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Evaluating the effects of disciplinary cases among students in colleges of education in Ghana: A case of St Terasa's College of Education

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Abstract
It is impossible to overstate the value of discipline in human institutions and societies. The achievement of institutional objectives is made possible only through the maintenance of order. Discipline violations in our schools are becoming increasingly common in Ghana. It appears that order is progressively giving way to chaos. Student indiscipline has taken over as the norm in their classrooms. In schools and in the media, horrific incidents such as open confrontations, the destruction of school property and the personal property of students, profanity, drug abuse, examination malpractices, stealing, defiance of school rules and regulations, and other forms of defiance are reported daily. Almost every P.T.A. meeting has had this as the main topic of discussion. It has become a source of concern for many individuals, and everyone is perplexed as to why this is the case. As a result, this study investigated acts of indiscipline committed by students at St. Teresa's College of Education in Hohoe. The study sought to investigate the effects of indiscipline among students of St Teresa's college education in the Hohoe municipality. An appropriate sample size of first, second, and third-year students, as well as college tutors, was selected from a total population of 469 students and teachers at St. Teresa's College of Education to accomplish this. This study employed a descriptive survey as the research design. The questionnaire was used to elicit responses from students and tutors. The study concluded that maintaining school discipline requires students to follow school rules and regulations once they are made available to them. To avoid indiscipline and student riots, it was suggested that the college administration not only involve students in decision-making, but also obtain consensus with students on allowance deductions.

Keywords: effects, indiscipline, students, St Teresa's College of Education, tutors

Introduction

To ensure quality human resource development through quality education, the government has identified "discipline" in schools as a critical priority for stakeholders in education. Education is the most significant tool for shaping students' character and behaviour and preparing them to lead the nation. Also, education is a major tool for acquiring information and skills, which are necessary for advancing the nation's socio-economic progress. Thus, education and discipline are interconnected. Discipline is vital in human organisations. Order is vital to achieving institutional goals. The goal of gradually shaping students' character and equipping them with the information and abilities required to play their appropriate roles in national affairs cannot be achieved without a conducive teaching and learning environment. No organisation or business can thrive without discipline. Even in a small and homogeneous family, discipline is required. School indiscipline is on the rise in Ghana. Order is slowly giving way to chaos. Many students seem to love disobedience. Students have embraced indiscipline. Daily, terrible situations like open confrontations, property destruction, vulgarity, drug misuse, exam malpractice, larceny, and defiance of school rules and regulations are reported in schools and by the media. Almost every P.T.A meeting has touched on this subject. It has become a source of concern, and everyone wonders why. Some blame too many films, bad parenting, and the intrusion of Western culture. Others criticise the school because teachers may have diverse definitions of indiscipline. The former Vice President of Ghana, Alhaji Aliu Mahama, stated that indiscipline is a serious issue for stakeholders and Ghanaian colleges of education. In partnership with the Ghana Education Service (GES), the Ministry of Education outlined and codified several norms to enable it to achieve high professional competence and good behaviour. The disciplinary code guides teacher candidates through their studies. It also provides a reference point for both the authorities and the students when disciplining those who break the rules. Ghana Education Service (2000)3-Year Basic Education Diploma for Teacher Training Colleges.

History of ST Teresa's College of Education

St. Teresa's College of Education, formerly St. Teresa's Training College, was founded on November 1, 1961, with 35 pioneer students from Ghana's nine (9) regions. His Lordship, the Rt Rev. Anthony Konings, former Bishop of the Keta Diocese, created the college. WOTRACO was formerly a two-year certificate "B" college. The institution was named St. Teresa's Training College in 1964 and acquired the motto "Live the Truth in Charity." One of the founder's goals was to build a Catholic Teacher College for women in the Diocese. The first cohort of Cert 'A' (4-year) students graduated as the first ambassadors in 1962/63. The National Redemption Council reopened the college in 1977 after it was closed in 1970. For the first time since its re–introduction, the college has admitted men. This decision was made to appease the ruling party. In the 1990/91 academic year, the institution returned to its original idea of training girls, thanks to His Lordship Bishop Francis K.A. Lodonu's perseverance and dedication.

Problem statement

Discipline is the foundation of any circumstance or environment. Educational institutions are seen as a formalised microcosm of society and as such are supposed to be more orderly. Discipline issues in schools may affect student behaviour, academic progress, and the educational system, jeopardising sustainable development. All stakeholders in education expect students to follow school rules and regulations. Administrators, teachers, parents, and especially educators are concerned about recent school discipline issues. This indiscipline is

more common in tertiary settings. TTCs are not an exception. According to Ocloo (2002), certain students in primary, secondary, and higher education use and abuse drugs. A survey found that 100 out of 1000 tertiary students smoked. (Ghana Chronicle, 4 April 2005) Former GES acting Director-General, Michael Nsowah, admitted that students' indiscipline has reached a level where he personally sanctioned the firing of five (5) pupils in 2004. (5 April 2005, City FM Eye-witness News) Teacher Training Colleges are educational institutions created specifically to train teachers. Their job is to educate and influence the youth, especially those in primary school.

Disobedience, sexual misbehaviour, petty theft, shoplifting, leaving school under false pretences, examination malpractices, pregnancy, flouting the authority of the head and other staff members are all examples of teacher trainee bad behaviour. Gaustad (1992) summarised how students' indiscipline undermines school discipline's dual goals of ensuring student and staff safety and creating a learning environment. Because indiscipline has never been a beneficial condition for significant academic work or good reputation, it must be managed or eliminated from our school system. Following is a list of reasons why indiscipline among students, especially at St. Teresa's College of Education, is worth mentioning and researching. First, since the researcher joined the college faculty in 2005, indiscipline among Teresco students has always been on the agenda of staff meetings.

A few of the school principals have made highly embarrassing reports about the college's lack of character-building efforts, which have been confirmed by some school principals and mentors. On April 4, 2009, the chief had to send a linguist from one of these towns to the institution to report an incident involving a student and a woman. The student would have gone to court if not for the chief and some elders of the town. Students also demonstrate regular acts of indiscipline in many kinds. For example, truancy, indecent dress, exam malpractices, theft cases, avoiding college gatherings, and running away without exeats. At the Ghana Commercial Bank in Hohoe, a student was expelled from the course in November 2007. In light of the foregoing issue, this study seeks to investigate the effect of indiscipline among students of St Teresa's College of Education.

Literature review
Causes Of Indiscipline Among Students
Among the reasons of indiscipline in schools and society listed by a Nigerian conference of second cycle school principals and headmasters were: nepotism, tribalism, favouritism, bribery and corruption, victimisation, dishonesty, and the effect of padding (Fufunwa, 1977, cited in Abiri) (1976). Authoritarian, prejudiced, tribalistic, afraid, spiteful, or selfish Principals are forbidden. He advised principals to delegate authority, support it, and seek staff and student participation.

On the other hand, Asante (2003) attributes the causes of indiscipline in our schools to the government taking over schools from missions, abolishing corporal punishment, and eliminating religious and moral instruction from the school curriculum. He pushed for school management by volunteers with government funding. According to Sarpong (2003), practically all of Asante (2003)'s suggestions were accepted, but he vehemently opposed returning schools to churches or non-profit organisations while keeping government funding. He said a school administrator should shoulder the financial consequences, because "the payer must call the tune."

According to Abiodum (1977, p. 219), today's students are less disciplined than their predecessors. This, he claims, is due to two factors. The community saw education as the surest method of social decency, and therefore, pupils took school learning seriously. It was

therefore the teacher's authority that was respected both in and out of school. Second, parents used to collaborate closely with school authorities to raise their children. He attributed the current shift in student attitudes to a new age and global cooperation. Unlike in the past, when school authorities and parents worked together to enforce discipline, today, discipline is consigned to the background in both schools and homes. School officials and parents often blame each other for kids' misbehaviour. The blame has now been shifted to the entrance of the new age and international collaboration.

According to Abiri (1976), a school's learning environment contributes to discipline. Also, all the necessary learning facilities must be provided. Second, the school itself must have a clear ideology. Third, qualified men and women with good character and a strong sense of responsibility generate school discipline. Abiri stated that reward powers might preserve discipline. Finally, they found that involving students in the drafting of clear norms about anticipated behaviour will motivate them to behave well. According to him, when kids are involved in setting school regulations, they are more likely to follow them than rules made by adults. To maintain school discipline, students should be involved in the development of rules and regulations.

A rise in school enrollment and inflation have all contributed to indiscipline in second-cycle schools, according to Onabamiro (1977) and Obemeata (1988). He proposed that the government phase out boarding in secondary and postsecondary colleges to alleviate these issues. He also proposed fining students who damage property during school demonstrations and expelling ringleaders of such protests. He also suggested forming a national institutional disciplinary council made up of educators and administrators to investigate the causes of disciplinary action in educational institutions.

According to Kevin (1972), referenced in Orajekwe (1980), teachers can cause student misbehaviour in and out of the classroom. Boredom and boredom may result from a teacher's failure to properly plan and excite his students.
A teacher should make themes fascinating and vibrant, allowing students to actively participate in the learning process. Lack of variation in teaching approaches might lead to boredom and misbehaviour.

According to Orajekwe (ibid. p. 302), he should also be punctual, dress nicely, and handle his students with firmness but respect. Arrogant, uncaring, and caustic teachers will have discipline issues. They should avoid favouritism and be consistent in their expectations of pupils and their own behaviour. According to Hyman (1997), teachers fail to recognise suitable educational levels for each kid and cause serious discipline issues. Frustrated pupils may withdraw or get angry. Difficult curricula can lead to misbehaviours and outright aversion to completing assignments. Bored students may interrupt when exercises are too easy. They may ignore homework they deem too difficult. Bright students can be deceptive with homework and parents/teachers. When confronted, they may be openly antagonistic or use passive aggressiveness. According to Akinboye (1980: 291), the following activities are examples of teacher–caused student misbehaviour.

Is A teacher encouraging misbehaviour by not assigning work that challenges the gifted and naturally motivates the less gifted. Indirectly or directly, teachers encourage kids to transgress. Teachers' acts or inactions encourage students' wrongdoing. According to Dewey (1961), schools are commonly condemned for acting as small islands of autocracy rather than bastions of teaching democracy. Individual rights violations, a focus on conformity and obedience, and a ban on creativity and dissent encourage student rebellion. Kids are taught democratic values like freedom, community duty, fairness, and fair play in class, yet these values are not generally modelled in school administration.

Misbehaviour disruption and violence are commonly associated with inept or authoritarian school leaders, whereas overly punitive or bureaucratic institutions often promote rather than prevent misbehaviour. According to Akinboye (ibid. 293), one of the most prevalent reasons students in school boarding houses rebel is food – either not enough or of poor quality. He blamed misbehaviour on congestion in dormitories and classrooms, as well as teacher shortages. Shertzer and Stone (1976) believe that school-related problems contribute to indiscipline, citing arbitrarily enforced authoritarian tactics, lack of planning, and staff injustice as examples. According to Fine and Plan (1994), referenced by Hyman (1997), a family's socio-economic and educational status, family structure and values, birth order, number of siblings, and support system all influence children's school behaviour. Untreated violent tendencies, lack of willingness to fulfil academic obligations, lack of responsibility, and inappropriate moral behaviour towards others may require particular attention. They believe that an ordinary classroom instructor should not be a therapist. Archibald (1995) thinks that peer influence is the most essential and difficult-to-address cause of student misbehaviour.

Peer groups that are allowed to create norms and attitudes that are antithetical to the decent treatment of others are a key contributor to delinquency, according to Hyman (ibid., P. 286). Parents, schools, and other authorities struggle to deal with drug-dealing gangs and loosely linked destructive peer groupings. Adolescents who accept this cultural ideal will always find compatible friends, no matter where they attend school. Some wealthy parents take their children to elite boarding schools to escape their town's druggie buddies. Because other parents with similar issues often have the same concept. So students just replace druggie mates from public schools with easy-to-find private school friends.

It appears that Archibald (ibid., P. 15) concluded that peer group-generated misbehaviours are difficult to rectify. Contrary to popular belief, inadequate financing may aggravate discipline issues. Evidence shows that increased spending improves school productivity, grades, and scores (Hedges et al., 1994). However, some adolescents require considerable special services from school psychologists and counsellors. These are pricey services. Unruly students are rooted in the theory of contributors. It is believed that it is difficult to pinpoint a single cause of an issue. And almost always, nobody knows what precipitated a student's indiscipline (Ocloo, 2002).

However, a cursory look at the factors of indiscipline will summarize the home and the school as the contributing factors. This is from the opinion that "while some students enter school with entrenched behaviour problems, others develop behaviour problems during their school years" (Ocloo et al, 2002 p.215). This suggests that there are inherent factors in both the home and school that breed students' indiscipline.

Home Factors

Karnes and Bean (1990), cited in Afful–Broni (2004) posit that the preparation of the youth begins in the home. This is in support of White (1952), who observed that upon fathers as well as mothers rest a responsibility for the child's earlier as well as its later training. In this sense the home (including the socio-cultural and economic environment) cannot shirk responsibility for student indiscipline. As the adage puts it "charity begins at home". The home conditions include poverty, parenting, the media and health.

Poverty in the Home: It has been stated that poverty and its related problem exert tremendous influence on students' behaviour. This suggests that students from poor homes are likely to be influenced to be indiscipline. (Ocloo , 2002). But Kpeglo (2003) noted that students from affluent homes are also indisciplined due to excessive exposure to all forms of

entertainment and the status they enjoy at home which might be absent in the school. School rules then become an affront to their liberty. Additionally, drugs must be bought with money which the poor do not have.

Problem with Parenting: Many professionals insist that students' indiscipline results from early negative parent-child relations. Burt (1969) says defective family relationship is a concomitant factor of student's indiscipline. He cited Patterson, Debarshe and Ramsey as stating that troubled parent–child interaction is the root of the problem of student indiscipline.

Clay in supporting the above states that, the stronger the relationship between parents and the child, the less likely that child will be to abuse alcohol and other drugs. He is supported by Imbrah (2004), who identified that lack of good relationship with parents make many children feel superfluous that they grow up with parents who had no time for them. Many of these children, he said, seek consolation in drugs and alcohol. For instance, the medical encyclopaedia of the Rush Presbyterian St. Lukes Medical Center noted that drug abuse is less in families with good parent-child relations.

Another aspect of poor parenting that generates student indiscipline is the fact that some parents, after providing money, food, clothing and shelter feel that their duty is finished, (Bukari, 2002). The point here is that some parents neglect the child's earliest training, and this strengthens wrong tendencies which make the child's after education and discipline to be painful process. It should be recognized that parents cannot be with their children all the time.

Usually, parents who are relaxed in disciplining their children but are hostile to them in rejecting cruel and inconsistent misbehaviour are likely to have aggressive, delinquent children. Parents neglect, attempt to break the will of the child, broken disorganized homes in which parents themselves have arrested records or are violent – are likely to foster delinquency and lack of social competence. This may bring children who promote student indiscipline (White, 1952), Ocloo et-al, 2002).

The Mass Media
The mass media is a key factor in generation of student indiscipline. Kpeglo (2003) indicated that this comes from the numerous negatives in the media. The media is responsible for exposing the youth to recreational drugs, changing standards for sexual conduct, current atrocious dressing styles of ladies and use of terror as a means of coercion. But he blamed parents for not monitoring and providing better alternatives.

Parental Health and Agencies
Avoke, M. (2001), noticed that the genetic makeup of parents that is passed to offspring, maternal malnutrition, attempting abortions, parental drug abuse and sexually transmitted diseases all add to home factors that affect the child at birth and influences him as he develops. The manifestation of all these factors that dysfunction in the student is what is interpreted as indiscipline. The important point is that the phenomena of student indiscipline is home induced. Some of these are whether parents give good examples to the child, adequate love or illiteracy, lack of training and supervision. These play important roles in the life of the child. The fact is that the child is not born knowing the difference between right and wrong. Before he is old enough to reason, he may be taught in the way he should grow so that when he grows, he will not depart from it, (Proverbs 22:6). The neglect of this responsibility is the reason the home is blamed for student indiscipline and charged for it by international and national legal documents such as the Universal Declaration of Human Rights (UDHR), (1948), the UN Convention on the Rights of the Child (CRC) and the 1992 Constitution of

Ghana. For example, the Africa Convention on the Right of Women and Children (ACRWC) states that parents and guardians have primary responsibility of the upbringing of the child and to ensure discipline is administered. Indeed, charity begins at home.

School Factors

Wayson and Supinnel cited Kpeglo (2003), contended that when discipline problems occur in schools, they can more often be traced to dysfunctions in inter-personal climate and organizational patterns of school that malfunctions in the individual. This view suggests that student indiscipline is caused by dysfunctions in schools. The school factors identified in the literature are poor management and supervision.

The Anamuah-Mensah Committee on the Review of Education in Ghana (2002) succinctly concluded that management and supervision account for students indiscipline in the senior secondary school level in Ghana.

The Ministry of Education (2004), in a report on the Education Reform Review reportedly said that school heads fail to supervise the teachers who in turn do not supervise students. This takes the report of the Anamuah Committee to its logical conclusion.

Aleen (1993), are of the view that if issues affecting students are not dealt with quickly, it will lead to truancy, conflict with administration, teachers and fellow students. Thus if school management is not up to the issue, the dysfunctions are manifested in students indiscipline. **Autocratic Leadership/Favouritsm**

Mankoe (2002), opines that autocratic leadership is a practice that triggers students' indiscipline.

White (1952), refers to autocratic leadership as an attempt to break the will of a child and noted that it is a terrible mistake that could lead to revolution in the form of students' strikes and riots. This is sure to happen because, as Afful-Broni (2004), put it, students are not little brains. He advised school heads to eschew autocratic attitudes in administration. It is concluded by many scholars that when discipline in school is too lax, rigid or inconsistent; when there is favouritsm in administering justice in a school, the product is student indiscipline (Ocloo et-al, 2002, Mankoe 2002, Afful-Broni, 2004)

Feeding in the Boarding School: Mankoe (2002), opined that feeding caused student indiscipline. He wrote that top among the issues (contributing to student indiscipline) was feeding in the boarding school. This is particularly dangerous because it attracts mass participation as ring leaders are tagged as heroes that seek to champion the collective good.

Teachers as Models of Misconduct: In the sociology of education, teachers are viewed as surrogates of middle-class personality. For example, section 37 (1) of the School Administration, Regulations of New Brunswick, Canada, suggests that the teachers play the role as disciplinary substitute for the parents. Unfortunately, some teachers have become "models of misconduct", (Ocloo , 2002).

Teachers who are seen as role models are reported to have engaged in sexual abuse of girls (Kpeglo, 2003). Other teacher related factors that induce student indiscipline include poor lesson preparation and delivery and an expectation of mindless conformity to rules and routines by students. Examination malpractice is reported and known to be teacher motivated (Happy FM, Newspaper Review; Saturday, November 28, 2004). Also, some teachers reveal administrative secrets (Afful-Broni, 2004).

Effects of indiscipline

Moles (1989) observed that even the less dramatic student indiscipline problems negatively affect learning. This position is supported by Gaustad (1992), who summarily explained that

students' indiscipline defeats the twin goals of school discipline to ensure safety of staff and students, and to create an environment conducive for learning.

According to Afful-Broni (2004), if students' issues are not quickly dealt with and it leads to student indiscipline, their academic work will be adversely affected. Others reward indisciplined students with recognition and special attention (sometimes that attention is criticism or punishment), whereas disciplined conducts are ignored. Therefore, discipline like crime seems to come with pay.

Research by Kpeglo (2003), proved that students' indiscipline affects academic performance. In the research, 60% of respondents agreed that student indiscipline negatively affects academic performance.

Kpeglo (2003), noted the influence of school mates is a factor of student indiscipline. This becomes predominant especially during strikes/riots when some students are forced to join the group. This is however debatable in the context of an Ewe adage that "ame megblea ame o", meaning no one makes anyone bad. Others however say "birds of the same feather flock together".

Clay (2004) cited research in USA in which alcohol users were found to be five times likelier to drop out of school as it damages the brain and limits both mental and social development. Apart from this factor, truancy, absenteeism, lateness to class and riots negatively affects academic performance for a number of reasons. The exclusion of students from classes over opposition to teachers' authority affects students' academic progress in a system where continuous assessment is used in education.

How to promote discipline among students

Literature on how to curb students' indiscipline could be summarized with a theory of communal responsibility. Kpeglo (2003), cited Caulley (1978), who observed that indiscipline in schools is a problem in which all hands-on deck must be involved as far as its solution is concerned since almost everybody is part of the problem – teachers, parents, students, government and the general public.

Asante (1999) supported the view when he stated that training of the students is the responsibility of all people. The idea here is that the effort of the entire fabric of society is needed to deal with the problem of students' indiscipline. Article 41, sub section (g) of Ghana's 1992, 4th Republican Constitution gives support to the idea, stating that "it shall be the duty of every citizen to contribute to the wellbeing of the community where that citizen lives". Thus, every Ghanaian has a duty to work for the elimination of student indiscipline which is literally eating up our society. This is true if we as citizens want to work for the well-being of our community as a constitutional and moral duty.

Strassmeier (1998) viewed the promotion of discipline from the perspective of professionals and called it interdisciplinary cooperation. His position is that all professionals need to contribute to dealing with the problem. Psychologists, counselors, teachers, and doctors might be needed to work to modify the behaviour of one student since nobody really might know the exact reason why a student is indisciplined.

Brown (1964), suggests that in the practice of discipline in the school system, the following should be borne in mind:

1. Class moral is important. Discipline is the voluntary subordination of the individual to the good of the class.
2. The Individual is important
3. Harshness is not necessary

4. Respect for student task
5. Respect for student intelligence

Rudolf Dreikers, cited in Linda (1993) who further stated that whether a student misbehaves for power, revenge or to avoid failure, teachers are forced into responding and as a prelude they must interact with the student. In teachers' interaction with misbehaving students, they need to keep in mind that they can only influence the students' behaviour but cannot change their behaviour, for only they have the power of choice. However, influencing such change becomes possible when teachers recognize that misbehaviour is usually directed towards one of the three goals. The goals become the major clues in solving the misbehaviour mystery. Consistently, school authorities and teachers should create a school environment that encourages appropriate behaviour, fosters self-esteem, and motivates achievement. Hyman, (1997), says: "just as it is important to find out motivating factor behind any student misbehaviour in order to arrive at an appropriate intervention, it is equally important, if not more critical to determine the levels of misbehaviour", (p.287). The following are the levels of and/or the solution they are expected to offer:

Primary Prevention
According to Hyman (1997), primary prevention consists of activities meant to intervene before misbehaviour occurs. Public Health Policy, especially in the universal use of vaccination, offers a good example of primary prevention. He argues that initial cost of developing vaccines that have been used to eradicate many diseases is high, the cost pales into nothingness if compared with the cost of treatment and loss of productivity associated with the diseases that they prevent, the most effective inoculation against misbehaviour, alienation and violence then, is the provision of an environment by government, proprietors, parents and teachers for the provision and sustenance of adequate economic, social, emotional and educational support for every child.

Secondary Prevention
Secondary prevention is used after misbehaviour occurs. At this level, a student has begun to misbehave, but it is relatively easy to intervene. The level of intervention works best when all parties hold the same values. For instance, a student copies text answers from the student sitting next to him. If the student and his parents value honesty, a simple reminder of implications of cheating would be sufficient to deter further cheating. This approach will work because the student will feel embarrassed about being caught, he or she will feel ashamed about his/her parents learning of his/her misbehaviour and he will understand the moral ramification of the act.

Tertiary Prevention
Tertiary prevention is required when misbehaviour becomes chronic or serious. This level of intervention needs or uses the services of trained professional. School psychologist especially trained teachers, school counselors may collaborate at the school level to diagnose and find cures to misbehaviour of all kinds at this stage of prevention.

Punishment
Punishment is the procedure that reduces the probability of the misbehaviour recurring. Commenting on the "law of effects", Mukherjel (1978), as quoted by Alhassan (2000), opines that only those responses of the organism, followed by reward and satisfaction would be

learnt and those unsuccessful responses followed by punishment and annoyance would be eliminated from the behaviour repertoire of the organism. This suggests that to every stimulus, there is a response and when the response to the stimulus is followed by some positive effects such as rewards and satisfaction, that particular stimulus-response bond would be stamped in while others followed by some negative effects such as punishment and annoyance would be stamped out. Alhassan, (ibid p.31) disapproves of corporal punishment in particular but approves of punishment in general and stresses on its retributive, preventive and reformative roles.

Restitution

Restitution is a technique in which the offender acts in a manner to compensate for what he/ she did wrong. For instance, a student who sprayed – paints a wall in the school might be given a choice of erasing the misdeed or repainting a portion of the building. Restitution is related to the misdeed and allows the student to do something good.

Donald (1992) classified suggested solutions to indiscipline into verbal and non-verbal responses on the part of teachers. Verbal responses to acts of indiscipline include orders to desist, reprimand, threats of punishment, reinstatement of rules, humour statements which involve pupils in work and praise or encouragement. Here, the teachers seek to engage the offender in a challenge, the result of which may be correction of ways. Verbal responses should take place in private in the context of trust, rapport, and mutual respect. The believe was that if teachers displayed a caring and concerned attitude towards the student, rather than threatening and intimidating them, this would yield good result.

Non-verbal responses include gesture, facial expressions, and punishments such as extra work, confiscation, detention and involving other teachers all of which are intended to show disapproval of behaviour.

Bull, (1988), concerning the difficulty of translating broad school policies and principles of educational practice into realistic procedures formulated a discipline plan which included the following.

a. Students should be shown the rules and regulations
b. Instructions should be provided at the level that match students, abilities
c. Students thinking and feeling should be considered
d. Students should be allowed to choose from choice offered by teachers
e. Excuses should not be accepted
f. Use hugs and touching in communicating with pupils
g. Be responsible for yourself and allow pupils to be responsible to themselves
h. The teacher should make it a point to start afresh everyday

Abiri (1976), identified three main ways of dealing with students' indisciplinary problems as they occur. They are immediate discipline problems, how and when to punish students and preventing future discipline problem. Faced with an immediate disciplinary problem, the teacher has to do something. The student is not expected to be off or be set free without some comments or reprimand, unless there is a good reason or excuse for the misbehaviour. What specific action the teacher takes will ultimately depend on the nature and quality of the offence. In general however, the following types of immediate action may be taken.

1. A Very Minor Offence: The student is cautioned or given a verbal reprimand or sharp look, or the teacher snaps his fingers in his direction. Examples of minor offences are

talking out of turn, frequent laughing or giggling, coming late for class, failing to do assignment properly, untidiness in dress, running in the dining hall.

2. An offence that is not too serious: The student is given a verbal reprimand and is instructed to meet the teacher outside the staff room at break time. Examples of such offences are, continuous failure to pay attention or to complete assignments, insolence and minor damage to textbooks or school furniture or scuffle with another students, cheating in weekly test.

3. A serious offence: The student is sternly reprimanded and is told to meet the teacher in the office of the Principal, Vice Principal or school guidance and counseling coordinator. Examples of serious offences are insulting behaviour to teachers, considerable damage to school property, stealing or immoral conduct, obvious cheating in end of year examinations, (p.78). It is known that majority of students responds to a sincere and genuine discussion with their teachers, especially if the teacher uses positive as opposed to negative form or reinforcement to motivate them. If it is clearly pointed out in discussion to the student of how and why misbehaviour is harming him personally, as well as threatening his future success, he is likely to attempt to improve.

On what not to do when confronted with immediate discipline problems,

Abiri's position agrees with that of Charles (1977), when both of them dis-recommended that students be asked to stand outside the classroom or be made to kneel on the floor near the chalkboard when they misbehave. According to them, not only will such student miss the important remaining points of the lesson but also distract the other members of the class. A physical form of punishment is not permitted at all, perhaps in extreme cases, it is better for the principal or his representative to decide how and when this form of punishment should be administered.

As much as possible, a teacher should avoid the use of sarcasm, threats, and nagging, shouting in front of other members of the class as such behaviour is more likely to undermine, rather than strengthen the teacher's authority. Young graduate teachers found in girls' institutions or mixed school with boys and girls should be cautioned. Undue familiarity between a teacher and a student is a very serious offence and can lead to profound or dire consequences as well as undermining the discipline of the school. it is the duty of the teacher to ensure that relationship do not develop and with self-discipline on his part, but it should not be difficult to defuse what could otherwise become a dangerous situation.

Archibald (1995) holds the view that all teacher-caused indiscipline behaviours have their roots in improper class management bordering on teaching and learning ethics. He has formulated the following as guides for teachers to achieve good discipline with students:

1. Lesson should be introduced in such a way that a receptive mood is developed in the learners.
2. The teacher should take advantage of the students' present motives and interest and make lesson materials seem useful and worthwhile.
3. Lesson should not drag or become dreary and boring but move along at a reasonable pace with students and teacher actively involved in the learning experience.
4. A teacher with a sense of humour who does not take himself too seriously is more likely to succeed in establishing discipline.
5. If a teacher likes his students and treats them in firm but respectful manner, his students will be inclined to like and cooperate with him.
6. The teacher should stress orders, courtesy, cooperation, and self-control in the classroom as opposed to repression.

7. The teacher should appreciate that lectures and demonstrations require attentiveness on the part of the students, though in laboratory and workshop classes a certain amount of subdued talking is permissible without being a threat to order.
8. Students' assignment should be relevant, related to what was studied in class, neither too easy nor too difficult, challenging, and interesting, but most importantly the teacher should mark them otherwise students may neglect future ones and cause the teacher a problem.

In what looks like a critique directed at Archibald's guide for teachers on good discipline, Abiri (ibid) could not agree more, but points out that, apart from classroom indiscipline which gradually spills over to other areas of school life, riots and unrests in most African schools begin with food and examination related incidents. Afful-Broni (ibid) states that school administrators hold the key to good or bad discipline in their schools, and puts forward the following for strict observance and compliance by school administrators:

1. Administrators must be clear about the mission of the school.
2. School rules must be well written, in simple straight forward English, avoiding as much of any legislative jargons as possible.
3. Even though ignorance of the law is no excuse to abuse, school leader must, in justice and fairness, make school rules available to all members of the community.
4. Administrators, staff, and student leaders must be seen to be people of discipline and moral excellence; actions they say, speak louder than words.
5. School leaders need to demonstrate a genuine interest in their offices and especially in the people they work with and those they work for.
6. School leaders must be known to be just and fair to all, they must do all within their ability to avoid any semblances of favourtism and prejudices.
7. Administrators must avoid unnecessary rules and regulations, lest they confuse people and there would be the tendency for some rules appearing to be contradicting to others.
8. As a matter of principles, for their own sanity and for the good of their schools, heads must be firm in administering the appropriate sanctions for infringement and acts of discipline. Once they make exception and excuses, it would be next to impossible to stop this potentially disastrous practice.

Concluding what looks like the virtues of discipline, Afful-Broni believes that students must be helped to understand that self-discipline is the fruit of firmness in the obedience to rules and regulations. According to him, the best way of instilling discipline is by examples. In this case it would be best for teachers to show more what discipline is rather than telling what it is. He contended further that discipline is not preached but practised. As a way of attacking teacher-caused indiscipline, he suggested that teachers must also have a good command over the subject they teach. This will earn them respect, which will in turn promote discipline.

Designs and Methods
This study employed a descriptive survey design. The descriptive survey collects data from a representative sample of the population to depict actual situations (Sax, 1968 P.79). Babbie (1990) advised descriptive survey for generalising from a sample to a population to make

judgments about characteristic attitudes or behaviours of the population.

Accessible Population

	Students		Tutors	
Name of School	Male	Female	Male	Female
FRANCO	661	105	30	5
TERESCO	----	435	25	9
Total	661	540	55	14

Purposive sampling was used to produce the sample size from one of the two institutions targeted under the population. It was chosen to represent a female and mission institution in the community and region. The study included first, second-, and third-year students as well as college tutors.

The study sample included 50 students (about 11.5% of the student population of 435) and 10 tutors (including classroom and non-classroom tutors) (approximately 29.41% of the tutor population of 34).

Second- and third-year students were chosen since they were the current and previous prefectorial groups, and where most disciplinary issues arise. The first year was chosen because they most commonly disregard school rules and regulations. Finally, the tutors, principal, vices, and house mistresses were chosen as respondents who were most involved with college discipline concerns.

Results and Discussion
Forms Of Indiscipline Among Students of St. Teresa's College
The table below expresses the views of students on the various forms of indiscipline that exists in the college.

Table 2 (i): Views Expressed by Students on Forms of Indiscipline

	RESPONSES	Frequency	Percent	Valid Percent	Cumulative Percent
	Truancy	8	16.0	16.0	16.0
	Negligence of duty	4	7.8	7.8	23.5
	Bullying	5	9.8	9.8	33.3
	Sexual Misconduct	7	13.7	13.7	47.0
	Stealing	5	9.8	9.8	56.8
	Examination Malpractice	3	5.9	5.9	63.0
	Rioting	4	7.8	7.8	70.5
	Disrespect for Authority	6	12.0	12.0	83.3
	Any Other	5	9.8	9.8	93.7
	Breaking Bounds	3	5.9	5.9	100.0
	Total	50	100.0	100.0	

Table 1 (i) shows students responses to the items that seek to identify the forms of indiscipline. From the table, the most dominant forms of indiscipline among students of St. Teresa's include truancy, representing 16.0% sexual misconduct, representing 13.7%, and disrespect for college authority, representing 12.0%. Perhaps truancy dominates among the forms due to several cases of students' absence from classes, traveling outside defined limits without permission, leaving college under false pretence, intangible reasons or excuses to be absent from classes and failure to do teaching practice. With regards to sexual misconduct as one of the dominant forms, this might be attributed to the fact that St. Teresa's College is an all-female institution and that students are attracted to the opposite sex and have the desire, at their age, of selecting marriage partners even before they leave college. Other forms that emerged from the respondents included: bullying, stealing, examination malpractices, negligence of duty and breaking bounds.

Table 1(ii): Views Expressed by Tutors on Forms of Indiscipline

Frequency Table

	TUTORS RESPONSE	Frequency	Percent	Valid Percent	Cumulative Percent
	Sexual misconduct	2	20.0	20.0	20.0
	Stealing	1	10.0	10.0	30.0
	Examination malpractices	1	10.0	10.0	40.0
	Disrespect for authority	2	20.0	20.0	60.0
	Breaking bounds	1	10.0	10.0	70.0
	Bullying	2	20.0	20.0	90.0
	Any other	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Table 1 (ii) shows tutors' responses on the items concerning forms of indiscipline in the college. From the table the most dominant forms of indiscipline mentioned by tutors are sexual misconduct, disrespect for college authorities and bullying, all pulling 20.0% respondents. Others include, stealing, examination malpractices and breaking bounds – all of which pull 10% each from the respondents.

Analysis of Responses on Forms of Indiscipline
From the analysis of data on the forms of indiscipline, the findings from the students revealed that indiscipline exists in many forms, and this may call for action by the implementors of the rules and regulations. While 13.7% of students are of the view that there is sexual misconduct among them, tutors also confirmed this act as the most dominant one with a percentage of 20.0. Again, 20% of tutors are of the view that students disrespect college authorities and 12.0% of the students also agreed to this fact. It is however interesting that while tutors see bullying as one dominant form of indiscipline among students, the students themselves have never mentioned it as a serious act. In all however, disrespect for authority, bullying, truancy and sexual misconduct are the most dominant forms of indiscipline identified by both tutors and students. Those in authority must investigate into causes of such predominant forms of indiscipline among students since this can generate other unpleasant situations in and outside the college.

CAUSES OF INDISCIPLINE AMONG STUDENTS OF ST. TERESA'S COLLEGE

The table below illustrates students' responses as to the causes of indiscipline among students at St. Teresa's College of Education.

Table 3 (i): Student's Responses on Causes of Indiscipline

	REPONSES	Frequency	Percent	Valid Percent	Cumulative Percent
	Compulsory Church Attendance	10	21.6	21.6	21.6
	Imposition of Catholic Doctrine	4	7.8	7.8	29.4
	Compulsory Morning Worship	2	3.9	3.9	33.3
	Building of Moral Values	6	11.8	11.8	45.1
	Forster Unity among Students	3	5.9	5.9	51.0
	Any Other	6	11.8	11.8	62.7
	Uniformed Deductions	10	19.6	19.6	82.4
	Seizure of Allowance	9	17.6	17.6	100.0
	Total	50	100.0	100.0	

The table above illustrates students' responses on the various causes of indiscipline among them. From the table above, compulsory church attendance, uniformed deductions from students' allowances and seizure of allowance are the most common factors that contribute to students' indiscipline in the college. Very few students mentioned imposition of Catholic doctrines, compulsory Morning Worship, and authority's attempt to build moral values in students as some factors that instigate students to misbehave.

Table 3 (ii): Tutors' Response on Causes of Indiscipline

	REPONSES	Frequency	Percent	Valid Percent	Cumulative Percent
	Unhealthy Student-Tutor Relations	2	20.0	20.0	20.0
	Compulsory Church Attendance	2	20.0	20.0	40.0
	Imposition of Catholic Doctrine	2	20.0	20.0	60.0
	Compulsory Morning Worship	1	10.0	10.0	70.0
	Uninformed Deductions	1	10.0	10.0	80.0
	Seizure of Allowance	1	10.0	10.0	90.0
	Any Other	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

This table brings out the views of tutors on the possible causes of indiscipline among students in the college. From the table, compulsory church attendance, imposition of Catholic

doctrines and unhealthy student-tutor relationship are the most dominant factors contributing to students' indiscipline in the college. Most tutors are of the view that majority of students are non-Catholics and are being asked to compulsorily attend church services. This situation prompts these students to flout the orders; thereby resulting into acts of indiscipline. Other factors mentioned by tutors include uniformed deductions from students' allowances and sometimes, seizure of the allowances.

Analysis of Responses on Causes of Indiscipline

From the analysis of the data from both students and tutors on the causes of indiscipline among students, it emerged that compulsory church attendance receives 19.6% from students and 20% from tutors as factors of indiscipline among students. Imposition of Catholic doctrines receives 7.8% and 20% from students and tutors respectively. However, students mentioned uniformed deductions and seizure of allowances as the most common factors that contribute to students' indiscipline in the college while tutors have not mentioned that as a factor. Majority of the students who mentioned the compulsory church attendance and the imposition of Catholic doctrines as factors are of the view that the dominance of the Catholic doctrine has led to students of other Christian denominations and Moslems not agreeing to practise the Catholic Doctrine. They therefore do not willingly go to church, resulting to acts of indiscipline.

Some respondents from the students, constituting 11.8% are also of the view that the imposition of catholic doctrines and compulsory church attendance do not only bring unity among them but also foster moral values among students. These positive responses from the students are considered a worthy decision as it could promote understanding and smooth administration and reduce students-administration friction to the barest minimum.

As to whether school authorities allow the practice of other faith in the college, the responses indicated that, though there may be some students who belong to other faith, catholic faith dominates all others, in practice. And because majority's right to worship is overlooked, there is a threat posed to discipline.

On the causes of indiscipline among students the following observations emerged from the respondents. The findings established that some tutors who were supposed to be leading figures in promoting discipline tended to condone or support students when they misbehaved. Though the number was not significant, the researcher is of the view that an exemplary leadership is highly needed in our schools because "he who must discipline the child must first discipline himself", (Akinboye, 1980: 36).

Another observation made on the causes of indiscipline was that, providing school rules and regulations to students is one thing school authorities must not lose sight of, though complying with the provisions is quite a different matter. Still on the causes of indiscipline, the observation drawn from the findings is that issues involving money are very crucial. Almost all the respondents agreed to the statement that the authorities deduct money from their monthly allowances for one reason or the other. The researcher is of the view therefore that when such a situation continues without the two parties reaching a consensus, it could easily bring about friction between the students' body and the school authorities.

WAYS OF DEALING WITH INDISCIPLINE

The table below represents the responses received on research question three (3) that sought views on ways of dealing with indiscipline in the college. The data of the responses from both students and tutors are shown in tables 7(i) and 7(ii) respectively.

Table 4 (i): Students' Responses on Ways of Dealing with Indiscipline

	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
	No Consultation	15	31.4	31.4	31.4
	Through SRC	9	17.6	17.6	49.0
	Class Meeting	5	9.8	9.8	58.8
	Refer Matter to Disciplinary Committee	11	21.6	21.6	80.4
	Verbal Warning by Principal	5	9.8	9.8	90.2
	Any Other	2	3.9	3.9	94.1
	Tapping Views from Students	3	5.9	5.9	100.0
	Total	50	100.0	100.0	

Table 4 (i) shows students' responses to items on ways of dealing with indiscipline. The views expressed by students as indicated in the table shows that college authorities in most cases do not consult students in taking certain decisions that affect them. This sentiment was expressed by 15 respondents, 29.4% of the students, a response that received the highest percentage. Eleven respondents, representing 21.6% also said that when issues of indiscipline rear their ugly heads among students, authorities often refer the matter to the discipline committee for action. Nine (9) respondents, representing 17.6% also mentioned the involvement of Students Representative Council (SRC) on matters of indiscipline among them. Other responses that came from the students include verbal warning from the principal, class meetings that are often held to put students' grievances before the college authorities and tapping views from students. These responses received 9.8%, 9.8% and 5.9% respectively.

Table 4 (ii): Tutors' Responses on Ways of Dealing with Indiscipline

	Tutors Response	Frequency	Percent	Valid Percent	Cumulative Percent
	Counseling sessions	1	10.0	10.0	10.0
	Class meetings	2	20.0	20.0	30.0
	Disciplinary committee acts	2	20.0	20.0	50.0
	Through SRC	2	20.0	20.0	70.0
	Staff meeting expose such tutors	1	10.0	10.0	80.0
	Advise from principal	1	10.0	10.0	90.0
	Any other	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Table 4(ii) shows tutors' responses to ways of dealing with indiscipline. From the table, majority of the tutors are of the view that most common ways of dealing with indiscipline in the college has been the involvement of the SRC and the disciplinary committee. These responses received the highest rating of 20%. Two (2) of the tutor respondents, representing 20% also mentioned class meetings as a platform in dealing with indiscipline cases. Few respondents also said that the principal sometimes advises tutors on matters that border on discipline at staff meetings.

Analysis of Responses on Ways of Dealing with Indiscipline

Responses from both students and tutors indicate that the authorities put in place some measures to deal with indiscipline among students. Both tutors and students were of the view that, the disciplinary committee and the SRC are often charged to deal with issues of indiscipline and bring recalcitrant students to book. These responses received the highest rating from both students and tutors. This implies that these measures are the most common ones that college authorities apply to deal with cases of indiscipline. They also mentioned that through class meetings, students bring out their grievances before the school authorities for the necessary actions.

Observation arising from the analysis of data on the various ways of dealing with indiscipline indicated a disagreement with the use of suspension, withdrawal and dismissal as effective measures to curb indiscipline. This goes to support the views of Abiri (1996) who posited that expelling students from partaking in instructional activities would only help to worsen an already precarious academic situation of most students. On withdrawal of indiscipline students, it emerged that the action may endanger the victims' future, thereby making him become a social misfit as well as a burden on the parents and the society.

Another observation arising from ways of dealing with indiscipline is the issue of students' participation in decision-making on matters affecting them. The findings revealed that students' involvement in decision-making on matters affecting them is very crucial in dealing with cases of indiscipline. Most students expressed their concern that college authorities must engage the students, especially their leadership on matters that affect them. The researcher is of the view that this assertion from students is reasonable since it will foster a very cordial relationship between the college authorities and the student body.

Conclusion

According to the study's findings, students at St. Teresa's College of Education were found to be the most prone to absenteeism, bullying, and sexual misconduct. This is a startling discovery, given the prevalence of bullying among female students as a form of indiscipline. The study also found that taking money out of students' monthly allowances causes conflict between the student body and school administrators for several reasons. According to the research, many adolescents' academic futures are threatened by school officials who utilise suspension as a means of enforcing discipline. Suspension, on the other hand, is not an efficient means of reining in misbehaviour. Another finding of the research is that students always desire a say in the decisions that affect them personally. When students are actively involved in making decisions that directly affect them, they are more likely to follow the rules they have set for themselves.

Recommendations

Based on the findings that emanated from the study, the following recommendations are made:

1. College authorities or administrators should ensure that students are involved in decision-making on matters that affect them. In this way, they are likely to cooperate with college administration and abide by the rules and regulations of the institution.

2. There is the need for alternative measures in curbing students' indiscipline rather than resorting to suspension and withdrawals since suspension could deny the student her involvement in academic work and consequently affect her entire educational goals just as withdrawal could also endanger the future of the student by making her a social misfit and a burden on society.

3. The study revealed that some teachers condone with students' acts of indiscipline in the college. It is therefore recommended that an exemplary leadership is highly needed in our schools to curb acts of indiscipline among students. Teachers and administrators must first learn to discipline themselves and serve as role models to students. In this way, students are more likely to emulate the behaviour pattern of their teachers.

The researcher is fervently of the view that if all these measures and recommendations are put in place by school authorities, acts of indiscipline in our schools could be brought to the barest minimum, if not completely eradicated.

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