning and setting rules and regulations to circumvent their activities. The setting of rules and regulations ensures that students know what is required of them in particular. Understanding what was expected of a student tantamount to teaching him/her to be disciplined. Atunde and Aliyu (2019) in a study on the prevalence, causes and management of indiscipline in public secondary schools in the Ilorin Metro, Nigeria, found enforcement of school rules and regulations as a guide to ensuring discipline among students.

1.2.2.3 Teacher-Related Determinants of Discipline

The teacher-related factors accounting for discipline in schools are those associated with tutors and sometimes managers of the schools. They entail factors link to the conduct of the teachers and how they are managed by the school authorities. Issues related to the management of the teachers are perceived to be a part of the drivers of discipline in the schools. Halu-Halu (2013) bemoans the need to establish the most appropriate means to combating indiscipline. Punishment remains one of the remarkable approaches to dealing with students' misconduct but finding the most appropriate punishment to dealing with those who go wayward, capable of ensuring a lasting discipline. Salifu and Agbenyega (2012) found mishandling of students by school authorities as one the main causes of indiscipline among students.

The study presents teacher-student intimacy as one of the factors affecting discipline among students. Teachers who relate respectfully with their students build teaching atmosphere that are much more conducive for learning and serve the growth and developmental, emotional and academic needs of students. Teaching demands a great amount of time for personal interactions but such a development can degenerate into sexual intimacy between students and teachers, particularly female-student-teacher affairs (Gablinske, 2014). Sackey, Amaniampong, and Efua (2016) found that the presence of sexual relationship between students and teachers capable of fuelling indiscipline in school.

Another issue of concern has to do with the usage of vile language by teachers on students. Wairagu (2017) christens the need for a good relationship between teachers and students in order to ensure greater level of discipline in secondary schools. In that, it will offer the former an opportunity to develop self-confidence by constantly discussing issues of personal interest with the later for the most efficient decision. The adolescent students in secondary schools are in the business of learning new things and adapting to the complexities of life as in the social learning and the psychological frameworks envisaged (Bandura, 1977; Skinner, 1992), therefore, when teachers tend to use awful words on them there is a possibility of creating room for insubordination. Angsomwine (2014) found a robust link between discipline and good communication between school authority and students.

Also the review of extant literature revealed a strong link between reduced teacher absenteeism and discipline such that greater teacher absenteeism relates positively with student indiscipline (Abidoye

and Onweazu, 2010; Ngwokabuenui, 2015; Salifu and Agbenyega, 2012). Schools where the phenomena is pervasive, both academic performance and discipline tend to regress. For instance, Ngwokabuenui (2015) found pervasive teacher absenteeism as a recipe for student indiscipline. Reduced indecent dressing on the part of teachers has also been established in existing literature as a driver of student discipline. The work of Adentwi (1998) on Ghanaian school discipline problems perceives school disciplinary issues as triggered by teachers. He lists such teacher behaviours that affect the behaviour of students as physical attributes, planning and delivery of lessons, administering rewards and punishment, and the personality of the teacher (extrovert or introvert). He found terribly bad dressing by women teachers and improper attires that signify nudity as a source of misbehaviour.

The extant literature also presents lack of exemplary life from teachers as a predictor of discipline among students. Ezewu (1995) opines that for authorities to ensure discipline it will be highly appropriate to call on teachers to live by example. This will guide the conscience of students and ultimately deter them from misbehaviours. The work of Amoasi (2008) on challenges in maintaining discipline in Koforidua Senior High Technical School found good exemplary life from teachers as a major driver of discipline.

1.2.2.4 Parent-Related Determinants of Discipline

The parent-related factors manifest in several forms just as in the teacher-related drivers. Oloyede and Adesina (2013) assert that family specific-characteristics play a significant role in the behaviour of the adolescent in school. Therefore, to drive the conduct of the adolescent students towards discipline demand a well-cultured and thoughtful parental involvement. The behaviour of students can negatively be affected by child abuse and neglect by family members; exposure to parental criminal activities and behaviour; exposure to acts of violence by parents; usage of dangerous weapons and drugs at home; and divorce between parents (Adigeb and Mbua, 2013; Magwa and Ngara, 2014). Family members are the first socializing agents for the students making it easy for the latter to be alienable to the former. The kind of alienable relationship that exists between the dual can impact the latter's engagement with others in school (Kumari and Kumar, 2017). Another factor found in the extant literature is the socio-economic status of the parent. Khaliq, Baig, Ameen, and Mirza (2016) found a moderate positive correlation between income/occupation/status of parents and behaviour and academic performance of students.

Ngwokabuenui (2015) also found parental rejection of adolescents; poor system of value; over protection of adolescent by parents; system of injustice revealed by favouritism, nepotism and corruption; unacceptable home condition; and distasteful mass media. Some other factors cited include lack of parental involvement (De Atouguia, 2014; Garcia and Santiago, 2017; Masabo, Muchopa and Kuoth, 2017); authoritative parenting (Rahman, Shahrin and Kamaruzaman, 2017); and flexible parenting (Garcia and Santiago, 2017). The style of parenting prone to at home plays a major in the behaviour of the adolescent even at school.

Of the many measures of the family/parent-related factors, the researcher operationally worked with broken home. The reason being that a broken home is associated with divorce, parental criminal activities and behaviour, acts of violence by parents, usage of dangerous weapons and drugs at home,

poor income status, parental rejection of adolescents; and over protection of adolescents by parents. Such measures equally explain the extent to which parental actions and inactions affect the behaviour of adolescents, hence their decision to be of good conduct. There exist little works of literature on the multi-stakeholder perspective to dealing with the menace of indiscipline in second cycle institutions in Ghana and perhaps in many other developing countries. In addition, just a few of the prior studies reported were correlational (Duckworth and Seligman, 2006; Pasternak, 2013; Zhao and Kuo, 2015). Even so, the few such studies concentrated on self-discipline in their indicators of student discipline and removed interpersonal interactions such as compliance, good manners, and social demand in terms of competence. The above-stated two gaps of scanty works on stakeholder perspective to discipline and statistical relationship between discipline and its determinants constitutes a very fertile ground for this empirical investigation. The current study, therefore, addressed underlying literature gap by providing answers to the following questions: *What is the stakeholder perspective on disciplinary issues among students in PSHS in Kumasi? What are the determinants or factors influencing discipline (drivers of discipline) among students in the PSHS in Kumasi.* Various determinations were made in response to the research questions. The findings and recommendations in this report would be of great value to society since they could be relevant to strengthening disciplinary measures in the PSHS. The results will also enable teachers and the school managers to build a suitable atmosphere for the creation of sound social behaviour among students by paying attention to the critical factors discovered in this study.

1.3 METHODOLOGY

1.3.1 Research Design

The cross-sectional design was used for the study to assess discipline in PSHS's from multiple perspectives of educational stakeholders. The cross-sectional method of study addresses a single group at a time (Hagan, 2006; Neumann, 2004; Trochin, 2001). The study adopted the mixed methods research approach since the specific objectives required the use of both qualitative and quantitative data anchored to the cross-sectional design. Both interview guide and questionnaires were used to obtain relevant information from students, teachers, parents, and managers of the schools. The interview guide was most appropriate for the qualitative data collection from the Ghana Education Service (GES) officials, in response to assessment of stakeholders' perspective on disciplinary issues and drivers of discipline in the PSHS in the Kumasi Metropolis.

1.3.2 Data Sources and Instrumentation

The study covered four Public Senior High Schools in the Kumasi Metropolis, namely Islamic SHS in Bantama sub-metropolitan area, Serwaa Nyarko Girls SHS in the Manhyia sub-metropolis, Opoku Ware School in the Nhyiaeso sub-metropolis and Kumasi Technical Institute in the Subin sub-metropolitan area with a student population of 12,284 out of the 29,589 total students in the Kumasi Metropolis. The schools were selected each from the four sub-metropolitan clusters of schools in Kumasi. The stratified random sampling technique was used to come out with the sample size for the three participating groups, namely students, teachers and parents. The investigator administered a total of 990 questionnaires, of which 865 were completed and returned (87.37% return rate). The research instruments were pretested at the KNUST SHS spanning a week, to determine the reliability

and validity of the constructs under consideration and also minimize possible human errors on the questionnaire and the interview guide as proposed in Drennan (2003). The reliability test was carried out using the Cronbach Alpha Test (test re-test method) which produced acceptable values for all the constructs under the various dimensions. The validity of the constructs was also evaluated using the supervisor's expert advice that is the items were assessed and validated by the supervisor after some few interrogations for clarity and corrections.

1.3.3 Sampling and Sampling Technique

The stratified simple random sampling technique of the probability sampling design for the quantitative means of data collection and the purposive sampling technique of the non-probability sampling design for the qualitative data collection were employed. Using the stratification technique a sample size of 387 for students in PSHS and 216 for teachers were determined. Yamane (1973) formula was used to identify the appropriate sample size based on the population size of students of various PSHS's in the Kumasi Metropolis. Yamane's formula for sample size determination is mathematically given as

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

where n refers to sample size, N refers to the population, and e refers to sampling error usually given as 0.05 (5%). The total enrolment or student population for the 4 PSHS selected from Form one to three for 2019/2020 for the Kumasi Metropolis was 12,284 (N) as at the time of the study. Hence the sample size for the student population for the Kumasi Metro can be determined as follows:

$$\begin{aligned} n &= \frac{12284}{1 + 12284(0.05)^2} \\ &= 387 \end{aligned}$$

The total sample size of students (n) equals 387 which will also be used for the parents on the assumption of a parent per student. The total teacher population for PSHS selected for 2019/2020 for Kumasi Metropolitan Assembly (KMA) was 470 (N). The sample size of teachers for Kumasi can also be estimated as follows:

$$\begin{aligned} n &= \frac{470}{1 + 470(0.05)^2} \\ &= 216 \end{aligned}$$

The foregoing suggest 216 (n) as the total sample size of the teacher-participants

However, with respect to the parents, the researcher settled on a parent each (either mother or father) of the students, making the sample for parents as 387 for the study. Of the 26 targeted directors/heads in the Kumasi Metro and from the four selected schools, 13 individuals were drawn using the purposive sampling technique for the study thus four headmasters, four senior housemasters, two managers of educational units, and three Directors of education in PSHS in Kumasi.

1.3.4 Data collection and analysis

To draw meanings from the data obtained from the field there is the need to analyze and interpret events leading to the conduct of the investigation (Bhattacharjee, 2012). For this study, the data analysis techniques employed include descriptive statistics, inferential statistics, and content analysis. Quantitative data analysis was performed using the IBM SPSS version 20 for the generation of frequency distributions, percentages, tables and cross tabulations in a descriptive statistical analysis. For the inferential statistical analysis, the ordinal logistic regression model was adopted to examine the factors that influence discipline in the PSHS and ANOVA which was also used to assess the significant difference in the stakeholders' perspective on the subject matter. The hypotheses testing were conducted using a defined level of statistical significance at $P < 0.05$. The outcome variable of the ordinal logistic regression model of the multivariate form in the context of this study is ordered in the following levels as less discipline, moderately discipline and highly discipline for 1, 2 and 3, respectively. According to Hosmer and Lemeshow (2000), the categorization of a continuous variable of interest epitomizes a responsible approach to creating the ordinal variable. The categorization principle underlying the ordinal logistics regression model makes it relevant to this study since the dependent variables are in classes. Following the assumptions in the extant literature (Greene, 2003; Long & Freese, 2006), the ordinal logistic regression model can be expressed as a latent variable model as follows using the framework in Kumari, Shivgotra, and Kumar, 2017):

$$Y^* = x\beta + \varepsilon, \dots \dots \dots 3a$$

where x denotes a row vector containing no constant and β representing a column vector of structural coefficients. The error term is represented by ε accounting for unknown factors that can affect student discipline with a standard normal distribution; $\varepsilon \sim N(0,1)$.

It is assumed that Y^* can be divided by the following thresholds: $\alpha_1, \alpha_2, \dots, \alpha_j$. Bearing in mind the level of discipline among study in the ordinal outcome, y ranges from less discipline, moderately discipline and then to highly discipline for 1, 2 and 3, respectively define:

$$Y = \begin{cases} 1, & \text{if } y^* \leq \alpha_1 \\ 2, & \text{if } \alpha_1 < y^* \leq \alpha_2 \\ 3, & \text{if } \alpha_2 < y^* \leq \alpha_\infty \end{cases}$$

Such that the probability of the level discipline among students can calculated as follows:

$$\begin{aligned} P(y = 1) &= P(y^* \leq \alpha_1) \\ &= P(x\beta + \varepsilon \leq \alpha_1) \\ &= F(\alpha_1 - x\beta); \\ P(y = 2) &= P(\alpha_1 < y^* \leq \alpha_2) \\ &= F(\alpha_2 - x\beta) - F(\alpha_1 - x\beta); \end{aligned}$$

$$P(y = 3) = P(\alpha_2 < y^* \leq \alpha_\infty)$$

$$= 1 - F(\alpha_3 - x\beta);$$

From the preceding, the cumulative probabilities can also be illustrated as follows

$$P(Y \leq 1) = F(\alpha_j - x\beta) \dots \dots \dots 3b$$

where $j = 1, 2, \dots, j - 1$ such that the multivariate ordinal regression model can be specified below as:

$$DIS = \beta_1 + \beta_2 GE_i + \beta_3 UBH_i + \beta_4 PI_i + \beta_5 TSI_i + \beta_6 URR_i + \beta_7 AS_i + \beta_8 UVL_i + \beta_9 RTA_i + \beta_{10} RIDT_i + \beta_{11} LET_i + \beta_{12} LAP_i + \beta_{13} SPF_i + u_i \dots \dots \dots 3b$$

Table 1.1: The Model for Estimation

The Variables of the Model for Estimation

Abbreviation	Meaning
Dependent Variable	
DIS	Discipline
Independent Variables	
1. GE	Gender
2. AG	Age
3. UBH	Unbroken home
4. PI	Peer group influence
5. TSI	Teacher-student intimacy
6. URR	Understanding of school rules & regulations
7. AS	Academic success
8. UVL	Usage of vile language by teachers
9. RTA	Reduced teacher absenteeism
10. RIDT	Reduced indecent dressing on the part of teachers
11. LET	Lack of exemplary life from teachers
12. SPF	Serving poor food at dining hall and canteen
13. LAP	Lack of appropriate punishment
14. U	Disturbance term

With the adoption of the modified version of the Kimani model built upon the theoretical psychological framework of Ericson (1968), the researcher assessed the factors that determined discipline in PSHS. Accordingly, the equation 3d above depicts influence of the independent variables defined by gender; broken home; peer group influence; teacher-student intimacy; lack of understanding of school rules & regulations; academic failure; usage of vile language by teachers; teacher absenteeism; indecent dressing on the part of teachers; lack of exemplary life from teachers; and lack of appropriate punishment, on the dependent variable also measured by discipline. More so,

the logistic regression transforms the dependent variable and then applies the maximum likelihood estimation, instead of the least square.

1.4 RESULTS AND DISCUSSION

1.4.1 Perspectives on Disciplinary issues in Public Senior High Schools in the Kumasi Metropolis

In response to the first research question, “what are stakeholder perspectives on discipline among students in PSHS in Kumasi?” Table 1.2 below presents the frequency of response of the participants.

Table 1.2.: Frequency Distribution for Perspectives of stakeholders on Discipline in PSHS

	Strongly Disagree			Disagree			Neutral			Agree			Strongly Agree		
	Stud	Teac h	Par	Stud	Teac h	Par	Stud	h	Par	Stud	h	Par	Stud	h	Par
PP	45.8	32.6	18.1	19.7	22.1	11.0	9.87	16.0	4.5	10.9	13.8	25.5	13.6	15.4	40.7
N1	7%	0%	2%	3%	0%	0%	%	2%	3%	3%	1%	7%	0%	7%	8%
PP	5.60	2.21	1.29	7.73	6.08	2.27	11.7	6.63	1.9	25.3	25.9	27.8	49.6	59.1	66.6
N2	%	%	%	%	%	%	3%	%	4%	3%	7%	3%	0%	2%	7%
PP	11.4	7.18	2.27	4.53	4.42	1.62	11.4	7.73	5.1	27.7	39.2	33.3	44.8	41.4	57.2
N3	7%	%	%	%	%	%	7%	%	8%	3%	3%	3%	0%	4%	8%
PP	3.20	2.21	0.65	2.67	7.18	0.97	4.00	4.97	0.6	27.4	39.2	31.7	62.6	46.4	66.0
N4	%	%	%	%	%	%	%	%	5%	7%	3%	2%	7%	1%	2%
PP	4.80	2.21	0.97	3.73	6.08	0.65	5.60	6.63	3.8	28.0	38.1	34.9	57.8	46.9	59.5
N5	%	%	%	%	%	%	%	%	8%	0%	2%	5%	7%	6%	5%
PP	2.67	1.66	0.32	2.13	6.63	2.27	4.80	12.1	5.8	25.3	40.3	33.9	65.0	39.2	57.6
N6	%	%	%	%	%	%	%	5%	3%	3%	3%	8%	7%	3%	1%
PP	4.27	2.21	0.00	2.13	2.76	0.65	3.20	8.84	1.9	22.6	30.9	34.6	67.7	55.2	62.7
N7	%	%	%	%	%	%	%	%	4%	7%	4%	3%	3%	5%	8%

PPN1-Discipline refers to the punishment imposed by the teacher on a student; PPN2-Discipline refers to techniques used by the teacher to increase good behaviour; PPN3-Discipline is an action that promotes effective teaching and learning; PPN4-Discipline is an action that helps students manage their behaviour; PPN5-Disciplinary actions help to deter students from committing similar offences; PPN6-Disciplinary actions are intended to help students manage their own behaviour well; and PPN7-Disciplinary actions are intended to help students become responsible.

The study revealed that, students’ view of school discipline was an action to help students manage their own behaviour well (97.7%), with the view that discipline refers to the punishment imposed by the teacher on a student (24.5%) recording the least agreement score. From the teacher-participants’ perspective, disciplinary actions are intended to help students become responsible (86.2%) and discipline as punishment imposed by the teacher on a student (29.3%) recording the least measure of their perspective of discipline. According to the parent-participants, discipline is an action that helps students manage their behaviour (97.7%), while they disagree with the view that discipline refers to the punishment imposed by the teacher on a student (66.3%). From the ensuing analysis, it is crystal clear that the participants generally accept that Discipline is an action that helps students manage their behaviour; Discipline is an action that promotes effective teaching and learning; or Discipline refers to techniques used by the teacher to

increase good behaviour. However, they exhibit a dislike to “Discipline refers to the punishment imposed by the teacher on a student” as a perspective of discipline with only the parent-participants showing some moderate amount of agreement. The stakeholders generally perceived discipline as a means to “shaping students’ behaviour” in line with the position of Luti-Mallei and Gakunga (2015). They opine that punishment as a form of discipline in schools has failed hence further deterioration of discipline in schools. According to them, when discipline is seen as a form of punishment, it cannot achieve the needed outcome, and that punishment should be taken out of the schools.

1.4.2 Changes in Stakeholders’ Perspectives on Discipline in PSHS using ANOVA

Table 1.3 below presents the changes in stakeholders’ perspectives on the perspective of discipline in PSHS using ANOVA and F statistic. The researcher, therefore, analyzed the variance in the mean values of the perspectives of the stakeholders about disciplinary issues in the PSHS.

Table 1.3: Changes in Stakeholders’ Perspectives on Discipline in PSHS using ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
PPN1	Between Groups	312.942	2	156.471	70.402	.000
	Within Groups	1915.816	862	2.223		
	Total	2228.758	864			
PPN2	Between Groups	43.950	2	21.975	21.277	.000
	Within Groups	890.285	862	1.033		
	Total	934.236	864			
PPN3	Between Groups	84.406	2	42.203	9.910	.000
	Within Groups	3670.928	862	4.259		
	Total	3755.334	864			
PPN4	Between Groups	19.374	2	9.687	13.492	.000
	Within Groups	618.885	862	.718		
	Total	638.259	864			
PPN5	Between Groups	12.338	2	6.169	7.195	.001
	Within Groups	739.125	862	.857		
	Total	751.464	864			
PPN6	Between Groups	21.136	2	10.568	14.436	.000
	Within Groups	631.008	862	.732		
	Total	652.143	864			
PPN7	Between Groups	7.461	2	3.731	5.300	.005
	Within Groups	606.705	862	.704		
	Total	614.166	864			

Source: Fieldwork, January 2020

PPN1-Discipline refers to the punishment imposed by the teacher on a student; PPN2-Discipline refers to techniques used by the teacher to increase good behaviour; PPN3-Discipline is an action that promotes effective teaching and learning; PPN4-Discipline is an action that helps students manage their behaviour; PPN5-Disciplinary actions help to deter students from committing similar offences; PPN6-Disciplinary actions are intended to help students manage their own behaviour well; and PPN7-Disciplinary actions are intended to help students become responsible.

Perspectives and Determinants of Discipline in Public Senior High Schools in Ghana: A Multi-Stakeholder Study

The stakeholders' perspectives on the meaning of discipline were a good starting point in the examination of the stakeholder perspective on disciplinary issues among students in PSHS. The study revealed that, students' perspective of school discipline was PPN6-Disciplinary actions are intended to help students manage their own behaviour well ($M=4.48$, $SD=0.89$), with PPNI-Discipline refers to the punishment imposed by the teacher on a student ($M=2.27$, $SD=1.47$) as the least significant measure of the perspectives of discipline. From the teacher-participants', the item recorded higher score as PPN7-Disciplinary actions are intended to help students become responsible ($M=4.34$, $SD=0.92$), PPNI-Discipline refers to the punishment imposed by the teacher on a student ($M=2.57$, $SD=1.47$) as the measure of the perspectives of discipline. According to the statistics in the views of the parent-participants, the item with the highest significant measure of the perspectives of discipline in PSHS thus PPN4-Discipline is an action that helps students manage their behaviour ($M=4.61$, $SD=0.98$), and PPN1-Discipline refers to the punishment imposed by the teacher on a student ($M=3.60$, $SD=1.54$) as the least mean.

The foregoing suggests a significant variation in the perspective of the stakeholders about the meaning of discipline in line with the findings of Sackey et al(2016) established a significant variance in the opinions of both students and teachers on their perceptions about discipline. The foregoing discussion point to an outright rejection of punishment as a source to defining discipline from all the views of the three stakeholders. However, Saich (2003) in defining discipline as a punishment and control of the child believes that disciplinary procedures must be deterrent enough in the form of punishment. Dembo (1994), however, supports punishment in school because it is deterrent enough to prevent misbehaviour among students. Further supported by cotton (2004) is the view that discipline is not only to punish the wrong but also to avoid the occurrence of evil and seek reformation. This shows how different the views of parents, teachers, and students are on their perspective of school discipline.

In a qualitative response by the Directors they emphasize discipline as a collective practice of students, teachers, parents and managers of the schools in ensuring a learnable environment in the school. For instance, Headmaster 3 emphasized the need for parental contribution in the following words.

School discipline is when parents, teachers, students, managers, communities and missions make the school environment conducive for schooling.

The variance in the perspective of the stakeholders corroborates the findings in the extant literature (Amoasi, 2008; Juang & Silbereisen, 2002; Okorodudu, 2010; Sackey et al., 2016).

1.4.5 Determining the Factors Influencing Discipline in PSHS using a Multivariate Regression Model

In response to the three hypotheses of the study, the research adopted the ordinal logistics regression model to establish the statistical relationship between determining factors (student-related factors, teacher-related factors, and parent-related factors) and discipline.

Table 1.6: Drivers of Discipline Logistic Regression Model

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	<i>[Discip = 1.00]</i>	1.173	.444	6.961	1	.008	.301	2.044
	<i>[Discip = 2.00]</i>	1.687	.446	14.293	1	.000	.813	2.562
Location	GE	.705	.100	49.897	1	.000	.510	.901
	AG	.059	.089	.444	1	.505	-.115	.233
	UBH	.050	.048	1.067	1	.302	-.045	.145
	PI	-.064	.044	2.115	1	.146	-.151	.022
	LAP	-.005	.050	.010	1	.922	-.102	.093
	TSI	-.037	.040	.863	1	.353	-.115	.041
	UVL	-.050	.067	.554	1	.457	-.182	.082
	RTA	.215	.057	14.427	1	.000	.104	.327
	RIDT	.131	.055	5.621	1	.018	.023	.239
	LET	-.160	.056	8.218	1	.004	-.269	-.050
	URR	.116	.047	6.221	1	.013	.025	.208
	AS	.013	.049	.072	1	.788	-.083	.110
	SPF	-.065	.044	2.161	1	.142	-.152	.022

Link function: Logit.

GE-Gender (GE) and age (AG) as well as the perceived student-related factors, teacher-related factors, and parent-related factors. The perceived student-related factors include peer group influence (PI), understanding of school rules and regulations (LRR), academic success (AS), and serving poor food at dining hall and canteen (SPF). With respect to the teacher-related factors, they include lack of appropriate punishment (LAP), teacher-student intimacy (TSI), usage of vile language by teachers (UVL), reduced teacher absenteeism (RTA), reduced indecent dressing on the part of teachers (RIDT), and lack of exemplary life from teachers (LET). The parent-related factor is measured by unbroken home (UBH). DIS-Discipline.

Table 1.6 above presents the ordinal regression analysis suggests that discipline in the selected PSHS can be significantly explained by gender (0.000 P-value), reduced teacher absenteeism (0.000 P-value), lack of exemplary life from teachers (0.004 P-value), understanding of school rules and regulations (0.013 P-value), and reduced indecent dressing on the part of teachers (0.018 P-value). The unanimity among the stakeholders in the acceptance of all the measures as predictors of discipline corroborates the findings in the extant literature (Angsomwine, 2014; Atunde & Aliyu, 2019; Kimani, 2013; Sackey et al., 2016; Wairagu, 2017).

The perceived socio-economic factors presented in Table 1.6 above include GE and AG. The model also presents a significant positive relationship between GE and DIS but highly statistically significant. The male group was categorized as one and the female two. The positive association between GE and DIS, suggests that females have greater probability to be 0.705 times disciplined compared to their male counterparts. The model also suggests a positive relationship between AG and DIS and highly statistically insignificant. The direction of the relationship suggests that ageing is associated with the category of higher discipline and significant. Here, there is a greater probability

that an older person (students) is 0.059 times discipline (highly discipline). Therefore, discipline among students in the PSHS is positively associated with age. The extant literature suggests pervasive indiscipline in boys secondary schools compare to girls' secondary schools. In Nigeria, Agbowuro and Daniel (2016) examined indiscipline in secondary schools in the Toro local government area Plateau State of Nigeria and found that about 53% of issues of indiscipline are caused by boys. Luti-Mallei and Gakunga (2015) posit that boys are four times easily punishable in school than their female counterparts. However, the positive association found in the current study contradict the work of Abidoeye and Onweazu (2010) which examined causes and effect of indiscipline among female students in selected communities of the River State of Nigeria. The investigators found peer group as the main driver of female student indiscipline and significantly impact their academic performance.

With respect to the perceived student-related factors, the model presents PI, URR, AS, and SRF as the drivers of discipline in the PSHS. Table 1.6 above suggests a negative relationship between PI and DIS but highly insignificant. This suggests that a rise in peer influence among students likely to reduce the rate of discipline by about 0.64 folds. Item URR relates positively to DIS and highly significant. The underlying assumption here is that a greater level of understanding of school rules and regulations capable of producing .0116 fold of discipline in the PSHS. The same can be said of AS, where the model also suggests a positive relationship but highly insignificant. The positive relationship between AS and DIS suggests that increased academic success capable of jumping discipline to highly discipline (0.013). Also, the inverse association between DIS and SPF suggests that a rise in serving poor food at dining hall and canteen has the probability of migrating discipline to about 0.065 folds. The regression estimates pronounced all the student-related factors highly insignificant except for understanding of school rules and regulations. Understanding of school rules and regulations relate positively with DIS and highly significant. The underlying assumption here is that a greater level of understanding of school rules and regulations capable of producing considerable increases in discipline among students in the selected PSHS. The ensuing causation resulting from the current study contradicts that of Sackey et al. (2016), which found the understanding of rules and regulations highly unacceptable as a driver of discipline among senior high school students.

The teacher-related factors include LAP, TSI, UVL, RTA, RIDT, and LET. The results depict a negative association between LAP and DIS such that the probability of moving the latter to highly discipline category by .005 can be assured with a fall in the former but highly insignificant as in the case of TSI. The preceding analysis suggests that the fall in lack of appropriate punishment, teacher-student intimacies are associated with a greater level of discipline among students in the PSHS. The findings also indicate a negative relationship between UVL and DIS such that the probability of jumping the latter to a highly discipline category by 0.050 can be guaranteed with a reduction in the former but highly insignificant. Similarly, there is a greater probability of moving discipline to a highly discipline category by .005 following a fall in the usage of vile language by teachers. Item RTA relates positively to DIS and highly significant. Such a relationship also suggests that as the reduction in teacher absenteeism increases, there is the likelihood that discipline will rise to a greater category by 0.215. The statistics also suggest a positive association between DIS and RIDT and highly significant. This also suggests that as the reduction in indecent dressing on the part of teachers

increases, there is the possibility that discipline will also rise to a greater category by 0.131. The findings also show a negative relationship between LET and DIS such that the likelihood of soaring the latter to a highly discipline category by 0.160 can be certain with a decrease in the former and highly significant. The classical regression analysis suggests reduced teacher absenteeism, lack of exemplary life from teachers, reduced indecent dressing on the part of teachers as the statistically significant drivers of discipline in the selected PSHS. The findings show a negative relationship between lack of exemplary life from teachers and discipline such that the likelihood of soaring the latter to a highly discipline category can be certain with a decrease in the former and highly significant. Kimani (2013) in an assessment of teachers' involvement in ensuring discipline laments the need to prioritize the role of the teachers and school administrators. Their finding showed that teachers serve as role models for students and have a responsibility to provide them with good living examples. The analysis also presents a positive relationship between reduced teacher absenteeism and discipline and highly significant. Such a relationship also suggests that as the reduction in teacher absenteeism increases, there is a likelihood that discipline will rise to a greater category, supporting the existing works of literature on the subject matter (Amoasi, 2008; Kimani, 2013; Mbiti, 1990). Angsomwine (2014) also found teacher absenteeism to a major bottleneck to ensuring discipline in the secondary schools in Ghana. The statistics also suggest a positive association between discipline and reduced indecent dressing on the part of teachers and highly significant. This also suggests that as the reduction in indecent dressing on the part of teachers increases, there is the possibility that discipline will also rise to a greater category. The work of Adentwi (1998) on Ghanaian school discipline problems perceives school disciplinary issues as triggered by teachers. He lists such teacher behaviour that affects the behaviour of students as physical attributes, planning and delivery of lessons, administering rewards and punishment, and the personality of the teacher (extrovert or introvert). He found terribly bad dressing by women teachers and improper attires that signify nudity as a source of misbehaviour.

The parent-related factor measure (UBH) adopted in this study, the ordinal logistic regression analysis suggests that it relates positively to DIS but highly insignificant. The positive relationship between unbroken home and discipline suggests that the prevalence of the former capable of shooting the latter to highly discipline by 0.050 folds. This suggests that broken home among parents capable of paving the way for a greater shoot in students' indiscipline. Ngwokabuenui (2015) examined students based factors, school-based factors, and society based factors and made several determinations. The findings suggest the following: students based factors (Low self-concept due to constant negative labels, Restlessness and Inattention, Abuse of Seniority by prefects and Poor study habits), school-based factors (Overcrowded classroom, Harsh school rules and regulations, uncondusive school environment, Poor leadership of some school administrators, Teachers lateness and absenteeism, Lack of extra-curricular activities and Poor teaching by some teachers), and society based factors (Unwholesome mass media, Injustice in the society, Unsatisfactory home condition in some homes, Parental rejection of children and Parental over protection of children).

Two other factors that stood out in the interviewees' responses were peer influence and youthful exuberance. In elaborating on the issue of peer pressure, the Director/Head/Master 1 and 13 made mention of the following respectively:

Perspectives and Determinants of Discipline in Public Senior High Schools in Ghana: A Multi-Stakeholder Study

Some of them are influenced by others. Because some of them are children of Ministers, strong Christians, but when they come to school their behaviour is different.

Some of the students come to school innocently but by the time you realize they've been trained into these things by their friends and their peers.

Similarly, Amoasi (2008) also found influence of alcohol, hash school rules and regulations, peer influence, past history of school, teacher incompetence, not involving students in decision making, influence by past students and poor communication between school administration and students, as some of the factors affecting student discipline.

On the rising issues of student chaos in the technical schools, the participants pointed out that the nature of the schools also contributes to incidences of indiscipline. For instance, students in technical schools tend to commit more acts of indiscipline compared to other senior high schools. The Director/Head/Master 12 made the following assertion:

Some of the students are academically and have little knowledge about the school in terms of the courses we run here so there are some who think they are here to learn trade and not theory since this is a technical school. So basically, the background of the students is a major factor.

The interview revealed the determinants of discipline as poor upbringing and background of students, peer influence or pressure, youthful exuberance, unfavourable management, poor parental control, environmental factors, where students are trained, students have poor upbringing may steal, bad parenting, lack of attention, parental supervision broken home, covetousness of students. The current findings mostly reflect the extant literature on the causes of indiscipline in secondary schools across the globe. For instance, the work of Atieno (2014) on the examination of the causes of indiscipline among students in public day secondary schools in Kenya found the following: vernacular speaking, poverty, home responsibilities, lack of good role models, use of mobile phone, poor parenting, matatu menace, distraction by sugar daddies and mummies, inadequate meals, lack of teacher commitment, drug abuse, and head teacher absenteeism. Abidoye and Onweazu (2010) identified peer influence, parental influence, and administrative policies as some of the causes of student indiscipline in Nigeria.

1.5 CONCLUSIONS AND RECOMMENDATIONS

It can be established from the preceding that there exists a significant variation in the perception of the stakeholders about the meaning of discipline. Across different shades in academia so much differences occur on this subject of school discipline and the best way to discipline has remained a bone of contention. The variance in the perspective of the stakeholders suggests the complexities associated with the fight against indiscipline in PSHS in the Kumasi Metro. The stakeholders exhibiting varied understanding of the discipline points to possibility of presenting diverse views in putting forward solutions. The study also found an outright rejection of punishment as a source to defining discipline from all the views of the stakeholders. The stakeholders generally perceived discipline as a means to “shaping students’ behaviour” instead of inflicting pain on students and

consistent with the Skinnerian behaviour modification theory of reasoning which rejects punishments and opts for rewards in enhancing discipline. Despite the unanimity among the three stakeholders on the selection of all the constructs as the factors affecting discipline among students, the ordinal logistic regression analysis suggests some of the variables highly insignificant. The findings indicate that discipline in the selected PSHS can be significantly explained by: Reduced teacher absenteeism, Lack of exemplary life from teachers, Understanding of school rules and regulations, reduced indecent dressing on the part of teachers, and Gender. The qualitative analysis revealed the causes of indiscipline as follows: Poor upbringing and background of students, Peer influence or pressure, Youthful exuberance, Unfavourable management, Poor parental control, Poor upbringing may (bad parenting), Lack of attention, Parental supervision broken homes, and Covetousness of students.

1.5.3 Recommendation

Just like the findings of any other social science research, the findings in this study can be very useful to the academia, policymakers, school authorities, teachers, students and parents. The study assessed discipline in among students in PSHS in the Kumasi of Ghana from the multi-stakeholder perspective. Consequently, all the participants stand to benefits from the findings of the study including the Government of Ghana and many other governments of developing countries. The suggestions are briefly presented below. In the Academia, a study can be conducted on the role of the disciplinary committee of the PSHS in combating discipline. There is the need to consider other factors that can affect discipline in the PSHS using multivariate logistic regression model. Future studies can consider assessing discipline using both private and public senior high schools. There is the need to consider the role of the religious bodies in combating indiscipline in the senior high schools. Future studies should also consider the establishment of relationship between discipline and academic performance from the multi-stakeholder perspective. The School authorities should take the phenomenon of student discipline lightly. It should not be premised on the usage of punishment to ensure sanity but rather, conscious effort should be made to collaborate with teachers and parents while offering student leaders the opportunity to provide appropriate leadership that encourages discipline. Conscious effort should be made to reduce teacher absenteeism and indecent dressing on the part of teachers. The school rules and regulation should be well-explained to the students. The Policy Makers likethe Ministry of Education and the GES need not to relent on their effort in the fight against student indiscipline in PSHS across the country as the phenomenon is not only real but very dicey from the stakeholder perspective. The Government of Ghana should consider empowering teachers to devote their time to the course of students. The Teachers should see themselves as role models to the students and learn to live by example. They should also pay attention to the male students since they are mostly the source of indiscipline as established in this study. The teachers should also create direct contact with the parents of recalcitrant students in order to collaborate with them to shape the conduct of such students. The Students will be helped through their engagement with school authorities to curb any form disciplinary procedure that inflicts pain on them and many others that are relevant to their fundamental human rights. The Parents will be encouraged them to collaborate with teachers and school authorities to instil discipline among the children. The findings in this study will also make parents pay attention to the upbringing of their children in order to compliment the effort of teachers and authorities.

REFERENCES

1. Abidoye, S., & Onweazu, O. O. (2010). Indiscipline Among the Female Secondary School Students in Selected Rural Communities of Rivers State in Nigeria: Causes and Effects on Academic Performance. *Journal of Education and Practice*, 1(1), 8–13.
2. Ablekpe, B. (2002). Prempeh students apologise to president. *Daily Graphic* (No.148487), p. 19
3. Adentwi, K. I. (1998). Teachers and Students' Perceptions of Classroom Indiscipline in selected Senior Secondary Schools in the Cape Coast Municipality. University of Cape Coast.
4. Adigeb, A. P., & Mbua, A. P. (2013). Child Abuse and Students' Academic Performance in Boki Local Government area of Cross River State. *British Journal of Education*, 3(3), 34–42.
5. Agbowuro, C., & Daniel, D. (2016). Dilemma of Indiscipline in Secondary Schools: A Case Study of Toro Local Government Area Plateau State Nigeria, Implications for Corruption and Terrorism. *British Journal of Education*, 4(10), 85–99.
6. Ali, A.A., Dada, I.T., Isiaka, G.A. and Salmon, S.A. (2014). Types, causes and management of indiscipline acts among secondary school students in Shomolu Local Government Area of Lagos State. *Journal of Studies in Social Sciences*, 8(2), 254-287.
7. Amoafowaa, S. C. (2015). The Ghana Education Service Code of Conduct, Satisfactory or Confusing? Retrieved October 19, 2020, from <https://amoafowaa.com/2015/04/22/the-ghana-education-service-code-of-conduct-satisfactory-or-confusing/>
8. Amoah, A. K. (2015). GES And Its Code Of Ethics To Teachers. Retrieved October 19, 2020, from Ghana Education Service website: <https://newsghana.com.gh/ges-and-its-code-of-ethics-to-teachers/>
9. Amoasi, P. K. B. (2008). Challenges in Maintaining Discipline in Koforidua Senior High Technical School. University of Cape Coast.
10. Angsomwine, P. (2014). Obstacles to the Maintenance of Discipline in Selected Senior High Schools in the Tamale Metropolis (University of Cape Coast). Retrieved from Master's Thesis
11. Asiedu-Akrofi, K. (1978). *School organization in modern Africa*. Ghana Publishing Corporation.
12. Atieno, O. M. (2014). An Investigation of Factors Influencing Indiscipline among Students in Public Day Secondary Schools in Makadara District, Nairobi County. Kenyatta University.
13. Atunde, M. O., & Aliyu, T. T. (2019). Prevalence, Causes and Management of Indiscipline in Public Secondary Schools: Ilorin Metropolis in Focus. *Journal of Sociology and Anthropology*, 3(3), 85–94. <https://doi.org/10.12691/jsa-3-3-1>
14. Bandura, A. (1977). *Social Foundations of thought and action: A social cognitive theory*. Upper Saddle River, NJ: Prentice Hall.
15. Bhattacharjee, A. (2012). Social Science Research: Principles, Methods, and Practices. In *Creative Commons Attribution-Non-commercial-Share Alike 3.0 Unported License* (2nd ed., Vol. 29). <https://doi.org/10.1351/pac198961091657>
16. Cope, K. C. (2010). The Age of Discipline: the Relevance of Age to the Reasonableness of Corporal Punishment. *Law and Contemporary Problems*, 73(2).
17. Cotton, K. (1990). *Schoohwide and Classroom Discipline*. Educational Time Factors. <http://www.nwrel.org/archives/sirs/5/cu9.html>. Accessed 20 May 2012.
18. De Atouguia, D. (2014). Adolescents' Perspectives of Discipline Problems at a Secondary School in Gauteng. De Atouguia, D.
19. Dembo M.H. (1994). *Applying Educational Psychology*. Longman, New York,
20. Donkor, K. B. (2019). 10 KTI Students picked up by Police over Campus "Demo." Retrieved

October 21, 2019, from Graphic online website: <https://www.graphic.com.gh/news/general-news/ghana-news-10-kti-students-picked-up-by-police-over-campus-demo.html>

21. Duckworth, A. L., and Seligman, M. E. (2006). Self-discipline gives girls the edge: Gender in self-discipline, grades, and achievement test scores. *Journal of educational psychology*, 98(1), 198
22. Embrett, C. (2020). An age-by-age Guide to Disciplining your Kid. Retrieved from <https://www.todaysparent.com/kids/preschool/disciplining-children-age-by-age-guide/>
23. Ericson, W. A. (1968). On the minimization of a certain convex function arising in applied decision theory.
24. Ezewu, E. (1995). Towards a Political Philosophy of Education. *13th Annual Conference of the Philosophy of Education Association of Nigeria*. University of Port Harcourt.
25. Frost, J. (2020). How F-tests work in Analysis of Variance. Retrieved from <https://statisticsbyjim.com/anova/f-tests-anova/>
26. Gablinske, P. B. (2014). A Case Study of Student and Teacher Relationships and the Effect on Student Learning (University of Rhode Island). Retrieved from https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1284&context=oa_diss
27. Garcia, Q. P., & Santiago, A. B. (2017). Parenting Styles as Correlates to Self-Esteem of Underprivileged Adolescents: Basis for a proposed Parenting Skills Program. *International Journal of Advanced Education and Research*, 2(5), 27–35.
28. Greene, W. H. (2003). *Econometric Analysis*. In *Prentice Hall* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
29. Gyan, E., Baah-Korang, K., McCarthy, P. and McCarthy, P. (2015). Causes of indiscipline and measures of improving discipline in senior secondary schools in Ghana: Case study of a senior secondary school in Sunyani. *Journal of Education and Practice*, 6(11), 16-31.
30. Hagan, F. E. (2006). *Research methods in criminal justice and criminology* (7th ed.). Boston: Pearson Education, Inc.
31. Halu-Halu, P. C. (2013). *Strategies of Maintaining Discipline Without the Use of Corporal Punishment: The Study of Selected Schools in Lady Frere, Eastern Cape* (Doctoral dissertation, University of Fort Hare).
32. Hosmer, D. W., & Lemeshow, S. (2000). *Applied Logistic Regression*. In *John Wiley & Sons* (2nd ed.). New York: John Wiley & Sons.
33. Jinot Belle, L. (2017). Factors That Influence Student Behaviour in Secondary Schools. *European Journal of Educational and Development Psychology*, 5(27), 27–36.
34. Juang, L. P., & Silbereisen, R. K. (2002). The Relationship between Adolescent Academic Capability Beliefs, Parenting and School Grades. *Journal of Adolescence*, 25(1), 3–18.
35. Khaliq, A., Baig, I. A., Ameen, M., and Mirza, E. A. (2016). Socio-economic status and students' achievement score at secondary level: A correlational study. *International Journal of Research in Education and Social Science*, 1(2), 1-7.
36. Khaliq, A., Baig, I. F., Ameen, M., & Mirza, A. (2016). Socio-economic status and students' achievement score at secondary level: A correlational study. *International Journal of Research in Education and Social Science*, 1(2), 1–7.
37. Kimani, J. W. (2013). *School Factors Influencing Students' Discipline in Public Secondary Schools in Kinangop District, Kenya*. University of Nairobi.
38. Kumari, S., & Kumar, P. (2017). Student Alienation among College Students in relation to their

Perspectives and Determinants of Discipline in Public Senior High Schools in Ghana: A Multi-Stakeholder Study

- (Restrictive-Permissive) Parental Behaviour. *International Journal of Advanced Education and Research*, 2(3), 204–211.
39. Kumari, Santoshi, Shivgotra, V. K., & Kumar, P. (2017). Application of Ordinal Logistic Regression Analysis in Determining the Risk Factors for Intelligence Quotient of School going Children. *International Education and Research Journal*, 3(5), 71–81.
40. Long, J. S., & Freese, J. (2006). Regression Models for Categorical Dependent Variables using Stata. In *Stata Press* (2nd ed.). Texas: Stata Press.
41. Lukman, A. A., and Hamadi, A. A. (2014). Disciplinary measures in Nigerian senior secondary schools: issues and prospects. *IOSR Journal of Research and Method in Education*, 4(3), 11-17.
42. Luti-Mallei, R. M. and Gakunga, D.K. (2016). The influence of categorization of schools on the discipline of boys and girls in public secondary schools in machakos sub-county, Kenya. *European journal of education studies*.
43. Magwa, S., & Ngara, R. (2014). Learner Indiscipline in Schools. *Review of Arts and Humanities*, 3(2), 79–88.
44. Martinez, A., McMahon, S. D., and Treger, S. (2016). Individual-and school-level predictors of student office disciplinary referrals. *Journal of Emotional and Behavioural Disorders*, 24(1), 30-41.
45. Masabo, L. P., Muchopa, E. D., & Kuoth, W. (2017). Parental Involvement in School Activities in Kibondo District, Tanzania: Challenges and Remedies. *International Journal of Education and Research*, 5(10), 89–95.
46. Mbiti, J. (1990). African Religious and Philosophy. *Heinemann Educational Publishers*.
47. McDonald, S. M. (2012). Perception: A Concept Analysis. *International Journal of Nursing Knowledge*, 23(1), 2–9.
48. Mussa, L. (2015). The Role of School Discipline on Students' Academic Performance in Dar es Salaam Region, Tanzania. Open University of Tanzania.
49. Neuman, W.L. (2003). *Social Research Methods: Qualitative Approaches. Fifth edition. Allyn and Bacon*. Boston. Massachusetts.
50. Ngwokabuenui, P. Y. (2015). Students' Indiscipline: types, causes and possible solutions: The Case of Secondary Schools in Cameroon. *Journal of Education and Practice*, vol. 6, no. 22, 64-72.
51. Ngwokabuenui, P. Y. (2015). Students' Indiscipline: Types, Causes and Possible Solutions: The Case of Secondary Schools in Cameroon. *Journal of Education and Practice*, 6(22), 64–72. Retrieved from <https://acces.bibl.ulaval.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1079558&lang=fr&site=ehost-live>
52. Okorodudu, G. N. (2010). Influence of Parenting Styles on Adolescent Delinquency in Delta Central Senatorial District. *Edo Journal of Counseling*, 3(1), 48–58.
53. Oloyede, E. O., & Adesina, A. D. (2013). Egalitarianism and Classroom Discipline: A Prerequisite to Successful Instructional Processes in Mathematics. *Global Advanced Research Journal of Educational Research and Review*, 2(6), 139–143.
54. Olubor, R. O., Abdulkareem, A. Y., Alabi, A. T., & Adeyanju, F. (2017). Educational management: New perspectives. In *Amfitop Books*. Lagos: Amfitop Books.
55. Pasternak, R. (2013). Discipline, learning skills and academic achievement. *Journal of Arts and Education*, 1(1), 1-11..
56. Petersen, K. and Rosser, R. (2008). *Alternatives to corporal punishment*. Sandown: Heinemann

Publishers.

57. Quist, H. O. (2003). Transferred and adapted models of secondary education in Ghana: What implications for national development?. *International Review of Education*, 49(5), 411-431.
58. Ragins, B. R. (2017). Editor's comments: Raising the bar for developmental reviewing. *Academy of Management Review*, 42 (4), 573-576
59. Rahman, O. A., Shahrin, N. N., & Kamaruzaman, Z. (2017). The Relationship between Parenting Style and Self-Concept. *Journal of Education and Social Sciences*, 7(1), 190-194.
60. Rosen, L. (2005) *School Discipline: Best Practices for Administrators*. Thousand Oaks, CA: Corwin Press.
61. Sackey, E., Amaniampong, K., & Efua, J. (2016). Analysis of the State of Discipline in Kwanyarko Senior High School in the Central Region of Ghana. *Journal of Education and Practice*, 7(6), 124-139.
62. Sackey, E., Amaniampong, K., and Efua, J. (2016). Analysis of the State of Discipline in Kwanyarko Senior High School in the Central Region of Ghana. *Journal of Education and Practice*, 7(6), 124-139.
63. Sadik, F. and Yalcin, O. (2018). Examination of the Views of High School Teachers and Students with Regard to Discipline Perception and Discipline Problems. *Journal of Education and Training Studies*, 6(2), 97-113.
64. Saich, T., (2000.) "Negotiating the State: The Development of Social Organizations in China." *The China Quarterly*. 161 (Mar.): 124-141.
65. Salifu, I., & Agbenyega, J. S. (2012). *Impact of Discipline Issues on School Effectiveness: the Views of Some Ghanaian Principals*. (January).
66. Shaheen, A., Murtaza, N., & Saeed, M. (2016). Students' Perceptions About Motivating Factors Related to Teachers' Behaviours at Secondary School Level. *PJERE*, 1(1), 15-27.
67. Simba, N. O., Agak, J. O., & Kabuka, E. K. (2016). Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice*, 7(6), 164-173. Retrieved from <http://proxy.mul.missouri.edu/login?url=https://search.proquest.com/docview/1826524639?accountid=14576>
68. Skinner, B.F. (1992). *About behaviourism*. New York: Alfred A. Knopf.
69. Sottie, E. E. (2016). Indiscipline in Schools Disturbing. Retrieved November 26, 2016, from Ggraphic Online website: <https://www.graphic.com.gh/news/general-news/indiscipline-in-schools-disturbing.html>
70. Tetteh, N. O. (2019). One Student Has Reportedly Been Hospitalized After Students Staged A Riot In Kumasi Stadium. Retrieved March 29, 2019, from KUULPEEPS website: <https://kuulpeeps.com/2019/03/29/one-student-has-reportedly-been-hospitalized-after-students-staged-a-riot-in-kumasi-stadium/>
71. Trochim, W. M. K. (2001). *The research methods knowledge base (2nd ed.)*. Cincinnati, OH: Atomic Dog Publishing.
72. Trochim, W. M. K. (2001). *The research methods knowledge base (2nd ed.)*. Cincinnati, OH: Atomic Dog Publishing.
73. Urieh, E. G. (2015). The Impact of Strict Discipline on Student Academic Performance. Retrieved from Kashim Ibrahim College of Education website:

Perspectives and Determinants of Discipline in Public Senior High Schools in Ghana: A Multi-Stakeholder Study

https://www.academia.edu/9743261/THE_IMPACT_OF_STRICT_DISCIPLINE_ON_STUDENT_ACADEMIC_PERFORMANCE

74. Wairagu, R. W. (2017). School Related Factors Influencing Students' Discipline in Public Secondary Schools in Thika West Sub-County, Kenya. University of Nairobi.
75. Yaa, A. D., Fredrica, A., Cynthia, B., Adwoa, B. E., & Nancy, O. G. (2011). Effects of Indiscipline in the Second Cycle Institutions (A Case Study of some Selected Schools in Kumasi Metropolis). Christian Service University College.
76. Yamane, T. (1973). Taro Yamane's formula.
77. Zhao, R., and Kuo, Y. L. (2015). The role of self-discipline in predicting achievement for 10th graders. *International Journal of Intelligent technologies and applied statistics*, 8(1), 61-70.