

UNIVERSITY OF CAPE COAST

CHALLENGES IN MAINTAINING DISCIPLINE IN
KOFORIDUA SENIOR HIGH TECHNICAL SCHOOL

BY

PAUL KWESI BAIDOO AMOASI

Dissertation Submitted

to the Institute for Educational Planning and Administration of the
Faculty of Education, University of Cape Coast, in partial fulfillment of
the requirements for the Award of Master in Education

Degree in Educational Administration

CLASS NO. _____	
ACCESSION NO. 233898	
AT. CHECKED	FINAL CHECK


APRIL 2008

THE LIBRARY
UNIVERSITY OF CAPE COAST

DECLARATION

Candidates' Declaration

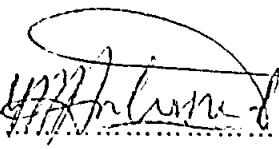
I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another in this University or elsewhere.

Signature:  Date: 2/12/08

Candidate's Name: Baidoo Amoasi Paul Kwesi

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.

Signature:  Date: 02/12/08

Supervisor's Name: Dr. Y.A Ankomah

ABSTRACT

The study sought to find out challenges in maintaining discipline in Koforidua Senior High Technical School. Simple random sampling method was used to select 170 students, while purposive sampling method was used to select 30 teachers, all from Koforidua Senior High Technical School. Questionnaire was prepared, validated and used to collect data for the study. Descriptive survey was the main method used in the study. The data were analysed using frequencies and percentages.

Data collated and analysed indicated that effective discipline in schools promote effective teaching and learning. Some acts of indiscipline identified among students in the school included bullying, stealing, drunkenness, smoking and drug abuse. Suggestions made to curb indiscipline among students in Koforidua Senior High Technical School included the following: School authorities should use specialists from establishments such as the Police Service, the Narcotic Board and the Health Service as resource persons to educate students periodically on the consequences of some acts of indiscipline like stealing and use of hard drugs. Parents/guardians and all stakeholders should help the youth to have the capacity to resist negative peer pressure which is increasingly becoming a canker among the youth in schools and communities today

ACKNOWLEDGEMENTS

I am grateful to Dr. Y.A. Ankomah my supervisor for his painstaking and tireless efforts to direct me to the ultimate point of a successful work to help me to graduate. I am grateful to Mr. John Kwame Bempong, Headmaster of Koforidua Senior High Technical School, Koforidua, for his ready responses to my request and the supply of vital pieces of information and support.

My gratitude also goes to the staff and students of Koforidua Senior High Technical School who got deeply involved in the research and helped in the administration of the questionnaire. I owe a lot of gratitude to Madam Lard Abdullai of Koforidua Senior High Technical School and Miss Jane Brakoh of Fanco Global Business Services who did the typing of the work. I also thank Mr. Ellis Akor and Baba Bernard Ambortma of Koforidua Senior High Technical School for editing the work and their suggestions. I cannot conclude without thanking Mr. Afful Jacob, Assistant Headmaster of Ghana Senior High School, Koforidua, for his encouragement and contribution. Finally my sincerest thanks go to my brothers Lord, Tony and Chris for their innumerable support. May God bless them all.

DEDICATION

Dedicated to my dear wife Mrs. Amoasi Baidoo Rosina and children
Jeff, Mati and Anas.

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	viii
CHAPTER	
ONE	
INTRODUCTION	1
Background of the Study	1
Establishment and Mission of Koforidua Senior High Technical School	8
Statement of the Problem	14
Purpose of the Study	15
Research Questions	15
Significance of the Study	16
Delimitation of the Study	17
Limitation of the Study	17
Organisation	17
TWO	
REVIEW OF RELATED LITERATURE	19
Concept of Discipline	19
Acts of Indiscipline	26
Causes of Indiscipline in Senior High Schools	27

	Page
	33
	37
THREE	38
	38
	38
	39
	39
	40
	40
	41
FOUR	42
	42
	43
	44
	45
	48
	52
	56
	60
	69
FIVE	70
	70
	71

	Page
Conclusions	73
Recommendations	73
.. Suggestions for Further Studies	75
REFERENCES	76
APPENDICES	
A Questionnaire	80
B G. E. S. Code of Discipline	84
C Recommended Punishment for Offenders	86

LIST OF TABLES

Table	Page
1 Age of Students	43
2 Age of Teacher	44
3 Years in Present School.	45
4 Teachers' and Students' Responses' on Meaning of Discipline	46
5 Teachers and Students Responses to some Acts of Indiscipline in Koforidua Senior High Technical School.	49
6 Teachers' and Students' Responses to Causes of Indiscipline in Koforidua Senior High Technical School.	54
7 Teachers and Students Responses to Effects of Indiscipline on the Activities of the School.	57
8 Teachers and Students Responses to Means/Strategies of Ensuring Discipline	61

CHAPTER ONE

INTRODUCTION

Background to the Study

It is a universally acknowledged fact that education is a vital enterprise geared towards the acquisition of skills, values and knowledge. It is the key to the development of any nation, because it develops the human resource needed for socio-economic transformation. Thus, every progressive and civilized society thrives on values such as diligence, tolerance, honesty, respect and consideration for others, courtesy, decorum, decency and love among others. These are some of the views which society cherishes and have been the foundation for nationhood and civilization for ages. Education is the concern of the people for the right upbringing of their children. It is generally and universally accepted that schools are purposeful institutions set up by the society with the explicit goal of providing instruction for systematic education for learners.

Cermin (1978, p.3) defined education as “the deliberate systematic and sustained effort to transmit and evoke or acquire knowledge, attitudes and values, skills and sensibilities and any learning that results from efforts, direct or indirect, intended or unintended”. Education is therefore concerned with developing the totality of the individual. In Ghana, the mission of successive governments since colonial times has been to pursue education to the ultimate level and standard. The various educational reforms since 1951, all attest to this claim. Parents and all stakeholders continue to cry out against the falling

standards of education and the frequent disruptions of academic schedules as a result of bad behaviour of students in our secondary schools.

Perhaps this had happened because the formal educational system in operation in Ghana, places much emphasis on the cultivation of skills for imparting knowledge almost to the total neglect of equally important task of moral and cultural discipline. In Ghana, no matter how bankrupt the moral behaviour of a person, the school uses only the academic achievement to award certificate, which is used to adjudge the level of success of the student.

An educated mass of people is an asset to every progressive nation but to have educational systems, which produce scholars who have little or no regard for what is healthy and desirable could be seen as a waste. There have been a lot of violent and fatal adventures like attempted robbery of forex bureaus, physical exchanges during inter-school festivals, physical and verbal assaults on teachers while school authorities appear to look on helplessly, thus, projecting the schools as mere institutions for learning without regard for values.

However, good school discipline is said to be a pre-requisite for an effective teaching and learning process. Without sound school discipline, the school cannot fulfill its objectives and purposes. Therefore, the school, like any other society, needs certain resolutions for its members in order to function properly.

Before the introduction of formal education by the early missionaries in Ghana, traditional Ghanaian education enforced discipline so that the community concept of good life could be achieved. The lives of the people were therefore tied up with their culture and religion. These acts gave support

to the laws and customs of each community and its accepted rules, conducts, courtesy, generosity, honesty and identification with ones family and kindred. Deviations from the norms of the society by the youth were frowned upon. The training of young generation by the adult was geared towards preserving their accumulated knowledge and what they cherished in their culture. This assertion is buttressed by Professor Stephen Addai, Rector of Ghana Institute of Management and Public Administration (GIMPA), who said “the basic principle which governed the upbringing of children in the past, by which every member of the society had a role to play to ensure that a child was corrected by any member of the society, no longer form part of our values today” (Daily Graphic, May 22nd, 2006, p. 37).

Moral upbringing and discipline were insisted upon, through punishment for wrongdoing, praises and rewards for good conduct. Conformity with social norms and homogeneity in behaviour of all, were ensured by means of complex belief system, reinforced by taboos, sanctions, customary laws and elaborate ceremonial practices. The arrival of the Portuguese in 1471, that started the Castle Schools, marked the beginning of our troubles and breakdown in traditional values. The European slave traders established schools to educate their Mulatto children to fill vacancies in their offices and to convert the people to Christianity. Traditional values and moral training were to some extent relegated to the background. (McWilliams and Kwamena-Poh, 1975).

Even though the participation of the missionaries and colonial masters from Europe, in education continued to emphasize the importance of discipline in schools, it was not as pronounced as that of the traditional system

of education. As more schools were opened in the nineteenth century, the youth had more interaction with the outside world. A new Ghanaian was born who could fit neither way. This resulted in cultural clash and conflict, and consequently disciplinary problems arose in our schools (Graham, 1971). The Ghana Education Service has records of a host of incidences of indiscipline in schools and a number of commissions of enquiry into acts of hooliganism by students, some of which have been attributed to feeding of students and harsh decisions by the administration. (Otoo 1981).

Discipline in schools has therefore been a major concern to stakeholders in education namely, government, parents, chiefs and the community as a whole. In the Daily Graphic of May 23rd 2006, (p. 7), Osaberima Kwesi Atta, Omanhene of Oguaa Traditional Council, called on students to be disciplined and give respect to their parents and teachers since their lifestyle now would determine the type of leaders the nation would have in the future.

The school, like any society, therefore needs discipline for its survival. Notwithstanding this aforementioned truth, acts of indiscipline in schools have assumed alarming proportions. Students are openly defying rules and regulations of schools. Scenes at inter-school football matches or athletics are usually horrible. Open insults and the use of profane language are very common as well as destruction of school property and those of other individuals. "Daily Graphic" June 23rd, (2006, p. 11) edition quoted the then Director-General of Ghana Education Service (G.E.S) Mr. Nsowah as saying "producing technocrats and academics that are indisciplined would certainly be a great waste of resources".

It is however important to note that the rapidly changing Ghanaian society owing to globalization has affected discipline in diverse ways. Some schools in the Eastern Region including Koforidua Secondary Technical School, Koforidua, St. Peters Secondary School, Nkwatia Kwahu, and Mpraeso Secondary School, Mpraeso Kwahu, have had their fair share of disciplinary problems. Students of our schools these days have undergone character formation right from the home. Some are basically lazy, rude, insolent and disrespectful, to mention a few. From the home background, they carry these negative behaviour to the school and behave as "Lords". They have to be forced before they work on their plots, work on compound, respond to calls for meetings and even to get to the classroom to study.

Most of our Junior Secondary Schools are places where students (pupils) are left on their own every weekday after school and during the weekends owing to the busy schedules of their parents. Thus, throughout the week there may not be any proper supervision of the students. Most of them enter the boarding schools for the first time in the Senior Secondary Schools and, therefore, find it difficult to adjust to their new environment. The role of house prefects, housemasters / mistresses also seems to confuse them. The conflict of roles makes it difficult for some to adjust. The fact that they would be required to wake up very early in the morning and work on their plots, wash down and get to assembly affects them, since they may not be used to such activities from home. In SSS 1, the students, afraid of their seniors in their new environment, force themselves to comply with the norms. If they become used to their new environment, then they start to kick against the

school norms. A great burden is then put on the house staff and prefects to enforce student compliance.

There are reported cases about students who after acclimatizing themselves with the new environment failed to observe light regulations; run away to town without exeats, went to nightclubs and so on. Though some are usually caught and punished, these activities still persist in our schools. It normally takes frantic efforts by teachers on duty, house staff and security men to handle such recalcitrant students.

The above behaviour normally has direct bearing on the academic performance of students in our schools. Brown (1964, p. 72) says that "add to the good leader, an organization with an interesting programme and a workable system of discipline and good results are bound to flow". Stakeholders of schools have been showing concern about the spate of indiscipline in schools. Newsletters from heads of some schools to parents and guardians normally dwell so much on discipline as bedrock of academic success. Parent Teacher Association (P.T.A) meetings always have on their agenda, disciplinary cases and discuss ways of achieving greater discipline in schools. There is always a publication of the outcome of disciplinary cases on both staff and students' notice boards.

Some have blamed the acts of indiscipline on modern information technology and bad parental care. Others think the school is to be blamed because teachers themselves may have different ideas about the meaning of the word discipline. It is worth noting that the following could be identified as some of the factors that affect discipline in the school: the fast growing

population with its concomitant enrolment, broken homes and irresponsible parenthood.

Tackling the problem of indiscipline will reduce considerably the possibility of paying dearly for reparations, remedial, criminal actions and propensities at the tertiary level where academic freedom can be disastrous for the individual who lacks the moral will to exercise restraint. Some authorities even employ psychologists to deal with disciplinary problems in institutions of learning. Elementary and secondary schools, they noted, provide a wide range of opportunities for psychologists, because the beginning of serious emotional problems often appear in the early grades.

Various people have suggested different methods by which discipline can be maintained in schools. These include re-introduction of corporal punishment like caning of students, giving grounds work, withdrawal of privileges, and or dismissal from the school, and so on. Many people believe that disciplinary problems are difficult to handle because the word discipline is misunderstood. The researcher, therefore, attempts to explain what the term "discipline" could mean. The word discipline, however, seems to have no specific meaning to which all educators are willing to accept. Each educator explains it to suit his own educational philosophy. The Greek word "SOPHRONISMOS" translated discipline literally as an admonishing or calling to soundness of mind for self-control (Vine 1966). The English term "discipline" however has its direct derivation from the Latin word "discipline" which means instruction, (Brown) (1964). These meanings imply that there is a good standard to be achieved and every effort must be made to bring about a personality that portrays the set standard. In the school situation, the students

are the ones to be controlled, while the teachers and administrators are the agents of control, that is, authority. Some educational administrators have noted that through an effective and efficient supervision by teachers and compromise by students, a peaceful and stable school environment will be maintained to enable the students to develop their potentialities to ensure maximum achievement of the objectives of the school. The fact remains that, a good educational system should sensitize the three domains namely, the head, heart and the hand whereby the cognitive, affective and psychomotor domains are exploited as a well coordinated whole for the development of citizen who are seen as socially and morally responsible.

Establishment and Mission of Koforidua Senior High

Technical School (K.S.T.S)

Koforidua Secondary Technical School (SEC. TECH) was established in 1967 by the first President of the Republic of Ghana, Dr. Kwame Nkrumah. The government with the intention to promote the study of science and technical education for boys built it. It was built alongside with Ghana Senior High Technical School (G.S.T.S) Takoradi, Suhum Secondary Technical School (S.S.T.S), Obuasi Senior High Technical School (O.S.T.S) among others. It is located at Galloway, Koforidua, in the New Juaben Municipality of the Eastern Region. From a humble beginning of 100 students as pioneers in 1967, the School can now boast of one thousand and seven hundred students. The students are made up of ninety girls and one thousand, six hundred and ten (1610) boys. Four hundred and ten (410) are day students. The girls were admitted into the school as a result of the 1987 Educational Reforms, which stressed the need for girls to undertake Science and Technical

programmes. Six girls were admitted in the school in 1991 as day students and in 1993 the first batch of girls completed. Many of the pioneers who were admitted into the school had completed the Middle School before they wrote the common entrance examination. Thus, some of them were advanced in age compared with the normal age of the students at the time. It is believed that the relatively older pioneers might have brought about some inherent disciplinary problems in the school, and these problems have persisted till today. Available records show that half of the pioneers who started the School came from Accra, a situation which has existed till today.

The School has a motto "educate for service" and an accolade; "Mmarima Mma" which the students are very proud of. Mr. Mac Bruce (1967-1969) was the first headmaster of the school. He came to inherit all the old structures in the school. After him came the following headmasters Messrs Croffie, (1969-1975) A.K. Sackey, (1976-1982) Dogbey, (1983-1987). Emmanuel Acquaye, (1988-1992) K.K. Brew, (1992-1995) J.Y. Bedjabeng, (1995-2000) and S.C Adu. (2001-2003)

Today, Koforidua Senior High Technical is under the headship of Mr. John Kwame Bempong. His few years in office had seen remarkable changes particularly in the areas of discipline, rehabilitation and beautification of structures. It is important at this point to acknowledge the efforts of the Parent Teacher Association (P.T.A) in assisting the school particularly in the provision of infrastructure. The Parent Teacher Association (P.T.A) has built a six unit Teachers' Transit Quarters and a ten-unit one storey classroom block containing the offices of the Senior Housemaster, Head of English and Technical Department and few others.

The school is located off the Koforidua-Aburi main road opposite the High Court. This may be the reason why many of the students in the school come from Accra. It is bounded by the Regional Police Headquarters and the Police Training School at the Southeast. The Regional High Court and the Regional Ghana National Association of Teachers (GNAT) Office bound the Northeastern part which does not have human settlement. The North-western part is bounded by Atekyem a suburb in Koforidua, occupied by cosmopolitan people and indigenous settlers, mostly from Akan enclave, who have migrated from Old Juaben in the Ashanti Region to escape the atrocities of the Ashanti Kings in the Gold Coast era. There are the Akwapims mainly from Akwapim mountains in the Eastern Region, Akims also from the Eastern Region and Fanti's from the Central Region.

The Western part of the school is bounded by New Juaben Senior High Commercial School (NJUASCO), which is a government assisted co-educational institution. The nearness of Koforidua Senior High Technical School to this school that is NJUASCO, may have accounted for the frequent invasion of the school by Sec Tech boys in the past and even now.

The school shares boundaries with Adweso Estate to the South a settlement of mainly government workers, and private middle level income earners. It contains a mixture of people from all walks of life. This explains the reason why the school is made up of students from all parts of the country. The nature of the school building and the general plan are visible indicators that the school benefited from the government's plan to promote Science and Technical education. There is one storey senior science laboratory and another two-unit junior science laboratory. The school has a dining hall, which can

seat about one thousand students at a time, a one storey three classroom block, an administration block, an auto mechanic workshop, wood workshop and a metal workshop. It also has seventeen detached bungalows, and a six-unit block of flats for the teaching staff. It also has quarters for non-teaching staff and a Parents Teachers Association Teacher's transit quarter for national service and teacher mentees. A clinic manned by a trained nurse from Koforidua Central Hospital has been added to the facilities and provides health services for staff and students.

The school also has a visitors lounge co-sponsored by the Parents Teachers Association and the Students Representative Council of 2004 to host visitors. The road running through the school's circular drive is tarred. There are beautiful lanes, hedges, trees and flowers, which make the compound neat, beautiful and attractive. The school can also boast of continuous supply of water and electricity. It also provides a serene environment for the hosting of conferences and various group activities in educational secular and religious fields. The school field, the hockey field and the tennis court make the school unique in hosting sporting activities in the New Juaben Municipality.

The school has three forms, which are SSS 1, 2 and 3 with each year group has eleven classes totaling, thirty-three classes. The large student population, the staff establishment and the number of classrooms available, that are thirty-three, show how well the school is patronized and esteemed and how serious the pressure is on school facilities. The effects of this situation on school activities could be well envisaged or guessed. The courses offered in the school are Science, Technical (which is made up of Auto Mechanic, Wood

Work, Metal Work, Electronics and Basic Electricity), General Arts and Visual Arts. It could be inferred that Koforidua Senior High Technical School, is one of the well-endowed and highly patronized schools not only in Eastern Region but also all over the country.

Apart from the Ministry of Education Science and Sports and the Ghana Education Service, Koforidua Senior High Technical School enjoys support of the Parent-Teacher Association (P.T.A), the Old Students Association and great assistance from individuals who very much appreciate the efforts and contributions being made by the school. There are periodic visits, meetings and informal interactions by these support units to assure the school of societal conviction of the use of the school and concerns for its needs and programmes.

However, the school since its inception has been associated with some degree of indiscipline in the New Juaben Municipality. Some instances of such indisciplined behaviour include the raiding of New Juaben Senior High Commercial School in Koforidua by some students from Koforidua Senior High Technical School in 1979. In the act, some of the students from Koforidua Senior High Technical School used a handsaw to chop off the leg of a student from New Juaben Senior High Commercial School (NJUASCO).

In 1981, some of the students from Koforidua Senior High Technical School marched to Ghana Senior High School in Koforidua (Ghanass) and vandalized school property in Ghanass because Sec. Tech was defeated by Ghanass in a hockey match played on Koforidua Senior High Technical School campus. The students are noted for acts of indiscipline during inter-school football matches as well as inter-school athletic competitions. In the

year 2002, some students from Koforidua Senior High Technical School marched to Normal Technical School in Koforidua in the night with cutlasses and fought Normal students after inter-school athletics competition, which ended up in sending about twenty-four (24) students from Koforidua Senior High Technical School into cells at the Koforidua Central Police Station.

Many reasons have been assigned to why students of Koforidua Senior High Technical School still exhibit such acts of indiscipline. One of the reasons is about the type or caliber of students admitted into the school. It is believed that because many of the students come from Accra and had moved away from strict parental control, they would want to exhibit the characteristics of freedom. Again, many of the students admitted into the school are from Military, Police, Navy, Fire Service Homes, thus, they are not afraid to engage in riots. Others also believe that a lot of students in the school are from either broken homes or single parent homes where there might be laxity in maintaining discipline. Education as a functional entity contributes to the survival of society and is a potent force for social transformation. It is the belief of the researcher that an academically excellent and disciplined product of the school, apart from functioning to meet the relevant socio-economic realities of the nation, and living a productive life, positive and far reaching influence on his peers, immediate family and all whom he comes into contact with, must be worthy of emulation. It is in the light of this that administrators of Koforidua Senior High Technical School, over the years have given serious consideration to the behaviour of students as well as products of the school.

Statement of the Problem

Indiscipline in schools is a major concern to parents, teachers and educators. It can cause financial loss to the nation in terms of manpower or human resources needed. It is this fast rate of breakdown in law and order observed by the researcher as a teacher, housemaster, senior housemaster, Assistant Headmaster (Domestic) and chairman of the disciplinary committee which has prompted him to embark on this study. It is a common knowledge that teachers and prefects often make the effort intended to control disciplinary problems, because they are aware that indiscipline consumes much of the time intended for teaching and learning. Schools, like Koforidua Senior High Technical School, occasionally get some students suspended, deboardenized or given summary dismissal for violating school rules and regulations, yet disciplinary problems do persist in the school.

One wonders why an institution like Koforidua Senior High Technical School still encounters so many disciplinary problems. Is it because of the courses or programmes being pursued in Koforidua Senior High Technical School? Could it be the location or is it because teachers expect too high a standard of discipline which students are unable to cope with?. Is discipline in the school a manifestation of external factors such as socio-economic conditions in society? To what extent are teachers in Koforidua Senior High Technical School able to deal with disciplinary problems in the school? These are issues of concern that call for an investigation.

Purpose of the Study

The study is therefore designed to look at some of the disciplinary problems present in Koforidua Senior High Technical School and the method of maintaining discipline the school has adopted. The research is intended specifically to find out:

- a. Perception on the concept of discipline among students and staff of Koforidua Senior High Technical School.
- b. The major causes of indiscipline in Koforidua Senior High Technical School.
- c. Effects of indiscipline on the administration of Koforidua Senior High Technical School.
- d. Measures that are used in handling disciplinary problems by administrators and teachers in Koforidua Senior High Technical School.

Research Questions

The study attempts to find answers to the following questions:

- i. Do the students and teachers of Koforidua Senior High Technical School agree on what the concept of discipline is about?
- ii. What indisciplinary acts do occur often or occasional in Koforidua Senior High Technical School.
- iii. What are the causes of indiscipline in Koforidua Senior High Technical School ?
- iv. What are the effects of indiscipline in Koforidua Senior High Technical School?

- v. How do the teachers and school administrators handle disciplinary problems in Koforidua Senior High Technical.

Significance of the Study

Discipline is the bedrock of sustainable progress and development of every educational institution. Indiscipline is, thus, a serious educational problem. The researcher therefore, deems the study to be of vital importance to parents, teachers, policy makers, school administrators and all stakeholders in education. The study would serve as an important source of information on current disciplinary issues in our secondary schools. It would therefore provide a guide which educational administrators and teachers can access to solve some of the problems that they encounter on school campuses related to indiscipline. It was anticipated that because the study would be conducted in the school, where the researcher teaches, the outcome could be utilized by the researcher directly to improve upon disciplinary measures taken in the school and also evaluate the impact of the findings on a continuous basis. Again it would stimulate the need for using individual schools research analysis as a sound basis upon which to address both disciplinary problems and other problems of students in the senior secondary schools in Ghana.

Additionally, the research would stimulate further studies into indiscipline in each school as a means of improving upon standards of discipline at the senior secondary school level. The research would also serve as a source of reference to students by helping them develop a disciplined way

of life to improve upon teaching and learning in schools. This, it was believed, would promote good student – teacher and student- student relationships.

Delimitation of the Study

The research was restricted to Koforidua Senior High Technical School in the New Juaben Municipality in Eastern Region of Ghana where the researcher is a tutor. This was because the researcher was familiar with the environment as a senior tutor and a member of the school's academic board. This afforded him the opportunity of getting easy access to certain vital information that aided the work. It was the hope of the researcher that the sample study would be a true representation of the views of students and teachers on indiscipline in Koforidua Senior High Technical.

Limitations of the Study

The use of close-ended questions in the instrument meant that respondents were compelled to take a decision on each item without allowing them any room for their own open-ended responses in most cases. This use of such instrument may affect the final result of the work because the respondents might have some other useful answers to give but were not given room to do so. The use of sampling method for the selection of respondents may also affect the result of the work since many other potential respondents, were cut of from giving their views on the questions in the questionnaire.

Organization

The study consists of five chapters. The first chapter deals with the introduction which comprises the following: the background to the study, the establishment and mission of the school, statement of the problem, purpose of the study, research questions, significance of the study, delimitation and limitations of the study.

The main focus of chapter two is the review of relevant literature to the research. It touches on the concept of discipline from various perspectives, meaning and nature of discipline, causes of indiscipline in Senior High Schools, effects of indiscipline and means or strategies for ensuring discipline.

The third chapter deals with the methodology, which included research design, population, sampling and sampling technique, research instruments for collection of data, process of data collection, pilot testing, and methods of data analysis. Chapter four provides information on the results and discussions of data collected while the final chapter is devoted to summary of the main findings, conclusions, recommendations and suggestions for future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The societal cries and expectations for higher levels of student achievement and desire to hold schools accountable for learning outcomes point to the need for the appropriate things to be done effectively in the field of education. These can best be done if an enabling environment pertains in the school. Time is needed for instruction and the school and classroom practices must be such as to promote effective learning. The curriculum and the learning materials must be supplied and utilized effectively to enable the schools' programmes to be put into practical reality. The chapter will thus seek to concentrate on (a) concept, meaning of discipline (b) nature of discipline (c) acts of indiscipline (d) causes of indiscipline (e) effects of indiscipline and (f) strategies or effective means of ensuring discipline in schools.

Concept of Discipline

Wikipedia (2006) defines school discipline as a form of discipline found in schools. The term also refers to students' complying with a code of behaviour often known as the school rules. Among other things, these rules may set out the expected standards of clothing, timekeeping, social behaviour and work ethics.

Discipline may also be applied to the punishment which is the consequence of transgression of the code of behaviour. The Chambers Pocket Dictionary defines discipline as strict training or enforcement of rules intended to produce ordered or controlled behaviour in oneself or others, the ordered behaviour resulted from this kind of strict training.

The Longman Dictionary of Contemporary English also defines discipline as the training of the mind and the body to produce obedience and self-control. Discipline, thus, is the development within the individual of the necessary personal control to allow them to be effective contributing members of a democratic society and humanity at large. Individuals have the capability to learn to respect and co-operate with others so efforts should not be spared in developing these capabilities.

As regards education, many researchers have discovered discipline as an excellent ingredient in the enterprise with the statement that the disorderly must not be allowed to interfere with the liberties and rights of others and even with their own (Charles, 1989). Charles further stated that discipline is intended to suppress, control or redirect misbehaviour, which is behaviour that is aggressive, immoral or disruptive to learning. He continues that students who misbehave are not disciplined and says students who behave responsibly and do what they know they are supposed to do even when the teacher is not looking, are disciplined. Teachers are therefore called to do every thing possible to forestall misbehaviour and promote discipline since it is the key to learning sanity and joy in the school.

Sasse (1997) said discipline is the process of helping children learn to behave in acceptable ways. It enables children conform to expectations of the family and the society and gradually learn to control their own behaviours. The ability to control an individual's behaviour, according to Sasse, is self-discipline.

Asare (2005) said discipline can be explained as an inward behaviour of a person that shows positive response to issues notably good ones. Thus a

school, dominated with good discipline, is obviously bound to have a good tone. But a school without discipline, has a bad tone. He refers to a good tone as a condition under which teaching and learning take place in a school of good atmosphere and this positively influences teaching and learning and moral training of students. He stated that a tone can be good or bad depending on the following:

- a. Physical and environmental conditions of the school.
- b. The layout of the school compound.
- c. The sanitary condition of the school.
- d. The organizational and disciplinary conditions of the school.
- e. Punctuality and regularity of both teachers and students to the school and classes.
- f. Response of students to bell.
- g. The effectiveness of the prefectorial system and delegation of duties to staff.
- h. Orderly class management.
- i. Preparation and submission of lesson notes for vetting at the appropriate time.
- j. Teaching with appropriate teaching and learning materials.
- k. Teachers and students' involvement in both curricular and co-curricular activities.
- l. Observance of school rules and regulations.
- m. Free flow of information in the school through the students Representative Council (S.R.C)
- n. Involving staff and students in decision making process.

- o. Cordial relationships between headmaster, staff, students and school community.
- p. Academic and other achievement of the school
- q. Open administration and accountability of the headmaster.
- r. Regular staff meeting.
- s. Showing sympathy to members of staff and caring for students' welfare.
- t. Institution of fair and equal punishment to law breakers.
- u. Importance of school assembly.
- v. In conclusion, since every institution can best develop in a peaceful atmosphere, it is apparently clear that a school with the aforementioned characteristics make a good school, but the one without the points above breeds indiscipline, division, disorderliness and low academic performance. (pg 58-59)

Brookman Amisshah, (1982) also says that discipline, which is characterized by orderliness and self control, arises out of an inner conviction rather than external pressures, fear of sanction, or desire for reward. Tettey Enyo (1995) stressed that children will be ill prepared to face the rigours of life in future if they do not permit the moulding of their character through rules and regulations which give credence to the view of Rosseau that "give your scholar no verbal lessons; educands learn the difference between right and wrong by experiencing for themselves the direct results of the action", and also, Dewey, the pragmatic philosopher adding, "experience gives a person or society the ends towards which life and behaviour should move and as such, the seat of value must be located in human desire and its satisfaction" (Stumpft, 1994, p. 400)

Discipline, therefore calls for the readiness or willingness to respect authority and observe that which is established by law. It calls for the capacity to cooperate with others, self respect, respect for others, perseverance, tolerance and many others. Indiscipline on the other hand, refers to unwillingness or outright refusal to do what is right and accepted. It has become a national problem and made people cry out for serious action.

Thus, when realistic measures are put in place credence is given to what Haddad (1995) says that a policy is an explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action or guide implementation of previous decisions. This issue of conformity to rules as a way of putting academic life on track is summed up by Haddad, in his ethics of descriptivism that "people seek personal survival above all things but also live under two basic conditions; a condition of war in which they can harm each other or a condition of peace in which they cannot harm each other, but if people want to achieve certain objectives they ought to behave in a particular way". This statement reinforces the meaning of the word discipline. A great number of authorities have also defined discipline in various ways, thus leading itself to varied interpretations. It is therefore, not an easy task to quote anyone's definition to merit universal acceptability of the word indiscipline.

Nacino-Brown, Oke and Brown (1985, p. 154) confirms this when he states "discipline is very difficult to define". He goes on to say that the word "discipline" is apparently derived from the word disciple, meaning a follower or "student of an accepted leader". He continued that discipline in the early civilization implied teaching or helping people to grow as conformists. In

time, however, it became associated with conformity. It is important to note that a careful reading of the literature suggests two broad approaches to the study of the word discipline, whether the word applies to the entire school setting or a specific classroom.

The first approach views discipline as corrective measure imposed by the teacher or the school authorities after a student has misbehaved or committed an offence. Such measures may also be intended as a means of deterring others from committing similar offences. The second approach, on the other hand, views discipline as techniques or strategies used by the teacher to increase good behaviour in students by helping them to appreciate the need for and their ability to maintain order by being effective managers of their own behaviour.

Throughout the history of education, the most common form of school discipline was corporal punishment. While a child was in school, a teacher was expected to act as a substitute parent, with all the normal forms of parental discipline opened to them. Discipline can therefore be constructive, corrective, preventive or punitive. School discipline is presented as either the characteristic degree and kind of orderliness in a given school or the means by which that order is obtained, that is, the maintenance of conditions conducive to the efficient achievement of the schools function.

The main elements here are corroborated by Shertzer and Stone (1979) who identified different definitive approaches to the word 'discipline'. The term according to them is most commonly referred to situations involving handling misbehaviour by imposing punishment. This concept of discipline requires that social control based upon imposing conformity or obedience to

authority will be maintained by external restraining authorities such as parents, teachers and others. According to this meaning, therefore, a disciplinary situation arises when there is a superior who imposes a certain norm, the violation of which is threatened or really met with reprimand, coercion or punishment.

A second view of discipline emphasizes its rehabilitative or a reconstructive function or effort aimed at helping deviant individuals to find more acceptable channels of disposing their feelings or frustrations and disappointments. It is thus, seen as redirecting the effort of deviants towards socially desired behaviour. A third viewpoint sees discipline as a prevention of misbehaviour through provision of the type of climate that facilitates positive behaviour. Another approach presents the concept discipline as a process designed to assist deviant individuals to appreciate the need to uphold authority as it affects responsible self-direction. From guidance point of view, Shertzer and Stone (1979) conceive discipline as a means of correcting the fault-lines in personalities of the individuals and encouraging enlightened self-directed behaviour rather than as the external maintenance of social control.

Wikipedia (2006, P. 1) states, "Effective discipline requires the consent either explicit or tacit of parents, teachers and students". While few students will enjoy punishment, most will submit to it provided it is perceived as being equitable. Discipline, therefore, calls for the readiness or willingness to respect authority and observe that which is established by law. It calls for the capacity to co-operate with others, self respect, respect for others, perseverance, tolerance, recognition of human dignity and sacrifice.

It must be noted that discipline emanates from within an individual, it is not pretence. The urge to do what is right and submit to authority is real not artificial. It is central to the survival of any group and for that matter to education. It is a force that spurs on group co-operation and peaceful co-existence. Teachers find discipline indispensable to education because it is the driving force that creates a congenial atmosphere for them to impart knowledge onto others without fear of intimidation and also help determine their success as teachers. Parents pride themselves in the proper behaviour of their children and are at peace when they relate well with others. Students find it as an antidote to the strain and stress of academic work and peer pressure.

Finally, the public perceives that indiscipline in schools pose a threat to their personal freedom, safety and the survival of the society, Gallup Poll (1979). Thus, the school needs to play its role as a model of discipline that will emphasize responsible behaviour on the part of students.

Acts of Indiscipline

Asiedu-Akrofi (1978) mentions the following as manifestations of indiscipline in secondary school; strikes, bullying, fighting, cheating, disobedience and protest to authorities both inside and outside the school. Wikipedia (2006, p. 3) states, "School indiscipline has led to a reduction in the number of people willing to become teachers, especially in high schools. He added that students' misbehaviour and rudeness is the leading cause of teacher resignation in North American and Western Europe".

Nacino-Brown at al (1985) also lists the following as indisciplined behaviour likely to be encountered in the school; insolence: general apathy, fighting other students, damage of school property, failure to complete

assignments satisfactorily and disturbances in class. In boarding school, the following are additional types of indisciplined behaviour: neglect of school duties, failure to obey school prefects and teachers, leaving school premises without permission, untidy habits in dressing and misbehaviour at the dining hall among others. Charles (1983, p. 7) states categorically that, "teachers are most concerned about three kinds of misbehaviour that affront students' sense of morality, behaviour that is defiant and aggressive and behaviour that disrupts academic work. Currently, disciplinary problems of students, which are considered to be serious, include drug abuse, occultism, breaking of bounds, bullying, stealing, smoking, sexual misconduct and disrespect to authority.

Causes of Indiscipline in Senior High Schools

There are various causes of disciplinary problems in Senior Secondary Schools. Some of these are economical, social, psychological and philosophical in nature. Fontana (1986) states that, inadequacies of personal adjustment among students are some of the causes of indiscipline among students. He mentioned further, that inborn temperament, inadequate experiences at home, inability or difficulty in relating to adult and people in positions of authority, infective communication with teachers and deep-seated personal unhappiness are some of the personal adjustment problems that lead to indiscipline in schools.

Dobson (1983) traces the causes of indiscipline among the youths to bad childhood training. He points out that there is a critical period during the first four or five years of a child's life during which he can be taught proper attitudes. Unfortunately, most parents reward the wrong attitudes at this stage

thereby reinforcing the negative rather than positive attitudes, therefore, setting the stage for future rebellion.

He mentioned five main causes of indiscipline in schools. These are frustration, inhibition, broken homes, ill health and personal maladjustment. This supports the view of Fontana on causes of indiscipline. He points out that the home has a very strong impact upon the behaviour of the child in school. He states, for example, that lying and stealing are more frequently observed in children of broken homes than others. Impoverished backgrounds and low standards in values are found to be associated with lack of sensitivity to conventions and a tendency towards deviant behaviour.

Some of the most frequently mentioned causes of indiscipline are insufficient ability of teachers monitor activities of students; differences in pupils interest, inordinate desire for attention on the part of pupils, differences in family values, insufficient parental interest and home background. This view is buttressed by Fontana (1986) who points out that the nearness of age between students and the teachers is often a big handicap in disciplinary matters. Also the teacher's lack of knowledge about the schools standards and rules are naturally exploited by pupils whenever possible.

A number of teacher-related behaviour problems result from the nature of inter personal relations between the teacher and the students. A teacher who is unable to maintain the appropriate social distance required by his role in his dealings with students can observe that they fail to respect him. This type of problem arises when the teacher is more concerned with making friends with his students at the expense of maintaining order. Asiedu-Akrofi (1978) adds his voice to the teacher caused indiscipline by saying that the

personality of the teacher, ineffective teaching methods, poor supervision in the classroom, over strictness and unnecessary display of authority on the part of the teacher and finally the distasteful appearance of the teacher can be a cause of indiscipline in a school.

Fontana (1986) adds that indiscipline in Secondary School has some aspect of school related causes. He refers to school related causes of indiscipline as misbehaviour that results from the organizational set up of the school it's policies, programmes and practices of some individuals within it. He captures a good number of school-related causes of indiscipline in the following words, 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.

In the opinion of Asiedu-Akrofi (1978) experience shows that whenever there are disciplinary problems in the school, the following possible sources should be examined, namely the headmaster, the teacher, the child and the home of the child. Nacino-Brown (1985) supports Asiedu-Akrofi's view and states that the causes of indiscipline in Senior Secondary School can be conveniently grouped under four main headings;

- (1) Teacher-caused misbehaviour
- (2) School-caused misbehaviour
- (3) Student-caused misbehaviour
- (4) Home-caused misbehaviour

Learning in schools requires very calm and free atmosphere, purposeful direction from the teacher and time to ponder over what one is taught or reads on his own. These conditions cannot be maintained in schools where indiscipline is rife, disruption of classes is frequent and students move about causing a lot of havoc in the school. It is obvious, therefore, that the deviant behaviour of a few member of a school can be so disruptive that everybody else cannot do any meaningful academic work. Deconde (1971) writing on student activism stresses distasteful mass media programmes as being a cause of increased student rebellion. According to him, the media has brought youthful rage and violence into the living rooms of many people. Films featuring extreme violence and the use of guns are very much in vogue and they have negative impact on students. He noted that through-organized militant protests, students everywhere were assaulting traditional values and this has been a matter of international concern. In short, Deconde strongly believes that the wrong values communicated by the mass media to the public is one of the main causes of student indiscipline in school.

Tamakloe et al (1996) points accusing fingers at teachers for behaving in such ways that provoke indiscipline among students. They blame some teachers for absenting themselves from school, being late for classes, being too autocratic in class, belittling some students by pouring sarcasm over them and refusing to answer student's pertinent questions in class. This teacher-caused indiscipline in schools is but one of several ramified causes which Nacino Brown et al grouped into teacher caused misbehaviour, student caused misbehaviour, school-caused misbehavior and curriculum-caused misbehavior

Adentwi (1998) in agreement with Tamakloe et al (1996) identifies and classifies causes of indiscipline into three areas:

- (i) Student related causes.
- (ii) Teacher related causes and
- (iii) School related causes

This of course suited Adentwi's area of study, since it was on classroom indiscipline. Student related cause of indiscipline include ignorance of the rules, frustration, conflict of rules and displacement. Some heads of institutions do not remember to put up the rules and regulations of the school or they never educate students about them until problems occur. Indiscipline can often be caused by displaced feelings of students, persistently battered by a bullying or drunken father at home. He argues that the transfer of this parent-inflicted hostility on such a student into the classroom is certainly always the bases of persistent students deviancy.

Afful-Broni (2004) states that, schools experience disciplinary problems when:

- a. School rules are perceived to be unclear to the majority of students.
- b. There is lack of effective orientation for student leaders and new students.
- c. There is perceived inconsistency on the part of school authorities.
- d. Some authority figures seem to favour a portion of students who then begin to think that they can get away with crime.
- e. School rules are not well enforced: the punishments are either not carried out or administered to only certain sections of the population who go against the rules.

- f. Some school rules are found to be unjust or unfair, and students then choose to disobey them.
- g. Lack of adequate resources can make life so miserable that angry students decided to take the law into their own hands.
- h. Lack of proper communication which leads into suspicions and may cause some students to misbehave in the name of retaliation or calling for justice.
- i. Lack of transparency on the part of school administration can cause disgruntled students to be indisciplined.
- j. An administration led by autocratic attitude, showing little respect for the majority and failing to pay heed to grievances of students can cause students to be indisciplined.
- k. When students input are not taken serious, or when there is lack of medium of receiving students views, such as form meeting method, suggestion box, or "meet the head" session, can lead to unrest in a school. He pointed out that indisciplined in schools could be greatly minimized if not totally eradicated, when attention is paid to the issues raised. (p 224-225)

Evidence so far gathered points to one important fact, and that is misbehaviour makes teaching unpleasant and ineffective and more especially if it occurs so frequently that authorities have to spend so much time correcting and preparing the atmosphere for effective teaching.

Means of Ensuring Discipline in Senior High Schools

It is believed that the practice of discipline is very much linked with the concept of discipline held by an individual or the institution or even the

state. Smith (1985) points out that the system of discipline in a school reflects the system found in the broader society. In this sense, the school is a thermometer that indicates the form of disciplinary practice followed in any society. Dobson (1983) appears to support the practices of the strict disciplinarian – the one who can control his class without being oppressive. Such a teacher, he points out, is almost always loved by his students for the following reasons.

- a. There is safety in order
- b. Children love justice and
- c. Children admire strict teachers,
- d. Because, chaos is nerve-racking, he strongly suggests a reward system based on the use of reinforcement, as a control technique in maintaining discipline in the school system.

In secondary schools, it has been found that the most frequent type of negative measures used is reprimanding before the class, followed by reprimanding in private, assigning special tasks and corporal punishment as a last resort. Empirical studies tend to show another dimension of control technique. This is called the teacher behaviour technique. In general, it has been found that roughness on the part of the teacher tends to increase worries and anxieties leading to disruptive conduct while clear and firm behaviour on the part of the teacher is conducive to acceptable pupil conduct. Thus punishment in school should be an exceptional measure. Teachers should know their students as thoroughly as they can. Furthermore, students should as much as possible be entrusted with responsibilities in the school and there

should be various monitorial duties to which every one should have a turn at performing in the school or in the classroom.

Brown (1964) suggested that, in the practice of discipline in the school system, the following should be borne in mind:

1. Class moral is important. Discipline is the voluntary subordination of the individual to the good of the class.
2. The individual is important
3. Harshness is not necessary
4. Respect for student intelligence
5. Respect for school tasks
6. Trust the individual student in terms of his background; know him as an individual.
7. Do not pretend that you are God, do not bluff, you are expected to be honest.
8. Disciplinary approaches must be positive not negative.
9. Remember the worth and dignity of every human being, and
10. Classroom discipline is based on mutual respect, on confidence in each other and co-operation.

One realizes from Brown's writing that disciplinary practices that take into account the students as an intelligent rational being, and recognize the limitation of the disciplinarian will turn out to be effective in producing a self-disciplined individual. Most authors reviewed under this study are unanimous about the necessity of formulating, with the aid of staff and students, school rules and regulations that will direct everyone's behaviour within the educational enterprise. A number of reasons underlie why rules ought to be

respected. Rules are general expressions of frequently recurring obligations which embody collective moral wisdom rightly vested with prestige and authority. The individual's experience being limited while the collective reservoir remaining useful, rules assume importance for many people who do not have capacity to think things out in a fast changing world where there is always no time to think. Therefore, that obedience to rules makes for social cohesion, and it is a safeguard against individual impulse and the protection of morally and physically weaker students who are highly incapable of judging responsibly for themselves and need to be kept on the rails by rules.

Teachers face the important task of helping students to increase the correlations between the three components of morality namely; knowledge of the rules, compatible feelings or emotions which reinforce or support the rules and actual behaviour. This task can not be completed successfully, if educators focus their attention only on students' misbehaviour. The teacher must rather assist the students in the development of character to bring conduct under the domination of morality. Webster concludes by urging the teacher to make sure not only that the students know the rules, regulations and standard which apply in the classroom and school but also that they see the rationale for each rule. In other words, the students should know the reasons behind each rule, whether or not they welcome the rule itself.

In an eight-point step-by-step approach, Tamakloe et al (1996) pragmatically delineates strategies for achieving optimal discipline and thereby effectively maximizing desirable student learning outcomes in educational institutions. First, moral education and character training within a scenario of students helping to make rules and regulations, selecting their own

leaders, choosing and appraising curricular goals and programmes are highly advocated.

Secondly, a system of grievance tabling and redress woven around student representative councils and other school committees will ensure and encourage students to assume responsibility. Thirdly, students excess energies (physical, mental and social) should be channeled into useful activities, hobbies and recreational commitments, sports, festivals, exhibitions, debates, communal labour and in raising high the image and traditions of their institutions. The rest are, encouraging lively exchange of ideas among students and staff, ensuring free flow of information, getting teachers to command the respect of students so they wield authority effectively.

All this, in Adentwi's view (1991) is an attempt at placing a lot of premium on positive learning environments and good interpersonal relationships between teachers and students. This Tettey Enyo (1995) agrees and adds, if school, staff and parents help students face up to problems and act with a clear understanding of the consequences of their action, students may resist the compulsion, from whatever source it comes, to act rashly and irrationally. This depends on favourable influences on the mind of students at home and in school part of this influence may come from the example of adults or from proper guidance and counseling.

From the foregoing, it can be said that when a disciplinary problem arises and even where the cause has been identified, it becomes necessary for some means to be employed to achieve a desirable result. Many suggestions have been put forward but in all these, it can be said that one method which may be appropriated by some individuals in a particular situation, may not be

suitable to another group of persons in a different situation. Hence, the techniques of maintaining discipline will vary from situation to situation and from individual to individual, as it is obvious from the literature presented. This notwithstanding, the researcher would want to delve into the problem to help improve discipline in Koforidua Secondary Technical School.

Summary

This chapter has dealt with the concept of discipline, nature of disciplinary problems, acts of indiscipline, causes of indiscipline and means of ensuring discipline in second cycle schools. Much research on disciplinary issues have been done in some second cycle school in many regions, districts and have come out with some of the issues discussed in chapter two. However, none of the research work has been conducted in Koforidua Senior High Technical School. It is upon this that the researcher would want to find out how acts of indiscipline as discussed are affecting smooth operation in the school so as to give proper suggestions and recommendations to the school authorities to help them run the school better.

CHAPTER THREE

METHODOLOGY

This chapter focussed on the research techniques and methods that were employed in the study. It described the research design, population of study, sample and sampling procedure, the research instruments used, pilot testing, data collection and analysis of data.

Research Design

According to Gay (1987) the descriptive cross-sectional survey is a process of collecting data in order to answer questions concerning the status of the subject of the study. The design helps the researcher to report things as they are. Deobold and Dalen (1979) said, In descriptive survey, investigators neither do nor try to relate one variable to another. They merely search for accurate information about the characteristics of particular subject groups, institutions, and situations or about the frequency with which something occurs. That is, it is directed towards the determination of the nature of the situation, as it exists at the form of the study. Since the focus of the study is on challenges in maintaining discipline at Koforidua Senior High Technical School the descriptive survey is deemed the most appropriate design that can help draw meaningful conclusion for the study.

Population

The target population includes the Headmaster of the school, who is the over all boss in charge of disciplinary actions, teachers who impact knowledge and discipline into students, as well as the students of Koforidua Senior High Technical School. The school has a student population of one

thousand seven hundred (1700) made up of thousand six hundred and ten boys and ninety girls.

Sample and Sampling Technique

Out of the total of 1,700 students in the school, that is, Koforidua Senior High Technical School, 170 of the students were randomly selected from the three forms i.e. SSS 1, SSS 2 and SSS 3. Five students from the eleven (11) SSS 1, 11 SSS 2, and 11 SSS 3 classes were randomly selected giving a total of 165 and 5 out of the 35 prefects and 30 teachers who are much involved in disciplinary issues were purposely sampled. This included the Headmaster and two of his Assistant Headmasters, the Senior Housemaster and four Housemasters who are in charge of the four houses in the school. This was to ensure that the right information was gathered from those who have much knowledge on discipline in the school.

Again seven heads of the various departments were purposely sampled. Then 14 out of the 33 form masters were purposely sampled together with the school's guidance and counseling coordinator.

Research Instrument

To enable the researcher gather relevant information, the questionnaire technique, which is the most essential tool in a study of this nature, was used. This is because through the questionnaire it is often easier to ask for people's opinion in print form. More over, the entire respondents used in the research are literate, hence, the use of questionnaire as instruments for the collection of data. The items in the questionnaire were constructed by identifying disciplinary problems and ideas frequently found in literature. The

questionnaire was made up of close-ended questions, which were grouped under various heading namely:

- a. Background of respondents
- b. Concept /meaning of discipline.
- c. Causes / reasons underlying indiscipline in the school
- d. Effects of indiscipline in the school and
- e. Measures of controlling indiscipline in the school.

Pilot Testing

The preliminary questionnaire was given to the researcher's supervisor for his comments and suggestions. To test for reliability and validity of the instrument, a pilot test was conducted at Pope John Senior High School, a sister school in Koforidua Municipality with similar disciplinary problems. The test was done by selecting a student each from all the 30 classes in the school comprising 10 SSS 1, 10 SSS 2 and 10 SSS 3 classes. Thirty students' respondents were randomly selected for the pilot testing. Ten teachers who matter in disciplinary cases were purposely sampled for test. Thus 40 respondents were used for the pilot testing. The test was analysed using percentages to find out the level of understanding of the questions by teachers and students. All comments, suggestions and corrections made by both teachers and students were taken into consideration in the final preparation of the instrument.

Data Collection

The researcher in person conducted the survey. The questionnaires were personally delivered to teachers including the headmaster and his

assistants. They were given one week to answer the questions and the researcher went for the administered questionnaires. With respect to the students, the researcher gathered the sampled population in the school dining hall and explained the purpose of study to them, and then questions in the questionnaire were well explained to them. After that the questionnaire was distributed to them to fill in. This was done after closing so that it did not interfere with their lessons.

Method of Data Analysis

The study being a descriptive one did not use any sophisticated mode of analysis. Because of the nature of the investigation on hand, frequencies and percentages were used to measure and compare the responses for effective statistical presentation. The questionnaire was serially numbered and responses coded for easy identification and use of frequencies and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the results into the challenges in maintaining discipline in Koforidua Senior High Technical School. Areas focused on are, concept of discipline, acts of indiscipline, causes of indiscipline, effects of indiscipline and what both students and teachers consider as the most appropriate ways of dealing or handling disciplinary cases in Koforidua Senior High Technical School.

The first part of the chapter considers the background of the respondents which include, their age, form/classes of students, and number of years spent in the present school for the teachers. The second part presents the findings on the meaning and nature of discipline and examines what constitutes acts of indiscipline in relation to the frequencies of occurrence of the given acts of indiscipline as well as the causes.

The next part deals with the effects of indiscipline on the running of the school and the last part of the chapter presents the findings and remedies for dealing with school indiscipline.

Bio- Data of Students

The issue of attitudes is closely aligned with age, especially with the young. The various age levels have their peculiar behavioural characteristics so the writer sought to view the problem of indiscipline from that perspective. The inferences have been made from the data provided in Table 1.

Table 1

Age of Students

Age	No	%
13 – 15	30	17.7
16 – 18	110	64.7
Above 19	30	17.6
Total	170	100.0

Table 1 indicates the age distribution of student respondents in the study. The figures revealed that majority 64.7% of the student respondents were between the ages of 16 to 18 years or majority of the students 82.4% were below 19 years. From the results, it can be concluded that many of the students in the school are in their teens, a period of adolescence, which is characterized by storm, and strife of adolescent stage in life.

The implication is that the school is likely to face many disciplinary problems emanating from adolescent misbehaviour. The findings are in line with Blair (1975) who stated that delinquency rates soar during the period of adolescence because adolescence is a developmental stage that is prone to indiscipline.

Background of Teachers

Table 2 below depicts the age distribution of tutors who responded to the questionnaire. The 30 tutor respondents are all professional teachers. The table 2 indicates that none of the teachers is below the age of 26 years, while a substantial proportion 66.7% are between the ages of 26 – 45 years. From the

results, it can be concluded that many of the teachers are relatively young. The implication of such age distribution in maintenance of discipline is that many of the teachers are likely to overlook some of the students' misbehaviour and thereby not strictly enforcing discipline in the school. If on the other hand, the young teachers are disciplinarians, then they are likely to co-operate with the school authority in implementing

Table 2

Age of Teachers

Age	No	%
20 – 25	3	0
26 – 30	3	10.0
31 – 35	3	10.0
36 – 40	4	13.3
41 – 45	10	33.4
46 – 50	4	13.3
Above 51	6	20.0
Total	30	100.0

Number of Years Teachers have Spent in the School

Table 3 shows the number of years teacher respondents have spent in Koforidua Senior High Technical School. The table reveals that out of the teachers sampled, 67.6% have spent between 11 years and above in the school, while only 10.0% of them have spent between 1 – 5 years in the school. This

shows that many of the teachers respondents have been in the school for a number of years that calls for their intervention in disciplinary issues. Also either most of the teachers over the years have experienced the indisciplinary behaviour of some of the students and can give meaningful responses to the questions or the teachers are more experienced and can contribute meaningfully to the study.

Table 3

Years Spent in Present School

Year	No	%
1 – 5	3	10.0
6 – 10	4	13.3
11 – 15	3	10.0
16 – 20	12	40.0
Above 21	8	26.7
Total	30	100.0

Research Question 1

Do the students and teachers agree on what the concept discipline is about?

This section of the questionnaire was used to explore the perceptions of the teachers and students on the meaning of discipline and nature of disciplinary problems. The analysis addresses the respondents' concept of discipline and what acts constitute indiscipline by finding out the frequency of occurrences and percentages of given offences.

Table 4**Teachers' and Students' Responses on Meaning of Discipline**

Concepts of Discipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Trs	Stud.	Trs.	Stud.	Trs	Stud.	Trs.	Stud.	Trs	Stud.
	%	%	%	%	%	%	%	%	%	%
i. Regulating individuals activities	50.0	55.8	33.3	32.2	16.4	12.0	0.0	0.0	100.0	100.0
ii. Individual's Interaction with the environment	16.6	47.1	50.0	26.5	26.7	23.5	6.7	2.9	100.0	100.0
iii. Punishment imposed on students who misbehave	83.3	2.9	6.7	14.7	0.0	47.0	0.0	29.4	100.0	100.0
Students to become responsible.	50.0	64.7	36.6	26.3	13.3	8.8	0.0	0.0	100.0	100.0
v. Techniques to increase good behaviour in students	50.0	58.8	43.3	32.4	6.7	8.8	0.0	0.0	100.0	100.0

No of teachers (Trs) = 30, No of students (Stud.) = 170

The data in Table 4 indicate that majority of the students 76% strongly disagreed or disagreed to the statement that "discipline refers to the punishment imposed by the teacher after a student has misbehaved" but strongly agreed or agreed to the statement that "Disciplinary actions refer to techniques used by teachers to increase good behaviour in students 91.2%. Again many of the students 64.7% strongly agreed to the statement that "disciplinary actions are intended to help students to become responsible and to manage their own behaviour effectively".

From the same Table 4, most of the teachers 83.3% strongly agreed or agreed with the statement "Discipline refers to punishment imposed by the teacher when a student has misbehaved". Fifty percent 50% of the teacher respondents agreed to all the rest of the question items in table 5 as concept of discipline.

The disagreement between the teachers and the students on the statement "discipline refers to punishment imposed by the teacher when a student has misbehaved" indicates that while many teachers would discipline a student by punishing him after he has misbehaved, many students do not view that as discipline. The reason could be that because students are at the receiving end of disciplinary measures and bear the brunt of disciplinary actions imposed by the teachers, they will disagree with any imposed punishment as a means to discipline.

The teachers and students expressed similar opinions on the statement "discipline refers to the techniques used by the teachers to increase good behaviour in students". Discipline calls for a conscious effort at regulating individual in their activities". The closeness of the expressed opinions among

the teachers on one hand and the students on the other demonstrates the strength with which they share their convictions on these issues.

It also implies that many of the students agree with the teachers on the meaning of discipline. In the same manner, majority or almost all of the teachers and students strongly agreed to the statement that “disciplinary actions refer to techniques used by teachers to increase good behaviour in students “and disciplinary actions are intended to help students become responsible and to manage their own behaviour effectively.

These statements reflect the concept of external discipline which refers to corrective measures imposed by the teacher on students for offenses they commit. Though both teachers and students would prefer internal discipline, the majority of opinions of teachers on the statement that “discipline refers to the punishment imposed by the teacher after a student has misbehaved” indicate their believe that some amount of externally imposed control measures are necessary to get the student to put up good behaviour. This is in support of Tamakloe et al 1996 who have observed that some measures of imposed discipline are justified in any school since many of the students cannot choose to behave responsibly all the time.

Research Question 2

What indisciplinary acts occur often or occasional in Koforidua Senior High Technical School.

A look was taken at the frequent occurrence of some acts that constituted indiscipline. This was to help the researcher to determine whether

student-teacher and student-student interaction lead to acts of indiscipline. The details are found in Table 5.

Table 5

Teachers and Students Responses to the Frequencies of some Acts of Indiscipline in Koforidua Senior High Technical School

Acts of Indiscipline	Very Often		Often		Occasionally		Never		Total	
	Trs.	Stud.	Trs.	Stud.	Trs.	Stud.	Trs.	Stud.	Trs.	Stud.
	%	%	%	%	%	%	%	%	%	%
i. Strike, Demonstration and Riots	0.0	0.0	0.0	17.6	66.7	58.8	33.3	23.6	100.0	100.0
ii. Bullying	33.4	64.7	50.0	32.3	13.3	3.0	3.3	0.0	100.0	100.0
iii. Smoking	3.3	14.7	26.7	52.9	70.0	32.4	0.0	0.0	100.0	100.0
iv. Stealing	10.0	67.6	83.3	26.5	6.7	5.9	0.0	0.0	100.0	100.0
v. Rudeness to authority	33.4	11.8	50.0	29.4	13.3	38.2	3.3	20.6	100.0	100.0
vi. Cheating in Exams	13.3	5.9	13.3	41.2	73.4	44.1	0.0	8.8	100.0	100.0
vii. Possession of unprescribed kits or gadgets	26.7	47.0	60.0	41.2	13.3	11.8	0.0	0.0	100.0	100.0
viii. Drunkenness	0.0	52.9	20.0	29.4	76.7	17.4	3.3	0.0	100.0	100.0

No of teachers (Trs) = 30, No of students (Stud.) = 170

Eight items on the questionnaire were used to find out the teachers and students understanding of what constitute acts of indiscipline and how often they occur in Koforidua Senior High Technical School.

From Table 5 most of the students indicated four of the most frequently occurring acts of indiscipline committed by their fellow students. These are stealing, bullying of juniors, drunkenness and possession of unprescribed kits or gadgets. Also acts of indiscipline that majority of the students indicated as occurring occasionally or never are cheating in exams, strikes, demonstrations and riots, smoking and rudeness to authority. One outstanding finding was that about 59% of the students indicated that rudeness to authority or disobedience to authority was not a problem in the school while 52% of students indicated that cheating in exams does not usually occur in the school. This implies that many of the students do not disobey authority while many of them do not cheat in examination. This opinion could be a true expression of their respect for authority. On the other hand, the students could be ignorant that some aspects of their behaviour or attitudes are disrespectful.

From the same Table 5, it was revealed that out of the 8 acts that constitute indiscipline, the teachers indicated that 3 of them occur very often, and often, with the percentages above 80%. These are bullying, 33.4% as occurring very often, 50% as often totaling 83.4% occurrence grouped under very often and often.

This is followed by rudeness to authority with 83.4% as indiscipline occurring very often and often. The most serious act of indiscipline which the teachers considered as occurring very often and often was possession of

unprescribed kits and gadgets. From the Table 5, out of the 30 teacher respondents sampled, 60.0% of them responded that it occurs often.

No respondent (teacher or student) indicated that smoking, stealing possession of unprescribed kits or gadgets never occurred. This indicates that these disciplinary acts occur very often implies and that the disciplinary problem in the school has not been fully tackled and that the school authorities have to do more to check these acts that constitute indiscipline. However, both teachers and students indicated that strikes, demonstration and riot do not occur very often with 23.6% of students responding that these acts never occur in the school. It is also important to note that the similarity in opinions expressed by both teachers and students, for example on bullying of junior students, student responses 96% indicated very often and often while teacher responses 83.4% indicated very often and often implying that many students and teachers are aware of the unacceptable behaviour of the students and the frequencies with which they occur.

However, there were some differences in opinions expressed by the teachers and the students as shown in table 5. On rudeness to authority, 33.4% of teachers indicated that they occur very often and 50% of them said the act occurs often, while the students indicated that the act of being rude to authority occurs but it occurs occasionally or never at all. Out of the 170 students sampled, 11.8% and 29.4% said some of their friends were rude to authorities of the School very often or often. On the other hand 58.2% of the students said their friends have not been rude to authorities or few of them occasionally do.

Again with regards to drunkenness 82.3% of the student respondents indicated that their friends drink very often or often while the teacher respondents 80% said the students occasionally or never at all drink. This constitutes a big challenge to teachers and school administration for there are some acts of indiscipline they are aware of the but there some the students do without their knowledge. The observation is that while the students engage in committing acts that constitute indiscipline for example, 83.4 % of teachers responded that some students very often or often behaved rudely while 41.2% of student respondents also admitted that their friend very often or often behaved rudely. This implies that the differences in opinion on about students disobeying authority can be attributed to the difference in age and training between the teachers and students and this difference makes both groups view attitudes and manners differently. This same observation can also be said of smoking. While the student respondents 67.6% agreed that their friends very often or often smoke, 70% of the teachers indicated that the students occasionally smoke. This may imply that the teachers are not able to monitor some of the acts of indiscipline that go on in the school this may portend danger.

Research Question 3

What are the causes of indiscipline in Koforidua Senior High Technical School?

The causes of indiscipline may either be ascribed to psychological factors and or environmental factors. They can be found in the home and or in the school settings and these causes pose a great deal of problems to both teachers and students. However, for the purpose of this study, the school,

tutors and students will be the main focus of attention. The researcher used individual respondents' views to the questionnaire to determine the causes of indiscipline and to deduce the respondents' perceptions of the causes of indiscipline in Koforidua Senior High Technical School.

The item-by-item analysis of the opinions of the teachers and the students on causes of indiscipline in the school is presented in Table 6. From Table 6, many of the student respondents agreed to all the statement linking students as the culprits of indiscipline. For each cause of indiscipline, most of the students either agreed or strongly agreed to the statement. This implies that many students agree that disciplinary problems in the school emanate from the students themselves. This is a good frank observation on the part of the students because it shows that the students are likely to co-operate with teachers and school authorities if efforts are made towards finding effective solution to indiscipline.

The data in Table 6 indicate that all the students 100% found "influence by peers and friends" as a leading cause of students' indiscipline in the school. They also indicated "past history of the school" 97.1% as second, "their being under the influence of alcohol" 97.0% as the third highest rated cause of indiscipline. Most of the students 88.3% indicated that "influence of past students" also contribute to indiscipline in the school". Harsh school rules and regulations attracted 85.3% of the student respondents. In the same table, all of the teachers 100% rated "influence by peers and friends as the leading cause of indiscipline in the school. They also indicated "influence by past students" and "poor communication between school administration and students" as the next leading cause of indiscipline.

Table 6

Teachers and Students Responses to Causes of Indiscipline in Koforidua Senior High Technical School

Causes of Indiscipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Trs	Stud.	Trs.	Stud.	Trs	Stud.	Trs.	Stud.	Trs	Stud.
	%	%	%	%	%	%	%	%	%	%
Student's misbehaviour is due to:										
i. Past history of the school	13.3	53.0	56.7	44.1	23.3	2.9	6.9	0.0	100.0	100.0
ii. influence of alcohol	3.3	55.8	16.7	41.2	50.0	3.0	30.0	0.0	100.0	100.0
iii. Influence by peers and friends	60.0	58.8	40.0	41.2	0.0	0.0	0.0	0.0	100.0	100.0
iv. Harsh school rules and regulations	0.0	50.0	35.0	50.0	11.7	16.7	0.0	0.0	100.0	100.0
v. Teachers inability to teach well	0.0	52.9	23.3	20.6	66.7	26.5	10.0	0.0	100.0	100.0
vi. Lack of students involvement in decision making process	10.5	29.4	43.3	47.1	43.3	23.5	3.3	0.0	100.0	100.0
vii. Poor communication between school Administration and students	23.3	50.0	50.0	26.5	23.3	11.8	3.3	11.7	100.0	100.0
viii. Influence by past students	10.0	29.5	63.3	58.8	26.7	8.8	0.0	2.9	100.0	100.0

No of teachers (Trs) = 30, No of students (Stud.) = 170

The teachers and students showed varied opinions concerning the statement that students' misbehaviour is due to "harsh school rules and regulations". While 66.7% of teachers disagreed or strongly disagreed to the statement, 85.3% of students agreed or strongly agreed to the statement. This disagreement constitutes one of the most identified challenges of administrators of the school as to what the two parties understand or consider the statements in question. The teachers believe that the rules and regulations in the school have nothing to do with causing indiscipline. They are of the view that they rather promote discipline. However, since the students are at the receiving end of the interpretation of the rules and regulation which is made to check their behaviour, see the rules and regulations as harsh and hence exhibit some kind of resistance to their interpretations, while the teachers who implement the rules see it as indiscipline on the part of the students.

There is therefore the need to call for a proper dialogue between the teachers and the students in connection with the interpretation of the school rules and regulations, so that the teachers will know how to interpret the rules and students to understand the rules of the school and not to consider them as harsh but rather something that will help mould their lives. The school administration need to involve the students leaders in deciding on which rule should be applied to student who misbehave, so that the student will feel important and accept interpretation of rules on any student who goes astray in the school community.

The school guidance and counselling coordinator and chaplain should as much as possible be given the task of counselling and praying for students considered as wayward. Similar views were expressed by both the teachers and students on “poor communication between school administration and students” and “influence by past students” There was also closeness in opinions expressed by teachers and students on “influence of peers and friends”. All of the teachers ranked it as the first major cause of indiscipline, the students also did the same. This is an indication that peers and friends influence the students negatively. There is therefore, the need for counselling services to educate the students on peer pressure.

With “poor communication between school administration and students” and “influence of past students” as causes of indiscipline, the school administrators and teachers should make things clear to students and explain why certain things are done the way they are done, especially through the leadership of the students. The school administration should be cautious of the way it allows some of the past students to come and mingle with the students and carefully monitor the movement of any past students who may come to visit the Koforidua Senior High Technical School.

Research Question 4

What are the effects of indiscipline in Koforidua Senior High Technical School.

The survey delved into some effects of indiscipline in Koforidua Senior High Technical School. The respondents were given indicators in the questionnaire which pointed to many effects of indiscipline in the school. The responses are given in Table 8.

Table 7**Teachers and Students Responses to Effects of Indiscipline on the Activities of The School**

Effects of Indiscipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Trs	Stud.	Trs.	Stud.	Trs	Stud.	Trs.	Stud.	Trs	Stud.
	%	%	%	%	%	%	%	%	%	%
a. Poor academic performance	25.8	55.9	63.3	29.4	10.0	14.7	0.0	0.0	100.0	100.0
b. Tarnishing the image of school	63.3	53.0	23.3	38.2	13.4	5.9	0.0	2.9	100.0	100.0
c. Parents reducing their support to the school	13.3	38.2	26.7	29.4	6.0	32.4	0.0	0.0	100.0	100.0
d. School becoming unattractive to the public	46.7	32.4	26.7	44.1	26.7	11.8	0.0	11.8	100.0	100.0

N_0 of teachers (Trs) = 30, N_0 of students (Stud.) = 170

Using the various statements in the table, Table 7 was designed to solicit teachers and students responses regarding what they consider as effects of indisciplined behaviour of students in the school. The data in table 7 indicate that most of the student respondents 91.2%, strongly agreed or agreed to the statement that indiscipline on their part tarnish the image of the school. They also agreed or strongly agreed to the statements that indiscipline contributes to "poor academic performance 89.3% of the students supported the statement above. Again 76.5% of the students rated "school becoming unattractive to the public" as the third serious effect of indiscipline. On the part of the teachers, 89.1% strongly agreed or agreed that indiscipline lead to poor academic performance 86.6% agreed that indiscipline tarnishes the image of the school while 73.4% agreed that indiscipline makes the school unattractive to the public.

However, 60% of the teachers disagreed that indiscipline makes parents reduce their support to the school while a sizable percentage 32.4% of the students shared the same view. It is clear from the responses by both teachers and students that effective discipline can raise the standard of the school. Teachers and students are therefore encouraged to work harder to eliminate or bring indiscipline under control so that academic performance could be improved and give a brighter name to the school.

Respondents were asked to mention any other unacceptable behaviours found among school boys, school girls, school administration, staff and past students not captured the questionnaire. Both teachers and students gave interesting responses. They indicated breaking of bounds by school boys as the first leading unacceptable behaviour. This was followed by improper dressing,

truancy, wearing of bushy hair and laziness respectively. This attitude means that the school authorities have to put their feet down to be able to put interventions in place to reduce, if not remove, these unacceptable behaviours from the boys. With school the girls, both teachers and students responded that lateness to school was the leading unacceptable behaviour on their part. Absenteeism, improper dressing, laziness and wearing of bushy hair followed. The reasons for the lateness and absenteeism on the part of the girls may be owing to the fact that all of them are day students. This attitude was considered unacceptable because the girls who come to school late lose a lot of instructional periods which affect their academic performances in the examinations. It is therefore prudent for the school administrators to bring these unacceptable behaviours of the girls to the attention of their parents by either inviting parents of such girls to the school for discussions or putting the issue before parents at Parent Teacher Association Meetings, so that parents will help drive their wards to school on time.

With regards to unacceptable behaviour on the parts of the school administration, not much was said except that some of the teachers indicated "failure to motivate staff members" and "paying deaf ears to problems of teachers", as some of the problems they have with the school administration. Out of the responses, the two above were rated high while selfishness and misappropriation of funds attracted lower rating as unacceptable behaviour on the part of school administration. This finding is an eye opener to the school authorities to look at motivation of staff to encourage them put up their best. It is worth noting that teachers commended the school administration for its prudent book keeping system.

This commendation reflected in the teachers rating misappropriation at a low level in the school.

Students and teachers indicated that the unacceptable behaviour found with teachers in the school were lateness to class, absenteeism, failure to mark class exercise and indifference to co-curricular activities in the school. These acts were seen as very unacceptable. It, therefore, behoves, on the school administration to design appropriate mechanisms to curb this canker among teachers. The teachers and students were also asked to indicate some unacceptable behaviour on the part of the past students which bears discipline. The responses from both groups revealed that some of the old students are against the admission of girls into the school. Again majority of the respondents complained that the past students do not assist the school as expected: They just come seeking admission for their wards without taking any interest in contributions their might in helping the school. This behaviour of past students was seen as serious, since it can easily lead to disrespectfulness on the part of continuing students.

Research Question 5

How do teachers and school administrators handle disciplinary problems in the school?

The school has a mission to fulfill so that it can meet the expectations of all stakeholders. To achieve this noble aim, it becomes very expedient to have in place some workable social controls so that all unproductive actions are eliminated or considerably brought under control. This move calls for strong leadership skills if the aim will be achieved. The data in Table 9 was used to show corrective measures to handle indiscipline in the school.

Table 8

Teacher and Students Responses to Means/Strategies of Ensuring Discipline

Means of Ensuring Indiscipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Trs.	Stud.	Trs.	Stud.	Trs.	Stud.	Trs.	Stud.	Trs.	Stud.
	%	%	%	%	%	%	%	%	%	%
i. Students referred to headmaster or disciplinary committee	73.3	2.9	26.7	67.6	0.0	23.5	0.0	5.9	100.0	100.0
ii. Inviting the parents of students to sign a bond of good behaviour	66.7	23.5	23.3	17.6	10.0	53.0	0.0	5.9	100.0	100.0
iii. Suspending student from school	10.0	10.0	11.8	20.0	29.4	70.0	32.4	0.0	100.0	100.0
iv. Teacher showing interest in students academic work	83.3	82.4	16.7	14.7	0.0	2.9	0.0	0.0	100.0	100.0
v. Getting students involved in decision making process	76.7	76.5	23.3	17.7	0.0	8.8	0.0	0.0	100.0	100.0
vi. Good examples set by teachers	0.0	79.4	66.7	17.6	33.3	2.9	0.0	0.0	100.0	100.0
vii. Offering guidance and counseling service to students	90.0	88.2	10.0	8.8	0.0	2.9	0.0	0.0	100.0	100.0
viii. Giving manual work to students	73.3	5.9	26.7	11.8	0.0	20.6	67.6	0.0	100.0	100.0
ix. Lashing students before other students	6.7	0.0	30.0	2.9	63.3	20.6	0.0	76.4	100.0	100.0

Table 8 continues

Causes of Indiscipline	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Trs	Stud.	Trs.	Stud.	Trs	Stud.	Trs.	Stud.	Trs	Stud.
	%	%	%	%	%	%	%	%	%	%
x. Well behaved students be given award	83.3	62.9	16.7	37.1	0.0	0.0	0.0	0.0	100.0	100.0
xi. Teachers praising students before their friends (students)	83.3	0.0	16.7	11.7	0.0	76.5	0.0	11.8	100.0	100.0
xii. Teachers writing negative comments on students' report	60.0	0.0	6.7	11.8	13.3	70.6	0.0	17.6	100.0	100.0
xiii. Severer punishment be given to student be used to correct bad behaviorus	3.3	0.0	10.0	1.2	73.3	36.4	8.3	62.4	100.0	100.0
xiv. Disciplinary code of conduct be reviewed	70.0	72.3	26.7	17.6	0.0	5.9	0.0	4.1	100.0	100.0
xv. A wall should be built around the school	73.3	72.3	26.7	17.6	0.0	5.9	0.0	4.1	100.0	100.0
xvi. Parents should be more responsible to the needs of their wards	90.0	79.4	10.0	8.8	0.0	0.0	0.0	0.0	100.0	100.0

No of teachers (Trs) = 30, No of student (Stud.) = 170

The analysis of the opinions of the teachers and students on given strategies or means of ensuring discipline in the school revealed that out of 16 statement listed, many of the students agreed or strongly agreed to 8 of the strategies. The level of agreement to the given strategy is an indication that discipline can be ensured in the school if the school administration makes effort to implement some interventions.

On the statement "lashing students before other students" 76.4% out of the 170 students strongly disagreed with it as a means to ensure discipline while 20.6% disagreed with it. No student agreed or strongly agreed to that statement. Again, 67.6% of the students considered given of manual work to students who may misbehave as not the best at all means to maintain discipline. This opinion did not imply that the students were against the use of canes and manual work, only 17.7% of the students favoured the use of manual work as a means of ensuring discipline but should be used sparingly. This means that punishment does not have to be severe in order to be meaningful, acceptable and effective. On lashing students before other students, many of the teachers 30.0% agreed to lashing students before other students. To these teachers, the biblical quotation "spare the rod and spoil the child" must be taken seriously if teachers are to instill discipline in the child.

However, many of the teachers 63.3% expressed misgivings about lashing students before other students. The teachers' opinion on lashing of students could probably be owing to the inhuman nature of caning as punishment and the resentment that the students show towards their teachers who lash them. Also, 73.3% of teachers strongly agreed to the given of

manual work to students who misbehave. This is to make students responsible for their misbehaviour.

On the statement "Severer punishment should be used to correct bad behaviour", 60% of the students strongly disagreed to it while 36.4% of the students disagreed to it as disciplinary measure. From the same data in table 9, majority of the teachers 73.3% disagreed to this strategy as a means of discipline; only 10.0% agreed to the use of severer punishment to correct bad behaviour. This finding is similar to that of the students.

However, most of the teachers and students agreed to the view that well behaved students be given awards during special occasions". 83.3% of the teachers strongly agreed to the statement and 62.9% of students shared the same view. This shows that many teachers and students support rewarding of good behaviour as an effective means to ensure discipline. This opinion is in line with the views of the behavioural psychologists who advocate the need to accentuate positive conduct of learners by placing emphasis on rewards for good behaviour.

The opinion expressed by the teachers and students on the preference to give rewards, indicated that many of the respondents recommend the use of rewards as a means of rewarding good behaviour among students. The finding is also in support of Charles (1981) who has observed that the use of rewards motivates and builds self-confidence which removes many of the causes of misbehaviour.

On review of existing rules most of the teachers and students expressed a similar opinion. Twenty-one 69.9% teachers and 72.3% of students strongly agreed, to the statement "some of the rules in disciplinary code of conduct be

reviewed". Indeed Gnagey (1971) had observed that the periodic review of rules is necessary to make them effective enforcers of discipline. For example, punishment for drunkenness first offence is suspension, second offence, dismissal. A difference could be created if the student is counselled and in addition made to bring parents for a discussion about the student. Concerning formulating school rules, many of the teachers and students strongly agreed to the statement that students must be involved in decision-making process in the school.

Twenty-three 76.7% of the teachers strongly agreed and 23.3% agreed to the statement, while 76.5% of the students strongly agreed and 14.7% agreed to the statement. The finding that many teachers want the students to be involved in decision-making in the school implies that the teachers are prepared to cooperate with the students to enforce rules and regulations. This means that students' participation in formulation of rules or decision-making bring about order in a school.

One interesting finding was the opinion expressed by both teachers and students on the statement "teachers showing interest in students academic work". Twenty-five 83.3% of the teachers strongly agreed to the statement while the remaining 16.7% agreed to it. With the student respondents, 82.4% strongly agreed and 14.7% agreed with it. This again is a sign of goodwill between the teachers and students and an indication of the teachers respect for the students. Majority of the students 97.0% strongly agreed or agreed to the statement "offering guidance and counselling services to students with all kinds of problems. The students recommended that the school guidance and counselling coordinator should not be part of the disciplinary committee.

Twenty-seven 90.0% and 10.0% of the teachers strongly agreed or agreed respectively on the issue of giving guidance and counselling to students who misbehave. Interestingly, no teacher or student strongly disagreed to this statement. The implication is that both teachers and students see the importance of the guidance and counselling services in the school as an important area in maintaining school discipline. On the issue of the teachers praising students before other students", a substantial number of students 76.5% disagreed to the statement. The expressed opinion indicates the students' negative impression regarding public praise. This opinion could probably be owing to the explanation of Millman et al (1980) who has observed that many children get embarrassed when praised in the public.

However, 83.3% out of 30 teacher respondents indicated that they strongly agreed to students being praised before their friends for behaving well. None of the teachers disagreed to the statement. The differences in opinion between the teachers and the students can be owing to the fact that while the teachers see it as extrinsic motivation to urge other students to emulate such good behaviour exhibited, the students see such public praises as an embarrassment and may want to stay away because of the countless nicknames that their colleagues would give them. The students also consider it as very ineffective especially when the praises are used very often.

Another area where the teachers and students expressed divergent opinions is on the statement "inviting their parents to sign a bond of good behaviour". Out of the 170 student respondents, only 23.5% and 17.6% of them strongly agreed and agreed respectively to the statement while 53.0% and 5.9% disagreed and strongly disagreed to the statement. The opinion of

the students on the statement indicates the fear the students have of their parents when it comes to matters involving discipline.

On the other hand, 66.7% and 23.3% out of the 30 teacher respondents expressed that they strongly agreed and agreed respectively on the statement that students who misbehave have to bring their parents to sign a bond of good behaviour. This indicates the teachers' view that training the child is not only the responsibility of the school but the home together with the school. Involving the parents provides an opportunity for them to know about their wards behaviour in school. It also creates a good working relationship between the school and the parents.

From Table 8, majority of the teacher respondents 73.3% and 26.7% strongly agreed and agreed to the statement "students referred to headmaster or disciplinary committee". No teacher disagreed and strongly disagreed to the statement above. On the same statement that students be "referred to the headmaster or the disciplinary committee", 67.6% and 2.9% of students agreed or strongly agreed to it. However 23.5% and 5.9% of students disagreed and strongly disagreed with the statement above. This shows the understanding between the teachers and the students regarding the authority of the headmaster and the importance the two groups attach to the disciplinary committee and their functions in maintaining discipline in the school.

Many of the students did not respond favourably to and would not agree to the statement "teachers writing negative comments on students reports". This indicates the students' dislike for these punishments. The opinion of students on "suspending students from school" could probably be owing to their ill-feeling about students' staying away from school and

missing classes when they are suspended. This implies that many students will not want to be suspended nor be given negative comments on their reports, because they see their reports as important documents that may be used in future:

Twenty-one 70.0% of teachers also shared the same view as that of the students that suspending students is not the best way of disciplining students. The teachers also disagreed to the statement that teachers should write negative comments on students' reports. On the statement that "walling the school will reduce indiscipline" 73.3% and 26.7% of the teachers strongly agreed and agreed to it respectively. The teachers were of the opinion that building a wall around the school is an effective way to ensure discipline. One hundred and twenty-three 72.4% and 17.6% of students strongly agreed and agreed respectively to the issue of walling the school. The construction of a fence wall around the school is a popular opinion among the teachers and students and goes to confirm that the public and trespassers are actually a problem to the school administration in connection with maintenance of discipline.

Another statement that attracted high level of agreement in the questionnaire is that "parents should be more responsible to the needs of their wards" 90.0% of teachers and 79.4% of students strongly agreed to the statements as effective way of ensuring discipline in the school. This opinion is in support of the students' call on their parents to provide them with their needs. This implies that the neglect of responsibility of parents towards the up keep of their wards in school lead students to indulgence in unacceptable behaviours.

Summary of Chapter

By way of summary, the item-by-item frequencies and percentages analyses of the data revealed some differences in opinion between the teachers and students, on the causes of indiscipline in Koforidua Senior High Technical School. Notwithstanding the differences in opinion between the teachers and students there is a higher level of agreement between them on many of the strategies as a means of ensuring discipline in the school. This agreement depicts goodwill among the teachers and students. Therefore there is the need for cooperation towards the solution of disciplinary problems. Thus, it requires an effective leadership to introduce the necessary intervention to address disciplinary problems in the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of Study

There has been an increased disciplinary problem in Koforidua Senior High Technical School, despite measures being employed by the school administrators to improve upon discipline. The objective of the study, therefore, was to investigate the teachers and students in the school about their understanding of the concept discipline, acts that constitute indiscipline, causes of indiscipline, effects of indiscipline and strategies or means to improve upon discipline in the school. The study was a descriptive sample survey, conducted in Koforidua Senior High Technical School in the New Juaben Municipality in Eastern Region, using a questionnaire designed by the researcher with advice from his supervisor.

The sample of the study consisted 200 respondents, made up of 30 teachers and 170 students. The selected teachers were those who matter most in disciplinary matters in the school. The teacher population was selected using purposeful sampling, while simple random sampling techniques were used to select the student respondents. This was done to ensure that each member of the student population had an equal chance of being selected. A set of questionnaire made up of close-ended type constituted the research instrument. It was constructed based on the literature review and five research questions formulated by the researcher. All questionnaires were distributed and collected personally by the researchers. The data were analysed using

frequencies and percentages to describe and compare the responses of the teachers and students on the various items of the questionnaire.

Summary of Findings

The findings of the survey indicated varying viewpoints from teachers and students of Koforidua Senior High Technical School about the issue of discipline. Differences existed between students and teachers on what constitute the concept of discipline, acts of indiscipline, causes of indiscipline, and the methods used to address the canker. All the same, there were some areas of great harmony to show that at least the awareness is there that the members can differentiate between good and evil. From the research, majority of the teachers and students shared similar view on what concept of discipline is about. For example, they expressed agreement to the statement 'discipline refers to strategies for getting students to put up good behaviour by supporting them to act responsibly. There was some agreement also on the statement 'discipline refers to conscious efforts at regulating individuals in their environment. They expressed agreement to the concept of discipline as a corrective measure is an indication that both teachers and students are aware that some external control measures are necessary to get students put up good behaviour. This findings gives support to Tamakloe et al (1996) who has observed that many students cannot choose to behave responsibly all the time unless externally prompted. It is hoped that the favourable perception of the word discipline by teachers and students would make them favour the kind of interventions that would emphasize self-direction for the students.

The responses to the questionnaires and the nation wide concerns expressed against indiscipline coupled with the persistence of indiscipline in

Ghanaian schools, show that there are many causes and many research findings on the mode of controlling and improving discipline. Both teachers and students expressed knowledge on some causes of indiscipline in the school and how indisciplinary acts affect smooth running of the school. This situation implies that the problem of indiscipline has no direct or straightforward solution. However, the research and the related literature all indicated that a good academic climate pivoted on good discipline is paramount for effective teaching and successful learning in schools. Like the concept of democracy, people feel committed to systems they have a hand in building and as such a collaborative approach to issue of discipline in schools by all members of the school community is crucial and would be helpful. By this, students would understand the reasons for the interpretation of certain rules and regulations from the school's code of discipline. This participatory strategy involving teachers, parents and students is a step in the right direction towards the achievement of well-disciplined school. It also came to light that environmental attractions, detractions and influences count a lot and so there should be some reasonable level of control over the interaction which exist between the school and the community. The research also revealed that some acts of indiscipline existed in Koforidua Senior High Technical School, and these posed a challenge to the school. It was very heart-warming to find out from the study, that in the school, Koforidua Senior High Technical School parents are invited on some occasions to the school to offer counselling services to their wards.

Conclusions

From the study, it is clear that the root cause of indiscipline is the social conditions in which the students find themselves both at home and in the school. It could be deduced from the findings above that, teachers as educators are not living up to expectation in areas of students' discipline. It may be that teachers today expect more from students than the students can offer, there by not becoming satisfied with what ever students do and thus neglecting students in what ever they do leading to countless acts of indiscipline in schools. Parents, owing to their busy schedules have also shirked their responsibilities towards their children in schools. They only pay the fees of their wards, and leave for work come home very late giving room to their children to engage in all acts of indiscipline in their absence.

The community has also failed in its responsibility towards its children. In the past children were seen as assets for the community and every elderly person was responsible for the moral up bringing of its members or children. This spirit is no more operating in the communities today, leading to gross disrespect and indiscipline among its members or children.

Recommendations

Education is for values and has to play its role as an instrument for social transformation. It also has continued to occupy the central part of the whole amalgam of forces which go to make society. What seems to be lacking in the enterprise is the stressing of emphasis on values which underpin the ends society cherishes. The incorporation of disciplinary values at all levels of education and in the various disciplines can promote healthy behaviour and

interactions among learners and also help to develop a high taste for discipline.

The study, therefore, recommends the following as ways of maintaining discipline in Koforiuda Secondary Technical School:

- (1) Recognition and reward must be given to student achievers to serve as moral booster for others to emulate.
- (2) School administrators and teachers should focus on the strengths of students and not only on the weaknesses.
3. Proper and regular channels of communication should as a matter of importance be created for students to air their views and complaints and by this seek a better understanding of policies, programmes and objectives of the school.
4. The disciplinary committee is still being encouraged to work harder so as to always take prompt unbiased and precise action on all cases and complaints brought before it and remain neutral until the facts presented to it justify the actions desired and taken.
5. Parents should not shirk their responsibilities towards their wards in the school. They are to understand that it is the home and the school that combine to form true character of a child. Thus, the neglect of duty of parents can easily lead to an indisciplined behaviour of their children who may carry such negative behaviour to the school.
6. It is indeed necessary for a lot more follow-up researches to discover the peculiarities with indiscipline in many institutions so as to evolve some practical ways of bringing about positive changes. This is so, because education needs a major way forward and the truth of the

matter is that this way cannot be found in the midst of indiscipline with its negative implications which are too evident to be ignored.

7. The school administrators, staff, parents and all essential stakeholders must continue their round table discussions for a holistic solution. Policy makers and implementers must act in unison to bring about quality teaching to make students successful learners without down playing quality education.

Suggestions for further Studies

The study is limited in scope to Koforidua Senior High Technical School. It was based on the responses of teachers and students only in one school, that is, Koforidua Senior High Technical School in the Eastern Region. To generalize its finding over the whole country, the study can be extended to include at least two or three secondary schools in the region. Such a study should be conducted using the instrument in this study, in order to confirm or refuse its findings. Further studies' could be conducted to find the relationship between discipline and students' achievement in the school so as to know the impact of discipline on the academic performance of students.

Again the scope could be widened to cover the views of the parents of students on discipline in the school. A probe into the views of the non-teaching staff of the school on discipline would throw more light on the study. It is, therefore, suggested that future researchers may investigate into those areas in order to contribute more suggestions to the improvement of discipline in the school.

REFERENCES

- Adentwi, K. (1998). *Teachers and students perception of classroom indiscipline in Selected in Cape Coast Municipality*. M.Phil Thesis Unpublished U.C.C
- Adentwi, K.I. (1991). *Classroom disciplinary problems: their nature, causes and remedies*. The Case of Aggrey Memorial Zion Secondary School. Unpublished Dissertation University of Cape Coast, page 10.
- Afful-Broni, A. (2004). *Theory and practice of educational leadership in Ghana*. Accra. Yamens Press Ltd.
- Akolorbortu, M. D. (2006, May 22) Good parenting. *Daily Graphic* (37)
- Asare, N. K. (2005) *Brilliant ideas for promotion interviews and public examinations*. Koforidua Pacific Systems.
- Asiedu-Akrofi, K. (1978). *School organisation in modern Africa*. Tema: Ghana Publishing Corporation.
- Atta, O. K (2006, May 23) Students advised to be obedient. *Daily Graphic* (20)
- Blair, J.M. Jones R.S. & Simpson, R.N (1975). *Educational psychology* (4th ed). New York. Macmillan Publishing Co Inc.
- Brookman-Amissah, Abosi , C.O. (1982) *Introduction to education in Ghana*. Accra, Sedco Publishing Ltd.
- Brown, A. (1964). *Discipline concepts in education*. Boston. Paul Edidus.

- Cermin, E. (1978) *A Change in ecology of education*. Stockholm; University Press.
- Chambers pocket dictionary (1975), Thomas Nelson and Sons, London, U.K.
- Charles, C.M. (1989), *Building classroom discipline from models to practice*
London: Longman Inc.
- Charles, C.M. (1983) *Elementary classroom management*, New York, U.S.A.
Longman Inc.
- Deconde, (1971). *A Student activism* New York, Charles Scribner's & Sons.
Page 3.
- Deobold, B.B. & Dalen, V (1979). *understanding educational research; an introduction* London: McGraw-Hill, Inc.
- Dobson, J. (1983) *Dare to discipline*. Wheaton, Illinios, Tyndale House.
- Fontana, D. (1986) *Classroom control: understanding and guiding behaviour*,
London British Psychological Society and Methuen Page 78.
- Gallup, P. & Elams, S. (1979) "*The 20th annual gallup pool of publics attitudes towards the public schools* Phi delta Kappen; Vol 69, pages 97 – 101.
- Gay, L.R. (1987). *Educational research competencies for analysis and application*: (3rd ed). Columbus, Ohio, Merril Publication Co. Page 10.
- Gnagey, W.J. (1971) "Classroom" discipline in *the encyclopedia of education*.
Vol 3, 94 – 99. U.S.A. the Macmillan company the free press.
London, The Macmillan Co. Page 96.
- Graham, C.K. (1971). *The history of education in Ghana*. London, Frank Cass & Co. Ltd.

- Haddad, W.D. (1995) *Education policy-planning process an applied framework*, Paris: UNESCO / IIEP. Allyn and Bacon.
- Mc Williams and Kwamena-Poh, H.O (1975). *The development of education in Ghana*, (3rd ed), London: Longman Group Limited.
- Millman, H.L, Schaefer, C.E. & Cohen J.J. (1980). *Therapies for school Behavioural problems; a handbook for practical intervention*. San Francisco, Jossey-Bass Publishers, Page 17.
- Naccino-Brown, R. Oke, F.E. and Brown, D.P. (1985) *Curriculum and instruction: an introduction to methods of teaching*. London and Busingstoke: Macmillan Publishers Ltd.
- Nsowah, S. (2006, June 23) *Commit resources to promotion of discipline*. *Daily Graphic* (11)
- Otoo, A.B.A (1981) *Socio-economic study: feeding and maladministration as factors with indiscipline in two secondary schools in Akim Oda Area*. Unpublished Masters Thesis Presented to Faculty of Education U.C.C.
- Sasse, C R (1997) *School Organisation and administration* (3rd ed) Boston: Allyn and Bacon Inc.
- Shertzer, E.F. & Stone, S.C. (1979) *Fundamentals of Guidance*, Boston: Houghton Mifflin Company.
- Smith, R. (1985). *Freedom and discipline* London: George Allen & Unwin Publishers Ltd.
- Stumpft, S.E. (1994), *Philosophy history and problems* New York, McGraw Hill

Tamalloe, F.K, Attah, E.T & Amadahe F.K. (1996) *Principles and methods of teaching*. Accra: Black Mask Ltd.

Tettey-Enyo A. (1995). School discipline. (CHASS) *the educator*. 1 (1) 33 - 36

Vine W.E. (1966) *An expository dictionary of new testament words*. New Jersey: Fleming H. Revel Co

Wikipedia (2006). *Guide to school discipline*. (<http://www.Mhguide.com/service/Discipline> MATH guide Retrieved (7th /22/2006) from <http://en.Wikipedia.Org/wiki/school/discipline>

APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

Topic: Challenges in Maintaining Discipline in Koforidua Secondary Technical School.

Questionnaire for Teachers and Students

This study is being carried out with the purpose of finding out the nature of disciplinary problems that the school administration encounters in Koforidua Secondary Technical School, the effects and how to control them.

You are entreated to answer the questions as objectively and honestly as possible. Your responses will be treated with strict confidentiality, as the purpose of the work is purely academic. Thanks.

SECTION A

Bio – Data

Instructions: Fill in the blank spaces and indicate by ticking [✓] in the box, the responses that apply to you.

Background of respondents: For Students Only

- (a) Age:
- | | |
|----------|-----|
| 13 – 15 | [] |
| 16 – 18 | [] |
| Above 19 | [] |

For Teachers only

- | | | | |
|----------|-----|-----------------------------------|-----|
| (a) Age: | | (b) No of Years in Present School | |
| 20 – 25 | [] | 1 – 5 | [] |
| 25 – 30 | [] | 6 – 10 | [] |
| 31 – 35 | [] | 11 – 15 | [] |
| 36 – 40 | [] | 16 – 20 | [] |
| 41 – 45 | [] | Above 20 | [] |
| 46 – 50 | [] | | |
| Above 50 | [] | | |

SECTION B

QUESTIONNAIRE FOR BOTH RESPONDENTS

Founding of the school, Meaning and Nature of disciplinary problems in the school.

(a) Do you believe that the use of over age students to start the school has affected the behaviour of students?

Yes []

No []

If so in what ways?

(b) Please tick [✓] in the box the response that expressed your considered view on each of the following statements on the concept of discipline

Concept of Discipline

CONCEPT OF DISCIPLINE	Strongly Agree	Agree	Disagree	Strongly Disagree
(i) It calls for a conscious effort at regulating individuals in their activities.				
(ii) It teaches that the individual must benefit to explore the truth through his interaction with the environment				
(iii) Discipline refers to punishment imposed by the teacher when a student has misbehaved.				
(iv) Disciplinary actions are intended to help students to become responsible and manage their own behaviour effectively.				
(v) Disciplinary action refers to techniques used by teachers to increase good behaviour in students.				

SECTION C

Listed below are some of the students' behaviour which constitute indiscipline in the school. Indicate how frequent each behaviour occurs among students in the school by ticking [✓] the appropriate column.

ACTS OF INDISCIPLINE	Very Often	Often	Occasionally	Never
(i) Strikes Demonstration and Riots				
(ii) Bullying				
(iii) Smoking				
(iv) Stealing				
(v) Rudeness to Authority				
(vi) Possessing of unprescribed Kits and Gadgets				
(vii) Drunkenness				
(viii) Cheating in Exams				

SECTION D

Please tick [✓] in the appropriate box to indicate the extent to which you agree or disagree with the following statements about the causes of indiscipline in your school

CAUSES OF INDISCIPLINE	Very Often	Often	Occasionally	Never
Students misbehaviour is due to:				
(a) The past history of the school..				
(b) Their being under the influence of alcohol				
(c) Their being influenced by peers and friend				
(d) Harsh school rules and regulations				
(e) Teachers' inability to teach effectively				
(f) Lack of students involvement in school decision making process				
(g) Influence of past students				
(h) Poor communication between school administration and students				

SECTION E

(a) Please indicate by a tick [✓] in the box the extent to which you agree or disagree to the effects of indiscipline in your school

EFFECTS OF INDISCIPLINE IN YOUR SCHOOL	Strongly Agree	Agree	Disagree	Strongly Disagree
(i) Poor academic performance				
(ii) Tarnish the image of the school				
(iii) Parents reducing their support to the school				
(iv) School becoming unattractive to the public				

(b) Name some unacceptable behaviour you find in the school among school boys, school girls, school administration, staff and past students.

(i) Students referred to headmaster or disciplinary committee				
(ii) Inviting the parents to sign a bond of good behaviour				
(iii) Suspending students from school				
(iv) Teacher showing interest in students' academic work				
(v) Getting students involved in decision-making process				
(vi) Good examples set by teachers				
(vii) Offering guidance and counselling services to students with all kinds of problems				
(viii) Given manual work to student				
(ix) Lashing students before other students				

APPENDIX B

GHANA EDUCATION SERVICE

UNIFIED CODE OF DISCIPLINE FOR SECONDARY SCHOOLS /

SECTION F

To what extent would you recommend the following as means to encourage students to improve discipline in your school?

MEANS OF ENSURING DISCIPLINE	To a great extent	To an appreciable extent	To a very little extent	Not at all
-------------------------------------	--------------------------	---------------------------------	--------------------------------	-------------------

Technical Institution

1. This code of discipline is based on the principles that punishment is to reform. However, the punishment should be severe enough to act as a deterrent to others.
2. The purpose of this code is not to prescribe punishment for every offence committed but to provide a guide on the disciplinary measures that may deter student from committing offences and compel to exercise self-control and self-discipline in their day-to-day activities. It may also serve as a guide to Heads in applying limits of sanctions, in addition to the humane approach they are expected to adopt in all matters relating to discipline in schools.
3. The setting up of Committees with student representation on them to deal with all aspects of school life is highly recommended. It is hoped P.T.A and School Committees such as Food/Dinning Hall / Canteen / Transport/ Entertainment / Sports and Disciplinary Committees as well

as Students Representative Councils will help to maintain the desired discipline in schools.

4. Above all, the co-operation of members of staff is much desired and all efforts must be made to cultivate Mutual trust between Heads, Staff and Students. It is expected that the experience tact and firmness of the Head of institution will be brought to bear on all decisions.
5. Heads must ensure that all cases of indiscipline are thoroughly investigated by their Disciplinary Committee. In all these investigations, students must be given a hearing.
6. Cases in which the opinion of the school authorities call for dismissal should be referred immediately to the Board of Governors. In the absence of a Board of Governors, the case should be referred to the District Education Officer.
7. In accordance with the constitutions of the Board of Governance for Senior Secondary Schools, Heads of Institutions are responsible for the maintenance of discipline in their institutions and in the exercise of these powers to seek approval of the Board of Governors. However, decisions by the Board of Governors on dismissals are to be reported to Director-General through the Regional Director for approval.
8. Under normal circumstances suspension should not exceed two weeks.
9. Caning should not exceed six strokes and must be administered by the Head of Institution or his Representative and recorded. Caning at school Assemblies should be avoided.

APPENDIX C

RECOMMENDED PUNISHMENT FOR OFFENCES

OFFENCE	ACTION
1. Cheating in Internal Examination	- Cancel Paper and for the First Offences-Suspension Dismissal for subsequent offences
2. Drunkenness	- First Offences – Suspension - Second Offence – Dismissal
3. Incitement to riot/Rioting	- Suspension (for those pressurized in rioting Parents should be made to pay for cost of dangers)
4. Sexual misconduct	- Withdrawal (Dismissal for cases of rape)
5. Anonymous letters giving false information	- First Offence – Warning - Second Offence – Suspension
6. Deliberate distortion	- First Offences – Suspension - Second Offence – Dismissal
7. Flouting the authority of the Head and other Head and other members of staff	- First Offences – Canning - Second Offence – Suspension - Third Offence – Dismissal
8. Assault on members of staff and their dependants	- Dismissal
9. Assault on groups of students	- First Offences – Suspension - Second Offence – Withdrawal
10. Wee possession, smoking and drug abuse	- First Offences – Suspension - Second Offence – Dismissal recommendation for psychiatric treatment, if necessary)
11. Breaking bounds/ Truancy, including refusal to attend classes or official function	- First Offences – Manual work with counselling - Second Offence – Suspension - Third Offence Withdrawal

- | | |
|--|---|
| 12. Travelling outside school/town without permission | <ul style="list-style-type: none"> - First Offence – Suspension - Second Offence Withdrawal from Boarding House |
| 13. Leaving school under false pretences | <ul style="list-style-type: none"> - First Offence: Warning - Second Offence –Withdrawal (from Boarding house). |
| 14. Fighting | <ul style="list-style-type: none"> - First Offence- Manual work; - Second Offence-Suspension; Third Offence – Withdrawal |
| 15. Petty theft | <ul style="list-style-type: none"> - First Offence: Warning - Second Offence-Withdrawal from Boarding house (with restitution in all cases. |
| 16. Stealing | <ul style="list-style-type: none"> - First Offence – Suspension - Second Offence – Dismissal (With restitution in all cases) |
| 17. Failure to write examination without justifiable cause | <ul style="list-style-type: none"> - First Offence Warning (And in Addition be made to write the exam papers) |
| 18. Flouting the authority of School prefects or Seniors | <ul style="list-style-type: none"> - First Offence - Warning - Second Offence– Manual work; - Third Offence – Withdrawal |

NB: Notwithstanding the above guidelines, each case should be considered on its own merit.