UNIVERSITY OF CAPE COAST

ACADEMIC STAFF AND STUDENTS' PERCEPTION OF

DISCIPLINE IN MFANTSIPIM SCHOOL, CAPE COAST

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this 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: John Kwamina Ankomah Simpson

Supervisor's Declaration

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

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

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ABSTRACT

Discipline has been defined in various ways by different authors. It is, therefore, not surprising that different groups have various perceptions of discipline. This dissertation on "Perception of Academic Staff and Students of Mfantsipim School on Discipline" therefore sought to find out the perceptions as they pertain in Mfantsipim School. The academic staff and the students were given questionnaires to select responses as they deemed necessary when questions on discipline were raised.

Two hundred and sixty-eight (268) students and eighty (80) members of the academic staff were selected to respond to the questionnaire. At the end of the analyses, it came out clearly that the perceptions on discipline by the academic staff and the students differed. The perception of discipline differed with sex and age groupings in the school as well.

On how discipline affected studies of the students, they (96%) agreed that they achieved better results in studies. The academic staff (100%) stated they had more time to spend on lessons. On causes of indiscipline, 90%, of the students stated delay in dining meals as the most important factor. With the academic staff (100%) stated lack of textbooks as the major factor of indiscipline.

To improve discipline in Mfantsipim School, both students and the academic staff believed positive encouragement and reinforcement was the most important strategy.

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I also thank my wife, Mrs. Nancy Ankomah Simpson for the support in diverse ways. Her encouragement to complete this dissertation can not be taken for granted. To all the others whose names could not be mentioned, I say God Bless You All.

DEDICATION

I dedicate this dissertation to my better-half, Mrs. Nancy Ankomah Simpson and to my only Uncle, Mr. Felix Ekow Roberts, who sought to make me better than he is.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

Background to the Study

Discipline has been defined by various dictionaries in various ways. The Oxford Dictionary defines discipline as mental, moral and physical training. The American College Dictionary defines discipline as instruction and exercise designed to train to proper conduct or action while the Webster's New World Dictionary (1980) defines discipline as training that develops self-control, character or orderliness and efficiency. The word, according to the American Heritage Dictionary of the English Language, refers to both prevention and remediation.

In the education field, Jones (1979) states that, "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption" (p.26). Variations on this definition are offered by Duke (1989), Gettinger (1988), Strother (1985) and many others. Duke (1989) points out that "the goal of good behaviour is necessary but not sufficient to ensure academic growth" (p. 47). He continues that effective school discipline strategies seek to encourage responsible behaviour and to provide all students with a satisfying school experience as well as to discourage misconduct. Gettinger (1988) agreed that classroom rules should be succinct and that too many rules contribute to management problems because it becomes overwhelming for the teacher to enforce all the rules consistently. He stated that the few days of class are critical in

1

establishing the climate of the classroom. He continued that classroom rules and procedures should be clearly explained and enforced. It is important to spend the first few weeks helping the students learn rules and procedures. Teachers of younger students need to spend more time on socialization procedures than teachers of older students, as there is a carry-over from year to year of basic school socialization procedures.

Wayson (1985) notes that some educators view disciplinary activities as irritating intrusions into school life which should not be necessary. Wayson disagrees, however, with the view that these disciplinary activities are intrusions, regarding activities meant to inculcate conformity to school rules as a natural part of the educational process, and quotes educator James Hymes, who defines discipline as the slow, bit-by-bit, time consuming task of helping children to see the sense in acting in a certain way. Wayson postulates that "if desirable behaviour is to be learned, educators must know that it must be taught and must commit them to developing methods, procedures and practices for teaching it" (p. 227).

Brophy (1986) expresses a similar point of view: "Theory and research on classroom management have concentrated mostly on how teachers can control student behaviour rather than on how teachers can develop self-guidance in their students" (p.234). Self-guidance or learning to adapt to the accepted norms of the current setting is one of the goals of the educational system and is stimulated through socialization with significant others who, for the majority of students, are their peers.

Combs (1985), through his work in humanistic-experiential psychology, delineated four basic principles that enhance a person's understanding of self-

discipline: (a) perceptions determine self-discipline; (b) persons who are self-disciplined view themselves positively; (c) success reinforces self-concept and self-discipline; and (d) belongingness is a requisite for self –discipline. "Discipline encourages learning, responsibility and self control" (CSPV, 2000, p.1). An important ingredient in the development of self-guidance is self-esteem.

Lerner (1986) has a strong reaction to the recent trend of enhancing self-esteem. According to Lerner, "Earned self-esteem is based on success in meeting the tests of reality that is, measuring up to standards at home and in school. It is necessarily hard-won and develops slowly, but it is stable and long-lasting, and provides a secure foundation for further growth and development. It is not a precondition for learning but a product of it. It is the polar opposite of what I call the 'feel good now' self-esteem fashionable today. Standards and demands on students to keep working until they meet them are critical steps towards earned self-esteem …" (p.33).

Bluestein (1985) states that teachers who develop responsible students operate from an authoritative rather than authoritarian point of view and are less judgemental. "The behaviour of the obedient child and of the responsible child may 'look' the same, but their motivation and commitment are different"(p. 57). Brophy and Good (1984) support Bluestein's stand by stressing the importance of teacher support of the student's self-concept and presenting the teacher as an authoritative helper who monitors student progress.

Thus, discipline can be seen as the ability to control one's behaviour. The term refers to students complying with a code of behaviour often known

as the school rules. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethic. The term may also be applied to the punishment that is the consequence of transgression of the code of behaviour. For this reason the usage of school discipline sometimes means the administration of punishment, rather than behaving within the school rules. The aim of school discipline is, ostensibly, to create a safe and happy learning environment in the classroom. In a classroom where a teacher is unable to maintain order and discipline, students may become unmotivated and distressed, and the climate for learning is diminished, leading to underachievement.

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behaviour defeats these goals and often makes headlines in the process (Brophy and Good, 1984).

Physically and morally, one's behaviour should be such that the society should not find it upsetting or opposing. For the individual, therefore, self-control is very necessary when interacting with parents, siblings, peers, the school, the community and all others. Discipline within the family set-up would mean obedience and performance to create harmony between the two factions. Parents ought to bring up their children to observe the norms of the society. The family should train the individual in virtues that all members of the community cherish. Honesty, obedience, firmness, bravery and such virtues should be exhibited by all within the society. Thus sending the child to buy alcoholic drinks, drinking alcohol, telling lies, defiance of orders from the elderly, engaging in unnecessary sexual acts and the likes should not be seen

in the training of the child. A community of happy siblings should be the standard.

According to Luther (2007), researching on American students, children showed respect for their neighbours, teachers, the clergy, the police and anyone placed in authority over them; they had to, it was an example set by responsible parents. Children grew up with high standards; there was more good than evil and they benefited from living in a virtually crime-free environment. He further stated that greed and envy were non-existent; there were no pilferers to take the belongings of other people to receivers waiting to convert the loot into easy dollars, but in a dynamic world, progress and easy communication bring changes which are never all for the good, and bad habits are easily formed. Even the attitudes of people change; some who become parents in the new era could do with a little parenting themselves.

He lamented that, " these parents in turn send their children who come with attitudes learnt at home to school; they know they are at school, not that they want to be, but because by law they must be. Those who do not the ability to learn quickly develop some of the many undesirable traits; they become inattentive, disruptive, disobedient, indisciplined, disrespectful and in some cases violent" (p. 37).

These learned behaviours gradually seep into the families within the communities. The vices or virtues of the peer groups then become the problems or welcome behaviours of the communities. The individual families may then seek solutions to the problem child, as the community thinks of ways of eradicating these vices. Whereas the individual families grapple with their

own problems, some may or may not be able to find solutions to the problems. Other problems may then be added to the original problems.

In school, the child relates with the teachers and his or her peers. The interaction is both ways. While some students pick from their teachers' virtues of punctuality and hard work, others may pick lateness to class and absenteeism from classes.

Peer group teaches its members several important things:

1. it teaches them to be independent from adult authorities, which may speed up their entry into adulthood.

2. it teaches social skills and group loyalties.

3. it teaches its members the values of friendship and companionship among equals – values that are relatively absent in the socialization received from authority figures like parents and teachers (Elkin & Handel,1988).

Freeing themselves from the grip of parental and school authorities, peer groups often develop distinctive subcultures with their own values, symbols, jargon, music, dress and heroes. Whereas parents and teachers tend to place great importance on scholastic achievement, adolescent peer groups are likely to put premium on popularity, social leadership and athletic attainment. When it comes to social activities, such as whom to date and what clubs to join, they are more likely to discuss them with peers (Sebald, 1986).

In Mfantsipim, peer pressure is seen in the way the boys dress, the way they walk and make noise. Boys have learnt to protect their friends who do the wrong things by pretending not to know their names. Boys who steal, cheat in examinations, boys who smoke Indian hemp, break bounds among other

crimes are so protected that the House Prefects also fear to report such boys. Boys shout in a particular manner to warn their friends of the presence of a teacher.

Teachers get to know the smokers only when the smokers react to the smoke and the boys are carried to the school chaplain or the hospital. The thieves are also known when boys, out of annoyance, decide to punish the culprit by beating them up. Instances are, when boys beat up their colleagues accused of stealing and the culprits are able to mention names of their tormentors.

Adu Boahen (1996) writing about pre-independence Mfantsipim noted that, discipline was tightened during this period (1876-1957), and one student was dismissed in 1880. He further added that, "to ensure discipline at night, a master was given accommodation on the premises. He also had to ensure that students attend to the work given them and did not go out of bounds" (p. 37). According to Adu Boahen the school administrators feared that because of this stricter discipline, some students would leave but throughout 1881 only three students left for that reason while as many as nineteen entered the school.

The Synod Report of the Methodist Church of Gold Coast stated that "we are glad to be able to report satisfactorily concerning this school as regards its number, its efficiency and its morals. We commenced with 50 boys on the roll and closed it with 49. During the year we parted with 11 boys. Of these, 3 have been in training for mission work, two of whom have received appointment as assistant teachers and one has voluntarily left us and entered into commercial life. Of the remaining eight, one has offered himself for our work and is now employed as a Master in the school, and seven are employed

in the business houses of the town. The work of the teacher has been of a very satisfactory character. The result of the examinations which were held at the end of the December Quarter exceeded our expectation, thus showing that the work which has been done has not been superficial and that the masters have not fallen into the common error of supplying that speed implies real progress"(pp.38-39).

From 1883 to1885, the problem of discipline had been "an evil spirit of dishonesty and lying." The 1885 Report asserted that the moral and spiritual condition of the school had been gratifying while that of 1886 claimed "there has been a good feeling between teachers and pupils and in consequence little punishment; and for the same reason discipline has been very well maintained throughout the year" (Adu Boahen, 1996, p. 41).

The Principal's Report for 1887 stated that: "the year on the whole has not been a satisfactory one either in regard to numbers or to discipline. I have had to settle many disputes between the boys and the head teacher who has not succeeded in keeping up the discipline and order of his predecessor. Very few if any, new scholars have been received during the year and this the vacancies created by those who leave have not been supplied as usual" (Adu Boahen, 1996, pp.50-51).

By 1890 the Principal reported that the moral tone of the school was "all that one could wish for, every pupil being a member of our junior class or the catechumen" (Adu Boahen, 1996, p. 72).

Part of the Report of the Director of Education in1892 read as follows: "The school meets very adequately the special demands made upon it. Discipline and the tone are highly satisfactory and the proficiency shown in

the written tests, both as regards accuracy and finishing was of the first order" (p.74).

Then in 1894 the Report of the Director of Education read among other things that "the discipline and singing by note and by ear are very satisfactory and the pupils appear to take great interest in their studies" (p. 84).

By 1901, the acting Principal, Rev. Edgar C. Barton for the first time appointed prefects for the school to ensure discipline. He also drew up detailed rules for boarders and day – boys. Those for the former included the following:

1. Boarders must attend morning and evening service at Wesley Chapel every Sunday and sit in the Collegiate School pews.

2. Boarders must not be out after 8p.m. unless written permission to be late has been previously obtained from the Principal.

3. All lights must be out at 8.45 p.m after which each boy must be in his own room and all talking must cease.

4. Boarders must not commit nuisances in any part of the Mission House ground. Any infringement of this rule will render the offender liable to severe punishment.

5. Boarders must be punctual in attending school and on all other occasions when their presence is required.

6. Boarders are earnestly requested to fully avail themselves of all the advantages and privileges offered by the Collegiate School and to do their utmost to fit themselves, morally, mentally and physically, to honourably fill any position in life.

"These rules were read to the students weekly. The students themselves were made responsible for their Reading Room. It was placed under the charge of a boarder who acted as monitor for a week at a time and was responsible for sweeping and dusting the room, for arranging and renewing the papers, and for the discipline of the boys using the room" (pp.94-95).

Adu Boahen (1996) stated that the Report of the Principal for 1931 read as follows: "for the fifth time in recent years Mfantsipim occupies first place amongst West African Schools in the examinations of the Cambridge University locals. All previous records were eclipsed. In the School Certificate class no fewer than 18 boys obtained certificates (out of a class of 21) and of the number ten obtained complete exemption from the Cambridge Previous and the London Matriculation Examinations. For the third year in succession our successes exceed those of all other schools in West Africa added together" (pp.304-305).

As a strict disciplinarian the Principal in the person of Rev. Lockhart, did not hesitate to apply the cane or dismiss any student or member of staff who misbehaved or broke school rules which would affect the reputation of the school. Thus, one of the teachers was dismissed "for frequent appearances in court for debt," another for immorality and yet another for misconduct". A student was expelled from the school "on account of misconduct" at Anomabu during the Easter Vacation (Adu Boahen, 1996, pp.317-318)

> A student writing about Rev.Lockhart stated
> that," He encouraged both teachers and students
> to strive for excellence in everything they did, to

be men who can be honest, men who have been

disciplined and show integrity in all their dealings

with one another" (Adu Boahen, 1996, p. 318).

The 1936 strike under the leadership of the Senior Prefect, Joe Appiah, and all the House Prefects was the worst social upheaval that had occurred since the founding of the school. The strike began at dinner in the dining hall. On the signal given by the Senior Prefect, pandemonium broke lose. The mob began pelting the poor Housemasters with jam and bread, and they fled for their lives. Plates and cups and saucers were flying and cracking on the concrete floors and walls. Having completed the destruction of the dining hall, the mob rushed to the dormitories for the poles used in holding their mosquito nets in place, chanting various ethnic war songs as they gathered on the campus square to begin the march on the sleeping town of Cape Coast. The strike lasted 3 days and on the fourth day the school was closed down for the second term holidays. The strike was a result of a series of complaints about food and about nasty remarks made during the treatment of injuries. Clearly, the strike was in direct protest against the racist and unsympathetic attitude of the wife of the acting Principal (Adu Boahen, 1996, p. 354).

Fortunately, the outcome of the strike was peaceful; nor did it seriously affect the status and reputation of the school. On their return to the campus for the beginning of the third and final term of the year, the students proposed the following terms for ending the strike:

1. An end to insults and veiled socialism on the part of Mrs. Warren

2. A food Committee of students chosen by the Prefects to arrange menus and inspect food items daily before cooking started;

3. Supply of fufu and peanut soup (the staple food of most of the students) for lunch every Sunday.

4. An end to frozen meat from far away Australia and New Zealand

5. The substitution of butter for raspberry jams permanently.

These conditions were all accepted and peace and harmony was restored (Adu Boahen, 1996, pp. 354-355).

The next strike called the "Monsoon Holidays" was in 1948. This strike involved students of Mfantsipim, Adisadel and St. Augustine's College in March 1948. These schools were closed down until June 1948. The causes of the strike were:

a) A local tradition of "strikes" in schools;

b) The influence of the local press

c) Intrusion into the schools by outsiders

d) The disloyalty of certain teachers

e) Political or semi-political organizations by pupils

f) The influence of the post-secondary classes of Achimota College.

> The Principal of Mfantsipim, A.A. Sneath, also saw the whole episode as "such concerted vitiation of school discipline which must have been carefully planned and there was evidence that outside influences were at work" (Adu Boahen ,1996, p.357).

In his speech at the Speech Day in November 1952, the School Prefect also stated that "by a firm course of action taken by the Headmaster, we

believe that bullying was exterminated from the school". Thus to ensure discipline and to leave no student in doubt as to what was expected of him, the Headmaster, Bartels revised and printed the school rules which he circulated to the students. These rules were strictly enforced, resulting in a very high level of discipline and gentlemanly behaviour during the period. He also reviewed the punishments and reduced them to the barest minimum. In 1956, Bartels was able to inform the School Committee that "the cane we believe is on its way out." A student of Bartels further wrote that, we did not experience any disciplinary problems. Those were the days when students were not adventurous. They kept to the instructions. Of course, Mr. Bartels would rush in and any misconduct would be checked and one could be sacked. This was taken seriously. He was a very successful Headmaster – full of control. In terms of discipline, none of the staff relaxed, all the staff assisted and gave their maximum support (Adu Boahen, 1996, p.435).

In 1964/65, four boys were sacked from the boarding house "for unsatisfactory conduct." The school leavers of 1965 also broke loose after their examinations and smashed windows in their dormitories. In that year, the situation was so bad that the School Committee decided to invite the Old Boys' representative "to talk to the school" about Old Boys' concerns with certain recurrent acts. In March, 1966, three students were suspended indefinitely "for indecent assault and questionable character". In May 1966, there was rioting in the Dining Hall. This resulted in breakages which were later charged to the students. In May, 1967, one student was dismissed for breaking bounds and kicking a girl in town, while another was thrown out of the boarding house for misbehaving. The Headmaster attributed the worsening

disciplinary situation to a number of factors. These were the proximity of the dormitories to the town, overcrowding and poor facilities. An additional factor was the nature of the generation of students of the time. According to the Headmaster, "we have on our hands a generation with high expectations and standard cannot be maintained under present conditions and they fret. Apart from rebelliously independent attitudes the disparity between expectations and actual performances of the students is one cause of most of the problems in our secondary schools." In 1967/68, with the increase in enrollment there came disastrous impact on discipline in the school. Indeed, discipline did become a major issue during the period (Adu Boahen, 1996, p. 476).

> However, in the late 60's it appears that there was considerable improvement in the discipline in the school. A Senior Housemaster who later became a headmaster (Mr. O.K. Monney) joined students, unobserved, to observe what they were doing. A few times, it was reported, he had joined groups of smokers and had been passed the "jot". It was when the jot didn't get smoked and passing was delayed that the situation was fully grasped. Everybody then disappeared (Adu Boahen, 1996, pp. 476-477).

As the 1970/71 report put it: "Boys seem to show understanding and a marked sense of responsibility in the organization of student life. Much of the perceptible improvement in behaviour has come from the participation of boys in certain organs of school government: the School Council and School Conference.The result of the cooperation between boys and the authorities has

been the quieter atmosphere in which salutary relationships have grown to improve the tone of the school" (Adu Boahen, 1996, p. 478).

In 1973, discipline was reported to be satisfactory. In 1974, one student was suspended indefinitely, "for repeated stealing", while two others were suspended for two weeks for bullying, but discipline was reported to be "generally good". In 1975, boys of Form 5 and Upper 6 were bonded to be of good behaviour, one student was suspended for two weeks for injuring a mate "with a broken bottle during a fight", another was suspended for smoking and still another for "openly defying the order of the Senior Housemaster", and finally another boy was dismissed for the first time for an offence which has since then steadily assumed wide and very disturbing proportions, that of Indian hemp smoking. By 1976, the Centenary year, no Headmaster had been appointed and the disciplinary situation had therefore shown no improvement. (Adu Boahen, 1996, pp. 478-479)

Problems of discipline cannot be wished away without seeking solutions to them. Between 1977 and 1987, a decade in which the Senior Secondary School concept became part of the educational process , discipline became a problem especially in the form of bullying, extortion of money from junior boys, stealing ,bounds breaking and examination malpractices.

The following are some of the rules in place all in a bid to curb indiscipline:

1. Re-opening days – all boys should arrive in school before 6.00 p.m.

2. Clothing – Boys must be neatly dressed at all times.

3. Exeat – Boys leaving school must have exeats signed by Housemasters and Senior Housemasters.

4. Visitors – not allowed except in emergency (on weekdays). Visiting hours are the second and fourth Saturdays of each month from 1.30 p.m to 5.00 p.m.

5. Class attendance – Boys are expected to attend classes in all subjects for which they have been enrolled.

6. Examinations – All forms of examinations, whether class or end of term are compulsory for all students.

7. School Gathering – Attendance to Church Services, evening studies, entertainment programmes, dining hall and house meetings is compulsory for all boarders.

8. Roll Calls – these may be checked at random at any gathering by teachers and prefects.

9. Punishment – Boys must do whatever punishment that is given them by teachers, prefects and other persons put in special positions of authority.

10. Bullying and assault – these are punishable by suspension or dismissal.

11. Withholding of information from Authority – Boys who fail to disclose information relating to bullying, stealing, seizure of articles, extortion of money and food, breaking of bounds, destruction of school property and any other act which may tarnish or soil the good name of the school commit an offence.

12. Use, Sale and Distribution of Hard Drugs – Boys found in possession of such drugs face outright dismissal.

13. Rude Behaviour – towards Prefects, Monitors, Supervisors, Teaching and Non-Teaching is a punishable offence.

14. Saturday General Cleaning and Inspection must involve all students.

15. Electrical appliances like stoves, heaters, radio-cassette recorders, mobile phones are not to be brought to school.

16. Possession of inflammable items and weapons are prohibited.

17. Boarding House Routine – must be strictly observed by boarders.

In school, possible solutions come from the Guidance and Counselling Unit. Recalcitrant students are helped to make positive choices. They are made to appreciate the connection between students' behaviour and consequences. Students who go on suspension for offences committed are made to undergo counselling after reporting back to school. Students who take their suspension within the school also undergo counselling with a view of instilling in them a sense of responsibility. Students are taught problem-solving and negotiation techniques.

The Prefectorial System also helps to enhance discipline. The chain of command from Prefects to Housemasters to Senior Housemasters to the Assistant Headmasters to the Headmaster is strictly adhered to. Students report any form of malfeasance to the House Prefect who relay the problems to the Housemasters. Recalcitrant students are also taken through the same channel of command and where necessary sent to the Guidance and Counselling Unit for advice.

Inmates of the various dormitories of residence serve as checks on each other. Students who break school rules are sent to the Housemasters for

punishment. In all cases the Guidance and Counselling Unit works round the clock to bring boys on track.

Among the staff the quest for discipline has not changed much. As a condition of service, those accepting positions as teachers in the past and the present, undertake to submit to the discipline of the Principal (now the Headmaster), to abide by the rules laid down in the Manual of the Methodist Law and Discipline of the Methodist Church in the Gold Coast (currently Ghana) and finally to the decision of the General Superintendent (now The Presiding Bishop) of the Methodist Church and the Synod of the Methodist Church. Church discipline has to be exercised from time to time for the spiritual and moral welfare of the whole Society and of erring members, both clergy and lay, and to maintain a truly Christian witness to the community. Accordingly, those who exercise discipline should recognize that they themselves are under the judgement of God. They must, therefore, seek the wisdom of the Holy Spirit to combine love for the erring members with loyalty to the will of Christ for holiness of His Church. Thus discipline must be so exercised as not to forget mercy; mercy must be so practiced as not to be remiss. Thus, whenever discipline is exercised an effort should be made to help the erring member to understand the reason(s) for the action so that the act of discipline itself may the more readily further his/her spiritual welfare and growth. (The Constitution and Standing Orders of the Methodist Church of Ghana, 2000)

The paragraph above has, therefore, been the criteria for assessing discipline in Mfantsipim School. Under no circumstances were students dismissed, suspended or punished without fair trial. The Disciplinary

Committee had to sit deep into the night all with the view of ensuring that the important and relevant facts were obtained, and the erring student accepting the offence and the punishment agreed upon by the two factions. Thus, among teachers the perception of discipline has to do with obeying all the rules put up by the Headmaster, the Methodist Church and the Presiding Bishop of the Methodist Church. The same perception holds for the students who in addition have to obey instructions given out by their teachers.

Statement of the Problem

The disciplined child with access to a classroom with adequate furniture and a library stocked with current books among others stands a better chance of gaining information than his counterpart without them. Such a child stands the chance of applying what he or she has read to answer questions relating to facts read.

Mfantsipim School has had its share of the problems associated with discipline since the founding of the school. While some students obeyed school rules to the letter, a few students had also been punished for breaking the school rules. Punishments like indefinite suspension, two weeks external and internal suspension for offences like bullying, extortion of money from juniors, stealing and examination malpractices were minimal. However, with the introduction of the SSS concept, tougher types of corrective measures are needed to curb the menace of indiscipline which seem to be increasing with serious consequences due, perhaps, to the uncontrollable nature of the new students. Offences such as smoking of Indian hemp, extortion of money from junior boys, breaking of bounds, improper dressing, lateness to school

gatherings, stealing and other vices are on the increase. This is seen in the rise in the numbers of Disciplinary Committee meetings these days.

Purpose of Study

The purpose of the study on perception of discipline by academic staff and students in Mfantsipim School is three-fold:

1. To find out how the academic staff and students perceive discipline;

2. To find out the causes of indiscipline; and

3. To seek solutions to enhancing discipline in the school.

Research Questions

The study was guided by the following research questions:

1. How do staff and students in Mfantsipim School perceive discipline?

2. What are the causes of disciplinary problems in Mfantsipim School?

3. How does discipline affect academic work in Mfantsipim School?

4. What strategies can improve discipline in Mfantsipim School?

Significance of the Study

Many educators and students are also gravely concerned about disciplinary problems and the danger they pose to the learning environment. Each month approximately three percent of teachers and students in urban schools and one to two percent in rural schools in the American society, are robbed or physically attacked. Again, nearly 17,000 students per month experience physical injuries serious enough to require medical attention (Harvard Education Letter, 1987).

The study on the perception of discipline, problems of discipline and suggested solutions by the academic staff and students in Mfantsipim School

shall then be of use to the administration and students of Mfantsipim School and probably to boys' schools in the Metropolis, who under similar circumstances could use the solutions provided in this work. From this study both the staff and the students would understand each other better having understood each others concept of discipline. The problems of discipline would also be understood better and that would mean a more concerted effort on the part of both staff and students to solve disciplinary problems.

Delimitations

This study on perception of discipline was limited to the academic staff and students in Mfantsipim School. It sought to find out how the Academic staff and students in Mfantsipim School perceived classroom discipline, what they saw as problems of classroom discipline and to provide some suggestions on methods of improving classroom discipline. The choice of Mfantsipim School was influenced by the occupational location of the researcher as a teacher in the school with its attendant accessibility to the research subjects.

Limitations

Mfantsipim School, perceived to be the beacon of education in Ghana, has always become the centre of research activities. Teachers often receive questionnaires from students of University of Cape Coast, Cape Coast and University of Education, Winneba and all these must be attended to during the leisure hours of the teachers. Teachers who have extra classes after normal classes would have to steal time, elsewhere, to attend to questionnaires. Thus, adequate time to work on the questionnaires was problematic and as such teachers had to be pleaded with before filling these questionnaires. The

readiness of teachers and students to complete the questionnaire could not also be controlled. My position as the Assistant Headmaster for Academic Affairs might or might not push teachers to react quickly to answering the questionnaires and this might have effect on the answers provided. Answers could be given to either please me or to incur my displeasure depending on how the teacher relates with me. This would therefore require more work on the part of the researcher to distribute, supervise and retrieve the questionnaires for careful analysis. The validity of the study would however not be affected.

Organisation of the Study

The study is organized as follows:

Chapter One provides the background to the study. It deals with the formulation of the problem statement, the significance, purpose of the study, the research questions which will guide the study, delimitations of the study and limitations of the study.

Chapter Two reviews the pertinent literature relating to discipline and indiscipline in secondary schools. Chapter Three presents the methodology of the study. It focuses on the study design, the study population, method of data collection and techniques of data analysis. Chapter Four presents the findings that emerged from the study and discusses them. Chapter Five presents a summary of the findings, draws conclusions and makes recommendations to stakeholders in secondary education in Mfantsipim School.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the following would be reviewed; manifestations of disciplinary problems, their causes in secondary schools, effects of disciplinary problems on academic work, the approaches to solutions of disciplinary problems and the role of school-based supervision in maintaining discipline.

The Concept and Meaning of Discipline

Two approaches are, however, observed when the literature is reviewed. One approach makes discipline a corrective measure imposed by teachers or school on defaulting students. This also serves as deterrent to other students. The other approach views discipline as techniques adopted by teachers or the school to influence students to good behaviours. Students following these techniques grow to manage their own behaviours as adults.

The concept of discipline is perceived differently by both students and the academic staff. While students expect the teacher to be very punctual, entering and leaving the classroom at the scheduled times, the teachers also expect students to be committed to classes, punctual and regular. Problems of discipline have never been associated with success in any endeavour. While on the students' part it leads to failure in examination and at times cheating in the examination room, on the part of the teacher it is a contributory factor to students' failure. The student may end up on the street if the necessary remedial steps are not taken. These assertions are supported by Brophy and

Good, (1984), Flanders and his associates (1970). According to these researchers teachers' talk correlated positively with achievement: "negative correlations for restrictiveness and criticism tend to be stronger and more consistent than the positive correlations for praise and acceptance of students (especially in the data for student achievement, "(p.30) while praise and sustained acceptance often correlated in opposite directions in reference to achievement.

Brophy and Good (1984) found consistent, but not always significant, relationships between certain behaviours and achievement. Teacher behaviours that showed a positive correlation with achievement include warmth, businesslike orientation, enthusiasm, praise and acceptance of student ideas, flexibility and pleasant personality with the ability to apply a personalized touch to each student, consistency, organization and a focus on academic activities that include a variety of materials and learning opportunities.

Cotton (1990) stated that the American classrooms are frequently plagued by other, more minor kinds of misbehaviour which disrupt the flow of classroom activities and interfere with learning. She added that approximately one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time. This presupposes that the school syllabus would not be completed for good results at the final examinations , if no efforts are put in to make up for the time lost. Thus academic results would tend to go down wherever disciplinary problem is prevalent. Gottfredson (1988, 1989) and Gottfredson, Karweit and Gottfredson (1989) have conducted several research

projects in which instructional and discipline programmes were structured, resulting in significant improvements in student behavioural and academic outcomes. Allen (1981), Cotton and Savard (1982), Gettinger (1988) and Lasley and Wayson (1982) have noted improvements in classroom order when marginal students are provided opportunities to experience academic and social success.

Among students, the problems of disciplinary acts include bullying, drugs, cheating in examinations, breaking school rules and regulations among other vices. Very few students do the above in Mfantsipim School as the students know the consequences when brought before the Disciplinary Committee. Those daring to violate the laid down rules suffer when sent home. They miss classes and would have to sit deep into the night and spend all the prep periods to make up the notes for the missed periods.

Various perceptions of the word "discipline" have been used by various authors and this research would want to find out the perception of discipline by both the staff and the students of the school so as to find similarities or otherwise in order that the administration of the school would better understand student and teacher behaviours and adopt effective strategies to solve any problems and thus, enhance teaching and learning in the school.

Good (1979) also viewed discipline as constructive, preventive or punitive. School discipline is presented as "the characteristic degree and kind of orderliness in a given school or the means by which that order is obtained, the maintenance of conditions conducive to the efficient achievement of the school's functions" (p177).

Shertzer and Stone (1976) identified various definitions for the word discipline. They first viewed discipline as handling misbehaviour by imposing punishment. In this case the control of misbehaviour must be done by parents, teachers and others. By this definition, a higher authority puts in the code of behaviour which when broken must receive punishment, coercion or reprimand.

The second view of discipline is its rehabilitative or constructive function which aims at putting the deviant right and provides a means by which to express their frustration or disappointment. The individual by this method is redirected to go in line with the acceptable behaviours of the society.

The third view sees discipline as a preventive measure. The individual is provided with the enabling atmosphere for good behaviours. He/She, therefore, does not see the need to go contrary to the desirable behaviours of the society and so to face punishment.

Shertzer and Stone (1976) believe discipline shapes the wrong doers and encourages them to acceptable behaviours. They, therefore, believe that discipline should be such that would put into prominence responsible behaviour on the part of the students themselves.

The following components of preventive discipline are identified in the work of Duke (1987); Lasley and Wayson (1982); Short (1988); Smedley and Willower (1981); Stallings and Mohlman (1981); Wayson et al (1985) and Wayson and Lasley (1984):

1. Commitment, on the part of all staff, to establishing and maintaining appropriate student behaviour as an essential precondition of learning.

2. High behavioural expectations in contrast to poorly disciplined schools; staff in well-disciplined schools share and communicate high expectations for appropriate student behaviour.

3. Clear and broad-based rules. Rules, sanctions and procedures developed with input from students, are clearly specified, and made known to everyone in the school.

4. Warm school climate. A warm social climate, characterized by a concern for students as individuals, is typical of well-disciplined schools. Teachers and administrators take an interest in the personal goals, achievements and problems of students and support them in their academic and extracurricular activities.

5. A visible, supportive principal. Many poorly disciplined schools have principals who are visible only for "official" duties such as assemblies or when enforcing school discipline. In contrast, principals of well-disciplined schools tend to be very visible in hallways and classrooms, talking informally with teachers and students, speaking to them by name, and expressing interest in their activities.

6. Delegation of discipline authority to teachers. Principals in well-disciplined schools take responsibility for dealing with serious infractions, but hold teachers responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management and discipline skills by arranging for staff development activities as needed.

7. Close ties with communities. Researchers have generally found that well-disciplined schools are those which have a high level of

communication and partnership with the communities they serve. These schools have a higher-than-average incidence of parent involvement in school functions, and communities are kept informed of school goals and activities.

Duke (1987) writes "… what is known about the organization of orderly schools is that they are characterized by commitment to appropriate student behaviour and clear behaviour expectations for students. Rules, sanctions and procedures are discussed, debated and frequently formalized into school discipline and classroom management plans. To balance this emphasis on formal procedure, the climate in these organizations conveys concern for students as individuals. This concern manifests itself in a variety of ways, including efforts to involve students in school decision-making, school goals that recognize multiple forms of student achievement and de-emphasis on homogeneous grouping" (p. 47).

Short (1988) underscores these findings on grounds that " Research on well-disciplined schools indicates that a student-centred environment, incorporating teacher-student problem solving activities, as well as activities to promote student self-esteem and belongingness is more effective in reducing behaviour problems than punishment" (p. 3).

Concluding, Wayson and Lasley (1984) note that, in well-disciplined schools, " … rather than rely on power and enforce punitive models of behaviour control, [staff] share decision making power widely and so maintain a school climate in which everyone wants to achieve self-discipline" (p. 421).

Manifestations of Indiscipline

Indiscipline has never been associated with success. In the school situation, the teacher would have to spend part of the teaching period in advising students. Cumulatively, the time spent in the classroom to advise recalcitrant students would have gone a long way to explain one or two concepts. Students who are punished for showing such behaviours normally miss one or two periods and do suffer the loss of time.

According to the School Improvement Research Series (1990), "the outcome areas of interest to researchers include the incidence of on-task behaviour, off-task behaviour, misbehaviour/disruption, delinquency, drug use, suspension, referrals, expulsion, dropouts, attendance, attitudes (towards school, self-as-learner, and school "robustness"), and prosocial behaviour (such as helping others and practicing self-discipline)" (http:/www.nwrel.org/sepd/sirs/5/cu9.html).

Asiedu-Akrofi (1978) lists the following as manifestations of indiscipline in secondary schools; strikes, bullying, fighting, cheating, disobedience and protest to authorities both inside and outside the school.

Nacino-Brown (1985) also mentions, insolence, general apathy, fighting with other students, damage of school property, failure to complete assignment and disturbance in class. The following were added for boarders as part of indiscipline behaviour: neglect of school duties, failure to obey school prefects and duty-teachers, leaving the school premises without permission, untidy habits in dressing, and misbehaviour at the dining hall and stealing the belongings of others (p. 157).

Currently, drug abuse, bullying, breaking of bounds, stealing, fighting in school, extorting money from juniors and sexual misconduct are considered as serious in schools. Occultism is now becoming a serious problem in some schools. Members of this sect tend to go by their own "spiritual rules" and tend to be influenced by their leaders who tend to hide under their own rules and are hardly known.

Causes of Indiscipline in Senior Secondary School

Disciplinary problems come about in various ways. Some may be social, economic, psychological and philosophical in nature. According to an article by Gwala (1999), the elimination of corporal punishment is the first cause of indiscipline. He explained that learners today tend to misbehave because they know teachers cannot inflict physical harm on them. He identified lack of professionalism on the part of teachers as the second cause of indiscipline. He explained that some teachers have not had the professional training that would enable them to deal with psychological aspects of learned misbehaviour. He stressed the need for teachers to study educational psychology. Thirdly, he identified poor school administration. He believed that strict appointment of capable administrators and the study of school administration would also remedy this situation. Fourthly, Gwala identified social influence of peer pressure. He expatiated that many learners come from home well disciplined but misbehave when they join groups of indisciplined students. He suggested that Counselling services should be made available in schools.

Four main areas related to disciplinary problems may be reviewed.

i). **Student Related Causes**

Fontana (1985, p. 60) mentions that the inability of the child to adjust among his/her peers is a student related cause of indiscipline. He further mentions that the child's inborn temperament, little experiences at home, inability to humble oneself under adult authority, lack of adequate communication with his/her teachers at school and deep-seated personal unhappiness are other causes of the personal adjustment problems, that lead to indiscipline in schools. He added constant parental abuses, physical assault, sexual abuse, bullying and exposure to frightening and unnecessary disturbing experiences of listening to parental quarrels as the other problems.

ii).**Teacher-related Causes**

This is the area where the teacher misbehaves. His/Her behaviour may be associated with his/her personality, characteristics or self-presentation. Teacher related problems include lateness to class, absenteeism, non-giving of assignments, non-marking of assignments, sexual activities with the school children, drinking of alcohol and smoking of cigarettes among other behaviours.

Webster (1968, pp. 33-34) summarises a number of teacher-related behaviour problems resulting from the nature of interpersonal relations between the teacher and the students. He observed that "a teacher who is unable to maintain the appropriate social distance required by his/her role in his/her dealings with students can observe that they fail to respect him/her".

Webster added that such situations arise when the teacher makes students his/her friends at the expense of maintaining order.

iii).**School-related Causes**

School-related causes of indiscipline arise as a result of the organizational set of the school with its policies, programmes and practices of some individuals within it. According to Fontana (1985, p. 49) "the nature of school rules, the system of sanctions and punishment, the accessibility or otherwise to key members of staff, the pastoral care network, the leadership style adopted by the head and by senior and middle management staff, the attitude towards children's academic and social problem and the general philosophy and ethics of the school, all seem to play an important part in influencing children's reactions". Asiedu-Akrofi (1978) states that whenever disciplinary problems are experienced by the school, the teacher or the headmaster/ headmistress has to examine the following possible sources, the teacher, the child or person, the home and the subject matter.

iv)**. Home-related Causes**

Some disciplinary problems of the school emanate from the home. There is the need to know if parents and other relations are good examples to the student. This has to do with whether the child has love and care in the house. There is also the need to know if the student has both parents staying together. There is also the need to know if both parents are willing to cooperate with the school. According to Gips and Burding (1983), encouragement of parental participation in student discipline is also important because it makes use of a larger pool of problem-solvers, it provides parents with ownership bridging

the gap between home and school, and it helps professionals and parents develop trust and confidence in each other. As a result, students benefit from unified support and control of home and school.

Effects of Disciplinary Problems on School

Charles (1981) is of the view that misbehaviour affects the teaching process. He argues that whenever such problems arise, the teacher has to spend extra time preparing a congenial atmosphere for both teaching and learning to go on. Without discipline, the teacher can do very little to promote learning and teaching processes.

Charles further states that even though the exact impact of indiscipline can not be quantified, it is a widespread knowledge that disciplinary problems in schools, usually reduce the time for the teaching-learning process.

Learning requires a very calm and free atmosphere, purposeful directions from the teacher and time for the students to assimilate what was taught or what the student read on his/her own. These conditions cannot prevail where students' misbehaviours are rampant. It is even more disturbing when students resort to damaging school property. Time would have to be taken off the teaching period to make investigations and finally the few boys/girls would have disrupted the teaching-learning periods of others.

It is generally believed that indiscipline or misbehaviour by students and teachers seriously affects the teaching-learning process. It also reduces teaching-learning time as teachers would have to spend time creating congenial or enabling atmosphere for teaching and learning to effectively take place.

Measures for Controlling Disciplinary Problems in Schools

Engaging in misbehaviour is sometimes a response to academic failure, and some researchers and reviewers such as Allen (1981), Cotton and Savard (1982), Gettinger (1988) and Lasley and Wayson (1982) have noted improvements in classroom order when marginal students are provided opportunities to experience academic and social success.

Anderson and Prawat (1983) and others have noted that many students simply do not perceive a connection between their level of effort and the academic or behavioural outcomes they experience. These students have what psychologists call an "external locus of control," and do not believe in their own ability to influence events. Researchers have observed behavioural improvements in settings where students are taught to attribute their success or failure to their personal effort, and in which they (1) learn to check their own behaviour and judge its appropriateness; (2) talk them through a task, using detailed, step-by-step instructions; and (3) learn and apply problem-solving steps when confronting classroom issues.

Brophy (1983), Gottfredson (1988) and others have also noted that "the use of cooperative learning structures can increase student task engagement, acquaint students with the benefits of working together, and ease the tensions that sometimes arise among racial/ethnic groups—all of which are related to reductions in the incidence of misbehaviour".

Ornstein and Levine (1981) have also revealed that it is beneficial for teachers to use humour to hold student interest and reduce classroom tensions and to remove distracting materials, such as athletic equipment or art materials, that encourage inattention or disruption.

Many researchers including Brophy (1983, (1986), Cobb and Richardson (1983), Cotton (1990), Crouch, Gresham, and Wright (1985), Docking (1982), McNamara, Harrop and Owen (1987) and Moskowitz and Hayman (1976) believe that classroom discipline could be mediated by using behaviour modification approaches. These researchers identified reinforcement (verbal, symbolic and tangible) as effective in improving the classroom conduct of misbehaving students.

Another behaviour modification technique supported by research is teaching self-control skills (modeling plus teaching self-instruction, self-monitoring, and self reinforcement) to improve the conduct of misbehaving students. Brophy (1986) writes "Contemporary behaviour modification approaches involve students more actively in planning and shaping their own behaviour through participation in the negotiation of contracts with their teachers and through exposure to training designed to help them monitor and evaluate their behaviour more actively, to learn techniques of self-control and problem solving, and to set goals and reinforce themselves for meeting these goals" (p.191).

Another measure to control discipline is what some researchers call "group contingencies". In this case there are structures in which rewards and punishments are given out to groups based on the behaviour of individuals within those groups. These methods have been found effective in remediating misbehaviour (Brophy, 1983, 1986; Luke, 1989).

There is also the prosocial skills training where students are trained in self awareness, values clarification, cooperation, and development of helping skills has been successfully used to improve the behaviour of misbehaving students (Cotton, 1988).

Cotton and Savard (1982) and Docking (1982) have found punishment to be an effective method of remediating individual misbehaviour and therefore improving school order if the punishment is:

1. Commensurate with the offense committed. Draconian punishments are ineffective.

2. Perceived by student as punishment. Punishments can sometimes be too light or even unintentionally reinforcing to students. Effective, frequently used punishments include depriving students of privileges, mobility or the company of friends.

3. Delivered with support. Students often need encouragement to improve their behaviour and assistance in learning how to do so.

4. Counselling. Counselling services for misbehaving students are based on the assumption that target students lack insight and understanding regarding their own misbehaviour.

Measures for correcting disciplinary problems differ. It differs from an individual to another individual. The method appropriate for one student may not be appropriate for another student. This, therefore, means corrective measures should be carefully looked at when students are involved.

Importance of School-Based Supervision in Improving

Discipline in Schools

Effective supervision has been identified as a reliable tool for improving quality of administration of any institution or organization. Supervision has been defined in various ways by various authorities. Elsebree (1967) defined supervision as that phase of school administration that deals primarily with the achievement of the appropriate selected instructional expectation of the educational service.

Glickman (1990) states that, supervision is the function in schools that draws effectiveness into whole-school action. He further states that supervision is not teaching but rather actions that enable the students to improve instructions. For that matter any person with direct responsibility for improving classroom and school instruction is therefore an instructional supervisor. He further states that the supervisor needs knowledge, interpersonal skills as well as technical skills. These, according to Glickman, are applied through supervisory tasks of direct assistance to teachers, curriculum development, staff development, and group development and action research. Cotton (1990) writing on Schoolwide and Classroom Discipline cited Gottfredson (1988,1989) and Gottfredson, Karweit and Gottfredson (1989) as having conducted several research projects in which instructional and discipline programmes were restructured, resulting in significant improvements in student behavioural and academic outcomes. In these projects:

1. School teams were established to carry out improvement projects.

2. Curriculum and discipline policy review and revision were conducted, with input from all groups within the school, including students.

3. Academic innovations, such as study skills, instruction and cooperative team learning were implemented.

4. Climate innovations, such as school pride campaigns and expanded co-curricular activities were instituted.

5. Career-oriented innovations, such as career exploration programmes and job-seeking skills programmes were added to the curriculum.

6. Special services, such as counseling and monitoring of improvements, were provided to target students identified as having serious problems (Cotton, 1990, pp 5-6).

Types of Supervision

Although various forms of supervision have been identified by scholars, the main ones used by most educational institutions are the internal and external types. The internal type which is also called school-based involves teachers within the school's environment with the headmaster or head teacher as the major practitioner. This type of supervision is to improve students learning by identifying and eliminating all forms of problems.

Neagly and Evans (1970) state that "school-based supervision or internal supervision is where the principal in present day public school organization is the chief school administrator in the day to day administration and supervision of the school" (p.10).

Mussazi (1985) also views internal supervision as a situation where the head of the school is to ensure the improvement and making of the instructional process more effective.

Glickman (1990) states that, any one with direct responsibility for improving classroom and school instruction is referred to as a supervisor. To Glickman typical internal supervisors are school principals, assistant principals, instructional lead teachers, departmental heads, teachers and programme directors.

Thus in a Ghanaian context, the supervisors of the boarding school are the Head, their Assistants, Senior House master/mistress, Housemaster/mistress, Form master/mistress, Heads of Department, and Guidance and Counselling Co-ordinator.

Unlike the internal supervision, the primary aim of external supervision is to monitor the effectiveness of the instructions given to students and what it does to them. External supervision includes a brief visit, follow-up visits and comprehensive or intensive visits by the District, Municipal, Metropolitan and the Regional Directorate Division of Education.

The Need for School-Based Supervision

Studies have shown that effective supervision (school-based) which leads to improvement in student learning process cannot be over emphasized. Mackenzie (1983) in Glickman confirms this statement. He adds that such schools are able to achieve objectives.

In the modern school set up, supervision has created room for the teacher to gain more knowledge in the way of students' behaviours. This has enabled the teacher to reward or punish as and when he/she deems necessary.

It has also made students know their limits. In effect effective supervision moulds both teachers and students.

Modern complexities make delegating of supervisory roles very necessary. However, the Head must still ensure effective supervision if he/she wants to achieve results or his/her set goals. Effective supervision, therefore, leads to effectiveness and efficiency in the school's operations. Cotton (1990) cited the following researchers as having researched and confirmed that effective supervision leads to improvement in students learning: Duke (1998), Lasley and Wayson (1982), Short (1988), Smedley and Willower (1981), Stallings and Mohlman (1981) Wayson, et al (1982) and Wayson and Lasley (1984). All these researchers who used American, English, Scottish, Australian, Norwegian and New Zealand students agreed that staff commitment to establish and maintain appropriate behaviour was a very necessary precondition for learning. They also agreed that well- disciplined schools tend to be those in which there is a school wide emphasis on the importance of learning and intolerance of conditions which inhibit learning. They also agreed that in well-disciplined schools the staff share and communicate high expectations for appropriate student behaviour. Wayson and Lasley (1984) note that, in well disciplined schools, rather than rely on power and enforce punitive models of behaviour control, staffs share decision making power widely and so maintain a school climate in which everyone wants to achieve self-discipline.

From the review it is clear that the understanding of the word "discipline" differ from school to school. It is also clear that the problems of discipline abound everywhere. However, while some measures to curb discipline have worked in some places, they have failed in other places.

CHAPTER THREE

METHODOLOGY

This chapter presents the research methodology which covers the research design, population, sample and sampling technique, research instrument, review, validation and refinement of the instrument, data collection and data analysis procedures.

Research Design

This study on the perception of discipline by academic staff and students of Mfantsipim School used the descriptive survey method. The descriptive aspect involved a systematic collection and presentation of data to give a clear understanding of the perception of discipline as regards the academic staff and students of Mfantsipim School.

It was also cross-sectional because data were collected from the Administration of the school as well as the students of the Mfantsipim School at one point in time only. This means data may be generalized for other periods in the school's history, only with caution (Sproul, 1988).

According to Robson (2002), it is difficult to give a concise definition for the word survey. However, he stated that the typical central features are:

1.   the use of a fixed, quantitative design.

2.   the collection of a small amount of data in standardized form from a

     relatively   large number of individuals.

3.   the selection of representative samples of individuals from known

populations.

Bryman (1989) provides the following definition, "Survey research entails the collection of data on a number of units and usually at a single juncture in time, with a view to collecting systematically a body of quantifiable data in respect of a number of variables which are then examined to discern patterns of associations"(p.104).

The advantages of survey make it amenable for use for this descriptive aspect of discipline in Mfantsipim School.

According to Bryman (1989), the advantages of the survey method include the following:

1.   Surveys provide a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives.

2.   Again, surveys may be adapted to collect generalizable information from almost any human population which includes staff and students of Mfantsipim school

3.   Surveys also contain high amounts of data standardization.

4.   Often this is the only, or the easiest, way of retrieving information about the past history of a large set of people.

5.   They can be extremely efficient at providing large amounts of data, at relatively low cost in a short period of time.

6.   They allow anonymity, which can encourage frankness when sensitive areas are involved.

7.   The interviewer can clarify questions and

8.   The presence of the interviewer encourages participation and

involvement (and the interviewer can judge the extent to which the

exercise is treated seriously) (pp223-234).

The disadvantages include data being affected by the characteristics of

the respondents (for example, their memory, knowledge, experience,

motivation and personality). Again, respondents won't necessarily report their

beliefs, attitudes, etc, accurately (for example, there is likely to be a social

desirability response bias-people responding in a way that shows them in a

good light).

Again the data may be affected by the characteristics of the

interviewers (for example, their motivation, personality, skills and

experience). There may be interviewer bias, where the interviewer, probably

unwittingly, influences the responses (for example, through verbal or non-

verbal cues indicating "correct" answers). Data may be affected by

interactions of interviewer/respondent characteristics (for example, whether

they are of the same or different class or ethnic background. Respondents may

feel their answers are not anonymous and be less forthcoming or open

(Robson, 2002, pp. 233-234).

Despite these disadvantages, this study adopted the survey method for

the simple reason that the sample of students tended to be there only for this

year up to next year June 2009 and happened to be the only group with the

longest period of stay in the school and for that matter the only group well

vested in the school rules and regulations.

Population

For the study on the perception of discipline by academic staff and students of Mfantsipim School, the study population comprised the following:

1. The Administration of the School

2. Students of Mfantsipim School and

3. Teachers of Mfantsipim School

The population of Mfantsipim School is made up of 87 academic staff and 1340 students. The academic staff comprises seven administrators (namely the Headmaster, three Assistant Headmasters and three Senior Housemasters). Of the 80 teachers,   20 are housemasters (19 housemasters and one housemistress), 36 are form masters/mistresses, a school Counsellor and the remaining 24 are classroom teachers.

Sample and Sampling Techniques

All administrators, that is, the Headmaster, the three Assistant Headmasters and the three Senior Housemasters, Housemasters/mistress and Form masters/mistresses, making a total of 63 teachers, were selected as key informants by purposive sampling method. Of the remaining 24 teachers, 17 teachers were selected by random sampling. Thus, 80 teachers were selected for the answering of the questionnaires. The sample from the students was chosen from 472 students in Form three. This is for the reason of length of stay and familiarity with the school rules. Thus, from a population of 1340 students 20% was selected using Kirk's test formula. That meant selecting (20/100 x 1340=268) 268 Form 3 students from 12 classes. That meant taking 268/472 of the students in each of the 12 classes. Thus, a class of 40 students had (268/472 x 40 = 28) 28 students selected by the lottery method. This

meant writing down the names of the 40 students on pieces of paper and folding them and placing them into a container. From this container 28 pieces were selected after shaking and picking each piece. The same method was used for each of the 12 classes with a student picking the pieces and the researcher doing the recording. Hence, 80 teachers and 268 students formed the sample for the research.

Instruments

Having selected the sample for the study, the researcher used the questionnaire. The selected students were grouped class after class and directed to tick and answer short questions as structured in the questionnaire. With the face to face approach with the questionnaire method any misunderstanding was cleared on the spot. The academic staff collected and returned their questionnaires after a week's interval.

The questionnaire was chosen above interview schedule/guide, observation schedule and other methods for its appropriateness for information gathering. The questionnaire looked at the background which had three sections on the status of the respondents, the sex and the age. Question Two had eighteen factors for manifestation of discipline and respondents were to rank them in order of importance. Another section of the questionnaire found out how the word discipline was explained by the academic staff and students in the school. Both the students and the academic staff had alternatives to select from by ranking in order of importance. Another section studied how discipline affected student learning and the teaching of teachers. Again, the academic staff and the students had options to rank in order of importance. Question Three studied the causes of indiscipline as well as the immediate

causes of indiscipline in Mfantsipim School. Here again, the respondents had options to rank in order of importance. Question four, the last section was on the strategies for improving discipline and respondents once again had options to rank in order of importance.

Data Collection Procedure

The researcher used three days to administer the questionnaires to the 268 students selected from 12 Form three classes. Four classes had their questionnaires given out class by class. The collection of the questionnaires followed immediately after completing the last question. The academic staff had their questionnaire for a week before returning them.

Pilot Testing

A pilot test was undertaken using some selected students in Form 2 of Adisadel College, Cape Coast. They were to provide their own answers to the questions. Based on the pilot test the researcher edited the questionnaire and used the answers provided by this group for the actual study. The initial questions on immediate and remote causes of disciplinary problems were put up as one question. The pilot testing was to make the edited questionnaire simpler for administration and reduce the time for explanation. With the edited version there was the high degree of validity and reliability as the standard of education of the two schools, Adisadel College and Mfantsipim School, both Grade A schools, could be said to be equal.

Data Analysis Procedures

Data collected were cleaned and edited. The background of status of respondents, sex and age was done manually and grouped accordingly. Question two on manifestation of discipline, what is discipline and how discipline affected teaching and learning was also done manually using the tallying method. Question Three on causes of indiscipline, immediate causes and remote causes was also done manually using the tallying method. Question Four on strategies for improving discipline was also done manually by tallying. The researcher used frequencies and percentages to analyse the data. Analysis was done question by question.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter discusses the results of the study based on the responses from both teachers and students of Mfantsipim School as structured in the questionnaire. The analyses were done question by question.

Q1. Background

Eighty teachers and 268 students answered the questionnaire. Of the 80 teachers eight were female and 72 were male. All 268 students were male. Four (4) teachers were between the ages of 21 and 30 years, eight between the ages 31 and 40 years and 68 were above forty years. Of the 268 students, all of them were between the ages of 15 and 20 years.

Q2: How does discipline manifest in your school**?**

Teachers and students were to rank 7 out of 14 responses in order of importance. The 14 responses were:

1. Leaving school with exeats.

2. Keeping the school property.

3. Completing assignments.

4. Observing school duties.

5. Staying in bounds.

6. Tidy habit in dressing.

7. Observing etiquette in the dining hall.

8. Doing away with drugs.

9. Not fighting.

10. Not bullying.

11. Not extorting money from juniors.

12. Not disturbing in class.

13. Not going on strike and

14. No sexual misconduct.

Leaving School with Exeats

This was the first suggested factor of choice on how discipline manifested in Mfantsipim School. While 65 academic staff and 197 students chose this factor as being important, 15 academic staff and 71 students did not choose it at all. The response in frequencies and percentages are presented in Table 1.

Table 1

Leaving School with Exeats

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	25 (31)	4(5)	20(25)	0(0)	2(15)	4(5)	0(0)
Students	66(25)	33(12)	29(11)	23(9)	17(6)	13(5)	16(6)

While 25 (31%) of the teachers ranked "leaving school with exeats " as the most important factor on how discipline manifested in Mfantsipim School, 66 (25%) of the students ranked the response as such. Again, while four (5%) of the teachers and 33 (12%) of the students ranked it as the next

most important factor, 20 (25%) of teachers and 29 (11%) students ranked "leaving school with exeats" as the third most important factor for how discipline manifested in Mfantsipim school. Twenty three (9%) of the students, ranked "leaving school with exeats", as the fourth most important factor. Of the eight female teachers, two (25%) ranked "leaving school with exeats" as the most important factor while four (50%) ranked it as the third most important factor and two (25%) ranked it as the fifth most important factor.

The female teachers seemed to agree with the choice of "leaving school with exeats" as the most important factor just like the students. Similarly, teachers above 40 years groups agreed with the choice of the female teachers. Teachers of the 31 – 40 years age group also agreed with the 50% of the female teachers who ranked leaving school with exeats, third. However, teachers of 21 – 30 years placed this factor fifth.

Keeping School Property

This was the second suggested factor chosen by both the academic staff and the students in different orders as displayed in Table 2. For this suggested factor, 41academic staff and 158 students chose keeping school property as an important factor on how discipline manifested in Mfantsipim School.

Table 2

Keeping School Property

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	0 (0)	0 (0)	25 (31)	8 (10)	8 (10)	0 (0)	0 (0)
Students	8 (3)	39 (15)	13 (5)	18 (7)	23 (9)	29 (11)	28 (10)

On the choice of "keeping school property" as a factor on how discipline manifested in Mfantsipim School, no teacher ranked it either first or second while eight (3%) and 39 (15%) of students ranked it as first and second respectively. Again, while no teacher ranked "keeping school property" as sixth and seventh, 29 (11%) and 28 (10%) of students ranked it as sixth and seventh respectively. Of the eight female teachers, two (25%) each ranked "keeping school property" as third and fourth most important factors respectively. The remaining four female teachers did not rank this factor at all.

The female teachers agreed with their male counterparts on the choice of this factor as the third and fourth most important factors. Similarly teachers above 40 years placed keeping school property, third and their counterpart of 21 - 30 years placed this same factor fourth. However, teachers of 31- 40 years were divided on their choices. Five of them selected this factor with one each ranking it third and fifth respectively and the other three ranking it fourth.

Completing Assignments

This is another factor that four teachers did not consider as important on how discipline manifested in Mfantsipim School. As many as 155 students did not consider completing assignments as an important factor on how discipline manifested in Mfantsipim School.

Teachers stated that "Completing assignments" could be ranked either third or fourth most important factor on how discipline manifested in Mfantsipim School. Thirteen (16%) and 48 (60%) of the teachers ranked it third and fourth respectively. Among the students, 30 (11%) and 22 (8%) ranked it third and fifth factors on how discipline manifested in Mfantsipim School, respectively.

Table 3

Completing Assignments

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	0(0)	0(0)	13(16)	48 (60)	0(0)	0(0)	0(0)
Students	10(4)	!7 (6)	30(11)	8 (3)	22(8)	12(5)	14(5)

Two and six of the eight female teachers ranked this factor as the third and fourth most important factors respectively. These female teachers agreed with their male counterparts on this factor. Using the age factor, teachers of 31 - 40 years and above 40 years groups placed completing assignments, fourth while those of the 21 - 30 years placed this factor third.

Observing School Duties

This fourth suggested factor was not selected by 20 academic staff and 92 students as an important factor on how discipline manifested in Mfantsipim School. In selecting "observing school duties", as to how discipline manifests in Mfantsipim School, only 6 (8%), 18 (23%), 12 (15%) and 24 (30%) of the teachers ranked this factor first, second, third and fifth, while 30 (11%), 29 (11%), 27 (10%), 35 (13%), 22 (8%), 19 (7%) and 14 (5%) of the students ranked it from the first to the seventh respectively. Two of the eight female teachers selected this factor as the most important factor while two also chose it as the second most important factor and four chose this factor as the fifth most important factor.

Table 4

Observing School Duties

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	6(8)	18(23)	12(15)	0 (0)	24(30)	0(0)	0(0)
Students	30(11)	29 (11)	27(10)	35 (13)	22(8)	19(7)	14(5)

The female teachers agreed with their male counterparts on the choice of observing school duties as the important factor on how discipline manifested in Mfantsipim School. Using the age groups the choices differed. Teachers of 21 - 30 years chose observing school duties as the most important factor while their counterparts of 31- 40 years and above 40 years placed this factor, fifth and second respectively.

Staying in Bounds

This factor was chosen by 65academic staff and 192 students. This meant 15 academic staff and 76 students did not consider staying in bounds an important factor on how discipline manifested in Mfantsipim School. Using "staying in bounds "as a factor on how discipline manifested in Mfantsipim School, 4 (5%), 8 (10%), 8 (10%), 25 (31%) and 20 (25%) of the teachers ranked this factor first, second, fourth, sixth and seventh respectively while 36 (13%), 28 (10%), 31 (12%), 31 (12%), 34 (13%), 14 (5%) and 18 (7%) of the students ranked the factor first to seventh respectively.

Table 5

Staying in Bounds

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	4(5)	8(10)	0(0)	8(10)	0(0)	25(31)	20(25)
Students	36(13)	28 (10)	31(12)	31 (12)	34(13)	14(5)	18(7)

While two each of the eight female teachers chose this factor as the second and seventh most important factors respectively and four chose this factor as the sixth most important factor. The female teachers agreed with their male counterparts on staying in bounds as an important factor.

The choices for the age groups also differed. Teachers of 21 – 30 years placed this factor, second while their counterparts of 31 - 40 years and above 40 years placed it sixth and seventh respectively.

Tidy Habit in Dressing

The sixth suggested factor on how discipline manifested in Mfantsipim School had 65 academic staff and 192 students choosing as an important factor. Fifteen academic staff and 76 students did not select tidy habit in dressing as an important factor on manifestation of discipline in Mfantsipim School.

Table 6

Tidy Habit in Dressing

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	4(5)	8(10)	0(0)	8(10)	0(0)	25(31)	20(25)
Students	36(13)	28 (10)	31(12)	31 (12)	34(13)	14(5)	18(7)

In choosing "tidy habit in dressing" as a factor on how discipline manifested in Mfantsipim School, 4 (5%), 8 (10%), 8 (10%), 25 (31%) and 20 (25%) of the teachers ranked this factor first, second, fourth, sixth and seventh while 36 (13%), 28 (10%), 31 (12%), 31 (12%), 34 (13%), 14 (5%) and 18 (7%) of the students ranked the same factor from the first to the seventh. Six of the eight female teachers selected this factor as a factor on how discipline manifested in Mfantsipim School. While four chose this factor as the most important factor, three chose it as the sixth most important factor. The choice of the four female teachers of this factor as the most important factor disagreed with the choice of the male counterparts as no male teacher chose this factor.

With tidy habit in dressing, teachers of 21 - 30 years and above 40 years agreed and chose it as the sixth most important factor on how discipline manifested in Mfantsipim School just like three of the female teachers while those of the 31 -40 years chose it as the most important factor just like six of the female teachers.

Observing Etiquette in the Dining Hall

While 37 academic staff and 81 students considered this factor as important on how discipline manifested in Mfantsipim School, 43 academic staff and 187 students never considered this factor as being important.

Table 7

Observing Etiquette in the Dining Hall

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	0(0)	0(0)	0(0)	0(0)	4(5)	16(20)	17(21)
Students	5(2)	8 (3)	10(4)	15 (6)	8(3)	12(5)	23(9)

"Observing etiquette in the dining hall" as a factor on how discipline manifested in Mfantsipim School, was of little significance to the respondents as four (5%), 16 (20%) and 17 (21%) of the teachers ranked it fifth, sixth and seventh while five (2%), eight (3%), 10 (4%), eight (3%), 12 (5%) and 23 (9%) of the students ranked it, from the first to the seventh. Only two of the eight female teachers selected this factor as being important on how discipline manifested in Mfantsipim School. The two female teachers ranked this factor

as the seventh most important factor just like their counterpart of the 21 – 30 years group. However, only three teachers of the 31 – 40 years group chose this factor and similarly placed it seventh. Teachers above 40 years had only three teachers selecting this factor and placing it fifth, sixth and seventh respectively.

Doing Away With Drugs

This was another factor that received low patronage by the academic staff. Only 37 academic staff and 182 students considered it on how discipline manifested in Mfantsipim School. As many as 43 academic staff and 86 students did not deem it important on how discipline manifested in Mfantsipim School.

Table 8

Doing Away with Drugs

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	0(0)	0(0)	5(6)	0(0)	0(0)	8(10)	24(30)
Students	27(10)	25 (9)	39(15)	29 (11)	25(9)	22(8)	15(6)

How the factor "doing away with drugs" manifested in Mfantsipim School also showed low values as 5 (6%), 8 (10%) and 24 (30%) of the teachers ranked it third, sixth and seventh. On the part of the students 27 (10%), 25 (9%) and 39 (15%) selected "doing away with drugs" as first, second and third respectively. The rest of the students 29 (11%), 25 (9%), 22 (8%) and 15 (6%) ranked it from the fourth to the seventh respectively. Five

out of the 8 female teachers picked "doing away with drugs" as a factor on how discipline manifested in Mfantsipim School. While one female teacher placed it sixth, four placed it seventh. Teachers of 31 – 40 years agreed with the four female teachers who placed the factor seventh while the four teachers in the above 40 years category had one each placing it third and sixth respectively and the remaining two placing it seventh. In the 21 - 30 years category none chose this factor.

Not Fighting

This was another factor that the academic staff felt was not too important on how discipline manifested in Mfantsipim School. While 15 academic staff and 118 students considered it, 65 academic staff and 150 students did not consider it a factor.

Table 9

Not Fighting

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	0(0)	7(9)	0(0)	4(5)	4(5)	0(0)	0(0)
Students	4(2)	12 (5)	11(4)	19 (7)	28(10)	22(8)	22(8)

"Not fighting" as a factor for how discipline manifested in Mfantsipim School, also received low values as 7 (9%), 4 (5%) and 4 (5%) of the teachers ranked it second, fourth and fifth while 4 (2%), 12 (5%) and 11 (4%) of the students ranked it first to third. The remaining students 19 (7%), 28

(10%), 22 (8%) and 22 (8%) of the students ranked it from the fourth to the seventh. "Not fighting" as a factor was not selected by any female teacher. Using the age groups also, two teachers of the 21 – 30 years selected it second, one teacher of the 31 – 40 years placed it fifth and one of the three teachers above the 40 years placed it third and the remaining two placed it fourth.

Not Bullying

This factor also received low selection by the academic staff. Only 22 academic staff and 103 students selected it as a factor on how discipline manifested in Mfantsipim School. However, as many as 58academic staff and 165 students did not select it as a factor on how discipline manifested in Mfantsipim School.

Table 10

Not Bullying

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	0(0)	5(6)	5(6)	4(5)	4(5)	0(0)	4(5)
Students	6(2)	8 (3)	7(3)	15 (6)	23(9)	25(9)	19(7)

As a factor on how discipline manifested in Mfantsipim School, "not bullying" was ranked second, third, fourth, fifth and seventh by 5 (6%), 5 (6%), 4 (5%), 4 (5%) and 4 (5%) teachers respectively while 6 (2%), 8 (3%), 7(3%) and 15 (6%) ranked it from first to fourth. The rest of the students 23(9%), 25 (9%) and 19 (7%) ranked it from the fifth to the seventh

respectively. Interestingly, no female teacher selected this factor as a factor on how discipline manifested in Mfantsipim School.

This factor was selected by only two teachers in the 21 – 30 years group. While one placed it third the other one placed it fourth. Only one teacher in the 31 – 40 years selected and placed it third while the three that selected it from the above 40 years category placed it second, fifth and seventh respectively.

Not Extorting Money from Juniors

Not extorting money from juniors as a factor on how discipline manifested in Mfantsipim School also received low choice by the academic staff. While 15 academic staff selected it, 139 students also selected it. However, as many as 65 academic staff and 129 students did not select it.

Table 11

Not Extorting Money from Juniors

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	5(6)	4(5)	0(0)	0(0)	0(0)	2(3)	4(5)
Students	15(6)	16 (6)	20(8)	24 (9)	16(6)	24(9)	24(9)

"Not extorting money from juniors" was selected by 15 male teachers. This factor was ranked first, second, sixth and seventh by five (6%), four (5%), two (3%) and four (5%) of the teachers and 15 (6%), 16 (6%), 20 (8%), 24 (9%), 16 (6%), 24 (9%) and 24 (9%) respectively by students as the first to the seventh. No female teacher selected this factor.

Only one teacher in the 21 – 30 years category selected and placed it first while another one only in the 31 – 40 years placed it second and the two in the above 40 years category placed it sixth and seventh respectively.

Not Disturbing in Class

Both the academic staff and students did not deem not disturbing in class as too important on how discipline manifested in Mfantsipim School. While only nine academic staff and 56 students selected it, 71 academic staff and 213 students did not consider it.

Table 12

Not Disturbing in Class

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	5(6)	0(0)	0(0)	4(5)	0(0)	0(0)	0(0)
Students	3(1)	5 (2)	5(2)	6 (2)	4(2)	17(6)	16(6)

"Not disturbing in class", as a factor on how discipline manifested in Mfantsipim School also received low choice by the teachers. It was selected by nine male teachers who ranked it first and fourth by five (6%) and four (5%) respectively. Only 56 students ranked this factor. Three (1%), five (2%), five (2%), six (2%), four (2%), 17 (6%) and 16 (6%) of students respectively ranked it from first to the seventh. No female teacher selected this factor. Using the age groups, only one teacher in the 21 – 30 years

category selected it fourth, and another one only in the 31 – 40 years selected it first and for the above 40 years category no teacher selected this factor.

Not Going on Strike

This factor was selected by 37 academic staff and 78 students as being important on how discipline manifested in Mfantsipim School. As many as 43 academic staff and 190 students did not select it for consideration. Forty-seven teachers selected "not going on strike" as a factor on how discipline manifested in Mfantsipim School. Eight (10%), 15 (19%) and 24 (30%) of the teachers ranked it first, second and fifth respectively.

Table 13

Not Going on Strike

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	8(10)	15(19)	0(0)	0(0)	24(30)	0(0)	0(0)
Students	11(4)	9 (3)	9(3)	8(3)	13(5)	10(4)	18(7)

Eighty-seven students also selected this factor. Contrary to the choice of the teachers, 45 students selected this factor and ranked it third, fourth, sixth and seventh. Nine students selected it as the third most important factor. Another 8 selected it as the fourth most important factor while 10 and 18 respectively selected it as sixth and seventh factors. Six out of the eight female teachers considered this factor as being important on how discipline

manifested in Mfantsipim School.. While four selected it as the second most important factor, two placed it fifth.

Two teachers in the 21 – 30 year group selected this factor and placed it fifth. Teachers of the 31 – 40 year group placed this factor as the second most important factor on how discipline manifested in Mfantsipim School. For the above 40 years category this factor was placed fifth as the two female teachers did.

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No Sexual Misconduct

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This factor was also considered by eight academic staff and 125 students as being important on how discipline manifested in Mfantsipim School. Seventy-two academic staff and 143 students did not consider no sexual misconduct as important.

Table 14

No Sexual Misconduct

	Ranked 1st Freq(%)	Ranked 2nd Freq(%)	Ranked 3rd Freq(%)	Ranked 4th Freq(%)	Ranked 5th Freq(%)	Ranked 6th Freq(%)	Ranked 7th Freq(%)
Teachers	0(0)	8(10)	0(0)	0(0)	0(0)	0(0)	0(0)
Students	12(5)	20 (8)	21(8)	16 (6)	14(5)	15(6)	27(10)

The factor "no sexual misconduct" was another factor that received low patronage by teachers. Only 8 teachers selected it and ranked it second. One hundred and twenty-five students selected this factor and ranked it from

the first to the seventh. While 27 (10%) ranked it seventh only 12 (5%) ranked it first. No female teacher selected this factor on how discipline manifested in Mfantsipim School. Similarly no teacher selected it for the 21 - 30 years and 31 – 40 years. Only one teacher selected it for the above 40 years group and placed it second.

Using the ranking above, both teachers (31%) and students (25%) chose "leaving school with exeats" as the most important factor for how discipline manifested in Mfantsipim School. Whereas teachers chose "observing school duties", the students chose "keeping school property" as the second most important factor. For the third most important factor for how discipline manifested itself in Mfantsipim, the teachers chose "keeping the school property" while the students chose "doing away with drugs".

 For the fourth most important factor on how discipline manifested in Mfantsipim School, the teachers selected "completing assignments" and the students selected "observing school duties". The fifth, sixth and seventh most important factors for the teachers were "not going on strike", 'tidy habits in dressing" and "staying in bounds". However, the students selected "staying in bounds", "tidy habit in dressing" and "no sexual misconduct" as being important on how discipline manifested in Mfantsipim School.   The eight female teachers, however, placed "tidy habit in dressing", "not going on strike", "leaving school with exeats", "completing assignments", "observing school duties", "staying in bounds" and "doing away with drugs" as the first to

the seventh most important factors on how discipline manifested in Mfantsipim School.

Reclassifying teachers by the age groupings, three teachers each of the 21-30 years group ranked "leaving school with exeats" and "observing school duties" as the most important factor on how discipline manifested in Mfantsipim School. Only one teacher ranked "not extorting money from juniors" as the most important factor on how discipline manifested in Mfantsipim. Four teachers ranked "observing etiquette in the dining hall" as the seventh important factor while four teachers and one teacher ranked "tidy habit in dressing" as the sixth and seventh most important factors, respectively.

Teachers of the age group 31- 40years ranked "tidy habits in dressing first, followed by "not going on strike" and "leaving school with exeats" third. "Completing assignment" was ranked fourth, "observing school duties" was fifth, "staying in bounds" sixth and "doing away with drugs", seventh. A teacher each ranked "not fighting", "not bullying", "not extorting money from juniors" and "not disturbing in class", fifth, third, second and first respectively.

For teachers above 40 years, "leaving school with exeats", "observing school duties", "keeping school property", "completing assignment", "not going on strike", "tidy habit in dressing" and "staying in bounds" were ranked from the most important factor to the seventh factor on how discipline manifested in Mfantsipim School.

Q2b. What is Discipline?

Both teachers and students were to select seven (7) most important factors to explain the word "discipline". They both had fifteen (15) options from which to select. Table 15 gives the responses in terms of numbers and percentages.

Table 15

Definition of Discipline

Factors	Teachers		Students	
	Number	Percentage	Number	Percentage
Leaving school with exeats	40	50	100	37
Keeping the school property	44	55	148	55
Completing assignments	60	75	206	77
Observing school duties	80	100	152	57
Obedience to school prefects	36	45	139	52
Obedience to duty-teachers	79	99	208	78
Staying in bounds	45	56	113	42
Tidy habit in dressing	44	55	158	59
Observing etiquette in the dining hall	16	20	42	16
Doing away with drugs	24	30	110	41
Not fighting	16	20	155	58
Not bullying	0	0	53	20
Not extorting money from juniors	4	5	58	22
Not disturbing in class	52	65	164	61
Not going on strike	20	25	70	26

While all the 80 (100%) teachers selected "observing school duties" as the most important factor to explain discipline, 208 (78%) students selected "obedience to duty-teacher". Table 16 gives the selection of the seven most important factors to explain discipline by teachers, students and the 8 female teachers:

Table 16

Definition of Indiscipline

	Teachers	Students	Female
1st	Observing school duties	Obedience to duty-teachers	Obedience to duty-teachers
2nd	Obedience to duty-teachers	Completing assignments	Completing assignments
3rd	Completing assignments	Not disturbing in class	Observing school duties
4th	Not disturbing in class	Tidy habit in dressing	Obedience to school prefects
5th	Staying in bounds	Not fighting	Not disturbing in class
6th	Keeping the school property	Observing school duties	Not going on strike
7th	Leaving school with exeats	Keeping the school property	Tidy habit in dressing

From Table 16, both academic staff and students selected five common factors namely, observing school duties, obedience to duty-teacher, keeping the school property, completing assignments and not disturbing in class, to explain discipline. The choices were, however, made in different orders. While the teachers added, staying in bounds and leaving school with exeats to make up the seven responses, the students added, tidy habit in dressing and not fighting. The 8 female teachers also introduced "obedience to school prefects" and "not going on strike" into the selection of factors to define discipline. Apart from the first two factors which were the same for the students and the female teachers, the rest were different. However both the female teachers and the students chose five common factors with different rankings.

Teachers of the age group 21- 30years, agreed on "keeping school property", "observing school duties", "obedience to duty-teachers", "leaving school with exeats", "completing assignments", "staying in bounds" and "not disturbing in class" as the seven most important factors when discipline in the classroom was defined. Only one teacher each chose "not extorting money from juniors" and "tidy habit in dressing" as part of the definition of discipline. Two other teachers also chose "doing away with drugs" as the most important factor when discipline in the classroom is to be well defined.

On the choice of seven most important factors when discipline in the classroom was to be defined, teachers of the 31-40year group selected "completing assignments", "observing school duties", "obedience to duty-teacher", "staying in bounds", "tidy habit in dressing", "not disturbing in class" and "not going on strike".

Teachers of the above 40 years group were in agreement for the first six factors. They agreed on "completing assignments", "observing school duties", "obedience to school prefects", "obedience to duty-teacher", "tidy habit in dressing", and "not disturbing in class". They were, however, divided when it came to the seventh factor. While some chose "leaving school with exeats", others chose "keeping school property". The last group decided on "not fighting" and "not going on strike". Invariably, the choice of the factors varied with the various age groups.

Duke (1987) points out, that "the goal of good behaviour is necessary, but not sufficient to ensure academic growth" (p.47). Effective school discipline strategies seek to encourage responsible behaviour and to provide all students with a satisfying school experience as well as to discourage misconduct. Effective discipline requires the involvement of parents and students.

"If desirable behaviour is to be learned, educators must know that it must be taught and must commit themselves to developing methods, procedures and practices for teaching it"(Wayson, 1985, p.227; Brophy, 1986).

Q2c: How does discipline affect your learning/teaching?

Both the academic staff and the students had eight items from which they could choose seven options. Table 17 shows the numbers and the percentages of the responses.

Table 17

How Discipline Affected Learning/Teaching

Options to select from.	Teachers		Students	
	Number	Percentage	Numb.	Percent.
I have more time to spend on lessons	80	100	248	93
I have more time to read a lot of materials	24	30	243	91
I have more time to do more assignments/work	76	95	249	93
I am able to achieve better results in studies	72	90	257	96
I am able to learn/teach better	80	100	245	91
there is less disturbance in class	72	90	231	86
I am able to perform duties better	80	100	213	80
There is more time for discussion of questions	76	95	200	75

From Table 17 above, "I have more time to read a lot of materials" was the least chosen by the 24 (30%) of teachers while "There is more time for discussion of questions" was chosen by 200 (75%) of the students. All teachers 80 (100%) agreed that the responses "I had more time to spend on

lessons"," I was able to teach better" and " I was able to perform duties better"

were the three main factors that showed how discipline affected their teaching.

Among students 257 (96%), 249 (93%) and 248 (93%) respectively chose "I

am able to achieve better results in studies", "I have more time to spend on

lessons" and " I have more time to do more assignments/ work" as the factors

on how discipline affected their studies. The eight female teachers, however,

were divided as to which factor to choose first. Four each chose "more time to

spend on lessons' and "able to teach better". Again four each selected "more

time for assignment" and "perform duties better" as the second most important

factors. For the third place, four each also selected "able to teach better" and

"less disturbance in the classroom". Next four each again chose "more time

for assignment" and "less disturbances in class". As the fifth factor four

teachers each again chose "less disturbance in class" and "achieve better

results". They were, however, unanimous on the choice of the sixth factor.

They all chose "more time for discussion". The seventh factor was also a

problem. Four each chose" more time on lessons" and "achieve better

results".

On how discipline affected their teaching, all teachers of the 21-30

year group agreed that "they had more time to spend on lessons", they had

more time for assignments", and they were able to achieve better results".

They continued with "ability to teach better", "less disturbance in class", "able

to perform duties better" and "more time to discuss questions".

Teachers of the 31-40 year group seemed to agree with their counterparts of the 21-30 year group on the seven most important factors on how discipline affected their teaching. Similarly, teachers of the above 40 year group were in agreement with their other counterparts on the choices of the seven factors on how discipline affected their teaching.

According to Bluestein (1983) and Brophy (1986) classes with well-disciplined students allow for active teaching in which more time is spent on academics rather than on administrative details. Berliner (1986) found that teachers of well-disciplined schools begin lesson quickly in businesslike tone of voice, included academic and behavioural expectations, and asked for questions. Consequently, students of such schools showed higher gains in achievement. According to Brophy (1986), the quality of instruction to student correlates positively with academic achievement.

Q 3: Causes of Indiscipline

Both the academic staff and students had nine responses from which they were to select the seven most important factors as the causes of indiscipline in Mfantsipim School. Table 18 shows the choices made by the academic staff and the students in terms of numbers and percentages.

Table 18

Summary of choices for Defining Indiscipline

Items to select from:	Teachers		Students	
	Number	Percentage	Numb.	Percent.
Lack of textbooks	80	100	191	71
Non-payment of fees	74	93	164	61
Delay in dining meals	80	100	241	90
Absence of teachers from classroom	80	100	232	87
Non-palatable taste of dining hall food	48	60	205	77
No assignments given/marked	63	79	206	77
Harsh punishment	80	100	235	88
Ending classes before time	80	100	176	66
Discriminatory punishment	75	94	226	84

While all (80) teachers agreed on five responses, namely, lack of textbooks, delay in dining meals, absence of teachers from the classrooms, harsh punishment and ending classes before time, being the causes of indiscipline in Mfantsipim School, 191 (71%), 241 (90%) and 232 (87%) of the students ranked "lack of textbooks" first, second and third. The rest of the students, 235 (88%) and 176 (66%) respectively agreed with the teachers' responses. While 74 (93%) and 75 (94%) respectively of teachers added

"non-payment of fees" and "discriminatory punishment" as the other two factors that cause indiscipline, 205 (77%), 206 (77%) and 226 (84%) respectively of students chose "non-palatable taste of dining hall food", "no assignment given/marked" and "discriminatory punishment".

The eight female teachers again presented interesting scenarios on their choices for the causes of indiscipline. Four each chose "delay in dining meals" and "harsh punishment" as the most important factor. Four and three female teachers respectively chose "harsh punishment" and "discriminatory punishment" as the second factor. Four and three female teachers again chose "discriminatory punishment" and "lack of textbooks" as the third factor. Seven out of the eight were unanimous on the choice of "absence of teacher from classrooms" as the fourth factor. Four and three teachers selected "Non-palatable taste of dining hall food" and "delay in dining meals as the fifth factor. Again, four and three female teachers chose "no assignment given/marked" and "non-payment of fees" as the sixth factor. Four teachers each selected "ending classes before time" and no assignment given/marked as the seventh factor.

On the causes of indiscipline, teachers of the age group 21-30 years ranked "harsh punishment" first followed by "discriminatory punishment". "Lack of textbooks" was ranked third and "absence of teachers from classroom" fourth. "Delay in dining meals" was ranked fifth and "non-payment of fees, sixth. "No assignment given/marked" was ranked seventh. Only one teacher ranked "ending classes before time", third. Two teachers and a teacher ranked "non-palatable taste of dining hall food", fourth and fifth respectively.

Teachers of the 31-40year group were, however, different in their choices of the factors that caused indiscipline in Mfantsipim School. They ranked "delay in dining meals", first. They followed it up with "harsh punishment" and "discriminatory punishment" as the second and third factors. "Absence of teachers from classrooms", "non-palatable taste of dining hall food", "no assignments given/marked" and "ending classes before time" were ranked fourth, fifth, sixth and seventh.

Teachers of the above 40 year group selected "harsh punishment" and "delay in meals" as the first two most important factors. "Lack of textbooks" and "absence of teachers from classrooms" were ranked third and fourth. "Non-palatable taste of dining hall food" and "non-payment of fees" were ranked fifth and sixth. "No assignment given/marked"was ranked seventh. Again, the choices of the various groups were different on the causes of indiscipline.

Asiedu-Akrofi (1978) and Nacino-Brown (1985) do believe strikes, bullying, fighting ,cheating, obedience and protests to both inside and outside the school, insolence, general apathy, damage to school property, failure to complete assignments satisfactorily and disturbance in class are some of the manifestations of indiscipline in schools. They both listed the following as additional types of indisciplined behaviour: neglect of school duties, failure to obey school prefects and duty-teachers, leaving the school premises without permission (exeats), untidy habits in dressing, misbehaviour in the dining hall and stealing the belongings of others (p. 157).

Presently, disciplinary problems of students include drug abuse, breaking of bounds, defiance, bullying, stealing, sexual misconduct and fighting in the school.

Q4: Strategies for Improving Discipline

Both the academic staff and the students had six responses from which to select five in order of importance from the first to the fifth factors as strategies for improving discipline in Mfantsipim School. These strategies were

1. Positive encouragement and reinforcement
2. Bullying and violence prevention programmes
3. School board and community support programmes
4. Student success strategies
5. Conflict resolution and
6. Mentorship programmes

Table 19 shows the choices of both academic staff and students in terms of numbers and percentages.

Table 19

Strategies for Improving Discipline

	1st		2nd		3rd		4th		5th	
	Tr.	St.	Tr.	St.	Tr.	St.	Tr.	St.	Tr.	St.
Positive encouragement and reinforcement	48	140	28	38	0	29	4	29	0	16
	(60)	(52)	(35)	(14)	(0)	(11)	(5)	(11)	(0)	(6)
Bullying and Violence prevention programmes	20	21	4	72	8	34	12	37	40	48
	(25)	(8)	(5)	(27)	(10)	(13)	(15)	(14)	(5)	(18)
School board and Community support programmes	8	27	8	42	0	79	32	43	12	44
	(10)	(10)	(10)	(16)	(0)	(30)	(40)	(16)	(15)	(16)
Student success strategies	4	29	4	49	28	60	4	72	0	33
	(5)	(11)	(5)	(18)	(35)	(22)	(5)	(27)	(0)	(12)
Conflict resolution	4	26	32	28	4	35	8	50	28	78
	(5)	(10)	(40)	(10)	(5)	(13)	(10)	(19)	(35)	(29)
Mentorship programmes	0	25	4	39	40	31	20	37	4	49
	(0)	(9)	(5)	(15)	(50)	(12)	(25)	(14)	(5)	(18)

Key: Tr. – Teacher,   St. – Students

From Table 19, it was observed that both the academic staff and the students chose "positive encouragement and reinforcement" as the most important factor for strategies for improving discipline in Mfantsipim School. The other four factors were chosen differently. As a summary of the choices and the ranking made by the academic staff and students on strategies for improving discipline in Mfantsipim School Table 20 is provided below:

Table 20

Summary of Strategies for Improving Discipline

	Ranked 1st	Ranked 2nd	Ranked 3rd	Ranked 4th	Ranked 5th
Teachers	Positive encouragement and reinforcement	Conflict resolution	Student success strategies	School board and community support programmes	Bullying and violence prevention programmes
Students	Positive encouragement and reinforcement	Bullying and violence prevention programmes	School board and community support programmes	Student success strategies	Conflict resolution

From the summary, it is observed that the same five factors were chosen by both academic staff and students as strategies for improving discipline in Mfantsipim School, the order of choices, however, varied between the two groups. Positive encouragement and reinforcement seemed a major strategy as it was chosen as the first factor by both the academic staff and the students.

While teachers ranked conflict resolution second, the students ranked it fifth. Students' success strategies ranked third by the academic staff was ranked fourth by the students. However, school board and community support ranked fourth by the academic staff was ranked third by the students; and bullying and violence prevention programmes ranked fifth by the academic staff was ranked second by the students.

The eight female teachers made their various contributions on different lines. Four each selected "positive encouragement and reinforcement" and "bullying and violence prevention programmes" as the most important strategies. The second factor was also chosen by two sets of four teachers. They chose "conflict resolution" and "positive encouragement and reinforcement". The third factor was also chosen by two sets of four teachers. They selected "student success strategies" and "mentorship programmes". "Mentorship programmes" was chosen by four female teachers as the fourth strategy. The fifth strategy was "conflict resolution" which was chosen by four female teachers.

Ranking strategies of improving discipline, teachers of 21- 30 year group chose positive encouragement and reinforcement, first, followed by conflict resolution. The third strategy was mentorship programmes. School, board and community support programmes was placed fourth. Bullying and violence prevention programmes was ranked fifth.

Teachers of the 31- 40 year group selected bullying and violence prevention programmes, first. Positive encouragement and reinforcement was ranked second. Student success strategies and mentorship programmes were ranked third and fourth respectively. Conflict resolution was ranked fifth.

The last group of teachers, the above 40 years old, ranked positive encouragement and reinforcement and conflict resolution as the first and second most important strategies, just like their counterpart in the 21- 30 year group. Student success strategy was ranked third just like their counterpart in the 31- 40 year group. School, board and community support programmes; and bullying and violence prevention programmes were ranked fourth and fifth just like that of the 21- 30 year old group. Again, the choices of the strategies also varied with the year groups.

To help improve discipline in the classroom, Kuder (1986) states that "managing behaviour should be a continuous process, not something that takes place after an incident." (p. 533) Bluestein (1985) supports Kuder's suggestion by adding that allowing student to make choices, without moralizing or initiating a power struggle, gives them the opportunity to maintain a sense of control over their lives, which leads to self-motivation, initiative, and active participation.

Lasley (1985), agreeing with this viewpoint from a different discipline, gleaned information from anthropological writings and found that nonaggressive adult models and learning to cooperate with others for the good of the whole are instrumental in the development of nonaggression. (Nonaggression is defined as the ability to control emotions, to maintain composure during conflicts, and to interact socially in a selfless manner.)

"Classroom management (discipline) is seen as primarily a matter of telling and showing willing but ignorant students what to do, rather than enforcing compliance from students who know what to do but tend not to do it on their own" (Brophy, 1986, p.233).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter looks at the summary, the conclusions drawn from the findings and recommendations for other users of this dissertation.

Summary

The purpose of the study was to find out the perceptions that academic staff and students have for the word discipline. 80 academic staff and 268 students were selected and given questionnaire each to choose options that to them were important factors concerning their background, how discipline manifested in Mfantsipim School, what to them discipline meant, how discipline affected their teaching or learning and the causes of discipline. They finally had options to choose from on what strategies to adopt in improving discipline in the school. The selections of the academic staff and students were tallied and the frequencies and percentages calculated manually.

Background of Respondents

The background looked at the status of the respondents, the sex and the ages. The respondents were 80 teachers and 268 students. While eight females were part of the 80 teachers, all 268 students were males. In terms of ages, all students were between the ages of 15 and 20 years old. For the academic staff, four teachers were between ages 21 and 30 years old, eight were between 31 and 40 years old and 68 were above 40 years old.

How does discipline manifest in your school?

1. The responses of the academic staff and the students as to how discipline manifests in Mfantsipim School varied between the two groups of respondents.

2. The female teachers were, however, divided on their choices.

3. Using the age groups, the choices were all different.

What is discipline?

1. No single factor explaining discipline was ranked the same by both the academic staff and the students of Mfantsipim School.

2. Female teachers were also divided on the choices of the factors.

3. Teachers of the various age groups did not agree on a single factor

How does discipline affect your learning/teaching?

1. The responses of both the academic staff and the students of Mfantsipim School as to how discipline affected their studies differed in the order of the importance of the factors.

2. Female teachers were divided on the choice of the factors.

3. Going by the age groupings, they agreed on the first three factors on how discipline affected their teaching in Mfantsipim School. Differences, however, occurred in the choices for the fourth to the seventh factors.

Causes of Indiscipline

1. The responses of both the academic staff and the students as to the causes of indiscipline varied from response to response.

2. Female teachers were again divided in their choices.

3. Teachers of the age groups made different choices which seemed to share some common factors with their female counterpart.

4. For the causes of indiscipline in Mfantsipim School, students, teachers, both male and female and the teachers of the three year groupings seemed to agree that "harsh punishment", "delay in meals" and "discriminatory punishment" were the three most important factors. The ranking, however, differed.

Strategies for improving Discipline.

1. Concerning strategies for improving discipline in Mfantsipim School, both the academic and the students agreed on positive encouragement and reinforcement as the first and most important strategy.

2. Again, the female teachers were divided about their choices.

3. The choices of the 21-30 year group seemed to go in line with their female counterpart.

4. The 31-40 year group selected "bullying and violence prevention programmes" first, followed by "positive encouragement and reinforcement". The last choice was "conflict resolution".

5. Teachers above 40 years selected "positive encouragement and reinforcement" and "conflict resolution" as the two most important strategies.

Conclusions

On the bases of the findings of the study, the following conclusions were drawn:

1. The academic staff and the students had different perceptions of the definition of discipline,

2. The academic staff and the students had different views on how discipline manifested in the school

3. The academic staff and the students had different views on the causes of indiscipline and

4. The academic staff and the students had different views of the Strategies for improving discipline.

The only area of agreement of factors was on how discipline affected learning/teaching. These agreements were for the age groups. These different views of the academic staff and the students therefore, may account for the differences in behaviour of students and the academic staff when disciplinary actions are to be taken.

Recommendations

Based on the findings of the study and conclusions drawn the following are recommended:

1. That the academic staff convinces the student body on why a student should be punished for any offence.

2. That the student body is given the perception of the academic staff on discipline to study; and come abreast with the perception of the teachers.

3.   That the perception of the students is made clearer to them so as to avoid conflict of ideas between the students and the academic staff on issues of discipline.

4   Problems of discipline be handled with care and that it is important to adequately involve both the student body and the academic staff.

Suggestions for Further Research

On account of the different perception of discipline of the students and the academic staff of Mfantsipim School, it is recommended that further research be conducted on why the differences come about.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS AND STUDENTS

INTRODUCTION

A study is being conducted by a student of the Institute of Educational Planning and Administration (I.E.P.A.), University of Cape Coast, Cape Coast, on academic staff and students' perception of discipline in Mfantsipim, Cape Coast.

It would be appreciated if you could assist by sparing some of your time to respond to this interview.

You are assured that whatever information that will be given in this exercise will be treated confidentially. Thank you.

A: BACKGROUND   (Tick the appropriate answers)

1. Status of Respondent

   a. Student

   b. Teacher

B: Sex

   a. Male

   b. Female

C: Age

   a. 15 – 20 years

   b. 21 -30 years

   c. 31 – 40 years

   d. Above 40 years

2. **How does discipline manifest in your school?** (Rank in order of the

   most important factor as 1, the next as 2 and continue in that order)

Respect for school authorities
Leaving school with exeats
Keeping the school property
Completing assignments
Observing school duties
Obedience to school prefects
Obedience to duty-teachers
Staying in bounds
Tidy habit in dressing
Observing etiquette in the dining hall
Doing away with drugs
Not fighting
Not bullying
Not extorting money from juniors
Not disturbing in class
Not going on strike
No sexual misconduct
Contributing in all school functions

2b. **What is discipline?** (Tick as appropriate)

Respect for school authorities
Extorting money from juniors
Leaving school with exeats
Breaking bounds
Dodging classes
Keeping the school property
Going on strike
Completing assignments
Sleeping in class
Observing school duties
Obedience to school prefects
Obedience to duty-teachers
Staying in bounds
Tidy habit in dressing
Observing etiquette in the dining hall
Doing away with drugs
Not fighting
Not bullying
Not extorting money from juniors
Bullying
Fighting
Not disturbing in class
Not going on strike
Disturbing colleagues
No sexual misconduct
Contributing in all school functions

2c. **Has discipline any effect in your school?** (Tick as appropriate)

    a. Yes

    b. No

2d. **How does discipline affect your studies/teaching?(Tick as appropriate)**

Spend more time on lessons	
Read a lot of materials	
Do more assignments/work	
Cover more lessons in less time	
Achieve better results in studies	
Able to learn/teach better	
Able to control class better	
Able to hear better in class	
Able to perform duties better	
More time for discussion of questions	

3. **Causes of indiscipline (Rank with the most serious factor as 1, the next serious as 2 and continue in that order)**

i.	Lack of textbooks
ii.	Non-payment of fees
ii.	Delay in dining meals
iii.	Non-palatable taste of dining hall food
iv.	Harsh punishment
v.	Discriminatory punishment

3b. **What are the immediate causes of indiscipline in your school? (Rank in the order of the most serious factor as 1, the next as 2 and continue in that order).**

Lack of textbooks
Non-payment of fees
Delay in dining meals
Absence of teachers from classrooms
Non-palatable taste of dining hall food
No assignments given/marked
Harsh punishment
Ending classes before time
Discriminatory punishment

3c. **What are the remote causes of indiscipline in your school?**
(Tick as appropriate)

Lack of textbooks
Non-payment of fees
Delay in dining meals
Absence of teachers from classrooms
Non-palatable taste of dining hall food
No assignments given/marked
Harsh punishment
Ending classes before time
Discriminatory punishment

4. Strategies for Improving Discipline.(Rank in order of most important as 1, the next important as 2 and continue in that order)

Respect for school authorities
Leaving school with exeats
Positive encouragement and reinforcement
Bullying and violence prevention programmes
School, board and community support programmes
Student success strategies
Conflict resolution
Mentorship programmes
Keeping the school property
Completing assignments
Observing school duties
Obedience to school prefects
Obedience to duty-teachers
Staying in bounds
Reporting recalcitrant students/teachers to school authorities
Tidy habit in dressing
Observing etiquette in the dining hall
Doing away with drugs
Not fighting
Not bullying
Not extorting money from juniors
Not disturbing in class
Not going on strike
No sexual misconduct
Contributing in all school functions