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# Curbing the Dilemma of Indiscipline in Senior High Schools in Bantama, Ghana: The Role of Parents and Teachers

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*Abstract:*
*In the educational set up, knowledge and skills acquired are not the only pre-requisite for success, but also a combination with mental and attitudinal discipline. The study, therefore, was set out to examine the dilemma of indiscipline in Senior High Schools (SHS) and the role of parents and teachers in curbing it among students in the Bantama Sub-Metropolitan in the Kumasi District of Ghana. A total of 200 students and 40 teachers from three SHS in the sub-metropolis participated in the study by administering a self-designed questionnaire. It was found that the common incidents of indiscipline included; absenteeism, bullying, stealing and sexual relations. Most of the respondents (57.5%) were also of the opinion that students from low socioeconomic homes were involved more in disciplinary acts. It was suggested amongst others that involving students in decision making and monitoring of children's activities were the most effective ways teachers and parents could use to curb indiscipline in schools.*

*Keywords: Indiscipline, behaviour, curbing, student, senior high school*

## 1. Introduction

Indiscipline, the lack of discipline, cuts across all human activities. For instance, the man of God today does not account properly for the contribution made by his congregation nor does he or she sometimes refrains from sexual relationships with the opposite sex among the flock. The politician feeds fats at the expense of the sweating peasant farmer as well as overtaxing the public servant. There could be no meaningful and sustainable development of any nation if its people are not disciplined (Lawal & Oluwatoyin, 2011). To them, in the educational set up, knowledge and skills acquisition are not the only pre-requisite for success but also mental and attitudinal discipline. Theyagain postulated that the major challenge facing educational institutions today is how to turn out academically brilliant products who are also disciplined. This challenge underscores the need to find more effective ways of integrating character and leadership training into the educational curriculum at all levels.

Indiscipline in Senior High School falls in line with the affirmation of human misconduct. That is why McEvoy & Welker (2000) citing Hendriz (1986) stated that the critics of American schools are not alone in their concern about the behaviour of the young. Public opinion polls indicate that indiscipline in schools is a major concern of all segments of our society, parents, teachers, the business community and even students (Senge, Cambron-McCabe, Lucas, Smith & Dutton, 2012).The disciplinary problems that confront the growing child or the youth are numerous. The common ones which show themselves in the observable behaviour of the youth are profaned, defiance of authority, truancy, drunkenness, smoking, stealing, laziness, examination malpractices, carelessness, rioting, substance abuse and rudeness (Reddy, Shyamala, Kusama & Santakumani 2010; Snyder, 2000).Cohen, McCabe, Michelli & Pickeral, (2009)asserted that discipline is an important aspect of school life and lack of it in a school community has been recognized as a major serious educational problem; since indiscipline in schools has been linked to the lack of control, riot and rebellion.

The effects of indiscipline in any social organization as observed by Ofori, Tordzro, Asamoah & Achiaa (2018)include the students' inability to concentrate in class, persistent absenteeism, chaos, reduced productivity(loss of instructional periods) and school drop-out. Also, Adinkrah (2005), asserted that without discipline, Ghana would degenerate into a jungle when respect for law and order would be disregarded. All these go to buttress the view that indiscipline is a pullback as far as effective teaching is concerned and therefore all hands are needed on deck to eradicate it from the SHS system.

### 1.1. Statement of the Problem

Indiscipline in Senior High Schools in Ghana has caused so many problems through examination malpractice and certificate forgery; wanton destruction of school properties through violence; and maiming themselves through substance

abuse, alcoholism, bullying and stealing. Indiscipline in school greatly affects the quality of teaching and learning which results in poor academic performance, school dropouts, and wastage of resources invested by stakeholders in education, such as parents, the government, Non-government organizations and religious bodies. Against this background, the study was carried out to find possible roles parents and teachers could play to curb indiscipline in the senior High Schools.

*1.2. Research Questions*
- What are the most common incidences of indiscipline in SHS at Bantama?
- What is the socio-economic background of homes of SHS students involved in disciplinary acts at Bantama?
- What roles can teachers and parents play to curb indiscipline in SHS?

*1.3. Research Hypotheses*
- $H_0$: There is no significant difference between male and female students on incidence of indiscipline acts in SHS at Bantama.

*1.4. Significance of the Study*
      The main purpose of the study is to attempt to look for the factors influencing indisciplinary behaviour among students and determine effective roles parents and teachers could play to help curb indiscipline, with particular reference to SHS in Bantama Sub-Metropolis in the Ashanti Region of Ghana.   This study aims at improving the quality of students' behaviour through the creation of awareness among students, teachers and parents. This will also lead to further debate and suggestions on how best to curb the situation and keep it under control.

Furthermore, the study has the potential to assist the Ghana Education Service (GES), the body responsible for pre-tertiary Education in Ghana, in the formulations of certain policies to check indiscipline among students.

## 2. Review of Related Literature

### 2.1. Social Factors Influencing Student Indiscipline
      Although, we cannot immediately or directly alter the social factors that create students indiscipline, understanding these factors will enable teachers to place students' failure and disruptive behaviour in proper perspective and to create environment that reduce indiscipline rather than intensify their effect.

#### 2.1.1. The Home
      The size of the family has been identified as a causal factor of indiscipline. In a sample of 50 delinquents whose files were studied by Snyder in 2000, 60percent of the juveniles came from families with 5 or more children.

On defect family relationship, Pine & Drachman (2005)gave instances where a child who has long been separated from his parents living for a large portion of his early life with a foster mother or with a relative or in an institution away from home where such intervals of absence have always had more or less unsettling effects; and when the growing child perhaps on account of troubles he gives, is handled from keeper to keeper, and changed from place to place, it is hard to expect any solid habit of self-discipline to develop or any steady code of right behaviour to be formed. This view is also shared by Mcqueen (1992) as stated.

*Divorce and subsequent single parent household has skyrocketed in the United States in the past 40 years. Only 11percent of children born in the 1950's experienced their*

*parents being separated or divorced; nearly 55% of students born in the 1990's will live in a step-family and it appears that by their teens, nearly half of these children will experience a second divorce as their step family breaks up. These figures clearly indicate the extent of family breakup, disruption and emotional turmoil experienced by students. (p. 81)*

      Changes in values, religious beliefs and ethics constitute a major source of indiscipline. Taylor & Buku (2006) citing Shertzer & Stone (1976) capture the issue of values when they stated in a discipline programme. "The school administrator has problems peculiar to his time, his school and his generation."This public has an important role in student indiscipline. As Alcorn (2011) asks:

*"What is the use of teaching the child in school when all around him is deceit and dishonesty? What is the use of teaching the child purity and the love of truth when adults in community freely indulge in and prosper by immorality, falsehood and treachery?"(p. 89)*

      When the home becomes a place where only one parent lives, undernourishment prevails or even where parents hold each other's throat in the presence of their children they are directly breeding indiscipline among them. Students may also resort to disciplinary behaviour sat home when their needs are not met.

      According to Pearce (2013), human needs are basic to survival and where these needs are not provided by the appropriate authority, various problems rear their ugly heads leading to disciplinary behaviour. Osher, Bear, Sprague & Doyle (2010) have warned that indiscipline in the family and in society is a growing problem and its effects are reflected in the schools. They also noted that the causes of this indiscipline are to be found in society's changing standards, the maladjustment caused by broken homes and stress within the traditional family system.

The home and for that matter the family being the first socializing agency of the child is the most important factor in instilling discipline in the individual. Kankam & Onivehu (2000 p.146) in quoting Glasser, (1965) say that children want to

be responsible, but they need parents to demonstrate a model of responsibility so they can emulate. Irresponsible parents will rear irresponsible children.

Raymond (2002) says that in homes where children are exposed to warm and affectionate relationship, indiscipline is rare. He further argues that when parents, especially, fathers offer only little or no affection at all to their children, there is a strong likelihood that rebellions or indiscipline behaviour on the part of their children will be the consequence. According to Wayne, Grzywacz, Carlson, & Kacmar (2007), the family relationships are of primary importance to the individuals. To them a child's behaviour can be traced to how he or she was brought up in the home. The child very often reflects the values his or her parents hold, their economic status, the size of the family and the general atmosphere which prevails in the home.

Again, Broder (2002) states that "Irregular unions into marriages, drunkenness in the home, quarreling between parents, neglects, criminal encouragement, vicious conduct and immoral behaviour, idleness in the home associated with person with undesirable characters and  lack of religion contribute to indiscipline among children. One may line up all those students who had at one time or another were found wanting at school or guilty of gross misconduct and one is sure to find out that ninety percent of the culprits will be those whose backgrounds featured broken homes or tough environments which did not gain from the advantages of disciplined upbringing.

## 2.1.2. The School

Looking at the causes of indiscipline in schools, Campbell (2009) thinks that when students are encouraged to take part in the administration of the school, they learn to cultivate democratic attitudes to both the school and the society. They also learn to be self-directing and law-abiding. Indiscipline can also come about if teachers or leaders become autocratic and dispense punishment carelessly. Meaningless and irrelevant curriculum which makes the school experiences less relevant to what is going on outside the classroom, inadequate or lack of school facilities, amenities and essential services, misappropriation or misapplication of school funds and favouritisms and unfairness on the part of teachers all contribute to school indiscipline (National Middle School Association, 2003).
From the above, it could be seen that the school is another major factor ofstudents indiscipline. Lack of the student's involvement in school level decision-making can breed indiscipline. More often than not, students may take action because of ignorance of the issues involved in the problem.

## 2.1.3. Peer Group

Peer group influence is also a factor of indiscipline. Good companionship begets good friendship. While bad companionship begets bad friendship. This is in line with the common sayings "show me your friend and I will show you your character" and "birds of same feather flock together". Shaw & Mckay (1961) cited in Aggrey (2001) found out in a research that out of 5,480 offenders only 18.2 percent of the offenders charged with theft and brought to court had no accomplices. Sampson & Laub (2003) also found out that 70percent of thousand delinquent boys and nearly 60 percent of reformatory men had committed their offences with others. It can therefore be said that the delinquent or undisciplined child learns his or her undisciplined patterns in a majority of cases through gang association.

## 2.1.4. Mass Media

The mass media according to Alhassan (1992) is a key factor in the generation of indiscipline. He emphasized that radio, television, films, comic books and newspapers contribute immensely to indiscipline. The mass media stimulates the juveniles' appetite for adventure, excitement and violence. From a study by Springhall (1998), it was found that motion pictures have a lot of influence on a child. In another vein, Goldstein (1998) stated that the vast majority of the books which feature crimes, violence, horror and sadism influence children considerably because of their emotional appeal.

Dr. Madeline Levine in her book viewing violence claims that "children who are heavy viewers of television are more aggressive, more pessimistic, less imaginative, less empathetic, and less capable students than their lighter television viewing counterparts" (Levine, 1996). Today, movies and television programmes are at the centre of attention in the same general way, with much concern expressed about violence and sex as part of their content (McMahon, McMahon &Romano, 1998).The average American child, during the ages of 5 and 15 years, is exposed to no fewer than 13, 000 violent deaths on Television; the number of fights and aggressive sequences that children view is still higher(Gentile, & Gentile,2008).
A magazine that scrutinizes content of popular music claims that at the end of 1999, only ten of the top forty albums were free of profanity or references to drugs, violence, or sex". The music available to pre-adolescent is numbing, a lot of it downright nihilistic" reports the St. Louis Post-dispatch. This was cited in Awake on 22nd May, 1997. The music that is attractive to some adolescents is full of anger and hopelessness and feeds into feelings that the world and the listener personally are doomed.

Computers are valuable tools with many positive uses. However, they have also been used by some to dispense Lewd materials. For example, MacLean's magazine reports that these include pictures and text about everything from bizarre fetishes to prostitutions to pedophilia materials that would shock many adults, and their children (Sansom, 1995).

## 2.2. Ways of Curbing Indiscipline

In our schools, indiscipline is often equated with punishment and synonymous with order. Rules and regulations are imposed on the students and students simply have to obey. Any behaviour that interferes with learning and co-operative living in the classroom must be dealt with firmly and any student who is responsible must be disciplined (Kohn, 2006).However, disciplinary action or penalty that is not followed up with a well-organized plan to remove the causes of

misbehaviour tends to create even more serious problems. Students can grow towards self-discipline only as they understand their behaviour and the way it affects themselves and others.

Similarly, Mcqueen (1992) said " To make significant changes in students learning behaviour we must seriously look at the broad range of variables in the school setting and embrace opportunities for changing our teaching behaviour and how schools are structured. " Thus discipline as punishment is a real correction of misbehaviour. This disciplinary process should be designed to help individuals accept the reality of external authority. Taylor & Buku (2006) citing Shertzfer & Stone (1976) advocate of this concept of curbing indiscipline believe that students who misbehave need help in perceiving and accepting authority as it impinges upon their inner life and overt behaviour. The discipline process stresses the fact that misbehaving individuals need to learn to understand and accept emotionally the necessity and wisdom of authority as it affects responsible self-direction in society.

In the school for instance, there could be improvement in the curriculum and revision directed towards serving students. In support of this view Mcqueen(1992) says comprehensive, realistic examination of the student's behaviour must consider the methods of classroom organization and management that increase students attending behaviour and basic skill acquisition. Structural factors that provide students with a sense of meaningful involvement in the school and community as well as encourage thoughtful and creative examinations of the issue presented in a meaningful dynamic curriculum must also be considered. Greeson & Bowen (2008) assert, among others; Think of your children as persons and study them individually. On this, find out whether there are any difficulties, unhappy home life, no close friends in school, unable to do class work, physical problems that interfere with their school adjustment.

Another way is for teachers to prepare their lessons carefully that will keep students fully and happily occupied. All books, tools and apparatus should be prepared and made ready before lesson begins. Build up a tradition in the class that law and order is maintained by the will of the members and any outside authority. Newman, Abell, Hubbard, McDonald, Otaala & Martini (2004) writing of curriculum, challenges the teacher to answer these questions: "is the lesson interesting and well-prepared?Are the learning experiences and class activities in use very exciting?

Further to this, curbing indiscipline involvesan extracurricular programme that stimulates and satisfies the students' interests. Berg, Csikszentmihalyi, & Nakamura, (2003) say; "a good activity programme depends upon the objective to be achieved, the organization of the programme and the zeal for the work of the teacher in school' it is the harmony of these aspects of the programme that make the students value what they are learning" for example we can Consider a programme that will allow students to develop good citizenship by learning to contribute democratically to the life of the school. To allow the students and staff to work together, a situation whereby the former learns to take responsibility to give students the Opportunity of realizing their creative energies in desirable social habits, to inculcate in students a good use of their time for the purpose of self-direction.

## 3. Research Methodology

### 3.1. Research Design
The study used descriptive sample survey design. The purpose of this design in the study was to describe the characteristics of a phenomenon (Kothari, 2004). The Descriptive survey design is flexible and versatile. According to Mugenda & Mugenda (2012), descriptive survey lets meaning of the research problem emerge from the respondents hence giving voice to those who are being studied as a way of empowering them. By the study trying to find out ways of curbing disciplinary acts among students, the descriptive survey was considered most appropriate because the problem already exists.

### 3.2. Population
The study population consisted of all public Senior High School teachers and students. Bantama Sub-Metropolis had four public (4) SHS as at June 2019, all of which were mixed schools. The sample population was drawn from three (3).

### 3.3. Sample and Sampling Procedure
The study employed simple random sampling technique to select three schools for the purpose of gathering data. Purposive sampling was used in the case of selecting the class of pupils (200) to participate in the study. The methods were chosen because only those who have appeared before the school disciplinary committee were used. Forty (40)teachers of the selected schools were also selected through the convenience sampling technique due to their busy schedules.

### 3.4. Research Instrument
The instrument used for the study was a 25 item, self-designed questionnaire which was personally administered by the researchers to the participants. The questionnaire which  had both open ended and close ended questions centred on three main headings, namely; socio-demographic characteristics of respondents, common disciplinary acts, socioeconomic background of students involved in disciplinary acts, and roles of parents and teachers in curbing indiscipline in schools. The close ended questions required a "Yes", "Don't Know" or "No" answers and the open ended required specific answers which respondents were required to supply.

### 3.5. Validity and Reliability
To ensure content validity of the instrument, two expects in Guidance and Counselling were made to vet the instruments to ensure the items were appropriate for the study. Again, the reliability was estimated using split-half

method. The estimated reliability co-efficient was determined to be 0.88, meaning the instrument had a high consistency and therefore reliable for the study. A pilot study was then carried out at Opoku Ware among 10 teachers and 25 students. This school, which has similar characteristics of the schools under study enabled the necessary corrections, omissions, and any form of ambiguity to be effected and a variety of appropriate response alternatives to be developed.

### 3.6. Data Analysis Procedure
The data collected was first edited, assigned identification numbers and coded. With the aid of Statistical Package for Social Sciences (SPSS version 22), the data obtained were scored, processed and interpreted in the form of frequencies, percentages, mean and standard deviation.

## 4. Presentations of Findings

### 4.1. Common Disciplinary Acts in Schools
In order to confirm the assertions on the most common disciplinary problems, question one was solicited. Table 1 depicts the views of respondents on the common disciplinary problems among SHS students in Bantama sub-Metropolis.

| Response | Mean | Standard Deviation |
|---|---|---|
| Bullying | 4.21 | 1.36 |
| Stealing | 3.06 | 1.02 |
| Smoking | 2.00 | 1.05 |
| Excessive drinking | 2.67 | 1.20 |
| Absenteeism | 4.23 | 0.98 |
| Lateness | 2.88 | 1.32 |
| Running away from school | 3.15 | 1.44 |
| Sexual relationship | 2.88 | 1.20 |

*Table 1: Respondents' Views on Common disciplinary Acts (N=240)*
*Field survey, 2019*

The mean of all the common disciplinary acts was calculated to find out how students and teachers viewed the frequency of occurrences of indiscipline in the school.  The results showed that absenteeism (M=4.23; SD=0.98) was the highest, followed by bullying (4.21; 1.36). However, smoking was found to be the least (2.00; 1.05)

### 4.2. Homes of Indiscipline Students
Research question two elicited responses from students and teachers on the socioeconomic background of homes of students involved in disciplinary problems.  Table 2 shows the responses obtained.

| Response | No. of Respondents | Percentage (%) |
|---|---|---|
| Low socioeconomic homes | 138 | 57.5 |
| High socioeconomic homes | 102 | 42.5 |
| Total | 240 | 100 |

*Table 2: Homes of Indiscipline Students*
*Field Survey, 2019*

Table 2, indicates that most of the respondents 120(57.5%) were of the opinion that indiscipline was more common among students from low socioeconomic homes. 102(42.5%) however, were of the opinion that more indiscipline cases are found among people from high socioeconomic homes.

### 4.3. Role of Teachers and Parents in Curbing Indiscipline in Schools
Research question four elicited students and teachers' views concerning ways both teachers and parents could use to curb indiscipline in schools. The results are presented in Tables 3 and 4.

| Response | Mean | Standard Deviation |
|---|---|---|
| Punishment | 4.06 | 1.12 |
| Counselling | 3.88 | 0.97 |
| Creating a better school climate | 4.03 | 1.02 |
| Involving students in decision making | 4.20 | 1.08 |

*Table 3: Role of Teachers in Curbing Indiscipline in Schools (N=250)*
*Field Survey, 2019*

Table 3 shows a number of ways that teachers could employ to curb indiscipline among students. The mean values were above the criterion mean of 2.5. This therefore indicates acceptance by the respondents. All the items are

therefore perceived by the respondents as the major ways of curbing indiscipline by teachers. Involving students in decision making (m=4.2; SD=1.08) and punishment (M=4.06; SD=1.12) ranked very high as the major ways teachers can use to curb indiscipline.

| Response | Mean | Standard Deviation |
|---|---|---|
| Counselling | 3.66 | 1.08 |
| Paying regular visits to the school | 4.05 | 1.04 |
| Monitoring children's activities | 4.32 | 1.04 |
| Collaborating with the school | 4.02 | 0.87 |

*Table 4: Role of Parents in Curbing Indiscipline in Schools  (N=250)*
*Field Survey, 2019*

As shown in table 4, majority of the respondents (m=4.32; SD=1.04) stated that parents monitoring their children's activities were the most effective way to curb indiscipline among students. This was followed by paying regular visits to the school (m=4.05; SD=1.04).

*4.4. Research Hypothesis*
The Research Hypothesis investigated sex differences in the incidence of disciplinary acts as perceived by the respondents. The t- test for independent measures was used for data analysis. The results are presented in Table 4;

| | | Gender | Mean (M) | SD | Standard Error Mean |
|---|---|---|---|---|---|
| Sum of 9 | Items on | Males | 33.028 | 2.023 | 0.093 |
| Indiscipline | acts | Females | 20.556 | 5.340 | 0.372 |

*Table 5: Group Statistics for Sex Difference in the Incidence of Indiscipline Acts*
*Source: Field Survey, 2019*

From the descriptive statistics in Table 5; Male students obtained (M = 33.028, SD = 2.023) than female students (M = 20.556, SD = 5.340). On the average, the spread of the scores was greater among the females than males. The mean difference is 12.472 and this explains that male students are guiltier than their female counterparts when it comes to indiscipline acts.

**5. Discussion**
Research questions one and two sought to find out the common indiscipline acts among SHS students and the socioeconomic background of those involved. It was found out that absenteeism and bullying were the most common disciplinary behaviours among the students. The data also showed that disciplinary behaviours were more associated with students from low socioeconomic backgrounds. This revelation is consistent with the findings of Ofori (2018) and also provides support to the findings of Agbowuro & Dakama (2016) that, absenteeism; bullying and sexual relationships are common major concerns in schools. This is not surprising because parents and teachers in Ghana usually, may want to exercise their supremacy on the students. But as Mcqueen (1992) orates; "students are no longer willing to accept the complete unquestionable authority of stereotypical teachers and parents". When rules are imposed on the students and students are simply to obey them, the students tend to create more serious problems because students may not see it as corrective, resulting in prolonging arm wrestling between the student and the teacher. It is of interest to note that the students in trying to show his disapproval may stay away from school most often and indulge in other deviate behaviours. It is imperative for students to understand the effects of their disciplinary behaviours and the need to abide by school rules and regulations. These understandings will inform their pattern of behaviour and make them feel the need to behave according to the societal expectations. Further to this, children from relatively poor homes need to be identified and given more attention and care since most of the respondents were of the opinion that more cases were found among people from low socio-economic backgrounds. This revelation is not different from the findings of Pearce (2013), who stated when basic human needs are not met; it bleeds indiscipline since they are essential to survival.

Research question three was on roles teachers and parents could play to curb indiscipline in schools. As part of the role of teachers in curbing indiscipline, respondents emphasized the need to involve students in decision making, the use of punishment and creation of conducive school environment. On the role of parents the respondents stated offering of counselling service, paying regular visits to their ward's school as the most effective ways to control indiscipline. This finding is supported by Taylor & Buku (2006) citing Shertzer & Stone (1976), who advocate for counselling as a means of addressing indiscipline. They believe that students who misbehave need assistance in perceiving and accepting authority as it impinges on their inner life and overt behaviour. The disciplinary process stresses the fact that misbehaving individuals need to learn to understand and accept emotionally the necessity and wisdom of authority as it affects responsible self-direction in society. It is therefore important to use more counselling to curb students indiscipline since the use of punishment is not helping in reducing it.  The hypothesis sought to determine whether male students in SHS were more involved in disciplinary acts than females. The data obtained revealed a higher score for males, signifying that males were more indiscipline than the females. This revelation is not surprising, as sit is in consonance with the findings of Agbowuro & Dakama (2016) and provides support to the findings. According to them, in general, 70 per cent of

indiscipline acts in schools are exhibited by males while 30% are exhibited by females. As suggested by Geltner (2008), instrumental aggression among males is notarized due to the benefits inherent in it. Through socialization, the role of the African male is to learn to be domineering and seek control of others. These social expectations among Africans tend to make male children stronger and physically reinforce their aggressive instrumental values. Males, therefore, have a stronger belief in getting involved in aggressive behaviour compared to their female counterparts. They resort to approach issues physically as their way of resolving conflict. This perception on the part of these male students often results in quarrels, display of gross insubordination, unnecessary confrontations and many more. This belief also informs their behaviour whenever there is a conflict between the student body and the school authorities. In Ghana, school demonstrations and student unrest between boys and school authorities is a common occurrence, but this is rare in girls' schools (Owusu-Banahene & Amedahe, 2008). This may be because male students believe that the use of physical and destructive means in conflict situations (especially against school authorities) sends a strong signal of their disapproval of the issue.

The acquisition of this instrumental social representation of aggression among males is also inherent in the use of reinforcements and punishments during their socialization process in childhood. During this process, as opined by (Owusu-Banahene & Amedahe, 2008) Ghanaian boys are encouraged and rewarded (by social approval) for exhibiting characteristics of bravery, having control over problems that arise during play, fighting back at those who threaten or fight them, showing skills and ability of strength and courage, and above all, being a champion in the group. Boys who often cry, run away for fear of being victimized, look timid or avoid physical activities that test their strength are reprimanded by their colleagues and some older men. They are encouraged to be courageous as "a man", since a man is supposed to be strong, brave and courageous. These ideas and behaviour patterns develop into their belief systems and make males to get involved more in disciplinary acts.

## 6. Conclusion

In conclusion, the present study supports and adds to our knowledge of indiscipline in SHS and the role teachers and parents can play in curbing student misbehaviour. Absenteeism and bullying were reported as the highest form of indiscipline acts among the students. Students from lowsocio-economic homes were found to be responsible for most of the disciplinary acts. The respondents were of the opinion that involving students in decision making, providing counselling and also parents monitoring their wards were most effective ways parents and teachers could employ to curb indiscipline. Finally, males were reported to be more involved in disciplinary behaviours compared to the females. This finding supports existing research and of particular interest was recorded in Ghana, a non-western culture. Additionally, the study adds to the relatively smaller body of research linking beliefs and reported levels of indiscipline, particularly for SHS students, parents and teachers.

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## 9. Competing Interests

The authors hereby do declare that they have no conflict of interests.

## 10. Transparency

The authors also confirm that the manuscript was prepared in an honest, accurate, and transparent manner and that no vital features of the study have been omitted and from the study conducted.

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