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RESEARCH ARTICLE

INFLUENCE OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF STUDENTS IN TECHIMAN NORTH DISTRICT

^{1*} Benjamin Ampomah Asiedu, ² Reuben Ofori and ³Yvette Dwomoh-Okudzeto

^{1,2} Valley View University, Techiman. Ghana. West Africa

³Faculty of Economics and Administrative, Cyprus International University, Nicosia, North Cyprus

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*Corresponding Author:

Benjamin Ampomah Asiedu

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ABSTRACT

The study examined the Influence of Indiscipline on Academic Performance of Students in Techiman North District. The study was descriptive in nature. The sample size was 82 since the sampling technique employed was census. The main data used was primary and secondary data. Questionnaires were the main instrument for data collection. The variables recorded a reliability test of 78%. Inferential statistic was employed with the aid of SPSS Version 23 to analysed the data. The study found that there were major acts of indiscipline in schools. Some of them were cheating, exams malpractices, alcohol, drug abuse truancy, classroom disrupted behaviour, absenteeism etc. The major act of indiscipline when dealt with increase academic performance but when left unattended to decrease academic performance. It was recommended that any student found with such behaviour should be given to the disciplinary committee for appropriate disciplinary actions. It was found that cheating/exams malpractice influenced academic performance, therefore it was recommended that instead of restricting students not to cheat they should be allowed to do open book exams with the school being time conscious.

INTRODUCTION

Globally indiscipline is experienced in school. For any nation to achieve sustainable development, the younger population must not only be preserved but also be drilled. This indiscipline has been over time an issue of concern for educators, policymakers, public opinion and the society in general. Ofori (2018) added that in the development of every nation, children are future assets since they serve as potential human resources to replace the old ones in the near generation. For this to come into realization, it is significant to ensure that these young ones are not only preserved but disciplined so they can remain focused in life, sharpen their skills and enhance their talent. Undoubtedly, the entire Ghanaian society is deeply diseased with maggots of indiscipline. There are no rules of law in the first place. Everybody is behaving as if they cared less where Ghana ends. Some drivers, police officers, students, traders, workers, contractors, political leaders, politicians, principals everybody is just out of control (Antwi-Danso, 2018). The level of indiscipline among schoolchildren has risen in schools across the country (Ghana News Agency (GNA) on Monday 2018). Indiscipline in our schools did not start today; a few people did it. In this twenty-first century, several concerns have been expressed about indiscipline in many aspects of our Ghanaian lives which is a state of disorder because of lack of self-control and self-discipline of human behaviour, that is, the way people behave and do things in our daily lives, the way youngsters speak to the elderly in the family, community and the society.

Issues of respect and courtesy towards the elderly by the youth and genuine humility that the national anthem talks about are all challenges that must be collectively handled and eliminated in the society. Events surrounding our present-day educational system concerning the secondary schools depict a lot of disciplinary problems like truancy, stealing, examination malpractice, sexual immorality, drug abuse and among others are facing secondary schools in Ghana (Osman, 2016). Now it is particularly shocking that country as profoundly religious as Ghana has such record levels of acts of indiscipline. This is because religion teaches discipline, buttressing demands of civilization. A civilized people is simply a disciplined people, people that are enabled to maintain an orderly society. Indiscipline seems to be growing as rapidly as religion (Asakinaba, 2017). It is fact that acts of indiscipline result from a lack of self-discipline. It accounts for moral decadence, displeasure and greed, which in turn lead to stealing, robbery and other related crimes. The extent of gross indiscipline in our country stretches from Accra to Tumu. It is the thorny issue of which both the ruling and the ruled are culpable. This is true among the educated and the uneducated. That is how some of the leaders are behaving. That is how instructor, teacher or lecturer conducts himself; in fact, everybody is like that, has become the common remark and the weak excuse for our indiscipline actions. The naughty ones ironically regard the disciplined ones as those who are behaving oddly. The blight is immensely rooted in all the aspects of student lives (Kuntulo, 2017).

Fredouse (2018) was at one of the centres where three private schools took their exams, and the attitude of students towards the exams made his heart bleed for the future. Fredouse (2018) was worried if these indiscipline acts involve few students; after all, it is not everyone one that must do a white colour job. However, because these acts include learners whose future ambition is to become the lawyers, pilots and doctors. Majority of these learners do not just show any level of seriousness even on exam day. The school authorities are handicapped because everybody wants to save his or her job than to lose it in your quest to put students on the right track to shape his or her future. The Ghana Education Service(GES) and the media have empowered the students to believe that any attempt to discipline them through any form of punishment is an infringement on human rights. So teacher's fold their arms to watch children go wayward after all parents are just interested in knowing their wards will acquire but what they ignorantly fail to realize is that nothing proper can be achieved without discipline. An attempt by a tutor to genuinely discipline a student who goes wrong will call for abuse by parents. The media rapidly jump to the defence of learners without proper insight into issues. All these, the posture of GES has given enough authority to misbehave. The Northern Regional Director of Ghana Education Service, Alhaji Mohammed Haroon, attributed violent clashes between Senior High School students and school authorities to "growing indiscipline among students in the Region."In 2017, three Senior High Schools in the Northern Region, including the Nalerigu Senior High, Ghana was closed indefinitely in a spate of a week after clashes between students and school authorities. The students vandalized the Headmaster's bungalow and other school property after the school's head postponed an entertainment jam. Twenty-four students were subsequently picked up by the police. Also, the indiscipline and the lack of seriousness on the part of students is heartbreak to anyone who cares for the future of these learners. Learners are not ready to even avail themselves for free extra tuition. Students feel they are doing the teacher favour by attending the classes. Moreover, it saddens to see how students fail to listen or take advice (Fredouse, 2018).In all facet of life, discipline is part of the socialization process.

It is easy enough to theorize about the effects of indiscipline; but, in practice, discipline problems and their needed response are sometimes a hardcore. Learners who leave home well behaved get consumed by the power of negative peer pressure and get back home worse. All these indiscipline acts include running to town, failure to attend class and preps, disrespect to authorities and a high sense of immoral acts among others. Students spend more time indulging in indiscipline acts than visiting their books, yet when they fail, the blame goes to tutor only. Some of these learners also channel their entire school life into only entertainment activities at the expense of their books. Forgetting that entertainments just like quizzes, sports, and debates are all activities which have been carefully added to the curriculum to aid to a bigger picture of coming out as successful students. According to Barbara Tetteh, some of the students do not take lessons seriously. "When pupils are given assignments, they refuse to work on them because they know when they come back, there will be no punishment than to sweep. A teacher at Honesty Educational Academy alleged that, since students knew sweeping was more comfortable to undertake, they always preferred it to work on their home assignments. Maphosa and Mammen (2011) assert that Senior High schools of today are noted for disrespecting authorities, going to school late, fighting among themselves, refusing to do homework and dressing indecently. Some of the pupils go to the extent of vandalizing school property and assaulting teachers for taking disciplinary actions against them or a colleague. Pre-marital sex, drug abuse, armed robbery, drunkenness and smoking of marijuana popularly known as "wee" in Ghana have been reported to be prevalent among senior High schools in the country (Asare, & Twene, 2003). In the Techiman North district indiscipline has become rampant. The student comes to school inadequately dressed, lateness, refusing to do an assignment, the student refused to attend social gatherings, absenteeism has been the other of the day. According to some of the teachers, many have been enrolled, yet they are more interested in staying at home than being in school for no reason. Many

appropriate measures have been applied yet this menace continues to exit in Techiman North District schools. Again, It has been observed that there has been continued decline in the academic performance of students in secondary schools, specifically Techiman and these are triggered by the escalation in the number of students who fail or perform woefully in the promotional examination due to indiscipline. This has necessitated the study into this area. Again, despite the tremendous attention given to indiscipline and academic performance issues, much research has not been done in Ghana, specifically in the Techiman Municipality. Despite the threat and negative impact of indiscipline on academic performance, few studies have been done within the Techiman municipality. Therefore, this study is conducted to fill the lacuna by assessing the influence of indiscipline and on Academic Performance of Senior High Schools in the Techiman municipality.

LITERATURE REVIEW

Conceptual Literature

Academic Performance

Conceptually academic performance has been researching in to by many scholars. According to Cary et al. (2008) performance on a task with measures including comprehension, quality and accuracy of answers of tests, quality and efficiency of problem-solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of duties is termed as academic performance. Dimbiso (2009) cited in his part defined academic performance to mean the way students deal with their studies and cope with or accomplish different assignments given to them by their instructors within a period. Kobaland and Musek (2001) conceptualized academic achievement, subjectively and objectively. They defined the concept objectively as student's knowledge and his degree of adaptation to academic work, expressed in numerical scores. Their subjective, they saw academic achievements as the learner's attitudes towards his performance and himself, as well as the reactions of other people such as parents, teachers, lecturers, etcetera, towards his success and himself. To them, the definition appears to be less or more objective due to its emphasis on numerical scores of learners. It measures the degree to which students adapt to schoolwork and the educational system. The second definition tends to be psychological or subjective. It stands that what establishes academic success is dependent upon the students' attitudes towards their academic achievement and themselves as well as by the characters of significant others towards their studies and themselves.

Indiscipline

Indiscipline is a negative form of discipline. Discipline as methods of modelling character and teaching self-control and acceptable behaviour. It implies self-control, restraint, respect for self and others (Nakpodia, 2010). Thornberg (2008) defined indiscipline as misbehaviour in any or all of the following areas; respect for school authority, obedience of rules and regulations, and as well as all the strategies that can be used to coordinate, regulate and organize individuals and their activities in the school and put in place the provision and procedures necessary to establish and maintain an environment in which teaching and learning can take place. Therefore, discipline defines limitations of an individual or a group of people. The above definitive presupposed that indiscipline is an act of wrongdoing and which must not necessarily be seen from a student's action, but the mood of such student could be interpreted as an act of indiscipline or misconduct. Indiscipline can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain a high standard of behaviour, conducive to the teaching-learning process and essential to the smooth running of the school to achieve the educational objective with ease (Timothy, 2008).

Forms of Indiscipline

Truancy: Truancy is non-school attendance behaviour. It is irregular attendance of school. Truancy is any intentional unauthorized absence from compulsory schooling. It may also refer to academicians who attend school but do not go to classes. It is the act of intentionally missing one or more classes. Animashaun (2007a) opines truancy to be an act of staying off school, which is one of the several kinds of antisocial behaviour. Truancy results from several factors. Truancy is the four-fold problem which stems from the student, learners family background, the school and the community. Truancy among adolescents jeopardizes chances of achieving their educational goals (Siziya, Muula&Rudatsikira, 2007). Truants, engaging in gambling and loitering around the school environment. This is because some truants are afraid of some unfriendly treatments from tutors, unpleasant encounters during unnecessary harassment, classroom work and embarrassment by the senior learners. These lead to a loss of interest in academics in the classroom by the student. Truants engage in truancy because of feeling of inferiority among their classmates, laziness to classwork, challenges of classroom test and assignments, verbal abuses and threats of classroom instructors, school phobia, anxiety, bullying, lack of skills needed to perform well at school, lack of priority to education and academics. Causes and levels of contributing factors of truancy are numerous and diverse. Distance to school, school discipline, family background and school location are among causes of truancy among school students. Ubogu I (200) identified causes of truancy as illness, financial hardship, age, social class, geographical area, and institutional influence schools related factors such as teachers' attitude, poor administration, high cost of education.

Cheating: Cheating in examination has also been defined as any act which gives a student undue advantage over other students in answering any set examination questions. Cheating in examination among others is either copying from someone's paper without his or her knowledge, taking an examination for another person, introducing unauthorized notes into examination hall, seeing the examination questions before the examination, continuing to answer questions after 'time out' calls, allowing someone to copy from one's paper during the examination. Have defined cheating as an act done dishonestly or unfairly to win an advantage in examination over others or to achieve an aim.

Classroom disruptive behavior: Moreover, research has demonstrated that the frequent Classroom disruptive behaviour behaviours have an inverse relationship to grade point average in first-year college students (Honken and Ralston, 2013). Honken and Ralston (2013) found that freshman with lower GPAs was more likely to have participated in risky behaviours, such as fighting in both in high school and college. It may be that these students seek out reinforcement from their peers, to compensate for the negative academic feedback in both high school and college. Moreover, Lohman and Billings (2008), found that early parental monitoring and higher academic performance protected adolescent boys against fighting, pinching, and risky behaviours. Similarly, Aspy and colleagues (2012) also found that feeling connected to school protected against unsafe practices such as early watching pornographic films in class. Though research has explored the relationship between academic performance and risky behaviour, the longitudinal relationship between academic achievement in high school and risky behaviour in college has not been fully explored. Understanding a longitudinal relationship between academic fulfilment and risky behaviours could better inform preventative interventions.

Drug/ Alcohol abuse by students: In Canada, over 6000 full-time learners were surveyed in 2005 utilizing the World Health Organisation's Alcohol Use Disorders Identification Test screener, and 32% of respondents (37.6% males, 27.5% females) reported harmful or hazardous drinking (Adlaf, Demers, & Glikzman, 2005). Besides, almost one-third(1/3) of respondents reported heavy drinking, which, in the study, consisted of weekly drinking, and

consumption of six (6) or more drinks on each occasion of drinking (Adlaf et al., 2005). Negative consequences were reported by the learners who drank: 31.6% reported being unable to perform daily routine, 18.8% reported missing class, and 32.9% reported study interruptions (Adlaf et al., 2005). Empirical evidence has shown the link between heavy episodic drinking (HED) and academic performance. Academicians who engage in HED tend to have decreased grades. Other researchers have found associations between heavy episodic drinking (HED) in students and decreased class attendance, falling behind on readings and assignments, decreased time spent studying and decreased interest in school (Bryant, Schulenberg, O'Malley, Bachman, and Johnston, 2003). These variables may contribute as mediators in the drinking - because they may explain why drinking is associated with decreased performance. Most research has measured students drinking patterns at one time only in the academic year. Data collected only once may not represent average, or normal, drinking behaviours of academicians. Perhaps during the data collection period, learners had a celebratory event or were sick, and their levels of drinking were lower or higher than their typical levels on a week-to-week basis. Tremblay et al. (2010) conducted a longitudinal study and measured learners drinking patterns throughout the academic year to obtain a more concrete measure of students drinking behaviours. Singleton (2007) interviewed high students and measured their heavy episodic drinking (HED) over the two weeks and their academic performance (average grades during the semester of testing and cumulative GPA scores). He found an association between heavy episodic drinking (HED) and decreased academic performance in both the short and long-term and reported that academic performance decreased, even more, when learners participated in party activities. DeBerard, Spielman, and Julka (2004) questioned college academicians about their drinking behaviours (whether they had five or more drinks in one day during the past month) and academic performance (cumulative GPA scores) and found heavy episodic drinking (HED) to be associated with poor academic performance.

Indiscipline and academic performance: One of the antisocial problems among students is truancy problems among secondary school students in Ghana. Worldwide, truancy has been regarded as a cankerworm that has eaten deep into the fabrics of the educational programmes and has caused many setbacks for secondary school students in their educational pursuits (Gesinde, 2004; Adeyemi, 2006; Animasahun, 2007b; Awurika, 2016). The found that indiscipline as truancy results in loss of intellectual development and inadequate improvement of the individual. Also, it leads to bad academic performance at the end of the school periods, school year and school terms. Truancy as threat to academic performances of the learners is believed to minimize the quality of education the child acquires. It reduces the standard of academic performance of a child. It leads to the fall of educational standards in schools. It increases the rate of examination malpractices and poor examination results of both internal and external examinations. Geo-opah (2003) assesses the impact of indiscipline on academic performance. The study found that truants, due to their absence from the school usually repeat classes and even when they are repeating, they do not feel better because they feel they are overqualified or too accomplished for such class. Though few of them manage to struggle through school, the majority of them usually drop out of school if some form of interventions is not taken. Their level of achievement is generally low because of their lack of interest in learning. Most truants tend to view schooling as a form of punishment, while others attend classes to please their parents and guardians. Students who skip schooling will most likely be unable to meet up with the curriculum set for them by the school. Thus, the overall scoring and performance of these students tend to be below. Boga (2013) found that truancy negatively affects the educational achievement of secondary school students. Thus, high truancy rates affect general achievement in school, slowing the rate of instruction, which harms all the students, as it could also be an early warning for educational failure. Students with higher truancy rates have lowest academic achievement rates and are more likely to drop out of school, which indicates that there is a relationship between student attendance and student achievement (U.S. Department of Justice and

Delinquency Prevention 2001). Learners with low attendance often end up dropping out of school and put themselves at a long-term disadvantage in becoming productive citizens. They are more likely to be recipients of warfare, earn much lower salaries and leadless productive lives. Studies have shown that attendance of students has a positive relationship with their academic performance. Truancy could result in poor academic achievement, losing friends and parties and disruption in class. When learners are not in school, they miss the opportunity to grow academically, socially, and emotionally. These skills are crucial for continued success in school, in the community, and onward into adulthood. Learners with low attendance are at heightened risk of high school dropout, as well as another potentially deleterious behaviour (Allensworth & Easton, 2007; Balfanz, Durham, & Plank, 2008). Academicians with higher truancy rates have the lowest academic achievement rates and are more likely to drop out of school which depicts that there is a relationship between student attendance and learners achievement (U.S. Department of Justice and Delinquency Prevention, 2001). "School attendance is major part of a child's success in school, the rate at which children are absent from school is relevant" (Atkinson, 1998, p.4). Research has demonstrated that the frequency of sexual behaviours has an inverse relationship to grade point average in first-year college students (Honken and Ralston, 2013).

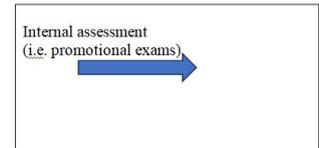
Honken and Ralston (2013) found that freshman with lower GPAs was more likely to have participated in risky behaviours, such as unprotected sex in both in high school and college. It may be that these students seek out reinforcement from their peers, to compensate for the negative academic feedback in both high school and college. Moreover, Lohman & Billings (2008) found that early parental monitoring and higher academic performance protected adolescent boys against first sexual debut and risky sexual behaviours. Though research has explored the relationship between academic performance and risky sexual behaviour, the longitudinal relationship between academic performance in high school and risky sexual behaviour in college has not been fully explored. Understanding a longitudinal relationship between academic fulfilment and risky behaviours could better inform preventative interventions. Also, almost one-third (1/3) of respondents reported heavy drinking, which, in the study, consisted of seven days drinking, and consumption of six(6) or more drinks on each occasion of drinking (Adlaf et al., 2005). Negative consequences were reported by students who drank: 31.6% reported being unable to perform activities, 18.8% reported missing class, and 32.9% reported study interruptions (Adlaf et al., 2005). Other researchers have found associations between heavy episodic drinking (HED) in students and decreased class attendance, falling behind on readings and assignments, decreased time spent studying and minimize interest in institutions (Bryant, Schulenberg, O'Malley, Bachman, & Johnston, 2003).

These variables may contribute as mediators in drinking - achievement relationship because they may explain why drinking is associated with reduced performance. Singleton (2007) interviewed college learners and measured their heavy episodic drinking (HED) over two weeks and their academic performance (average grades during the semester of testing and cumulative GPA scores). He found an association between heavy episodic drinking (HED) and decreased academic performance in both the short and long-term and reported that academic performance decreased, even more, when students participated in party activities. DeBerard, Spielmans, and Julka (2004) questioned college students about their drinking behaviours (whether they had five or more drinks in one day during the past month) and academic performance (cumulative GPA scores) and found heavy episodic drinking (HED) to be associated with poor academic performance. Conceptual framework of the study presents the interrelationship of the independent and dependent variables in the study that influence academic performance.

Students Indiscipline

Truancy
Cheating
Classroom disruptive behavior
Drug/Alcohol Abuse

Academic performance



Theoretical literature

The Theory of Performance: The Theory of Performance (ToP) relates and develops six foundational concepts to form a framework that can be employed to explain performance as well as performance growth. To perform is to produce valuable outcomes. Developing achievement is a journey, and the level of performance describes the location in the journey. The current level of performance depends holistically on six (6) components: context, level of knowledge, personal factors, levels of skills, level of identity, and fixed factors. Three (3) axioms are proposed for effective performance. These involve the performer's mindset, immersion in an enriching environment, and engagement in reflective practices.

Humans are capable of extraordinary achievements. Gandhi led the nonviolent revolution that liberated India from colonial rule. Incredible accomplishments occur in routine practice in higher education. An advisor inspires learners to follow their dreams. A teacher magically connects with learners. A researcher continually asks quintessential questions that lead to revolutions in thinking. A dean inspires the entire School to collaborate and attain beautiful results. Since worthy achievements are produced from high-level performances, a theory of performance (ToP) is useful in many learning contexts. To perform is to take a tedious series of actions that integrate skills and knowledge to produce a valuable result. In some instances, the performer is an individual. In other performances, a performer is an individual; in other instances, the performer is a collection of people who are collaborating, such as an academic department, research team, committee, student team, or a university. Performance, as the maxim goes, is a "journey, not a destination." The location in the journey is labelled as the level of performance. Each level characterises the effectiveness or quality of performance. As a lawyer improves her level of performance, she can conduct legal research rapidly, more thoroughly, and in greater depth. As an academic department improves its level of performance, the members of the department can produce more effective student learning, more effective research, and more productive culture. As he advances his levels of performance, he can produce more profound levels of learning, improved levels of skill development, and more connection with the discipline for larger classes while spending less time doing this.

The Choice Theory: According to Glasser (2009) Choice Theory involves bringing learners to an awareness of their responsibility to make their own decision about their learning and behaviour in school. The Choice Theory is a biological theory about functioning as living creatures. In the view of Sullo (2007), this theory is geared towards an individual taking control of his/her behaviour as well as enhancing personal effectiveness. The emphasis is then laid on being responsible. Glasser defined responsibility as learning to choose behaviours that satisfy one's needs and, at the same time, do not deprive others of a chance to do the same. The conviction of the theory is that everyone is responsible for the things they choose to do and must, therefore, govern themselves accordingly (Glasser, 1998; Sullo, 2007). The Choice theory, therefore, posits that students must have a choice and be made a part of rules making in the classroom, they have ownership of their learning, have pride in their participation, and exhibit more significant levels of self-confidence and higher levels of cognition (Bechuke&Debeila, 2012). When there is a sense of ownership, students come to School willingly and with

enthusiasm because they want to be challenged. Bechuke and Debeila (2012) identified a significant component of choice theory to be the basic need of personal competence which is an inner drive that is self-initiating and unrelated to the need for extrinsic rewards of praise or grades. Thus, only by understanding what drives action or behaviour can educators be able to deal with or manage the behaviour effectively. It is so because all behaviour is seen as an attempt by individuals to satisfy needs that are built into the genetic structure of the brain. It is internal and not external. The choice theory assumes that students behave based on what they want, compared to what they see and know. Glasser (2009) therefore suggests that when dealing with discipline problems, teachers, counsellors and other stakeholders should have two goals: first, to stop the unwanted or challenging behaviour; second and more importantly, to teach students how to control their behaviour. In relating the choice theory to the current study, it can be inferred that students behave in ways that they have chosen and are as such responsible for their behaviours. Using this as a basis, students can be helped and taught to be responsible for their choice of behaviours. Glasser (1998) suggested that students must be helped to make positive choices by helping the students understand the connection between their behaviour and the consequences of their behaviours. Even though educators were impressed by the concept of learners being taught to bear the consequences of their behaviour and agreed that educators should identify misbehaviour and provide a prompt description of appropriate behaviour in the same circumstances (Wolfgang & Glickman, 1980), Glasser's whole system of managing misbehaviour was not widely used (Mohapi, 2007). In the view of Mohapi, this is because students sometimes pay little attention to non-threatening consequences and so continue to misbehave when they feel inclined to do so. Again, the amount of time needed to be able to implement Glasser's system of discipline entirely makes it an unwanted choice by most educators who have busy schedules. Regardless of the critical view of the choice theory, it is an approach that helps create a safe space for students to learn, as mainly, the students view the classroom as their classroom, and they own it. As a result, in terms of the current study, the Choice theory would help establish if students in selected senior high School in the Techiman Municipality to own their behaviours and take responsibility for their actions.

Erickson's Theory on Psychological Stages: This study based on Erickson's theory on psychological stages of development which was developed by Ericson (1968) cited in Kimani (2013). He argues that at the adolescence stage, life gets more complicated as one attempt to find his own identity, struggles with social interactions and grapples with moral issues. Most secondary school students are at this stage which is a volatile stage of human development, and this may cause indiscipline (Kimani, 2016). This is because if one is unsuccessful in navigating this stage, he experiences role confusion and upheaval (Harder, 2013). This theory is applicable to this study because students in public secondary schools are very much exposed to all sorts of behaviour in society.

Empirical Literature: Mussa (2015) study found out the role of school discipline on students' academic performance. It employed a descriptive research design. Instruments were questionnaires, interview guides and observation checklist. Five schools were selected. Data was collected, analyzed both quantitatively and qualitatively. Findings showed that best performing school has suitable school rules and regulation, use and implement different mechanism, apply fair and consistence punishment, also had suitable rules and regulations contrary to least performing schools which had unsuitable rules and regulation, do not well use and implement different mechanisms, apply unfair and inconsistence punishment and had written rules which had no supervision. Ofori (2018) investigated into effects of indiscipline on academic performance of Junior High School learners (JHS) in the Fanteakwa District of Ghana. During the study, three hundred and sixty (360) respondents made up headteachers students, and teachers were sampled. The students were sampled utilizing random simple sampling technique while both teachers and headteachers were sampled purposively. The

questionnaires were the primary instrument used to gather all the necessary information about the problem. The study found that indiscipline starts with the home in the sense that they are the children's early teachers. It was also found that effects of indiscipline on academic performance included; learners' inability to concentrate in class, loss of materials taught due to not coming to School and growth in the rate of school drop-out. To reduce indiscipline behaviour, the research recommends that; discipline in society should begin at home. The School and the home must, therefore interact and co-operate in instilling discipline. Also, providing a hearing process for students to present their side of the story and establishing an appeal process to improve students and parents' perception of fairness. Masingi (2017) study investigated the impact of ill-discipline on the performance of Grade nine learners at Nghonyama High School. Descriptive research was conducted to determine the relationship between the conduct and performance of such students. Data collection was done through questionnaires. Two groups participated in the research: the first group consisted of fifty (5) Grade nine students and the second group was composed of ten educators - four (4) members of School Management Team and six (6) teachers. The study revealed that students misbehave at School due to many of reasons such as, peer pressure, overcrowding, lack of parental advocates, inability to do work, poverty, disrespect, lack of motivation to succeed, moral decay, not being engaged in formulation of rules, rules being not enforced, lack of parental care, unmonitored TV viewing, child-headed families, poor perception of the aims and principles of schooling and poor home upbringing. The study further found out that most common types of ill-discipline in the area of study were fighting, absenteeism, indecent dressing, substance abuse, bullying, stealing, smoking, and drinking alcohol. With ill-discipline academic performance is affected. Karanja and Bowen (2012) study assessed Student Indiscipline and Academic Performance in Public Schools in Kenya. The research examine the impact of student's unrest on academic performance in public senior high schools. This study used survey research method, employing both interview and questionnaires. The population consisted of public senior high schools that had gone on strikes and those which had not. According to 86.2% of respondents, strikes negatively affected the academic performance of the learners. A correlation carried out confirms the inverse relationship between students' unrests and academic achievement.

Further, schools, where learners went on strike, showed higher variation in the low grade when compared to schools where learners did not go on strike. The data vividly shows that strikes lead to poor academic performance. The schools that had not been involved in unrests on average had more counsellors than the schools that had unrests. This might suggest that one of the solutions to the problem of indiscipline and unrests in public secondary schools is to strengthen counselling. Ehiane (2014) studied discipline and academic performance in some selected secondary schools in Lagos. The study employed a cross-sectional survey design in which the questionnaire was the main instrument of data collection in addition to interviewing guide and document review. Chi-square statistical method and simple percentages were utilised to analyze data. However, the findings of the study vividly showed that effective school discipline should be encouraged in controlling learners' behaviour, thus affects students' general academic performance. Simba., Agak and Kabuka (2016) study adopted a correlational research design and descriptive survey. The population comprised 2,450 class eight pupils in sub-county's public primary institutions. From 34 randomly selected institutions, 817 pupils were selected by stratified random sampling. Questionnaires were utilised to collect data on discipline and academic performance of the pupils. Reliability coefficients of the questionnaires were determined by the test-retest method and found to be 0.83 and 0.97 for questionnaire on discipline and academic performance, respectively. Experts ascertained the questionnaires' face and content validity. Findings indicated that 46 (5.6%), 214 (26.2%), 413(50.6%) and 144 (17.6%) of the pupils had low, moderate, high, and very high discipline respectively. Also, discipline-related positively with, and accounted for 23% of variance in the pupils' academic performance ($R = .480$, $\beta = .480$, $R^2 = .230$, $p < .05$). The study recommended the enhancement of discipline among

the pupils for the improvement of their academic performance. Sekembe (2009) established the influence of discipline management on students' academic performance in Kenya. The study employed survey research design mainly cross-sectional survey design. Questionnaire served as the instrument of data collection in addition to interview guide and document review. Four private secondary schools were randomly selected in Busiro County of Wakiso District (Kenya) in which the study was conducted. The significant findings of the research were; all schools have written regulation and rules but which they don't understand, some rules and regulations require modifications and others thin consistency in their initiation, which raises students' anger leading to skrike, violence and aggression. Also, time is poorly managed in institutions where the designed timetables are not revered. Punishments were unfairly administered that causes anger, dissatisfaction and thus influencing acts of indiscipline such as vandalism, strikes as well as violence among learners. The study came up with the following assertions based on these findings; much as school rules aid in controlling students' behaviour in the institutions, their awareness is inadequate among students. Also, time is a limited resource and need to be well forecasted for, through a schedule, this timetable lacks reverence and therefore not followed as expected, leading to indiscipline among learners. Punishments were found to be poorly administered to learners, which create chaos in schools characterized by school property destruction, and thus affecting students' general academic performance. Awurika (2016) study investigated the problems of indiscipline on the academic performance of secondary school students in Kosofe local government area of Lagos state. The study adopted descriptive survey research design. 196 secondary school students formed the sample while a simple random sampling technique was used to select secondary school students from four Senior Secondary schools in Kosofe Local Government in Lagos State. Thirty (30) Senior Secondary school students were randomly sampled from each School. A self-developed questionnaire of 21 items was employed to collect information from the learners after its validity was determined. Four hypotheses were tested in the study while Inferential Statistics of Pearson product-moment correlation statistical tool was used for hypothesis testing at 0.05 level of significance. The study disclosed that: there is no significant influence of truancy on students' academic performance, there is no significant influence of cheating in examinations on students' academic performance, there is no significant influence of alcohol and substance abuse on students' academic achievement, there is no significant influence of sexual related problems on academic performance, and there is a significant gender difference on students' academic performance.

METHODOLOGY

The study was ex post facto or causal-comparative in nature. This design was chosen because the issues under study had occurred, and the researcher had no control over them. The teachers' population for the study per records obtained from the various school management teams was (N=82) with the break down as follows; Akumfi Ameyaw Senior High Technical School has (N = 40) Tuobodom Senior High Technical School (N = 22), and Hope Senior High School has the least number of teachers as (20). There was one category of participants in this research which was a teacher. Simple random technique was employed to select three schools. All the schools in the study area were given numbers, and these numbers were written on pieces of papers. A piece of paper was drawn at a time from the lot placed in a bowl. The number on the piece of paper drawn was recorded, meaning, that school has been selected for the study. The piece of paper drawn was thrown back into the container before the next one was drawn to ensure that all the schools in the district had an equal chance of being selected. If an already chosen number is drawn for the second and third time, they were ignored. This procedure was followed until all three senior High schools were selected for the study. Census sampling technique was employed for the teachers. This sampling technique was employed because the population for teachers was too small to be sampled. Therefore, the sample size of the study

was 82 teachers. The primary data was obtained through a questionnaire. In collecting data for this research work, self-design questionnaires were used. The questionnaire was made for integrated science, English and mathematics teachers. Section A comprised of personal information of the participants such as information on gender, age and academic background. Section B comprised of questionnaires for a major form of indiscipline. Section C comprises ways of ranking the level of academic performance. Section D comprises comparing the variables of indiscipline and the academic performance of students. To ensure clear language of the questionnaire in soliciting factual and reliable information, the questionnaire was subjected to scrutiny. According to Pallant (2005), a survey with an internal consistency Cronbach alpha of 0.60 is acceptable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.771	6

(Source: field survey, 2019)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Absenteeism	9.6230	17.705	.515	.679
Truancy	9.7869	17.904	.534	.675
Cheating	9.3934	16.609	.579	.654
classroom disruptive behaviour	9.6066	16.043	.637	.631
Drug/alcohol abuse	9.4590	15.752	.327	.789
Academic Performance	9.7869	17.904	.534	.675

(Source: field survey, 2019)

Therefore, Cronbach Alpha was used to test reliability of the study. Any variable with a reliability coefficient of 0.6 upwards was considered good enough. First, the researcher contacted headmasters of senior high schools personally asking for permission to carry out the research and assist in communicating the objectives of the study to the teachers and students. The researcher administered the questionnaires to ensure high recovery rate. All the respondents were made to know that the information they were provide were used for the intended purpose and that confidentiality was assured. Each respondent received a questionnaire packet that contained the questionnaire and a cover letter describing the purpose of the study. Besides, the study took specific measures to ensure confidentiality further. The completed survey was kept confidential, and the researcher made an effort to determine the information in the questionnaire as it relates to the respondent. Data gathered was coded by assigning numerical values to the items on the questionnaire and then entered for analysis purposes. The data collected was analyzed utilizing descriptive statistics of Mean, Standard Deviation, Simple Percentage with the aid of Statistical Package for Social Science. Chi-Square and simple linear regression were employed to study how the variables were related to the subject matter of the study.

Data presentation and analysis

Demographic Data: This section covered demographics of the respondents on gender, age and educational level of respondents and employees' years of working.

Distribution of Gender: The analysis of gender components of the questionnaire was shown in table 5 below. The results revealed that most of the respondents who participated in the study were males as they constituted 55.6% of the total respondents. On the other hand, 44.4% of the respondents were females. The highest percentage suggested that the majority of the response came from a male's perspective concerning indiscipline.

Table 1. Gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	55.6	55.6	55.6
	Female	36	44.4	44.4	100.0
	Total	81	100.0	100.0	

Source: Field Survey, 2019

Age Distribution

The age profile of respondents was given in Table 7 below.

Table 2. Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	15	18.5	18.5	18.5
	26-35	29	35.8	35.8	35.8
	36-40	19	23.5	23.5	23.5
	41-50	12	14.8	14.8	14.8
	Above 51	6	7.4	7.4	100.0

Source: Field Survey, 2019

From the table, 18.5% of the respondents were between the ages of 18 – 25 years, 35.8% were between the ages of 36-40 followed by ages between 26 – 35 years (23.5%), age group of respondents between 41- 50 recorded 14.5% and above 51years represented 7.4%. The result depicted that majority of the respondents were very young and fell between 26-35 and 26 - 35 years. This implied that selected schools' teachers were with youthful employees who were very energetic and could tackle indiscipline issues exceptionally well.

Distribution of Marital status: Respondents marital status was presented in the table below;

Table 3. Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	52	64.2	64.2	64.2
	Single	29	35.8	35.8	100.0
	Total	81	100.0	100.0	

Source: Field Survey, 2019

From the table, it could be manifested that the respondent who was married represent 64.2% while single respondents represent 35.8%. Therefore, it could be concluded that majority of the respondents were married.

Educational level of Respondents: The educational background of respondents was presented in Table 6 as follows. All the respondents answered this question.

Table 4. Distribution of educational Background

	Frequency	Percent	Valid Percent	Cumulative Percent
First degree	33	40.7	40.7	40.7
Diploma	28	34.6	34.6	34.6
Masters	20	24.7	24.7	100.0
Total	81	100.0	100.0	

Source: Field Survey, 2019

From Table 4 above, it could be shown that majority of the respondents were first degree holders. Thus, 40.7% of the respondents representing 33 had first-degree qualifications. 34.6% of respondents representing 28 in number are diploma holders with 24.7% being second-degree holders. It could be deduced that the majority (40.7%) of the respondents were highly educated and could tackle indiscipline issues very well.

Distribution of respondents' experience**Table 6. Years of Experience**

	Frequency	Percent	Valid Percent	Cumulative Percent
1-2yrs	26	32.1	32.1	32.1
2-5yrs	25	30.9	30.9	30.9
5-10	30	37.0	37.0	100.0
Total	81	100.0	100.0	

Source: Field Survey, 2019.

The table above showed respondents years of experience. 26(32.1%) represent teachers who have taught for 1-2 years. 25(30.9%) represented respondents who had taught for 2-5years, and 30(37.0%) represented respondents who had taught for 5-10 years. Majority (37.0%) of the respondent were well experienced in dealing with students and that they could bring out issues about indiscipline very well.

Distribution of academic performance of students: The table below shows the performance of discipline and indiscipline students

Table 7. Academic performance of students

	Discipline students	Indiscipline students	Total
Akumfi Ameyaw Senior High Technical School	201	9	210
Tuobodom Senior High Technical School	240	10	250
Hope Senior High School	132	20	152
Total			612

(source: field data, 2019)

From the table, 7. 201 students were discipline in school whiles nine of the students were indiscipline in school A. In school B, 240 students were disciplined whiles ten students were indiscipline in school B, 132 students were disciplined in school whiles 20 students were indiscipline in school C. In all the three schools, 39 students were found to be indiscipline.

Distribution of Indiscipline students score for mathematic

The table bow shows scores for indiscipline students.

Table 8. Indiscipline student score for Mathematics

	Number Of students	Students Score below 50%	Student Score above 50%
Akumfi Ameyaw Senior High Technical School	9	7	2
Tuobodom Senior High Technical School	10	10	0
Hope Senior High School	20	15	5
Total			

(Source: Field Survey, 2019)

Table 8 above showed the scores of indiscipline students in Mathematics. In School A out of the 9 students found to be indiscipline, 7 scored below 50% in Mathematics whiles 2 were able to score above 50% in their indiscipline act. This implies that majority of the students in school A who were found to be indiscipline did not have pass marks for mathematics. Again, in school B out of the 10 students were found to be indiscipline. All the ten students found to be indiscipline scored below 50% in Mathematics. This implied that none of the students found to be indiscipline failed in Mathematics in school B. Also, in school C out of the 20 students were found to be indiscipline. 15 the students found to be indiscipline scored below 50% in Mathematics whiles 5 of the students scored above 50% in mathematics. This implied that majority of the students found to be indiscipline failed in Mathematics in school C.

Distribution of Indiscipline students score for English

Table 9. Indiscipline student score for English

	Students Number	Students Score below 50%	Students Score above 50%
Akumfi Ameyaw Senior High Technical School	9	7	2
Tuobodom Senior High Technical School	10	6	4
Hope Senior High School	20	12	8
Total	39	25	64

(Source: Field survey, 2019)

The table below shows indiscipline students' scores for English Language. Table 9. above showed the scores of indiscipline students in English. In School A, out of the 9 students found to be indiscipline, 7 scored below 50% in English while 2 were able to score above 50% in their indiscipline. This implied that majority of the students in School A who were found to be indiscipline did not have pass marks for English. Again, in School B, out of the 10 students were found to be indiscipline. 6 students scored below 50% in English while 4 students scored above 50% This implied that majority of the students found to be indiscipline failed in English in school B. Also, in School C, out of the 20 students found to be indiscipline. 12 of the students scored below 50% in English while 8 of the students scored above 50% in English. This implied that majority of the students found to be indiscipline failed in English in school C.

Distribution of Indiscipline students score for Integrated Science

The table above shows indiscipline Students scores for Integrated Science.

Table 10. Indiscipline students' scores for Integrated Science

	Students Number	Students Score below 50%	Students Score above 50%
Akumfi Ameyaw Senior High Technical School	9	8	1
Tuobodom Senior High Technical School	10	8	2
Hope Senior High School	20	17	3
Total	39	33	6

(Source: Field Survey, 2019)

Table 10. above showed the scores of indiscipline students in Integrated Science. In-School A, out of the 9 students found to be indiscipline 8, scored below 50% in Integrated Science while 1 was able to score above 50% in their indiscipline. This implied that the majority of the students in school A who were found to be indiscipline did not have passed marks for Integrated Science. Again, in School B, out of the 10 students who were found to be indiscipline, 8 students scored below 50% in Integrated Science while 2 students scored above 50%. This implied that the majority of the students found to be indiscipline failed in integrated science in school B. Also, in School C, out of the 20 students found to be indiscipline, 18 of the students scored below 50% in Integrated Science while 2 of the students scored above 50% in Integrated Science. This implied that the majority of the students found to be indiscipline failed in Integrated Science C.

Distribution of Indiscipline students according to major forms/Acts: The table above showed indiscipline students acts/Forms occurring in school A, B and C.

Table 11. Indiscipline students according to major forms

Major Act	School A	School B	School C	Total	Level
Truancy	5(60)	5(50)	11(55)	21(54%)	1st
Cheating	1(10)	0(0)	5(25)	6(15%)	3rd
Classroom disruptive behavior	1(10)	2(20)	2(10)	5(13%)	4th
Drug/Alcohol Abuse	2(20)	3(30)	2(10)	7(18%)	2nd
Total	9(100)	10(100)	20(100)	39(100)	

(Source: Field survey, 2019)

Table 11 above showed major acts/forms of indiscipline found in School A, B and C. In school A out of the 9 students found to be indiscipline 5(60%) were truant, 1(10%) was found to be cheating in Exams while 1(10%) and 2(20%) represented classroom disruptive behaviour and drug/Alcohol respectively. Again, in school A, out of the 10 students found to be indiscipline 5(50%) were truant, 0(0%) was found to be cheating in Exams while 2(20%) and 3(30%) represented classroom disruptive behaviour and drug/Alcohol respectively. Also, in school C, out of the 20 students found to be indiscipline 11(55%) were truant, 5(25%) was found to be cheating in Exams while 2(20%) represented classroom disruptive behaviour and drug/Alcohol respectively. Besides, among the three schools, truancy emerged the dominant act/forms of indiscipline represented 21(54%), followed by drug/alcohol abuse 7(18%). The third act/forms of indiscipline found in the three schools were cheating represented 6(15%) while classroom disruptive behaviour was found to be the least act/form of indiscipline found in the three schools represented 5(13%).

Distribution of Level of performance of indiscipline students

The table and figure below showed the level of performance for indiscipline students the selected three subjects.

Table 12. Level of academic performance of indiscipline students

Subject	Score below 50%	Score above 50%
Mathematics	22	5
Integrated Science	24	6
English	44	16
Total	90	27

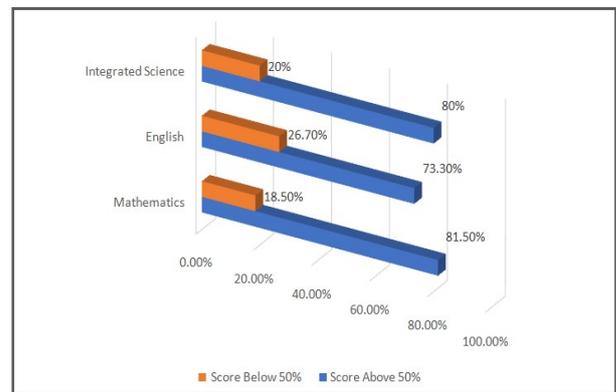


Figure 1. Level of performance of indiscipline students

Figure 1. above showed the level of performance in the three selected schools. From the figure above, it can be seen that 80% of the indiscipline students score below 50% in Integrated Science. While 20% of the indiscipline students scored above 50% in integrated science. With English, 73.3% of the indiscipline students scored below 50% while 26.75 scored above 50%. For Mathematics, 81.5% of indiscipline students scored below 50% while 18.5% scored above 50%.

Statistical Distribution of test of reliability: The table below shows the test of the reliability of the chosen variable major acts and academic performance.

Table 13. Test of reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.771	6

Table 14.1 Classroom Disrupted Behavior and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Unstandardized Coefficients		standardized Coefficients	T	
					B	F Change	Beta		Sig. F Change
1	.817a	.667	.663	.44337	.818	158.186		3.928	.000
CDB					.778		.817	12.577	

(Source: Field survey, 2019)

Table 14.2. Absenteeism and academic performance

Model	R	R. S	A. R S.	SOEE	C.S		UC	S.C	T	
					R S.C C	F.C	B	Beta		S.C
1	.362a	.131	.12	.72	.13	11.9	2.3		6.9	.001
Absenteeism							.36	.36	3.4	

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		Unstandardized Coefficients	Standardized Coefficients	T	
					R Square Change	F Change	B	Beta		Sig. F Change
1	.513a	.263	.254	.65934	.263	28.251	1.693		5.253	.000
Drug/A.A							.454	.513	5.315	

Table 14.3. Truancy and academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		Unstandardized coefficient	Standardized coefficient	T	
					R Square Change	F Change	B	Beta		Sig. F Change
1	.347a	.120	.109	.72059	.120	10.792	2.560		9.972	.002
Truancy							.281	.347	3.285	

(Source: Field survey, 2019)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		Unstandardized Coefficients	Standardized coefficient	T	
					R Square Change	F Change	B	Beta		Sig. F Change
1	.321a	.103	.092	.72755	.103	9.083	2.565		9.279	.003
Cheating							.234	.321	3.014	

a Predictors: (Constant), Cheating (Source: Field survey, 2019)

From the table, it was seen vividly that the reliability test was very strong at .771. This could be interpreted that the data gathered was reliable by 78%.

Distribution of the influence of classroom disrupted behavior on academic performance: As observed from Table 14.1 above the results showed that the model was significant and accounted for 66.7% ($R^2 = .667$) of the variance in academic performance and this was significant. As depicted the model was significant at .000 value which was less than alpha significant value at .000. Therefore, from table. the model significant was reported as $f(1,81)=158.186, p=.000$. Again, when the t- Value is compared with the slope value , it was manifested that the t-value of 3.928 had a significant value of .000, therefore the coefficient model was significant. As observed above, classroom disrupted behaviour significantly predicted academic performance ($B = .818, p < .05$). From the table, the adjusted R Square of .667 meant that 66.7% in total variability of classroom disrupted behaviour was explained by academic performance. This meant that 1% change in classroom disrupted behaviour would increase or decrease academic performance by 66.7%. It could therefore be wrapped up that there was significant relationship between classroom disrupted behaviour and academic performance.

Distribution of the influence of absenteeism on academic performance: The table below shows how absenteeism influence academic performance.

As observed from Table 14.2. above the results showed that the model was significant and accounted for 12.0% (Adjusted Square = .120) of the variance in academic performance and this was significant. As shown by table, the model was significant at .000 value. This was less than alpha significant value at .000. Therefore, from the table, the model significant was reported as $f(1,81)=6.889, p=.000$. As observed from the table above, absenteeism significantly predicted academic performance ($B = .362, p < .05$). Again, when the t- Value was compared with the slope value, it was manifested that the t-value of 3.448 had a significant value of .001, therefore the coefficient model was significant. From the table, the adjusted R Square off .120 meant that 12.0% in total variability of absenteeism was explained by academic performance. This meant that 1% change in absenteeism would increase or decrease academic performance by 12.0%. It can therefore be winded up that there was significant relationship between absenteeism and academic performance.

Distribution of the influence of drug abuse/alcohol on academic performance: This section looks at how drug abuse/alcohol influence academic performance.

Drug abuse/alcohol and academic performance: As observed from Table 14.3, above the results showed that the model was significant and accounted for 25.4% (Adjusted Square = .254) of the variance in academic performance and this was significant. As shown by table, the model was significant at .000 value.

This was less than alpha significant value at .000. Therefore, from the table the model significant was reported as $f(1,81)=5.253, p=.000$. As observed from the table above, drug abuse/alcohol significantly predicted academic performance ($B=.1.693, p<.05$). Again, when the t- Value was compared with the slope value, it was manifested that the t-value of 5.448 had a significant value of .001, therefore the coefficient model was significant. From the table the adjusted R Square off .254 meant that 25.4% in total variability of drug abuse was explained by academic performance. This meant that 1% change in drug abuse/alcohol would increase or decrease academic performance by 25.4%. It could therefore be wrap up that there was significant relationship between drug abuse/alcohol and academic performance.

Distribution of influence of drug abuse/alcohol on academic performance: This section determines whether drug/alcohol abuse have influence on academic performance. As observed from Table 14.3 above the results showed that the model was significant and accounted for 10.9% (Adjusted Square =.10.9) of the variance in academic performance and this was significant. As shown by table. the model was significant at .000 value. This was less than alpha significant value at .000. Therefore, from the table the model significant was reported as $f(1,81)=2.560, p=.000$. As observed from the table above, truancy significantly predicted academic performance ($B=.347, p<.05$). Again, when the t- Value was compared with the slope value, it was manifested that the t-value of 3.285 had a significant value of .002, therefore the coefficient model was significant. From the table the adjusted R Square off .120 meant that 10.9% in total variability of truancy was explained by academic performance. This meant that 1% change in absenteeism would increase or decrease academic performance by 10.9%. It can therefore be round off that there was significant relationship between truancy and academic performance.

Distribution of influence of cheating on academic performance: This section determines whether cheating have influence on academic performance. Dependent Variable: Academic Performance. As observed from Table 14.3. above the results showed that the model was significant and accounted for 10.3% (Adjusted Square =.103) of the variance in academic performance and this was significant. As shown by table, the model was significant at .000 value. This was less than alpha significant value at .000. Therefore, from the table the model significant was reported as $f(1,81)=9.083, p=.000$. As observed from the table above, cheating/exams malpractices significantly predicted academic performance ($B=.234, p<.05$). Again, when the t- Value was compared with the slope value, it was manifested that the t-value of 3.01 had a significant value of .003, therefore the coefficient model was significant. From the table, the adjusted R Square off .103 meant that 10.3% in total variability of cheating/exams malpractices was explained by academic performance. This meant that 1% change in cheating/exams malpractices would increase or decrease academic performance by 10.3%. It could therefore be wrap up that there was significant relationship between cheating/exams malpractices and academic performance.

DISCUSSION OF FINDING

It was found from Table 11. above showed major acts/forms of indiscipline found in School A, B and C. In school A, truant was high followed by cheating in Exams, the last item recorded was class room disruptive behavior and drug/Alcohol. Again, in school truant emerged first, class room disruptive behavior, drug/Alcohol, and cheating followed respectfully. Also, in school C truancy, cheating and class room disruptive behavior and drug/Alcohol were identified respectfully. In addition, among the three schools, truancy emerged the dominant act/forms of indiscipline representing, followed by drug/alcohol abuse. The third act/forms of indiscipline found in the three schools was cheating whiles class room disruptive behavior was found to be the least act/form of indiscipline found in the three school.

Also, research by Honken and Ralston (2013) have demonstrated that the frequent classroom disruptive behavior behaviors had an inverse relationship to grade point average in first year college students. It was revealed that, classroom disrupted behaviour significantly predicted academic performance. The result of the study indicated that, one percent change in classroom disrupted behaviour would increase or decrease academic performance sixty-seven percent. It could therefore be round up that there was significant relationship between classroom disrupted behaviour and academic performance. This finding is in line with Massingi (2017) findings that, the most common types of ill-discipline in the area of study were fighting, indecent dressing, bullying, stealing, smoking, and drinking alcohol. Massingi, (2017) opines that with ill-discipline academic performance was affected. Further, it was observed from the study that, drug abuse/alcohol significantly predicted academic performance. It was manifested that one percent change in drug abuse/alcohol would increase or decrease academic performance by twenty-five percent. It could therefore be wrap up that there was significant relationship between drug abuse/alcohol and academic performance. This finding is not in line with Awurika, (2016) who found that there was no significant influence between drug abuse and academic performance. The finding was in line with Singleton (2007) who found an association between heavy episodic drinking (HED) and decreased academic performance in both the short and long-term and reported that academic performance decreased even more when students participated in partying activities. DeBerard, Spielmans, and Julka (2004) questioned college students about their drinking behaviours (whether they had five or more drinks in one day during the past month) and academic performance (cumulative GPA scores) and found heavy episodic drinking (HED) to be associated with poor academic performance.

Boga (2013) found that truancy negatively affected educational achievement of secondary school students. It was manifested that, truancy significantly predicted academic performance. It was revealed that one percent change in absenteeism would increase or decrease academic performance by ten percent. It could therefore be ended that there was significant relationship between truancy and academic performance. This findings side with the findings of Siziya, Muula and Rudatsikira (2007) who opined that truants, engaging in gambling and loitering round school premises. This is because some truants get are afraid of some unfriendly treatment from teachers, unpleasant encounters during classroom work, unnecessary harassment and embarrassment by the senior students. These lead to loss of interest in academics in the classroom by the students. The findings was also in tandem with Awurika, (2016) who stated that truancy as threat to academic performances of the learners is believed to minimize the quality of education the child acquires. It reduces the standard of academic performance of a child. It led to fall of educational standard in institutions. It increases rate of examination malpractices and poor examination outcomes of both internal and external examinations. The finding was in line with U.S. Department of Justice and Delinquency Prevention, (2001) who asserted that students with higher truancy rates have the lowest academic achievement rates and are more likely to drop out of school which indicates that there is a relationship between student attendance and student achievement. Moreover, it was observed from table. that cheating/exams malpractices significantly predicted academic performance ($B=.234, p<.05$). Again, when the t- Value was compared with the slope value, it was manifested that the t-value of 3.01 had a significant value of .003, therefore the coefficient model was significant. It was found that one percent change in cheating/exams malpractices would increase or decrease academic performance by ten percent. It could therefore be ended that there was significant relationship between cheating/exams malpractices and academic performance. This finding was not in line with a study conducted by Awurika, (2016) who found that there was no significant influenced of cheating in examinations on students' academic performance. Pre-marital sex, drug abuse, armed robbery, drunkenness and smoking of marijuana popularly known as "wee" in Ghana have been reported to be prevalent among senior High schools in the country (Director-General, Asare, & Twene, 2003).

Conclusion and Recommendation

The study concluded that indeed, there were major acts of indiscipline in schools. Some of them were cheating, exams malpractice, alcohol, drug abuse truancy, classroom disrupted behaviour, absenteeism etc. The significant indiscipline acts when dealt with increased academic performance but when left unattended to decreased academic performance. The following recommendation were made: the study identified many acts of indiscipline; some of them were cheating, exams malpractice, alcohol, drug abuse, truancy, classroom disrupted behaviour, absenteeism etc. It is recommended that any student found with such behaviour should be given to the disciplinary committee for appropriate disciplinary actions. It was found that cheating/exams malpractice influence academic performance, therefore it is recommended that instead of restricting students not to cheat they should be allowed to do open book exams with the school being time conscious. The study examined the influence of indiscipline on the academic performance of students in Techiman North District. Further studies could be conducted to add more district and more indiscipline variables to replicate the findings of this study.

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