

UNIVERSITY OF CAPE COAST

EXAMINATION OF STUDENTS' VIEWS ON IMPROVING
DISCIPLINE IN TEACHER TRAINING COLLEGES: IMPLICATIONS
TO GUIDANCE AND COUNSELLING

GRACE ABA MENSAH

2009

UNIVERSITY OF CAPE COAST

EXAMINATION OF STUDENTS' VIEWS ON IMPROVING
DISCIPLINE IN TEACHER TRAINING COLLEGES: IMPLICATIONS
TO GUIDANCE AND COUNSELLING

BY

GRACE ABA MENSAH

Dissertation submitted to the Faculty of Education, University of Cape
Coast, in partial fulfilment of the requirements for award of Master of
Education Degree in Guidance and Counselling

NOVEMBER 2009

DECLARATION

Candidate's Declaration

I hereby declare that the dissertation is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature:..... Date:.....

Name: Grace Aba Mensah

Supervisors' Declaration

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with the guidelines on supervision of Dissertation laid down by the University of Cape Coast.

Supervisor's Signature:..... Date:.....

Name: Dr. Emmanuel Kofi Gyimah

ABSTRACT

The study was a case study designed to examine students' views on improving discipline in a College of Education and its implications on guidance and counselling in Colleges of Education. A sample population of 244 students was selected to respond to a questionnaire. The data were analysed using frequency and percentage.

The study revealed that students viewed the concept of discipline as punishment which was generally perceived as severe. Punishment in the College included withdrawing students' privileges, in-school suspension and out-of-school suspension. They regarded the causes of indiscipline to be the result of lack of students' participation in the decision making process of the school, inadequate guidance and counselling services. Students' indiscipline was also attributed to bad training at home, students falling into bad company in school and lack of freedom for students.

Students suggested that to foster discipline they prefer the use of guidance and counselling services to encourage students to improve their behaviour.

On the basis of the findings and their suggestions, some recommendations were made to improve discipline in Colleges of Education.

Students of colleges should be taught the value of self-discipline. Teaching of self-discipline will help students to know the value of discipline. Parents should be "life-models" for their children.

ACKNOWLEDGEMENTS

I would like to extend my sincere thanks and gratitude to my supervisor, Dr. Emmanuel Gyimah whose keen interest, attention, care and driving force made the timely completion of this work possible.

My heartfelt gratitude also goes to my dear husband, for his support and encouragement throughout my course of study. Also, I am grateful to all my children for their support and understanding to enable me go through this programme, not forgetting my mother who supported me by taking care of the children to enable me pursue this course.

DEDICATION

I dedicate this work to my dear husband Isaac and children Deborah,
Jonathan and Christlove.

TABLE OF CONTENTS

| Content | Page |
|--------------------------------|------|
| DECLARATION | ii |
| ABSTRACT | iii |
| ACKNOWLEDGEMENTS | iv |
| DEDICATION | v |
| LIST OF TABLES | ix |
| CHAPTER | |
| 1 INTRODUCTION | 1 |
| Background to the study | 1 |
| Statement of the problem | 5 |
| Purpose of the study | 6 |
| Research Questions | 7 |
| Significance of the study | 7 |
| Delimitation | 8 |
| Limitation | 8 |
| Organization of the study | 9 |
| Definition of terms | 9 |
| 2 REVIEW OF RELATED LITERATURE | 11 |
| Introduction | 11 |
| The concept of discipline | 11 |
| Types of discipline | 12 |

| | | |
|---|---|----|
| | Factors affecting discipline | 13 |
| | Use of punishments as a form of discipline | 15 |
| | Ineffective disciplinary practice | 15 |
| | The concept of guidance | 18 |
| | The concept of counselling | 20 |
| | The need for guidance and counselling in the tertiary institutions | 24 |
| | Summary | 29 |
| 3 | METHODOLOGY | 30 |
| | Introduction | 30 |
| | Research design | 30 |
| | Population | 31 |
| | Sample and sampling technique | 32 |
| | Research instrument | 33 |
| | Pilot-testing | 34 |
| | Data collection procedure | 35 |
| | Data analysis | 36 |
| 4 | RESULTS AND DISCUSSION | 37 |
| | Introduction | 37 |
| | Analysis of background data | 37 |
| | Analysis of main research question | 39 |

| | | |
|---|---|----|
| 5 | SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | 82 |
| | Summary | 82 |
| | Conclusions | 84 |
| | Recommendations | 84 |
| | Suggestions | 85 |
| | REFERENCES | 86 |
| | APPENDIX | 91 |

LIST OF TABLES

| Table | Page |
|--|-------------|
| 1. Distribution of research sample | 32 |
| 2. Distribution of Gender | 37 |
| 3. Distribution of Age range | 38 |
| 4. Distribution of students' level | 38 |
| 5. Programme of study | 39 |
| 6. Information on students' views on discipline | 43 |
| 7. Information on students' views on discipline | 45 |
| 8. Information on students' views on indiscipline | 48 |
| 9. Information on causes of indiscipline | 52 |
| 10. Information on causes of indiscipline | 56 |
| 11. Information on causes of indiscipline | 60 |
| 12. Information on problems that exist for students when implementing disciplinary measures | 65 |
| 13. Information on problems that exists for students' in implementing discipline measures | 69 |
| 14. Information on guidance and counselling measures to improve discipline | 74 |
| 15. Information on guidance and counselling measures to improve discipline | 78 |

CHAPTER ONE

INTRODUCTION

Background to the study

In Ghana, Teacher Training Colleges (now Colleges of Education) are educational institutions charged with the responsibility for training and preparing teachers academically and professionally for instructional work as well as non-instructional supportive functions at the basic school level. According to Farrant (1985) the teacher training colleges have the responsibility of inculcating or re-enforcing discipline in teacher trainees to enable them to do likewise to their pupils as well as maintaining high level of discipline in the schools they will be teaching later in their professional career. Duke (1989) gave two main goals for discipline to be:

- Ensuring the safety of staff and students,
- Creating an environment conducive to learning.

Students' misconduct involving violent behaviour defeats the goals and often makes headlines in the papers. However, the commonest discipline problems involve non-criminal behaviour.

Etymologically, discipline is derived from the Latin "discere" which means "to learn". Discipline here means learning and the learner is called disciple. A necessary disposition of the learner is that, he willingly accepts the authority of the teacher since he has assumed the role of the

taught. Discipleship then involves obedience and willing submission to a rule of life without which the learner will not attain his goal.

Discipline is readiness or ability to respect authority and observe conventional or established laws of the society or any other organisation. It can also be defined as the means by which children are trained in orderliness, good conduct and the habit of getting the best of themselves (Adesina, 1980).

Traditionally, we distinguish between two kinds discipline, external discipline and self-discipline which are also called free discipline. As the name implies, external discipline is an external imposition of restrictions and restraints on a person, backed by some sanctions. Since it is external to the individual, external discipline may often meet with opposition and in the school situation students may submit unwillingly to its influence. The sanctions applied in connection with external discipline are various forms of punishment and other techniques for enforcing compliance like reward and competition. External discipline is not an end in itself, but a means to achieve a higher level of discipline, namely, self-discipline.

It is to be considered that much as we consider self -discipline as the ideal, yet a person cannot attain self mastery without passing through the apprenticeship of external discipline. The importance of external discipline could be seen in the role it plays in the development of the moral sense. A crucial state in the child's moral development is characterised by heteronomy – a morality of external control. Bull (1969) observed that “it is absolutely vital for the child to have the external morality of heteronomy

imposed upon him if he is to develop morally” (p. 20) External discipline also plays a vital role in the socialisation of the child.

The popular view today is that if discipline is to be maintained, Ghanaians, especially the younger generation, should undergo that type of socialisation that will enable them to adopt correct norms, choice and behaviour. As a process by which an individual learns the behaviour, the values and the expectations of others that enable him to assume specific roles in the society, socialisation is often seen with reference to young people. It should be pointed out, however, that in time of rapid social and cultural change, both the young and the old are in need of re-orientation towards desirable norms and values. To discuss the problem of re-socialisation of adults will take us beyond the scope of this write up. The main concern here is the discipline of the young in schools.

A current view in Ghana is that the process of socialisation should, besides the achievement of other worthwhile objectives, aim at the promotion of discipline in the society. It can be stated that the teacher’s main role in this connection is that of functioning as an agent of socialisation. This role is partly vicarious and partly autonomous; it is ambivalent in a way. The teacher’s role is vicarious in the sense that he performs his functions precisely as a delegate of the state or government, church, school board and family. In other words, the teacher represents society which authorizes him to teach. For the stability and progress of society, it is necessary for each new generation to learn and understand the society’s culture, skills and behaviour patterns.

Although society is responsible for the enculturation of its citizen, it is not per se a teacher or a teaching authority in formal education. In traditional societies where the scope of education is limited, socialisation is largely informal and has little involvement with professional teachers. Within the context of formal education, however, the teacher's role is greater. Whenever, he engages himself with the complex task of transmitting knowledge and skills, cultural heritage and values, the teacher acts in his own right as a professional.

Among other things, the teacher is charged with the responsibility of helping his students to modify or shape their behaviour to conform to accepted pattern and standard. Indiscipline may be seen in terms of disorderly conduct or disruption of discipline. The usual strategies in the early stages of socialisation are the giving of rewards and punishments for desirable and undesirable behaviour. The success or failure of this dual approach depends to a large extent on the teacher's philosophy of discipline.

At this stage, the effectiveness of the teacher's role in directing the behaviour will depend upon the latter's acceptance of his leadership role. This is where students' assessment of the teacher's personality becomes relevant. If students have a poor opinion of the ability of their teacher to persuade them to adopt desirable patterns of behaviour, it is less likely they will be co-operative. In this case, a teacher can hardly serve as role model for his or her students. This situation is most unfavourable for proper moral development. For if the teacher fails to inspire good behaviour in his students through persuasion and co-operative ventures, he or she may be compelled to abandon such rational methods and resort to coercion and punishment.

Statement of the problem

There are many misconceptions about the relationship between discipline and counselling. By far the most common is that counselling or “talk therapy” with its emphasis on empathetic understanding is the humane alternative to discipline. People are misguided with the notion that counselling is too soft and that what is needed is swift and decisive punishment for neglect and wrong doing.

It is important to keep the ultimate goal in mind while working to improve school discipline. As Duke (1989, p. 23) points out, “the goal of good behaviour is necessary, but not sufficient to ensure academic growth”. Effective school discipline strategies seek to encourage responsible behaviour and to provide all students with a satisfying school experience as well as to discourage irresponsible behaviour.

The misbehaviour of children is common in all schools although most schools manage to keep this within tolerable limits. Occasionally, however, poor disciplinary management within the school can cause a more general breakdown in order. Ozigi (1984) stated that there have been frequent complaints about the decline in the standard of discipline in many schools today, despite all the effort by the school authorities to maintain discipline. He said while the general public is deeply concerned about the problem, it has not been able yet to identify the basic cause or to find a satisfactory remedy to the problem.

Gottfredson (1989) reported that in most schools rules were unclear or perceived as unfairly or inconsistently enforced. Further, students did not believe in the rules, teachers and administrators did not know what

the rules were or disagreed on the proper responses to students' misconduct. He also stressed that teachers' administration co-operation was poor or when the administration is inactive, teachers tended to have punitive attitudes, misconduct was ignored by teachers. Duke (1989) after reviewing over dozens of studies on student behaviour and discipline agreed with Gottfredson and concluded that only small alternative schools often maintain order successfully with fewer formal rules and more flexible approach to infractions than large schools typically have. It is not clear the extent Gottfredson's (1989) observations hold true for students in Colleges of Education in Ghana.

Although officially in Ghana many schools have extremely rigid code of behaviour, in practice, it appears many teachers find the students unmanageable and do not enforce discipline at all. There may be others who may impose brutal standards of discipline backed up with beating and whippings. In schools, where class size is typically 40 to 50 students, it appears maintaining order in the classroom can divert the teacher from instruction, leaving little opportunity for concentration and focus on what is being taught. It is not clear how students' in Colleges of Education in Ghana view discipline and what they think about guidance and counselling in improving discipline.

Purpose of the study

The purpose of this research is to:

1. Examine students' view on improving discipline in the Colleges of Education in Ghana.
2. Identify the causes of indiscipline in Colleges of Education in Ghana.

3. Examine the problems students face when discipline measures are put in place.
4. Examine the role of guidance and counselling in improving discipline in Colleges of Education.

Research questions

The following research questions have been formulated to guide the study:

1. What views do students in Colleges of Education in Ghana hold about discipline in their institutions?
2. What do students in Colleges of Education in Ghana regard as the causes of indiscipline in their institutions?
3. What problems exist for students in Colleges of Education in Ghana in the process of implementing measures to improve discipline?
4. In what ways do students in Colleges of Education in Ghana think guidance and counselling could improve discipline in Colleges of Education in Ghana?

Significance of the study

It is hoped that the findings from this study will help the school authorities in Colleges of Education in Ghana to have vital information about what their students think about discipline measures. This could help them re-think about the type of punishment they mete out to students who flout rules. They will consider alternative measures to remedy some forms of students' misbehaviour.

The significance of this study also lies in the fact that when completed some of the disciplinary problems of the Colleges of Education in Ghana would come up for consideration. Stakeholders' attention would be drawn to them for solutions. The findings of this study will again contribute immensely to the formulation of policies and address issues of discipline that affect the quality of teachers that are produced by the colleges of education in Ghana.

The study is expected to add new knowledge to the existing ones in the area of discipline in the colleges of education in Ghana. It will serve as a source of reference to students, and help them to develop a life of discipline which in turn could promote good student - teacher relationship.

Delimitation

Ideally, a study of this nature should cover all colleges of education in Ghana but this will certainly not be possible due to time and financial constraints. As a result, the scope of the study will be limited to only Wesley College of Education, Kumasi and not other colleges. The study will also focus primarily on only the examination of students' view on improving discipline in teacher training colleges. The findings and recommendations could however be applicable to the other colleges the study could not cover.

Limitation

There are thirty-eight public Colleges of Education in Ghana spread over the ten regions in the country, but only one of them was used. It was therefore envisaged that generalisation could be seriously threatened

since students' views on discipline were likely to vary in the rest of the Colleges of Education. Consequently, it is advised that readers become cautious in interpreting whatever results derived from the study. Also the use of average in the options might have confused the students and that might have also affected their response.

Organisation of the study

The study is organised into five chapters. Chapter one talks about the introduction, thus background to the study, statement of the problem, purpose of the study, research questions significance of the study, delimitation and limitation.

Chapter Two deals with the review of the related literature on discipline, the third chapter was on the methodology areas discussed included the research design, population, sample and sampling technique, research instrument, pilot testing, data collection procedure and data analysis. Chapter four deals with the analysis and discussions of the research data. While the final chapter is on the summary, conclusions and recommendations.

Definition of terms

Professionals: Individuals who are very competent and exhibit a high degree of skill or competence.

Counselling: It is a service or help given to an individual to assist him or her resolve personal or psychological conflict or matter. The help is usually given by a professional.

Guidance: is the systematic professional process of helping the individual through educative procedure to gain a better understanding of his/her own characteristics and potentialities and to relate himself/herself more satisfactorily to social requirements and opportunities

Discipline: The practice or methods of teaching and enforcing acceptable patterns of behaviour.

Inside discipline: Is the discipline which does not require any external force.

Disengaged: Physically become disconnected from something.

Antisocial behaviour: It is a situation where an individual does not conform to accepted behavioural standards.

Vague rules: These are rules that are not clear in meaning.

Corporal punishment: It has to do with striking or whipping somebody's body as punishment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

In this chapter, the researcher will review the findings and ideas of some other researchers and authors, and professionals whose work are relevant to the problem under study. The review of literature will focus on the following sub-headings:

- The concept of discipline
- Factors affecting discipline
- The concepts of guidance and counselling
- The Need for Guidance and Counselling in Tertiary institutions

The concept of discipline

Discipline as a term has been variously defined; the definition usually depends on the field of the individual. The term discipline owes its origin to religion; it has its root from the word ‘disciple’ meaning a follower. Therefore when thinking of discipline we are thinking of disciple. The term has been defined by others as ‘to train to obey implicitly an order’, ‘to train to behave in accordance with rules and regulations’ (Trends in Education and School Management in Ghana, 2007, p. 98).

Also, discipline is defined as the regulation of children and the maintenance of order in schools. The term again means students complying with a code of behaviour often known as the school rules. The rules, for

example, define the expected standards of clothing, time keeping, social behaviour and work ethics. The term may also apply to the punishment that is the consequence of transgression of the code of behaviour. School discipline sometimes means the administration of punishment, rather than behaving within the school rules.

According to Adesina (1980) discipline can be defined as readiness or ability to respect authority and observe conventional or established laws of the society or any other organization. Discipline can therefore be defined as the means by which children are trained in orderliness, good conduct and the habit of getting the best of themselves. Discipline connotes readiness, willingness or tendency to respect authority. It also means observation of conventional laws without compulsion. It is the tendency or process of doing what is right and avoiding what is wrong. In short, discipline is behaving in line with society socially accepted standards of etiquettes and manners. As a concept discipline deals with submission to rules or some kind of order.

Wayson (1982) notes that some educators view disciplinary activities as irritating intrusions into school life which should not be necessary.

Types of discipline

Discipline can be externally imposed, thus discipline imposed on an individual by an external authority or laws. It consists of influences that come upon us from our teachers, parents or by other external force. This means that if the external force or authority is no more present, the individual is likely to return to his or her natural behaviour. This is a

situation where pupils obey the rules and regulations for fear of punishment.

Another type is the self-imposed discipline or “inside discipline”. It is the type of discipline from within the individual which does not require the presence of an external force. It is intrinsic. This type results from an individual’s own self-control as a result of his or her acceptance of authority. Self discipline deals with a person’s ability to control, desires temper and able to do the right thing without being made to do it. In school situation where child realizes that his or her aim is to get educated and any misbehaviour would cause his or her to control himself or herself so as not to break any school rules and regulation (Adesina, 1980).

Discipline is therefore a process of training children to develop the expected character. Whatever the exact definition, most researchers and writers seem to agree that is it true that "an ounce of prevention is worth than a pound of cure”.

Factors affecting discipline

The aim of discipline in school is ostensibly to create a safe and happy learning environment in the school and the classroom. The misbehaviour of children is common in all schools, although most schools manage to keep this within tolerable limits. Occasionally, however, poor disciplinary management within school can cause a more general breakdown. Many problems with modern schooling stem from the weakness in school discipline and if teachers exercised firm control over the classroom, they would be able to teach more efficiently. Where school class sizes are typically 40-50 students, maintaining order in the classroom can

divert the teacher's attention from instruction leaving little opportunity for concentration and focus on what is being taught.

Many school practices contribute to the development and prevalence of anti-social behaviour and the potential for violence. Because of the nearly exclusive emphasis on detecting individual child or youth characteristics that predict anti-social behaviour and violence, many important systemic variables are often overlooked as contributors (Colvin, Kame'enui and Sugai, 1993). These include, among others:

- Ineffective instruction that results in academic failure;
- Failure to individualize instruction and support to adapt to individual differences (e.g. ethnic and cultural differences, gender, disability);
- Disagreement and inconsistency of implementation among staff members;
- Lack of administrator involvement, leadership and support;
- Inconsistent and punitive classroom and behaviour management practices;
- Unclear rules and expectations regarding appropriate behaviour;
- Failure to reward compliance to school behaviour expectations;
- Lack of opportunity to learn and practice pro-social interpersonal and self-management skills; and
- Failure to assist students from at-risk (e.g., poverty, racial/ethnic minority members) backgrounds to bond with the schooling process.

Often when a student misbehaves, the first line of response involves increasing monitoring and supervision of the student, restating

rules, and delivering sanctions example, referrals to the office, out of school suspension, and/or loss of privileges. The administrator may come to a point of frustration and attempt to establish a “bottom line” for disruptive students (usually referral or suspension).

Use of Punishment as a form of discipline

In fact, evidence suggests that schools using punishment practices alone promote more anti-social behaviour than those with a firm, but fair discipline system (Mayer, 1995; Skiba and Peterson, 1999). Research shows clearly that schools using only punishment techniques tend to have increased rates of vandalism, aggression, truancy, and ultimately school dropout (Mayer, 1995). For students with chronic problem behaviour these negative practices are more likely to impair child-adult relationships and attachment to schooling rather than reduce the likelihood of problem behaviour. Punishment alone, without a balance of support and efforts to restore school engagement, weakens academic outcomes and maintains the anti-social trajectory of at-risk students. Instead, the discipline process should help students accept responsibility, place high value on academic engagement and achievement, teach alternative ways to behave, and focus on restoring a positive environment and social relationships in the school.

Ineffective disciplinary practices

Ineffective disciplinary practices are known to be one of the factors affecting discipline. Research investigations which have yielded information on effective disciplinary practices have also produced findings

about ineffective practices. It is important for educators to be aware of the strategies research has shown to be ineffective, in part because this knowledge can assist them in planning local programs, and in part because, unfortunately, some of these practices continue to be widely used. Ineffective practices include:

- Vague or unenforceable rules. The importance of clear rules becomes obvious when observing, as researchers have, the ineffectiveness of "rules" such as, "be in the right place at the right time" (Doyle, 1989).
- Teachers ignoring misconduct. Both student behaviour and attitudes are adversely affected when teachers ignore violations of school or classroom rules (Emmer, 1982, Emmer, Evertson, Sanford and Clements, 1989; Evertson 1985; Lovegrove, Lewis, Fall and Lovegrove, 1983).
- Ambiguous or inconsistent teacher responses to misbehaviour. When teachers are inconsistent in their enforcement of rules, or when they react in inappropriate ways (such as lowering students' grades in response to misbehaviour), classroom discipline is generally poor (Gottfredson, 1989; Gottfredson and Gottfredson, 1985).
- Punishment which is excessive or which is delivered without support or encouragement for improving behaviour (Lovegrove et al, 1983). Among the kinds of punishment that produce particularly negative student attitudes are public punishment (Elliot, 1986) and corporal punishment.
- Corporal punishment. Most of the literature on corporal punishment is unrelated to research on effectiveness.

As Doyle (1989) points out, most writers either ignore or assume the efficacy of this highly controversial practice, and go on to discuss it

from a moral perspective. Writers (example, Doyle, 1989; Docking, 1982) point out, for example, that racial and ethnic minority students receive more corporal punishment in school settings than other students. Recently, however, more researchers have studied the effectiveness of corporal punishment in reducing misbehaviour and have found that, in addition to the moral and psychological arguments against its use, it is indefensible on grounds of efficacy.

- Out-of-school suspension. Once again, minority students are overrepresented in out of- school suspension rates (Doyle, 1989; Slee, 1986). Moreover, research does not support the use of out-of-school suspension. As Slee (1986) points out, suspension doesn't help the suspended student, nor does it help the other students, because school staff simply get rid of troublesome students rather than changing the school environment in such a way as to prevent/reduce discipline problems.

Finally, as researcher Wayson (1986) said, over 90 percent of suspensions occur over behaviours which are more irritating and annoying than truly serious. Wayson noted that discipline policies should be written and enforced in such a way that suspension, if it is used at all, is not used for these less-serious infractions.

Ekpo (1996) observed that most parents are just interested in getting their wards into a school without caring to attend the Parent Teacher Association (P.T.A.) meetings. Parents, who absent themselves from such meetings, may not be in position to explain decisions taking at the meetings to their wards. In such circumstances, P.T.A. decisions may appear harsh to students and therefore instigate students into anti-social behaviour.

THE CONCEPTS OF GUIDANCE AND COUNSELLING

The Concept of Guidance

Guidance has often been defined in many ways. An examination of the plethora of books and articles on the topic indicates that the word guidance has most often been defined to convey each author's opinion and bias. Thus, the word is sometimes rendered virtually meaningless by the various definitions given.

At a face value, its meaning derives from its root word 'guide' which means direct, pilot, manage, steer, assist, lead, inform, and interact. Thompson and Poppen (1979) have attempted to clarify the usage of the term pointing out the distinctions implicit in using the word 'guidance' as a concept, as an educational construct and as an educational service. Conceptually, guidance involves the utilization of the view to help an individual, to understand themselves, and as a service, it refers to organizational procedures and processes to achieve a helping relationship.

Shertzer and Stone (1976) collected over 100 definitions of guidance from the literature available at the time. Based on their findings, they came out with a definition that guidance is a process which helps the individual to understand himself and the world.

- Process; that guidance is not a single event, but that it involves a series of actions or steps progressively moving towards a goal.
- Helping; that guidance is defined as aiding, assisting or availing. Many helping occupations such as psychiatry, psychology, social work, psychotherapy and psycho analysis have their purpose of

prevention and amelioration of human difficulties by the provision of specialized help.

- Individuals refer to students or clients in the school or other setting specifically, guidance are seen as assistance given to normal students.
- Understand himself and his world: means the individual comes to know who he is as an individual aware of his personal identity, the nature of his person is clearly perceived as is his world; the aggregate of his surroundings and the people with whom he comes into contact with is experienced more deeply and completely.

Pecku (1991) as cited by Buku and Taylor (2006, p. 9) said “guidance is the systematic professional process of helping the individual through educative procedure to gain a better understanding of his/her own characteristics and potentialities and to relate himself/herself more satisfactorily to social requirements and opportunities”. Biswalo (1991) as cited by Buku and Taylor (2006 p.10) said “guidance is a term used to denote the process of helping an individual to gain self- direction so that he/she can adjust maximally to his / her home, school, community or environment”

A UNESCO (1998) Regional Training Seminar on Guidance and counselling held in Botswana as cited by Buku and Taylor (2006, p.10) defined Guidance as “ a process, developmental in nature, by which an individual is assisted to understand, accept and use his / her abilities, aptitudes and interest and attitudinal patterns in relation in relation to his/her aspirations”. It goes on to say that “Guidance is a programme or

services to individuals based upon the need of each individual and understanding of his/her immediate environment, the influence of environmental factor on the individual and the unique feature of each school”.

Neukrung (1999), as cited by Buku and Taylor (2006, p.10), indicated that guidance is ‘the act of guiding an individual with a profession and offering suggestions for life skills’. Guidance can therefore be seen as a programme designed to help the individual to make diligent and useful decisions of life and to relate well with people. It is concerned primarily with services offered to individuals. The services are provided by teachers, administrators as well as guidance specialist for the individual to make decisions based upon his needs and understanding of himself and his immediate environment.

The Concept of Counselling

Counselling services is a confidential interaction between a professionally trained counsellor and a student. Counsellors help students, staff, and parents by:

1. Developing programmes that promote healthy life-styles and build positive school climate.
2. Meeting with parents, teachers, and students to help, support and encourage a success experiences.
3. Interpreting standardized test scores to promote awareness about a student’s strength.
4. Advising students on class selection and academic opportunities.

5. Coordinating mentoring opportunities and support services for at – risk students.
6. Developing a peer helping programme.

Counselling is concerned with the feelings, attitudes, and dispositions of an individual about himself and the situation facing him. In other words, counselling is designed to provide an interacting relationship where the counsellor is attempting to help a student to better understand himself in relating to his present and future decisions or problems.

Rogers (1961, p. 47) refers to counselling as ‘series of direct contacts with the individual who aims to offer assistance in changing attitudes and behaviour’. Rogers further writes that “effective counselling” consists of a definitely structured, permissive relationship which allows a client to gain an understanding of himself to a degree which enables him to take positive steps in the light of new orientation.

Arbuckle (1970) says the objective of counselling is to help the individual to clear away the entangling and hampering tentacles so that he can be what he really is, and contribute more both to himself and to his fellows. Similarly, Perez (1965) said counselling is an interactive process co joining the counsellee. Who is vulnerable and who needs assistance and the counsellor who is trained and educated to this assistance, the goal of which is to help the counsellee learn to deal more effectively with himself and the reality of his environment.

Pietrofesa, Hoffman, and Splere (1984) see counselling as a relationship between a professionally trained and competent counsellor and an individual seeking help in gaining greater self- understanding, improved

decision – making, behaviour change skills for problem solution and developmental growth.

Makinde (1990, p. 47) defined counselling as “a service designed to help an individual analyze himself by relating his capabilities, achievements and interest and mode of adjustment to what new decision he has made or has to make” Makinde goes further to say that counselling is concerned with the feelings, attitudes and emotional dispositions of an individual about himself and the situation facing him. Thus, counselling is designed to provide an interesting relationship where the counsellor is attempting to help a student to better understand himself in relating to his present and future decision or problems.

Counselling should therefore be regarded as is a method of helping the individual utilise his or her psychological resources by focusing on that individual’s positive strength for development and by concentrating on the individual’s personality, behavioural and emotional assets that could be mobilised (Ipaye, 1990). According to him, the counsellor assists the counsellee to make interpretations of facts relating to a choice, plan or adjustment. This assistance may be educational, vocational, social, personal, emotional or moral (Ipaye, 1990); Counselling is concerned with creativity opportunities and suitable environment for personal, social educational and vocational growth of the individual.

Gibson and Mitchel (1995) as cited by Buku and Taylor (2006) point out that, counselling is one-to-one relationship that focuses on a person’s growth and adjustment, problem –solving and decision – making needs. It is a client-centred process that demands confidentiality. Buku and

Taylor (2006) see counselling as a relationship bringing together the counsellee who needs help and the counsellor who is professionally trained and educated to this help. The purpose is to help the client to learn and be able to deal more effectively with his situation. The client, by understanding himself, will make the best decision in dealing with the reality of his environment. In the view of Buku and Taylor (2006), through the face-to-face relationship, the individual develops better self-understanding of his strengths and weaknesses. When a feeling of inadequacy in certain dimensions of life is observed by an individual, he seeks help through counselling. In the process of counselling, actions designed to aid the individual in taking vital decisions or make adjustments are encouraged and performed. Such action may take the form of interview, giving information, understanding a tour or excursion, giving a test, writing reports or participation in a group activity. This is why counselling is seen as process in the modification of one's behaviour in an environment.

The nature of counselling has always been misconstrued by people. It is believed that counselling should lead to self development rather than issuing of directions to the clients. Counselling, again, is said to be the process that focuses on enhancing the psychological well being of the client, such that the client is then able to reach their full potential. The psychological well being is achieved by the facilitating personal growth, development and self – understanding in the client, which in turn well empowers the client to adapt more constructive life practices. The counsellors work in a problem-solving manner with the particular issue.

Guidance and counselling is therefore a comprehensive programme that includes sequential activities organised and implemented by professional counsellors with the active involvement of the counsellee to address the needs and also by helping the counsellee to achieve success.

The need for guidance and counselling in tertiary institutions

A lot of students in the tertiary level are young adults and feel more concerned about their future, getting a job, making a home or continuing higher level education. Some of these students have economic problems, interpersonal problems arising from peer group influence such as smoking, self-concept, and educational problems among others.

The school curriculum has changed and the number of courses has increased making more demands on the individuals in schools. Some students find it difficult to choose the right course because of the large variance of differences between their interest and their abilities. Often, students would be very much interested in courses such as Business, Arts, Science, but their abilities may not be able to cope with the demands in these courses. Assistance is therefore needed for this group of students in order to make them understand themselves, their abilities, their interests and other personal traits so that they can comfortably adjust themselves realistically to areas where they can best perform. Students who have such academic interests require more information about the courses, their abilities and their future demands of the courses so that they could reorganize their academic and vocational life goals.

According to Makinde (1990), the individual is expected to develop coping mechanism in order to adjust to changes in his personal

growth and development. Changes in physical growth cause some disturbances to the students in the school and lack of adequate information in these changes might affect him or her adversely. Adequate guidance and counselling is needed for the students in order to understand themselves and to realise their emerging potentialities and take a line of action which will enhance satisfying adjustment. Undoubtedly, the home contributes to the problems students experience in school. For example, some adolescents see the home as the source of their emotional problems. Such parental behaviour like over-protection, restriction, discrimination among children in the home, physical abuse of the child have caused emotional disturbances among adolescents in particular and the resultant effect is that the individual's behaviour and attitude to school work or activities are adversely affected.

The problems of students from disadvantaged homes are compounded by the demands at schools for good performance in academic subject and good relationship and interaction with their colleagues. The link between the home and the school is made effective through one of the guidance services provided in the school. In order to understand the problem of the students in the school and develop in them the basic skills to cope with their problems and prevent future problems, there is the need for effective guidance and counselling in the school to take into consideration the home factor in the service provided. According to Denga (1983), students have social needs such as moving with peers that parents may not approve of problems arising from such relationships, such as

disappointments, coping with adult norms that may seem unrealistic to the youth and therefore needs help.

Counselling in institutions of education is largely a product of the post-war period, but its origin dates back to the close the nineteenth century when rapid expansion of education, began to take place in the United States. In Ghana counselling in institutions of education started in the twentieth century. Williamson (1950) identifies four levels of counselling work commonly formed in the institutions of tertiary education.

- In the first level, there is counselling relationship between college staff and student.
- At the second level, the counselling workers take it their duty to give general guidance to new student at the time of registration and throughout the first year or two.
- The third level is made up of part-time faculty counsellors who have professional approaches to student problems.
- The fourth level counsellors are a fully trained individual who spends all or most of his time counselling.

Moser (1963) said majority of American college and university campuses today have centralised counselling facilities which may be given variety of names such as student counselling and testing service and many more. Their work includes vocational and educational guidance, surface level personal problems, remedial study methods, some aspects of orientation and evaluative testing for admissions. Many universities and colleges in Ghana now have at least one guidance specialists.

As ability range of students is widened, special care has to be given to the students at the extremes. Those at the lower end often experience great difficulties in their studies and are potential dropout. In the view of Moser (1963), such frustrated students indulge themselves in, some anti-social activities that pave way for psychological problems. Sometimes social ranges such as financial constraints or lack of conducive environment for studies may result in problems. The above point to the fact that specialists are required to estimate the number of students who need help to interview them, to listen to their problems and counsel them.

In the view of Jones (1979), the specific aims of counselling at the college level are to:

- Assist the student to adjust himself or herself to the condition of work in the new institution.
- Help him or her in the many adjustment ways of living and in general social relationships incident upon leaving home and upon entrance to the life in the college.
- Assist him in the development of worthy goals suitable to his needs and abilities.
- Assist him in making plans for the attainment of these goals.

While counselling was formerly appropriate only for students who have developed conspicuous problem, today it is recognized as desirable for every undergraduate, particularly those who have just gained admission to the university. There are many problems confronting first year undergraduate which include the correct choice of subject, the organization of his studies and social life under freer conditions and the readjustment to a

situation where personal support from staff members and fellow students is usually lacking. The abrupt change from the sheltered, order and supervised existence at school to the freer life of a university or college is not easy to adjust. In new environment the freshman or woman has much to learn.

The school counsellor in his bid to assist students to improve behaviour can offer referral, and orientation services.

Referral Service: It is the activity whereby the counsellor refers a student with a special need or problem to the other helping agencies or support service agencies or specialists who have specific or specialized expertise which the pupil may need. For example, a child with sight or visual problems may be referred to an eye specialist for attention. A class teacher may also refer a child with special problem or need to the school counsellor for help.(Buku and Taylor, 2006).

Orientation service: According to Bennet (1963), Orientation involves the activities embarked upon by the school counsellor to help students adjust to the school environment and school experiences. It is a mutual process of learning on the part of new students, the faculty, the student body of an institution, and each participates in an ongoing process which will help new students to become an effective functioning part of the institution and help the institution to become responsive to the needs of changing student body.

Buku and Taylor (2006) said orientation service helps student to become adjusted and established in the school environment. They therefore outline the following as the importance of the orientation:

- It acquaints the new students with information about school routine, the school traditions, rules and regulations, facilities and personnel.
- It also helps the students to have smooth transition from one level of education to another, from one environment to another and from individual life school to school community life.
- It welcomes new students and introduces them to their rights in the school community as well as their responsibilities to themselves and the school.
- It makes students realise they are required to meet the high academic demand of the school as well as moral values and ethical standards.

Summary

Discipline in schools is said to be a major problem to many institutions in Ghana due to many factors such as lack of support from the school administration to enable teachers to maintain discipline in schools even though teachers are trying to do their best. Apart from this problem counselling most schools are not effective and therefore students do not see the importance of counselling.

In the subsequent chapter, the researcher discusses the various methods that were used in selecting research participants, developing the instrument and collecting research data to answer the research questions

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methods and techniques adopted for the study. The areas discussed were the research design, population, sample and sampling techniques, instrument, pilot-testing, data collection procedure and data analysis.

Research design

The study examined students' view on improving discipline in the Teacher Training Colleges in Ghana. It examined thoroughly the case of the Wesley College in Kumasi. Against this background, the case study design was used. A case study design is the investigations of an individual, group, institutions or other social unit. Robson (2004, p. 89) regards the design as 'development of detailed, intensive knowledge about a single 'case', or of a small number of related 'cases'. It also refers to the use of discipline approach to obtain an in-depth analysis of a person, group, and phenomenon. This particular design was chosen because as indicated, the study dealt with only one institution, again the researcher wanted to have an in-depth study about the situation.

There are a number of benefits in using the case study. For example, it provides opportunity for in- depth study about a situation or event and can 'establish cause and effect' (Cohen, Manion, and Morrison,

2004, p. 181). It also provides a systemic way of looking at event, collecting of data, analysing information and reporting on it. Case study allows the researcher to gain a sharpened understanding of why the instance happened as it did. In the view of Adelman et al., (1980, pp. 72-73), as cited in Cohen, Manion and Morrison, 2004, p. 181), case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles.

The researcher was however, not unaware of the weaknesses in using the case study design. For example, students may not see relevance to their own situation. Also, its insufficient information can lead to inappropriate results. It is prone to observer bias and not open to cross-checking; hence may pose a serious challenge in generalisation the findings to a wider population (Cohen et al., 2004). Case study is not appropriate at the elementary level.

Population

The target population for the study was all student teachers of Wesley College of Education numbering about 800 excluding the final year students. The year three students were not part because they were doing out-segment. The choice for selecting the college was based on its uniqueness and relevance to the study. The college deserves attention because it has a large population of students which has made discipline improvement one of the biggest problems to the school authorities. The college was established in 1944 by the then Gold Coast Methodist church, the institution was established with the intention of training teachers for

their schools at that time. Since then thousands of people have successfully graduated from the college.

Sample and Sampling Procedures

Due to the large population of the school, expense and time, it was difficult for the researcher to get to all students; therefore a sample of 250 students was selected for the study.

Table 1: Distribution of research sample (N=250)

| Year group | Male Respondents | | Female Respondents | |
|-------------------|-------------------------|------------|---------------------------|------------|
| | (no) | (%) | (no) | (%) |
| 1 | 85 | 34 | 40 | 16 |
| 2 | 85 | 34 | 40 | 16 |
| Total | 170 | 68 | 80 | 32 |

Source: Field data April, 2009

To ensure a representative sample of the population, simple random technique was used because it ensures that every member of the population has an equal chance of being selected for the sample using a sample frame. The simple random technique is a probability sampling technique for ‘it draws from the wider population’ (Cohen et al., 2004; 99). Again random selection of the sample limits the probability that one chooses a biased sample. The ‘hat method’ of simple random technique was used to sample students. In using the this method the researcher wrote ‘yes’ or ‘no’ on strips of paper, students were made to pick from the hat one by one after shaken. The students who picked ‘yes’ were included and those who picked ‘no’ were excluded. Any paper picked was replaced to give others equal chance of being selected.

In addition to simple random technique proportional sampling technique was used, this was to ensure equal representation for men and women. That is after selecting every two men one woman was selected.

Research Instrument

The instrument that was used by the researcher for the study was a set of questionnaire for students. The questionnaire was made up of mostly close-ended items which was carefully vetted and edited by the supervisor. The questionnaire was made up of six main parts or sections. The first part dealt with the background or personal data of the respondents. The second part which has thirteen items also dealt with the students' view on discipline. The third section was concerned with factors that contribute to students' indiscipline, and this section also has thirteen items while the fourth section which has twelve items looked at the problems that exist for students in improving discipline. The fifth section with thirteen items focused on various measures students think school authorities should adopt to improve discipline. The sixth section also has twelve items and looked at students view on guidance and counselling measures to improve discipline.

The Likert scale type which is a format of close-ended questions was adopted from a similar instrument suggested by Brown (1964). Also, the procedure outlined by Sproll (1988), Babbie (1990) Best and Khan (1995) was adopted. They all suggested that the Likert scale type has been found to be easy to construct, administer and scored. The questionnaire also had one open-ended item to allow the respondents to suggest one measure the school authorities should adopt to improve discipline.

Questionnaire as a method of data collection have a number of strengths. For example, the use of questionnaire promises a wider coverage since the researcher can approach respondents more easily than other methods. There is a stable constituents and uniform measure without variation. Questionnaire offer greater assurance of anonymity, it also saves the respondent time and finally can be completed at the respondent's own convenience.

However, despite the fact that questionnaires have lots of advantages, they are not without some disadvantages. For instance, they cannot be administered on illiterates and people who are too young to read and write. Also, questionnaires do not provide an opportunity to collect additional information through observation, probing, prompting and clarification of questions while they are being completed. On a more serious note, it is generally observed that the return rate of questionnaires is low.

Pilot-testing

The questionnaire was first administered in a pilot study in another college to about twenty students and the cronbach alpha was 0.78. The purpose for the pilot-testing exercise was to discover possible weaknesses, inadequacies ambiguities and problems in the research instrument; in this case, the questionnaire was used so that they could be corrected before the actual data collection takes place. The pilot-testing was also to ensure the internal consistency of the Likert scale that constituted the bulk of statements used in the questionnaire for the study. Best and Kahn (1995) contended that this testing for internal consistency will help to eliminate

statements that are ambiguous or that are not of the same type as the rest of the scale. The pilot-testing also helped to determine the content validity and reliability of the instrument.

Data collection procedure

Before embarking on the collection exercise, the researcher obtained a letter of introduction from the head of the researcher's institution, Department of Educational Foundations, University of Cape Coast, to the Wesley College of Education. She (the researcher) personally made a visit to the Principal at his office about a week ahead of time to inform him about the researcher's intentions. The aim was to inform him about the purpose of the study and what role students were expected to play during the data collection. It was hoped that the letter will impress upon the head to give the researcher the necessary assistance to enable her to collect the research data.

Before administering the instrument, permission was sought from the principal to meet all students at the assembly hall. The rationale for this meeting was to explain the significance of the study and also to assure them of confidentiality on the information they will provide. Also, the researcher took respondents through the sections in the instruments and solicited their co-operation. After that, the researcher distributed copies of the questionnaires to the respondents alone. In order to be able to retrieve the entire questionnaire the exercise was done after the lunch.

Data Analysis

In analysing the data, descriptive statistics was used. The main statistical tool that was used for analysing the data on each of the research question was percentages and frequencies. Appropriate tables were used to present the data. The frequencies and percentages tables enabled the researcher to have an overall view of the findings.

CHAPTER FOUR
RESULTS AND DISCUSSION

Introduction

This chapter is concerned with the results of the research data. Out of the 250 questionnaires distributed, 244 was returned their questionnaires for analysis. The analysis is in two different sections, the background data and main research questions. In analysing the data, frequencies and percentages and where necessary tables and graphs are used to clearly depict information.

A. ANALYSIS OF BACKGROUND DATA

a. Gender distribution

Out of the 244 respondents, 141 (57.8%) were male students, while 103 (42.2%) were females. It therefore implies that there were more male students who participated in the study than female students (See summary on table 2).

Table 2: Distribution of Gender (N=244)

| Gender | Frequency | Valid Percent |
|---------------|------------------|----------------------|
| Male | 141 | 57.8 |
| Female | 103 | 42.2 |
| Total | 244 | 100.0 |

Source: Field data April, 2009

b. Age range distribution

The researcher was interested in determining the age range of respondents. The results of Table 3 indicate that 223(91%) of the respondents were between the ages of 18-24, while the remaining 21 (9%) were 25 years and above. It probably means that in most of the Teacher Training Colleges or Colleges of Education in Ghana, most of the students are aged between 18 and 24 years, with few of them aged 25 years and above.

Table 3: Distribution of age range (N=244)

| Age range | Frequency | Percent |
|------------------|------------------|----------------|
| 18-24 | 223 | 91.4 |
| 25- | 21 | 8.6 |
| Total | 244 | 100.0 |

Source: Field data April, 2009

b. Distribution of Students' level

The researcher was interested in determining the level distribution of respondents. The results indicate that 142 (58.2%) were in level 100 as against 102 in level 200 (See summary on Table 4).

Table 4: Distribution of students' level (N=244)

| Level | Frequency | Percent |
|-------|-----------|---------|
| 100 | 124 | 58.2 |
| 200 | 120 | 41.8 |
| Total | 244 | 100.0 |

Source: Field data April, 2009

a. Distribution of Programme of study

Out of the 244 respondents, 88 (36%) were French student as against 80 (32%) and 76 (31%) for General and Science, respectively. It therefore implies that there were more French students who participated in the study as compared to the remaining programmes.

Table 5: Programme of study (N=244)

| Programme of study | Frequency | Valid Percent |
|--------------------|-----------|---------------|
| Science | 76 | 31.1 |
| French | 88 | 36.1 |
| General | 80 | 32.8 |
| Total | 244 | 100.0 |

Source: Field data April, 2009

SECTION B: ANALYSIS OF RESEARCH QUESTIONS

A. Students' views about discipline in teacher training colleges

In analysing this part of the questionnaire and for purposes of clarity and easy comparisons, the scores of 'strongly agree' and 'agree' were put together and regarded as agree, while those of 'disagree' and 'strongly

disagree' were regarded as disagree. The results should however be interpreted with caution since only one of the Colleges of Education in Ghana was used.

The first research question was on the views students held on discipline. The first item dealt with the severity of punishment meted out to students. Out of the 244 respondents, 237 responded to the item. It came out of the results (see summary on Table 6) that those who reported that punishment meted out to students in the college was severe were more than those who reported otherwise. The percentage of those who agreed that the punishment was severe was about 62%. Those who did not consider punishment to be severe formed about 38%. By implication, students were of the view that punishment meted out in the Teacher Training Colleges or Colleges of Education was severe. The response of the students seem to be line with what Elias, Zins, Graczyk and Weissberg's (2003) claim that often when a student misbehaves, sanctions were delivered. Elias et al (2003) identified some of the sanctions which are considered to be severe forms of punishment as out of school suspension, and/or loss of privileges.

The next item dealt with the application of corporal punishment in the teacher training colleges. Out of the 244 respondents, only 235 responded to this item. It was realised from the results (see summary on Table 6) that 39% said they agreed that punishment applied at the colleges were corporal as against 61% of respondents who disagreed that punishment was corporal. This suggests that majority of the respondents disagreed that the teachers applied corporal punishment at the colleges. The report seems to suggest that probably teachers did not regard corporal

punishment as beneficial or effective enough in controlling students' misbehaviour hence did not apply it. This agrees with Docking's (1982) claim that corporal punishment does not produce the needed result since the results of corporal punishment are unpredictable. Even when it is successful at inhibiting inappropriate behaviour, corporal punishment still does not foster appropriate behaviour.

The researcher was equally interested in finding out from the students if punishment included withdrawal of privileges. Out of the 237 who responded to the item, 132 respondents representing 56% agreed that students' privileges were withdrawn as a way of punishment. On the other hand, 105 respondents representing 44% disagreed that punishment included withdrawal of privileges. The response (see summary on Table 6) implies that students were of the view that punishment meted out to them included withdrawal of privileges. The students' view supports Elias et al (2003) claim that often when a student misbehaves, there is loss of privileges.

There was an item that investigated the view that punishment included in-school suspension. Out of the 240 who responded to this item, 182 respondents representing 75% agreed that punishment given to students included in-school suspension. On the other hand, 58 respondents representing 25% disagreed that punishment included in-school suspension in the college. This may imply that majority of the students were of the view that punishments that was giving to them included in-school suspension (see summary on Table 6). The researcher observed that in reality, the college preferred the in-school suspension to out-school

suspension. One reason could be that other students could see the effects and so serve as deterrent to them. Another reason could be that the in-school made it possible for the punished to participate in other school activities and not lose out completely.

Another item looked at students' view on the out-of-school suspension as punishment for students. Out of the 244 respondents, 238 responded to the item. It could be seen from the results (refer to table 6 for summary) that those who reported that punishment included out-of-school suspension were more than those who reported otherwise. That is 134 respondents representing about 56% agreed that out-of-school suspension was an aspect of the punishment meted out to students. Those who did not agree were about 44%. By implication, students were of the view that punishments in the college included out-of-school suspension. This agrees with Elias, Zins, Graczyk and Weissberg's (2003) that when a student misbehaves one of the sanctions given is out-of-school suspension.

It is however noted that it was not every offence that attracted out-of-school suspension. Usually, the severity of the offence determined whether the punishment had to be in-school or out-of-school suspension, and/or loss of privileges. On use of punishment, Elias, Zins, Graczyk & Weissberg (2003) observe that these "get tough" responses produce immediate, short-lived relief for the school, but do not facilitate the progress of the student who may already be disengaged from the schooling process. While punishment practices may appear to "work" in the short term, all too often, these practices prevent meaningful school engagement and development of solutions.

Table 6: Information on students' views on discipline

| Students' view | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | |
|--|--|------|-------|------|----------|------|-------------------|------|-------|-----|
| | No | % | No | % | No | % | No | % | No | % |
| | Punishment meted out in the college is severe. | 57 | 24.1 | 90 | 38.0 | 66 | 27.8 | 24 | 10.1 | 237 |
| Application of corporal punishment | 27 | 11.5 | 63 | 26.8 | 80 | 34.0 | 65 | 27.6 | 235 | 100 |
| Punishment includes withdrawal of privileges | 57 | 24.1 | 75 | 31.6 | 67 | 28.3 | 38 | 16.0 | 237 | 100 |
| Punishment includes in-school suspension | 61 | 25.4 | 121 | 50.4 | 33 | 13.8 | 25 | 10.4 | 240 | 100 |
| Punishment includes out of school suspension | 46 | 19.3 | 88 | 37.0 | 64 | 26.9 | 40 | 16.8 | 238 | 100 |

Source: Field data April, 2009

Realising how clarity of rules could impact on students' behaviour, the next item solicited information on clarity of rules. Out of the 244 respondents, 238 responded to the item. It came out of the results (see summary on table 7) that those who reported that there were few rules which were clear were more than those who reported otherwise. The percentage of those who agreed that there were few rules which were clear was about 61%. Those who did not formed about 39%. By implication, students were of the view that there were few rules which were clear at the college. The finding was consistent with Gottfredson's (1985) observation that some rules are vague or unenforceable and their unclear nature makes them ineffective. The students report seems to confirm what Gottfredson said.

Taking cognizance of the role religion could play on human behaviour; the next item investigated the extent to which strong religious training impacted on students' behaviour in the college. Out of the 236 who responded to this item, 220 respondents representing 93% agreed that there was strong religious training in the college. On the other hand, 16 respondents representing 7% disagreed. By implication, majority of the students were of the view that in their College of Education, there was strong religious training (See summary on table 7).

The extent to which students are involved in decision making in the school was regarded important in students' discipline. Regarding this item, students' views were sought on whether they were involved in decision making in the school. Out of the total of 240 respondents, only 96 students constituting 40% of the total respondents were in favour of the

item that students were involved in the decision making process in the school. However, the majority of the respondents thus 144 respondents representing 60% were not in favour. The result suggests that students were usually not part in the decision making in the college.

Rewards are crucial if students are expected to be disciplined. Considering this item, out of the 244 respondents, 240 responded to the item. It came out of the results (see summary on table 7) that those who reported that the college rewarded students' effort were more than those who reported otherwise. The percentage of those who agreed that the college rewarded students' effort was about 52%. Those who did not consider it to be the case formed about 48%. By implication, students were of the view that the college rewarded students' effort; however the difference suggests that not much is being done to reward students whenever they make an effort to be behave well. The result disproves Mayer (1995) who reported that majority of schools fail to reward compliance to school behaviour expectations.

Table 7: Information on students' views on discipline

| Students' view | Strongly Agree | | Agree | | Disagree | | Strongly disagree | | Total | |
|--|---|------|-------|------|----------|------|-------------------|------|-------|-----|
| | No | % | No | % | No | % | No | % | No | % |
| | Few rules of discipline which are clear | 47 | 19.7 | 97 | 40.8 | 64 | 26.9 | 30 | 12.6 | 238 |
| Strong religious training in the college | 153 | 64.8 | 67 | 28.4 | 7 | 3.0 | 9 | 3.8 | 236 | 100 |
| Students are involved in the decision making in the school | 35 | 14.6 | 61 | 25.4 | 37 | 15.4 | 107 | 44.6 | 204 | 100 |
| College reward students' effort | 37 | 15.4 | 87 | 36.3 | 50 | 20.8 | 66 | 27.5 | 240 | 100 |

Source: Field data April, 2009

Guidance and counselling plays a vital role in school discipline. Regarding this item students were made to express their view on the guidance and counselling services in the college. The response from the table indicate that out of the 239 respondents, 132 respondents representing 55% agreed that there were guidance and counselling services in the college as against 107 respondents representing 45% who disagreed (see summary on Table 8). This suggests that guidance and counselling services were available in the college.

The researcher was also interested to find out from students whether they were encouraged by the school administration to behave appropriately. Out of the 244 respondents, 238 responded to this item. It was revealed from the result (see summary on table 8) that 89% said they agreed that they encouraged by the school administration to improve behaviour as against 11% of respondents who disagreed to this item. This may suggest that majority of the respondents agreed that there was encouragement to improve students' behaviour at the college. The response confirms Gottfredson et al.'s (1985) claim that teachers emphasising on the long-term benefits of good behaviour always prove to be more powerful and persuasive than simply appealing to authority or law.

As it has been the practice of many schools, the researcher was interested to know if parents were involved in improving discipline in the school. Out of the 244 respondents, 238 responded to the item. It came out of the results (see summary on table 8) that those who reported that there was parent involvement to improve discipline were more than those who reported otherwise. The percentage of those who agreed that there was

involvement of parents to improve discipline was about 71%. Those who did not consider the involvement of parents to improve discipline formed about 29%. The result suggests that parents were involved to improve discipline in the College. In Ghana, most first and second cycle schools as well as Colleges of Education have Parent Teacher Associations (P.T.A) which is more of a partnership to ensure discipline and to contribute to school development. It was therefore not surprising that students agreed to the item.

Communication is vital in every organization including the school. This last item on table 8 found out whether the college communicated expected behaviour clearly to students. Out of the 238 who responded to this item, as many as 185 respondents representing about 78% agreed that the college communicated expected behaviour clearly. On the other hand, 53 respondents representing 22% disagreed that the College communicated expected behaviour clearly. Thus, the result (refer to table 8 for summary) revealed that majority of the students were of the view that the college communicated expected behaviour clearly to them. The result agrees with Gottfredson's (1989) finding that schools clearly communicate rules to students, have shown modest improvements in students' behaviour.

Table 8: Information on students' views on indiscipline

| Student's view | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Total | |
|---|----------------|------|-------|------|----------|------|-------------------|------|-------|-----|
| | Agree | | Agree | | Agree | | Agree | | Agree | |
| | No | % | No | % | No | % | No | % | No | % |
| Guidance and counselling services | 60 | 25.1 | 72 | 30.1 | 51 | 21.3 | 56 | 23.4 | 239 | 100 |
| Encouragement to improve students' behaviour | 86 | 36.1 | 103 | 43.3 | 29 | 12.2 | 20 | 8.4 | 238 | 100 |
| Involvement of parent to improve discipline | 79 | 33.2 | 91 | 38.2 | 43 | 18.1 | 25 | 10.5 | 238 | 100 |
| College communicates expected behaviour clearly | 69 | 29.0 | 116 | 48.7 | 33 | 13.9 | 20 | 8.4 | 238 | 100 |

Source: Field data April, 2009

It can therefore be concluded that in the Colleges of Education students viewed the concept of discipline as punishment which was generally perceived as severe. However, corporal punishment was not regarded as beneficial or effective enough in controlling students' misbehaviour hence was not applied. Punishment in

the College included withdrawing students' privileges, in-school suspension and out-of-school suspension. They regarded few rules to be clear even though there was strong religious training in the college. Students were not involved in decision affecting students' discipline, in spite of the authorities rewarding students' effort. There was guidance and counselling services in the college and students were encouraged by the school administration to improve behaviour. Parents were involved in improving discipline in the school. The college communicated expected behaviour clearly to students.

B: Analysis of causes of indiscipline in the institution

The second research question was on the causes of indiscipline in the college. In analysing this part of the questionnaire and for purposes of clarity, scores of 'to a very large extent' and 'to a large extent' were put together and regarded as 'to a large extent', while those of 'to some extent' and 'to least extent' were also put together and regarded as 'to some extent', however 'average' was made to stand on its own. There is an adage that charity begins at home so the first item on this research question dealt with the bad training at home. Out of the 244 respondents, 242 responded to the item.

It came out of the results (see summary on table 9) that those who reported bad training at home were more than those who reported otherwise. About 49% of the respondents said students' indiscipline was as a result of bad training at home. Those who did not consider bad training at home formed about 30%. However, 19% responded 'average'. The results revealed that to a large extent student indiscipline was influence by bad training at home. It is not clear to the researcher why 19% of the

respondents selected the average. It can, however, be hypothesized that perhaps they were not certain about the influence the home exerted on their behaviour. This probably means that majority of the students were not given good training at home and therefore are undisciplined.

It is common knowledge that wherever people are overcrowded, indiscipline is likely to occur. Hence, the researcher wanted to know if that is the case in the college and so the next item dealt with the overcrowding in halls of residence /classrooms. Out of the 244 respondents, 241 responded to this item. It could be seen from the result (see summary on table 9) that 41% agreed that to a very large extent indiscipline in the college was caused by overcrowding in halls of residence /classrooms as against 37% of respondents who did not support that. However, 24% were for average. The result indicates about 24% of the respondents were probably not certain whether overcrowding was a cause of indiscipline in the school. This perhaps suggests that overcrowding in halls of residence / classrooms was one of the causes of discipline in the college. This implies that school administration should ensure that the students' populations in the classrooms/halls of residence are not overcrowded.

Lack of freedom can sometimes lead to discipline problems. The researcher was interested in finding out whether this problem existed in the school. Out of the 244 respondents, 239 responded to the item. It came out of the results (see summary on table 9) that those who supported the large extent were about 120 representing about 51% which is more than those who reported otherwise. The percentage of those who responded to some extent was about 29%. Those who responded average were 48 representing

about 20%. By implication, indiscipline in the college could probably be the result of lack of freedom for students. This shows that students lack freedom and therefore put up unwanted behaviour.

There is a saying that ‘show me your friend and I will show you your character’. The next item investigated to find out whether respondents regarded bad company as a cause of indiscipline in the college. Out of the 244 respondents, 241 responded to this item. From the result, as many as 152 respondents constituting 63% favoured the large extent indiscipline. However, 50 respondents constituting about 21% indicated some extent. There were 36 respondents constituting about 16% who responded average. The result suggests that bad company in school was one of the causes of indiscipline in college. The students’ report actually reveals that most students fell into bad company in school to adopt all sorts of anti-social behaviours causing discipline problems in the college (see summary on table 9).

Table 9: Information on causes of indiscipline

| Cause of indiscipline | To a very large extent | | To a large extent | | Average | | To some extent | | To least extent | | Total | |
|--|------------------------|------|-------------------|------|---------|------|----------------|------|-----------------|------|-------|-----|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| Bad training at home | 78 | 32.2 | 41 | 16.9 | 47 | 19.4 | 53 | 21.9 | 23 | 9.5 | 242 | 100 |
| Overcrowding in halls | 50 | 20.7 | 49 | 20.3 | 58 | 24.1 | 39 | 16.2 | 45 | 18.7 | 241 | 100 |
| Lack of freedom for students in school | 66 | 27.6 | 54 | 22.6 | 48 | 20.1 | 47 | 19.7 | 24 | 10.0 | 239 | 100 |
| Bad Company in school | 102 | 42.3 | 50 | 20.7 | 39 | 16.2 | 26 | 10.8 | 24 | 10.0 | 241 | 100 |

Source: Field data April, 2009

Maintaining good discipline is the priority of every institution. The researcher was interested to find out from respondents whether teachers were able to maintain good discipline in the college. Out of the 244 respondents, 242 responded to this item. It was revealed from the result (see summary on table 10) that 35% said to a large extent as against 34% of respondents who said to some extent. About 31% responded average. It was not clear to the researcher why 31% of the respondents selected the average. It can, however, be hypothesized that perhaps they were not certain about the teachers ability to maintain good discipline. This probably means that indiscipline could be attributed to the teachers' inability to maintain discipline. students' The response of the students seems to agree with Mayer's (1995) claim that ineffective disciplinary practices are known to be one of the factors affecting discipline. According to him to maintain discipline one needs to be very effective in disciplinary practices.

Usually if someone thinks he/she is unfairly treated will react hence the next item was to find out if there was fairness in disciplining students. Instead of the 244 respondents 241 responded to the item. It came out of the results (see summary on table 10) that those who reported that to a large extent there is unfairness and harsh treatment of students by teachers were more than those who reported otherwise. The percentage of those who reported to a large extent was about 46%. Those who reported to some extent formed about 31%. And about 23% responded average. It's difficult to understand why 23% of the respondents responded average. It can however be assumed that probably students were not sure about the unfairness and harsh treatment of students by teachers. The result could

perhaps mean that students' indiscipline could be ascribed to unfairness and harsh treatment of students by teachers in the college. The views of the students seem to confirm Gottfredson's (1989) claim that ambiguous or inconsistent teacher responses to misbehaviour as well as teachers inconsistent in their enforcement of rules, or when they react inappropriate often causes indiscipline among students.

The socio-economic background of people usually influence their behaviour therefore, the researcher was interested to find out the truth in this hence, the next item was put across. Instead of the 244 respondents, 239 responded to the item. The results revealed that those who reported that to a large extent socio-economic background of students was a cause of indiscipline were more than those who reported otherwise. The percentage of those who reported to a large extent was about 48%. Those who reported average formed 25% and those who reported to some extent formed about 27%. It's not certain why 25% of the respondents responded average. However, it can be hypothesized that students were not clear about the whether socio-economic background of people usually influence their behaviour. By implication, the result suggests that socio-economic background of students' causes indiscipline in the college. The students claim seems to agree with Moser (1963) finding that sometimes social ranges such as financial constraints and others may result in problems, making students put up anti-social behaviour.

Difficulty in understanding of rules makes the interpretation difficult. The next item dealt with unclear school rules, out of the 233 who responded to this item 110 respondents representing 47% reported to a

large extent unclear school rules was a cause of indiscipline in schools on the other hand 65 respondents representing 28% were not in favour. However 25% responded average. It is difficult to explain why 25% responded average, this may mean that they were not sure students indiscipline was as a result of unclear rules. The response could perhaps imply that students were of the view that unclear school rules causes indiscipline in the college. The response seem to agree with Walker et al's (1996) claim that unclear rules often lead to disciplinary problems in schools. Most colleges do not have hand books on school rules and regulations and therefore students are usually not clear about school rules.

Table 10: Information on causes of indiscipline

| Causes of indiscipline | To a very large extent | | To a large extent | | Average | | To some extent | | To least extent | | Total | |
|---|--|------|-------------------------|------|---------|------|-------------------|------|--------------------|------|-------|-----|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| | Inability of teachers to maintain good discipline | 31 | 12.8 | 52 | 21.5 | 75 | 31.0 | 34 | 14.0 | 50 | 20.6 | 242 |
| Unfairness and harsh treatment of students by teachers | 65 | 27.0 | 46 | 19.1 | 56 | 23.2 | 41 | 17.0 | 33 | 13.7 | 241 | 100 |
| Socio-economic background of students | 51 | 21.3 | 65 | 27.2 | 57 | 23.8 | 44 | 18.4 | 22 | 9.2 | 239 | 100 |
| Unclear school rules | 53 | 22.7 | 57 | 24.5 | 58 | 24.9 | 37 | 15.9 | 28 | 12.0 | 233 | 100 |

Source: Field data April, 2009

Taking cognizance of the role rewards play in good behaviour the researcher wanted to find out if students were rewarded for good behaviour. The next item dealt with the failure to reward compliance to school behaviour expectations. Instead of the 244 respondents 240 responded to this item, the result (see table 11) indicated that 41% responded that to a large extent failure to reward compliance to school behaviour expectations was a cause of indiscipline in the college, however 32% responded to some

extent. These were against the 30% who responded average. It is not clear to the researcher why 30% of the respondents selected the average. It can, however, be hypothesized that perhaps they were not certain about the influence the failure to reward compliance to school behaviour exerted on their behaviour. This probably means that majority of the students were of the view that failure to reward compliance to school behaviour expectations was one of the causes of indiscipline college. The student report reveals that much is not being done by school authorities to motivate students to put up good behaviour. The students response agree with Walker et al's (1996) claim that failure to reward compliance to school behaviour expectations may lead to anti-social behaviour.

This item considered too excessive use of punishment as a cause of indiscipline. Out of the 235 who responded to the item 120 respondents representing 53% said to a large extent too excessive use of punishment causes indiscipline. On the other hand 63 respondents representing 26% responded to some extent. However 21% responded average. The result (see table 11 for the summary) implies that majority of the students were of the view that too excessive use of punishment causes indiscipline in the college. Under this item the students' reports clearly support Lovegrove et al.'s (1983) finding that punishment which is excessive or which is delivered without support or encouragement for improving behaviour produces negative student attitudes. However it was not clear to the researcher why 21% of the respondents responded average, this may probably mean that respondents were not sure of the influence too excessive use of punishment exert on students behaviour.

Regarding this item students views were sought on whether corporal punishment causes indiscipline. Out of the total of 240 respondents 239 responded to the item, 81 respondents constituted 34% of the total respondents said to a large extent corporal punishment causes indiscipline. About 100 respondents constituted 41% respondents were against this view. On the other hand 25% responded average. The researcher is however not clear why 25% of respondents responded average. Perhaps they are not aware of the corporal punishment and its influence on the students' behaviour. The result implies that students do not see corporal punishment as one of the causes of indiscipline in the college. The response also implies that teachers in the colleges perhaps do not give corporal punishment to the students. This report seem to disprove Docking's, 1982 claim that corporal punishment often creates resentment and hostility which are all examples of anti-social behaviour.

Parents Teacher Association (P.T.A.) currently exerts a lot of influence on the disciplinary issues of most schools. The researcher was therefore interested to find out whether the college in question also has similar experience. The next item dealt with P.T.A. decisions. Out of the 244 respondents 239 responded to the item. It is realised from the result (see summary on table 11) only 22% of the respondents attributed the cause to P.T.A. decisions as against 49% of the respondents who said to some extent P.T.A. decisions cause indiscipline in school. However, 29% responded average. The researcher was not clear why 29% of the respondents responded average. This may mean that they were not aware of how much influence P.T.A. decision has on the behaviour of students. This

suggests that majority of the respondents of the view that to some extent P.T.A. decisions influence students into indiscipline act. The students' response agrees with Ekpo's (1996) claim that, most parents are just interested in getting their wards into a school without caring to attend the P.T.A. meetings. Parents, who absent themselves from such meetings, may not be in position to explain decisions taking at the meetings to their wards. In such circumstances, P.T.A. decisions may appear harsh to students and therefore instigate students into anti-social behaviour.

The final item on this research question dealt with teachers ignoring misconduct. About 241 respondents responded to this item. It is realised from the result (see summary on table 11) that 43% responded to a large extent teachers ignoring misconduct leads to indiscipline, surprisingly the same percentage of respondents responded that to some extent teachers ignoring misconduct causes indiscipline. Only 14% responded average. The results suggest that students have similar view about how teachers handle misconduct. It also indicates that to some extent teachers ignore students misconducts can lead to students' indiscipline. This agrees with Emmer's, (1982) claim that when students misconducts are ignored their behaviour and attitudes are adversely affected and this may lead to indiscipline.

Table 11: Information on causes of indiscipline

| Causes of indiscipline | To a very large extent | | To a large extent | | Average | | To some extent | | To least extent | | Total | |
|--|---|------|-------------------------|------|---------|------|-------------------|------|--------------------|------|-------|-----|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| | Failure to reward compliance to school behaviour expectations. | 47 | 19.6 | 50 | 20.8 | 67 | 27.9 | 47 | 19.6 | 29 | 12.1 | 240 |
| Too excessive use of punishment. | 74 | 31.5 | 50 | 21.3 | 48 | 20.4 | 44 | 18.7 | 19 | 8.1 | 235 | 100 |
| Corporal punishment. | 44 | 18.4 | 37 | 15.5 | 58 | 24.3 | 44 | 18.4 | 56 | 23.4 | 239 | 100 |
| P. T. A. decisions. | 29 | 12.1 | 23 | 9.6 | 70 | 29.3 | 40 | 16.7 | 77 | 32.2 | 239 | 100 |
| Teachers Ignoring Misconduct. | 55 | 22.8 | 47 | 19.5 | 36 | 14.9 | 48 | 19.9 | 55 | 22.8 | 241 | 100 |

Source: Field data April, 2009

From the results, it can be concluded that students' indiscipline was caused by bad training at home, overcrowding in halls or classrooms, students falling into bad company in school and lack of freedom for students. However, the study could not strongly establish whether teachers' inability to maintain discipline, unfairness and harsh treatment of students by teachers, socio-economic background of students,

and unclear school rules cause indiscipline in the college. Again, it was not clear whether failure to reward compliance to school behaviour expectations was a cause of indiscipline in the college. Also not established was whether excessive use of and corporal punishment, Parents Teacher Association (P.T.A.) and teachers ignoring misconduct cause indiscipline.

C: Analysis of problems that exist for students in the process of implementing measures to improve discipline.

In analysing this part of the questionnaire and for purposes of clarity and easy comparisons, the response given by participants (students) on the causes of discipline were, put together as scores of 'to a very large extent' and 'to a large extent' were put together and regarded as 'to a large extent' while those of 'to some extent' and 'to least extent' were also regarded as one as 'to some extent', however 'average' was made to stand on its own.

The third research question was on the problems that exist for students in the process of implementing measures to improve discipline. The first item on the table was used to find out if students feel disrespected when they are disciplined. Out of the 244 respondents, 236 responded to the item. It came out of the results (see summary on table 12) that those who reported they feel disrespected by teachers when they are disciplined were less than those who reported otherwise. The percentage of those who said to a large extent they feel disrespected by teachers was about 34%. Those who reported to some extent formed about 42%. About 21% of the respondents responded average. It is not clear to the researcher why 21% of the respondents selected the average. It can, however, be hypothesized that perhaps they were not certain about how they feel when they are

disciplined. This probably means that majority of the students to some extent do not feel disrespected by teachers when they are disciplined.

Regarding this item the researcher wanted to find out from students if they feel embarrassed when punished. Instead of the 244 respondents 240 responded to the item. The result (refer to table 12 for summary) indicate that about 63% of the respondents indicated that to a large extent they feel embarrassed when punished as against the 19% of the respondents who said to some extent. From the table 18% of the respondents' responded average. It could be seen that the difference between the average and to some extent is only 1%. However, it not clear why 18% of the respondents' selected average. It can, however, be assumed that probably they were not certain about how they feel when they are disciplined. The results suggest that majority of the students feel embarrassed when punished.

Sometimes students would not like their friends to see them working because they are punished, this may be because of rejection. In the next item the researcher was interested to know if their friends reject them when they are disciplined. Out of the 244 respondents, 238 responded to the item. It was revealed from the results that those who reported that to a large extent they feel rejected by friends were 64 respondents representing 27%. Those who reported to some extent they feel rejected by friends were 109 representing 46%, the rest 65 (27%) respondents' responded average. It is not clear to the researcher why 27% of the respondents selected the average. It can, however, be hypothesized that perhaps they were not certain about how their friends feel about them when they are punished. This probably

means that majority of the students were of the view that to some extent they feel rejected by friends.

Considering how punishment can sometimes negatively affect the individual the researcher was again interested to know whether students are able to study after disciplining them. The next item looks at the response of students to the item that students feel disturbed and unable to learn. Out of the total of 244 respondents 239 responded to the item, 116 respondents constituted 49% of the total respondents said to a large extent students feel disturbed and unable to learn when punished. On the hand 72 respondents constituted 31% responded to some extent. The remaining 21% responded average. It is difficult to tell why 21% of the students selected the average. However, it can be assumed that probably they were not certain about how they feel. The result implies that to large extent majority of the students in the college feel disturbed and are unable to learn when punished by their teachers.

Regarding this item the researcher wanted to find out from students whether they feel disowned by teachers. From the table 239 responded to the item out of the total of 244 respondents. In responds to the statement 93 respondents constituted 39% of the total respondents said to a large extent they feel disowned by teachers when punished, as against 94 respondents representing 40% who responded to some extent. On the other hand 51 respondents constituted 21% responded average. It is however difficult to tell why 21% respondents selected average. It can, however, be hypothesized that student were probably not certain about response they to give to the item. The result (see summary on table 12) indicate that

students feelings are almost equally divided this is because the difference in their response was only 1%.

The last item the table 4.7a dealt with feeling disliked by teachers. Out of the 244 respondents, only 236 responded to the item. The results (see summary on table 12) reveal that those who reported that to a large extent students feel disliked by teachers were fewer than those who reported to some extent. The percentage of those who responded to large extent they feel disliked by teachers was about 33% and those who reported to some extent form about 44% on the other hand 23% responded average. It is not clear to the researcher why 23% of the respondents selected the average. It can, however, be hypothesized that perhaps they were not certain about feeling of dislike by teachers. By implication, majority of the students were of the view that to some extent feel disliked by teachers any time they are punished by the teachers in the colleges.

Table 12: Information on problems that exist for students when implementing disciplinary measures

| Problems that exist for student | To a very large extent | | To a large extent | | Average | | To some extent | | To least extent | | Total | |
|--|------------------------|------|-------------------|------|---------|------|----------------|------|-----------------|------|-------|-----|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| Feel disrespected by teachers. | 47 | 19.7 | 33 | 13.9 | 50 | 21.0 | 52 | 21.8 | 56 | 23.5 | 238 | 100 |
| Feel embarrassed when punished. | 73 | 30.4 | 79 | 32.9 | 42 | 17.5 | 32 | 13.3 | 14 | 5.8 | 240 | 100 |
| Rejection by friends. | 30 | 12.6 | 34 | 14.3 | 65 | 27.3 | 54 | 22.7 | 55 | 23.1 | 238 | 100 |
| Students feel disturbed and unable to learn. | 52 | 21.8 | 64 | 26.8 | 49 | 20.5 | 46 | 19.2 | 28 | 11.7 | 239 | 100 |
| Feeling disowned by teachers. | 37 | 15.5 | 56 | 23.5 | 51 | 21.4 | 50 | 21.0 | 44 | 18.5 | 238 | 100 |
| Feeling disliked by teachers | 3 | 14.0 | 43 | 18.2 | 55 | 23.3 | 56 | 23.7 | 49 | 20.8 | 236 | 100 |

Source: Field data April, 2009

Lack of freedom usually leads to anti-behaviour, this item therefore looks at lack of freedom on the part of students to do what they want. About 244 respondents 238 responded to the item. About 47% of the respondents responded that to a large extent there was lack of freedom on the part of students to do what they want. Also about 29% responded to some extent on the other hand 18% responded average. It is difficult to tell why 18% of the students selected the average. However, it can be assumed that probably students were not certain about how lack of freedom on the part of students influence behaviour. These probably means that majority of the students in the college feel disturbed and are unable to learn when punished by their teachers (see summary on table 13). The result indicates that should be given some amount of freedom to improve on students' behaviour.

Lack of the opportunity to voice one's problems usually leads to misbehaviour. This item was to find out from students whether they feel restricted to voice their problems. About 238 responded to the item out of the 244 respondents. It came out of the results (see summary on table 13) that those who reported that to a large extent they feel restricted to voice their problems were more than those who reported to some extent to the item. The percentage of those who reported to a large extent was about 68%. Those who reported to some extent formed about 17% and about 15% responded average. It is however, not clear to the researcher why 15% respondents selected the average. It can, however, be hypothesized that perhaps they have doubt about the item and therefore selected average. The results suggest that majority of the students were of the view that one of the

problems that exists for students in the college was that they were not allowed to voice their problems.

The researcher further wanted to find out from students if enforcing school rules put pressure on them. Out of the 244 respondents, 234 responded to this item. It was realised from the table (see summary on table 13) that 129 respondents representing 56% said to a large extent enforcing school rules put a lot of pressure on students, as against 57 respondents constituting 24% of the respondents who responded to some extent. About 20% responded average to the item. It was however not clear to the researcher why 20% of the respondents selected the average. It can, however, be hypothesized that perhaps they were not certain about the pressure on students when they were enforcing school rules. The analysis probably means that majority of the respondents were of the view that enforcing school rules put a lot of pressure on them.

Considering how sometimes unfair treatment can lead to negative reaction the researcher wanted to find out whether students feel unfairly treated when punished. Out of the 237 who responded to this item 43% responded that to a large extent students feel unfairly treated when punished. On the other hand 36% responded to some extent. About 20% responded average to the item. It is difficult to tell why 20% of the students selected the average. However, it can be assumed that probably students were not certain about item. The response (see summary on table 13) implies that students in the college feel unfairly treated when punished and that punishment should be fairly given to students.

The last but one item on this research question found out if students were tagged as bad when they are punished. The table 4.7b shows that, out of the 244 respondents 234 responded to this item. It was realised from the result (see summary on table 13) that 124 respondents constituting 43% said to a large extent students were tagged as bad. This was against 41 representing 16% of the respondents who said to some extent. About 21% responded average. It was however not clear to the researcher why 21% of the respondents selected the average. It can, however, be assumed that perhaps they were not certain about the item. The response suggests that majority of the respondents were of the view that students were tagged as bad when they were seen punished by the teachers.

The final item on this table looked at whether students felt restricted by disciplinary measures. Two hundred thirty four responded to the item out of the 244 respondents. The result (see summary on table 13) indicate that 50% responded to a large extent students feel restricted by disciplinary measures as against 28% who responded to some extent to the item about 21% responded average. It is difficult to tell why 21% of the students selected the average. However, it can be assumed that probably students were not certain about situation. The response (see summary on table 13) implies that students in the college feel restricted by disciplinary measures.

Table 13: Information on problems that exists for students' in implementing discipline measures

| Problems that exist for student | To a very large extent | | To a large extent | | Average | | To some extent | | To least extent | | Total | |
|---|------------------------|------|-------------------|------|---------|------|----------------|------|-----------------|------|-------|-----|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| Lack of freedom on the part of students to do what they want. | 65 | 27.3 | 47 | 19.7 | 56 | 23.5 | 43 | 18.1 | 27 | 11.3 | 238 | 100 |
| Students feel restricted to voice out their problems. | 104 | 43.7 | 56 | 23.5 | 37 | 15.5 | 26 | 10.9 | 15 | 6.3 | 238 | 100 |
| Enforcing school rules put a lot of pressure on students. | 69 | 29.5 | 60 | 25.6 | 48 | 20.5 | 37 | 15.8 | 20 | 8.5 | 234 | 100 |
| Students feel unfairly treated when punished. | 53 | 22.6 | 48 | 20.4 | 49 | 20.9 | 58 | 24.7 | 27 | 11.5 | 235 | 100 |
| Tagged as bad student. | 56 | 23.9 | 68 | 29.1 | 49 | 20.9 | 36 | 15.4 | 25 | 10.7 | 234 | 100 |
| Students feel restricted by disciplinary measures. | 55 | 23.7 | 62 | 26.7 | 49 | 21.1 | 36 | 15.5 | 30 | 12.9 | 232 | 100 |

Source: Field data April, 2009

It can therefore be concluded that in the process of implementing measures to improve discipline, students were uncertain about whether they felt disrespected, disowned or disliked. They were not sure about the reaction of their

friends to see them working because they were punished even though they reported feeling embarrassed. The study could not establish clearly if unfair treatment or being tagged led to negative reaction. However nearly half the respondents felt disturbed and unable to learn when punished, neither were they certain about the effect of. Also, nearly 50% indicated that lack of freedom on the part of students prevented them from doing what they wanted. Again, lack of the opportunity to voice out one's problems and a feeling of being restricted by disciplinary measures usually led to misbehaviour. More important, 56% agreed to a large extent that enforcing school rules put a lot of pressure on students.

E: Analysis of the ways students in Colleges of Education in Ghana think guidance and counselling could improve discipline in teacher training colleges in Ghana.

In analysing this part of the questionnaire and for purposes of clarity and easy comparisons, the scores of 'strongly agree' and 'agree' were put together and regarded as 'agree', while those of 'disagree' and 'strongly disagree' were also regarded as 'disagree'. The last but not the least research question was on the ways students in teacher trainees think about guidance and counselling as way to improve discipline in the college.

The first item considered individual counselling for students to understand themselves. Out of the 244 respondents, only 232 responded to the item. It came out of the results (see summary on table 17) that those who reported there should be individual counselling for students to understand themselves were more than those who reported otherwise. The percentage of those who agreed that there should be individual counselling for students to understand themselves was about 96%. Those who did not

consider individual counselling for students to understand themselves formed about 4%. By implication, students think individual counselling for students to understand themselves will go a long to improve discipline in the college. The students report seems to agree with Makinde (1990), who claim that the individual is expected to develop coping mechanism in order to adjust to changes and that adequate guidance and counselling is needed for the individual to understand themselves and also realise their potentialities.

Organising group counselling activities will assist students to overcome common problems. Out of the 244 respondents, 230 responded to the item. The results (see summary on table 17) indicated that those who reported that group counselling activities should be organised were more than those who reported otherwise. From the result 208 respondents representing 90% agreed, however, only 22 respondents representing 10% disagreed to this item. By implication, students agreed that group counselling activities should be organised to improve discipline in the school. The result support Makinde's (1990) claim that counselling is needed for the students in order to help them to understand themselves and to realise their emerging potentialities and take a line of action which will enhance satisfying adjustment.

This item considers giving guidance on appropriate behaviour expected from students, out of the 229 students who responded to the item 209 respondents representing 91% agreed that guidance should be given on appropriate behaviour expected from students on the other hand only 20 respondents representing 9% disagreed. The result (see summary on table

17) implies that majority of the students agreed that giving guidance on appropriate behaviour expected from students could go a long way to improve discipline in the college. This also suggests that usually majority of the students need guidance on the expected behaviour to enable them behave well in school.

Regarding this item, students views were sought on promoting good social life through counselling, out of the total of 229 respondents 221 students (respondents) constituting 96% of the total respondents agreed that good social life can be promoted through counselling. The remaining 4 respondents representing 4% disagreed to the item. The response suggests that the college should promote good social life through counselling since this will make students aware of the expected behaviour. The students' response support Denga's (1983) claim that there is the need for effective guidance and counselling in the school to promote social needs such as moving with peers that parents may not approve because of problems usually arise from such relationships.

The next item dealt with helping students with social problems, psychological, emotional and behavioural problems. From the table only 226 responded to the item. As many as 207 respondents representing about 92% agreed that students with social problems, psychological, emotional and behavioural problems should be helped through counselling. On the other hand only 19 respondents representing 8% disagreed. The result (see summary on table 17) clearly shows that the students were of the view that helping students with social problems, psychological, emotional and

behavioural problems through counselling can go a long way to help control indiscipline behaviour in college.

The researcher was equally interested in finding out the students' views on referring student with serious social and emotional problems to psychologist for assistance. The response from the table indicated that out of the 232 respondents 194 respondents representing 83% agreed that students with serious social and emotional problems should be referred to psychologist for assistance. Those who did not consider formed about 17% (see summary on table 17). The result suggests that the greater number of the students were of the view that students with serious social and emotional problems should be referred to psychologist for assistance can help improve discipline in the college.

Table 14: Information on guidance and counselling measures to improve

Discipline

| Guidance and counselling measures to improve discipline | Strongly agree | | Agree | | Disagree | | Strongly disagree | | Total | |
|---|----------------|------|-------|------|----------|------|-------------------|-----|-------|-----|
| | No | % | No | % | No | % | No | % | No | % |
| Individual counselling for students to understand themselves. | 138 | 59.5 | 83 | 35.8 | 6 | 2.6 | 5 | 2.2 | 232 | 100 |
| Organising group counselling activities. | 103 | 44.8 | 105 | 45.7 | 12 | 5.2 | 10 | 4.3 | 230 | 100 |
| Giving guidance on appropriate behaviour expected from students. | 124 | 54.1 | 85 | 37.1 | 13 | 5.7 | 7 | 3.1 | 229 | 100 |
| Promoting good social life through counselling. | 119 | 52.0 | 102 | 44.5 | 8 | 3.5 | - | - | 229 | 100 |
| Helping students with social problems, psychological, emotional and behavioural problems through counselling. | 153 | 67.7 | 54 | 23.9 | 11 | 4.9 | 8 | 3.5 | 226 | 100 |
| Referring student with serious social and emotional problems to psychologist for assistance. | 87 | 37.5 | 107 | 46.1 | 24 | 10.3 | 14 | 6.0 | 232 | 100 |

Source: Field data April, 2009

Again, the researcher was interested to find out from students if there should be orientation programme on school discipline for fresh men and

women. Out of the 244 respondents 229 responded to the item. It came out of the results (see summary on table 18) that those who reported that there should be orientation programme on school discipline for fresh men and women far exceed those who reported otherwise. The percentage of those who agreed was about 95%, those who did not consider formed about 5%. By implication, students were of the view that there should be orientation programme on school discipline, for fresh men and women to be aware of the accepted behaviour in the school to promote discipline in the college. The students view support Jones' (1979) claims that there are many problems confronting first year students in their new environment, the freshman or woman has to learn to behave well in front of his teachers as well as fellow students and this can be possible through orientation. Buku and Taylor also claim that orientation acquaints the new students with information about school routine, the school traditions, rules and regulations, facilities and personnel.

The next item considers consulting students on challenges facing them on campus out of the 230 who responded to the item 213 respondents representing 93% said that students should be consulted on challenges facing them on campus. On the other hand only 17 respondents representing 7% disagreed. This implies that majority of the students think students should be consulted on challenges facing them on campus so that school the authorities can help them out.

Considering how friendly environment can promote good behaviour the researcher wanted to find out if establishing friendly environment should be establish to allow students share their problems. Out of the 244

respondents 232 responded to this item. The result (see summary on table 18) revealed that 93% agreed that friendly environment should be established to allow students share their problems with school counsellor / advisor as against the 7% of respondent who disagreed to this item. By implication, majority of the respondents agreed that friendly environment be established to allow students share their problems with school counsellor / advisor in the college.

The next item looked at giving documents containing school discipline to students. Instead of 244 respondents, 230 responded to the item. It could be seen from the results (see summary on table 18) that those who reported that document containing school discipline should be given to students were more than those who reported otherwise. That is 205 respondents representing about 89% reported that document containing school discipline should be given to students. Those who disagreed were only 25 respondents representing about 11%. By implication, students think documents containing school discipline should be given to students to promote discipline in the college. The reports also suggest that the document can serve as a reminder for good behaviour.

Guiding students to learn appropriate procedures to voice out their problems was of a special interest to the researcher. Out of the 244 respondents, 232 responded to the item. It came out of the results (see summary on table 18) that those who agreed to the item were more than those who reported otherwise. The percentage of those who reported that students should be guided to learn appropriate procedures to voice out their problems was about 93%. Those who disagreed formed about 7%. The

result suggests that majority of the students were of the view that students should be guided to learn appropriate procedures to voice out their problems in the institution. This also implies that if students are guided to know what right way to voice out their problems will help to reduce the indiscipline in college.

The last item dealt with reminding students to respect school rules and regulations from time to time. Instead of 244 respondents 232 responded to this item. It could be observed from the result (see summary on table 18) that 205 students representing 89% said they agree that students were reminded to respect school rules and regulations from time to time, as against 27 students representing 11% who disagreed to the item. This suggest that greater percentage of the respondents agreed that students were reminded to respect school rules and regulations from time to time to ensure discipline among students in the college.

Table 15: Information on guidance and counselling measures to improve discipline

| Guidance and counselling measures to improve discipline | Strongly agree | | Agree | | Disagree | | Strongly disagree | | Total | |
|--|----------------|------|-------|------|----------|------|-------------------|-----|-------|-----|
| | No | % | No | % | No | % | No | % | No | % |
| There should be orientation programme on school discipline for fresher's. | 147 | 64.2 | 70 | 30.6 | 8 | 3.5 | 4 | 1.7 | 229 | 100 |
| Consulting students on challenges facing them on campus. | 152 | 66.1 | 61 | 26.5 | 14 | 6.1 | 3 | 1.3 | 230 | 100 |
| Establishing friendly environment to all students share their problems with school counsellor. | 159 | 68.5 | 57 | 24.6 | 13 | 5.6 | 3 | 1.3 | 232 | 100 |
| Giving document containing school discipline to students. | 103 | 44.8 | 102 | 44.3 | 17 | 7.4 | 8 | 3.5 | 230 | 100 |
| Guiding students to learn appropriate procedures to voice out their problems. | 153 | 67.7 | 54 | 23.9 | 11 | 4.9 | 8 | 3.5 | 226 | 100 |
| Reminding students respect school rules and regulations from time to time. | 99 | 42.7 | 106 | 45.7 | 24 | 10.3 | 3 | 1.3 | 232 | 100 |

Source: Field data April, 2009

Students were also made to suggest measures that can be used to improve discipline in the college by the school authorities; the following were some of the responses they gave. Majority were of the view that there should be counselling for students with anti-social behaviour. The following were some of their suggestions. Some said “there should be proper guidance and counselling for indiscipline students”. Others said “indiscipline students should be counselled rather than meting out punishment to such students”. They also said “is not always that students are to be punished, they must be counselled since no amount of punishment desist him from that behaviour”. Some also said “student leaders should be given the mandate to make all decisions concerning the students welfare without fear or favour”, “students should also be involve in decision making”, “Students should be constantly involved in the decision making in the college”. Finally, few also suggested that “rewards should be giving for good behaviour and punishment for bad behaviour students”, school authorities should reward disciplined students and met out severe punishment to indiscipline students so as to deter others”.

Thus, on what students think guidance and counselling could do to improve discipline in Colleges of Education in Ghana, there indicated individual and group counselling for students to understand themselves. Guidance should be given on appropriate behaviour expected from students and should include how students could engage in good social life as well as helping students to solve social, psychological, emotional and behavioural problems. There should be orientation programme on school discipline, for fresh men and women to be aware of the accepted behaviour in the school.

Students should be consulted on challenges facing them on campus. Friendly environment should be established to allow students to share their problems with school counsellor / advisor in the college. Important document containing school discipline should be given to students. Students should be guided to learn appropriate procedures to voice out their problem and also be reminded to respect school rules and regulations from time to time.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, and the conclusions drawn from the findings. Finally, recommendations are offered on the basis of the findings and their implications.

Summary

The purpose of this study was to examine the views of students of Wesley College of Education on implementing measures to improve discipline. It was a case study involving 244 respondents intended to find out the reasons for the difficulty students faced in submitting to disciplinary measures and provide solutions to the issue.

Findings of other writers on the same area of study on published and unpublished literature were reviewed in the study to enable the researcher to gather relevant information on the study. A sixty-six item questionnaire was designed. The questionnaire was in six sections to answer the following questions:

1. What views do students in Teacher Training Colleges in Ghana hold about discipline in their institutions?
2. What do students in Teacher Training Colleges in Ghana regard as the causes of indiscipline in their institutions?

3. What problems exist for students in Teacher Training Colleges in Ghana in the process of implementing measures to improve discipline?
4. In what ways do students in Teacher Training Colleges in Ghana think guidance and counselling could improve discipline in Teacher Training Colleges in Ghana?

The following findings were made:

- The types of discipline meted out in college are severe. For instance students are sometimes made to go on suspension for some weeks before they allowed coming to join their colleagues in school.
- Students are not involved in the decision making in the school.
- The college does not communicate expected behaviour clearly to students.
- Students' indiscipline was attributed to factors such as bad training at home, lack of freedom for students, bad company in school, teachers ignoring misconduct and unclear school rules.
- Other factors such as socio-economic background of students, Parents Teachers Associations decisions and inability of teachers to maintain good discipline were some of the factors that cause indiscipline among students.
- In improving discipline, students are faced with problems such as that: they feel restricted to voice out their problems thus students have limited opportunity to talk about their problems to the school administration, again ensuring discipline put too much pressure on them, students also think too much punishment make others tag them as bad students and this make their friends shun away their company. Also students feel disliked by teachers, thus students always see disciplinary measures as punishments and that think they are being disliked by teachers.

- Finally, the study revealed that guidance and counselling activities should be organised in the schools to improve discipline in the college.

Conclusions

From the research findings it was realised that students had diverse views about discipline in the college. Even though they have negative views giving the necessary attention to them can improve the discipline problems.

Also the governments should train more counsellors to enable the various colleges have professional counsellors to assist students with behavioural problems. Again the colleges should also establish counselling centres for students to promote good social life through counselling activities. For fresh men and women to be aware of their new environment there should be orientation programme on school discipline for fresher's to reduce indiscipline among students and also document containing school discipline should be giving to them.

Recommendations

Based on the findings and conclusion drawn from the study the following recommendations are made:

Students of colleges should be taught the value of self-discipline. Teaching of self-discipline will help students to know the value of discipline. This will also help them to become self disciplined and also appreciate disciplinary measures.

Parents should be “life-models” for their children. It was established from the study that some students were indiscipline because they did not get good training at home. Therefore parents who are the

primary teachers of the children should lead an exemplary life for the children to learn.

Governments should train and employ enough counsellors for colleges to effectively handle issues of misbehaviour. This is because the counsellors will use dialogue to change behaviour rather than punishment that always lead to chaos.

Colleges should organize orientation for fresh men and women on campus. This will enable the fresher's to be aware of the kind of behaviour expected from them. Teachers should meet the students and talk to them discipline, also in educating fresh men and women on discipline they should also be given documents on school disciplinary code.

College authorities should set up counselling centres with competent counsellors. This will help students to able to share their problems. Again the counsellors will organise programmes to educate the students.

In making critical decisions affecting students' interest, it may be imperative that Principals involve students. They could do this through the School Representative Councils.

There should be clarity of rules, this will enable students to understand the rules and abide by them.

Suggestions for further research

The following suggestions are made for further research:

The current study is small in scope, because it was based on the responses of students in one college in Ashanti Region of Ghana. This restricts generalisation since conditions in other Colleges of Education in the country could be different. The study could have been extended to involve

at least two colleges each in different region. Such study should be conducted using the basic instruments in this study, in order to confirm or refute its findings.

Further study could be conducted to examine the effects of indiscipline on performance of students. The study could be extended to include problems tutors encounter in their effort to improve discipline in the Colleges of Education in Ghana.

REFERENCES

- Adesina, S. (1980). *Some aspect of School Management*. Ibadan, Nigeria: Education Industries Ltd.
- Arbuckle, D. S. (1970). *Counselling: Philosophy, Theory and Practice*, (2nd ed.). Boston: Allyn and Bacon.
- Babbie, E. (1990). *Survey Research Methods* (2nd ed.). New Delhi: Prentice Hall of India Private Limited.
- Bennet, M. E. (1963). *Guidance and Counselling in groups* (2nd ed.). New York: McGraw Hill.
- Best, J. W. & Khan, J.V. (1995). *Research education* (7th ed.). New Delhi: Prentice Hall of India Private Limited.
- Brown, V. R. A(1964). *Discipline concepts in education*. Boston Paul, Edidus.
- Buku, D. K. & Taylor, A. I. (2006). *Basics in Guidance and Counselling* (2nd ed.). Winneba: University of Education.
- Bull, N. (1969). *Moral Education*. London: Macmillan Company.
- Cohen, L., Manion, L. & Morrison, K. (2004). *Research methods in education* (5th ed.). London: Routledge Falmer.
- Colvin, G., Kameenui, E. J., & Sugai, G. (1993). School-wide and classroom management: Reconceptualizing the integration and management of students with behaviour problems in general education. *Education and treatment of children*, 16, 361-381.
- Denga, D. I. (1983). Juvenile delinquency among polygamous families in Nigeria *Journal of social psychology*, 114, 3-7.

- Docking, J. (1982). The impact of control and management styles on young children in the early years of schooling. *Early childhood development and care*, 8, 239-252.
- Doyle, W. (1989). Classroom management techniques. In O. C. Moles (ed.). *Strategies to reduce student misbehaviour*. Washington, DC: Office of educational research improvement (pp. 11-31).
- Duke, D. L. (1989). School organization, leadership, and student behaviour. In O. C. Moles (Ed.). *Strategies to reduce student misbehaviour*. Washington, DC: Office of educational research and improvement (pp. 31-62).
- Ekpo, S. S. (1996). *Juvenile delinquency in Nigeria Oyo Ibom State*, Abanny: Education Press.
- Elias, Zins, Graczyk & Weissberg, (2003). Implementation, sustainability, and scaling up of social- emotional and academic innovations in public schools, *School Psychology Review*, 32, 303-319.
- Elliott, S. N. (1986). Children's Ratings of the Acceptability of Classroom Interventions for Misbehaviour: Findings and Methodological Considerations. *Journal of School Psychology School wide and Classroom Discipline*, 608, 14-24.
- Emmer, E. T. (1982). Children's Ratings of the Acceptability of Classroom Interventions for Misbehaviour. *Journal of School Psychology School wide and Classroom Discipline*, 608, 14-24.
- Emmer, E. T. and Evertson, C. M. (1983). Synthesis of research on classroom management. *Educational leadership*, 38, 342-347.

- Evertson, C. M. (1985). Training Teachers in Classroom Management, An Experimental Study in Secondary School Classrooms. *Journal of Educational Research*, 51-58, 79-91.
- Farrant, J. S. (1985). *Principles and Practice of education*, England: Longman group Ltd.
- Gottfredson, G. D., & Gottfredson, D. C. (1985). *Victimization in Schools*, New York: Plenum Press.
- Gottfredson, D. C. (1989). Developing effective organizations to reduce school disorder. IN o. c. Moles (Ed.). *Strategies to reduce student misbehaviour*. Washington, DC: Office of educational research and improvement, (pp. 87-104).
- Ipaye, T. (1990). *Guidance and counselling practice*, Ife, University of Ife Press.
- Jones, F. H. (1979). The Gentle Art of Classroom Discipline, *National Elementary Principal* 58, 26-322.
- Lovegrove, M., Lewis, R., Fall, C. & Lovegrove, H. (1983). Students' Preferences for Discipline Practices in Schools. *International Education Society*, ED 265 257, 56-67.
- Makinde, O. (1990). *Fundamental of guidance*, London: Macmillan Education Ltd.
- Mayer, G. R. (1995). Preventing antisocial behaviour in the schools. *Journal of Applied Behaviour Analysis*, 28(4), 467-478.
- Moser, L.E. (1963). *Counselling and Guidance: An Exploration*, Englewood Cliffs: Prentice-Hall.

- Ozigi, A. (1984). *An introduction to the foundations of education*,
New York: Mcmillan Publishing Co.
- Pecku, N. K. (1991). *Introduction to guidance for Training Colleges*, (2nd
ed.). Accra: Ghana, University Press.
- Perez, J. (1965). *Counselling: Theory and Practice*, Reading, Mass:
Addison-Wesley.
- Pietrofesa, J. J., Hoffman, A. & Splete, H. H. (1984). *Counselling: An
Introduction*, Boston: Houghton Mifflin Co.
- Robson, C. (2004). *Real world research* (2nd ed.). Padstow: Blackwell
Publishing.
- Rogers, C. (1961). *Client-centred Therapy*, Boston: Houghton Mifflin Co.
- Shertzer, B. & Stone, S. C. (1976). *Fundamentals of Guidance*, Boston:
Houghton Mifflin Co.
- Skiba, R. & Peterson, R. (1999). School discipline at a crossroads, from
zero tolerance to early response, *Exceptional children* 66 (3),
335-346.
- Slee, R. (1986). Integration: The Disruptive Student and Suspension. *The
Urban Review* 18 (2), 87-103.
- Sproll, W. L (1988). *Handbook of Social Research methods*. London:
Longman group Ltd.
- Teacher Education Division (2007). *Trends in Education and School
Management in Ghana*, Accra: Ghana Education Division.
- Thomson, C. L. & Poppen, W. A. (1979). *Guidance Activities for
Counsellors and Teachers*, Belmont, Calif: Wadsworth.
- UNESCO, (1998). *Regional Training seminar on guidance and
Counselling*. Botswana: UNESCO.

Wayson, W. W. (1986). *Developing Schools with Good Discipline*,
Bloomington: Phi Delta Kappan.

Wayson, W. W. (1982). Characteristics of Schools with Good Discipline.
Educational Leadership, 40 (3), 28-31

Williamson, E.G (1950). (ed.). *Trends in Student Personnel Work*,
Minneapolis: University of Minnesota.

SECTION B

Please make a tick (✓) in the box to express your view to show the extent of which you agree or disagree with the following means for ensuring discipline in your school.

The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree

| Measures of discipline | SA | A | D | SD |
|--|----|---|---|----|
| 1. Severe punishment meted out in colleges. | | | | |
| 2. Application of corporal punishment | | | | |
| 3. Withdrawal of privileges. | | | | |
| 4. Clear and few rules of discipline | | | | |
| 5. Strong religious training in the colleges. | | | | |
| 6. Getting students involved in the decision making in the school. | | | | |
| 7. Rewarding student effort | | | | |
| 8. In school suspension | | | | |
| 9. Guidance and counselling services | | | | |
| 10. Encouragement to improve students' behaviour. | | | | |
| 11. Out of school suspension. | | | | |
| 12. Involvement of parent to improve discipline | | | | |
| 13. Communicate expected behaviour | | | | |

SECTION C

Please put a tick (✓) in the appropriate box to indicate how much each of the following contribute to student indiscipline in your college.

| Factors contributing to student indiscipline | To a very large extent | To a large extent | Average | To some extent | To least extent |
|--|------------------------|-------------------|---------|----------------|-----------------|
| 1. Bad training at home | | | | | |
| 2. Overcrowding in halls/ classrooms | | | | | |
| 3. Lack of freedom for student in school | | | | | |
| 4. Bad company in school | | | | | |
| 5. Inability of teachers to maintain good discipline | | | | | |
| 6. Unfairness and harsh treatment of students by teachers | | | | | |
| 7. Socio-economic background of student. | | | | | |
| 8. Unclear school rules | | | | | |
| 9. Failure to reward compliance to school behaviour expectations | | | | | |
| 10. Too excessive use of punishment | | | | | |
| 11. Corporal punishment | | | | | |
| 12. P.T.A. decisions | | | | | |
| 13. Teachers ignoring misconduct. | | | | | |

SECTION D

Please indicate by tick (✓) in the appropriate box to show the extent to which students have problems as a result of improving discipline in your college.

| Problems of student as a result of improving discipline | To a very large extent | To a large extent | Average | To some extent | To least extent. |
|--|------------------------|-------------------|---------|----------------|------------------|
| 1. Feel disrespected by teachers. | | | | | |
| 2. Feel embarrassed when punished. | | | | | |
| 3. Rejection by friends | | | | | |
| 4. Students feel disturbed and unable to learn. | | | | | |
| 5. Feeling disowned by teachers. | | | | | |
| 6. Lack of freedom on the part of students to do what they want. | | | | | |
| 7. Students feel restricted to voice out their problems. | | | | | |
| 8. Enforcing school rules put pressure on students. | | | | | |
| 9. Students feel unfairly treated when punished. | | | | | |
| 10. Feeling disliked by teachers. | | | | | |
| 11. Tagged as bad student. | | | | | |
| 12. Students feel restricted by disciplinary measures. | | | | | |

SECTION E

Please indicate by tick (✓) in the appropriate box. The extent of which you agree or disagree with the following guidance and counselling measures to improve discipline in your institution. The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree.

| Guidance and counselling measures to improve discipline. | SA | A | D | SD |
|---|----|---|---|----|
| 1. Individual counselling for students to understand themselves. | | | | |
| 2. Organizing group counselling activities | | | | |
| 3. Giving guidance on appropriate behaviour expected from students. | | | | |
| 4. Promoting good social life through counselling activities. | | | | |
| 5. Orientation program on school discipline for fresh men and women. | | | | |
| 6. Consulting students on challenges facing them on campus. | | | | |
| 7. Referring students with serious social and emotional problems to psychologist for assistance. | | | | |
| 8. Establishing friendly environment to allow students share their problems with school counsellor/advisor. | | | | |
| 9. Giving document containing school discipline to students | | | | |
| 10. Guiding students to learn appropriate procedures to voice out their problems. | | | | |
| 11. Reminding students to respect school rules and regulations from time to time. | | | | |
| 12. Help students with social, psychological, emotional and behavioural problems through counselling. | | | | |