UNIVERSITY OF CAPE COAST

THE JAMAN SOUTH DISTRICT SENIOR HIGH SCHOOL STUDENTS'

PERCEPTION OF SCHOOL RULES AND REGULATIONS

BY

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2009

DECLARATION

Candidate's Declaration

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

Candidate's Signature: ……………………… Date…………………………………

Name: Emmanuel Atimolga

Supervisor's Declaration

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

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

Name: Mr. Prosper Deku

ABSTRACT

The study was conducted to find out the Jaman South District Senior High School Students' perception of school rules and regulations. It adopted the descriptive sample survey design that involved the collection and test of hypothesis concerning the status of subject of the study. The questionnaire was the set of survey instrument that was designed by the researcher to collect data from a sampled size of 200 students drawn from a total population of 1700 from two schools; Drobo Senior High School and Our Lady of Providence Senior High School. The respondents comprised 100 boys and 100 girls.

Results from this study revealed that rules and regulations are necessary in schools and that there is the need for all students, workers, teachers and administrative staff to respect these rules and regulations. The study also confirmed the need to adequately involve students in making rules and regulations in schools.

In the light of the research findings, it was recommended that counsellors in collaboration with the school administration should run orientation, placement and counselling services for students to improve upon their behaviour. The study also recommended counsellors to serve as consultants to parents or guardians regarding the growth, educational and career planning and development of their children.

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I am indebted to all the authors whose books I have consulted in the preparation of this work. I am also very thankful to Grace Roberts for arranging this work to the standard that is required. Though I acknowledge and appreciate the help given to me by all people mentioned above, I wish to be held solely responsible for whatever lapses this work may contain.

DEDICATION

To my wife, Faustina Atiah and children; Ayinbora, Adingmaale and Amigana who had to endure my periodic absence from home.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Most developed economies in the world, civil society and many others that are developing at a faster rate today, give a great priority to education. Thus, education is widely acknowledged as the key to the development of a nation since it helps in building its human capacity that is needed to promote a nation's socio -economic advancement. It is therefore not surprising that our world leaders pay serious attention to education in order to meet the required human resource capacity for nations' development. To be able to achieve this, there is the need to establish schools which have got a well defined rules and regulations. These rules and regulations play a very important role for the achievement of institutional objectives by promoting acceptable behaviour of the people.

Before the introduction of formal education by the early missionaries in Ghana, traditional education used to enforce discipline so that the community's concept of good life could be achieved. The lives of people were tied up with their culture and religion. Adults played an active role in shaping the character, behaviour and attitudes of the child. Moral upbringing and discipline were insisted upon by punishing the wrong doers and rewarding those with good conducts. Conformity with societal norms and homogeneity in behaviour of all were ensured by means of complex belief system reinforced by taboos, sanctions, customary laws and elaborate ceremonial practices. Traditional education was directed towards preparing the individual to be able to make proper personal and social adjustment to his immediate environment.

Ross (as cited in Spring, 1985) says "education is an inexpensive form of police whereby the family and the church are being replaced by the school as the most important institution for instilling internal values and that the moral and social influence of the school would keep students from future

acts of crime and from the use of tobacco and alcohol" (P. 131). A school is therefore, a small community consisting of staff and students which has its own pattern of rules and regulations and at the same time is an integral part of a much wider community with its pattern of thinking, individuals and social organizations that influence thought and action.

In other words, the school does not exist alone. It is a social institution, an agency by which desirable social needs may be met and therefore a means to an end and not an end in itself. A school derives its existence and life blood from the community in which it is situated by supporting her with materials and human resources (Akubue, 1997). It is important that the school and the community have mutual relationship to foster cordial existence (Ozigi, 1977).

Durkheim (1956) views formal education as "a social creation and means by which a society assured its own continuity by socializing the youth in its own image" (p. 70). Boocock (1980) also has this to say, "the goal a society sets for its educational system and what and how children are taught in school depend not only upon what is perceived as valuable and necessary for the smooth functioning of society but also upon society's view of what children are like" (p. 7). He explains further, "although we tend to take for granted the way children are treated in our society, it is important to remember that what we see is filtered through a cultural lens" (P. 8).

The forgone analyses indicate that the goal of formal education can only be achieved through effective inculcation into the youth a sense of moral values that are acceptable by all and which will ensure order, stability, mutual support for one another and respect for authority. Einstein (as cited in The Teacher: A news letter of Ghana National Association of Teachers, 2007) says "the most important human endeavour is striving for morality in our actions. Morality is what gives beauty and dignity to life. Following our animal instincts is not enough and without high standards of right and wrong, men cannot live in peace and friendship" (p. 4). Hobbes (as cited in Sigelman & Rider, 2003)

portrays children as inherently selfish and bad. Hobbes believes that it is society's responsibility to teach children to behave in civilized ways.

In the school system, morality or good values are embedded in school rules and regulations which is part of the training that is given to the child. However, many students of adolescent age especially those in our senior high schools view school rules and regulations from different perspectives. The perception of these students of school rules and regulations seem to be the cause of indiscipline behaviour in most senior high schools in Ghana. Dinkmeyer (1965) views rules as virtues that inculcate courage into the individual in order for him to function effectively .The student can be described as the pivot around which everything else in the school revolves. Students therefore form an integral part of the human resource that has to be managed by the head of the school. According to Marshall (1984), "the student is at the centre of the educational process and all activities in the school should aim at developing the student's total personality to the fullest" (p. 40). The school through its rules and regulations should develop responsible attitudes and to experience the type of moral training that will prepare them for life.

In schools, rules and disciplinary actions are not targeted at personalities. Dismissal is only a last resort after persistent warnings when both verbal and written warnings have been given. Conformity to rules is most effective and has least negative effect on individuals, if the individual feels that his behaviour at the particular moment is the only thing being criticized and not his total personality (Gosh, 1987). Two kinds of discipline have been identified; one exists in a situation where rules and regulations of the school are willingly supported and obeyed by students because they do not have reasons to believe that they are being forced to comply with the rules. The other is considered to be externally imposed and so denies students the chance of learning to exercise their sense of judgment as well as responsibility (Asiedu, 1978).

Formerly, students' indiscipline behaviours experienced by schools were in relation to petty issues like disrespect, stealing as well as verbal and physical assault. However, in recent years, the problem gradually degenerated into the use of drugs and arms, rape and robbery and even the formation of cultic groups. These social problems more often than not, give rise to strike actions in a given situation. Cudjoe (1966) believes that most of the strike actions in the schools are led by indiscipline students who are under the influence of drugs, ignore their prefects and the channels of communications and vandalize personal and school property. He explains further that it is not uncommon for students to spend part of their time in public places taking in alcohol and drugs and these serve as catalyst in triggering strike actions.

Spates of indiscipline acts of students in senior high schools have dominated our national news papers of recent times. The Daily Graphic (Wednesday, February13, 2008, P. 11) reports a case of Savelugu Senior High School in the Northern Region which was closed down indefinitely and the students ordered to vacate the school premises until further notice following an assault on the headmaster of the school who did not allow the students to continue a record dance they had organized without authorization. The headmaster sustained injuries, while his bungalow and the school's only Pick-Up vehicle were vandalized in the process. The angry students threw stones and other objects that damaged the headmaster's bungalow and also smashed the windscreen of the vehicle, after the headmaster had directed that the record dance must be stopped.

In another development, the Daily Graphic (Monday, 17th March, 2008 p. 3) reports a case in which a final year student of Adisadel College in Cape Coast in an attempt to dodge his Senior Housemaster, jumped from the fourth floor and died. The student failed to attend the school's church service which was compulsory for all students. After the incident, the students of the College armed themselves with sticks and stones and vandalized the house of the Senior Housemaster.

Toprgberow (2005) says that bullying also has assumed serious dimensions in the school, though it is accepted in most senior high schools as part of an entertainment programme to initiate the first year students. Thus, the rapidly changing Ghanaian society has affected school discipline in diverse ways. Among them is the impact of modern technology in the form of communication, films, video as well as socio-economic factors which have sometimes made children too independent to be controlled or directed by their parents or teachers. If the goals of education as a public venture are to be realized, then it is essential that emphasis be laid on improving discipline in our schools through effective enforcement of school rules and regulations and provision of an effective guidance and counselling services.

Statement of the Problem

The search for a lasting solution to students' misbehaviour in Senior High Schools in Ghana continues unabatedly. Reports from the 45th Annual Conference of Heads of Assisted Secondary Schools (CHASS) from 25th November 2007 to 1st December 2007 revealed that there are about four hundred and ninety-two (492) public senior high schools in Ghana. Out of this number, about forty-six (46) are from the Brong-Ahafo region and only two (2) from the Jaman South District. Most of these senior high schools including those in the Jaman South District occasionally encounter disciplinary problems which often lead to some of the affected students being suspended, deboardennized or given summary dismissal for violating school rules and regulations.

Unfortunately, little attention is given to the role that school rules and regulations play in ensuring good behaviour. As noted by Ross, Bondy and Kyle (1993), "rules should refer to significant as opposed to trivial behaviour" (p. 248). Thus, in the school set up rules and regulations are formulated to guide students and promote teaching and learning. Yet, one is not too sure whether students have realized the importance of these rules and regulations in ensuring that the institutional

goals are achieved. Based upon the above facts, the researcher deems it fit to undertake a study into the Jaman South District Senior High School Students' perception of school rules and regulations.

Purpose of the Study

The study intended to:

(a) examine senior high school students' perception of school rules and regulations.

(b) determine male and female students 'perception of school rules and regulations.

(c) establish the relationship between students' ages and their perception of school rules and regulations.

(d) determine the difference between first year students and continuing students' perception of school rules and regulations.

Research Question

What perceptions do senior high school students have of school rules and regulations?

Hypotheses

To corroborate the findings of the research question, three hypotheses are formulated to guide the study. **Ho** represents null hypothesis while **Ha** stands for alternate Hypothesis.

Hypothesis 1:

Ho 1: There is no significant difference between female and male students' perception of school rules and regulations.

Ha 1: There is a significant difference between female and male students' perception of school rules and regulations.

Hypothesis 2:

Ho 2: There is no significant difference between student ages and their perceptions of school rules and regulations.

Ha 2: There is a significant difference between student ages and their perceptions of school rules and regulations.

Hypothesis 3:

Ho 3: There is no significant difference between students' years spent in school and their perception of school rules and regulations.

Ha 3: There is a significant difference between students' years spent in school and their perception of school rules and regulations.

Significance of the Study

The study will serve as indicators of how students perceive school rules and regulations among themselves. This means that what may seem a problem to the administrative authorities might be minor irritation or simply a sign of boisterous spirit to the student.

The study will further deepen students' understanding about what constitute their misconception of school rules and regulations. It will serve as a guide to disciplinary measures that could be instituted to deter students from committing offences and compel them to exercise self-control and self discipline in their day to day activities. It will also serve as a guide to limits of sanctions bearing in mind what approaches authorities are expected to adopt in all matters relating to discipline and misbehaviour in senior high schools.

Finally, the study will direct Counsellors on how to assist to correct students' misbehaviour in schools by tackling the major causal factors which are deep rooted in the home and by serving as consultants to parents or guardians regarding the growth, educational and career planning and development of their children.

Delimitation to the Study

The study is conducted in the Jaman South District of Brong-Ahafo Region. The Jaman South

district is located at the north-western part of the Brong-Ahafo Region and shares boundaries with Jaman North, Berekum, Dormaa, and La Cote d'voire. The district has two public senior high schools, Drobo Senior High School which is a mixed school and Our Lady of Providence Senior High School, solely for girls. These two schools, in which the study is undertaken, operate both the day and boarding systems and have a total population size of about 1,700 students. The choice of the Jaman South District was influenced by the interest of the researcher to find out the reasons for students' misbehaviour in senior high schools within the district and to examine students' perception of schools rules and regulations. Though the scope of the study depicts that the findings and conclusions would apply only to schools in Jaman South District, other schools with similar characteristics outside the district may benefit from the findings of the study.

Definition of Terms

Perceptions: - Perceptions are individual attitudes, discernments, views, ways of looking at things and comprehension. Perceptions used in this context refer to attitudes and views of senior high school students towards school rules and regulations.

Rules and regulations: - School rules and regulations are official principles that guide students' behaviour in the school system.

Guidance: - Guidance as it is used here, describes the assistance that is given to students who are indisciplined.

Counselling:- Counselling, as used in this context is the relationship established between teachers or authorities and students of senior high schools in order to ensure good behaviour.

Discipline: as used in this context, discipline applies to acceptable behaviour of students in the school set up.

Indiscipline: Indiscipline refers to the unacceptable behaviours exhibited by students in the school

set up.

Organization of the Study

The remaining aspects of this dissertation are organized as follows:

Chapter two focuses on literature review. The review deals with the meaning of perception, theoretical framework, male and female students' perceptions of school rules and regulations, the influence of age on students' perception, difference between first year and continuing students' perception of school rules and regulations and ends with the general principles regarding school rules and regulations.

The third chapter tackles the research methodology. It describes the research design, explains the rationale for the design and indicates its strengths and weaknesses. The population sample and sampling procedure are also described. The chapter also covers the research instrument, validity and reliability issues and further describes the data collection and analysis procedures. Chapter four analyses the data collected and discusses the findings. Data analyzed include students' perception of school rules and regulations in senior high schools. The chapter also analyzes the hypotheses which attempt to find out whether male students have different perceptions of school rules and regulations from that of their female counterparts, to find out the difference between students' ages and their perceptions of school rules and regulations and to find out the difference between first year students and continuing students' perceptions of school rules and regulations. Chapter five is the final chapter that summarizes the findings and also discusses the counselling implications of students' perception of school rules and regulations in the Jaman South District.

CHAPTER TWO

LITERATURE REVIEW

This chapter discusses the literature on the topic in relation to the study. It is quite obvious that this is not the maiden work on perceptions of senior high school students of school rules and regulations. However, examining the existing literature will enable the researcher to build upon what has already been done in order to find pragmatic measures to solidly deal with misbehaviour in our senior high schools. Related literature will review the following themes.

1. The meaning of perception

2. Theoretical framework

3. The influence of gender on students' perception

4. The difference between students' ages and their perception.

5. The difference between first year students and continuing students'   perception.

6. General principles regarding school rules and regulations.

The Meaning of Perception

According to Bonjour (2001),"perception comes from the Latin word 'pecepio' meaning receiving, collecting, and action of taking possession, apprehension with the mind or senses " (p. 1). In Psychology, perception is described as the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.

Chernow and Vallasi (1993) see perception as "the mental organization and interpretation of

sensory information" (p. 2107). They observe that the Gestalt Psychologists studied extensively the ways in which people organize and select from the vast array of stimuli that are presented to them, concentrating particularly on visual stimuli. According to Gestalt psychology; "images are perceived as a pattern or a whole rather than merely as a sum of distinct component parts" (P. 101). Human beings respond holistically to experience and any separation of mind and body is artificial. Freudian Psychology suggests that "self-perception is an illusion of the ego, and cannot be trusted to decide what is actually real" (p. 487).

Recent studies however, have shown that stimuli are actually perceived in the brain, while sensory organs merely gather the signals. This research finding has offered significant hope for the blind (Chernow & Vallasi, 1993).

Feldman (1996) describes perception as "the sorting out, interpretation analysis and integration of stimuli from our sense organs" (p. 96). In other words, it is the process underlying our ability to give meaning to stimuli. For that matter, perception can be said to be the process by which a person interprets sensory stimuli into understandable forms. This process then can be comparable to discriminating, differentiating, and observing.

Loftus and Wortman (1988) see it as "the process whereby the brain interprets the sensations it receives giving them order and meaning" (p. 148). In this definition, sensation and perception work together because as soon as the brain receives sensations it automatically interprets or perceives them. Hence without sensation of a kind, perception cannot occur. Based upon this, it can be concluded that perceptual capabilities may then differ from one individual to another due to variation in how perceptual systems are structured and how each individual 'sees' the world in terms of knowledge, beliefs and expectations (Loftus & Wortman, 1988). According to Gibson (1987), "whatever one perceives is a result of interplays between past experiences, one's culture and the interpretation of the

perceived; If the precept does not have support in any of these perceptual bases it is unlikely to rise above perceptual threshold" (p.1)

The above processes invariably work to shape the way people perceive, attend to and interpret incoming sensory data. Thus, the attitude of an individual is dependent upon the way he/she perceives things around him/her. Secondly, the knowledge and belief systems as well as the expectations of a person to a large extent determine the kind of opinion he/she may have about an issue or some object. Quite apart from these, when people view something with a preconceived idea about it, they tend to take those preconceived ideas and see them whether or not they are there. This problem stems from the fact that humans are unable to understand new information, without the inherent bias of their previous knowledge. The extent of a person's knowledge creates their reality as much as truth, because the human mind can only contemplate that which it has been exposed to. When objects are viewed without understanding, the mind will try to reach for something that it already recognizes, in order to process what it is viewing. That which most closely relates to the unfamiliar from our past experiences, make up what we see when we look at things that we do not comprehend (Gibson, 1987).

Bonjour (2001) describes perception in the philosophical point of view as "how mental processes and symbols depend on the world internal and external to the perceiver" (p. 1). Our perception of the external world begins with the senses which lead us to generate empirical concepts representing the world around us, within a mental framework relating new concepts to pre-existing ones. Perception leads to a person's view of the world, so its study is important for better understanding, communication, self, id, ego and even reality.

Crane (2005) categorizes perception as internal or external. He says "internal perception tells us what is going on in our bodies. We can sense where our limbs are, whether we are sitting or

standing; we can also sense whether we are hungry, or tired, and so forth. External or sensory perception, tells us about the world outside our bodies; Using our senses of sight, hearing, touch, smell, and taste, we discover colours, sounds, textures, etc. of the world at large" (p. 2). There is a growing body of knowledge of the mechanics of sensory processes in cognitive psychology. The philosophy of perception is mainly concerned with external or sensory perception. When philosophers use the word perception they usually mean external perception, and the word is used in that sense everywhere.

Theoretical Framework

The Realist Theory of Perception

According to this theory, people believe whatever they perceive is things in themselves. This is what we call "naïve realism" and many people who have not studied biology carry this theory into adult life and regard their perception to be the world itself rather than a pattern that overlays the form of the world. Reid, (as cited in Perception – Wikipedia, 2008) took this theory a step further and realizes that sensation is composed of a set of data transfers but declares that these were in some way transparent so that there is direct connection between perception and the world. John Locke and Nicholas Malebranche however, hold that we can only be aware of external objects by being aware of representations of objects. Two kinds of realism are therefore identified in this theory: Direct realism which holds that the representation of an object is located next to, or is even part of actual physical object and indirect realism which holds that the representation of an object is brain activity. Indirect realism is consistent with experiences such as binding, dreams, imaginings, hallucinations, illusions and so on however, direct realism argues either that these experiences do not occur or avoids the problem by defining perception as only those experiences that are consistent with direct realism.

Since the realists believe that matter is the ultimate reality, the curriculum in our schools must

consist of essentially the whole spectrum of the culture of society. It should consist of literacy, numeracy, skills and even religion. Attention should be directed not to the mind that understands but to the reality that is understood. Realism thus reflects the objectivism that underlies and supports modern science. Realism depends on reason rather than on our sentiments and wishes: It is prepared to find that the world is quite different from what we must wish it to be.

The Idealist Theory of Perception

Idealism is a world view or metaphysics which holds that basic reality consist of or is closely related to mind, ideas or thoughts. Idealists hold that ultimate reality is spiritual in nature rather than physical, mental rather than material. Parmenides has aptly summarized this view point as follow: "What cannot be thought cannot be real."(Kneller, 1971 p.9). All Idealists agree that reality is quantitatively one and qualitatively mental. To Idealists man is a composite body of soul; matter and mind. George Berkeley (1685-1753), an Irish Philosopher and influential proponent of idealism believes that idealism has two main strands, phenomenalism in which physical events are viewed as a special kind of mental event and subjective idealism which holds that minds, or spirits, and their perceptions, or ideas are all that exist. Things such as buildings and trees exist, but they exist only in a mind that perceives them.

Thus, Idealists hold that the child is part of an ultimately spiritual universe and that he has a spiritual destiny to fulfill in accordance with his/her own potentialities. Consequently, school rules and regulations must instill a closer link between the child and the spiritual elements of nature; they must stress the innate harmony between man and the universe. The child must be helped to get the awareness that the universe has meaning and purpose.

The Theory of Enactivism

The theory posits that reality arises as a result of the dynamic interplay between an organism's sensory-motor capabilities and its environment. Instead of seeing perception as a passive process determined entirely by the features of an independently existing world, enactivism suggests that the organism and environment are structurally coupled and codetermining. (Varela, Thompson & Rosch, 1991). The enactivists thus believe that reality amounts to the interaction of the human being with his/her environment. They assert that all we can know is our experience. Reality is thus not abstract, rather it is a process of transaction which involves doing and undergoing; the two characteristics of experience. They also believe that change is the essence of reality and that we must always be prepared to change our way of doing things.

The Transactional Theory of Perception

Dember (as cited in Feldman, 1996) says, "perception represents a probabilistic end reaction and is a guide to action" (p. 86). The theory states that an organism infers the nature of an object by an unconscious judgment of what the physical object would most likely be. This produces the present pattern of impingement on the sensory organs and is capable of producing a number of patterns on the retinal image. The organism or individual is then confronted with a choice and perception may or may not be verifiable. This theory also recognizes the importance of past experiences as an aid to perceptions. This pertains not only to specific objects but also to the nature of the world in which the organism finds itself. As a result, certain assumptions occur in accordance with these.

From the above, perception is sometimes referred to as a cognitive process in which information processing is used to transfer information from the world into the brain and mind where it is further processed and related to other information. Some Philosophers and Psychologists propose that this processing give rise to particular mental states (cognitivism) whilst others envisage a direct

path back into the external world in the form of action (radical behaviourism).

The Influence of Gender on Perception

A sex-role standard is a value, a motive, or a class of behaviour that is considered more appropriate for members of one sex than the other. Taken together, a society's sex-role standards describe how males and females are expected to behave and, thus reflect the stereotypes by which we categorize and respond to members of each sex (Shaffer, 1994).

The female role as child bearer is largely responsible for the sex-role standards that have prevailed in many societies, including our own. Girls have typically been encouraged to assume an expensive role that involves being kind, nurturing, co-operative and sensitive to the needs of others (Parsons as cited in Shaffer, 1994, p.536). These psychological traits, it was assumed, will prepare girls to play the wife and mother roles-to keep the family functioning and to raise children successfully. By contrast, boys have been encouraged to adopt an instrumental role, for as a traditional husband and father a male would face the task of providing for the family and protecting it from harm. Thus, young boys are expected to become assertive, independent, and competitive. Similar norms and role prescriptions are found in many-though certainly not all societies (Whiting & Edwards, 1988, p. 99).

The Social Roles theory by Eagly (1987) aptly describes how gender influences individuals' perception. The theory has this to say, "although the perception of sex differences may be based on actual differences, it is magnified by the unequal social roles occupied by men and women…" (p. 437). These behavioural differences provide a continuity basis for social perception leading us to perceive men as dominant 'by nature' and women as domestic 'by nature' when in fact, the differences reflect the roles they play.

Feldman (1996) makes the following observation; "that our conclusions about what is or is

not "appropriate" behaviour for others and ourselves are based on gender roles" (p. 359). He explains gender roles as the set of expectations, defined by a particular society, that indicate what is appropriate behaviour for men and women. He has this to say; "expectations about men and women differ significantly, which in turn may result in favouratism towards members of one of the sexes" (p. 359). In a research conducted in Western Society he observed that men are more apt to be viewed as having traits involving competence such as independence, objectivity, and competitiveness. In contrast, women tend to be seen as having traits involving warmth and expressiveness, such as gentleness and awareness of others' feelings. He concludes that because our society traditionally holds competence in higher esteem than warmth and expressiveness, the perceived differences between men and women are biased in favour of men.

Williams and Best (1990) identify "women as sentimental, submissive and superstitious, while men are seen as adventurous, forceful and independent" (p. 360). The explanation here therefore, is that female students could be seen to be more conformed to school rules and regulations than their male counterparts since the former are seen to be very submissive and sentimental.

Bergen and Williams (1991), and Alper (1993), present a very different world for males and females. They observe that girls in middle school and high school reported receiving unwelcome sexual comments or looks than boys and boys perceive the negative consequences as being considerably harmful than girls do. Thus, gender stereotype is typically more positive for men than for women. They limit the behaviour of both women and men who conform to them. Furthermore, they ultimately may lead to the unfortunate consequence of more favourable behaviour towards men than towards women (Cross & Marcus, 1993; Geis, 1993).

Beyer (1990) says "men and women differ in how positively they view their own abilities; in general, women evaluate themselves more harshly than men" (p. 363). Thus, female students may see

themselves as individuals who do not conform to school rules and regulations as compared to their male counterparts. According to Gilligan (1982), men view morality primarily in terms of broad principles such as justice and fairness. In contrast, women see it in terms of responsibility towards individuals and willingness to make sacrifices to help a specific individual within the context of a particular relationship. Thus, male students will comply to rules and regulations if the authorities are fair and just in their dealings with other students who happen to breach such rules.

Crick and Grotpeter (1995) say "girls and boys appear to differ in the form their aggressive behaviour usually takes. While boys are likely to attack peers through overt aggression (such as hitting, pushing or verbally threatening to hurt others), girls are more likely to display rational aggression involving harming others through purposeful manipulations and damage of their peer relationships" (p. 710). According to Brehm and Kassin (1996), "men are somewhat more aggressive, competitive, assertive, and task-focused than most women. Most women are however, more sensitive, cooperative, nurturing and people focused"(p. 483). This means that male students easily express their aggressive behaviour by challenging school authorities while the female students because of their rationality, sensitivity and cooperative nature try to comply with school rules and regulations.

Marshall (1984) says "the dichotomy of female-male roles and behaviour is perpetuated by the society in which the boy or girl is reared. That society does not have an influence on sex-linked social behaviour; it is demonstrated in the differences that exist in female and male behaviour in different countries" (p. 62). In our Ghanaian setting for example, female children are trained to be more calm and submissive while male children are trained to perform dominant roles. Hence female students are seen to be more conforming to rules and regulations in schools than their male counterparts.

Moore (1993) says, "men and women are physically different (division by sex) but

sociologists argue that the differences in behaviour between men and women are not a result of these physical differences at all, they are learnt (the division by gender)" (p. 49). According to him, "women are weaker, more emotional and have motherly and home instincts; on the other hand, men are stronger, less emotional and more aggressive" (p. 49). The above differences in behaviour and roles explain why girls are perceived to conform to rules and regulations than boys in schools

Difference between Students' Ages and Their Perception

Students in senior high schools pass through different stages of growth and developments as most of them age between fifteen and twenty-two years. This is also called the period of adolescence. According to Seifert, Hoffnung and Hoffnung (1997), "adolescence is the stage of development that leads a person from childhood to adulthood. Marked by the major physical changes of puberty and important cognitive and social development, it is generally considered to begin around age ten and end sometime around age twenty-two. Early adolescence lasts roughly from ages ten to fourteen, including Junior high school years. Middle adolescence, ages fifteen through seventeen, includes the high school years and late adolescence occurs between ages eighteen and twenty-two" (p. 369).

Some scholars believe that no precise limit can be set for adolescence because the period is measured by many factors including educational, intellectual, and emotional changes. Educationally, it corresponds to the years of senior high school education. Intellectually, the ability continues to increase until about the age of twenty or slightly older. The rate tends to slow down as the individual approaches the close of the adolescent period. In addition to the increase in general intellectual ability, this period also brings changes in breath of knowledge, understanding and judgment. There is much improvement in the ability to think not only in terms of the past but also in terms of the future. Emotionally, affection, aggression and fear are especially likely to cause problem. The adolescent is likely to be angered by what he considers unfairness and lack of consideration. Anger may be

expressed indirectly through violent arguing or openly by joining some groups bent on destruction of property or other anti-social behaviour often called "delinquency". Delinquency tends to increase during the teen years, rather slowly up to about fifteen and rapidly up to age nineteen. After this, there continues to be an increase in the rate of delinquent behaviour, although at a slower rate up to age twenty-five (Nzundu as cited in Unachukwu & Igborgbor, 1991).

Brooks-Gunn and Warren (1989); and Hamburg (1994) observe that while adolescence is not an unusually problematic period for most youngsters, in the United States and Great Britain the onset of adolescence is associated with more frequent feelings among many adolescents and increased rates of behavioural and psychological problems for some. In certain ethnic groups, for example, between fifteen and twenty percent of adolescents in the United States drop out of school before completing high school; adolescents have the highest arrests rates of any age group; and growing number of adolescents use alcohol and drugs on a regular basis (Larson & Ham, 1993). The problems faced by adolescents in the above countries are not so different in our Ghanaian situation. In most senior high schools students break school rules and regulations to engage in activities such as drinking, smoking and sexual misconduct with their own peers.

Another way in which students' ages have an influence on their perception is seen through Kohlberg's theory of Moral Development. According to Kohlberg (1984), "people pass through a series of stages in the evolution of their sense of justice and in the kind of reasoning they use to make moral judgments (p. 356). He believes that because of the various cognitive deficits that Piaget describes, preadolescent children tend to think either in terms of concrete, unvarying rules or in terms of the rules of society". Thus, at the ages between seven and twelve students are able to reason that, "it is always wrong to steal or good people do not steal". Adolescents, however, are capable of reasoning on a higher plane, having typically reached Piaget's Formal Operational Stage of Cognitive

Development (Feldman, 1996). Adolescent students at this stage, thus, twelve years and above are able to comprehend broad moral principles, they can understand that morality is not always black and white and that conflict can exist between two sets of socially accepted standards. From the above discussions, one will realize that while some students conform to rules and regulations for fear of punishment, others do not comply because they are matured enough to ask questions on why such rules are made and the benefits they will get by obeying such rules.

Kohlberg notes that earlier stages represent more egocentric thinking than later stages do. Second, earlier stages by their nature require more specific or concrete thinking than later stages do. By stage four (social orientation), the adolescent realizes that individuals vary in their point of view, but he still takes for granted the existing overall conventions of society as a whole. He cannot yet imagine a society in which those conventions might be purposely modified by passing laws or agreeing on new rules. Only by stages five and six (ethics) can he do so fully. (Seifert, Hoffnung & Hoffnung, 1997, p.373).

Livesley and Bromley (as cited in Zanden, 1995) say "English children between seven (7) and sixteen (16) years of age have a number of dimensions along which they conceptualize other people which grows throughout childhood. As children move into their teens, they become capable of integrating one quality with another"(p. 308). Thus, a rapid development occurs during middle childhood in children's abilities to make "psychological" inferences about other people - their thoughts, feelings, personality attributes, and general behavioural disposition (Moore & Collins, 1988).

Laursen and Collings (1994) say "young teenagers, as part of their search for identity, tend to experience a degree of tension between their attempts to become independent from their parents and their actual dependence on them; they experiment with a range of behaviours, flirting with a variety

of activities that their parents and even society as a whole find objectionable" (p. 198). Montemayor (1983) and Galambos (1992) also observe that for the majority of families such tensions tend to stabilize during middle adolescence-around age fifteen or sixteen and eventually decline around age eighteen.

According to Seifert, Hoffnung and Hoffnung (1997), "individual identity and self-direction have an influence on students' perception" (p. 373). They define individuation as the process by which an adolescent develops a unique personal identity or sense of self, one distinct and separate from all others. Josselson (1980) proposes that the individuation processes consist of four separate but overlapping sub phases; differentiation, practice and experimentation, rapprochement, and consolidation of self. During the differentiation sub phase which occurs early in adolescence, the teenager recognizes that he/she is psychologically different from his/her parents. The discovery that parents are not as wise, powerful, and all-knowing as they thought earlier sometimes lead them to question and reject their parents' values and advice, even if they are reasonable.

In the practice and experimentation sub phase, Josselson (1980) notes that the fourteen or fifteen year old child may believe he knows it all and can do no wrong. He may deny a need for caution or advice and actually challenges his parents at every opportunity. He also increases his commitment to friends, who provide the support and approval he previously sought from adults. During rapprochement sub phase, which occurs towards the middle of adolescence, a teenager has achieved a fair degree of separateness from her parents and is able to conditionally reaccept their authority. Often she alternates between experimentation and rapprochement; at times challenging her parents and other times being conciliatory and co-operative. The final sub phase is the consolidation of self which lasts until the end of adolescence. Here, the adolescent develops a sense of personal identity, which continues to be the basis for understanding himself and others and for maintaining a

sense of autonomy, independence and individuality. Here an eighteen or nineteen year old teenager is very careful in thought, and has a strong sense of personal direction. Hence the individual's identity in a particular age period gives directions as to how he/she perceives things.

Difference Between First Year Students and Continuing Students' Perception.

According to Habley (2004), "many first year students are overwhelmed with the transition from high school to college life being overly stressed from the dramatic changes through the first year of college" (p. 2). The freshman's year has been the time when the greatest attrition occurs (Noel, Levitz & Saluri, 1985: Tinto, 1987; Consortium for Students Retention Data Exchange, 1999). This means that the first academic year in college is the very critical period which can affect students' decision whether to stay in school or not to stay in school.

Many researches have consistently indicated that college students who have difficulty in continuing study usually left school within the first academic year (Lau, 2003, Wetzel, O'Toole & Peterson, 1999). Spanier (2004) says that first year students in transition struggle with choices, responsibilities and maturation. He expresses that for students to be retained in school, they need to benefit from joining a community of scholars in their halls of residence. Thus, freshmen who enter into senior high schools have adjustment problems. They have difficulty in learning the new set of rules they come face to face with in the school. Gnagey (as cited in Tamakloe, Atta & Amedahe, 1996) who confirms this kind of behaviour of students has this to say "when rules set up in the school differ from those of the home, students become confused and misbehaviour may thereby result" (p. 99). Thus, there could be negative transfer of training in cases where accepted rules at home are deemed improper or immoral at school. Reid and Patterson (as cited in Goldstein & Conoley, 1997) suggest three reasons why children who are aggressive and coercive at home are at significant risk for exhibiting similar problems at school. First, given that they have developed strong behaviour pattern

at home, children are "primed" to demonstrate these same pattern when confrontations or problems with teachers or peers arise. Second, for school-aged children whose home lives continue to be characterised by coercive interraction patterns, any attempt by the school to socialize the children is likely to compete with continued reinforcement of aggression in the home. Third, the authors assert that a child's aggressive behaviour will induce interractions with teachers and peers that are much like the interractions that take place at home. In other words, the coercive process will likely be recreated with each person who must deal with the child on daily basis. The new students are often able to persist in college because of their positive expectations and interactions with advisers and others within the campus community. Hence there is the need for continuing students to serve as good role models to the new students in schools.

Erhurun (as cited in Olayinka, 1993) simply classifies the causes of misbehaviour in schools into three, namely, the home, the environment or the society and the school. Causes of indiscipline in the home include lack of parental care, neglect of children's school needs, acts of laziness, profane talk and disrespect exhibited by parents that their children always carry to school, cases of alcoholic parents, broken home and stepmother syndrome. Supporting Erhurun's view about the home as a major cause of indiscipline, Obe (as cited in Olanyinka, 1993) says, a child's behaviour is often a reflection of his home training and emulation of both parents and teachers, hence these adults "should be alive to their responsibilities and practice what they preach". Problem children usually come from homes where discipline is highly rigid and dictatorial; the pupils' reaction at school in the first year may range from apathetic submissiveness, to open rebellion, destructiveness and truancy. On the other hand, when home discipline is lax (as we often find in broken homes or where parental ambition is highly materialistic) the children enjoy too much freedom, get over indulged, become disrespectful and often end up as drug addicts and alcoholics.

Tamakloe, Atta and Amedahe (1996) observe that many children's behaviour are seen to be just imitations of some adult models. This means that the behaviour of first year students may not be different from the continuing students since the continuing students may serve as role models to the fresh students who have just been enrolled into the school. Gardner (1986) asserts that students' first year experience have both short-term and long-term effect on their academic and non-academic life. This means that students' first experience in school can affect their behaviour in school. Therefore, there is the need to adopt a first-year seminar programme that will orientate fresh students on rules and regulations of the school.

Lau (2003) suggests three categories of factors that influence students' retention in school. They are administration factors which include funding, academic support, physical facilities and management of multiculture and diversity; faculty factors such as technology, co-operative learning, collaborative learning and academic advising; and students factors such as student accountability, motivation, peer learning and tutoring and small group training. The above presupposes that the students' first year in school is very crucial and both administrators and other students in the school should not make very strict rules for them to enable them cope with the new school's environment.

According to Spanier (2004), "helping first year students' transition to college and aiding them throughout their college career is vital to their ultimate success in college . Easing these students transition to college may not be as cut and dried as in the past but may require more time and more effort to help these students adjust" (p. 1). Thus, students may need more individualized attention or office hour may need to be changed to match their schedules. Research evidence suggests that academic advising would improve positive self concept and improve upon their involvement in the community.

General Principles Regarding School Rules and Regulations.

School rules and regulations refer to official or accepted principles or order which guides behaviour or says how things are to be done. Rules define expectations or standards of behaviour that apply to a large number of situations (Everson, 1987). Rules are therefore official principles that guide students' behaviour in the school system.

School rules and regulations may be perceived differently to different people in different circumstances. For example, the average Ghanaian sees school rules and regulations as a means of instilling discipline or good behaviour in the students and therefore preparing them to take up their roles in society. To others, particularly students, it is a way of denying them of their rights, freedom and a means of leading them to misfortunes in life.

Piaget, (as cited in Sigelman & Rider ,2003) claims that 6-10 year old children view rules as sacred prescriptions laid down by respected figures. These moral absolutes, he says, cannot be changed. However, Turiel (as cited in Sigelman & Rider, 2003) observe that children actually distinguish between two kinds of rules in daily life:

(1)   Moral rules of standards that focus on the welfare and basic rights of individuals and

(2)   Social-conventional rules, standards determined by social consensus that tell us what is appropriate in a particular social setting.

Moral values include rules against hitting, stealing, lying and otherwise harming or violating their rights. Social-conventional rules are more like rules of social etiquette; they include the rules of games as well as school rules that forbid certain behaviours. From this, school authorities and enforcers of rules and regulations should not see those norms as sacred prescriptions because adolescent students are above the ages of 6-10 years and would therefore demand to know why certain rules are made.

Jacobsen, Eggen and Kauchak (1989) say that whatever specific rules that is formulated, some general ideas should be followed. First, one is to make few rules as possible. This they say will make the rules that are established to be remembered and accepted more easily. Secondly, he explains that when presenting these rules, they should be stated positively in terms of "do this and that rather than don't do this or that". In addition, Brophy and Putnam (1979) suggest that rules be stated in general, functional, qualitative terms rather than restrictive, absolute terms. Ross, Bondy and Kyle (1993) say "for rules to be effective in guiding students' behaviour they should be stated clearly and positively and confined to a small number. Students will have difficulty keeping track of a long list of rules; In addition, too many rules may promote an atmosphere of repression and student resentment" (p. 248). No matter how rules are stated, it is also important that students understand them. This includes not only implications for behaviour but the reasons and logic behind the rules.

McGraw-Hill (2002) notes that morality can be hampered by the practice of "bounding"-limiting children's contact with the world only to people who are like them-as opposed to "bringing" or exposing them to people of different backgrounds. Sigelman and Rider (2003) also believe that it is inappropriate and unjustifiable for parents to arbitrary restrict their children's friendship. Nucci and Turiel (1993) maintain that not even God can proclaim that stealing is morally right and make it so. In other words, school - age children will not blindly accept any dictate offered by an authority figure as legitimate. Relating these views to adolescent students in our senior high schools, we can find some correlation or agreement. Most of our students today are very curious and may like to experiment a lot of things they have heard and seen from their peers. These students who are either restricted or given so much freedom in their homes come into the school's environment with different views and ideas.

Thus, both parents and the school authorities should set good standards for students to

emulate. Brophy (1985) notes that parents of well - socialized children set standards and expect children to co-operate, but they do not expect immediate and unquestioning obedience. Successful parents and teachers recognize that children do not automatically construct internal standards for action by learning to comply with rules established by adults. To help their children construct a moral philosophy, parents and teachers share the values used to determine rules and procedures. Seeing that rules are based on values such as caring for others, fairness, honesty, or justice help children evaluate their own behaviour and that of others, even when a rule for behaviour has not been specified.

Howard, (as cited in McGraw – Hill, 2002) says that children who are abused or neglected often fail to acquire a basic sense of trust and belonging that influences how people behave when they are older. Such children he said, "may be callous because no one has ever shown them enough of the caring to put that into their system". Thus, students who have been abused earlier on in their lives time often break bounds because they perceive school rules and regulations as other means of harassing them.

Ross, Bondy and Kyle (1993) say, "school rules should refer to significant as opposed to trivial behaviour" (p. 248). This means in the school, rules made should capture the spirit of your students - the values by which teaching and learning could be promoted.

Marshall (1984) says, "the growing child has a feeling of protest that can be directed at individuals. If a child has been beaten unjustly, he cries, not just for the pain of beating. He cries out against injustice. Adults teach him what is right and what is wrong but frequently overlook the fact that they are training a little judge who, because he now knows about right and wrong, can sit in judgment on the wrongdoing of his adult instructors who do not always practice what they preach" (p. 46).

Comparing this view with what pertains in Ghanaian setting, administrators and enforcers of school rules and regulations in senior high schools become victims of the phenomenon. They sometimes act unjustly on students under the pretext of maintaining discipline and order in the schools. This explains why in most of the four hundred and ninety two public senior high schools in Ghana, student protest, alienation and unrest are very common.

Ross, Bondy and Kyle (1993) observe that good communication provides a basis for collaboration. They explain that working collaboratively means that the teacher must understand the child's perspective and help each child understand the perspective of the teacher and those of other children. They explain that teachers must not only practice good communication strategies but also teach them to their students. Thus, one of the causes of indiscipline in our schools is lack of free flow of information between students and the school authorities.

McGraw-Hill (2002) observes that senior high school students go through an adjustment period and that they need support to accomplish a successful transition to adulthood. The adolescent student stranded in the no-man's land between childhood and adulthood tries to establish his adult identity. The physical changes in his or her body are disquieting, and in cultures where such changes are not openly discussed, they can be positively frightening. Adolescents tend to cling together; to live emotionally, in the only world where experiences can be shared. Children are too immature to understand; adults have often forgotten what they themselves went through (Marshall, 1984). He further explains that it is the realization that there is a body of people, neither children nor adults, isolated from the rest of the world, and united in an emotional brotherhood and sisterhood, that led astute businessmen to capitalize on the teenage cult. These days, adolescents in most parts of the world wear the same uniform of jeans and tee-shirts, listen to the same music and dance the same dances.

Perhaps for this reason, the natural development of protest, the natural search among many identities for the final identity into which the child will settle, have become more frightening to adults than they were before. Many adults are more vehement in their condemnation of the young than people were in the past because of the material trappings that now accompany adolescence and are visible signs of the teenage protest. Some adults expect their own youth, or the youth that they have in their schools, to desert the social mores of their age grade. But this is unreasonable and unrealistic. The natural resentment of adolescents is only exacerbated when adults try to push them back into the childhood from which they have so painfully been pulled by the natural physical, mental, and emotional developmental processes (Spring, 1985). Harsh decisions by school authorities is therefore one of the causes of indiscipline behaviour in our schools.

Spring (1985) explains that the desire for career success appears to be the predominant concern among the youth of today. He says that almost all students believe in the value of work and getting ahead in society. He referred to this generation as "the practical generation" (p. 130) which he says, has lost many of the social goals that tended to dominate in previous generations including that of moral upbringing and discipline. He also explains that although the "practical generation" wants career success and continued education, their attitude towards school border on the frivolous. Asked to give reasons for liking school, a greater percentage of the research made mentioned friends and sports with few of them talking about learning.

Rutter (1975) researched into students' perception and found out that irrespective of students' home background, schools themselves may sometimes be a key factor in determining whether or not certain students become disruptive and un-cooperative. To this, Fontana (1985) adds that the nature of school rules, the systems of sanctions and punishments, the pastoral care networks, the leadership styles of the headmaster and his staff may influence reactions of students. Other factors like attitudes

towards children's academic and social problems, the general philosophy, traditions and ethos of the school may also influence the students' behaviour.

Wolfgang (1995) says, "rules need to be fair, clear, and applied to all students evenly and that before we can talk about rules and discipline, we must have a beginning understanding of children's moral growth and understanding-their sense of right or wrong - as a developmental process" (p. 120). Thus, any rule made should benefit the student and other colleagues in the school set up. Understanding the students that one is dealing with also helps to develop students to be morally upright.

Students' behaviour in the school is often the result of their own psychological make up as well as their reaction to other factors within their environment that are of significance to learning behaviour. Factors such as ignorance of rules and regulations, conflicting rules, frustration and displacement could lead to misbehaviour. With respect to the rules, it is observed that students may sometimes like to try out the teacher to see what they can get away with. They also observe that a child's self-concept could also be a source of frustration and misbehaviour. Children who reject themselves are negative in their thinking about their personalities and therefore may see the world of the school differently. Such children may be maladjusted, since they see themselves as unworthy and undeserving and may not function properly. They have a tendency to perceive teachers in authority as potentially uncaring and hostile because of their experience with other adults (Tamakloe, Atta & Amedahe, 1996).

Summary of Literature Review

From the forgoing discussion it is clear that the attitude of an individual is dependent upon the way he/she perceives things around him/her. Also, the knowledge and belief systems as well as the expectations of a person to a large extent determine the kind of opinion he/she may have about an

issue.

The discussion also revealed that the dichotomy of female-male roles and behaviour is perpetuated by society in which the boy or girl is brought up. In Ghana for example, female children are trained to be more calm and submissive while male children are trained to perform dominant roles. In addition to this, the literature review established that differences in ages among students give directions as to how they perceive things. For example, delinquency tends to increase during the teen years, rather slowly up to about fifteen and rapidly up to age nineteen; after this there continues to be an increase in the rate of delinquent behaviour although at a slower rate up to age twenty-five. Finally, the discussion made it clear that the behaviour of first year students may not be different from continuing students since the continuing students may serve as role models to the fresh students who have just been enrolled into the school and may have problems with adjustments, choices and responsibilities.

CHAPTER THREE

METHODOLOGY

This chapter describes and discusses the research method or design that was used. It talks about the population of the study and the sampling techniques that are used. It also considers with great interest the instruments that were used for the study, the data collection procedure and data analysis procedures.

Research Design

The study adopted the descriptive sample survey design. The design involves the collection of data in order to test hypotheses or to answer questions concerning the current status of subject of the study (Gay, 1992). This design was considered because it attempted to find out the Jaman South District Senior High School Students' perception of school rules and regulations. It also looked at hypotheses such as gender differences and their perception, the difference between students' ages and their perception of school rules and regulations and the students number of years spent in school and their perception were also considered before adopting this sample survey design.

The Population of the Study

The population of the study comprised senior high school students in the Jaman South District. The Jaman South District has only two senior high schools; Drobo Senior High School and Our Lady of Providence Senior High School. A sample size of 200 students was drawn from a total population of about 1700 from these two schools. This comprised 100 boys and 100 girls.

Sampling Techniques

The researcher used two sampling techniques. They were simple random sampling and proportional stratified sampling techniques. Simple random sampling technique gives equal chances

to all the subjects and proportional stratified sampling technique guarantees proportional representation of boys and girls. The proportional stratified sampling technique considered the enrolment from the two schools in the district and gave a quota. For example, Drobo Senior High School which had an enrolment of 1, 300 students was given a quota of 150 students while Our Lady of Providence Senior High School which had an enrolment of 400 students was given a quota of 50 students. Each class from each school was also given a quota. Separate lists were prepared for boys and girls in each class. From the lists stratified samples of boys and girls were randomly selected.

The simple random sampling technique was used to select students from the identified schools using the lottery method. The students were made to pick sheets of paper with YES or NO written on each. Those who picked YES were automatically included in the study.

Research Instruments

The questionnaire was the only set of survey instrument that was designed by the researcher to collect data from sampled students. The questionnaire was in two sections. Section "A" contained five items that collected data on the demographic characteristics of respondents. Section "B" contained twenty items that sought to determine why students flout school rules and regulations, it also sought to elicit information from students on whether age had an influence on students' perception, differences exist between male students' perception and/or first year students have different perception of school rules and regulations as compared to those of the continuing students. In this second section, the questionnaire was patterned after four Likert point scale which asked respondents to indicate the extent of their agreement thus: Strongly Agree, Agree, and Disagree or Strongly Disagree.

Pilot Testing of Instrument

A pilot study was conducted at Berekum Senior High School with a sample size of 52 students comprising 26 boys and 26 girls. Berekum Senior High School was chosen for the pilot testing of the instrument because of its proximity to the Jaman south District and the similar characteristics that they share. This helped to determine the clarity of the instrument, the problem to be encountered in the administration of the questionnaire, and the reliability of the instrument. The questionnaire was submitted to the researcher's supervisor and lecturers in the Department of Educational Foundations for expert appraisal. This made them give a face and content related evidence to the items related to the research question and comprehensively covers the dimensions of the study. Suggestions made were factored to refine the content and improve the questionnaire before its final administration.

Data Collection Procedure

The researcher sought permission from the District Director of Education as well as authorities of the two senior high schools in the Jaman South District before conducting the study. All selected students were asked to stay in their classrooms and questionnaire given to them to answer. The completed questionnaire was retrieved the same day with a return rate of 100%.

Data Analysis Procedure

The data were statistically analyzed with the SPSS 10.0 format. Being a descriptive survey study, both descriptive as well as inferential statistics were used. The research question was analyzed with percentages, means, standard deviation and chi square (X^2) test of independence. The t-test for mean difference and ranking and the one way analysis of variance (ANOVA) were also employed to analyze the hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis and results of data collected from senior high school students in the Jaman South District on their perception of school rules and regulations. The data collected was used to answer the research question of the above study as well as to test the three hypotheses that were formulated to guide the study. While absolute figures, percentages, means, standard deviations and chi square (X^2) were used to analyze data on the research question, the independent t-test and the one–way ANOVA were used to test the hypotheses.

Research Question: What perceptions do senior high school students have of school rules and regulations?

The summary of descriptive statistics on students' responses (N=200) regarding their perceptions of school rules and regulations is shown in Table one.

Table 1:

What Perceptions do Senior High School Students have of School Rules and Regulations?

	RESPONSES											
	SA		A		D		SD					
ITEM	N	%	N	%	N	%	N	%	Df	Mean	Sd	X^2
think rules and regulations are necessary in schools	167	83.5	23	11.5	7	3.5	3	1.5	3	3.64	.72	283.32
is necessary for all students to obey school rules and regulations	134	67.0	57	28.5	5	2.5	4	2.0	3	3.54	.62	187.96
udents break school rules and regulations ecause they see the rules as not being plicable to them	51	25.5	77	38.5	51	25.5	21	10.5	3	2.86	.95	29.80
ck of free flow of information causes udents' misbehaviour in schools	76	38.0	62	31.0	37	18.5	25	12.5	3	2.97	1.07	36.60
exually abused students do not obey school les and regulations because they believe e rules are not protective enough.	61	30.5	66	33.0	46	23.0	27	13.5	4	3.10	2.98	95.05

| think some of the school prefects take advantage of the office they hold to bully students. | 91 | 45.5 | 67 | 33.5 | 29 | 14.5 | 13 | 6.5 | 3 | 3.10 | .95 | 57.32 |
| adolescent students see rules and regulations as social prescriptions meant to deny them of their independence. | 57 | 28.5 | 90 | 45.0 | 41 | 20.5 | 12 | 6.0 | 3 | 2.86 | .89 | 47.72 |

General Chi–Square (X^2) = 118.5 Df = 13   Sig. = .000

Table 1 shows that 190 (95%) of the total respondents either strongly agreed or agreed with the fact that rules and regulations are necessary in schools while 10 (5%) of the respondents either disagreed or strongly disagreed that rules and regulations are necessary in schools. The above results therefore show a very high percentage in favour of school rules and regulations because such rules help activities in the school to go on smoothly or orderly and that by regulating activities of both students and tutors good moral training is given to the students who have the responsibility of acquiring good knowledge and skills in order to contribute their quota to the larger community. School rules and regulations therefore, enable both students and the institutions to achieve their desired goals. As indicated by Everson (1987) and Dinkmeyer (1965), rules are official principles that guide students' behaviour in the school system and/or rules are virtues that inculcate courage into the individual in order for him to function effectively in the society.

The second item on the table sought to find out whether it is necessary for all students to obey school rules and regulations. The results show 191 (95.5%) in favour while only 9 (4.5%) did not agree to the fact that all students need to obey school rules and regulations. Rules and regulations are meant to improve upon the moral being of individuals to fit well into the society and this idea is also in line with the views of Ross (as cited in Spring, 1985), Durkheim (1956), Boocock (1980) and Einstein (as cited in The Teacher, 2007). These scholars also indicate that the goal of formal education can only be achieved through effective inculcation into the youth a sense of moral values that are acceptable by all and which will ensure order, stability, mutual support for one another and respect for authority.

Concerning students' views as to whether rules and regulations are applicable to them 128 (64%) agreed while 72 (36%) disagreed. Even though there was a higher percentage of the respondents who believed that rules and regulations were applicable to them in senior high schools, a significant number or percentage of them 72 (36%) also believed that rules and regulations were not applicable to them. The percentage of the respondents who disagreed might have thought the rules and regulations were applicable to other key players such as teachers, workers and administrators. The reasons for this perception are not far fetched. In the first place, rules and regulations in schools are not stated clearly and positively. Most often they are stated in restrictive and absolute terms. In addition to this, some school authorities give a long list of rules which often make students find it difficult to keep track of them. Thus, it is very appropriate to agree with the observations of Putnam (1979), Ross, Bondy and Kyle (1993), Wolfgang (1995), McGraw–Hill (2002) and Sigelman and Rider (2003) who believe strongly that rules need to be made as few as possible and be stated in general, functional and qualitative terms to prevent students from believing or perceiving them as illogical and therefore not applicable to them.

The results from Table 1 also show that lack of free flow of information causes students' misbehaviour in schools. The results indicate 138 (69%) agreeing to the fact while 62 (31%) disagreeing to it. In the school setting, teachers need to understand the perspective of the child and the child should understand the perspective of the teacher and those of other students. Teachers must not only practice good communication strategies but also teach them to their students. Collaboration between students and school authorities therefore enhances good administration and achievement of institutional goals. The result tallies with the findings of Ross, Bondy and Kyle (1993) who say that good communication provides a basis for collaborations.

On the fifth item which seeks to find out whether sexually abused students do not obey rules and regulations because they believe the rules are not protective enough, the results indicate 127 (63.5%) agreeing to the fact while 73 (36.5%) disagreeing. With the result, confirmation is hereby made to the effect that some teachers take advantage of their position as tutors and have sexual relations with students of the opposite sex. The above results agree with Howard (as cited in McGraw–Hill, 2002) who says that abused or neglected children often fail to acquire a basic sense of trust and belonging that influences how people behave when they are older. Such children he said "may be callous because no one has ever shown them enough of the caring to put that into their system". The 73 (36. 5%) disagreeing to the fact also shows that only few students think that they are being abused by some tutors . Therefore, the failure of some students to conform to school rules and regulations might not have been caused by abused practices of irresponsible tutors but due to other reasons probably caused by the school administration. As noted by Rutter (1975) and Fontana (1985), "schools themselves sometimes determine whether or not students' become disruptive and unco-operative." They further observed that the nature of school rules and the leadership styles of the headmaster and staff may influence reaction of students.

On whether school prefects also take advantage of the office they hold to bully students, 158 (79%) agreed to this fact while 42 (21%) disagreed. In most of the schools in Jaman South District, bullying is not carried out by only the prefects, seniors also execute it to their junior colleagues especially those in the first year. The practice is so intense that most of the fresh students who are boarding students try to convert themselves into day students after one term of stay on campus and later on seek to become boarders again in the second and third years. In another development, bullying is accepted in most senior high schools as part of an entertainment programme meant to initiate the first year students. With this practice the prefects and seniors are given the chance to paint their colleagues, take them through town and back to the campus before the initiation programme is carried out. After the initiation, all manners of activities by the seniors that will negatively affect the colleague students cease. The findings are in line with previous studies by Toprgberow (2005) who says that bullying had assumed serious dimensions in schools, though it is accepted in most schools as part of an entertainment programme meant to initiate the first year students.

The last item in Table 1 sought to find out whether adolescent students see rules and regulations as social prescriptions meant to deny them of their independence. The results indicate 147 (73.5%) agreed while 53 (26.5%) disagreed. In most senior high schools in Ghana students do not understand why they should be restricted so much in the school set up and therefore may like to protest. Others, who hitherto were restricted in their homes, will find the new environment as a place where they can satisfy their curiosity and express their freedom. Hence, most of them are often found keeping mobile phones, wearing un-prescribed dresses and hiding other items in their boxes in the various dormitories. They use these mobile phones to make free night calls to their colleagues both within and outside and sometimes sneak with the un-prescribed dresses in the night to attend discotheques or meet their lovers in hotels. The above findings also tally with previous studies by

McGraw-Hill (2002), Sigelman and Rider (2003) and Nucci and Turiel (1993) who note that morality can be hampered by the practice of "bounding" and that it is inappropriate and unjustifiable for parents and teachers to arbitrarily restrict their children's friendship.

Apart from these observations, most students in senior high schools desire to achieve academic success and get better jobs rather than concentrating on character training. Though this is the view of many students, their attitude towards school looks different. Students of recent times do not like studying; they adopt several means of achieving their goals of better jobs in the future thereby indulging in acts such as cheating in examinations, drug use and all manner of activities that are disapproved by the school and the society at large. It is no wonder that students now see cheating during examinations, drug abuse and bribery as normal phenomena. Attempts therefore made by school authorities and other agents of education to instill discipline in these students are met with resistance.

Not quite too long, an invigilator was killed by a mob of students because he prevented a candidate from sending a mobile phone into the examination hall in an examination conducted by the West African Examination Council. This observation is in line with the findings of Spring (1985) who explains that the desire for career success appears to be the predominant concern among the youth of today and that almost all students believe in the value of work and getting ahead in society. Referring to this generation as "the practical generation", he said that the generation had lost many of the social goals that tended to dominate in previous generations including that of moral upbringing.

Table 1 also shows the chi- square (X^2) results on the different items that were used to calculate the perception of senior high school students of school rules and regulations. The results show differences in perception on the different items. Also, the Chi-square (X^2) test results on the general perception produced a statistically significant difference in the level of perception that

students have of school rules and regulations since the significant level of X^2 (200) = 118.5, df 13, p<0.05

Hypothesis 1

Ho: There is no significant difference between female and male students' perception of school rules and regulations

Ha: There is significant difference between female and male students' perception of school rules and regulations.

Table 2

The Influence of gender on Students' Perception.

Gender		N	Mean	Sd	Df	Sig (2tailed)	T
	Male	100	21.240	2.175	198	.006	-1.954
Perception							
	Female	100	22.800	5.162			

P ≤ .05

The Decision Rule:

If P≤ .05 reject Null hypothesis. Table 2 shows that the significant level is .006. This therefore follows that the null hypothesis is rejected and the alternate hypothesis adopted. Thus, there is statistically significant difference between female and male students' perception of school rules and regulations. t(200) = -1.954, p<.05, df 198.

The results analyzed from the table also show that the mean perception for male students stands at 21.240 while that of the female students stands at 22. 800. The result is a clear indication that female students have a better understanding of school rules and regulations than male students.

The finding tallies with the observations of Williams and Best (1990) who identify women as sentimental, submissive and superstitious, while men are seen as adventurous, forceful and independent. Previous studies made by Parsons (as cited in Shaffer, 1994), Egly (1987), Whiting and Edwards (1988), Feldman (1996), Bergen and Williams (1991), Crick and Grotpeter (1995), Marshall (1984), and Brehm and Kassin (1996) also came out with facts that the female role as child bearer is largely responsible for the sex-role standards that have prevailed in many societies, including our own and in the school setting. Girls have typically been encouraged to assume roles that involve being kind, nurturing, co-operative and sensitive to the needs of others while boys are expected to become assertive, independent, competitive, and aggressive and task focused. Moore (1993) says that men and women are physically different (division by sex) and that women are weaker, more emotional and have motherly instincts while men are stronger, less emotional and more aggressive. Thus, in the school system, boys easily express their aggressive behaviour by challenging school authorities while the female students because of their rationality, sensitivity and co-operative nature try to comply with school rules and regulations.

Hypothesis 2

Ho: There is no significant difference between students' ages and their perception of school rules and regulations

Ha: There is significant difference between students' ages and their perceptions of school rules and regulations.

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Table 3

Difference between students' ages and their perception (One–way ANOVA results from students' responses).

Perception	Sum of Squares	df	Mean Squares	F	Sig
Between	31.808	3	10.603	**.656**	**.580**
Groups	3165.692	196	16.151		
Within					
Groups					
Total	3197.500	199			

P≥ . 05

Decision Rule

If P≥ .05 do not reject null hypothesis. Table 3 shows that the significant level is .580. This therefore follows that the alternate hypothesis is rejected and null hypothesis adopted. Therefore there is no statistically significant difference between age of students and their perception of school rules and regulations f (3,196) =.656, p<.05. The result is very surprising because there is the general belief that as the individual grows up he/she becomes more matured and therefore is able to distinguish between good behaviour and bad behaviour. In Ghana for example, it is the general view by many that by the age of 18 and above, an individual is able to make well informed decisions. It is also assumed that by this age individuals are able to think or perceive positively and therefore be able to conform to standards set by the society for it to be able to meet challenges and needs for our own development. Hence Ghanaians allow individuals of eighteen (18) years and above to vote or select their representatives to lead them. The perception of many Ghanaians including students of senior high schools in the Jaman South District are consistent with the thinking of the idealists who believe

and hold that basic reality consist of or is closely related to the mind, ideas or thoughts. The above view is also in line with previous findings by Feldman (1996), Kohlberg (1984), Livesely and Bromley (as cited in Zanden, 1995), Moore and Collins (1988), Montemayor (1983) and Galambos (1992) who think that the period of adolescence is marked by tension and that this tension among families tend to stabilize during middle adolescence – around age fifteen or sixteen and eventually declines around age eighteen.

These views are however, contrary to the findings of this study which indicated that no matter the age of the students, they have the same perception of school rules and regulations. The finding of this study is therefore in line with previous studies by Rutter (1975), and Fotana (1985) who observe that irrespective of students' home background, schools themselves may sometimes be a key factor in determining whether or not certain students become disruptive and un-cooperative. They also observe that the nature of school rules, the systems of sanctions and punishments, the pastoral care networks, the leadership styles of the headmaster and his staff may influence reactions   of students. They observed that attitudes towards children's academic and social problems, the general philosophy, traditions and ethos of the school are factors which influence the students' behaviour other than age being an influential factor on their perception.

Hypothesis 3.

Ho: There is no significant difference between students' years spent in school and their perceptions of school rules and regulations.

Ha: There is significant difference between students years spent in school and their perception of school rules and regulations.

Table 4

Difference between students' years spent in school and their perception

(One – way ANOVA).

Perception	Sum of squares	Df	F	Sig
Between Groups	186.422	3	4.045	**.**008
Within Groups	3011.078	196		
Total	3197.500	199		

P≤ .05

Decision Rule:

If P≤ .05, reject the null hypothesis. Table 4 shows a significant level of .008. This implies that the null hypothesis is rejected and the alternate hypothesis adopted. There is therefore statistically significant difference between students' years spent in school and their perception of school rules and regulations f(3,196) = 4.045, p<.05. The result is expected because students' admission into any institution is very challenging. These new students coming into their new environment have problems with adjustments, choices, and responsibilities and even recognizing those in authority. These of course affect the way they behave in the school system. Mostly, fresh students are either found breaking school rules and regulations because of ignorance or that the rules are in conflict with the existing ones in their homes or that they are over submissive to these new rules because strict discipline is experienced by those students from their parents at home.

Other students who come from homes where discipline is lax (as we often find in broken homes or where parental ambition is highly materialistic) enjoy too much freedom, get over-indulged, become disrespectful and often end up joining the bad company of continuing students who are drug addicts and alcoholics. The explanation given is consistent with previous studies made by Spanier (2004), Gnagey (1968), Reid and Patterson (as cited in Goldstein and Conoley, 1997),

Erhurun (as cited in Olayinka, 1993) and Obe (as cited in Olayinka, 1993) who observe that first year students in transition struggle with choices, responsibilities and maturation and that when rules are set up in the school differ from those of the home, students become confused and misbehaviour may thereby result. They also observe that a child's behaviour is often a reflection of his home training and emulation of both parents and teachers; hence these adults should be alive to their responsibilities and practice what they preach.

In another development, parents who fail to pay school fees for their wards especially during the first year in school, cause a lot of problems for the students. Such students for fear of being driven out of school may decide to hide elsewhere while classes are going on. Others may also decide to join students with delinquent behaviour and engage in activities such as smoking, drinking and the practice of occultism. The findings are consistent with previous studies by Tamakloe, Atta and Amedahe (1996), Gardner (1986), Lau (2003) and Spanier (2004) who suggest that since continuing students may serve as role models to the fresh students who have just been enrolled into the school, there is the need to help first year students' transition to college and aiding them throughout their college life in order for these new students to adjust. They also observe that first year seminar programmes that will orientate fresh students on rules and regulations are very necessary in schools to help them enjoy academic and non-academic life.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusions. It then makes recommendations and describes the counselling implications for improving misbehaviour in senior high schools in the Jaman South District.

Summary

Misbehaviour of students in most senior high schools in Ghana including those in the Jaman South District of the Brong-Ahafo Region continues to be an issue of worry to both administrators and stake holders of education. Many attempts made by these educators and administrators to find lasting solutions to the problems have proved futile.

Unfortunately however, little attention had been given to the role that rules and regulations play in ensuring good behaviour in schools. It was against this background that the researcher deemed it fit to undertake a study into the Jaman South Senior High School Students' perception of school rules and regulations.

The study adopted the descriptive sample survey design that involved the collection and testing of hypothesis concerning the status of subject of the study. The questionnaire was the set of survey instrument that was designed by the researcher to collect data from a sampled size of 200 students drawn from a total population of 1700 from two schools. The respondents comprised 100 boys and 100 girls.

Major Findings

The study revealed that rules and regulations are necessary in schools because they provide good moral training to students and also regulate activities in schools by specifying roles that are to be played by students, administrators and other workers in the school set up. Rules therefore ensure

order, stability, mutual support for one another and respect for authority which goes a long way to ensure that the institutional goals are achieved.

Again, the study revealed that there is the need for all students to obey school rules and regulations, however, quite a good number of students see these rules and regulations as not applicable to them because they are not stated clearly and positively and moreover, some school authorities give long list of rules which make students find them very difficult to follow.

In addition, the study brought to light that lack of good communication strategies, harassment of female students by some male staff members as well as intense bullying from both seniors and prefects in senior high schools have negative influence on students' perceptions of rules and regulations. Students therefore see these rules and regulations as mere social prescriptions meant to deny them of their independence.

The study revealed that there is statistically significant difference between female and male students' perception of school rules and regulations. Another findings from the hypothesis revealed that there is no statistically difference between age of students and their perception of rules and regulations. The assertion is that age has no influence on students' perception of rules and regulations in schools.

The study finally revealed that there is a significant difference between students' years spent in school and their perception of school rules and regulations. First year students in senior high schools face challenges such as adjustments and choices. Most of the time these fresh students are either found breaking school rules because of ignorance or that the rules in schools are mostly in conflict with the existing ones in their homes.

Conclusions

From the findings of the study, the following conclusions could be drawn: First, that school

rules and regulations are necessary in senior high schools. Therefore, there is the need for administrators and other stake holders of education to enforce them in order to yield the desired goals.

Second, that school rules and regulations should be clearly and positively stated to spell out the roles that are to be played by students, teachers and other workers of the educational enterprise. This would make students think that the rules are applicable to them.

Third, that there must be a constant information flow from the administration to students and vice versa through an appropriate medium. This will prevent disorder and enhance smooth administration and achievement of institutional goals.

Fourth, that the abuse of office by some teachers and prefects makes students lose confidence in school rules and regulations. Therefore, there is the need for these office holders to behave responsibly to restore students' confidents in rules and regulations in schools and finally, that careful consideration be given to students' sex, age and years spent in school to minimize their negative perceptions of school rules and regulations.

Recommendations

Based on the major findings and conclusions drawn from the study, it is recommended that:

1. Students, teachers, administrators and other workers should be taken through a very comprehensive orientation programme that will afford them the opportunity to learn the rules and regulations prescribed by the Ghana Education Service and also to learn the reasons for instituting such rules in schools.

2. School authorities should be in constant collaboration with students to enhance good administration and achievement of institutional goals. This means that the authorities must understand the student's perspective and help each student understand their perspective and those of other students.

3. Both teachers and prefects who take advantage of the position that they hold to abuse students should be sanctioned or made to face the full rigours of the law. This will serve as a deterrent to other office holders who will always want to abuse students indiscriminately.

Counselling Implication

Counsellors believe that each child possesses intrinsic worth, inherent and inalienable rights and that each child should be the focus of the educational process. To uphold this belief, the counsellor should assist students to understand themselves by focusing attention on their interest, abilities and needs in relation to their home, school and environment, realizing the fact that these are the three major factors of misbehaviour in schools.

The counsellor can assist to correct students' misbehaviour in schools by tackling the major causal factors which are deep rooted in the home and by serving as consultant to parents or guardians regarding the growth, educational and career planning and development of their children. To accomplish this big task, Olayinka (1993) says the school counsellor must do the following:

1. Accept parents as individuals and acknowledge their uniqueness

2. Encourage the establishment of Parent – Teachers' Association in which he must be an executive member. He must also seize the opportunity of his membership to counsel parents as a group.

3. Approach parents as a group in a courteous, professional, sincere and non-judgmental manner so as to command their respect for, and confidence in his profession and his person (or else they will ask him "who made you a judge over us?" and the older ones might even say "we have your age mate as sons and daughters whom we trained and they never became delinquent so you need not teach us how to handle our children".

4. Organize talks during the PTA meetings to treat topics such as "understanding your child",

"child abuse" "interest, aptitude and attitude" and a host of others.

5. Respect the basic right and responsibility of parents to assist their children in decision-making.

6. Convey a sincere interest in establishing a helpful and co-operative relationship with them as regards their children if they so wish and

7. Assure parents of confidentiality about information received.

In addition to the above, through a counselling relationship, the counsellor can help students understand themselves in relation to the world in which they live. He can also help correct misbehaviour in school by helping students to know themselves, to recognize their strengths and weaknesses, to establish values, and to learn how to make realistic and positive decisions. This is important because if students make wrong choices of (schools, subjects, careers, etc.) they can end up being frustrated and we cannot expect a frustrated student who thinks all hopes are lost to be law-abiding as he would want to let out steam now and then. Williamson (as cited in Shertzer and Stone, 1980) says "the foundation of modern concept of counselling rests on the assumption of the unique individuality of each child and also upon the identification of that uniqueness through objective measurement as contrasted with techniques of subjective estimation and appraisal" (p. 171). In Williamson's opinion, the purpose of counselling is to facilitate human life. He further explains that the task of the trait and factor type of counselling is to aid the individual in successive approximation of self-understanding and self management by means of helping him or her to assess his or her assets and liabilities in relation to the requirements of progressively changing life goals and his/her vocational career. Williamson (as cited in Schmidt, 1999) believes that the development of individuality on the part of students must be balanced with concern for self- destructive and antisocial behaviours. He said that people achieve individual freedom through effective group membership,

interdependence and adherence to high social ideals. Thus, the adolescent students in our senior high schools need to be educated by the counsellor to understand the future implications of unacceptable behaviours such as alcoholism, drug abuse, violence and occultism. To achieve this Olayinka (1993) says that the counsellor needs to do the following:

1. See students as individuals and acknowledge their rights to acceptance

2. Recognize that each student's behaviour is meaningful and represents the individual's attempt to develop within the environment as it is perceived.

3. an atmosphere of mutual confidence, understanding and respect in any counselling encounter with students. He should also demonstrate respect for the worth, dignity and quality of the students' human rights.

4. Assist students in understanding their weaknesses, interest, values, potentials and limitations.

5. Encourage students to participate in appropriate school clubs, societies and activities with a view to increasing effectiveness in personal and social activities.

6. Assist students in the development of an awareness and understanding of the world of work and the use of school and community resources such as the public library.

Apart from the home and the school, the environment of the student could also be altered with the help of the counsellor to ensure that misbehaviour in school is reduced. According to Essuman, Nwaogu and Nwachuku (1990), "the school and for that matter the teacher has the duty to manage behavioural problem exhibited by children in class so that interference with the learning process is appropriately checked" (p. 13). They observed that inappropriate study habits, truancy, shyness, disruptive classroom behaviours such as hyperactivity, bullying and so on and some over assertive behaviours need to be changed. These behaviour changes could be brought about by re-organizing a person's environment, by deliberate training of new responses, and by altering the person's repertoire

of motivational conditions individuals' behaviours could be changed for the better. The Counsellor should plan a systematic shaping process to help the student gain self-control and reawakening sense of control. Key to this method is the use of reinforcers, both positive and negative to obtain desired behaviour and to extinguish inappropriate behaviour.

In addition to the above, the counsellor should help students to build assertive training, modelling and cognitive restructuring. Adolescents and youths naturally imitate the behaviours of significant persons in the society. The behaviours of these people could influence their values development. They can therefore, through life models, film models, audio-taped models or self models of persons (in books and stories etc.) develop new and acceptable behaviours. They should be helped to stand up for their rights, refuse to comply with unreasonable demands, express feelings overtly to others and deal with anger appropriately. Role playing, rehearsal and social modelling methods could be used to develop this behaviour. Finally cognitive restructuring could be used to correct their irrational interpretation of events that could lead them to engage in undesirable behaviour. Counsellors can help misbehaving students understand their mistaken, faulty goals and provide them with avenues for group acceptance, and then such students will rationally change their own behaviours. These sub conscious goals that motivate misbehaviour are attention getting, power and control, revenge and helplessness.

Apart from consultation and counselling services, the school counsellor also has the role to ensure that orientation is given to students. The essence of orientation service is to help the student adjust well in his new environment. In the new environment, many students feel lost socially and psychologically. They may be seriously disturbed emotionally and as such there is the need to familiarize them with what is going on in the new environment. For them to function well, they should know the physical plan of the environment, the rules and regulations existing, the

administrative organs, the facilities available for their use and so on. Their ways of behaving outside the school may be different from what is inside the school (Unachukwu, 1991). Guidance no doubt will help to harmonize the two for the good of the students.

Orientation service will also help the students to channel their interest, aptitudes and abilities, their proper choice for future careers and proper adjustments among their colleagues who have diverse interests, pursuits, and capabilities. The students should be made aware of the courses available in the tertiary institutions and the importance and relevance of all the subjects they will come across. The students should know the minimum qualifications required for the courses in the tertiary institutions so that students who have ambition for particular courses should know what it takes to pursue such courses. This of course will give good direction to the students and make them work well towards achieving their goals instead of joining bad companies to misbehave in schools.

Finally, the school counsellor in collaboration with the school administration should involve students in drawing up the rules for the school and ensuring that these rules are strictly followed. This idea could be better achieved if the Students' Representative Council (SRC) is given the chance to serve on committees such as the food committee, disciplinary committee, entertainment committee, and the chaplaincy board. These committees and groups will enable students express their feelings freely so that the school authorities would learn from them what need to be done to ensure good behaviour of students in our senior high schools.

Areas for Further Research

The findings of the study and conclusions offer pointers to the fact that more work needs to be done in order to reduce the upsurge of misbehaviour of students in schools. It is therefore suggested that future researchers should tackle the need for both students and authorities to collaborate in order to ensure good administration and achievement of institutional goals.

Quite apart from this, future researchers should delve into areas such as bullying of students by their fellow colleagues, abuse of female students by irresponsible male teachers and the practice of occultism which is currently fast tracking into most senior high schools in Ghana. Improvement in guidance and counselling services are long term and lasting interventions that should be encouraged by the government of Ghana because it is believed such services will give good direction to students to make informed decisions about their own lives and their future career aspirations and make them law abiding.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

The Researcher wishes to inform all respondents that this questionnaire is meant to gather information about the Jaman South District Senior High School Students' perception of school rules and regulations. You are therefore urged to feel free to express your candid opinion on the issues raised by ticking the responses that you consider most appropriate. Your confidentiality is assured.

SECTION A

PERSONAL DATA

1   Name of school ……………………………………………………….

2   Gender Male (   )   Female (   )

3   Age of student (a) 13 – 15 years (b) 16 – 18 years (c) 19 – 21 years (d) 22 years and above.

4   Number of years spent in school (a) one (b) two (c) three (d) four

5   Type of office held in school if any. (a) Senior Prefect (b) Compound Overseer (c) Dining Hall Prefect (d) House Prefect (e) Prep Prefect (f) class prefect (g) others

SECTION B

Please tick the responses that are most appropriate to you

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I think rules and regulations are necessary in schools.				
2. It is necessary for all students to obey school rule and regulations.				
3. Some students break school rules and regulations because they see these rules as not applicable to them.				
4. Many of the students go out of school without permission in order to drink, smoke or meet their lovers.				
5. Lack of free flow of information between students and school authorities is one of the causes of students' misbehaviour in schools.				

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6 . Sexually abused students find it very difficult to obey school rules and regulations because they believe that the rules are not protective enough.				
7. Most students now desire to achieve academic success and get better jobs rather than concentrating on character training.				
8. Some parent's attitude towards paying their wards school fees affects students' behaviour in school.				
9. Some teachers take advantage of these rules and regulations to punish students arbitrarily.				
10. Other teachers do not have patience to listen to students before administering				

punishment to them.				
11. I think some of the school prefects take advantage of the office they hold to bully other students				
12. Female students conform to rules and regulations more than male students.				
13. Male students find it very difficult to conform to rules and regulations because they are more aggressive and cannot hide their feelings				
14. Female students misbehave in senior high schools because some male staff members harass them sexually.				
15. Most students break school rules and regulations because their peers sometimes influence them.				

16. Adolescent students see school rules and regulations as social prescriptions meant to deny them of their independence.				
17. Mature students are more respectful because they understand the need for rules and regulations in schools				
18. Most obedient students in our senior high schools are the first year students				
19. Most first year students imitate the behaviour of continuing students and subsequently break school rules and regulations.				
20. Most first year students break school rules and regulations because these rules conflict with the existing rules at their homes.				