

UNIVERSITY OF CAPE COAST

**PROMOTING DISCIPLINE IN N. J AHMADIYYA COLLEGE OF
EDUCATION THROUGH COMMUNITY PARTICIPATION**

BY

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DECLARATION

CANDIDATE'S DECLARATION

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

Candidate's Name: Abdullah Bin-Salih Signature:

Date:

SUPERVISOR'S DECLARATION

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

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ABSTRACT

This action research was designed with the aim of involving the Wala/Ahmadiyya Muslim community in the promotion of discipline in N.J Ahmadiyya Muslim Training College of Education at Wa. The same sample size of 132 made up of 35 members of the Wala/Ahmadiyya Muslim community, 60 students and 37 tutors of N.J Ahmadiyya College of Education, was selected for both the pre-intervention and post-intervention stages of the study.

At both the pre-intervention and post-intervention stages, the same self-administered questionnaire was used. The questionnaire contained 16 items. The pre-intervention stage was used to gather baseline information to know the level of the disciplinary problems in the college while the post-intervention phase was meant to establish the extent to which the intervention applied had helped to improve the disciplinary situation. In each case there was 100% return rate of research questionnaires.

The pre-intervention data revealed that there were serious disciplinary problems in the college such as: high incidence of bounds breaking, and lateness to classes. The data gathered at the post-intervention phase revealed that some appreciable improvements had been achieved. For example, bounds breaking decreased while class attendance and punctuality improved considerably. Among others, a recommendation was made for a similar study to be conducted in other colleges in Ghana to find out whether the intervention could produce similar or better results.

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DEDICATION

This Work Is Dedicated To My Late Father Yahaya Gyiwaa Salih

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CHAPTER ONE

INTRODUCTION

Background to the study

Education is accepted as an important tool in national development and as a catalyst for progress (Owolabi, 1989). Education develops the human resource base of a country, thereby raising productivity and income of workers by providing them with specific knowledge and skills developing their general reasoning capabilities. Nations are able to realize this objective largely through the school system. The school is a unique educational agency, which is charged with equipping the recipients with the competencies and capabilities needed for functional life in the society. In the school, the teacher becomes an intermediary between the world of knowledge and the students. Teachers are expected to equip the students with the expected competencies and capabilities and the moral virtues accepted by the society. The centrality of the teacher thus cannot be overemphasized.

Because of the uniqueness of the role of teachers in the educational process, teachers need to possess certain demonstrable qualities in the area of personality and character that will provide a lasting and inspiring example to their students, academic excellence notwithstanding. They must be responsible, have self-control and more importantly, be persons of integrity (Farrant, 1982).

Generally, the teacher as an agent of socialization has the following role expectations: a. a parent substitute, b. disciplinarian, c. mediator of learning, d. a

judge, e. confidante, f. surrogate of middle class morality (Havighurst & Neugarten, 1968). Penelope (1975) has described how in Sefwi Wiaso District of Western Region of Ghana the local community interprets the teacher's role almost invariably in terms of the qualities of an exemplary adult. The norms to gauge his behavior have to do with:

- a. Relation to the opposite sex or moral standards,
- b. Abstinence from drinking ,
- c. Treatment of children and
- d. Participation in community affairs

In the discussion of “good teachers” based on inspection of primary and secondary schools, HMI (1985) stated that teachers are expected to be of such a personality and character that they are able to command the respect of their pupils, not only by their knowledge of what they teach and their ability to make it interesting but by the respect which they show their pupils their genuine interest and curiosity about what pupils say and think and the quality of their professional concern for individuals. It is only where this two-way passage of liking and respect between good teachers and pupils is exhibited that the educational development of pupils can genuinely flourish in the educational process.

On the role of the teacher in the educational process Fagbulu (1972) asserted that apart from being in a position to guide the actions and thoughts of the young, the teacher is in the unique position of being able to set examples which will become indelibly fixed in the minds of children. It is thus essential that the teacher should not only be properly equipped to keep records and do the many

routine jobs that are normal to his profession, but must also be a person of character, integrity and culture.

It is in the light of the above expectations of society of the teacher that must importance be attached to the teachers preparation and training. Teachers who undergo training should not only acquire academic excellence but should also acquire good moral standards. This expectation was exemplified by Governor Rodgers in 1909 at the commissioning of the Accra Teacher Training College when he stated, not merely that they should be able to read and write English language, but that they should develop the best in African custom and character for the enrichment of a definitely African culture. Evidently, if the teacher is supposed to be a counselor and a guide and additionally a trainer in good citizenship, he/she has to be endowed with something more than mere pedagogical skills (Ansu, 1984).

It is the belief of educational administrators that an academically excellent and disciplined teacher can exert positive influence on his students, all things being equal. These two important elements of discipline and academic competence are inextricably interwoven that they should be the focus of the teacher's preparation. None should be subordinated to the other. Because of this, the professional preparation of the teacher should not be left to chance, if he is to make the desired positive impact. By so doing the future of the students they are going to teach can be shaped positively. The teacher should be somebody worthy of emulation in the society.

In view of the above, government of Ghana over the years have given serious consideration to the professional preparation of the teacher. Starting from pre-colonial times through colonial and post-colonial days the training of teachers in Ghana has been systematic and planned with moral education as an important integral part of the whole process. To be able to realize this objective, a number of Teacher Training Colleges have been opened in the country over the years to give the required professional training to the teacher. In this direction religious bodies have not been left out and in fact they have played a pioneering role.

Among the many Colleges that were set up by the religious bodies in Ghana is N.J Ahmadiyya Muslim College of Education at Wa in the Upper West Region of Ghana. Nusrat Jahan Girls Academy was established by His Holiness Hazrat Harfiz Mirza Nasir Ahmad, Khalifatul Masih III of blessed memory (R/A) during his historic visit to Ghana in 1970 solely for girls. It metamorphosed into a mixed secondary school for boys and girls for co-education in the late eighties as Nusrat Jahan Academy. In 1982, N.J. Academy was again changed into N.J Ahmadiyya Muslim College of Education at Wa as a direct response to the need of a Training College by the people of Wa, the Upper West Region as a whole in corroboration with the Ahmadiyya Muslim Mission of Ghana, and in response to the need to train disciplined and academically sound teachers to teach in the many primary and Junior secondary schools in the Region. From a very modest beginning, the College can now boast of a student population of 673 and a teaching staff population of 37 as at the year 2002. There has also been a remarkable improvement in the infrastructural facilities in the College. The

College has turned out a number of teachers who are contributing to manpower development leading to the socio-economic development of the country in various spheres of life.

The College that once boasted of well-disciplined and brilliant students has now become a haven of indiscipline especially among students. Indiscipline has become the bane of the school. Acts of indiscipline, such as official corruption, drunkenness, breaking of bounds, sexual promiscuity reached their peak between September 1998 and March 2005 (personally observed by the researcher as the college Imam (chaplain) from 1999 to 2001. The cumulative effect of these will in due course manifest in such aspects as poor examination results and the refusal of some district directors to accept teachers from the College.

With the cooperation of some members of staff who felt concerned about the College, efforts are made to erase some problems that are raising their ugly heads. This is in spite of resistance from some members of staff who saw their positions threatened as well as students, and some members of the community who saw the College as a goldmine during the admission of new students. Even though some modest success has been achieved, problems of breach of school rules, lateness to classes, breaking of bounds, especially in the night, students' attempted demonstration and cases of immorality still persist.

The popular accusation from the community is that the school authorities have not involved them in the activities of the College. Others also think that the College is for the Ahmadiyya Muslim Mission/Community and therefore they

have nothing to do with it, forgetting that schools do not exist as isolated institutions untouched by the social events surrounding them.

Statement of the problem

Indiscipline in N.J Ahmadiyya College of Education has been a major concern to the College authorities, the Ameer and Missionary in charge of the Ahmadiyya Muslim Missions in Ghana, the entire Wala / Ahmadiyya Muslim community and parents in general. In view of the present wave of indiscipline in the Ghanaian society in general and in educational institutions in particular, and the concern shown by Government and well meaning citizens of Ghana in tackling the problem of indiscipline, it is deemed very important for something to be done to improve the situation, the noble objectives for which the College was set up are not defeated. This is even more necessary in view of the fact that despite all the College-based remedial measures put in place by the College authorities there is still widespread plain disobedience to College authorities, drunkenness, breaking of bounds and class absenteeism in the College. The future role of the teacher as a disciplinarian and the mirror of the society is gradually being undermined by these and other such acts. Yet it is important for educators to strive to succeed to produce the ideal teacher who can create a good impression of himself and who has interest in his children. The teacher needs to be a good model for his students and be willing to give service without necessarily expecting praise or recognition in return (Adesina, 1986). It is considered that the achievement of this end will require effort beyond the College. It is in view of this

that the researcher sought to involve the Ahmadiyya and Wala community in the promotion of discipline in N.J Ahmadiyya College of Education.

In the light of this, the researcher seeks to investigate into what ways can the Ahmadiyya and Wala community be involved in promoting discipline in M. J. Ahmadiyya College of Education?

Purpose of the study

The main purpose of the research was to help address the disciplinary problem of N.J. Ahmadiyya College of Education at Wa through greater involvement of Ahmadis and Wala community in the affairs of the College. Specifically, the study sought to accomplish the following objectives:

1. To investigate the baseline situation with regards to discipline at N.J. Ahmadiyya College of Education.
2. The researcher seeks to investigate whether the involvement of the community in the promotion of discipline in the Training College can actually eradicate or minimize acts of indiscipline in N.J. Ahmadiyya College of Education.
3. To conduct an investigation into the post-intervention state of discipline at the College to ascertain whether the interventions made positive impact on the disciplinary situation in the College.
4. To establish the fact that wearing of prescribe attire is important and should be adhered to
5. To establish that drunkenness among students is a serious disciplinary problem in the college.

6. Also to establish that sexual promiscuity is a serious social problem let alone among students who are trained to be role models in the society.

Research questions

The research sought to answer the following questions:

1. What is the level of indiscipline in N.J. Ahmadiyya Muslim College of Education?
2. To what extent is class absenteeism a disciplinary problem in the College?
3. How can community involvement in the promotion of discipline minimize acts of stealing in the College?
4. How can community collaboration with the college improve bounds breaking in the college?
5. How far can the involvement of the community in the promotion of discipline in the College minimize the incidence of smoking and rudeness?
6. How would the involvement of the community acts of cheating in examination in the college?

Significance of the study

The study attempted to highlight the main areas of indiscipline of major concern to the administrators, staff, prefects and the entire student body. One aspect that gives evidence of a practical importance of the study is the provision of strategies for the improvement and maintenance of discipline in N.J. Ahmadiyya College of Education. The study also brings to the fore how school and the community to work together can ensure success of the education of

teachers and students in general. It is also a contribution to knowledge in the area of maintaining discipline in educational institutions.

Delimitation

The study was an action research aimed at addressing the problem of indiscipline at N.J. Ahmadiyya Muslim College of Education where the researcher was the Imam (Chaplain) consecutively for three periods. (1984-1986), (1995-1997) and (1999-2001). The findings and conclusion of the research are therefore restricted to N.J. Ahmadiyya Muslim Training College and specifically to address the issue of indiscipline which had been a major problem there.

Limitation

In spite of the effort on the part of the researcher to conduct the study thoroughly, there might be certain limitations that could hardly be avoided. The main limitation was lack of time since researcher had to combine research work with course work. The researcher had six months within which to conduct the study. This development could affect the reliability of the findings to some extent.

Definition of terms

For the purpose of this study the following definitions were used:

Education- This refers to the process of equipping an individual with the competencies and capabilities so as to become functional in his society.

Educands- The term refers to individuals who are undergoing a form of education.

Community- This applies to a body of individuals within a specified geographical area organized into a unit or manifesting usually an awareness of some unifying traits.

Pre-colonial period- This is the period before 1850 in the history of Ghana.

Sexual promiscuity- This expression is in reference to persistent and indiscriminate indulgence in sexual acts.

Organization of the study

The study has been divided into five chapters. Chapter one gives a background of the research work. This chapter also contains the statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations and definitions of concepts used in the study. Chapter two reviews related literature relating to the problem of the study. Areas covered include, among others, such aspects as the concept of discipline, the importance of discipline in education, causes of indiscipline in schools and approaches to enforcing discipline.

The third chapter presents the methodology for the study. It covers the research design, the population, sample, research instrument, data collection procedure and data analysis. Chapter four presents an analysis and discussions of findings at both the pre-intervention and post-intervention stages. Finally, chapter five gives the summary, conclusions and recommendations based on the findings.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter deals with the review of related literature which focuses on the following areas:

1. Concept of discipline,
2. Importance of discipline,
3. Causes of indiscipline,
4. Approaches to enforcing discipline,
5. School and community relationship,
6. Causes of conflict between the school and the community,
7. Finally, how the school can relate well with the community.

Concept of discipline

Discipline can be defined as Training especially of the kind that produces self-control (Hornsby English Dictionary, 2000). Adesina (1986) also defines discipline as readiness or ability to respect authority and obey conventions of an organization. It implies self-respect and respect for others. It calls for sacrifice, perseverance, tolerance and recognition of human dignity. Looking at discipline, Ozigi (1991) makes the assertion that it involves self-control; a disciplined individual knows and takes the right course of action. A disciplined individual is guided not simply by self-interest but also by consideration of the interest of others with which his own interest may clash.

Consequently, the disciplined person is guided in his behavior by moral and society principles; he tries to overcome his self-emotions and desires and does what is right and good. Disciplined behavior involves such characteristics as self-sacrifice, diligence, cooperation, integrity, truthfulness, patriotism, consideration for others and sympathy.

In his contribution to the concept of discipline, Kyriacou (1995) shares the view that school discipline refers to the maintenance of order and control necessary for effective learning. In essence, this involves pupils acting in accordance with teachers' intentions for their behavior, be it listening, talking or undertaking academic work on hand. Unfortunately, most discussions of discipline tend to centre overtly disruptive pupils' behavior such as noise making, non-work-related talking, rowdy behavior or insolence. Such discussion according to him tends to imply that exercising control over discipline is solely concerned with how to deal with pupils behavior. On the other hand, Kyriacou believes discipline is much more concerned with sound planning, presentation and monitoring of experiences all of which enable the teacher to elicit and sustain the pupils' attention and motivation, thereby minimizing the occurrence of misbehavior.

On his part, Fagbulu (1972) thinks that discipline does not necessarily imply rigid regimentation. In actual fact an atmosphere should be created in which students have absolute faith and trust in the sense of fair play of their teachers. The child should respect, not fear the teacher. One of the easiest ways to

lose the child's respect is to bully and frighten him, to shout at him or show traits of injustice either in giving punishment or in awarding favours.

Discipline is very central in education. According to a 1979 Gallup poll on attitudes towards education in Delta in the United States of America teachers, parents, students and the public have placed discipline at the top because they held that it affects learning, emotional lives and also because it outweighs all other factors combined in determining teachers' success. Parents placed it on top because they want their children to learn, behave properly in school and relate well with others. Students held it highest because they have a need for limits, for someone to urge them forward and a calm environment within which to learn. The public felt it should be placed highest because they fear that disrespect, hostility and lack of self-control among the youth poses dire threat to democracy, personal safety and traditional freedom (Gallup, 1979) .

Charles (1981) thinks discipline means somewhat different to different people. To some, it means cracking the whip, making students toe the mark and to others, it means counselling, guiding and persuading the students. Others think it means self-control with responsibility and students who do not show it can simply leave the class. To yet others, it means purposeful activity that brings work related noise in its wake. To virtually all it means that students do as they are asked and do not defy the teacher. When one finds the common elements in these different views, one gets at the heart of discipline. The common elements are that students should be a-. on task b-. behaving responsibly and c-. showing good human relations. Disciplined behavior involves characteristics such as self-

sacrifice, diligence, cooperation, integrity, consideration for others, fear of God and sympathy. Finally, in a disciplined person the urge to do what is right comes from within him. This urge is real and not artificial.

Dilating on the issue of indiscipline, Andrews (1994) asserts that it manifests in such acts as lateness to and absenteeism from College functions and classes, illicit use of drugs, gambling, sexual misconduct with fellow students, flouting of school or College authority, drunkenness, fighting, and engaging in examination malpractices. On his part Makinde (1990) thinks indiscipline refers to acts of lawlessness and disorder, individually or collectively, precipitated against an established norm. unrest, revolt and demonstration denote frequent agitation of students arising from unattended bio-organic and political needs or from frustration and punishment.

Importance of discipline in teaching and learning

Discipline has come to be accepted as the basis for any meaningful learning and teaching in school. Charles (1981) emphasizes that discipline is so crucial and so basic to everything else in the classroom that most educators agree it is the one thing that makes or breaks teachers. Without discipline, a teacher's finest efforts go for naught. Discipline is like the foundation of a house: nothing good can be built without it. Charles thinks that the main reasons why discipline is important are that it facilitates learning, fosters socialization, allows democracy to prevail and brings joy.

In a survey conducted, Charles (1981) found that teachers held discipline as their greatest concern in teaching. Indeed, year after year, discipline leads the list of teachers' concern. Parents and the community also named school discipline far more than any other factor as the area in which they would like to see improvement. Charles further asserts that without discipline students cannot reach their goals. Discipline guides behavior and helps to support destructiveness. This, in turn, allows students to make progress and gain recognition that produces success. Discipline liberates students by removing counter – productive behaviors. It allows them to work towards their goals instead of being pushed higher and yonder beneath a false banner of freedom (Charles, 1981).

Hamon (1991) points out that certain rules obtain for the efficient operations of schools to which one must submit in order to be disciplined. Education without discipline is impossible. Hamon further emphasizes the importance of self- discipline. To him it is more desirable because it encourages autonomy in the individual thought to be desirable as an educational goal; it is more efficient in the achievement of learning and it develops and reflects those valuable states of mind characteristic of the educated person.

Nelson, Palonsuy and Carlson (1990) maintains that one of the things students must learn in school in order to assume adult role is responsibility which is a manifestation of a disciplined life. Watts (1980) also maintain that discipline is necessary for effective learning, only it must be a form of discipline appropriate to the kind of learning and to the relationship between the teacher, the learner and what is being learnt. Hendrikz (1992) emphasizes that discipline is a necessity if

the school is to do its job as that individuals and groups can reap full benefit from it. It is a contributor to the personal development of the pupils themselves. There is a strong tendency for individuals to obey the rules of behavior so that they can become acceptable members of the group. Good discipline, according to Asiedu-Akrofi (1978), allows children to do their best in school. It also leads to the effective achievement of the goals of the school in the community.

One undisputed fact that emerges is that discipline is the bedrock of teaching and learning in the classroom. Without discipline, nothing good can be achieved in an educational institution for it is an essential ingredient for the achievement of educational goals. Discipline goes beyond the classroom and the school. It prepares students for their future adult life by making them responsible adults.

Causes of indiscipline

A Conference of Principles of Teachers Training Colleges on the theme Indiscipline and Motivation in Schools held in 1997 at the University of Lagos identified certain factors that bring about indiscipline. These factors could be broken down under five broad headings as follows:

School management

1. Lack of facilities and equipment,
2. Lack of motivated quality staff,
3. Lack of encouragement of teachers,

4. Admission of children with poor academic standards,
5. Restricted powers of principals,
6. Lack of sufficient moral and religious education and
7. Automatic promotion.

School administration

1. Failure on the part of the principal to promote cordial working relationship with staff.
2. Lack of proper communication among principal, staff and students
3. Lack of firmness, integrity and fairness on the part of the principal

Staff

1. Insubordination of staff to the principals
2. Lack of sincerity and devotion to duty
3. Moral laxity of teachers
4. Incompetent staff
5. Undue familiarity of some teachers with students

Students

1. Poor attitude to learning
2. Poor home training
3. Unrealistic expectations
4. Abuse of seniority
5. Immoral behavior

Society/parents

1. Apathy
2. Materialism
3. Corruption
4. Interference of influential parents in school administration
5. Failure of parents to provide the necessary school requirements
6. Undue publicity of sensational news by the mass media

Since the qualities of a good teacher ensure discipline in the school, one major area to be examined in addressing any disciplinary problem is the teachers' performance and activities. Similarly the home background of the child needs to be considered in dealing with disciplining issues. If the child comes from a good home the school is likely to encounter few problems from him/her. Some disciplinary problems of the school therefore need to be studied from the home (Asiedu-Akrofi, 1978).

Indeed, many disciplinary problems are noted to originate with the teacher. When the teacher is unprepared, has not considered the interest of the level being taught, or has not planned interesting activities, the children may feel bored and eventually put up indisciplined behavior. When children are bored, the teacher needs to look to himself or herself for the solution to the problem. The following are identified as some of the causes of indiscipline:

1. Frustration and tension: it is realized that most classes require some degree of mental discipline or intellectual work. There is often the tendency for students to avoid this kind of work, especially if it is too difficult, too long

or too identical. When the individuals feel frustrated due to their exposure to such work, tension can build up leading to some undesirable reaction.

2. Boredom: it is believed that when class members get bored, they do not want to listen or respond and hence they become passive listeners.
3. Desire for attention and status: some youth misbehave because they want attention. These individuals want to feel important and successful. To them being the class pet or “know-it-all”, is the means by which to get attention.

On his part, Ozigi (1991) outlines a number of causes of indiscipline. They include such factors as bad and inadequate food, ineffective methods of teaching, authoritarian methods of administration, harsh school rules, negative influence of the home or society, unsatisfactory curricular, poor communication between the school administrators, staff and pupils. Dilating on the causes of indiscipline Curwin and Allen, (1988) divided the causes into two, namely;

1. Out-of-school causes and
2. In-school causes.

In the out-of-school causes, they identified the following: violence in society, effects of the media, lack of secured family environment and difficulty temperament. The following violence in society, effects of the media, lack of secured and difficult temperament. The following were also identified as the in-school causes: students’ boredom, powerlessness, unclear limits, lack of acceptable outlets for expressing feelings and attack on dignity. Generally, they

believe that these causes of indiscipline can be associated with the home, school and heredity.

In their studies of sixth formers' perception of the effective teacher of mathematics at Ordinary Level, Mickelry and Kyriacou (1985) concluded that students typically like teachers who can keep order, who are consistent and have no favourites, who can explain clearly and give help, who are consistent and have no favourites, who can explain clearly and give help, give interesting lessons and are friendly and patient. To them anything short of these could breed misbehavior in students.

In a study of suspension and exclusion from Sheffield Schools, Galloway (1982) reported that the most frequent precipitating incidents involved insolence to teacher, (18.0%) of the cases, unspecified bad behavior (15.8%), refusal to accept discipline/disobedience (12.4%), bullying/violence to other pupils (10.9%), persistent absence (8.7%) and refusal to accept punishment (7.5%). In a study among elementary school teachers, Barnes (1963) pointed out that some of the most frequently mentioned causes of indiscipline were: differences in pupils' interests, desire for attention, differences in family values, insufficient parental interest, limited intelligence and home background.

Writing on "student's activism", De Conde (1971) stressed on the mass media as being a cause of increased student rebellion. He was of the opinion that the wrong values communicated could be a cause of students' indiscipline. Another issue he identified was the desire for students to be involved in the decision making process. This view is supported by Quarshie (1979) who also

identified lack of student involvement in school level decision-making, extensive use of students' services and national, regional or local politics as some of the causes of indiscipline.

Looking at the causes of indiscipline in Ghanaian schools, Caulley (1963) found out that the causes of indiscipline in schools could be divided into two categories: immediate and remote causes. He gave the following as immediate causes:-

1. The use of corporal punishment in schools
2. Political upheavals in the country
3. Interference in school discipline by persons in high positions.
4. Lack of cooperation between teachers and parents.

Under remote cause, he noted the following:-

1. Conditions in the child, e.g. physical defects
2. Defective family relationship.

In his contribution to the topic "They Have Their Word To Say" at a UNESCO conference in 1978, Suyim (1978) agreed with other writers that the mass media is a potent cause of youthful indiscipline. He gave an example of three boys aged nine, twelve and thirteen raping a young girl of nine because they had seen this enacted on the television.

On his part, Dobson (1973) stressed bad youthful Trainingas a major cause of indiscipline among the youth. To him, the first four or five years of a child's life is a critical period during which he can be taught proper attitudes.

Surprisingly, most parents reward the wrong attitudes at this formative stage thereby reinforcing the negative rather than the positive attitudes and thus setting the stage for future rebellion. On classroom discipline, he indicated that the second most influential force in the rise of disorder has been the school. His belief was that the school seems to have lent a hand in this because of the permissive philosophy it has adopted. Pupils and students do not seem to be clear about what is right or wrong, therefore making discipline difficult to enforce. In his view then, the causes of indiscipline are rooted in two broad areas-the home and the school.

Dilating on the causes of indiscipline Siann and Ugwuegbu (1980), are of the view that if children are given standards of behavior from adults, they tend to adopt these for themselves. If they see the adult as caring and fair, they would tend to be caring and fair in their behavior. Lack of standards by which a school is governed could therefore be a cause of indiscipline. Other writers like Richmond (1977) and Cronbach (1977) support this view. Othaniel (1969) on his part identifies five causes of indiscipline in schools. These are frustration, inhibition, broken homes, ill health and personal mal-adjustment. He points out that the home has a very strong impact upon the behaviours of the children in the school. Othaniel points out that, for example “lying and stealing are more frequently observed in children of broken homes than others. Impoverished backgrounds and double standards in values are found to be associated with lack of sensitivity to conventions and a tendency towards a defensive behaviour”. Thus Othaniel

supports the view of others like Wright (1971) and Caulley (1963) in agreeing that the house is a source of indiscipline among children.

Barnes (1963) in a study among elementary school teachers points out that the most frequently mentioned causes of indiscipline are:

1. Inadequate preparation on the part of teachers
2. Differences in pupil interests
3. Desire for attention on the part of pupils
4. Differences in family values
5. Insufficient parental interest
6. Limited intelligence
7. Limited home background

In a survey conducted by Brown (1964), he came out with findings that the causes of indiscipline may be external or internal to the students. He notes that those problems arising from outside the student are troublesome to him only because they do not enable the fulfillment of a material need. Those from within him are troublesome because they threaded on his self-mastery as a rational moral being. It may be inferred from this statement that a student may steal, for example, because he has a material need, which he cannot satisfy. Also he may attempt to indulge in sexual practice because there is within him a psychological drive he wants to satisfy. Thus the desire to satisfy need is one of the causes of indiscipline.

It must be emphasized that the causes of indiscipline are many and varied just as there are many acts of indiscipline found in different schools. It will be

appropriate at this point to have a look at some of the studies done concerning the techniques or means of discipline adopted by some institutions.

Approaches to enforcing discipline

Scholars believe that the enforcement of discipline is linked to how the individual or institution perceives discipline. Planning on the part of the teacher is essential for managing complex student behaviors. A good plan for discipline includes clear rules and multiple interventions when rules are broken. An effective plan will minimize the system effect and maximize personal interaction between teacher and student. Planning also encourages clear expectation for both teachers and students and increases the opportunity for students' involvement in developing school discipline procedures. Studies by Emmer, Evertson and Anderson (1980) indicate that effective teachers or administrators do teach classroom rules and procedures, monitor compliance to the rules, follow through with consequences, quickly and consistently establish a system of student responsibility and accountability for work, as well as communicate information clearly and organize instructional activities. These outcomes are synonymous with planning, which is the best methodology for ensuring disciplined behaviors.

Ruther (1988) introduced the three dimensional discipline designed to help the teacher work effectively with children despite numerous problems. He gave 12 of the processes he described as constituting the foundation of an effective disciplined programme as follows:

1. Let students know what you need

2. Provide instruction at a level that matches the student's ability
3. Listen to what students are thinking and feeling
4. Use humour
5. Vary your style of presentation
6. Offer choices
7. Refuse to accept excuses
8. Be responsible to yourself and allow children to take responsibility for themselves
9. Realize and accept that you will not reach every kid
10. Start afresh everyday.

Heads must therefore improve discipline in their school by setting up an atmosphere that encourages staff members to discuss their problems freely and openly without fear of censure.

Contributing to the subject of school discipline Brown (1964) noted that class moral is important and that discipline is voluntary subordination of the individual to the good of the class. He had the following suggestions to make for teachers:

1. Recognize the individual as important
2. Remember the worth and dignity of every human being
3. Harshness is not necessary in dealing with offending individuals and students; therefore avoid it
4. Show respect for school tasks
5. Have respect for student intelligence.

6. Trust the individual student in terms of his background and know him as an individual
7. Do not pretend that you are God. Do not bluff, you are not expected to know everything, but you are expected to be honest.
8. Demonstrate disciplinary approaches that are positive.
9. Exercise classroom discipline that is based on mutual respect, on confidence in each other and cooperation.

In the opinion of Ozigi (1981), maintaining discipline in any situation is not easy, because human beings are complex characters. However, Ozigi makes the following suggestions for maintaining discipline:

1. The administrator and his staff must disciplined themselves
2. All members of staff should work purposefully together to teach and inculcate virtues of discipline in and outside the classroom.
3. Any cases of indiscipline behavior should be thoroughly investigated and a positive and constructive approach and a practical line of action adopted to deal with them.
4. Constant communication with students and staff should be maintained.
5. A set of school rules must be formulated to guide the student in what they are expected to do and not to do.
6. In enforcing discipline the regulations and procedures laid down by employers need to be followed.

7. Whenever possible, the advice, cooperation and support of parents, officials and members of the school Board, must be sought as their influence can be of great help in dealing with particular problem cases.
8. Clear discipline policy based on principle of fairness, justice and firmness, aimed at the achievement of self-discipline should be formulated.

Discipline according to Charles (1981), can be maintained through the giving of rewards. He asserts that behavior is shaped by its consequences. Rewards are the more effective under most circumstances. If you reward people for what they do, they are more likely to do the same thing again.

In the view of Musaaazi (1984), the school head and the teachers should set examples of self-control and internal discipline in their classes and in the school. He also suggests school rules and regulations have to be made to guide students' conduct and rewards and penalties should be used to support rules. He goes further to emphasize the need for school authorities to encourage students at all times to cultivate habits of self discipline rather than use force in order to control behavior. Teachers should criticize constructively and show consideration for students' feelings, be consistent, listen seriously to students' views and make students feel important and responsive people. Musaaazi concludes, effective communication among staff and students is essential for good discipline in school.

Ginott (1972) on his part stresses that the most important ingredient of effective discipline is the teachers' own self-discipline. It is important that teachers should always be aware of emotions both in themselves and in their studies. It is clear that maintaining discipline is one of the difficult tasks that face

school managers and teachers. However, there is agreement that there are ways through which discipline can be maintained in our schools. Common among these are the good examples of the teachers. Those demanding discipline should themselves be disciplined. Rules and regulations also play an important role in the maintenance of discipline and are more effective when students take part in the formulation. It must also be made clear to students why they should obey the rules and regulations of the school. The rules and regulations themselves must be clear, as to leave no ambiguity. Participation of students in the administration of the school is yet another effective way of maintaining discipline. While rewards and punishment also have a place in the maintenance of discipline, rewards are more effective and should be applied more often than punishment.

From the perspective of Brown (1964) disciplinary practices need to take into account the student as an intelligent rational being as well as the limitations of the disciplinarian. These would turn out to be effective in producing a self-disciplined individual. According to Brown when teachers are faced with disciplinary problems and the causes have been located they have to employ the most appropriate means to uproot it. Different individuals would adopt different methods to curb the same or different problems. This is so because one method, which might be appropriate to some individuals, might not be suitable to another group in a different situation. Techniques of discipline differ from situation to situation and from individual to individual.

School community relations

Kindred (1975) defined school-community relations as a process of communication between the school and the community for the purpose of increasing citizens' understanding of educational needs and practices and encouraging intelligent citizens' interest and cooperation in the work of improving the school.

Holliday (1988) on his part defined school public-community relations as a systematic function on all levels of a school system, established as a program to improve and maintain optimal levels of students' achievements and to build public support. He contended that the two main purposes of a school public-community relation program are the fostering of student achievement through the establishment of a positive school climate and parent citizens' involvement, and the building of citizens' knowledge and understanding leading to financial and other support for the school.

James and stout (1972) identified three main types of school community. These are as follows:

1. The school as a closed system: this is where the school exist as a separate entity distinct from the community with different functions. It is not the business of one to interfere in the affairs of the other. The school officials run the school while the community looks on.
2. Interpretation system of relationship: in this system, the school puts her problems before the community. The community does not even question school practices that affect them.

3. The cooperative system of relationships: hence, schools as specialized social institutions contrive to perpetuate society's culture, that is, its values, ideas, norms and beliefs. The children also come from the communities that serve them. Lerner (1964) explained that "the school is concerned in getting the society to confront and know itself, its purpose, its limitations, its aims, its goals and means, its ethics, in that kind of confrontation the school must dare to play a very important role". Butler and Gray (1970) also noted that the idea that people who are affected by public agency decision should play an active role in the decision making process is after all a vital part of democracy. The translation of the idea into practice has been given a push by recent evidence from early childhood program evaluation that concluded that parental involvement is associated with program success.

Studies concerned with student achievements at elementary and secondary school levels have also suggested that parental attitude towards education and their direct involvement in education is associated with academic success. In some societies such as the United States of America, states have a definite responsibility to furnish taxpayers and parents with complete and accurate information regarding the society's needs and activities and to develop educational policies and programs that reflect popular interests and desires. The implementation of this requires effective corroboration between the school and the community.

In an article on the importance of parental involvement in schools, Gray (1970) concluded that the family makes a significant difference in a child's performance and eventual life chances, and any school innovation aimed at increasing individual performance should build on or redirect the resources of the family. A lot of research evidence confirms the value of parental involvement in the affairs of the school. One study conducted by Davies (1976), for example, found that schools where parents were actively concerned about the quality of their children's education also tended to have higher level of discipline and consequently higher level of student achievement. As reported by Bridge (1976), child/parent education centres established in Chicago, demonstrated that the achievement gap between students from disadvantaged and advantaged backgrounds can be narrowed considerably by developing parent-teacher-student collaboration on a continuing basis. Furthermore, the administration of Yerba Buena high school in San Jose, California, found that students' attitudes towards school improved as a result of parental participation in conflict –resolution activities. Brookover (1967) also discovered that good parent - school relations enhanced the effectiveness of the school guidance program.

The implication of these and other reports is that educators make a serious mistake when they regard parents as meddlesome people for whom progress notes must be reluctantly prepared. Bridge (1976) offered a set of six suggestions for increasing parental involvement that range from the specification of clear school statements concerning areas in which parental participation is desired or required to the use of multiple channels of home-school communication. He also cautioned

against treating parents as if they were a homogenous group all requiring similar kinds of interaction with the school. Bridge listed the following as a way of improving school-home communication:

1. Parental involvement in school rule revision. Periodically parents need to be involved in reviewing and revising school rules.
2. Annual reports to parental on discipline policies. Parents should be notified annually of all school rules and disciplinary policies.
3. Provision for parental education. The school should provide opportunities for parents to gain new skills and knowledge related to childbearing and behaviour problem
4. Immediate parents notification of problems. Parents should be informed of problems involving their children as soon as possible. Direct contact or contact over the telephone is preferable to written notification.
5. Verification of students' absences. Parents should be contacted on a routine basis to verify the absence of their wards from school.
6. Daily telephoning hour. An hour each day should be set aside for phone calls to parents whose children are beginning to experience problems in school. Responsibility for home telephoning according to Bridge can be shared among administrators, counselors and perhaps a trusted executive secretary.

It could be inferred from Bridge's article that academic excellence and good moral life can best be achieved with greater involvement of the community in all spheres of the school life especially in the area of discipline.

It has been increasingly evident that the school, in a dynamic changing order cannot adopt itself to change or make necessary improvements in its programs without involving citizens in its affairs. As pointed out by Sumpton and Engston (1960), there must be a structured, systematic and active participation on the part of the people of the community in the educational planning, policy making, problem solving and evaluation of the school. It is through such involvement that citizens come to know the school first hand. They are able to raise questions, obtain information, express ideas, consider proposals and take position on critical issues. Generally, it helps to bring about increase in the use of community resources in the educational program thereby integrating further the school and the community.

Causes of conflict between the school and the community

Agyemang (1984) identified the following as some of the possible causes of conflict between the school and the community:

1. Teachers and other members of staff looking down on the customs and traditions of the community. When teachers show disrespect for parents and their customs by passing unhealthy remarks about them strained relations and conflicts often ensue between the school and the community.
2. Lack of co-operation between teachers and members of the community in the use of school facilities, e.g. the school refusing to allow the community to use its facilities or community members misusing the facilities of the school.

3. The school isolating itself from the community. e.g. not involving itself in activities of the community such as communal labour.
4. Collection of unauthorized money from the children. When parents get to know that teachers and school authorities are collecting unauthorized money conflicts are generated.
5. Indiscriminate use of punishment by teachers resulting in parents and guardians wanting to attack teachers.

On his part Ozigi (1991), attributed the causes of conflicts between the school and the community to the following, among others:

1. Teacher's poor attitude to work e.g. laziness, absenteeism, and apathy, especially when the school scores poor examination results.
2. Immoral behavior on the part of teachers. Illicit relationship especially between male teachers and school girls with the resultant pregnancies is a major cause of conflict between the school and the community.
3. Lack of medium of contact between the school and the community. e.g absence of effective parent-teacher association .
4. Teacher's involvement in partisan issues e.g chieftaincy matters and land disputes
5. Improper use of children's labour.

How the school can relate well with the community

Having seen the causes of conflict between the school and the community and having realized the need for effective good school and community relationship, the immediate challenge then is how to reach all parents and people who are interested in the affairs of the school. Asiedu-Akrofi (1978) lists the following as some of the means through which the school can be linked to the community.

1. Through students and school pupils, since students and schools pupils serve as a link between the school and community. Good school-community relationship can be fostered by the school authorities ensuring that students and school children carry good impression about the school home. They should also use the students and school pupils to inform themselves of the opinion of the community about the plans and activities of the school.
2. School magazines. Publications of school magazines and reports help to inform the community about the plans and activities of the school. Through the magazines the community gets to know more about the school without necessarily visiting the school.
3. Parental groups such as the Parent Teacher Association (PTA). These provide forums for the discussions of the needs of the school and society and the roles of the school in the community.
4. Special events in the school. As a way of moving the school closer to the community, the school can at regular intervals organize speech days,

founding day, open days and durbars. At these functions the school can showcase some of its activities for parents to see. By so doing parents come to appreciate the good works of the school.

5. Public lecture; forums, seminars, workshops and symposia. On such occasions issues affecting both the school and community are discussed and solutions found.
6. The use of school facilities. The school can place some of its facilities at the disposal of the community. For example, members of the community can be allowed to use classrooms as places of worship while the school field can be used for games and sports by the community. This will help to strengthen the ties between the school and community.
7. Community taking active part in school affairs. The community should be encouraged to take active part in school affairs such as serving on school boards, performing takes as resource persons and as preachers during school worship time.

Conclusion

The literature has clearly shown that schools owe their very existence to the efforts of the members of their community. instructional materials used in school such as textbooks, writing materials, sports equipment and furniture are supplied by individuals or groups in the community either to promote the academic aspect of school life, its sporting activities or its discipline. It is therefore necessary to involve the community in the activities of the school and

vice versa, since the child's education and moral upbringing is the collective responsibility of the school and the community. Thus, if the desire to produce academically and morally good teachers is to be realized the involvement of the community in the promotion of discipline in schools especially training colleges is paramount.

CHAPTER THREE

METHODOLOGY

The chapter explains how the study was conducted indicating, among others, how data was collected to establish the existence of the problem and how it was solved. The methodology discusses the following, research design, population, sample and sampling procedure as well as the research instrument. Other areas covered in the chapter are pilot testing of instrument, administration of the instrument, pre-intervention data collection, the administration of intervention, post-intervention data collection and data analysis procedure.

Research design

This is an action research in which the researcher made a deliberate attempt to influence the situation to bring about improvement in discipline in N.J Ahmadiyya College of Education, Wa, in the Upper West Region of Ghana. It was first aimed at assessing the magnitude of the indiscipline situation of the College. Thereafter an intervention was instituted with the aim of improving the disciplinary situation.

Population

The study was conducted in N.J Ahmadiyya Muslim Training College in Wa in the Upper West Region of Ghana. The College has a total population of approximately 673 students made up of three year groups each divided into five

classes according to subjects of study. There are 37 tutors in the College. The Tutors are made up of 7 females and 30 males. Wa is the district capital of the Wa municipality and also the Regional capital of the Upper West Region with a population of about 224,454 people with male population of about 109539 and a female population of 114,915 (Ghana 2000 Population and Housing Census Provisional results for the Upper West Region).

Sample and sampling procedure

Out of a total of 673 students, 60 were selected. From each year group, 20 students were selected to be in the sample. All the 37 members of staff were selected using the purposive sampling technique to form part of the sample. Thirty-five literate members of the community were also selected to be part of the study sample. Care was taken to ensure that all the community members selected could read and write. This was to ensure they could respond to the questionnaire.

The study was limited to Wa. The sampling of the students was done systematically using the class register. The systematic sampling was done by selecting every fifth student in the class register. By so doing 20 students were selected from each year group to get a total sample size of 60 students.

Purposive and cluster sampling techniques were used in the selection of the members of the community. Since the ability to read and write was determining factor. Again, random sampling procedure were made from the following clusters: the Municipal Assembly, Ghana Education Service, Traditional Council, Ministry of Agriculture, Ghana Commercial Bank, Judicial

Service and National Commission on Civic Education in the town. Letters were written to the seven organizations to randomly select five personnel each for the sample. Consequently, a total of 35 community personnel were selected to participate in the study.

Table 1

Distribution of sample

Category	Frequency
Students	60
Tutors	37
Community members	35
Total	132

Source: Field work, 2002.

Research instrument

A self-administered questionnaire was used as the instrument for data collection (see Appendix B). To ensure validity, the instrument was adopted from a work by Bruce, W.Q. (1994). The instrument which was in a tabular form, allowed respondents to choose the most applicable options in response to the items. The questionnaire afforded the respondents the opportunity to be as frank as possible.

The questionnaire, which had one main section on indiscipline items, was made up of 13 items that were meant to gather information on the state of

students' discipline from students, tutors and members of the general community. In all the items, respondents were required to tick the most appropriate response.

Pilot-testing of instrument

The questionnaire was pilot-tested using a group of 30 final year students, the prefects, tutors and heads of department in the public service at Wa. Since this category of students was easily identifiable it avoided the problem of having to pick the same respondents for the main study. For the students, it was a systematic selection in which every fifth students on the class list was selected to be involved in the pilot test. Thus, the 30 final year students selected could be identified and excluded from the main study.

To avoid students leaking out the information to colleagues and to avoid biases all the students were gathered in one classroom to react to the questionnaire and the questions were collected back as soon as they were completed. In the case of the other respondents, since they were all men and women of integrity the questionnaires were distributed to them personally and were given one week to react, which they all did. The pilot study brought to the fore the fact that some of the questions appeared ambiguous arising from the process of adapting from the original questionnaire in Bruce's (1994) study. Some were also found to be irrelevant in the context of the College. The ambiguous questions were reframed while those that appeared unnecessary were deleted. The lessons from the pilot study informed the decision to use the tabular form, which only required

respondents to tick. This was quicker and easier for the respondents. The pilot study no doubt brought improvement in the instrument.

Administration of instrument

In both the pre-intervention and post-intervention administration, of the instrument, the selected student respondents were assembled in college's assembly hall to answer the questionnaire. Students who formed the sample were informed through their class prefects to assemble in the assembly hall. The students were given up to 45 minutes to react to all the 13 items on the questionnaire. All the copies of the questionnaire were collected back after all 60 students had responded to all the items. The researcher clarified items that individual students' respondents requested to be explained.

On the part of the tutors, the questionnaires were put in their staff pigeon holes (office mail boxes) with an attached appeal to each of them to endeavour to complete responding to the questionnaire within one week. In both the pre-intervention and post-intervention phases, all the 37 tutors were able to complete their copies of the questionnaire and return them before the week ended and deposited them in the office of the vice-principal (administration). The questionnaires to the community members were sent through the heads of various departments with an added appeal to the respondents to try to complete and return them within one week. The finished questionnaires were collected from the respective heads of department at the end of the week.

In all cases respondents were encouraged to answer the questions as frankly as they could, and were assured that their responses would be accorded the confidentiality they deserve. All questionnaires were fully recovered. A total of 132 respondents were involved in each of the pre-intervention and post-intervention instrument administration phases. The same method and procedure were used in both stages.

Pre-intervention data collection

This was conducted purposely to establish the baseline information on the extent of indisciplinary situation in N.J Ahmadiyya Muslim Training College. This was meant to help the researcher to administer a more appropriate intervention aimed at remedying or improving discipline in the College. A total of 60 students, 37 College tutors and 35 community members were involved in the pre-intervention data collection phase.

Intervention applied

Two weeks after the pre-intervention data collection and the baseline information establishing the level of indiscipline in the N.J Ahmadiyya Muslim College of Education an intervention was identified and instituted. The researcher decided on a more positive and greater involvement of the community in the affairs of the College as the main strategy of intervention to arrest the situation of indiscipline at N.J Ahmadiyya Muslim College of Education. The intervention involved a series of activities undertaken along some processes. The activities

included, walling of the school, school based market, organization of worship for different religious denominations on campus, establishment of a social contract between College authorities, students and parents/community, regular verification of students absence from College and prohibition of the sale of alcoholic drinks within the College's vicinity. This pertains from the time of the intervention up-to-date since walling of the college, which is yet to be done is included.

Sensitization of all stakeholders

A meeting was called by the vice-principal in charge of administration of all stakeholders at the College to discuss how the Wala/ Ahmadiyya communities and other stakeholders could be involved in the affairs of the College. At a meeting held at the Colleges' assembly hall on the 15th October, 2002, it was decided that the school compound should be walled to help check the breaking of bounds by students. However, the walling is yet to be done since it involves funding which has not yet been sourced.

Institution of monthly school community conference

At the initial stakeholders' meeting it was decided that parents, teachers, community and students meet the first Saturday of every month to interact and also to deliberate on the progress of students both socially and academically. Consequently, beginning from January 2002 to October 2002 such meetings were held on the first Saturday of every month respectively. At these meeting students' progress both academic and in the area of discipline was reported to parents. After

each meeting, students who needed counselling were referred to the school counsellor in his office for detailed discussion of their problems and how they could be addressed.

Creation of school-based market

Another decision taken at the initial stakeholders' meeting was to create a school-based market for students. In this market, basic needs of students and food could be obtained. This was to help resolve the rampant breaking of bounds by students on the pretext of going to market to purchase some items like provisions and toiletries. Subsequently, two sheds were erected by the school authorities with financial support from the community.

Establishment of a social contract between the College authorities, students and parents/community

As part of the intervention there was the establishment of a social contract between College authorities, students and parents/community. This idea came from the school authorities as a way of instilling discipline in the students. This contract involved a durbar of students, parents, community members and staff of the College in which College rules and regulations with the appropriate sanctions are discussed and agreed upon by all.

Regular verification of students' absence from College

At the first stakeholders meeting on the 16th of March 2002, it was also agreed that Housemasters and Housemistresses should regularly verify students' absence from College. This was done through roll calls at night and daytime especially every Saturday. Surprise checks were also organized. Another mechanism was the re-introduction of exeat cards. These cards were issued to students and were required to be signed by Housemasters and Housemistresses before students could travel outside Wa. They were also required to sign when students return to school. Sanctions of varying degrees were agreed upon.

Prohibition of the sale of alcoholic drink within the College's vicinity

At the stakeholders meeting of 16th March 2002 it was agreed that the sale of alcoholic beverages be prohibited within 200 meters from the College compound. In furtherance of this directive, kiosks meant for the sale of alcoholic drinks within 200 meters radius of the compound were not allowed to be erected. With the help of the community members this directive was complied with successfully since the 16th March 2002 up-to-date.

Post-intervention data collection

The same questionnaire used in the pre-intervention stage was re-administered to selected students, tutors and members of the community using the same selection procedures. This was to find out the impact the interventions had made on the state of indiscipline in the N.J. Ahmadiyya Muslim College of

Education. As in the pre-intervention stage, 60 students, 37 College tutors and 35 community members were respondents to questionnaires in the post-intervention stage of the data collection.

Data analysis procedure

The pre-intervention and post-intervention data were edited for consistency and reliability. The data were computed to obtain their frequencies and percentages. Frequencies and percentages were used for analyzing both the pre-intervention and post-intervention data. Tables were made to display both the pre-intervention and post-intervention findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the analysis and discussion of findings of both the pre-intervention and post-intervention data that were gathered. The pre-intervention data were meant to find out the real extent of indiscipline in N.J. Ahmadiyya Muslim Training College while the post-intervention data were meant to find out whether the intervention put in place had any positive effect on the problem and to what extent.

Incidence of stealing among students

At both the pre- intervention and post- intervention stages, respondents were asked to indicate their views concerning the magnitude of cases of stealing among students. At the pre- intervention stage it was meant to establish the baseline information on the magnitude of the incidence. The post- intervention data were meant to compare with the pre- intervention data to know whether the intervention had any impact. The responses are displayed in table 2.

From table 2, 11.2% of the tutors indicated that stealing was a serious problem at the pre- intervention stage while 88.8% of tutors saw it as negligible. No member of the community saw it as a problem, however. This must be due to the fact that members of the community are not resident on the school compound and as such might not be very conversant with the day-to-day lives of the students. On the other hand, 16.7% of the students saw it as a problem while 80% said it was negligible.

Table 2
Acts of stealing among students

	PRE- INTERVENTION				POST-INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	11.2	88.8	0	100	0	93.3	6.7	100
Students	16.7	3.3	80	100	0	83.3	16.7	100
Community	0	0	100	100	0	0	100	100

Source: Field work, 2002.

Key

S – Serious N – Negligible NO – No Opinion T – Total

From the point of view of all the respondents, therefore, although stealing was present, it was not a threatening disciplinary problem in N.J. Ahmadiyya Muslim Training College at the pre-intervention stage. At the post-intervention stage 93.3% of the Tutors said stealing was negligible while 6.7% failed to express any opinion. All community members failed to express opinion at the post-intervention. About 83.3% of the students said stealing was negligible and 16.7% failed to express any opinion at the post- intervention stage. It is clear from the above analysis that at the pre- intervention stage few tutors and students saw it as a problem at the College but at the post- intervention stage none saw it anymore as a problem in the College.

From the assertion of Ozigi (1991) discipline involves self-control and the rights course of action. Stealing is a deviation which should not form part of the

teachers' way of life. Where it is present it impact negatively on the moral life of the teacher and his role as a model of emulation. A teacher who is a thief in other words who lacks self-control is likely to make a negative impact on his children and consequently on the society. The findings at the pre- intervention and post-intervention stages indicates that this deviation is not too much of a bother to the authorities of N.J. Ahmadiyya College of Education.

Incidence of bounds breaking

Respondents were asked whether breaking of bounds was a serious disciplinary issue in the College both at the pre- intervention and post-intervention phases. The responses at both stages are indicated in the Table 3.

Table 3

Bounds breaking in N.J. Ahmadiyya Muslim Training College

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	100	0	0	100	13.3	86.7	0	100
Community	100	0	0	100	57.1	14.3	28.6	100
Students	75	25	0	100	16.7	41.7	41.6	100

Source: Field work, 2002.

Table 3 indicates that 100% of tutors in the College were of the view that breaking of bounds is a serious disciplinary problem in the College at the pre-

intervention stage. Similarly, 100% respondents from the community also agreed that there is a high rate of bounds breaking in the College. On the part of the students 75% of them saw breaking of bounds as a serious problem in the College while 25% of them saw it as negligible.

The post-intervention data show that the number of tutors who saw bounds breaking as a serious disciplinary problem had reduced from 100% to 13.3%, the community members from 100% to 57.1% and the students from 75% to 16.7%. The above findings indicate that there has been a positive improvement in the incidence of bounds breaking in the College. This development, indeed, has a lot of implication for learning and teaching in the College. Students' presence in classes and College gatherings help them to learn better and improve on their academic performance according to Musaz, (1985).

Acts of smoking among students

Respondents were asked to indicate their views on the incidence of smoking among students in the College. The pre- intervention and post-intervention responses are shown in Table 4.

Table 4

Smoking habits among students in N.J. Ahmadiyya College of Education

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	17.7	71.1	11.1	100	0	93.3	6.7	100
Students	0	95.0	5.0	100	0	100	0	100
Community	0	0	100	100	0	11.4	88.6	100

Source: Field work, 2002.

Table 4 indicates that at the pre- intervention stage, 17.7% of tutors in the College thought that smoking was a serious disciplinary problem, while 71.1% thought it was negligible. On the part of the community members, all failed to express any opinion. A total of 95% of the students saw smoking as a problem while 5% failed to express any opinion. At the post- intervention stage 93.3% of tutors saw the problem as negligible, with 11.4% of the community members also saw the problem as negligible. All the students constituting 100% saw it as negligible.

A comparison of the pre- intervention and post- intervention data shows a slight shift on the part of the tutors. At the pre- intervention stage 17.7% of tutors saw smoking as a serious problem, but after the intervention none of them saw it as a serious problem. The community members and students still held the view that smoking is not a serious disciplinary problem in the College. The implication of the responses is that smoking is not a disciplinary problem, even if it exists at all, in the College after the post-intervention.

Incidence of rudeness among students

Respondents were asked to indicate the extent to which rudeness is a disciplinary problem in N.J. Ahmadiyya College of Education. Table 5 shows the extent of rudeness among students of the College as expressed by the various categories of respondents.

Table 5
Rudeness among students of N.J. Ahmadiyya College of Education

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	84.4	15.6	0	100	66.7	22.2	11.1	100
Community	85.7	8.6	6.7	100	40.0	57.0	3.0	100
Students	71.7	26.7	2.6	100	3.3	66.7	30.0	100

Source: Field work, 2002.

It is revealed in table 5 that majority of the tutors, community members and students saw rudeness as a serious disciplinary problem in the College at the pre- intervention stage. About 84.4% of the tutors saw rudeness as a serious problem at the pre-intervention stage, while 85.7% and 71.7% of respondents from the community and students respectively thought rudeness is a serious disciplinary problem at that stage. The post-intervention data reveal some improvement in the situation. A comparison of the two shows that there has been a modest improvement in the degree of rudeness among students in the College. Whereas at the pre-intervention stage 84.4% of tutors saw the incidence of rudeness as serious, it reduced to 67% at the post- intervention stage. On the part

of the community members and students, it reduced from 85.7% to 40% and 71.7% to 66.7% respectively. It can therefore be concluded from the above analysis that the treatment had made some positive impact on discipline in the College.

Incidence of class absenteeism in the College – Research question 5

Respondents were required to indicate the degree of class absenteeism in the College. Table 6 shows the degree of class absenteeism as expressed by the various categories of respondents, according to Andrew (1994) and the issue of indiscipline.

Table 6
Class absenteeism in the College

	PRE-INTERVENTION				POST-INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	100	0	0	100	.111	88.9	0	100
Community	0	0	100	100	0	0	100	100
Students	80	20	0	100	46.7	53.3	0	100

Source: Field work, 2002.

It is evident from table 6 that at the pre-intervention stage 100% of tutors in the College agreed that class absenteeism was a great disciplinary problem in the College. No member of the community expressed any opinion at the pre-intervention stage. This might be due to the fact that because they are not resident in the College and are not part of the day to day activities in the College, they are

not in a position to know much about class attendance. On the part of the students however, 80% saw it as serious disciplinary problem, whereas 20% did not express any opinion.

On the other hand, the post- intervention data reveals that whereas at the pre- intervention stage 100% of the tutors saw it as a serious problem only 5% saw it as a serious disciplinary problem at the post- intervention stage. On the part of the students 80% saw it as a disciplinary problem at the pre-intervention stage but only 46.7% saw it as a serious disciplinary problem at the post- intervention stage.

Use of unprescribed attire

Respondents were asked to indicate whether students in the N.J. Ahmadiyya Muslim College of Education use the prescribed school uniform both in school and out of school during school hours. The responses have been summarized in Table 7.

Table 7: Use of unprescribed attire

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	71.1	27	2.2	100	66.7	20	13.3	100
Community	94.3	0	5.7	100	97.1	0	2.9	100
Students	91.7	8.3	0	100	88.3	11.7	0	100

Source: Field work, 2002.

From the pre- intervention data in table 7, a good number of the respondents expressed the view that students did not use the prescribed attire either on campus or off campus during school hours. About 71.1% of tutors saw it as serious infraction in the College. In the same vein 94.3% and 91.7% of community members and students respectively saw the problem as serious at the pre-intervention stage. It is obvious from the analysis that before the intervention, the use of un-prescribed attire was a serious disciplinary problem in the College.

At the post- intervention stage no significant improvement was recorded. Whereas at the pre- intervention stage 71.1% of tutors saw the problem as serious, the figure reduced to only 66.7% after the intervention. On the other hand 94.3% of the respondents from the community increased to 97.1% after treatment. On the part of the students, the figure changed from 91.7% to 88.3%. It can therefore be concluded that the desired impact was not achieved after the intervention. It, therefore, implies that the treatment did not prove quite effective in remedying this particular disciplinary problem in the College. The problem may be due to the short period for which the treatment was applied. Therefore other interventions such as seizure of non-prescribed attire from students could be applied in addition to the presented treatment.

It must be noted that the school is a social unit and therefore is characterized with a unique culture. One of the unique features of school is the uniform. The uniform makes the students quite distinctive from other categories of persons and therefore acts as a check on the students' behavior in and outside

the College since any misbehavior on the part of the person wearing it can easily be traced to the College authorities.

Acts of drunkenness among students

Respondents were asked to indicate the extent of drunkenness as a disciplinary problem in the College. A summary of the pre- intervention and post-intervention is shown in Table 8.

Table 8

Acts of drunkenness among students of N.J. Ahmadiyya Muslim College of Education

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	84.4	15.6	0	100	17.8	2.2	80.0	100
Community	62.8	22.9	14.3	100	40.0	45.7	14.3	100
Students	65.0	18.3	26.7	100	68.3	68.3	1.7	100

Source: Field work, 2002.

The pre- intervention data on drunkenness shows that drunkenness was a serious disciplinary problem in the College before the intervention. The figures show that 84% of the tutors saw drunkenness as a serious problem, with 62.8% of the respondents from the community also agreeing to this fact. Again, 65% of the students also considered it as a serious disciplinary problem before the

intervention was administered. A comparison between the pre- intervention and the post- intervention data revealed that whereas at the pre- intervention stage 84.4% of tutors saw drunkenness as serious the figure reduced to 17.8% at the post- intervention stage. Similarly that of the community members changed from 62.8% to 40% while that of the students reduced from 65% to 30%. These figures give credence to the fact that there had been a marked improvement after the intervention was introduced.

It is pertinent at this point to state that drunkenness on the part of students has serious effect on both their academic and social life. Where a student drinks too much, the functioning of his brain is adversely affected and this can negatively affect his capacity to study and absorb. This would eventually affect the overall preparation of the teacher. The improvement recorded after the treatment was likely to ensure sound academic life in the College.

Prevalence of sexual promiscuity

Respondents were asked to express their views on this social misconduct in the College both before treatment and after treatment. The responses at both states have been analysed in Table 9.

Table 9

Acts of sexual promiscuity among students of the College

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	75.6	24.4	0	100	44.4	51.1	4.5	100
Community	74.3	14.3	14.3	100	17.1	80	2.9	100
Students	66.7	8.3	25.0	100	35.0	65	0	100

Source: Field work, 2002.

From table 9, it is seen that all the respondents saw sexual promiscuity as a serious problem in the College. Out of the 37 tutors, as many as 34 representing 75.5% felt it was a serious problem at the pre-intervention stage. Similarly a total of 66.7% of the students saw sexual promiscuity as a serious problem. It is evident from the above that sexual promiscuity was a serious disciplinary problem in the College.

From the table it is quite obvious that the intervention had an effect on the problem. From a percentage of 75.6% it reduced to 44.4% of tutors who saw it as serious after treatment. In a similar vein, the size of the community members who saw it as a problem reduced from 74.3% to 17.1% while among the students there was a reduction from 66.7% to 35%. It is conclusive that comparing the two situations the treatment had impacted positively on discipline in the College.

The implication of this is that all the stakeholders especially tutors and community members became extra vigilant so far as this area of discipline is

concerned. Sexual promiscuity, it must be noted, is one social canker that seems to have become common in schools and Colleges in recent years. It is therefore pertinent for Teachers and student teachers to be trained to exhibit high moral standards in order not to perpetuate it in future. In this way morally upright teachers will be sent out to transmit the desired values into the future generation.

Acts of lateness to class

Respondents were asked to express their views whether lateness to class is a disciplinary problem in N.J. Ahmadiyya Muslim College of Education or not. Data collected at both the pre- intervention and post- intervention stages have been expressed in Table 10.

Table 10

Incidence of lateness among students of the College

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	82.2	17.8	0	100	17.8	82.2	0	100
Community	0	0	100	100	0	0	100	100
Students	65	20	15	100	18.3	81.7	0	100

Source: Field work, 2002.

From Table 10, it is clear that before the intervention the students and tutor respondents agreed that lateness to class was a serious disciplinary problem in the College. In terms of numbers, 82.2% of tutors and 65% of students were of the view that lateness to class was a serious disciplinary problem in the College at the pre- intervention stage.

However, it can also be seen from the table that there was a marked change from the pre- intervention position for the better after the intervention. The pre- intervention figure of 82.2% of tutors who saw lateness as a serious problem reduced to 17.8% after the intervention. In a similar way, on the part of the students, the pre- intervention percentage of 65 was reduced to 18.3% after the intervention.

It is clear that the treatment that was applied impacted positively on discipline in the College. The improvement came about as a result of the sanctions that were instituted under the social contract established between the College authorities, students and parents. Thus, students did not want monies to be deducted from their allowances and as a result, were punctual in all social gatherings, especially, classes.

It must be emphasized here that if students are to benefit from College instruction, they must make the best use of time allotted on the timetable for class-work and studies. Where a student constantly comes to class late his academic work will be seriously affected. So punctuality is a key to success in the academic world and therefore must be central in the teacher's preparation.

Acts of cheating in examination – Research question 6

Respondents were asked to indicate whether cheating in examination is a serious disciplinary problem in the College or not. Table 11 shows the responses.

Table 11 reveals that 88.9% of tutors and 80% of students saw cheating in examination as a serious disciplinary problem at the pre- intervention stage. However there were no reactions from the community members since they are not directly involved in the conduct of examinations in the College.

Table 11

Incidence of cheating in examination

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	88.9	11.1	0	100	24.4	75.6	0	100
Community	0	0	100	100	0	0	100	100
Students	80.0	20.0	0	100	28.3	71.7	0	100

Source: Field work, 2002.

Comparing the pre-intervention data with the post- intervention data in Table 11, there has been a remarkable improvement after the intervention was applied. At the pre-intervention stage, 88.9% of tutors saw the problem as serious. This was however reduced to 24.4% after the intervention. On the part of the students there was a change from 80% to 28.3%. It can be concluded based on these findings that the incidence of cheating in examination was reduced after the intervention. The intervention has therefore helped to reduce the incidence of cheating in examination in the College.

It must be emphasized that examinations are meant among other things to test the academic competence of students. Cheating in examination makes it extremely difficult to measure the academic competence of a student. A cheating teacher is not and cannot be a good model for his students. Since it is principal objective to instill good morals into teachers it is incumbent on those involved in the preparation of the teachers to ensure that desirable values and attitudes are instilled in them so as to turn out good models for children. Anything short of this will result in producing a generation of children who can only be described as deviants.

Acts of destruction of school property

Respondents' opinions were sought on whether students of the College were found of destroying College property. Table 12 shows an analysis of the responses obtained at both pre-intervention and post-intervention stages.

Table 12

Incidence of destruction of College property among students

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	0	0	0	100	0	100	0	100
Community	0	0	100	100	0	0	100	100
Students	0	100	0	100	0	100	0	100

Source: Field work, 2002.

Table 12 shows that the destruction of College property was not seen as a disciplinary problem in the College. The pre-intervention and post-intervention data proved that the act was only negligible in the College. The conclusion from Table 12 is that destruction of College property is not a disciplinary problem in N.J. Ahmadiyya Muslim College of Education. The implications of the findings are that perhaps the students generally understand that school property need to be protected. Indeed students have to be trained to accept the fact that the facilities in the College exist to help them realize their academic ambitions and that any destruction that takes place was going to adversely affect their studies. The need to protect College property should be made part and parcel of the students' life in the College.

Use of profane language

Respondents were asked to indicate whether students of the College were found of using of profane language. Table 13 gives an analysis of the responses at both the pre-intervention and post-intervention stages.

Table 13

Use of profane language in the College

	PRE- INTERVENTION				POST- INTERVENTION			
	S	N	NO	T	S	N	NO	T
Respondents	%	%	%	%	%	%	%	%
Tutors	100	0	0	100	95.5	4.5	0	100
Community	100	0	0	100	100	0	0	100
Students	100	0	0	100	73.3	26.7	0	100

Source: Field work, 2002.

The pre-intervention data show that all the respondents saw the use of profane language as very prevalent in the College. The post-intervention data also revealed that the intervention could not make any meaningful impact so far as the use of profane language as a disciplinary problem was concerned. The size of the tutors who saw it as a serious problem decreased only slightly from 100% to 95%. That of the community members remained the same after treatment. Like the tutors, that of the students also decreased from 100% to 73.3% showing a slight improvement in the situation. From the above analysis, it can be concluded that the intervention impacted only slightly on the problem. This may be attributed to the time used for the study. The time was obviously too short for making any meaningful impact in this regard. Behavioural change requires a longer time to be able to recognize the desired impact.

It is a fact that cannot be denied that the teacher is a character trainer. As a result he is required to exhibit high moral standard by deeds and actions. A teacher who is found of using profane language will not impact well on his children, so it is necessary to attach greater importance to this aspect of the teachers' preparation.

Key findings at pre-intervention phase

1. The following acts of indiscipline were rated as serious disciplinary problems among students in the College before the interventions: breaking of bounds, rudeness, wearing of un-prescribed uniform, sexual

misconduct, lateness to class, use of profane language and cheating in examination.

2. The following acts of indiscipline were not rated as serious: stealing, smoking and destruction of school property.

Summary of intervention applied

1. Establishment of social contract between the College's authorities, students and parents/community
2. Sensitization of the community and the walling of the school compound which is yet to be done.
3. Monthly school and community conference
4. Opening of market on campus where cooked food could be sold to students.
5. Holding of religious worship for different denomination on the College compound.
6. Deduction from the students allowance for coming to class late.
7. Regular verification of students' absence from school by parents.
8. Prohibition of the sale of alcoholic drinks within the College vicinity

Main Findings at Post-Intervention phase

The interventions applied brought about improvement in a number of disciplinary issues in the College. However, in a few cases, no positive impact was made. There was marked improvement in the following areas after the

intervention: stealing, bounds breaking, incidence of smoking, sexual misconduct and cheating in examinations. The following disciplinary problem did not see any appreciable improvement after the intervention: the use of non-prescribed attire and the use of profane language.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

The study was aimed at looking at the possibility of involving the community in the promotion of discipline in N J. Ahmadiyya Muslim Training College. It was hoped that this would help reduce the high incidence of indiscipline in the College, and thereby promote effective teaching and learning in the College. N. J. Ahmadiyya Muslim Training College at Wa was chosen for the study due to the fact that the researcher served as an Imam (chaplain) consecutively for three periods-1984 to 1986, 1995 to 1997 and 1999-2001. The target population comprised the summary, tutors, students and community members. Out of the student's population of 673 a sample of 60 students were randomly selected for the study. All the 37 members of staff and 35 members of the community were purposively selected for both the pre-intervention and the post-intervention data collection.

A self-administered questionnaire instrument adopted from Bruce (1974) was used for the collection of data with some variation for the study. Respondents were asked to choose the appropriate responses to questions asked on the extent and frequency of some acts of indiscipline in the College. Before the questions were administered the researcher made sure that they were devoid of all

ambiguities. The validity and reliability of the instruments were checked through proofreading and pilot-testing

At the pre-intervention stage 132 questionnaires were handed out. All the 132 were used in the analysis. In the same way, at the post-intervention stage, 132 questionnaires were administered and all were returned. The pre-intervention data were meant to establish the real state of the problem so as to help apply the most appropriate interventions. The post-intervention data analysis was to find out the extent to which the intervention had impacted positively on the situation.

Summary of Pre-Intervention Findings

1. The following were seen as serious disciplinary problems in the College.
 - (a) Rampant bounds breaking,
 - (b) Students found to be rude.
 - (c) Students fond of putting on non-prescribed attire.
 - (d) High incidence of drunkenness among students.
 - (e) Sexual misconduct.
 - (f) Lateness to class.
 - (g) Use of profane Language.
 - (h) Cheating in examination.

2. The following were not found to be serious disciplinary problems.
 - (a) Smoking
 - (b) Destruction of College property.
 - (c) Cases of stealing.

Summary of Post-Intervention Findings

The interventions applied brought about an appreciable improvement in a number of disciplinary issues in the College. However, in a few of the cases, no positive impact was made. Some of the cases of improvement included the following:

1. Reduction in bounds breaking
2. Improvement in class absenteeism.
3. Reduction in the incidence of drunkenness.
4. Decrease in the incidence of sexual misconduct.
5. Reduction in the incidence of cheating in examination.

However the following did not see any meaningful improvement after the intervention:

- (a) The use of non-prescribed attire during school hours.
- (b) The use of profane language.

Conclusion

The study has helped to reveal a number of interesting measures, which are very essential in the attempt of ensuring discipline in N. J. Ahmadiyya Muslim Training College and ultimately in the training of the teacher who is supposed to be a role model for his students and pupils. It is evident from the study that the community has a unique role to play in the maintenance of discipline in schools and Colleges. It became apparent from the research that

majority of students, about 400 out of the 673 are from the local area and together with the community, school authorities could use a number of measures to ensure discipline in N.J. Ahmadiyya Muslim Training College.

Firstly, the institution of the monthly school and community conference provided an opportunity for teachers to report to members of the community and parents the progress of students in respect of both their academic work and their disciplinary situation. Such meetings helped to identify students needing counseling to be appropriately referred to the school counselor for professional help. Parents also used such occasions to offer pieces of advice to their wards. This also helped to improve discipline in the College.

Secondly, as the compound is not yet walled students are able to sneak in and out of the school compound any time they wished. With assistance from the community the College's compound shall be walled. The walling will help to reduce bounds breaking considerably. The research revealed that religious worships and the creation of market for the sale of foodstuff on the College campus also helped to check bounds breaking in the College.

Moreover it is clear from the research that the establishment of a social contract between the College authorities, students and parents\community members also helped to check acts of indiscipline in the College. This social contract was based on the assumption that nobody will set a trap and fall into it. With community and students' involvement in this contract rules and regulation were hardly broken.

Another intervention that made a great mark in enforcing discipline in the College was the monetary deduction from student's allowances at the end of the month. Since students did not want monies to be deducted from their allowances, attendance to classes and lateness to classes were greatly improved. Furthermore, the prohibition of sale of alcoholic drinks within the College's vicinity also reduced the incidence of student's involvement in drunkenness.

The research has indicated clearly that for discipline to be maintained and enforced, there is the need for effective collaboration between the school and community. This is so because they are inter-dependent and therefore should not be mutually exclusive. When clear guidelines are drawn and proper orientation given, the school and community can work together effectively to enhance the general well being of the school or College.

Recommendations

From the research findings, the following are recommended for consideration in the maintenance of discipline in schools and Colleges.

- (1) There should be effective link and collaboration between the school\College and community in the area of discipline.
- (2) For discipline to be effectively enforced school compounds need to be well defined. This can be done by fencing the school with support from the community.

- (3) Parents and the community need to be involved in the formulation of rules and regulations by signing social contract with them and spelling out infractions and sanctions.
- (4) It is essential for reports to be regularly sent out to parents about students' academic performance and moral lives.
- (5) School and community conference needs to be held to discuss disciplinary problems of students on a regular and sustainable basis.

Recommendations for Further Studies

Apart from the intervention applied in this study the researcher believes that there are other measures that were not explored in this study. Further studies can be carried out in other Colleges using College-based supervision as intervention to find out if it can also have positive impact in the Colleges. Comparison could be made between N.J. Ahmadiyya Muslim Training College and another College where community participation as an intervention could be applied. The finding could be used as a basis to draw a common formula for the maintenance of discipline in teacher training colleges in Ghana and for fostering effective collaboration between the school\College and community. In the areas where the intervention did not make the desired impact the period of study which is six months can be made a little longer to see the impact on the promotion of discipline in the College.

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APPENDIX A

TABLES WITH THEIR ABSOLUTE FIGURES

TABLE 2A

Extent of acts of stealing among students

	<i>PRE- INTERVENTION</i>				<i>POST- INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	freq.	Freq.	freq.	freq.	freq.	freq.	freq.	freq.
Tutors	4	33	0	37	0	34	3	37
Students	10	2	48	60	0	50	10	60
Community	0	0	35	35	0	0	35	35

Source: Field work, 2002.

Key

S – Serious N – Negligible NO – No Opinion T - Total

TABLE 3A

Extent of bounds breaking in N.J. Ahmadiyya Muslim Training College

	<i>PRE- INTERVENTION</i>				<i>POST- INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	4	33	0	37	0	34	3	37
Students	10	2	48	60	0	50	10	60

Source: Field work, 2002.

TABLE 4A**Extent of smoking among students in N.J Ahmadiyya Muslim**

	<i>PRE- INTERVENTION</i>				<i>POST- INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	8	24	5	37	0	34	3	37
Students	0	57	3	60	0	60	0	60
Community	0	0	35	35	0	4	31	35

Source: field work, 2002

TABLE 5A**Extent of rudeness among students of N.J Ahmadiyya Muslim****TrainingCollege**

	<i>PRE- INTERVENTION</i>				<i>POST INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	30	7	0	37	0	34	3	37
Students	43	16	1	60	0	50	10	60
Community	30	3	2	35	0	0	35	35

Source: Field work, 2002.

TABLE 6A**Extent of class absenteeism in the college**

	<i>PRE- INTERVENTION</i>				<i>POST INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	37	0	0	37	5	32	0	37
Students	48	12	0	60	28	32	0	60
Community	0	0	35	35	0	0	35	35

Source: Field work, 2002.

TABLE 7A**Wearing of unprescribed attire**

	<i>PRE- INTERVENTION</i>				<i>POST INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	24	12	1	37	32	0	5	37
Students	55	5	0	60	53	7	0	60
Community	33	0	2	35	34	0	1	35

Source: Field work, 2002.

TABLE 8A**Acts of drunkenness among students**

	<i>PRE- INTERVENTION</i>				<i>POST INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	30	7	0	37	8	1	28	37
Students	39	11	10	60	18	41	1	60
Community	22	8	5	35	14	16	5	35

Source: Field work, 2002.

TABLE 9A**Acts of sexual misconduct among students of the college**

	<i>PRE- INTERVENTION</i>				<i>POST INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	26	11	0	37	15	20	2	37
Students	40	5	15	60	21	39	0	60
Community	26	5	4	35	6	28	1	35

Source: Field work, 2002.

TABLE 10A**Incidence of lateness among students of the college**

	<i>PRE- INTERVENTION</i>				<i>POST INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	32	5	0	37	11	26	0	37
Students	48	12	0	60	17	43	0	60
Community	0	0	35	35	0	0	35	35

Source: Field work, 2002.

Table 11A**Breach of school rule among students in the college**

	<i>PRE- INTERVENTION</i>				<i>POST INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	30	7	0	37	11	26	0	37
Students	48	12	0	60	17	43	0	60
Community	30	5	0	35	0	0	35	35

Source: Field work, 2002.

TABLE 12A**Incidence of destruction of college property among students**

	<i>PRE- INTERVENTION</i>				<i>POST INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	0	37	0	37	0	37	0	37
Students	0	60	0	60	60	0	0	60
Community	0	0	35	35	0	0	35	35

Source: Field work, 2002.

TABLE 13A**Incidence of the use of profane language in the college**

	<i>PRE- INTERVENTION</i>				<i>POST INTERVENTION</i>			
	S	N	NO	T	S	N	NO	T
Respondents	Freq	Freq	Freq	Freq	Freq	Freq	Freq	Freq
Tutors	37	0	0	37	35	2	0	37
Students	60	0	0	60	44	16	0	60
Community	35	0	0	35	35	0	0	35

Source: Field work, 2002.

APPENDIX B
UNIVERSITY OF CAPE COAST
INSTITUTE OF EDUCATION

Questionnaire on the state of indiscipline in N.J Ahmadiyya Muslim College of Education. This study seeks to explore means of promoting discipline in N.J Ahmadiyya Muslim Training College through community participation. The information being sought is for academic exercise only and will therefore be treated with the confidentiality it deserves. You are therefore kindly to complete this questionnaire as a tutor, student or a community member by ticking at the appropriate column. Your name is not required. Thank you

1. Category of respondent: Tutor Student Community member
2. Gender: Male Female
3. Age years.
4. Level of Education (Tick Highest only)
 Middle School/JSS
 Secondary School
 Teacher's certificate 'A' 4-year /Post secondary
 Specialist / Diploma
 Bachelor Degree or equivalent
 Post Graduate or equivalent

5. Occupation/Department

6. Religion :

Islam

Christianity

other (please specify).....

7.

<i>ACT OF INDISCIPLINE</i>	<i>VERY SERIOUS</i>	<i>FAIRLY SERIOUS</i>	<i>NEGLIGIBLE</i>	<i>NO OPINION</i>
1. Stealing				
2. Bounds breaking				
3. Rude behaviour				
4. Absenteeism				
5. Drunkenness				
6. Sexual misconduct				
7. Lateness				
8. Use of profane language				
9. Cheating in examination				
10. Destruction of school property				
11. Smoking				
12. Unprescribed attire				
13. Breach of school rules				

8. Do you have a child/ward in N.J Ahmadiyya Muslim Training College ?

Yes No

9. Do you normally pay visit to the college to verify the conduct of your
child/ward?

Yes No

10. What do you discuss when you go to the college about your child/ward?

acts of discipline

academic performance

both