

Research Article

The Role of Ghana Armed Forces Code of Discipline in Shaping Conduct and Academic Outcomes in the Six Garrison Basic Schools in Tamale, Ghana

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Abstract

Until recently, discipline was critical in educational institutions. However, with the various educational reforms in Ghana, emphasizing the rights of the student and outlawing corporal punishment, acts of indiscipline have increased in the schools. The consequences of indiscipline are many; it affects academic performance, demoralises teachers, and creates an unsafe school environment. As indiscipline is a significant problem in many public schools, the Ghana Armed Forces Code of Discipline applied in the Six Garrison Basic Schools presents a unique case, and is used as a case study in this study. The study was conducted in the Six Garrison Basic Schools at Kamina and Bawah barracks in Tamale. Respondents were drawn from the neighbouring communities from which most of the students come. The study used interviews, focus group discussions, and observations as the key data collection tools. The study found that students in these schools exhibited signs of discipline characteristic of the Ghana Armed Forces. The study found that through imitation, observation, and enforcement, students have imbibed the Ghana Armed Forces Code of Discipline. The study found that students arrive at school on time, stay in class, and complete their assignments both in and out of class. The study further found that respect for teachers and authority is highly encouraged, and the school environment is safer for both teachers and students to engage in academic work. The study, however, found that the implementation of the Ghana Armed Forces Code of Discipline in the Six Garrison Basic Schools was affected by institutional differences because the schools are under the Ghana Education Service, while the Armed Forces are under the Ministry of Defence. While the Ghana Armed Forces would like to apply their code of discipline in these schools fully, they are restricted by the Ghana Education Service. Despite this seeming restriction, the Ghana Armed Forces Code of Discipline is imbued with both teachers' and students' values. The study recommends replicating this practice in public schools in Ghana.

Keywords

Ghana Armed Forces Code of Discipline, Behaviour, Observation, Imitative Modelling, Internalization

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1. Background of the Study

Disciplinary concerns are prevalent and pervasive and pose serious challenges to educators worldwide. The subject matter of the management of student behavior has been a topic of discussion since the inception of formal education. According to Maphosa and Mammen, learner indiscipline has been a prominent concern at both the international and national levels for an extended period [12, 15]. The writers in the United Kingdom have seen several instances of misbehaviour shown by both students and teachers inside the school setting. A satisfactory degree of success in a lesson is contingent upon several elements, one of which is the establishment and maintenance of discipline within the classroom environment. The establishment of discipline inside the classroom is an essential need to facilitate the occurrence of meaningful learning experiences [11].

Discipline may be defined as a set of techniques to shape one's character, instil self-control, and promote socially acceptable conduct [17, 19]. This concept encompasses the qualities of self-discipline, moderation, and consideration for both oneself and others.

On the contrary, indiscipline refers to engaging in misconduct in one or more of the following domains: adherence to school authority, compliance with rules and regulations, and upholding established norms of conduct [28]. School discipline can be defined as a comprehensive set of strategies employed to effectively coordinate, regulate, and organize individuals and their activities within the educational institution [26, 27]. It encompasses the implementation of provisions and procedures essential for establishing and sustaining an environment conducive to teaching and learning. The objective of discipline is to facilitate the individual's ability to achieve a state of psychological and emotional equilibrium, leading to overall well-being and contentment [17]. To cultivate an academically oriented atmosphere conducive to teaching and learning, it is essential to promote a set of behavioural standards inside the classroom. Discipline serves the objective of creating an environment conducive to facilitating learning [30]. The purpose of discipline is to deter disruptive behavior that has the potential to compromise safety within the educational setting. Discipline should aim at correcting flouting organizational rules and not as retribution for breaking the rules [21].

Additionally, [4] argues that the implementation of discipline in educational institutions has a crucial role in safeguarding the overall well-being of both faculty members and students while also fostering a conducive learning atmosphere. According to Madziyire [13], effective discipline within a school setting is crucial for promoting positive academic outcomes. Implementing effective disciplinary practices in school and classroom environments facilitates an optimal teaching and learning experience [10].

This study aims to analyze the application of the Ghana Armed Forces Code of Discipline in the Six Garrison Basic

Schools in Tamale and assess its impact on the students. The code of discipline serves as a set of guidelines and regulations designed to ensure order, discipline, and ethical behaviour among its members, including students, teachers, and staff. However, the effectiveness and application of the code of discipline within the Garrison Basic Schools still need to be explored.

The problem lies in assessing how the code of discipline is actively implemented and followed in shaping behavioural conduct within these schools. Understanding the level of adherence to the code and evaluating its impact on student behaviour, disciplinary measures, and overall school climate are critical for promoting a conducive learning environment. To this extent, the study aims to address the following research objectives:

- 1) To examine the extent to which the Six Garrison Basic Schools in Tamale adopt and implement the Ghana Armed Forces Code of Discipline,
- 2) To analyze the influence of the code of discipline on behavioural conduct among students, teachers, and staff within these schools.
- 3) To examine the challenges and barriers faced in effectively enforcing the code of discipline in the Six Garrison Basic Schools and
- 4) To analyze how applying the code of discipline contributes to the overall school climate and learning outcomes: discipline -Punctuality, attendance, retention, and completion of Students.

By analyzing the application of the Ghana Armed Forces Code of Discipline in the selected Six Garrison Basic Schools in Tamale, this study intends to provide valuable insights into the effectiveness of the code of conduct. Ultimately, the findings can inform policy recommendations and interventions to enhance the enforcement and impact of the code of discipline, promoting a positive and disciplined learning environment in Basic Schools.

2. Some Military Code of Service Discipline: Value for School Discipline

This research examines several military Codes of Service Discipline (CSD) that have been designated as standards for evaluating their influence on indiscipline and their worth for school discipline:

Drill: It cultivates pupils with heightened attentiveness, compliance, and intellectual understanding in several domains, such as attire, athletic pursuits, and academic endeavours. The overall impact of school discipline is that it instills in pupils a sense of intelligence and efficiency in all their endeavours as individuals while fostering a collective spirit of collaboration and unity among the student body [5].

"Padre hour" or "Silence hour" refers to a designated period

in which individuals are expected to maintain a quiet and contemplative atmosphere. A time of meditation and quiet is a practice whereby students engage in introspective contemplation on specific moral elements of their activities, seek a deeper connection with their core beliefs, and undertake the process of restructuring or reorienting their lives. Additionally, this hour provides opportunities for students who, due to unavoidable circumstances, cannot complete their homework assignments at home to fulfill their academic responsibilities [5, 6].

Facilitation and Complicity in Criminal Activity. Criminology is a field of study that aims to mitigate the impact of peer-group influence. In this context, if one individual assists another person in the commission or omission of a crime, they are subject to comparable punitive measures as the primary offender.

The non-denominational religious church parade is an event that brings together individuals from many religious backgrounds for a collective worship experience. The military tradition aims to cultivate a sense of spiritual unity and tolerance among soldiers. The Garrison Educational System incorporates a weekly session, specifically on Wednesdays, within the school hours of 6 am-7:30 am. During this session, students convene in a single classroom to receive instruction about God/Allah. The curriculum encompasses both Muslim and Christian songs, and occasionally, guest speakers are invited to address the students on topics such as tolerance, humility, teenage pregnancies, drug addictions, and various other social issues. This intervention mitigates the prevalence of multiple manifestations of disciplinary problems previously discussed in this study [5, 7].

Prioritise action above complaint. The incorporation of stringent military principles into the Six Garrison Schools has been shown to be of significant benefit, as it has effectively mitigated instances of indiscipline [24]. Students are motivated to act per expected standards to avoid punitive measures by instilling a sense of responsibility and adherence to rules. Consequently, the use of disciplinary measures serves as a means to regulate the behaviour of students who lack intrinsic self-discipline.

Arriving late to an event might be equivalent to not attending it [7, 8]. One additional virtue transferred from the GAF (Ghana Armed Forces) to the Six Garrison Schools is the strict adherence to punctuality in attending school. As a result, the educational institution often prioritizes the implementation of a preschool reopening cleanup initiative to ensure a seamless initiation of the academic proceedings at the beginning of the school term. The implementation of this practice has facilitated the timely completion of syllabi by the teaching staff, resulting in educational benefits for students in comparison to their peers in other public schools. These students often spend a week or more cleaning their environment before commencing academic work, which hinders their ability to complete their academic tasks within each term, ultimately impacting their academic performance.

3. Theoretical Underpinning: Deterrence Theory

Generally speaking, philosophy and empirical research have yet to serve as a foundation for the public conversation on school discipline. However, many arguments for harsher discipline are based on deterrence, the prevalent strategy for ensuring social compliance in both the educational and criminal justice systems of the United States [26]. Deterrence or instrumental methods to school discipline, which are based on utilitarian philosophies and rational choice principles, see punishment as an effective means of reining in student misconduct. The deterrence theory states that socially undesirable behaviour can be stopped by making noncompliance expensive for individuals. Because students fear the repercussions of breaking the rules, they opt to follow teacher instructions [9]. Deterrence theory has been studied extensively in the literature, with varying degrees of success [20].

There is some evidence, if scanty, to back up the claim that severe disciplinary procedures discourage misbehaviour in schools. Studies using extensive nationwide education surveys have discovered a link between misbehaviour and punishment. For instance, [3] found that schools with higher punishment rates also had lower misbehaviour rates. Additionally, [2, 25] also found that more stringent school punishment policies were linked to lower drug offences and serious school misbehaviour. Lower levels of violence and disorder have been linked, at the perceptual level, to student views of severe and consistent implementation of school rules [16].

4. Research Methodology

4.1. The Study Area

The study was conducted in Tamale, specifically at Kamina and Barwah Barracks. These two military barracks constitute the Six Garrison. Kamina Barracks is the place for the Northern Regional Command of the Ghana Armed Forces (6th Battalion of Infantry), while Barwah Barracks is a place for the personnel of the Ghana Airbase (the Airborne and the Air Forces). There are four basic schools in both Kamina and Barwah Barracks; one Primary school and one Junior High School in each barracks. Students in these schools are made up of both the wards of the military and those from the surrounding communities. Though the schools are under the Ghana Education Service, the military exerts significant influence and assists with supervision, monitoring, and sometimes teaching.

The study used a mixed method, combining qualitative and quantitative data. The choice of this method was to capture details from respondents by probing for more information, participating in focus group discussions, and making observations. This research investigates a novel phenomenon: the potential application of the military code of service discipline

to influence the behavioural patterns of students attending the Six Garrison Schools. The study examines the social realities within the selected schools and the potential influence of specific military codes of service discipline on reducing levels of indiscipline in schools. Given the absence of prior research on this matter, doing an exploratory study would provide novel perspectives and enable the researchers to establish a holistic approach to addressing the problem.

4.2. Sampling Procedure

The researchers used purposive, convenience, and random sampling techniques to select participants from five distinct groups: teachers, the military, circuit supervisors, parents, and students of the Six Garrison Schools. The circuit supervisors, the headteachers, and the military command were selected purposively because they constituted the key informants. Parents, teachers and other ranks of military officers were selected by convenience, while the students were randomly selected because their numbers were many. In all, 130 respondents participated in the research. Table 1 displays the sample size and distribution.

Table 1. Sample Size and Distribution.

Category of respondents	Male	Female	Total
Teachers	17	10	27
The military	10	5	15
GES, Circuit supervisors	1	1	2
Pupil/Students	35	24	59
Parents	15	12	27
Total	78	52	130

4.3. Data Collection and Analyses

The study interviewed the heads of the four schools, teachers and the military officers, while questionnaires were used for the students and their parents. These were identified as significant informants. To get comprehensive responses to the study questions, it was necessary to conduct a thorough examination of the perspectives held by these individuals. Consequently, the researchers proceeded with the administration of semi-structured interviews with other ranks of the military and some students. The researchers used an interview guide and adhered to it to a certain degree. The semi-structured interviews demonstrated some flexibility, enabling the researchers to adapt the interview approach as needed. The flexibility of the approach also allowed the researchers to uncover concepts about the study that would have needed to be more attainable via the use of the questionnaire. The interviewees provided valuable perspectives on their

experiences with the military code of behaviour.

We conducted four focus group discussions with students, one in each school, to elicit information and experiences regarding implementing the code of discipline. Similarly, we held two focus group discussions (FGDs) with parents to gather their views on their wards' behavioural conduct and on how they imbibe the military code of conduct and behaviour. The researchers also participated in two parent-teacher meetings to gather first-hand insights. We also observed school attendance, classroom interactions, extracurricular activities, and disciplinary actions to gauge the impact of the code of discipline on student behavior. We also observed classroom dynamics and interactions to assess how teachers enforce the code of discipline and its effects on student behaviour.

4.4. Data Analyses

For this study, 27 teachers and 59 students participated in the study. Questionnaires were randomly distributed to them in the four selected schools. For the quantitative data, SPSS version 27 was used for the data analysis, while Nvivo was used to analyse the qualitative data. Cronbach's alpha was employed to verify the accuracy and reliability of the data.

5. Findings and Discussion

5.1. Adaptation and Implementation of the Ghana Armed Forces Code of Discipline in the Six Garrison Basic Schools in Tamale

The Ghana Armed Forces Code of Discipline provides guidelines for ensuring discipline and order within the armed forces. The adaptation and implementation of this code in the Six Garrison Basic Schools in Tamale aims to instill discipline and promote a conducive learning environment for students. This analysis delves into the critical aspects of this adaptation, including its impact on students, teachers, and the school community.

The study found a formal adoption of the Ghana Armed Forces Code of Discipline in the Six Garrison Schools be impactful. Almost all the respondents attested to this. Before a student is admitted, the code of discipline is given to the parent as part of the rules and regulations governing behaviour in the schools, and they have to sign and agree to abide by that.

The extent to which the Ghana Armed Forces Code of Discipline was adopted and implemented in schools was uniform in the two barracks. The study observed no significant variation as all the schools fully integrated it into their disciplinary policies without modification or adaptation to suit their specific needs or location context.

The study's findings indicate that more than three-quarters (78%) of the students possess knowledge related to the military code of service discipline. Specifically, 51% of the students demonstrated familiarity with the principle of "do be-

fore you complain," while 28% were knowledgeable about aiding and abetting crime. Additionally, 22% of the students were aware of the distinctive nature of their uniform, 12% claimed to possess knowledge about the drill, and 7% acknowledged the principle that "an attack on one is an attack on all." These findings collectively support the notion that the military code of service discipline holds value in promoting discipline within educational institutions. Most (64%) pupils said that implementing the military CSD had significantly improved discipline inside their academic institutions. According to a teacher at Kamina Basic School, he could single-handedly transport the entire student body, comprising over 339 pupils, to Tamale town and, after that, return them to the school premises without any student branching off. This remarkable feat is attributed to the students' exceptional degree of discipline.

The study further found that the schools have developed guidelines and procedures based on the general principles outlined in the code of discipline. These guidelines help regulate student behaviour, maintain order, and promote a positive learning environment.

Awareness creation and regular reminders. The school authority and sometimes the military command constantly remind the students of the code of discipline during assemblies and in all school gatherings. This ensures effective internalization of the discipline code due to the frequent reminders and awareness creation among school staff, including teachers, administrators, and support staff. The frequent awareness creation sessions focus on letting the students understand the code, apply its principles, and ensure consistency in disciplinary actions [19, 21].

Enforcement consistency was also found to be why the students and the school staff adopted the code of conduct. Consistent enforcement of the code of discipline is crucial for shaping behavioural conduct. All four schools strived to apply disciplinary measures fairly and consistently to avoid any perception of bias or favoritism.

Finally, the study observed that parental involvement was also critical in enforcing the adoption of the code of discipline. The school authority and the military command educated parents to understand and support the code of discipline. They engaged parents through regular communication, during parent-teacher meetings, and workshops to explain the principles of the code and elicit their feedback and cooperation.

5.2. The Influence of the Code of Discipline on Behavioural Conduct Among Students, Teachers, and Staff Within These Schools

In trying to address the above, the study discovered seven essential factors: these are: i) Setting clear expectations, ii) promoting accountability, iii) Establishment of a safe and respectful environment, iv) Encouraging self-discipline, v) Supporting a conducive learning environment, vi) Enhancing teacher-student relationships, and vii) Ensuring Staff profes-

sionalism.

About setting clear expectations, the study found that the code of discipline sets clear expectations for behaviour, which helps establish a standard of conduct within the school community. It outlines the acceptable and unacceptable behaviours, the 'Dos and Don'ts', and thus helps students, teachers, and parents understand the boundaries and consequences. During the FGDs, the students frequently referred to some of the values they had imbibed from the school. They refrain from the prohibited acts the code of conduct frowns upon: "Stealing is prohibited in this school," and "Fighting is prohibited." One of the students remarked, *"Even if you do not have a pen to do class work, you dare not take your colleague's pen without his or her concern."* This influences their behaviour and conduct in the school environment, which creates the culture, expectations, traditions, and prohibitions that the students need to demonstrate self-restraint [29]. They are expected to abide by these values, and they have imbibed and internalized them in their daily lives.

The second factor is the promotion of accountability amongst the students and teachers. The code of discipline holds individuals accountable for their actions, both students and staff alike. It emphasizes personal responsibility, ensuring everyone understands the consequences of their choices. The principles of 'do before you complain' and 'abetment of crimes' are some of the critical disciplinary codes that promote accountability. One of the teachers said, *"The principle of 'do before you complain' has helped greatly in maintaining discipline and undercover acts. The students know too well that when they meddle in an inappropriate conduct, and they are caught, they will be punished, and they have to execute the punishment first before they can be heard"*.

The third factor the study found was that the Ghana Armed Forces Code of Discipline adopted in the schools has established a safe and respectful environment. The schools create a safe and respectful learning environment by enforcing the code of discipline. Interviews with the teachers revealed that issues such as truancy, absenteeism, lateness, fighting, and indecent dressing are rare in the schools. The school rules and guidelines for treating others respectfully and discouraging behaviours that may disrupt the learning process or harm others are spelled out [22, 23].

Imitative modeling is another of the fundamental values the students have picked through observation. They like this from the soldiers who sometimes handle some lessons and what they observe the soldiers do in the barracks, such as matching, running, drilling, and engaging in sporting activities. During FGDs with parents in the surrounding communities such as Katariga, Yong, and Zagyuri, they see their children form cadet groups with their Commanders, leading them to match around the streets during weekends and holidays. The participants indicated these children behave the same way as the soldiers do in the barracks, such as matching, singing, and following commands and directives from their commanders. The children try to practice and internalise what they have

observed the soldiers do in the barracks.

The enforcement of the Ghana Armed Forces Code of Discipline in the schools also encourages self-discipline in the students and staff. Almost all the respondents were unanimous in their responses that the code of discipline aims to foster self-discipline among students. Teaching the students about accountability and consequences promotes the development of self-control and responsible decision-making.

The respondents frequently maintained that the Ghana Armed Forces Code of Discipline supports effective teaching and learning in the schools. Most of the teachers interviewed, especially those who had the experience of teaching in other public schools before transferring to these schools, indicated that the Six Garrison schools are different in terms of discipline amongst the students. One of these teachers at Barwah Barracks said, *“Here students are punctual to schools. They do not dodge and go home before closing time. They do not go far away from the campus during break time and do not disturb lessons”*. He continued, *“We have never witnessed students’ hooliganism, violent behaviour, or threatening or attacking teachers.”* The statement highlights a disciplined and dedicated atmosphere where students value punctuality, remain in school for the entirety of the academic day, stay near the school during breaks, and possess a sense of trust in their lessons. These factors contribute to a conducive learning environment, enhancing students’ overall educational experience. When the code of discipline is effectively implemented, it supports the learning process. A well-managed and orderly environment enhances focus, engagement, and overall academic performance.

Enhances teacher-student relationships: The code of discipline, as observed in the Six Garrison schools at Kamina and Barwah Barracks, also improves relationships between teachers and students. “When students are disciplined, it fosters love and improves teacher-student relations”, said one of the headteachers. The Ghana Armed Forces Code of Discipline, as it pertains in the schools, provides a framework for consistent discipline, allowing teachers to address behavioural issues in a fair and impartial manner; this fosters a positive and supportive teacher-student relationship.

Finally, the Ghana Armed Forces Code of Discipline, as it prevails in the schools, promotes staff professionalism, as claimed by all the teachers. They claimed that the code of discipline also applies to teachers and other staff, ensuring that they model appropriate behavior and exercise their duties with high levels of professionalism in their interactions with students and peers. It helps establish a professional work environment where all individuals are treated with respect.

5.3. Challenges and Barriers Faced in Effectively Enforcing the Code of Discipline in the Six Garrison Basic Schools

Enforcing the code of discipline in Six Garrison Basic Schools can be challenging, as educational institutions may

face several barriers and obstacles. Some of the critical challenges and barriers are elaborated below:

One of the difficulties of the Education Authority was implementing the Military Comprehensive School Development (CSD) Initiatives in the Six Garrison Schools. The study’s findings showed that the Ghana Education Service (GES) and the Ghana Armed Forces (GAF) are distinct, independent state entities, hence posing challenges in the application of military service discipline in GES schools. A teacher at Kamina elementary school said that one of the challenges encountered in the Garrison schools is the conflict of interest that sometimes arises between the Ghana Education Service (GES) and the Ghana Armed Forces (GAF). The instructor further said that although certain aspects of the military code of service discipline are very practical for maintaining discipline in schools, the issue lies in their alignment with the ethical standards of the Ghana Education Service (GES).

Another observed problem was the lack of regulatory powers within the GAF (Governing Armed Forces) to effectively implement certain military CSD (Code of Service Discipline) measures. Additionally, there was a prevailing notion among the stakeholders that the military discipline is excessively severe and rigorous. The present discovery supports [18] social attribute theory, which highlights the interconnectedness and interdependence of different institutions in fostering discipline within a particular culture.

Another challenge the teachers and students encountered and frequently stated was the need for more clarity and understanding of some codes. “One major challenge is a lack of clarity or understanding of the code of discipline among students, teachers, and staff. When there is confusion about the expectations or consequences outlined in the code, it becomes difficult to enforce it consistently as the teachers themselves are not military officers,” stated one of the teachers at Barwah Barracks. The teacher said, “Inconsistency in enforcing the code of discipline sometimes undermines its effectiveness. He indicated that different teachers have varying approaches or interpretations, leading to mixed messages and confusion among students about what is acceptable behaviour.

The researchers also observed the need to address some underlying issues sometimes without applying the military code of conduct. In some cases, disciplinary problems are symptomatic of underlying social, emotional, or behavioural challenges that require additional support [28]. Simply enforcing the code of discipline without addressing these underlying issues may not lead to long-term behaviour change. As indicated by one of the female teachers, “Girls in their menses may not appear to comply fully with the code of conduct expected of them.”

5.4. The Impact of GAF Code on Academic Outcomes

The study found that the application of the GAF Code of Discipline contributes to the overall disciplined school envi-

ronment and learning outcomes. Discipline is defined by the extent to which students obey their teachers, school rules and regulations, and by the respect students exercise among themselves and toward their teachers without compromising the school rules. The study observed that punctuality to school and other extracurricular activities was high. It was also observed that school attendance and extracurricular activities were not only regular but also punctual. As explained by one of the Headmasters, “students who come late to school always have to provide convincing reasons, and when we notice it is not their fault, we understand them”. The headmasters at the schools explained that the retention and completion rates are between 95% and 98%. This means that students enrolled in one cohort have a 95% to 98% likelihood of remaining in the school until they complete.

Learning outcomes are the skills, capabilities, knowledge, and values that students acquire and can demonstrate. Learning outcomes serve as guidelines for the creation of curricula, standards, and the quality of instruction [14, 1]. On the other hand, learning objectives set the stage for evaluation by outlining the goals and outcomes of instruction.

During the interviews and in all the FGDs, the learning outcomes that participants frequently mentioned included punctuality at school, regular attendance, staying in class even in the absence of a teacher, maintaining silence in class, dressing neatly and smartly, absence of bullying by the seniors, absence of rioting or destruction of school properties, no physical attacks on teachers and high rate of completion.

As part of reinforcing the code of discipline, the school authorities lock the entrances after 8:00 a.m., and any student who arrives after that time will not have access to the school. The researchers also observed that students hardly loiter around during class hours. Thus, implementing the code of discipline helps establish and maintain a positive school environment. Consistent enforcement of behavioural expectations and climate promotes a sense of belonging, reduces instances of bullying or violence, and encourages student engagement and overall well-being [24].

The code of discipline provides a framework for maintaining discipline within the school community and at home. Almost all the parents interviewed indicated that their wards exhibit high discipline, responsibility and accountability at home. By setting clear expectations and consequences for behaviour, the military code of conduct implemented in the schools establishes a consistent approach to addressing disciplinary issues. This helps create a structured learning environment where students understand the boundaries and expectations, leading to fewer disruptions and disciplinary incidents.

Finally, improvement of social development: The code of discipline also supports the social development of students. Promoting positive behaviours, respect for others, and personal responsibility helps students develop essential social skills and character traits. Students learn to navigate conflicts, resolve issues peacefully, and be accountable for their actions.

This fosters positive relationships with peers and adults, encourages teamwork, and supports the development of important social and emotional skills.

6. Conclusion

In summary, applying the code of discipline contributes to a positive school climate, improved discipline, enhanced academic performance, and students' social development. However, it's important to note that the effectiveness of the code may depend on various factors such as consistent enforcement, supportive school environments, and collaboration between students, parents, and school staff. Regular evaluation and adaptation of discipline strategies can help ensure that the code continues to impact student outcomes positively.

The prevalence of various types of indiscipline within the Six Garrison schools and the subsequent adverse effects on many education stakeholders, including children, parents, teachers, and school administration, should not be overlooked. The study analyzed the causes and consequences of indiscipline in educational institutions, including factors related to parents, teachers, and peers. It also examined the various detrimental effects that indiscipline has on students, parents, and society as a whole, such as the occurrence of unwanted pregnancies and increased rates of school drop-outs.

The methods by which authorities may effectively execute specific military Counterinsurgency Support and Development (CSD) strategies were also identified. The study emphasized the difficulties encountered throughout the implementation process while also proposing recommendations for successful implementation. Based on the results and subsequent conversations, it is evident that the issue of indiscipline within the Six Garrison Schools has been somewhat addressed through the introduction and execution of the military Character and Skill Development (CSD) programme. The use of some Military CSD measures in the Six Garrison Schools has resulted in observable improvements in the discipline.

The study leverages deterrence theory to explain the findings. The theory states that socially undesirable behaviour can be stopped by making noncompliance expensive for individuals. Because students fear the repercussions of breaking the rules, they opt to follow instructions from teachers. The research demonstrates that some components of military character and skill development, such as drills, have positively impacted pupils' performance in school activities by enhancing their turnout, collaboration, and overall level of sophistication. The implementation of Silence Hour, also known as Padre Hour, has resulted in significant enhancements in religious tolerance and cohesiveness, as well as a reduction in many negative behaviours, such as adolescent pregnancies, smoking, fighting, and theft within the school environment. The concept of "do before complain" has been recognized as a method of enforcing discipline among pupils who exhibit a

lack of self-control, among other factors.

The study indicates that pure military CSD (Cadet Student Development) practices, such as the "do before complain" principle, which fosters discipline among students, drill exercises, which enhance students' smartness and teamwork skills, and the "silent hour" practice, which inculcates positive moral values, should be further developed and replicated in public schools. This could be achieved by adjusting the time frame and involving military authorities, particularly in drill exercises. These positive values acquired by the students could enhance their social relationships within different social institutions, including the family, education, and religion, among others.

This study was limited to students attending school in the Six Garrison Basic Schools at Kamina and Barwah Barracks, Tamale. Further studies are required to measure their behaviour after leaving these schools to gauge whether they still maintain and practice the values acquired from the Six Garrison Basic Schools.

Addressing these challenges requires a collaborative approach involving school administrators, teachers, staff, parents, and students. Regular training, open communication, and ongoing evaluation of the enforcement methods can help overcome these barriers and improve the effective implementation of the code of discipline in schools.

Abbreviations

CSD	Codes of Service Discipline
CSD	Character and Skill Development
CSD	Counterinsurgency Support and Development
CSD	Cadet Student Development
FGDs	Focus Group Discussions
GAF	Ghana Armed Forces
GES	Ghana Education Service
SPSS	Statistical Package for the Social Sciences

Conflicts of Interest

The authors declare no conflict of interest.

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