

UNIVERSITY OF CAPE COAST

**DISCIPLINE AND ITS ROLES IN EFFECTIVE MANAGEMENT OF A SCHOOL  
A CASE STUDY OF ADISADEL COLLEGE, GHANA NATIONAL COLLEGE AND  
MFANTSTIMAN GIRLS' SECONDARY SCHOOL**

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2008

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NATIONAL COLLEGE AND MFANTSTIMAN GIRLS' SECONDARY  
SCHOOL**

**BY**

**CAROLINE NUNOO**

**A DISSERTATION SUBMITTED TO THE INSTITUTE OF  
EDUCATION OF THE FACULTY OF EDUCATION, UNIVERSITY OF  
CAPE COAST, IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION  
DEGREE IN EDUCATION MANAGEMENT**

**SEPTEMBER 2008**

## DECLARATION

### Candidate's Declaration

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

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

Name: Caroline Nunoo

### Supervisor's Declaration

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

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

Name: Mr. Godwin R. K. Egbenya

## **ABSTRACT**

Discipline among students is an essential tool for effective teaching and learning in an educational institution. However, dealing with responsible social behavior among students in Senior Secondary Schools has been a major challenge for educational administrators in Ghana.

The study investigates the courses, nature and levels of indiscipline in Mfantseman Girls Secondary School, Saltpond, Adisadel College, Cape Coast and Ghana National College, Cape Coast. To achieve this objective, information was obtained from three (3) head masters/mistresses, twenty-three (23) teachers and one hundred and sixty six (166) students by random sampling technique. Questionnaire made of close and open-ended questions was used. The result of the study showed a high level of congruence of opinions among the teachers and students on most of the disciplinary issues. In general, students were found to be the source of major disciplinary problems in schools.

To improve discipline in schools, administrators, teachers, students and the academic boards should be closely involved in formulating rules and regulations of the schools. It also demands from the students an ability to exercise self-control to be able to assess the consequences of their behaviours. This can be achieved if guidance and counseling services are made a full-time responsibility to help the students achieve self-discipline.

## **ACKNOWLEDGEMENTS**

I would like to express my profound gratitude to Mr. Godwin R. K. Egbenya of the Department of Sociology of the University of Cape Coast who guided me throughout the study and without whose support this study would not have been possible.

My sincere appreciation also goes to the headmistress of Mfantsiman Girls Secondary School, Mrs. Elizabeth Croffie, the headmaster of Ghana National College, Mr. Robert Koomson-Barnes and the headmaster of Adisadel College, Mr. H. K .K. Graham for the tremendous role they played in making the study a success. The contributions of a cross-section of staff and students of the schools are also acknowledged.

Finally, I would like to appreciate the effort of Ms. Cecilia Bernardin Hayford for word processing this project.

## **DEDICATION**

To my husband, Mr. Isaac Nunoo and children, Isaac, Junior, Carol and  
Teresa

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the Study**

Discipline, undoubtedly, is one of the essential tools for effective running of an institution. The success of administrators and teachers depends, to a large extent on the level of discipline that exists in an institution. “All things being equal”, disciplined students make successful students.

It is sad to note, however, that discipline is going down the drain among the youth; indeed among many students in our educational institutions today. This state of affairs has become the concern of our nation. Politicians, administrators, educators, parents and the general public and some students are overwhelmed by the acts of indiscipline in our institutions of learning. A Gallup poll conducted in America in September, 1975 showed for the seventh time in eight years that parents see lack of discipline as the greatest problem in the school (Knight, 1977). This is because, the school, like any social system, requires certain regulations in order for its members to function properly. It is the duty of the administrator and his or her staff to make a conscious effort to inculcate in students some good manners to support and reinforce whatever good habits they have learnt at home.

In view of this research, the term discipline seems to have a specific meaning to which all educators are willing to subscribe. Each educator defines it in accordance with his/her brand of educational philosophy. For this reason, it is only appropriate that at the beginning of this dissertation, the term discipline is defined so that we have a frame of reference to work with. The Greek word “SOPHRONISMOS” translated as discipline literally means admonishing or calling.

Schools were opened and different batches of Europeans arrived in Ghana and this brought about more interaction with the outside world. This resulted in cultural conflict and as a consequence disciplinary problems occurred in the schools. Discipline was for that matter strictly enforced in schools. The cane was freely used to enforce order. In almost any offence, the cane was used as a good purifier. Discipline was almost synonymous with caning. It was believed that with the fear of punishment, especially with the use of the cane, very few indiscipline acts were recorded.

Students in some senior secondary schools in Cape Coast like St. Augustine’s, Mfantshipim, Adisadel and Ghana National were involved in various acts of indiscipline in the recent past. Some students were involved in burglary and were prosecuted at the law courts while others were put on indefinite suspension for using narcotic drugs. It was in the light of this development that the authorities of six senior secondary schools (Mfantshipim School, Adisadel and Saint Augustine’s Colleges, Aggrey Memorial, Holy Child and Mfantseman Girls’ secondary schools) in the Central Region, in 2001 decided to reduce the

intake of form one students that year as a measure to improve discipline. They attributed the situation of indiscipline among students to over population.

Specifically it is on record that in 2003, ten students of Ghana National College were sacked for scaling the walls into one of the dormitories during lesson period to steal belongings of some of their mates. It was established during police investigation that these students committed the act under the influence of substances such as alcohol and marijuana. Also in 2006, a third year student of Ghana National College attacked a female student of University of Cape Coast, collected her mobile phone and attempted to rape her before he was apprehended and sent to the Central Police Station (Amuzu, 2007). Stealing of mobile phones and breaking into students boxes were rampant in the dormitories in Ghana National College.

It is also on record that the head master of the Adisadel College Mr. Herbert Graham dismissed five final year students who misconducted themselves during the year 2001 for offences ranging from robbery to drug abuse.

### **Statement of the Problem**

Some of the philosophies like 'Laissez-faire' and permissive philosophies as well as the suggested means of discipline have come from America and Europe. We have blindly applied, to some extent, these philosophies to our situation in Ghana with consequences. What we see now is youth vandalism and militancy all over the world. The advanced countries, originators of many philosophers of education are themselves plagued with youth vandalism, widespread drug abuse, immorality, plain disobedience of authority and violence.

Ghana, the recipient of some of these philosophies such as the “Laissez-faire” and permissive philosophies is having its share of the problem too.

In Ghana lack of discipline in schools has been a cause of worry to people especially parents and educators. It is a topic discussed at all Parent-Teacher Association (PTA) meetings. The present situation is that students are openly defying the rules of the schools, order is giving way to disorder and it appears the students just enjoy being disobedient. In addition, scenes at inter-school football matches or athletics are usually disgusting. Open insults and profanity are the order of the day. Destruction of school property is common. Every one is asking why this is so. Some have blamed the situation on video shows and bad parental care. Others think that the school is to be blamed because teachers themselves may have different ideas about the meaning of discipline. People have suggested different means by which the situation could be contained. These include the reintroduction of caning, severe punishment, social sanctions such as withdrawal of privileges and dismissal from school.

Indiscipline in schools is a major concern to parents, teachers and all educators. In view of the present wave of indiscipline and concern shown by many people, the researcher thinks that if nothing is done to check this, the consequences for the nation will be far reacting. There will be financial loss to the nation in terms of manpower since the right people may not be found to occupy the right positions in the country. It is this fast rate of breakdown of order observed by the researcher in the school situation that prompted her to embark on this study to find out more about it.

## **Objectives of the study**

The main objective of the study is to find out the opinion of the respondents on three major areas of discipline, namely the concept of discipline, causes of indiscipline and the means of discipline in schools. It will also try to find out how frequent disciplinary problems occurred in the schools and whether the opinions of the different categories of respondents (Headmasters/mistresses, staff and final year students of Adisadel College, Ghana National College and Mfantisman Girls Secondary School) differed from each other.

The study is specifically designed to:

1. Assess the nature of acts of indiscipline in the schools.
2. Assess the level of indiscipline.
3. Find out the extent to which sanctions and punishments prescribed in the code of discipline have been effective in the achieving the objectives set for the management of the school.
4. Make suggestions and recommendations aimed at improving disciplinary procedures and practices in the schools.

## **Research Questions**

Given the problem and the objectives of the study, the following questions were designed to guide the researcher:

- a) What is the nature of acts of indiscipline in schools?
- b) What is the level of indiscipline in the schools?
- c) How frequently do the acts of indiscipline occur in the schools?

- d) What types or acts of indiscipline are considered serious by respondents and what types are not?
- e) How useful are the disciplinary measures in most of the schools?
- f) Do the girls, boys and mixed institutions differ in terms of the concepts, causes and remedies for disciplinary problems?
- g) What administrative structures and procedures can the school administrator follow in curbing acts of indiscipline among students?
- h) Does indiscipline affect the management of the schools?

### **Significance of the Study**

The study is to identify and assess the various intervention programmes which school administrators can employ in preventing and controlling disciplinary problems. It is hoped that through the intervention programme much information will be gathered regarding effective supervision strategies to be used in promoting acceptable behavioural modification.

The findings of the study would serve as innovation in designing appropriate code of discipline for use in schools and colleges in Ghana. Furthermore, the study would bring to the fore alternative ways of helping students to overcome their behavioural problems. Such insight by teachers and students would be useful in solving indiscipline in our schools.

Finally, the findings of this study would be of tremendous help to heads of institutions, Board of Governors, alumni, parents, churches and students in improving the standard of discipline in our schools.



### **Limitations of the Study.**

A study of this sort cannot be completed without problems. In the first place the study had to be limited to only three schools to enable the researcher come out with perfect findings. The researcher faced difficulty in getting school administrators, members of staff as well as students to participate in the study.

The administrators were not particularly willing to respond to the questionnaire. They suspected that the researcher might eventually know identities of the respondents and the responses that they had given. It should be pointed out that using questionnaire to form the principal instrument for data collection might have its biases which could not be ruled out in such a study. However, every effort has been made to counteract any such biases so that the ultimate results of this study would be reliable and valid as much as possible.

### **Operational Definitions**

For the purpose of this study, the following definitions will be adopted.

**Educands:** All those thought to be ignorant of some subject matter and are therefore under tutelage.

**Educators:** All those concerned with the teaching of educands. These include teachers, headmasters, education officers and the like.

**Administrators:** Those persons having the responsibility of ensuring the smooth running of a school so that the school's objectives are achieved.

**Student's Rebellion:** Any act by students showing open opposition or riot to authority and which may appear in the form of strike.

**Effective management of school:** This is when the running of the school is smooth through the enforcement of discipline.

**Indiscipline:** It is the inability to act in accordance with established rules and regulations of an institution.

### **Organisation of the Study**

The first chapter discusses the background to the study, statement of the problem, objectives, significance and limitations of the study as well as operational definitions of some terms used. The second chapter deals with a review of relevant available literature of the study. The methodology of this study is discussed in the third chapter. This part of the study focuses on the research design, population, sample, sampling, research instruments, pilot study and procedures for administration of the instruments for the study and data analysis. The fourth chapter focuses on the analysis of data collected for the study. The fifth chapter provides a summary of the major findings, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **General Overview**

In this chapter, a review of related literature is made under the following subheadings: What is Discipline?, The Importance of Discipline, Disciplinary Problems, Major Causes of Disciplinary Problems, Maintaining Discipline and the Summary of the chapter.

For some time now, teachers, administrators and parents in this country have been asking questions pertaining to causes of indiscipline in our schools. Some think that stricter methods of punishment must be adopted and that we must go back to the traditional method with the use of canes. As far back as 1985, the then Minister of Education, Mr. C.T. Nylander, appointed a Committee to study the problem of hooliganism in schools in Ghana.

The report indicated:

“We have concluded that the type of hooliganism encountered in Ghana is the outward manifestation of a growing lack of the traditional respect and obedience paid by the young to older persons” (Caulley, 1963:12).

To the writer, the way we look at disciplinary problems will be dependent on our concept of it. The bulk of the work on discipline seems to be concentrated

in the area of the technique of classroom discipline. Moser (1975) for example, studied the opinion of sixth grade pupils about the fairness and effectiveness of teacher disciplinary techniques. He found out that pupils considered referred cases to other adults like parents and principals to be most effective teacher. Kennedy (1935) of Teachers College, Columbia University studied how high school student's school behaviour pattern influenced students' perceptions about a discipline code. He found out that students with behaviour pattern, which were inconsistent with the schools perceived mission, tended to have negative perceptions for the discipline code.

### **What is Discipline?**

Discipline as a noun is simply a branch of knowledge, field of study or a subject area. Taking discipline as a verb it has been defined in various ways by various authorities. According to Charles (1981), discipline means somewhat different things to different people. To some, it means counselling the students, guiding and persuading them toward desired behaviour. To some, it means self-control with responsibility and students who do not show it can simply leave the class. To some, 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 not defy the teacher. Charles (1981) goes on to assert that discipline is teacher-influence that keeps students on task, helps them establish responsible behaviour and insist on their exhibiting good human relations.

According to the American Heritage dictionary of the English language, discipline is prevention and remediation. It can be training that is expected to

produce a specified character or pattern of behaviour or controlled behaviour resulting from such training”, but it can also be “punishment intended to correct or train”. Jones (1979) says that discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption.

Ginott (1972) in his book “Teacher and child” cited by Charles (1981) describes discipline as a series of little victories. According to Ginott, discipline is not one thing that a teacher does one time. It is on going and never ending (Charles, 1981). Reid (1965) asserts that discipline can be looked at in three ways, which corresponds to three senses of freedom. “We can think of it as the exact opposite of the first freedom – the imposing, by some persons on other of restraints backed by sanctions of some kind. Secondly, discipline may mean self-discipline which is involved in exercising one’s freedom of choice, in which case one must be reasonably free from external restraint” (Reid, 1965:321).

Hamm (1991) declares that the central notion of discipline is that of submission to rules. These rules are usually the structure of what has been learnt. According to Hamm, discipline can be self-imposed, externally imposed or be imposed in a manner combining the two. It is self-imposed if an individual accepts and complies with the rules on his own without external pressure.

On the other hand, Hamm asserts “Discipline is externally imposed when someone manipulates an individual to submit to rules not of his own choosing by playing on his fears and desires” (Hamm 1991:10). Hamm describes discipline, which is of a hybrid type. According to him, discipline of a hybrid type occurs when a student models himself after a teacher. The student is not imposed upon

directly; he wants to behave or perform in a manner which is demonstrated by the model. To some extent, the student is imposing on himself the rules of behaviour and of performance he sees represented (Hamm, 1991).

Hendrikz (1992) describes discipline as a socialization process in which the pupils are taught to transform to certain types of behaviour, to reject others and to accept the school's decision as to what things and actions are not important. This means that they are taught a specific set of personal values.

According to Moore (1986) the concept of discipline is complex and needs a certain amount of disentangling. The root notion here is that of order.

Musaazi (1985) asserts that student discipline means that students are provided with an opportunity to exercise self-control to solve school problems, to learn and to promote the welfare of the school. Discipline as used here connotes orderliness. "Discipline" according to Ozigi (1981) "involves self-control; a disciplined individual knows and takes the right course of action. The 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" (p. 135)

Asiedu-Akrofi (1978) identifies two kinds of discipline. According to him "one exists in a situation where the rules and regulations of the school are willingly supported and obeyed by the children. The other is considered to be externally imposed and so denies children the chance of learning to exercise their sense of judgement as well as responsibility" (p.135). Consequently, the disciplined person is guided in his behaviour by moral and social principles; he tries to overcome his or her selfish emotions and desires and does what is right

and good. Disciplined behaviour involves such characteristics as self sacrifice, diligence, co-operation, integrity, truthfulness, patriotism, consideration for others, and sympathy. Self-discipline is not externally imposed, nor is it based on fear. A disciplined person will do what is right and good because he believes that such behaviour is better than actions which can harm other people; he does not need to be told or punished before he does the right thing: the urge to do what is right comes from within him. Students should be encouraged to cultivate the habits of self-discipline rather than authoritarian methods of controlling their behaviour.

Okumbe (1998) says “Discipline is the action by management to enforce organizational standards” He identifies two types of discipline-preventive and corrective. According to him preventive discipline is the administrative action taken by the educational manager to encourage employees and students to follow the standard, rules and regulations which prevent infractions. The principle in preventive discipline is to instil self-discipline among the organizational participants (p.119). Corrective discipline, on the other hand according to Okumbe (1998) is “the action which follows an infraction of a rule. Corrective discipline is aimed at discouraging further infringement of rule” (p.116)

According to the Headteacher’s Hand book of 1994, discipline calls for controls. This should be based on agreement rather than fear”. Tuckman (1992) says “When the management area of teaching is considered as discipline, it is usually interpreted as involving mutual respect, understanding and a growing self-control on the part of youngsters” (p.36)

It can be concluded from the definitions of discipline given by different authors that just as Charles (1981) claims different authors have different definitions of discipline, depending on an author's perception of discipline. However, there are some aspects of discipline that run through the various definitions, particularly the two types of discipline. The authors also seem to agree that externally – imposed discipline is an infringement on the freedom of others and therefore, self-discipline is more desirable. On disciplinary problems, the researchers also have this to say: various authorities have viewed their minds on what disciplinary problems exist in schools. Not condemning their views, we have other forms of indisciplinary acts like student being rude towards teachers, wearing unprescribed dresses, having affairs with male teachers and among themselves, dodging classes and official gatherings, running to town and the use of mobile phones. Others are the refusal to do social duty, playing music in the dormitory, use of unprescribed electrical gadgets, students disturbing during class and refuse to do assignments. Whatever their exact definition, most researchers and writers seem to agree that nowhere is it more true that “an ounce of prevention is worth a pound of cure” than in disciplining young people in educational settings.



## **The Importance of Discipline**

According to Charles (1981) “Discipline is the number one topic in education” (p.3). The results of 1979 Gallop poll on attitudes towards Education cited by Charles (1981) show that teachers, parents, students and the public all place discipline at the top of their concerns. Teachers place it there because it affects learning, it affects their emotional lives and it outweighs all other factors combined in determining teacher success. Parents place it there because they want their children to learn, behave properly in school and relate well with others.

Students place it there because they have a need for limits, for someone to urge them forward, and for a calm environment within which to learn. The public places it there because they fear that disrespect, hostility, and lack of self-control among the youth pose threats to democracy, personal safety, and traditional freedom.

Charles (1981) emphasizes that discipline is so crucial, so basic to everything else in the classroom that most educators agree that it is the one thing that makes or breaks teachers. Without discipline, according to Charles “a teacher’s finest efforts go for naught. Discipline is like the foundation of a house: nothing good can be built without it” (p.13). The principal reasons for the importance of discipline, according to Charles, are that it facilitates learning, fosters socialization, permits democracy, is needed psychologically and brings joy. Teachers, according to Charles, hold discipline as their greatest concern in teaching. It is the over whelming cause of teacher failure, burn out and resignation. Parents and the community name school discipline far more than any

other factor as the area in which they would like to see improvement. Charles emphasizes that without discipline students cannot reach their goals. Discipline guides behaviour and prevents destructiveness. This, in turn allows students to make progress and gain recognition that produces success. Charles asserts that discipline liberates students by removing counter-productive behaviours. It allows them to work towards their goals “instead of being pushed hither and yonder beneath a false banner of freedom” (Charles, 1981 p16-17) Year after year, according to Charles (1983) discipline heads the list of teacher concern.

Researchers have most often conducted comparative studies of well-disciplined and poorly disciplined schools to identify critical differences in discipline practices. From this research has emerged a list of elements commonly found in safe, orderly, well-managed schools. Well-disciplined schools tend to be those in which there is a school with emphasis on the importance of learning and intolerance of conditions, which inhibit learning. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behaviour (Charles, 1981).

Hamm (1991) points out that certain rules obtain for the efficient operation of schools to which one must submit in order to be disciplined. If one is to obtain education, it is easy to see that one must necessarily become disciplined. Education without discipline is impossible. Hamm also emphasizes the importance of self-discipline. He says 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 (Hamm, 1991).

Nelson, J.S., Polanski, S.B. & Carlson, K. (1990) maintain that, one of the things students must learn in school in order to assume their adult roles is reasonability. Watts (1980) also maintains 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 whatever is being learnt.

According to Watts, open discipline includes the student, step by step to accept responsibility for his or her own behaviour and morality. Hendrikz (1992) emphasizes that discipline is necessary if the school is to do its job so that individuals and groups can reap full benefit from it. It is also a contributor to the personal development of the pupils themselves. There is a strong tendency for individuals to obey the rules of behaviour so that they can become acceptable members of the group.

Another important aim of the discipline process, according to Hendrikz (1992) is to produce adults who can be responsible for their own decisions about how to behave in all aspects of their lives and can contribute sensibly to the community decisions. (Hendrikz, 1992). “Good discipline” according to Asiedu-Akrofi (1978: p.135) “allows children to do their best in the school and also leads to the effective achievement of the goals of the school in the community”.

The views of all the authors who have been cited point to one undisputable fact the importance of discipline in a school setting, both in the classroom and

outside the classroom. It is clear from the views of the authors that without discipline, nothing good can be achieved in an educational institution. Similarly, students without discipline cannot achieve their goals since discipline is a necessary ingredient for the achievement of educational goals. The importance of discipline goes beyond the classroom and the school. Discipline prepares students for their future adult life by making them responsible adults. All the authors through their views have indicated that the importance of discipline in schools cannot be over emphasized.

### **Disciplinary Problems**

Wideen and Andrews (1998) describe misbehaviour as “any action, by students which threatens to disrupt the activity flow or the class towards an alternative program of action” (p.40). Hendrikz (1992) is of the opinion that there are occasions when individuals, or even worse, groups either ignore or defy some rules becoming what are thought of as indiscipline problems. In his discussion of disciplinary behaviour, Watts (1980) asserts that in recent years considerable publicity has been given to incidents of violence in schools, violence between students and violence directed towards students. Data (1987), in his contribution adds that the disruption of school discipline may assume diverse forms; protests, demonstrations, strikes and riots. According to Data, school indiscipline is now a problem in most African countries.

Demonstrations and even riots by University and Secondary School students often lead to the closure of the affected institutions (Data, 1980). Charles (1981) asserts that students sometimes behave in ways considered hostile, abusive

and uninteresting. He also says that students disrupt, destroy, defy, hurt or infringe on others right. According to Charles, disciplinary problems include such specific categories of acts as cruelty, disrespect, boisterousness, cheating, fighting, defiance and apathy. Students choose to misbehave because they are under the mistaken belief that it will get them the recognition they seek. Charles (1981) and Ozigi (1981) list what they term symptoms of indiscipline as pupils demonstrations (peaceful or violence), general unrest, mass disobedience, deliberate breaches of school rules, drug use, delinquency, drunkenness, stealing, truancy, absenteeism, persistent lateness, building and laziness.

Asiedu-Akrofi (1978) also lists truancy, stealing, fighting, cheating, bullying and lying as some of the disciplinary problems in schools. According to Asiedu-Akrofi, disciplinary problems also “take the form of boycotting classes, refusing to take meals served in the dining hall, deserting the school compound, damaging school making personal attacks on school personnel whom they consider to be the causes of the misadministration against which they are protesting” (p.154). There are many causes of indiscipline, including such factors as bad and inadequate food, ineffective teaching, and bad staff behaviour, authoritarian methods of administration, harsh school rules, and the influence of home or society, harshness of school prefects, unsatisfactory curricula, poor examination results, or poor communication between the school administrator, staff and pupils.

These problems of indiscipline and many others have become a real concern for the administrators and teachers of secondary schools as well as the parents and the opinion leaders of the community in which the school is situated.

### **Major causes of Disciplinary Problems**

According to Hendrikz (1992), most disciplinary problems arise from such things as students not knowing what behaviour is required because the rules they are to obey are unclear or contradictory. Unreasonable rules with no clear social purpose may also be rejected and hence themselves cause disciplinary problems.

According to Dreikure (1968) cited in Charles (1981:8) “all students have a strong need to belong to a group, in the classroom, in the family, and so forth. When students are frustrated in this desire to belong, when they are thwarted, they have a tendency to turn towards mistaken goals which turn out to be undesirable”.

Charles (1981) further goes on to argue that with proper levels of freedom, combination with sustenance and support from others, individuals grow in healthy directions. They unfold and fulfil themselves in positive ways are considered to result in good behaviour, while bad behaviour results when individuals are unable to accomplish this unnatural unfolding.

According to Charles (1981), discipline is difficult because of four inescapable facts of human nature. They are:

- We resist doing what others try to make us do.
- It is fashionable to denigrate authority.

- Individual indifferences make it impossible to implement any system of discipline that will even come close to suiting every student. If there's authority students insist on; Its that teachers treat every student the same
- As students get order, they must undergo psychological weaning. The transition is a racking one, characterized by storm and strife. They look up to adults but at the same time they reject them. This rejection of adults naturally affects discipline: adults impose discipline and students reject the two of them together.

According to Dreikurs (1968) cited in Charles (1981: 99) “students choose to misbehave because they are under the mistaken belief that it will get them the recognition they seek. He also says that power-seeking students feel that defying adults is the only way they can get what they want. Asiedu-Akrofi (1978) also identifies good-quality and quantity of staff, bad administration, poor accommodation, increases in school fees, national political activities and rigid control of students as the commonest causes of disciplinary problem in schools. Quarshie (1981) also stresses that lack of communication is another obstacle to discipline. He says “This is true when the administrative leadership of dictatorial type” (p.3). Quarshie also sees financial mismanagement as one of the most serious causes of indiscipline in schools because the results are pervasive affecting adversely all operations and person in the institution. He says, “There is the need to assure the public that it is getting it money’s worth. Money is scarce and there are competing demands on the limited financial resource. If the public is to continue funding certain programmes, it is important that monies allocated to

these programmes are well spent” Quarshie (1981: 3). It is clear from the views expressed on the causes of discipline problems that the availability of the rules and regulation is a necessity in schools.

Individual needs should also be of prime importance to teachers and managers of schools. They should not be trampled upon. Attention must also be paid to students need to belong and their need for recognition as well as the physical needs disciplinary problems.

### **Maintaining Discipline**

Rules, sanctions, and procedures should be developed with input from students. They should be clearly specified, and are made known to everyone in the school. Researchers have found that student participation in developing and reviewing school discipline programs creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures moreover, assures that all students and staff understand what is and is not acceptable.

Duke (1989) writes: what is known about the organization of orderly schools is that they are characterized by commitment to appropriate student behaviour expectations for students. Rules, sanctions, and procedures are discussed, debated, and frequently formalized into school discipline and classroom management plans. To balance this, emphasis on formal procedure and climate in these organizations conveys concern for students as individuals. This concern manifests itself in a variety of ways, including efforts to involve students



in school decision-making, school goals that recognize multiple forms of student achievement, and de-emphasis on homogeneous grouping.

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

Finally, Qayson and Lasley (1983) note that, in well discipline schools: rather than rely on power and enforce punitive models of behaviour control, (staff) share decision making power widely and so maintain a school climate in which everyone wants to achieve self-discipline. Cotton & Savard (1982) & Docking (1982) have found punishment to be an effective method of remediation individual misbehaviour and therefore, improving school order if the punishment:

1. Commensurate with the offence committed. Draconian punishments are ineffective.
2. Perceived by the student as punishment, punishment can sometimes be too light or even unintentionally reinforcing to students. Effective, frequently used punishment includes depriving students of privileges, mobility, or the company of friends.
3. Delivered with support, Students often need encouragement to improve their behaviour and assistance in learning how to do so.

In the opinion of Ozigi (1981), to maintain discipline in any institution is not easy because human beings who are with complex characters have to be dealt with. However, Ozigi makes the following suggestions.

1. The administrator and his staff must be disciplined themselves.
2. All members of staff should work purposefully together to teach and inculcate virtues of discipline in and out the classroom.
3. Any cases of indisciplined behaviour should be thoroughly investigated and a positive and constructive approach and a practical line of action should be adopted.
4. Constant communication with students and staff should be maintained.
5. A set of school rules must be formulated to inform the students on what they are expected to do and not to do.

Musaazi (1984) believes that, the school head and the teachers should set examples of self-control and internal discipline in their classes and throughout 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. Musaazi goes further by emphasizing 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 behaviour. He advises that teachers should criticize constructively and show consideration for students' feelings, be consistent, listen seriously to students views and students feel important and responsible people. Musaazi concludes, "Effective communication among staff and students is essential for good discipline in school" (p.83)

Ginott (1965) stresses that the most important ingredient of effective discipline is the teacher's own self-discipline. It finds it important that teachers should always be aware of emotions both in themselves and in their students (p.17). Ginott also asserts that a common approach to discipline is to stress the goals or kind of conduct desired.

Widen & Andrews (eds, 1988) are of the opinion that effective managers spend a great deal of time at the beginning of the school year establishing activities and hovering over them until they operate automatically. If this important store is missed, they argue, there is little that can be done to create order later in the year.

Data (1987) suggests that, to maintain discipline, students should sign and undertake to obey school rules, guardians should endorse each student undertaking and indiscipline students should be expelled after due warning. He emphasizes the use of the prefect system, student's representative council, food committees and clubs, the establishment of a regular channel through which students could air their grievances, there should be teacher supervision of students co-curricular activities and enlisting the help of school council and parent-teacher associations for the maintenance of school discipline.

Data concludes "it is now realized that fostering responsible attitudes among pupils will bring about a greater sense of self discipline in the student body (P.90). Farrant (1994) supports the use of rewards and punishment. "Wisely used, both can be effective and stimulating" (p.15). Reid, (1965) also supports the idea

that incentives and sanctions should be used in supporting externally imposed discipline.

Asiedu-Akrofi (1978) emphasizes that firmness in making rules for children are the source of the development of self-discipline in the school. According to Asiedu-Akrofi, whenever, there are disciplinary problems in a school, the administrator should examine the teacher, the child and the home. Asiedu-Akrofi concludes “when students are encouraged to take part in the administration of the school they learn to cultivate democratic activities, right attitudes to work, a sense of belonging to both the school and the society (P.150)

Okumbe (1998) citing Mcaregor (1974) advances the principles of setting good disciplinary actions as the following: There should be prior knowledge of rules and regulations. Disciplinary actions should be applied immediately and right of appeal should be allowed.

The “Headteachers’ Handbook” (1994) makes some suggestions for the promotion of discipline. Among these suggestions are the settings of good example by the head of the school, awarding prizes for good work and behaviour by students, effective teaching and learning and the use of such devices as prefects, duty teachers, a disciplinary committee and the process of self-government among student.

Ozigi (1981) advises “you should encourage pupils to cultivate the habit of self discipline rather than use authoritarian methods of controlling their behaviour. When confronted by pupil’s disciplinary problems, the best thing is to

disgnose the causes, objectively, try to find a satisfactory solution, and then help the pupils to achieve self- discipline”.

Nelson et al (1990) declare, “A society that insists on excusing the transgressions of students does a tremendous disservice to young people. It gives them the notion that other are always to blame for their behaviour. Students must learn and act on the conviction hat they are major determiners of their fate” (p.88)

Moore (1986) asserts, “a competent teacher is one who is able to maintain discipline. To maintain discipline is to maintain some degree of order, and this implies some degree of restraint or constraint” (p.81-82). Hamm (1991) emphasizes, “self-discipline is most desirable in education:

- a) It encourages autonomy in the individual;
- b) It is more efficient in the achievement of learning and
- c) It develops and reflects those valuable states of mind characteristic of the educate person” (p.110).

According to Hendrikz (1992), in recent years attempts have been to deal with some persistent of founder through a technique known as behaviour modification. It involves the teacher analyzing what the unsuitable behaviour is and what sort of behaviour should be aimed at instead the main principle of behaviour modification is that the teacher shows quiet approval whenever the culprit shows the desired behaviour.

It can be concluded from the various authors that maintaining discipline is one of the difficult tasks facing school managers and teachers. However, all the authors agree that there are ways through which discipline can be maintained in

our schools common among the suggestions is the importance of good example. Those demanding discipline should themselves be disciplined.

Rules and regulations also play an important role in the maintenance of discipline and they are more effective when students take part in their 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. There should be no ambiguity. Student participation in the administration of the school is yet another effective way of maintaining discipline. Rewards and punishment also have a place in maintenance of discipline. However, rewards are more effective and should be applied more often than punishment. The support of all teachers, students and parents must be to maintain discipline in the school. There is the general view that maintaining self-discipline among students is more desirable than externally imposed discipline. Ways of maintaining self-discipline, should therefore, be explored.

### **Summary of the Chapter**

According to the review of literature done, discipline has been defined in several ways. Indiscipline acts can take the form of students being rude towards teachers, wearing unprescribed dresses, protests, demonstrations, strikes, riots, specific acts of cruelty, disrespect, boisterousness, cheating, fighting, defiance, apathy, boycotts, clashes, making personal attacks on school personnel and properties. These disciplinary problems are of much concern to stakeholders in the area of education and beyond.

For teachers and students, discipline affects the students' emotional lives, learning and outweighs factors that determine the teacher's success. Parents and the public on the other hand see discipline as a way of preventing disrespect, hostility and bad behaviour among the youth. Discipline facilitates learning, fosters socialization, permits democracy, brings joy and is needed psychologically. Without discipline, students cannot reach their goals. If one is to obtain education, it is easy to see that one must necessarily become disciplined. Education is impossible without discipline.

From the various authors one can say that without discipline nothing good can be achieved in an educational institution as well as the country. Thus, students must be disciplined. When students misbehave they tend to disrupt the activity flow of the class towards an alternative program of action. Major causes of disciplinary problems are that of students not knowing what behaviour is appropriate because the rules they are to obey are not clear, students are frustrated in their desire to belong to a group, individual differences and lack of communication, and students thinking misbehaviour will cause them to be recognized.

Rules, sanctions and procedures should be developed with input from students and should be precise and concise. There should be teacher-students problem solving activities to promote self esteem among students. Authorities must enforce punitive models of behaviour control and students should be encouraged to improve good behaviour. Moreover, the teachers would serve as models to the students. Rewards and punishments can also be used to maintain

discipline in schools. Prefects, teachers on duty, disciplinary committees should play a major role in ensuring discipline in the school. Self discipline must be maintained by students.



## **CHAPTER 3**

### **METHODOLOGY**

This chapter reviews the various procedures and techniques, which were used in the collection of data for this study. These consist of the research design, target population, sample size determination, the sampling techniques, research instrument used, pilot study, data collection procedure and how the analysis of data was done.

#### **Research Design**

The research design for this study is descriptive survey and explanatory in nature. The explanatory research is suitable for the study because the work explores the situation on the ground about how discipline affects the effective management of selected senior secondary schools in the Central Region. Regarding the research being a descriptive survey, research questions were used to collect data, which revealed much about the situations in the area of the study.

Descriptive survey is economical and there is a rapid turn round in data collection (Flowler, 1988). The limitation observed by Francenkel & Wallen (2000) is that, if questions put before respondents are not clear and misleading, respondents cannot answer the questions thoughtfully and honestly thereby affecting any meaningful analysis to be made. Based on this, the researcher,

therefore, tried to make the questions clear and not misleading by asking simple questions which were direct to the point.

### **Population**

The target population for the study is the headmasters/mistresses, staff and final year students of the selected schools. This gives us a total of 1912. The breakdown of this target population is stated in Table 1. The selection of only the final year students for the study is based on the fact that they had stayed in the school for more than two years and are more used to and familiar with the disciplinary state of the schools.

**Table 1: Breakdown of the Population for the Study.**

| <b>School</b>    | <b>Heads(Administrators)</b> | <b>Teachers</b> | <b>Students</b> |
|------------------|------------------------------|-----------------|-----------------|
| Mfantsiman       | 3                            | 84              | 737             |
| Adisadel         | 3                            | 76              | 442             |
| Ghana<br>College | National<br>3                | 78              | 486             |
| <b>Total</b>     | <b>9</b>                     | <b>238</b>      | <b>1665</b>     |

### **Sample and Sampling**

The sample for the study was made up of 20% of the number final year students, 20% of the teachers and the heads of the selected three secondary schools. These numbers give us a sample size of 389 as shown in the Table 2.

This sample size was arrived at using Nwana’s principle of determining sample size. According to Nwana 20% should be used for population figures in the hundreds and 5% for figures in thousands (Nwana, 1992:43).

In selecting the staff and students samples for the study, the researchers adopted the simple random sampling technique. By this method, every member of the population stands the chance of being selected so the names of all members of the population were written on pieces of paper and put in a box. The respondents’ names were picked from the box one after the other after a shake at each instance until the required sample size was obtained. All the heads of all the selected secondary schools formed part of the sample thereby making it a purposeful sampling.

**Table 2: Breakdown of the sample for the study**

| <b>School</b>          | <b>Heads(Administrators)</b> | <b>Teachers</b> | <b>Student s</b> |
|------------------------|------------------------------|-----------------|------------------|
| Mfantsiman             | 3                            | 17              | 147              |
| Adisadel               | 3                            | 15              | 88               |
| Ghana National College | 3                            | 16              | 97               |
| <b>Total</b>           | <b>9</b>                     | <b>48</b>       | <b>332</b>       |

### **Research Instrument**

The tool designed for the collection of data for the study was a questionnaire. This instrument was adopted because it was found to be suitable and less costly to administer. It produced the needed information on statements of facts and personal opinions relevant to the study. The questionnaire was also used

to interview administrators who were too busy to have time to put their response on paper. After intensive review of literature, the questionnaire was designed based on the following:

1. The main ideas in the literature review
2. The research questions formulated.

The questionnaire was made up of thirty one (31) close-ended questions for the administrator, thirty four (34) for the teachers and twenty six (26) for the students. The first part of the questionnaire asked the respondents to provide data such as age and sex. The remaining part had seven main sections. Section A which was made up of four (4) items investigated the concept of discipline by Educands and Educators. For example, respondents were required to indicate how often they did absent themselves for classes.

Section B which also consisted of four (4) items that explored the types of indiscipline considered serious in the school. Respondents were asked to rate student's punctuality to morning devotion, lunch, supper and games. Section C had five (5) items and this section required the respondents to feed the researcher with the frequency of acts of indiscipline in their schools. Section D also had six (6) items that demanded the respondents to indicate the means of discipline.

Section E consisted of five (5) items. This section required the respondent to bring out the nature of indiscipline in their schools. Section F contains two (2) items and respondents were to write the structures and procedures for curbing indiscipline among students. Section G had two (2) items which asked the respondents to write the effects of indiscipline in managing a school.

### **Pilot Study**

In order to test the validity and reliability of the instrument, a pilot study was conducted at Saltpond High Secondary School. The characteristics of this school is similar to those schools of the main study. The questionnaires were administered to the head, staff and some third year students.

Based on the pilot study, the questionnaires were revised and edited before the main fieldwork. Some of the items were deleted as a result of the feedback from the-testing while others were revised to make them specific and effective for eliciting the needed responses. The questionnaire items were open ended and were either left blank or answered in ways that were not predicted or anticipated were improved. It was after the aforementioned measures were taken that the pre-tested questionnaires were administered to the respondents of the main study.

### **Data Collection Procedure**

A letter of introduction from the researcher's department was taken to the schools. This letter helped to establish the researcher's identity and sought for co-operation of all respondents. The questionnaires were personally sent to the respondents in the schools by the researcher. This was later followed up by personal contacts because it was felt that some respondents might forget to answer them; others might also leave them at home after completion and the researcher would have to remind them occasionally. The researcher later asked questions verbally pertaining to the performance and challenges envisaged. In return, respondents were given the chance to ask questions in connection with the importance of the study.

### **Data Analysis**

The study was the descriptive type, so qualitative and quantitative analysis involving frequencies, percentages, mean and mode were used in the analysis of the data. The scores of the various items in each section were tallied and frequency distribution tables were drawn for the responses of each sample school. Percentages were calculated and comparisons were made between the responses of the headmasters/mistresses, staff and final year students of the selected schools.

## **CHAPTER FOUR RESULTS AND DISCUSSION**

This section presents the results of the analysis of the data collected. Findings are also discussed in relation to what the study seeks to find. The analysis of the data, therefore, include the biodata of respondents, professional status of teachers, present status of teachers, the types of indisciplinary acts pertaining in schools and punishment for indisciplinary acts

### **Age and Sex of Teachers**

Parson (1959) and Tanmen (1996) contended that age and sex could have some effect on managing discipline in the schools. Discipline can be managed better if both sexes are involved and those in charge of the institution are grown enough. To ascertain this contention, the researcher designed a question to find out the ages and sex of the respondents. Table 3 gives the details of respondents' age and sex.

The data on age and sex of teachers as shown in the Table 3 reveals that a significant number of the total respondents of 48 teachers were males that is 32 (67.5%). A good numbers of them, 18 (38.4%) fell within the age group of 31– 40 years. The female counterparts in the same age range were 10 (20.0%). A few of them, 4(8.3%) indicated they were over fifty (50+) years.

The distribution of age and sex goes to suggest that most teachers in these schools can manage discipline better in their schools as both sexes are involved and those in charge of the institution are grown enough.

**Table 3: Distribution of age and sex of teachers**

| Sex            | Male |      | Female |      | Total |       |
|----------------|------|------|--------|------|-------|-------|
|                | Freq | %    | Freq   | %    | Freq  | %     |
| Age            |      |      |        |      |       |       |
| Under 30 years | 3    | 5.8  | 2      | 4.2  | 5     | 10.0  |
| 31 - 40 years  | 18   | 38.4 | 10     | 20.0 | 28    | 58    |
| 41 – 49 years  | 7    | 15.0 | 4      | 8.3  | 11    | 23    |
| 50 +           | 4    | 8.3  | -      | -    | 4     | 8.3   |
| Total          | 32   | 67.5 | 16     | 32.5 | 48    | 100.0 |

Source: Field Data

### **Professional Status of Teachers**

Fullan and Hargreave (1992) observed that professional teachers perform better than non-professional teachers since professional teachers go through a lot of academic and professional training before they are certified as teachers. Table 4 set out the details of the professional status of the teachers who formed part of the research sample.

The data on professional status of respondents in Table 4 indicated four categories, namely non-graduate professional, graduate professional, post-



graduate professional and post-graduate non-professional. There was one non-graduate professionals (2.1%), forty-two graduate professionals (87.5%), two post graduate professionals (4.1%) and three post-graduate non professionals (6.3%). It is realised from Table 4 that, most teachers of the study areas were graduate professional teachers who should be well informed about disciplinary issues in schools by virtue of the education they have had as professional teachers.

**Table 4: Professional Status of Teachers**

| <b>Professional Status</b>     | <b>Frequency</b> | <b>Percentage</b> |
|--------------------------------|------------------|-------------------|
| Non-Graduate Professional      | 1                | 2.1               |
| Graduate Professional          | 42               | 87.5              |
| Post-Graduate Professional     | 2                | 4.1               |
| Post-Graduate Non-Professional | 3                | 6.3               |
| <b>Total</b>                   | <b>48</b>        | <b>100.0</b>      |

Source: Field Data

### **Number of Years Spent at Present School**

According to a study conducted in New Jersey by Burke (1987), teachers who stay longer in a particular school, whether they like it or not try to support the discipline networking in the school and are better placed in their job. He further opines that, such teachers are regular at staff meetings and have the desire to participate in school affairs. Asiedu–Akrofi (1978) moves a little further to say

that, one can assess the effectiveness of school administration through the turn over of the members of staff. The number of years the respondent had spent at their present school is tabulated in Table 5.

The data on number of years spent in present school depict that a significant number of respondents, more than half of the total respondents, consisting 31 (64.5%) had been at their present school between 2-6 years indicating that there has been a high turn over of teachers in the selected schools while a few, five (10.4%) had spent between 12-16 years at their schools. This is very clearly seen in Table 5. This is an indication that the teachers never stayed longer in their particular schools and therefore would not be able to support the discipline networking in the schools.

**Table 5: Number of Years spent at the present school.**

| <b>Years Spent at School</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------------------|------------------|-------------------|
| 2 -6 years                   | 31               | 64.5              |
| 7-11 years                   | 12               | 25.0              |
| 12 – 16 years                | 5                | 10.4              |
| Total                        | 48               | 100.0             |

Source: Field Data

### Present Status of Teacher Respondents

As part of the research, the researcher tried to find out the number of teachers who were teaching on full time and part time basis. It is quite obvious that discipline in the management of the school will be more effective if full time teachers outnumber part time teachers in a particular school. Table 6 lays bare the information on the teachers' present status in the school.

Data in Table 6 reveal that almost all the respondents 47 (97.9%) were employed on full time basis and only 1 (2.1%) were teaching on part time basis. This result is suggestive that the schools were adequately staffed with full time teachers and it is expected that maintaining discipline in the study schools would be very effective.

**Table 6: Present Status of Teacher Respondents**

| <b>Present Status of Teacher</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------------------------|------------------|-------------------|
| Full Time                        | 47               | 97.9              |
| Part Time                        | 1                | 2.1               |
| <b>Total</b>                     | <b>48</b>        | <b>100.0</b>      |

Source: Field Data

### Years of Teaching Experience

The data also provided the number of years that each respondent had served in teaching. Mastery of good disciplinary practices is likely to influence teachers who have taught for a longer period than those who have taught for just a

few years. Respondents were required to indicate their total years of teaching experience and this is presented in Table 7.

The breakdown of teaching experience of respondents as shown in Table 7 has as many as 24 (50.0%) of the respondents indicating they had taught between 6-10 years. Almost the same number of respondents, 22 (45.8%) claimed to have taught between 11-20 years. A few of them, 6 (5%) out of the total number of 48 respondents indicated they had taught for more than twenty one years making them highly experienced teachers. The results in the Table 7 connotes that more than half the number of total respondents had not been in the service for long and as such might not have acquainted themselves so much with the disciplinary networking in the schools. This situation might affect the management of discipline negatively in the selected schools, as many of the teachers were not experienced teachers.

**Table 7: Years of Teaching Experience of Teachers**

| <b>Teaching Experience</b> | <b>Frequency</b> | <b>Percentage %</b> |
|----------------------------|------------------|---------------------|
| Below 6 years              | -                | -                   |
| 6-10 years                 | 24               | 50.0                |
| 11-20 years                | 22               | 45.8                |
| 21-30 years                | 2                | 4.1                 |
| Total                      | 48               | 100.0               |

Source: Field Data

### **Age and Sex of Administrators**

The Table 8 gives the distribution of age and sex of administrators. From the Table, three administrators (33.3%) of the nine respondents fell between the ages 40-49 while 6 (66.7%) were found to be 50+.

In contrast to the teachers' responses on sex and age, most of the teachers were far below the ages of the administrators. Just a few of them (11 out of 48) , had attained the ages between 41-50 years. An insignificant number of teachers (4 out of 48) registered to be 50 years and above. On the contrary, all the administrators had attained the ages between forty (40) and fifty plus (50+). Two-thirds majority of the administrators were more than fifty years while the one third left were between the age ranges of 40-49.

The results from Table 8 show that most of the administrators in the selected senior secondary schools were matured and experienced and therefore, could handle school based communication in a better way. Almost all the respondents were male administrators. This indicates that most administrators in the senior secondary schools are men. Just like the case of the teachers, managing discipline in the study schools may not be all that effective since the majority of the administrators were men.

**Table 8: Distribution of Age and Sex of Administrators**

| Sex    | Male      |            | Female    |            |
|--------|-----------|------------|-----------|------------|
|        | Frequency | Percentage | frequency | Percentage |
| 40 -49 | -         | -          | 3         | 33.3       |
| 50 +   | 6         | 66.7       | -         | -          |
| Total  | 6         | 66.7       | 3         | 33.3       |

Source: Field Data

### **Present Status of Administrators**

Musaazi (1997) observes that status strongly influences people's behaviour in organisations. He says managers find it valuable and more satisfying to communicate to equals or superiors than with subordinates. Table 9 presents the analysis of administrator's present status.

Data in Table 9 clearly shows that majority of the administrators who filled the questionnaires were Assistant Directors while only a third of the total respondents was a Director. This result connotes that more of the administrators under study were Assistant Directors. Since many of them were high in status then according to Musaaazi (1997) they would find it difficult communicating with the students hence not being able to understand the students and foster discipline.

**Table 9: Distribution of Administrators' Present Status**

| <b>Status</b>      | <b>Frequency</b> | <b>Percentage</b> |
|--------------------|------------------|-------------------|
| Assistant Director | 6                | 66.7              |
| Director           | 3                | 33.3              |
| <b>Total</b>       | <b>9</b>         | <b>100.0</b>      |

Source: Field Data

### **Areas/Responsibilities of Administrators**

Administrators have different responsibilities in a school setup. Different administrators holding different positions in the second cycle schools administration have different roles to play. Although these individual administrators play different roles, they work together towards a common purpose and to achieve common objectives. Table 10 presents the core administrative areas that came up during this research work.

From the Table 10, it is very clear that majority (6) of the nine respondents indicated they had held the position of assistant heads while a handful (3) of them indicated the responsibility of headmaster/headmistress. The three (3) respondents who are full fledged heads in the three schools under study is suggestive of the fact that in most of the senior secondary schools in Ghana, there is always one headmaster/headmistress and two assistants. One is responsible for academic affairs and the other for administrative duties. In exceptionally largely populated schools, the assistant heads are three where the third assistant is directly responsible for domestic related issues.

**Table 10: Distribution of Areas/Responsibilities of Administration**

| <b>Areas/Responsibilities</b> | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------------|------------------|-------------------|
| Assistant Head                | 6                | 66.7              |
| Headmaster/Headmistress       | 3                | 33.3              |
| Total                         | 9                | 100               |

Source: Field Data

**Numbers of Years Administrators have Spent in Present School.**

A study conducted in New Jersey by Burke (1987) shows that both administrators and teachers who stay in a particular school for a reasonable period are compelled to adopt the networking in the school.

A critical look at the data in Table 11 indicates that more of the respondents constituting 6(66.6%) have spent so many years in their present



school. In some cases a teacher will have to teach in a particular school for several years to qualify to become a candidate for the office of an assistant headmaster-headmistress. Although this is always not the case, it still holds that such a person stands a better chance.

**Table 11: Distribution of Number of years Administrators have spent in present school.**

| <b>Years Spent in the School</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------------------------|------------------|-------------------|
| 1-5 years                        | 3                | 33.3              |
| 6-10 years                       | 6                | 66.7              |
| 11-20 years                      | -                | -                 |
| Total                            | 9                | 100               |

Source: Field Data

### **Length of Experience**

Musaazi (1977) opines that teacher and administrators within a school system need to arrive at their own understanding of how and where authority is to operate in the organization that has been built to accomplish their purposes. For this to happen, the researcher assumes it will take a knowledgeable and an experienced administrator to do so. Respondents were, therefore, asked to indicate the total number of years they have had in the teaching profession in Table 12.

According to Table 12, none of the administrators fell between the years 1-10 years. They all seem to be experienced administrators because all the respondents fell within the years 11-30. The majority of the respondents have worked between 21-30 years. These results are perhaps suggestive that it could

take a teacher so many years of experience to become an administrator. The experienced ones can therefore help in the solution of disciplinary problems.

**Table 12: Years of Experience of Administrators**

| <b>Teaching Experience</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------------------|------------------|-------------------|
| 11-20 years                | 3                | 33.3              |
| 21-30 years                | 6                | 66.7              |
| <b>Total</b>               | <b>9</b>         | <b>100.0</b>      |

Source: Field Data

#### **Total Years Served as an Administrator**

Nsowah (2005), the then acting Director General of the Ghana Education Service commented that people do not hold key positions (administrative) in the Ghana Education Service for long before they go on retirement. He therefore, made some changes in the top hierarchy and promised to encourage younger teachers in the service to work harder to take up certain positions in the service. He said this will strengthen the service and also ensure the effective implementation of the reforms in the educational sector. In order to know what is actually happening on the ground, respondents are to indicate in Table 12 the number of years they have served as administrators.

Table 12 shows that the administrators of the selected senior secondary schools would not hold the key positions long enough. Out of the nine respondents a third of them had served as administrators between 6-10 years while majority of the respondents indicated they had been in administration

between 1-5 years. This result is indicative of the fact those teachers got closer to their retirement age before they become administrators. It implies that the administrators might have worked long enough to have much experience to manage disciplinary issues.

**Table 12: Distribution of total years as an Administrator**

| <b>Years served as an Administrator</b> | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| 1-5 years                               | 6                | 66.7              |
| 6-10 years                              | 3                | 33.3              |
| Total                                   | 9                | 100               |

Source: Field Data

### **Perception of Discipline by Administrators, Teachers and Students**

The data in Table 13 reveals that a number of respondents by multiple responses see discipline as prevention and counselling, self control, branch of knowledge, influence that keeps students on task, punishment intended to correct or train, action by management to enforce organisational standards and as business of enforcing simple classroom rules that facilitate learning.

All these definitions stated confirm the definitions stated in the literature review that discipline is a branch of knowledge, field of study or a subject area. It also means counseling students, guiding and persuading them towards a desired behaviour, self control with responsibility, purposeful activity, students doing what they are asked to do, a teacher influence that keeps students on task,

prevention and remediation, punishment intended to correct or train, and the business of enforcing simple classroom rules that facilitate learning and minimize disruption.

**Table 13: Perception of Discipline by Administrators, Teachers and Students**

|  | <b>f(Stu)</b> | <b>%</b>   | <b>f(Adm)</b> | <b>%</b>   | <b>f(Trs)</b> | <b>%</b>    |
|--|---------------|------------|---------------|------------|---------------|-------------|
| As Counselling                           | 310           | 21.4       | 3             | 16.7       | 20            | 23.8        |
| As Prevention                            | 300           | 20.7       | 3             | 16.7       | 9             | 10.7        |
| As Self control                          | 180           | 12.4       | 3             | 16.7       | 15            | 17.9        |
| As a branch of Knowledge                 | 176           | 12.2       | 2             | 11.0       | 11            | 13.1        |
| As Influence that keeps Students on task | 159           | 11.0       | 1             | 5.5        | 8             | 9.5         |
| As punishment intended to train          | 120           | 8.3        | 3             | 16.7       | 11            | 13.1        |
| As business of enforcing Classroom rules | 202           | 14.0       | 3             | 16.7       | 10            | 11.9        |
| <b>Total</b>                             | <b>1447**</b> | <b>100</b> | <b>18**</b>   | <b>100</b> | <b>84**</b>   | <b>100.</b> |

Source: Field Data

\*\* Multiple Response

### **Types of Indisciplinary Acts in the Schools**

This section presents the analysis of the data collected on teachers, administrators and students responses to describe indisciplinary acts pertaining in

their schools. Respondents were requested to go through the questionnaire provided and indicate the type of disciplinary acts that pertained in their schools. The students, administrators and teachers indicated agreement with the disciplinary acts that existed in their schools. Respondents made it clear in their responses that lesbianism, stealing, smoking and fighting occurred in their schools. Almost all the respondents constituting nine (9) administrators, forty-eight (48) teachers and three hundred and thirty-two (332) students were in agreement with the above disciplinary acts. It is evidently clear from the respondents that we have students indulging themselves in such practices which bring about indiscipline in the schools.

Still on types of disciplinary acts in school, rudeness of students towards teachers, wearing unprescribed dress, having sexual relations with male teachers, dodging classes and official gatherings, absconding to town, use of mobile phones, refusing to do social duties, playing of music in the dormitories use of unprescribed electrical gadgets disturbing during class hours and refusal to do assignments were also recorded. The researcher highlighted these acts of indiscipline in the literature review as some of the disciplinary acts, which occur in some of the schools.

### **The measures used to curb indiscipline**

In this section, respondents were asked to state the disciplinary measures, which were applied in their various schools. Dismissal for fighting, expulsion for possession of alcohol and drugs, expulsion for exam malpractices, expulsion for running to town/home, suspension for bullying and expulsion for stealing were mentioned. It is interesting that all the respondents mentioned all these measures

in their schools. The use of punishment to curb indisciplinary acts is a confirmation of what was noted by Cotton and Savard (1983) and Docking (1982) that punishment is an effective method of remediating individual misbehaviour and therefore, improving school discipline.

### **The frequency of the use of the measures to curb indiscipline**

Unfortunately, not all the respondents (40 out of 57) answered the question on how often the measures to curb indiscipline were used. The question was “how often are the disciplinary measures used in your school?” A greater number of both the administrators and the teachers (22 or 55%) said all the measures were seldomly used while some (18 or 45%) also said some of the measures were used.

The reaction of the respondents indicates that some of the disciplinary measures though exist but are not used. Other views were that some disciplinary measures were selected and used. Studying the responses from the respondents we can quickly conclude that some disciplinary measures were not effectively used in schools. Based on this fact, the research goes further to know why.

### **The non and seldom usage of some disciplinary measures**

The question under this section was “why are some disciplinary measures not in use or seldomly used? These are the responses in Table 14. Responses to this open-ended question revealed that the heads were afraid being unpopular when a sanction was taken on students who come from either popular political background or an affluent home, 23 (45.1%). According to the responses, teachers

accepted the fact that there was a big gap between the administration and the teachers, 28(54.9%). This gap has rendered corrective measures ineffective.

One of the respondents submitted that, school authorities intentionally turn a blind eye to indisciplinary acts of some students, but to others, it's a different story. Students believed that some of the sanctions were too harsh, thus punishment should be corrective and not destructive. This might be a reason why some of the disciplinary measures were not implemented in schools.

**Table 14: Reasons for the non and seldom usage of some disciplinary measures**

| <b>Reasons</b>                    | <b>f(Students)</b> | <b>%</b>   | <b>f (Teachers)</b> | <b>%</b>   |
|-----------------------------------|--------------------|------------|---------------------|------------|
| Favouritism                       | 108                | 29.9       |                     |            |
| No unity among the administrators |                    |            | 28                  | 54.9       |
| Teacher covering students         | 68                 | 18.8       |                     |            |
| Head fear being unpopular         |                    |            | 23                  | 45.1       |
| No concrete evidence              | 101                | 28.0       |                     |            |
| Sanctions being harsh             | 84                 | 23.3       |                     |            |
| <b>Total</b>                      | <b>361**</b>       | <b>100</b> | <b>51**</b>         | <b>100</b> |

Source: Field Data

\*\* Multiple Response

### **The importance of disciplinary measures**

The next question was on the importance of disciplinary measures in the schools. According to the administrators and the teachers, disciplinary measures deter others from repeating the same offence (45 out of 57 i.e.78.9%), they keep

students under control (39 out of 57 i.e.%) and they create the necessary environment for academic work (35 out of 51 i.e.68.4%)

Majority of the responses (42 out of 57 administrators and teachers i.e. 73.7%) indicated that disciplinary measures had important role to play in the schools. The answers to these questions confirm the importance of disciplinary measures mentioned by Charles (1981) that without discipline, students cannot reach their goals, discipline guides behaviour and prevents destructiveness and allows students to do their best in the school and also leads to the effective achievement of the goals of the school in the community.

#### **The influence of indiscipline on the day-to-day administration of the school management**

The fourth question was on how indiscipline affects the day-to-day administration of the school management. The administrators and the teachers said with indiscipline the syllabuses are normally not completed. (32 out of 57 i.e.56.1%), lawlessness abound (40 out of 57 i.e.70.2%) and indiscipline retards schools progress (39 out of 51 i.e.68.4%).

In response to the above question, one may ask how indiscipline in school hinders the completion of the school syllabus. The respondents went further to say that, there was always the peer group pressure which drove the disciplined students to follow the indisciplined ones. This makes teachers always to hold meetings to discuss the indisciplinary acts of students to the detriment of academic work. Teaching time is expended at long hours of students' assembly to talk about student indisciplinary acts.



Indiscipline brings about lawlessness they say, was very true and normally occurs when the school rules and regulations are not enforced. Every individual in the school does what he/she likes without fear. They go on demonstrations, smoke around, hopping from one master's/mistress' bungalow to another, running to town without exeat and dodging classes. This in effect tarnishes the image of the school and hinders academic progress. Teachers become disinterested in any academic work at the school.

The administrator becomes a roving ambassador, convening meetings upon meetings on students' disciplinary acts leaving his/her administrative work. At the end of the day it affects the proper running and the academic work of the school. In other words as emphasised by Hendrikz (1992) discipline is a necessity if the school is to do its job.

### **Suggestions for maintaining discipline in the schools**

All the respondents (389) were asked to suggest means of maintaining discipline in the schools. They gave the following answers:

1. Rules and regulations should be enforced.
2. Using Counselling.
3. Using Corporal punishment
4. Club Formation
5. Establishing good rapport between students/teachers/administrators.
6. Administrators/Teacher being fair to every student
7. Rewarding disciplined students.
8. Making available copies of school rules and regulation to every student.

## 9. Organisation of seminars and symposia.

The respondents showcased their ideas on curbing indiscipline and maintaining discipline. They gave variety of measures among them was enforcing school rules and regulations. The respondents stressed that the school rules and regulations should be implemented when necessary and favouritism should be eschewed. They emphasised that a copy of school rules and regulations should be made available to the individual students as their guide to good behaviour. They also touched on the rules and regulations being read and explained to students once a while to keep students on their toes.

Using counselling to check indiscipline also came in the respondents' feedback. They believe that despite the numerous punishments one can talk about in schools, it is not always applicable in all sense. Sometimes the students need to be counselled to correct an undesirable behaviour. Counselling helps culprits to understand why such disciplinary acts were put up. This may correct the students.

Other respondents were of the view that corporal punishment should be reintroduced in schools. They contended that in the past when corporal punishment existed, disciplinary acts were minimal.

One of the responses was the formation of clubs. The respondents compared the old adage, "the devil finds work for the idle hands", to club formation. They went further to say that club formation will occupy students.

Establishing good rapport between students, teachers and the administration can assist in curbing indiscipline in schools. Respondents were of

the view that there is a communication gap between the teaching staff and the administration, and the administration and the students. Teachers and administrators should be fair in dealing with every student. Students' input should be sort when taking decisions which affect them.

If indiscipline students are punished, in a similar way exemplary disciplined students must be rewarded. It came to the fore that rewarding discipline student will be a source of motivation and challenge to the deviant ones. The reaction of the respondents indicates that a copy of school rules and regulations should be made available to every student to constantly remind them when they are going wayward.

In this investigation, nine questionnaires were distributed to nine administrators and all were answered and returned. Administrators were invited to answer two sets of questions. The first part of the questionnaire is the bio data and the other measures to ensure effective discipline in the administration of senior secondary schools. In the second part of the administrators questionnaire respondents were required to indicate Yes/No for their responses.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This final chapter consists of the summary of the study, conclusions drawn from the findings and recommendations thereon.

#### **Summary**

This research was designed to identify discipline and its role in effective management of schools. The primary purpose of the study was to find out the opinion of the respondents on concept of discipline, causes of indiscipline, means of indiscipline in schools and how frequently disciplinary problems occurred in the schools. The secondary purpose was to advance some recommendations for the consideration of policy makers, administrators, staff and other interested parties.

Three sets of questionnaire were designed and administered with a set each for the administrators, teachers, and students. The administrators and the teachers had one week to respond to the questionnaires. The students on the other hand, were assembled in a room and were asked to respond to the questionnaire after the items had been thoroughly explained to them. Tables and percentages were used to analyse the data and the conclusions arrived to be came the findings of the study.

In the course of the study, it was found out that all nine administrators who were respondents in the study were professional graduates likewise the teachers. However, the majority of the teachers (80%) had taught in their various schools for less than six years which indicates that the majority of them had not gained much experience in their schools and would therefore not be able to support the discipline networking in the schools. The study also revealed that a significant number of respondents, more than half of the respondents see discipline as prevention and remediation, self control, and influence that keeps students on task. This is a clear indication that the word discipline is not any new things to the administrators, teachers and students. They all really understood discipline and its implications.

The study further showed the types of indiscipline act that exist in the schools. Eighty-eight per cent of the respondents agreed on lesbianism being the leading indiscipline act in most girl schools, irrespective of the high rate of (HIV).

As to what they benefit from stealing, it best known to them most of the students steal to claim supremacy on their friends and with others to accumulate possession and gain recognition among peers in school.

As regards smoking in schools it was discovered that majority of the respondents (75%) agreed that it is on a high side. They feel high when smoked.

Many of the respondents according to the study were concerned about cheating in examination as one of the indisciplinary acts in schools. Students of this generation see cheating in examination as fashion. They are not interested in learning but want to pass well with a certificate. They will resort to cheating as an

easy way to pass an examination. In the past cheating in examination was associated with boys but today girls are sharper in cheating than boys.

The study also sought to enumerate some of the major causes of disciplinary problems. It was revealed that many a time students do not know what behaviour is required from them because some of the school rules are not clear or contradictory. Also some rules may be so widely different from the individual normal needs that he is willing to risk disapproval to satisfy themselves.

Again it was clear that some rules have no clear social purpose and may be also rejected and hence causes disciplinary problems. Students have a strong need to belong to a group, in the class, in the dormitories and so forth, when they are frustrated in this desire to belong they have a tendency to turn towards mistaken goals. Always the behaviour they showed in the pursuit of those mistaken goals turns to be undesirable.

The research also brought to light the importance of discipline. It shows how teachers, administrators and students all place discipline at the top of their concerns. They were all much concern about it because it affects learning on the part of the students and affects the emotional lives and it outweighs all other factors combined in determining teacher's success. It was clear that without discipline, nothing good can be achieved in an educational institution. Thus students without discipline cannot achieve their goals since discipline is a necessary ingredient for the achievement of educational goals.

Disciplines also prepare students for their future adult life by making them responsible adults. All the views of the authors in literature review indicated that the importance of discipline in schools cannot be over emphasized. The study also sought to find out ways in which indiscipline affect the day to day running of the school. It was obvious that syllabus is normally not covered and it brings about lowliness and also retards school's progress.

The research showcased how discipline can be maintained in the schools. It was clear that rules and regulations should be enforced in the school- not leaving counselling out. The school's counselling unit should be effective and be at the disposal of the students. The respondents bell out their ideas on curbing indiscipline and maintaining discipline by given various measures. Among them was enforcing school rules and regulation, using counselling and corporal punishment, formation of clubs, establishing good rapport between students, teachers and the administration.

### **Conclusions**

Having summed up the findings of the study, the researcher has come to conclude with regard to the role of discipline in effective management of a school. It can be concluded from the findings of the study that effective management of the school should not be taken for granted. Administrators, members of the academic board, staff, prefects as well as the rest of the students themselves should make deliberate efforts to curb and maintain discipline among the students in schools.

Again, maintaining discipline among student is however, dependent on the administrators of the school. The supervision of students, the responsibility of both teachers and administrators of schools, when effectively done, can contribute tremendously to the improvement of discipline among the students.

It can also be concluded from the study that rules, sanctions, and procedures should be developed with suggesting ideas form students which should be clearly specified and be made known to everyone in the school. The researcher have found out that student participation in developing and reviewing school discipline programs creates a sense of ownership and belongingness. Again it was clear in the findings that clear stated rules and procedures, ensures that all students and staff understand what is and is not acceptable.

Furthermore, formation of clubs goes a long way to keep students from misbehaving. They will be occupied and will burn all energies in the organization and formation of these clubs. As the old adage goes like “the devil finds work for an ideal hands’. Another conclusion drawn form the study is that rewards and punishment also have a place in the maintenance of discipline. It is said that rewards are more effective and should be applied more often than punishment.

The use of corporal punishment came into play as one of the measures of checking indiscipline in schools. The research also spelt out that, the heads of schools and teachers should set examples of self-control and internal discipline in their classes and throughout the school. It was also suggested that school rules and regulations have to be made to guide students conduct and rewards and penalties should be used to support rules.



Another conclusion that can be drawn from the study is that when the students are disciplined and consequently become academically good, they did not indulge in examination malpractices. Thus strict and effective supervision and invigilation during examinations as well as stringent measures such as searching of students and the wearing of clothes that did not make it possible for the students to smuggle foreign material to the examination room are effective means of eliminating completely examination malpractices among the students.

Free flow of communication between the students and the administrators of the schools and between the students and their teachers was also an effective way of maintaining discipline among students.

### **Recommendations**

Based on the findings of the study, it is recommended that:

1. There should be a free flow of communication right down from the administrators to teachers and to the students. The Students' Representative Council (S.R.C.) should be involved in all decision making process.
2. The committee system of administration should be strengthened in order to get many students as possible to be involved in decision making. Committees comprising both members of staff and students should be formed to be in charge of the various areas of administration.
3. There should be class and house meetings. The outcomes of all such meeting should be recorded and submitted to the school authorities for their study and necessary action.

4. That both staff and students disciplinary committees that do exist be further strengthened and encouraged to perform their duties with commitment by dealing promptly with all acts of indiscipline and meting out to offenders punishment that will all reform them and also deter others.
5. Students should be involved in the formulation of the school's rules and regulations and sanctions that should go with the braking of such rules and regulation. In this way, it is hope that students will be committed to the keeping of the rules and regulation
6. All the rules and regulations should be free form ambiguity and it should also be made clear to students why such rules and regulations must be kept.
7. Workshops and seminars on the importance of self discipline and the ways and means through which one can become self-disciplined should be organized from time to time for students. These workshops and seminars should also highlight the negative effects of indiscipline among students. In addition it is strongly recommended that at all deliberations in which the students are involved, they should be allowed and encouraged to express their views and contribute to decision taken. It is also recommended that students should be respected by all and should be considered on their own merit and appropriate actions taken.
8. The schools guidance and counselling units should be well utilized. The units should be strengthened and proper offices be provided for effective

work. Again students should be briefed on duties of a counsellor so that they will feel free and confident in approaching them.

### **Recommendations for further research**

The study could not cover all other areas of indiscipline. It also covered a few schools. It is recommended that other aspects of indiscipline could be looked at covering probably the whole country so that the findings can be generalised.

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**Section B**

Respondents (Educators and Educants)

Perception on what discipline is

Please tick as many of these statements below which indicate the way you understand the concept of discipline

1. Counselling the student, guiding and persuading them toward desired behaviour [    ]
2. Prevention and remediation [    ]
3. Self – control [    ]
4. Action by management to enforce organisational standards [    ]
5. A branch of knowledge [    ]
6. Influence that keeps students on task [    ]
7. Punishment intended to correct or train [    ]
8. Business of enforcing simple classroom rules that facilitate learning and minimize disruption [    ]
9. What other things do you think are involved in discipline in school?  
 .....  
 .....  
 .....

**Section C**

Types of discipline considered serious and not serious in the school.

Tick the frequency under the following below

| <b>Acts of Indiscipline</b>    | <b>Very Often</b> | <b>Often</b> | <b>Sometimes</b> | <b>Never</b> |
|--------------------------------|-------------------|--------------|------------------|--------------|
| Lesbianism                     |                   |              |                  |              |
| Stealing                       |                   |              |                  |              |
| Smoking                        |                   |              |                  |              |
| Fighting                       |                   |              |                  |              |
| Cheating in Exams              |                   |              |                  |              |
| Homosexuality                  |                   |              |                  |              |
| Rudeness/Trs.                  |                   |              |                  |              |
| Wearing of unprescribed dress  |                   |              |                  |              |
| Have affair with male teachers |                   |              |                  |              |
| Defecating around              |                   |              |                  |              |





| Nature of Indiscipline        | Highly Relevant | Prevalent | Not at all |
|-------------------------------|-----------------|-----------|------------|
| Lesbianism / Homosexuality    |                 |           |            |
| Stealing                      |                 |           |            |
| Running to town / house       |                 |           |            |
| Smoking                       |                 |           |            |
| Fighting                      |                 |           |            |
| Teaching student relationship |                 |           |            |
| Cheating in Exams             |                 |           |            |
| Not doing social duty         |                 |           |            |

**Section F**

Effects of Indiscipline in managing of a school

In which ways does indiscipline effect the day-to-day running of the school

Management .....

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.....

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**Section G**

Structures and Procedures for curbing indiscipline in the school

Gibe suggestion and what to do to maintain discipline in the school

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**APPENDIX B**

**Questionnaire for Teachers**

The purpose of this study is to find out the level of discipline at Mfantsiman School, and Ghana National College and make suggestions and recommendations that would hopefully help improve discipline in the schools. The researcher would therefore be very grateful if you could kindly respond to this questionnaire as freely and frankly as possible.

Your contribution would go a long way in helping the researcher to successfully carry out this project.

Please be assured that your response or views will be treated confidentially.

**Section A**

- |  |                        |     |                        |     |           |     |
|--|------------------------|-----|------------------------|-----|-----------|-----|
| 1. Gender                                  | Male                   | [ ] | Female                 | [ ] |           |     |
| 2. Age                                     | 20-30 yrs              | [ ] | 31-35 yrs              | [ ] |           |     |
|  | 50-55 yrs              | [ ] | Above                  | [ ] |           |     |
| 3. Academic Qualification                  | Specialist             | [ ] | Diploma                | [ ] |           |     |
|  | 1 <sup>st</sup> Degree | [ ] | 2 <sup>nd</sup> Degree | [ ] |           |     |
| 4. Number of years spent in present school | 2-6 yrs                | [ ] | 7-11 yrs               | [ ] |           |     |
|  | 12-16 yrs              | [ ] | 17-21 yrs              | [ ] | 21-30 yrs | [ ] |
| 5. Total years of teaching experience      | Below 5 yrs            | [ ] | 6-10 yrs               | [ ] |           |     |
|  | 11-20 yrs              | [ ] | 21-30 yrs              | [ ] |           |     |
|  | Above 30 yrs           | [ ] |                        | [ ] |           |     |

**Section B**

Respondents (Educators and Educants)

Perception on what discipline is, Please tick as many of these statement below which indicate the way you understand the concept of discipline.

1. Counselling the student, guiding and persuading them toward desired behaviour [ ]

2. Prevention and remediation [ ]
3. Self – control [ ]
4. Action by management to enforce organisational standards [ ]
5. A branch of knowledge [ ]
6. Influence that keeps students on task [ ]
7. Punishment intended to correct or train [ ]
8. Business of enforcing simple classroom rules that facilitate learning and minimize disruption [ ]
9. What other things do you think are involved in discipline in school?

.....

.....

.....

.....

### Section C

Types of discipline considered serious and not serious in the school.

Tick the frequency under the following below

| <b>Acts of Indiscipline</b>               | <b>Very Often</b> | <b>Often</b> | <b>Sometimes</b> | <b>Never</b> |
|---|-------------------|--------------|------------------|--------------|
| Lesbianism                                |                   |              |                  |              |
| Stealing                                  |                   |              |                  |              |
| Smoking                                   |                   |              |                  |              |
| Fighting                                  |                   |              |                  |              |
| Cheating in Exams                         |                   |              |                  |              |
| Homosexuality                             |                   |              |                  |              |
| Rudeness/Teachers                         |                   |              |                  |              |
| Wearing of unprescribed dress             |                   |              |                  |              |
| Have affair with male teachers            |                   |              |                  |              |
| Defecating around                         |                   |              |                  |              |
| Dodging classes                           |                   |              |                  |              |
| Dodging Official gathering                |                   |              |                  |              |
| Running to town and house                 |                   |              |                  |              |
| Using mobile phones                       |                   |              |                  |              |
| Not doing class assignments               |                   |              |                  |              |
| Eating in class while teacher is teaching |                   |              |                  |              |
| Disturbing in class                       |                   |              |                  |              |
| Refusing to do social duty                |                   |              |                  |              |
| Playing music in the dormitory            |                   |              |                  |              |
| Using unprescribed electrical gadgets     |                   |              |                  |              |

**Section D**

Usefulness of disciplinary measure in the schools

Tick what applies in your school

- A. Dismissal for fighting
- B. Possession of alcohol and hard drugs - Expulsion
- C. Exams malpractices - Expulsion
- D. Running to town/home - Expulsion
- E. Bullying - - - - Suspension
- F. Stealing - - - - Expulsion
- G. Disobedience to teacher - - Suspension

Are these measures used often in your school? Yes [ ] No [ ]

If yes, what are the importance,

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**Section E**

The nature of indiscipline in schools

Please tick as it ranks in your school

| Nature of Indiscipline        | Highly Relevant | Prevalent | Not at all |
|-------------------------------|-----------------|-----------|------------|
| Lesbianism / Homosexuality    |                 |           |            |
| Stealing                      |                 |           |            |
| Running to town / house       |                 |           |            |
| Smoking                       |                 |           |            |
| Fighting                      |                 |           |            |
| Teaching student relationship |                 |           |            |
| Cheating in Exams             |                 |           |            |
| Not doing social duty         |                 |           |            |

**Section F**

Effects of Indiscipline in managing of a school

In which ways does indiscipline effect the day-to-day running of the school

Management .....

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**Section H**

Structures and Procedures for curbing indiscipline in the school

Gibe suggestion and what to do to maintain discipline in the school

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## APPENDIX C

### Questionnaire for Students

The purpose of this study is to find out the level of discipline at Mfantseman Girls', Adisadel and Ghana National Colleges and possible suggestions and recommendations that would hopefully help improve discipline in the schools. The researcher would therefore be very grateful if you could kindly respond to this questionnaire as freely and frankly as possible.

Your contribution would go a long way in helping the researcher to successfully carry out this project.

Please be assured that your response or views will be treated confidentially.

#### Section A

1. Gender Male  Female
2. Age 14 – 16 yrs  16 – 18 yrs   
18 – 20 yrs  20 yrs and above
3. Do you hold any post in your school Yes  No
4. If yes. Which of these posts do you hold?  
Class Prefect  House Prefect   
School Prefect  Compound Prefect

#### Section B

Respondents (Educators and Educants)

Perception on what discipline is

Please tick as many of these statements below which indicate the way you understand the concept of discipline

1. Counselling the student, guiding and persuading them toward desired behaviour
2. Prevention and remediation
3. Self – control
4. Action by management to enforce organisational standards

- 5. A branch of knowledge [ ]
- 6. Influence that keeps students on task [ ]
- 7. Punishment intended to correct or train [ ]
- 8. Business of enforcing simple classroom rules that facilitate learning and minimize disruption [ ]
- 9. What other things do you think are involved in discipline in school?

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**Section C**

Types of discipline considered serious and not serious in the school.

Tick the frequency under the following below

| <b>Acts of Indiscipline</b>               | <b>Very Often</b> | <b>Often</b> | <b>Sometimes</b> | <b>Never</b> |
|---|-------------------|--------------|------------------|--------------|
| Lesbianism                                |                   |              |                  |              |
| Stealing                                  |                   |              |                  |              |
| Smoking                                   |                   |              |                  |              |
| Fighting                                  |                   |              |                  |              |
| Cheating in Exams                         |                   |              |                  |              |
| Homosexuality                             |                   |              |                  |              |
| Rudeness/Trs.                             |                   |              |                  |              |
| Wearing of unprescribed dress             |                   |              |                  |              |
| Have affair with male teachers            |                   |              |                  |              |
| Defecating around                         |                   |              |                  |              |
| Dodging classes                           |                   |              |                  |              |
| Dodging Official gathering                |                   |              |                  |              |
| Running to town and house                 |                   |              |                  |              |
| Using mobile phones                       |                   |              |                  |              |
| Not doing class assignments               |                   |              |                  |              |
| Eating in class while teacher is teaching |                   |              |                  |              |
| Disturbing in class                       |                   |              |                  |              |
| Refusing to do social duty                |                   |              |                  |              |
| Playing music in the dormitory            |                   |              |                  |              |
| Using unprescribed electrical gadgets     |                   |              |                  |              |

**Section D**

Usefulness of disciplinary measure in the schools

Tick what applies in your school

- A. Dismissal for fighting
- B. Possession of alcohol and hard drugs        -        Expulsion
- C. Exams malpractices                                -        Expulsion
- D. Running to town/house                         -        Expulsion
- E. Bullying     -        -        -        Suspension
- F. Stealing     -        -        -        Expulsion
- G. Disobedience to teacher                     -        -        Suspension

Are these measures used often in your school?    Yes [  ]    No [  ]

If yes, what are the importance,

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**Section E**

The nature of indiscipline in schools

Please tick as it ranks in your school

| <b>Nature of Indiscipline</b> | <b>Highly Relevant</b> | <b>Prevalent</b> | <b>Not at all</b> |
|-------------------------------|------------------------|------------------|-------------------|
| Lesbianism / Homosexuality    |                        |                  |                   |
| Stealing                      |                        |                  |                   |
| Running to town / house       |                        |                  |                   |
| Smoking                       |                        |                  |                   |
| Fighting                      |                        |                  |                   |
| Teaching student relationship |                        |                  |                   |
| Cheating in Exams             |                        |                  |                   |
| Not doing social duty         |                        |                  |                   |



**Section F**

Effects of Indiscipline in Managing of a School

In which ways does indiscipline affect the day-to-day running of the school management?.....

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**Section H**

Structures and Procedures for curbing indiscipline in the school

Give suggestion and what to do to maintain discipline in the school

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