

INDISCIPLINE IN COLLEGES OF EDUCATION IN GHANA: CAUSES, EFFECTS AND MANAGEMENT

Samuel Asare Amoah (PhD)
University of Education, Winneba

Bernard Kofi Adinkrah (Rev.)
Kibi Presbyterian College of Education

Boaffour Gyamfi - Boadi
Kibi Presbyterian College of Education

Owusu Koranteng
Kibi Presbyterian College of Education

Charles Fosu-Ayarkwah (Rev.)
Kibi Presbyterian College of Education

Abstract

Managing indiscipline in educational institutions particularly colleges of education has been cited as problematic. This study delves into how acts of indiscipline can be managed in colleges of education in Ghana. Three research questions were used for the study. A descriptive survey was used with a sample size of 223 respondents made up of counselors, tutors and pre-service teachers selected from four colleges of education. Both random and purposive sampling techniques were used. Questionnaires were used to collect data. The results from the quantitative survey was analysed with the aid of the Statistical Package for the Social Sciences (SPSS) version 17. The analysis brought to the fore the following causes and effects of acts indiscipline: insufficient orientation done for newly college leaders and enlisted pre-service teachers. Some of the effects are poor academic performance and the college becomes unattractive to the public. Recommendations among others include colleges' governing councils seeing to the strengthening of guidance and counseling unit in the colleges to help manage acts of indiscipline as well as all stakeholders getting involved in managing the menace.

Key words: *indiscipline, medium of communication*

Background to the Study

These days, colleges of education appear to have been confronted with problems of indiscipline among pre-service teachers. The current wave of indiscipline among pre-service teachers is most disturbing and it demands immediate attention of all the stakeholders in the education sector. Indiscipline among pre-

service teachers manifests mainly in various unruly behaviours exhibited by students in and outside the colleges of education. It includes untoward behaviours like violence, truancy, improper dressing, moral laxity, gambling and other immoral acts (Boama, 2010). Gayism, and drug abuse, particularly, tramadol for sexual enhancement are contemporary acts of indiscipline in our colleges of education (Adinkrah, 2018).

Indiscipline has done more harm than good to education in the country. It has resulted in poor academic performance in colleges of education. As a result of indiscipline, many pre-service teachers have neglected their studies and this makes them to be involved in examination malpractices and other academic vices. This is done with the assistance of some tutors who also contribute to the problems of indiscipline ravaging our colleges of education. Indiscipline among tutors and non-teaching staff in colleges of education is also contribute to gross misconduct in colleges. It therefore leads to wrong upbringing of pre-service teachers. Since indiscipline is the order of the day in most colleges, pre-service teachers often think that what they are doing is right after all, if tutors can do it, why they cannot do it. With such thoughts, these pre-service teachers grow up and they may never stop indulging in misconduct (Boama, 2010).

Most times one sees or hears of several corrupt leaders but one never gets to realise that it may have started from their colleges. The problem of indiscipline in colleges goes beyond what one can imagine. It starts little by little in college and later causes havoc to the image of the country. Indiscipline among the pre-service teachers is on the increase. This is a fact borne out by daily happenings in colleges (Amofa, 2013). The newspapers are full of reports of unrest and indiscipline among students. It has become one of the serious problems being faced by the country. Students go on strikes; they resort to copying and cheating in examination, insult their teachers and principals. They clash with the police, throw stones and brickbats at them and practice violence at any pretext. These widespread unrests and indiscipline among the students reflect the prevailing indiscipline, lawlessness and frustration in the society (Amofa, 2013).

It is not easy to define what constitutes indiscipline in colleges. Nevertheless, many recognize that a certain level of understanding and co-operation and a certain pattern of behaviour must characterize the interaction process that takes place between the tutors and pre-service teachers if effective teaching is to take place. In the Colleges of Education, College records show that indiscipline exists despite the disciplinary committees being formed to investigate such acts. Is it

that pre-service teachers are not aware of the colleges' rules and regulations or the tutors are not playing their roles as expected? Or is it that the rules are too many to cope with? To what extent is the management trying to cope or deal with such indiscipline acts? The most important aspect of all these behaviours mentioned above is to look out for how they are being managed, its causes, and effects on the pre-service teachers, and to find lasting and workable solutions to them in the Kibi Presbyterian College of Education (KPCE), Presbyterian Women's College of Education (PWCE), Aburi, and Presbyterian College of Education (PCE), Akropong in the Eastern Region.

Statement of the Problem

Indiscipline in the Colleges of Education has in recent times become a serious issue of concern. Acts of indiscipline in the colleges have attracted the attention of the public, tutors, parents and the government. The government of Ghana, as a result, issued a directive through the Teacher Education Division of the Ghana Education Service to all colleges on the need to enforce discipline in the colleges of education (Teacher Education Division, 2007).

Considering the youth of today of which the colleges of education students form part, shows the increase in acts of indiscipline such as misuse of drugs, drunkenness, occultism, sexual misconduct, examination malpractices, stealing, fighting among others. According to Amoah & Baiden (2014), managing acts of indiscipline in colleges of education is important issue that needs to be addressed in times like this when the colleges of education are in transition to become university colleges. There is the need for deeper reflections, practical guidance and a review of existing guidelines for managing acts of indiscipline. It is against this background that this work seeks to delve into the causes, effects and management of acts of indiscipline in colleges of education in Ghana.

Purpose of the Study

The study sought to investigate the causes and effects of acts of indiscipline in colleges of education in Ghana and offer suggestions on how to manage them.

Research Questions

1. What are some of the causes of indiscipline in the three Colleges of Education in the Eastern Region?
2. What are the effects of the acts of indiscipline in the three Colleges of Education in the Eastern Region?

3. What measures should be put in place to improve upon managing indiscipline in the three Colleges of Education in the Eastern Region?

Literature Review

Causes of Indiscipline in the Colleges of Education

Indiscipline among students is born out of many causes, which can be looked at from the following perspectives, college (teachers and society) related causes (Amoah, 2004).

Teacher Related Cause Misbehaviour

Some of the main causes of indiscipline in schools are lack of professional attitude and increasing commercial attitude. Some of the schools have become profit centers and commercial enterprises instead of temples of learning. Some of the Colleges management and tutors have only profit motive. This leads to all sorts of malpractices like the encouragement of private tuitions, irregularity in staff recruitment (Amoah & Baiden 2014). According to Blanford (1998) and Mutari, (2001) students always find ways of demonstrating the power that they are able to wield over whoever represents authority. The authority of the teacher arises partly from the fact that the teachers have undergone training and know their work. They have the right, therefore, to make decisions and judgments as to what to teach and how to do it (Tamakloe & Atta 1973). The submissions hold by Blanford (1998) and Mutari (2001) suggest to me that students in our institutions, particularly, those in Colleges of Education are not the only factor with respect to causes of misbehavior, but there are teacher-related causes of misbehaviour which have negative effects on teaching and learning. Some students take their teachers as their role models, therefore, whatever the teacher does has its adverse effect on them. Today, tutors in the Colleges of Education, face a difficult task of building a strong academic and moral foundation of pre-service teachers. As stated by Aboagye (2004) that this can be due to factors like the upgrading of the status of training colleges to diploma awarding institutions, the rise of population of pre-service teachers in the colleges, workload and tutors attitude-morals.

Society-Related Causes

Another cause of indiscipline is the large society. Every community has its unique goals and objectives, and with these come the prescriptions, directives and admonitions (Afful-Broni, 2004). According to Afful-Broni, the society is expected to teach, directly or indirectly certain appropriate, worthy and

acceptable behavior patterns to its members. It is axiomatic that schools are, at all levels, inextricably linked with society. The school community is a reflection of society accommodating the beliefs, values and organizational systems that exist beyond the school grounds. The present social structure has produced students who have more freedom and independence than ever before. They are often free from the traditional institutions of discipline and authority (Afful-Broni, 2006). According to him, students do not come to school prepared to learn because parents and the community members are not fulfilling their necessary roles. Part of the problem, he said is, that the educational system has not evolved sufficiently over the past years to address and respond to those drastic changes in the society. According to Zaney (2007), society appears to have been overwhelmed by a wave of moral decadence expressing itself in various forms of indiscipline, including lack of integrity in public or private lives, criminality and these have affected the youth. These social vices mentioned by the Afful-Broni and Zaney that the youth of today copy from the society contribute to the acts of indiscipline going on in the Colleges of Education.

Effect of Indiscipline

Indiscipline does not affect only the pre-service teachers but the child who is going to be trained by a teacher. This is why managing indiscipline is of much concern to managers and counselors of education. Contributing to the debate of indiscipline in schools a teacher has commented as follows: Instead of being law abiding and honest, people are becoming greedy, violent, and corrupt and are ready to go to any lengths to achieve their personal goals and ambitions. They are no longer ready to wait to get what is due them but will steal, snatch or kill. The crime rate and day to day corruption have increased greatly. They also know how to bypass the law to avoid punishment. The effects of acts of indiscipline enumerated above, show how devastating acts of indiscipline could bring about on the pre-service teachers, colleges and the society as a whole (Amoah, 2007).

Measures Needed to Manage Indiscipline in Schools

Docking (1980) submitted that policies are essential for managing indiscipline and according to Blanford (1998), every school has a policy, which sets out the standards of behaviour it expects. These rules and regulations try to outline what it will do if a student's behaviour falls below set standards. The rules and regulations for teacher trainees of the Colleges of Education are contained in a code of conduct provided by the National Teacher Training Council (N.T.T.C.). Ross (2005) has argued that effective teachers operate under clearly understood

rules, giving clear presentations, having clear instructions, handling misbehaviours eruptions, quickly and calmly, ensuring that work is appropriate to students' ability and minimizing interruptions. Apart from unified code of conduct, each College of Education has its own rules and regulations adapted to suit its environment, religious background and the mission and vision on which the foundation of the school is built. The acts of discipline and indiscipline and their sanctions are documented and some are not. All these measures being put in place by the stakeholders of Colleges of Educations, if they are put into practice by the Management of Colleges of Education, could improve upon managing acts of indiscipline.

Methodology

Research Design

The research design adopted for this study was the descriptive survey design. The descriptive survey was adopted to ascertain how acts of indiscipline issues in the three Colleges of Education are identified as well as to obtain information on the causes and possible management strategies that are used. Creswell, (2013) opines that descriptive survey studies are designed to obtain pertinent and precise information concerning the current status of a phenomenon and to draw valid general conclusion from the facts discovered.

Population

The intended population in this study were all colleges of education in Ghana. The sample size used for the study was 223 selected from the three colleges in the Eastern Region of Ghana.

Sample and Sampling Techniques

Sampling techniques used for the study were multi-stage. The technique used to select the three colleges of education from the eight colleges of education in the Eastern Region was random sampling. The rationale for the selection of the colleges was proximity and corrective measures that have put in place by the mission oriented colleges of education. Purposive sampling procedure was used to select the counselors because the researcher in his judgment felt these counsellors could provide the information needed. The stratified sampling technique was used to select 70 tutors and 150 pre-service teachers. The sample size from colleges of education selected was made up of males and females. The reason for selection of stratified sampling technique was to allow for different analyses to be made independently for gender and each college.

Study Sample

Table 1: Distribution of the study sample

Colleges	Counsellors		Pre-service teachers		Tutors	
	Male	Female	Male	Female	Male	Female
K.P.C.E	1	-	80	30	20	10
P. C. E	-	1	-	20	10	5
P.W.C.E	-	1	-	20	10	5
Totals	1	2	80	70	50	20

Source: Field Data, 2015

Research Instruments

The instruments used to collect data for the study consisted of a questionnaire and documentary reports made up of files which contain disciplinary rules and regulations. The questionnaires were of two types for the following categories of respondents: one questionnaire for counsellors and tutors and the other one for pre-service teachers. The pre-service teachers' questionnaire elicited information on acts of indiscipline, causes, and managing indiscipline, its effects in the colleges. The counsellors' and tutors' questionnaire elicited for responses from teachers on causes of acts of indiscipline, effects and management procedures in the Colleges.

Reliability and Validity of the Instrument

The reliability coefficient, using the split-half mathematical expression, was calculated for each of the questionnaire on their try cut out data to validate the instruments. The reliability coefficients calculated were 0.85 for pre-service teachers and 0.82 for counselor and tutors' questionnaire. This was done to ensure validity of the instruments.

Data Collection Procedure

The researcher collected a letter of introduction from the Head of Department for Educational Administration and Management. Copies of the letter were given to the Principals of the selected colleges. They in turn informed the counselors, tutors and pre-service teachers of the intent of the study and an occasion was arranged for the administration of the questionnaires. The questionnaires were administered to the respondents on the agreed date and collected on the same day. The response' rate was 100%.

Method of Data Analysis

Descriptive statistics were primarily used for the analysis. The data obtained were computed and analysed, using percentages and frequencies, with the aid of Statistical Package for the Social Sciences (SPSS).

Results and Discussions

The analysis was on the three research questions which were the main focus of the study.

Research Question One: What are some of the causes of indiscipline in the three Colleges of Education in the Eastern Region?

This section presents and discusses the views of counselors/tutors and pre-service teachers on causes of acts of indiscipline in the three selected colleges of education. Tables 2 and 3 display the data of causes of acts of indiscipline in Colleges of Education.

Table 2: Counsellors' and Tutors' views on causes of indiscipline

S/N	CAUSES OF INDISCIPLINE	COUNSELLORS/TUTORS RESPONSES	
		Agreed # (%)	Disagreed # (%)
1	No orientation on college rules and regulations for college leader	66 (94)	4 (6)
2	No orientation on college rules and regulations for new students	60 (86)	10 (14)
3	Improper channel of communication in the college	58 (83)	12 (17)
4	Lack of transparency on the part of administration	43 (61)	27 (39)
5	Influence of drugs/alcohol	2 (3)	68 (97)
6	Influence of friends or peers	38 (54)	32 (46)
7	Students imitating other behaviours as a result of technology	65 (93)	5 (7)
8	Labeling of students by peers and college authorities	55 (79)	15 (21)
9	Teachers inciting students against administration	5 (7)	65 (93)
10	Change in policy relating to academic work	67 (96)	3 (4)

Source: fieldwork Data 2015

Lack of Orientation on College Rules

One of the causes of indiscipline in colleges of education has been linked with no orientation given to pre-service teachers when they are admitted or are in college. Tables 2 and 3 indicate that majority of both tutors/counsellors, 66(94%) and pre-service teachers, 133(89%) agreed that colleges leaders were not given orientation on college rules and regulations. In the same vein 60(86%) of the tutors, i.e. majority of them, and 122(81%) of the pre-service teachers revealed that new pre-service teachers were not properly oriented culminating as a cause for indiscipline in colleges. This presupposes that lack of orientation on college rules is one of the causes of acts of indiscipline in colleges of education. This revelation attests to the fact given by Afful-Broni (2006) that, lack of effective orientation is a cause of student indiscipline.

Channel of Communication

A perusal of Table 2 and 3 show that 58(83%) of the tutors/counsellors and 127(85%) of the pre-service teachers agreed to the fact that improper channel of communication between college administration and student body was the cause of indiscipline with 12(17%) and 23(15%) disagreed with the statement. Thus, improper channel of communication is one of the causes of acts of indiscipline in colleges. Afful Broni (2006) and Asare (2007) thought improper channel of communication between school administration and student body brings about indiscipline, the results from the analysis support this assertion.

Research Question Three: What are the effects of the acts of indiscipline in the three Colleges of Education in the Eastern Region?

The aftermath of indiscipline normally has a devastating effect on college activities including both personnel and pre-service teachers. Tables 4 and 5 display the data of how indiscipline affects college life.

Table 4: Counsellors and Tutors views on effects of Indiscipline

S/N	Effects of Indiscipline	Counselor's/Tutors Response		
		Agreed. No (%)	Disagreed No (%)	Total No (%)
1	Poor academic performance	64(91)	6(9)	70(100)
2	Labeling of students or products from the school as bad	65(93)	5(7)	70(100)
3	The college is unattractive to the public	23(33)	47(67)	70(100)
4	Has reduced the support of stakeholders	21(30)	49(70)	70(100)
5	Bad image of the college	61(87)	9(13)	70(100)
6	Rejection by authorities and peers	54(77)	16(23)	70(100)

Source: Field Data, 2015

Table 5: Pre-Service teachers' views on effects of indiscipline

S/N	Effects of Indiscipline	Pre-Service Teachers Responses		
		Agreed	Disagreed	Totals
		No (%)	No. (%)	No. (%)
1	Poor academic performance	116(77)	34(23)	150(100)
2	Labeling of students or products from the school as bad	104(69)	46(31)	150(100)
3	The college is unattractive to the public	21(14)	129(83)	150(100)
4	Has reduced the support of stakeholders	10(7)	140(93)	150(100)
5	Bad image of the college	87(51)	63(49)	150(100)
6	Rejection by authorities and peers	144(96)	6(4)	150(100)

Source: Field Data, 2015

The data in Table 4 regards talking about poor academic performance as a result of indiscipline. Majority of the counsellors/tutors 64(91%) agreed with 6(9%) disagreeing. On the part of pre-service teachers in Table 5, 116 (77) agreed and 34 (23) disagreed. This means that acts of indiscipline in colleges have negative effect on students' academic performance.

From Table 4 tutors/counsellors gave their views about labelling of students as a result of indiscipline. Greater number of the counsellors/tutors; 65(93%) agreed to the statement with 5(7%) disagreeing. Inferred from Table 5, Pre-service teachers majority agreed 104(69) and 46(31) disagreed to the statement. It can be said that actually taking the majority's views, labelling of students had an indiscipline confirming Amoah's (2004) assertion that labelling is an offshoot of indiscipline in Colleges of Education where some students are stigmatized through labelling. The implication is that labelling of pre-service teachers according to the results from tutors is one of the effects of acts of indiscipline.

On the question of pre-service teachers' being rejected by authorities and peers, the counsellors/tutors results indicate that majority of tutors agreed to it. From Table 4, 54(77%) tutors agreed and 16(23%) disagreed. Pre-service teachers on their part agreed to the statement with majority of 144(94) as against 6(4) from Table 5. This means that rejection by authorities and peers is one of the effects of indiscipline. This results support Duodu (2005) and Afful-Broni's (2006) claim that students who indulge in indiscipline acts are always rejected by people and this is what the study identified in the colleges of education.

Research Question Three: What measures should be put in place to improve upon managing indiscipline in the three Colleges of Education in the Eastern Region?

The data in Tables 6 and 7 provide suggestions given by counsellors, tutors and pre-service teachers on how effectively in-disciplinary issues can be managed in the Colleges of Education. The analysis was done college by college to see the general views of respondents in the individual college.

Table 6: Managing Indiscipline Behaviours – Counsellors and Tutors’ views

Managing Indiscipline Behaviours	Colleges	Responses			Totals No (%)
		Counsellors Agreed No. (%)	Tutors		
			Agreed No. (%)	Disagreed No. (%)	
Rendering guidance and Counseling services to students & staff	A	1(100)	30(100)	0(0)	30(100)
	B	1(100)	23(92)	2(8)	25(100)
	C	1(100)	15(80)	0(0)	15(100)
Referring students to disciplinary committee for redress	A	1(100)	28(80)	2(20)	30(100)
	B	1(100)	24(96)	1(4)	25(100)
	C	1(100)	12(80)	3(20)	15(100)
Students signing bond to be of good behaviour	A	1(100)	29(97)	1(3)	30(100)
	B	1(100)	24(96)	1(4)	25(100)
	C	1(100)	15(100)	0(0)	15(100)
Suspension of students from college for number of days depending on the misbehavior	A	1(100)	28(93)	2(7)	30(100)
	B	1(100)	24(96)	1(4)	25(100)
	C	1(100)	15(100)	0(0)	15(100)
Withdrawing students from college for misbehaving	A	1(100)	28(80)	2(20)	30(100)
	B	1(100)	23(92)	2(8)	25(100)
	C	1(100)	13(97)	2(3)	15(100)
Rebuking students openly and in Private	A	1(100)	26(87)	4(13)	30(100)
	B	1(100)	23(92)	2(8)	25(100)
	C	1(100)	13(87)	2(13)	15(100)
Demoting of prefects who Misbehave	A	1(100)	28(93)	2(7)	30(100)
	B	1(100)	25(100)	0(0)	25(100)
	C	1(100)	15(100)	0(0)	15(100)
Referring students to Principal	A	1(100)	30(100)	0(0)	30(100)
	B	1(100)	23(92)	2(8)	30(100)
	C	1(100)	15(100)	0(0)	15(100)

Source: Fieldwork data 2015

Key Responses: Ag =Agree; DA = Disagree, Colleges; A=Presbyterian College of Education – Akropong, B = Kibi Presbyterian College of Education and C = Presbyterian Women’s College of Education, Aburi

Managing Indiscipline Behaviours – Pre-Service Teachers Responses	Colleges	Pre-Service Teachers Responses		Totals
		Agreed No. (%)	Disagreed No. (%)	No (%)
Rendering guidance and Counseling services to students & staff	A	70(100)	0(0)	70(100)
	B	50(100)	0(0)	50(100)
	C	30(100)	0(0)	30(100)
Referring students to disciplinary committee for redress	A	66(94)	4(6)	70(100)
	B	47(94)	3(6)	50(100)
	C	24(80)	6(20)	30(100)
Students signing bond to be of good behaviour	A	7(10)	63(90)	70(100)
	B	6(12)	44(88)	50(100)
	C	1(3)	29(97)	30(100)
Suspension of students from college for number of days depending on the misbehavior	A	60(86)	10(14)	70(100)
	B	45(90)	5(10)	50(100)
	C	29(97)	1(3)	30(100)
Withdrawing students from college for misbehaving	A	2(3)	68(97)	70(100)
	B	3(6)	47(94)	50(100)
	C	5(15)	25(85)	30(100)
Rebuking students openly and in Private	A	3(4)	67(96)	70(100)
	B	1(2)	49(98)	50(100)
	C	3(10)	27(90)	30(100)
Demoting of prefects who Misbehave	A	2(3)	68(97)	70(100)
	B	1(2)	49(98)	50(100)
	C	0(0)	30(100)	30(100)
Referring students to Principal	A	5(14)	60(86)	70(100)
	B	5(10)	45(90)	50(100)
	C	5(17)	25(83)	30(100)

Source: Fieldwork data 2015

Rendering Guidance and Counseling Services to Staff and Pre-Service Teachers

This measure from the results in Table 6 suggests that it was one of the most powerful ways of managing indiscipline in colleges. This is because all the counsellors and tutors from the sampled colleges agreed to the fact that rendering guidance and counseling services can be used to manage indiscipline. The results show that 30(100%), 23(92%) and 15(100%) of the tutors from colleges A, B and C, respectively agreed to the fact that rendering guidance and counseling services to students was a way of managing indiscipline. Analytically, rendering Guidance and Counseling Service to students in colleges of Education is a good measure for managing indiscipline. This supports the assertion by Pecku (1986); Duku (2016) and Adinkrah (2018) that schools need to render guidance and counseling services as a way of managing indiscipline.

Results from Table 6 show that 70(100%), 50(100%) and 30(100%) of the students from colleges A, B and C respectively agreed to the fact that rendering guidance and counseling services to students was a way of managing indiscipline. This result also affirms the result given by tutors in Table 6. This means that rendering guidance and counseling services to students was one of the powerful tools for managing indiscipline.

Again, from Tables 6 and 7 other suggestions where all administrators and majority of the tutors agreed as a measure to manage indiscipline of which majority of the students disagreed to it in all colleges were as follows; rebuking students before class and in private 67 (96), 49 (98) and 27 (90) and demoting of prefects 68 (97), 49 (98) and 30 (100). The administrators and tutors stance supports views expressed by Blandford (1998); Docking (1980) and Afful-Broni (2006).

Referring students to disciplinary committee

Another way of managing indiscipline is by sending misbehaved students in the colleges of education to the disciplinary committee. This assertion supports what Amoah (2004) said about how disciplinary matters can be managed. Results from the Table 6 indicate that all the counsellors and tutors from all the three colleges agreed to this measure being used for managing indiscipline. This is evidenced by the data that 28(80%), 24(96%) and 12(80%) of the tutors and 66(94%), 47 (94%) and 24(80%) of the pre-service teachers' agreed that students should be referred to the disciplinary committee when they misbehave. Even though these were the views of majority of the respondents, a few disagreed to

the measure. For example, two (20%), 1(4%) and 3(20%) of the tutors from colleges A, B and C, respectively disagreed to students being referred to the disciplinary committee as a measure to manage indiscipline. This means that referring students to disciplinary committee was one of the measures of managing indiscipline.

Results from Table 6 indicate that all the pre-service teachers from all the three colleges agreed to this measure (referring students to disciplinary committee) being used for managing indiscipline. Pre-service teachers from colleges A, B and C, respectively agreed that students should be referred to the disciplinary committee when they misbehave. Even though these were the views of majority of the respondents a few disagreed to the measure. For example, 4(6%), 3(6%) and 6(20%) of the pre-service teachers from colleges A, B and C, respectively disagreed to pre-service teachers being referred to the disciplinary committee as a measure to manage indiscipline. The students' results confirm what the counsellors and tutors said. This presupposes that referring pre-service teachers to disciplinary committee was one of the measures for managing indiscipline.

Conclusions

From the findings of the study, the following conclusions are drawn: the study established that the main causes of acts of indiscipline are no orientation for college rules and regulations for college leaders and new students, as well as improper channel of communication in the college. Therefore, lack of orientation and improper channel of communication are the main causes of indiscipline in colleges of education. Poor academic performance, labeling of students from the college as bad and the college becomes unattractive to students are some of the effects of acts of indiscipline in colleges. It can be inferred from the findings that guidance services play major role in managing acts of indiscipline in colleges of education. Therefore, guidance services are key factors in managing acts of indiscipline in College of Education.

Recommendations

Based on the results of the research, the following recommendations are made to the colleges' governing councils:

- Should ensure that a comprehensive orientation policy for newly recruited staff and pre-service teachers be put in place before they start their work and go through matriculation formalities respectively. This will enable staff and pre-service teachers to be guided by what is right or wrong from the beginning of their stay on college campus.

- Should set up or strengthen Guidance and Counseling units in the Colleges where staff and pre-service teachers who have emotional, academic or career challenges can go for guidance.
- Should see to it that managing acts of indiscipline in colleges become collaborative for stakeholders of colleges of education since new trends of acts of indiscipline are technological and complex oriented.

References

- Aboagye, J. K. (2004). *Historical and philosophical foundations of education in Ghana*. Accra: Media Geard Limited.
- Adinkrah, B. K., (2018). Teachers' Attitudes towards the Teaching of Values in RME in Three Colleges of Education in the Eastern Region. Unpublished PhD Thesis. University of Education, Winneba.
- Afful-Broni. A. (2004). *The school as a unit: the Ghanaian perspective*. Accra: Type Company Limited.
- Afful-Broni. A. (2006). *Theory and practice of educational leadership in Ghana*. Accra: Yamens Press Limited.
- Amoah, S., A. & Mowanga, T. (2007). *Indiscipline. Present in everyday life*. Nottingham: Education bulletin (in print).
- Amoah, S. A. & Baiden, M. (2014). Managing indiscipline in training colleges in Ghana. *International Journal of Education Research and Development*. Vol. 3, 55-76.
- Amofa, C. S. (2013). Indiscipline in second cycles schools in Ghana, Unpublished M.Ed Thesis, University of Cape Coast.
- Asare, S. A. (2007). *Students' perception on punishment*. Kumasi: Mimeograph.
- Blanford, S. (1998). *Managing discipline in schools*. New York: Routledge.
- Boamah, R. (2010). *Conflict among administrators*. Accra. Memeograph.
- Buku, D. K., (2016). *Foundations of Guidance and Counselling*. Kumasi: BENJOY ENTERPRISE.
- Code of Conduct for Colleges of Education, Teacher Education Division (2007). PP. 1-2.
- Creswell, J. W., (2013). *Research design*. (2nd edition) California: Sage Publications Limited.
- Docking, J. W. (1980). *Control and discipline in schools*. London: Harper and Row.
- Duodu, F. K. (2005). *School Administrator*. Kumasi: SOSFA (GH).
- Mutari, M. (2001). School dropout. Cape Coast. Unpublished project work. University of Cape Coast.
- Pecku, N.K. (1986). *Introduction to Guidance for schools and Training College*. Accra: Universities Press.

- Rose, G. (2001). *Visual methodologies*. London: sage Publication.
- Tamakloe, A. Atta, T. S. & Schimdt, W. H. (1973). How to choose a leadership pattern. *Harvard Business Review* 36(2), 95-101
- Zaney, G. D., (2007). in the Daily Graphic of Saturday, September 15.

