

UNIVERSITY OF CAPE COAST

EFFECTS OF TEACHERS' LEADERSHIP ROLE ON STUDENTS'  
DISCIPLINE IN SENIOR HIGH SCHOOLS AGONA SWEDRU  
MUNICIPALITY

SAMUEL APPIAGYEI AFRIFA

2013

UNIVERSITY OF CAPE COAST

EFFECTS OF TEACHERS' LEADERSHIP ROLE ON STUDENTS'  
DISCIPLINE IN SENIOR HIGH SCHOOLS AGONA SWEDRU  
MUNICIPALITY

BY

SAMUEL APPIAGYEI AFRIFA

Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Educational Administration

MAY 2013

## DECLARATION

### **Candidate's Declaration**

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

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

Name: Samuel Apfrifa Appiagyei

### **Supervisor's Declaration**

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

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

Name: Prof. Yaw A. Ankomah

## **ABSTRACT**

The study intended to investigate the effects of teachers' leadership roles on students discipline in Agona Swedru Municipality senior high schools. The research was conducted in Agona Swedru Municipality in Central Region of Ghana. The cross-sectional survey design was adopted for the study. Questionnaire was the main data collection instrument. All the four senior high schools in the Agona Swedru Municipality participated in the study. The sample for the study was 281 respondents made up of headmasters/Assistants, 73 teachers and 192 students drawn from four senior high schools in the Agona Swedru Municipality in the Central Region of Ghana. Data was presented with frequencies and percentages to support the discussion of the results that emerged from the study.

The study found that teachers play a very crucial role in enhancing the discipline of students in secondary schools. Teachers participate in supervision of students using well-organized records. Thirdly teachers plan their teaching and learning activities by the use of library information. The study recommends that teachers should select teaching methods that cater to all categories of learners in their classes. Teachers should also be presentable in terms of dressing and conduct since they are students' role models. The study also recommends that teachers should take keen interest in supervising students and also keep up to date records for proper monitoring of students.

## **ACKNOWLEDGEMENTS**

My sincerest gratitude goes to my supervisor, Prof. Yaw A. Ankomah, for his guidance, time, encouragement and support throughout the preparation of this research. Also to all lecturers in Institute for Educational Planning and Administration (IEPA), University of Cape Coast for their support during my students at the Institute.

Additionally, my gratitude also goes to to my wife, for her love, support, and encouragement to complete this programme. I also appreciate my children, Wilson Afrifa-Appiagyei, Priscilla Afrifa-Appiagyei and Prince Afrifa-Appiagyei for their encouragement. Finally, I say thank you to Mrs. Agness Boakye, Miss Mary Brokowa Barnes and all staff of Swedru Business School for their support during the preparation and presentation of this report.

## **DEDICATION**

To my parents, Mr. and Mrs. Ebenezer Kwasi Appiagyei.

## TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
CHAPTER	
ONE INTRODUCTION	
Background to the Study	1
Statement of the Problem	4
Purpose of the Study	4
Research Questions	5
Significance of the Study	5
Delimitation of the Study	6
Limitations of the Study	6
Organization of the Rest of the Study	6
TWO REVIEW OF RELATED LITE	7
Theoretical Framework	8
Meaning of Discipline	9
Acts that Constitute Indiscipline	11
Causes of Disciplinary Problems in Schools	13
Student Related Causes	13

	Teacher Related Causes	15
	Effects of Behaviour on Students' Discipline	18
	Teachers' Supervisory Role and Students' Discipline	24
	Teachers' Planning Role and Students' Discipline	27
	Effect of Discipline on Academic Success	30
THREE	METHODOLOGY	32
	Research Design	32
	Population	33
	Sample and Sampling Procedure	34
	Instrument	35
	Reliability and Validity of the Instrument	36
	Data Collection Procedure	37
	Data Analysis	37
FOUR	RESULTS AND DISCUSSION	39
	Demographic Characteristics of Respondents	39
	Research Question 1	41
	Research Question 2	45
	Research Question 3	49
FIVE	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	52
	Overview of the Study	52
	Summary of Key Findings	53
	Conclusions	54
	Recommendations	54
	Suggestions for Further Research	55



REFERENCES	56
APPENDICES	63
APPENDIX A Questionnaire for Respondents	64
B Letter of Introduction	68

## LIST OF TABLES

Table		Page
1	Distribution of Study Population	34
2	Distribution of Sample by School	35
3	Age of Teachers and Headteachers	39
4	Educational Qualification	40
5	Working Experience	40
6	Perception of the Teachers of the Effects of Teachers’ behaviour on Students Discipline	41
7	Perception of Teachers’ Supervisory Role on Students’ Discipline	46
8	Teachers’ Planning Role and Students’ Discipline	49

## **CHAPTER ONE**

### **INTRODUCTION**

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

Ghana's education has had phenomenal growth at all levels nowadays. Senior high schools have been common with increase population unlike the olden days. Senior high school is therefore premised on the belief that it is at this point where learners are prepared to make a positive contribution to the development of the society (Mbiti, 1982). Mbiti continues that the secondary school curriculum should be effectively implemented so that learners may reach their full potential. However, it is instructive to note that a school's learning outcomes is dependent on the quality of students' discipline. This is because; discipline *intra alia* provides a sense of direction among learners besides increasing teachers' job satisfaction, which is a critical correlation of commitment to school goals (Imber & Neidt, 1990).

In spite of the crucial role that disciplined behaviour plays in the overall school outcomes, the condition of students' discipline in the study area has been disheartening. This is because; hardly a school term goes by without incidence of indiscipline behaviour being reported in the mass media. This form of behaviour has more often than not led to unfortunate incidences such as destruction of school property, assault, and indecent behaviour such as rape and in extreme cases death of students. Such incidents tend to impact negatively on the gains made so far at this level of education.

The generally reporting causes of students' indiscipline in the study area include drug abuse by students and poor parenting. It is worthwhile to note that cases of indiscipline among senior high schools tends to vary markedly between schools with comparable locality and both the entry behaviour and social background of students they admit from basic schools. This scenario suggests that senior high schools could be having an influence (either positively or negatively) on the behavioural development of students they select from basic schools. The foregoing has the implication that, comparatively in school factors could be having an appreciable influence on students' behaviour. For this reason, it would be a gross simplification to entirely attribute indiscipline problems in Agona Swedru senior high schools to out-of school factors. Young (1985) has indeed cautioned that we should guard against the belief that learners' academic and social development is influenced solely by nonschool factors lest it becomes a self- fulfilling prophesy.

One of the most significant in- school factors that influences students' discipline is the schools social environment or organizational climate for that matter (McManus, 1989). This refers to the way members of the school community relate and interact with each other. If the climate is favourable, the members are likely to increase their level of interaction and consequently enhance the school's learning outcomes. The reverse is applicable. Members of a social organization need to be noted not to act in a social vacuum. On the contrary, their actions are integrally related to the organization's managerial policies (Huczynski & Buchanan, 2001). This implies that the extent to which members of the school community will direct their efforts to the laid down

goals depends on the kind of organizational climate created by the school head. This is because; the head is the schools' chief executive (Mbiti, 1982). In this regard, if he/she applies a democratic inclusive approach, teachers and parents are likely to play a proactive role in nurturing learners' behaviour towards the desired direction and vice versa (Pollard, 1982; Kiumi, 2008).

Teachers play a significant role in inculcating student's discipline in secondary schools. Unfortunately many reports indicated that some teachers do not adequately play this role especially in their in and outside class pedagogical aspects, their supervisory roles and planning roles. As a result, cases of students' indiscipline are on the increase in most Agona Swedru township. Public debate on media and parents complain all indicate that students' discipline as well as that of teachers is suspect.

Some scholars such as Akankwasa (1997) and Kagoda (1997) attribute the decline in students' discipline to teachers whose commitment seems dysfunctional. That is why this study was conducted in order to examine the effects of teachers' leadership role on senior high school students discipline in the context of the many indiscipline cases in Agona Swedru Township. They concluded that the introduction of formal schooling and the implied formal teaching profession also has its origin from the work of the early Christian missionaries. At its inception teaching or the teacher was viewed with respect and honour (Munaku, 1997). Though teachers were supposed to be role models, their significant roles as guides declined and many of them, their responsibilities as leaders began being viewed with suspicion (Akankwasa, 1997).

### **Statements of the Problem**

The success of teaching- learning process is dependent upon the quality of students' discipline. Since students' discipline management in the school environment is a responsibility of teachers, they (teachers) are expected to use their leadership role to maintain discipline. This has the implication that the students' academic performance may improve. There was both private and public outcry as evidenced in the different news paper articles, radio and television that students' discipline had greatly deteriorated. Public outcry and parents concern in the study area indicate that for the last five years although teachers had to play a significant role in enhancing students' discipline, they seemed to have relaxed. That is they did not perform as expected. The study therefore examined teachers' leadership role in enhancing or constraining students' discipline.

### **Purpose of the study**

The study was carried out to investigate the effect of teachers' leadership roles on students' discipline in Agona Swedru Township senior high schools. Specifically, the study sought to explore:

1. How teachers' behaviour affect students' discipline in Agona Swedru township senior high schools.
2. To find out the effect of teachers' supervisory role on students' discipline in Agona Swedru Municipality senior high schools.
3. To find out the effect of teachers' planning roles on the discipline of students.

## **Research Questions**

The study sought answers to the following questions:

1. How does teachers' behaviour affect students' discipline in Agona Swedru township senior high schools?
2. What are the effects of teacher's supervisory role on discipline of students in Agona Swedru Municipality senior high schools?
3. What are the effects of teachers' planning roles on the discipline of students in Agona Swedru Township senior high schools?

## **Significance of the Study**

It is hoped that the study will provide useful information to secondary school education stakeholders in Agona Swedru Township in particular and Ghana in general. These include teachers, head teachers, parents, district education officers and Ministry of Education and Sports officials. To the teachers, the study is likely to provide useful information on their role as supervisors and planners of the teaching and learning activities at the same time teachers will acknowledge their special importance in school as students' role models.

On the other hand parents will likewise appreciate their role as co-educators and therefore work hand in hand with the teachers to foster students' discipline. To the head teachers the study will give them an insight on the importance of timely facilitation of teachers in relation to their performance and guidance of students. While the Ministry of Education and Sports plus district education officials may benefit by getting to know the status in Agona Swedru Township senior high schools and devise means of effectively facilitate the teachers for better performance.

### **Delimitations**

The study was delimited to in by which teachers' leadership behaviour influence senior high school students discipline in the Agona Swedru Municipality in the Central Region of Ghana. The population for the study was drawn from senior high school students, teachers and headteachers in the municipality.

### **Limitations**

A study of this nature cannot be undertaken without some limitations. One of the limitations was the use of questionnaire as the main instrument for data collection. Another limitation was the instance where some of the student respondents were reluctant to answers some of the items on the questionnaire for fear of victimization from their teachers. Regardless of these limitations, I managed to sure the respondents that their identity would not be assigned to the findings of the study.

### **Organization of the Rest of the Study**

Chapter Two covers the review of related literature on the topic were reviewed. Chapter Three captures the methodology which covers the description of the research design, population, sample and sampling procedure and the instrument used. It also contains the data collecting procedure, administration of the questionnaires and the interview schedule. Chapter Four deals with data analysis and presentation of findings in line with the research questions that guided the study. Chapter Five contains the summary, conclusions and recommendations that emerged from the study. This chapter also suggested ares for further research.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the theoretical review, conceptual framework and review of the related literature. These are all done and presented in lieu of the study objectives namely; teachers in and outside class pedagogical aspects, supervisory role and teachers' planning role and its effect on students' discipline.

#### **Theoretical Framework**

The theory adopted for this study is Bandura's (1997) social learning theory which stipulates that people learn from one another via observation, imitation and modeling (Okumbe, 1998). This means that students often learn a lot from observing their teachers conduct and performance at work. Teachers are students role models therefore students are likely to copy teachers practices that they admire. In this study, the salient assumption is; students are like clay, they are modeled by teachers from whom they observe and imitate their implicit and explicit values and belief. Teachers' professionalism as drawn from Emmanuel Kent's theory of deontology which alluded to the fact that people's obligation leads them to uphold their duties for example being punctual, respect for oneself and others being effective at work plus handling students without bias or discrimination. In this study, these form a foundation for theorizing on the role of teachers' leadership aspects in enhancing students' discipline. Bandura's (1997) social learning theory

closely relates to the advantages of class interactions in improving the conduct of students. This theory is a bridge between behaviorists and environmental influences. This implies that the way students behave is determined by the people they interact with. Therefore the more students observe and relate with teachers and their fellow learners, the more they are likely to be molded into well behaved members of the society.

Study also happens to benefit from Katz and Kahn, (1966) system theory. The system theory was adopted for this study to explain the relationship existing between teachers' leadership roles and student discipline in Agona Swedru Township. This theory was adopted for this study because a school has various components working together to achieve its goals and objectives. This theory cuts across all organizations producing output, the school as a system inclusive (Katz and Kahn, 1966). Schools are also categorized as organizations.

### **Meaning of Discipline**

There are as many definitions of the term "discipline" as there are its definers; that is, various definers give varied interpretations to the term depending on what educational philosophies they may hold. Adentwi (1998), supports this fact in his statement that 'discipline is a nebulous concept with a myriad of interpretations' he further state that each of these interpretations is so subjective that discipline has become the most contentious issue not just recently but has been from antiquity. The search for a universally accepted definition of the concept is obviously quite daunting. Brown (1982) also confirms the complexity of the term by stating that 'discipline is very difficult to define. These facts notwithstanding, some definers have attempted a few.

Hoover (1985) opines that discipline in the early civilization implied teaching or helping people to grow or achieve. The term according to him later became associated with conformity. One may therefore conclude that any act that aims at helping students to conform to the status quo is a disciplinary act.

Adesina (1990) explains that discipline can be the readiness or ability to respect authority and observe conventional or establishment laws of the society or any other organization. According to him, the school system refers to discipline when students are taught to respect the school authorities, to observe the school laws and regulations and to maintain an established standard of behavior. Ozigi (1991) makes the assertion that discipline involves self-control; a disciplined individual knows and takes the right course of action. A disciplined individual is guided not simply by self-interest but also by consideration of the interest of other with whom his own interest may clash. Consequently, the discipline person is guided in his behavior by moral and social principles; he tries to overcome his self-emotions and desires and does what is right and good. Disciplined behavior involves such characteristics as self-sacrifice, diligence, co-operation, integrity, fullness, patriotism, consideration for others and sympathy. In his contribution to the concept of discipline, Gragey (1971) contends that school discipline refers to the maintenance of order and control necessary for effective learning. In essence, this involves pupils acting in accordance with teacher's intentions for their behavior, be it listening, talking or undertaking the academic work on hand. Unfortunately most discussions on discipline tend to centre on overtly disruptive pupils behavior such as noise making, non-work-related talking, rowdy behavior or insolence. Such discussion according to him tends to imply

that exercising control over discipline is solely concerned with how to deal with pupils' behavior. On the other hand, Gragey believes that discipline is much more concerned with sound planning, presentation and monitoring of experiences all of which enable the administrator to elicit and sustain the pupils' attention and motivation thereby minimizing the occurrence of misbehavior. Gragey (1971) also states that discipline can be constructive, corrective or punitive. Discipline is presented as the "characteristic degree and kind of orderliness in a given school or the means by which that order is obtained, the maintenance of conditions conducive to the efficient achievement of the school's function" (p. 177).

Drever (1956) indicates that the root notion of discipline in its modern usage is the 'control of conduct'. Looking at the term from the psychological perspective, the Penguin Dictionary of Psychology (1985) confirms Drever, Webster and Chamber's assertion and gives the definition of discipline as 'the control of conduct' either of a subordinate by a supervisor or of one's own conduct. However, it further points out that it is out of place to use the words punishment and discipline as synonyms; for one may punish to discipline a child but that does not necessarily imply that one is really disciplining the child. This perception of discipline poses a challenge to the earlier definers who only see the concept as punishment.

### **Acts that Constitute Indiscipline**

Discipline problems may be many and varied. Goodlad (1984) says one worry of school administrators, teachers and parents is the increase in student's misbehaviour, which has become serious. The disruption of school discipline may assume diverse forms ranging from protest, demonstrations,

strikes, riots, bullying, breaking of bounds, resisting authority to the usage of firearms and others.

According to Tamakloe, Atta, and Amedahe (1996) what some teachers consider to be misbehaviour may not be so to other teachers. It is therefore not useful to categorise misbehaviour in terms of responses themselves. The only sound rule one can make is that, any behaviour is deviant if the teacher or the school authority sees it to be so. It is also argued that misbehaviour is any action that occurs where it is not wanted. For example, Tamakloe observes that, in some sections of a city, a boy may carry a pocketknife to school without even being questioned; in other schools in the same city, even nail files are confiscated as potentially dangerous weapons.

Asiedu-Akrofi (1978) mentions the following as manifestations of indiscipline in schools; they are, strikes, bullying, fighting, cheating, disobedience and protest to authorities both inside and outside the school. Asiedu-Akrofi also compiled some misbehaviours cited by the teachers of Senior High Schools. He listed them in order of frequency as talking, disobedience, carelessness, defiance to authority, cutting classes, inattentiveness, tardiness, cheating and throwing objects. Schrupp and Gjerde (1953) asked teachers to rate the kind of student's behaviour which they considered serious; the result were defiance, rudeness, obscene notes and pictures, disobedience, disorderliness, heterosexual activity, masturbation and unfaithfulness.

On his part, Nacino-Brown (1985) also lists the following as indiscipline acts likely to be encountered in the school: insolence, general apathy, fighting with other students, damaging school property, failure to

complete assignment and disturbance in class. In the boarding institutions the following were noted as additional types of acts that constitutes indiscipline: neglect of school duties, failure to obey school prefects and masters on duty, leaving the school premises without permission, untidy habits in dressing; misbehaviour at the dining hall and stealing the belongings of others. It will not be out of place to add that, some of these additions do not only occur in the boarding institutions but even more frequently in the day institutions.

In the view of Charles (1983), teachers are very much concerned about three kinds of misbehaviours: First, behaviours that affront their sense of morality; second, behaviours that is defiant and aggressive and third, behaviours that disrupts class work such as talking and unauthorized movement about in the classroom. This is because those behaviours greatly reduce the time available for teaching and learning. Bullying in schools is a significant and pervasive problem; however, it is a severely underrated problem within our educational system.

### **Causes of Disciplinary Problems in Schools**

Bandura (1986) asserts that, most human behaviours are learnt by observation through modelling. This implies that from whichever angle one looks at the state of disciplinary problems that befall schools, these acts occur not by chance. Indiscipline is indeed no fluke of nature. There are certainly some deep-rooted causes of such acts. To Bandura, the teachers' behaviour towards students to a great extent has a stake in the disciplinary situation in the school.

Basing his argument on the Ghanaian situation, Caulley (1963) found out that the cause of indiscipline in schools could be divided into two broad

categories: immediate cause and remote cause. He gave the following as immediate causes: Abolition of corporal punishment in school; political upheaval in the country; interference in school discipline by persons in high positions and lack of parental co-operation with teachers. Concerning the remote causes, he mentions the following: Conditions in the child, for example, physical defects, Conditions in the home, defective family relationships and defective discipline.

Fontana (1986) has stated that the causes of indiscipline are several; it may either be student related, teachers related, school related and home related. Asiedu-Akrofi (1978) affirms Fontana's classification of the sources of the cause of indiscipline and posed several questions which concern the teachers, who are to ensure discipline in the school; the child, who should be the main focus of the teacher; the Home, where the child first learns issues that affect his character and behaviour and the subject matter, the medium through which the child is expected to acquire knowledge and skill. He therefore believes that an attempt to find answers to these questions does not only help one to be acquainted with the causes of students indiscipline and certain antisocial behaviours in schools, but also aid in the finding out suitable measures to curtail the problems identified in the school. To Asiedu-Akrofi, experiences have shown that whenever there are disciplinary problems in school, the authorities have to examine the issues considering the source projected in these questions posed in the respective levels as below.

### **Student Related Causes**

In their study of human behaviour, Blair and Simpson (1975) attributed the cause of students misbehaviour to the biological characteristics they

posses, the kind of experience they have had and the social pressures operating on them at the moment. According to them, biological causes of misbehaviour include adolescence related problems. Adolescence is the transitional period of normal growth and development from childhood to adulthood and it is characterized by “storm and strife”. This makes most adolescents face problems in adjusting to psychological changes and social standard.

According to Fontana (1986), inadequacies of personal adjustments among students are student related causes of indiscipline. He further mentioned that, inborn temperament, inadequate experiences at home, inability or difficulty of student in relating to adults and people in positions of authority; ineffective communication with teachers and deep-seated personal unhappiness are some of the personal adjustment problems that culminate in acts of indiscipline in schools. Constant parental nagging, physical assault, bullying, sexual abuse and exposure to frightening and profoundly disturbing experiences of listening to angry parents’ quarrels and all other problems that result in student related causes of indiscipline. Fontana (1986) therefore blames the occurrence of indiscipline in schools on the inadequacies of personal adjustment among students. Afful (1984) have noted among others the causes of student’s rebellion as lack of student involvement in school level decision-making and extensive use of student services in national, regional or local politics.

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



stage thereby reinforcing the negative rather than positive attitudes, setting the stage for future rebellion. On discipline in the classroom, Dobson, points out the second most influential forces in the rise of disorder has been the school. To him, the school seems to have lent a hand in this because of the permissive philosophy it has adopted. People do not seem to know what is right or wrong normally, therefore making discipline difficult to enforce. In Dobson's view, the causes of indiscipline are rooted in two broad areas—the home and the schools. Barnes (1963) points out that some of the frequently mentioned causes of indiscipline are; insufficient ability of teachers, difference in pupil's interests, desire for attention on the part of pupils, differences in family values, insufficient parental interest, limited intelligence and limited home backgrounds (p. 293). In broad categories, these causes could be said to be associated with the home environment, the school and heredity. Brown (1964), in a survey shows that, the causes of indiscipline may be external or internal to students. To him those problems arising from outside the student are troublesome to him only because they do not enable the fulfillment of a material need which he cannot satisfy.

### **Teacher Related Causes**

This has to do with actions that are often associated with the teacher's personality, characteristics or self-presentation. Without realizing it, the teacher may himself be responsible for encouraging or reinforcing those negative types of behaviours in the student he seeks to restrain. This is true because the teacher is always the prime focus of his student. In instances where the teacher loses this fact that he is being watched, his actions and inactions unfortunately affects his students a great deal.

Fontana argues that the nearness of the teacher's age to those of his students is often a big handicap in disciplinary matters; so also is the teacher's lack of knowledge about the schools standards and rules. The students naturally exploit this ignorance whenever possible. In their book, 'School Violence Intervention', Goldstein and Conoley (1997) argue that the overuse of punitive control methods, unclear school and classroom rules and discipline procedures have a high degree of correlation with students vandalism. This idea projects an all important cause of student indiscipline in schools. But it sounds ironic that while some teachers agree that the degree of punitive measures meted onto offenders is necessary for reformation, others disagree.

Hyman and Wise (as cited in Goldstein and Conoley, 1997) confirm that corporal punishment may be one of the causes of school vandalism. To them a teacher who frequently punishes students is more likely to be attacked by angry students. Again, Graziano (1994) also put forward that when children are physically punished, they learn that violence is an acceptable strategy for solving interpersonal differences. McCord (1996) also believes that through experiencing corporal punishment, violent strategies are modeled or imitated and then added to the child's behavioural repertoire. In a similar vein, other studies suggest that physical punishments only succeed in giving children pain and may teach them that it is all right to inflict pain on others. In their book entitled 'Beating the Devil out of them: Corporal Punishment in American families', Straus and Donnelly (1994) suggest that corporal punishment plays a role in parental punitiveness as crucial to the development of offspring antisocial behaviour.

Baumrind (1991) put forward that even though there is unanimous agreement among experts that corporal punishment is detrimental for children, there is some debate about whether corporal punishment is associated with negative outcomes. But paradoxically, there is enough literature that goes to agree with the use of corporal punishment in reforming the child. Vockell (1991) supports the use of corporal punishment in disciplining the child and suggests that corporal punishment does have some advantages; one is that the child or student perceives the event as unpleasant, thus minimizing the likelihood of repeated inappropriate behaviour(s). Another positive stand for the use of corporal punishment is that it can be administered and completed quickly. In addition, the implication associated with its use is very clear and specific with respect to learned behaviour and obvious consequences.

### **Effects of behaviour on Students' Discipline**

Hornby (1948) defines a teacher as the person whose job is teaching especially in a school. A teacher therefore as observed by Kochhar (1997) contributes significantly to the character of students. The teacher is where the strength of an education institution lies (Luggya, 1991). It is unlikely for students to get superior education unless the teacher is superior (Kochhar, 1997); whether that teacher is a person or a programmed text book, "No education system can rise higher than its teachers" (Hornby, 1948). Luggya (1991) found out that great educational –institutions are built on talents and creativity of teachers especial on decisions that have direct bearing on their work. Kochhar (1997) concurs with Luggya when he comments that it is the teacher who matters most as far as the quality of education is concerned.

Musaazi (1982) found out that although teachers demand a lot of professional authority and autonomy from school administration in decision making, what they demanded for was mainly confined to classroom teaching forgetting that their administrative function stretches beyond that. This therefore called for a research to be conducted on the municipality to establish how teachers affect students' discipline through their role as leaders. Harold (1993) noted that a teachers' personality has a great role to play in school discipline when he says that younger children are attracted by the outer charm and repelled by the shabby look of the teacher. Tumutoreine (2003) found out that unrest in schools is partly caused by teachers' personality. Therefore, teachers must be presentable all the time in simple and smart attires (Harold, 1993). Fancy dressing makes a teacher centre of attraction and a topic for discussion. A teacher is being watched and held up as a role model by the scores of children who look up to him for guidance (Kochhar, 1997). Harold (1993) noted that a teacher with a sophisticated personality is easily made tense or excited by trivial issues and may cause indiscipline due to his act, which may be inappropriate to the situation.

In emphasis to the scholarly writing of Kochhar (1997) indicated that:

"... We offer no subject in the philosophy of administration rather you will draw from the often unexpressed attitudes of your teachers and your superiors (p. 22).

Goodwin's quotation is an emphasis that teachers are students' role models. This is also in line with the study theory that students learn through observing and imitating their teachers.

Kochhar (1997) also quoted a student giving tribute to his teacher commenting that:

“In the classroom he was a skillful expositor of the knowledge, art and doctrine of professional management. But his teaching transcended mere classroom enthusiasm- amplifier and an optimist, a spur, and above all, a personality of exceptional force, warmth, and light. This memorable personality, this luminous style of his, I always felt was a great accomplishment achievement important though they were” (p. 24).

This quotation is an indication that students often learn from their teachers especially when the teacher’s personality is admirable. Babiita (2007) found out that social interaction promoted influence and where there was discrepancy between the moral standard of the home and any companion, children often accepted the standard of the companion and rejected those of the family. In the findings of Tumutoreine (2003) , it is noted that most un-rest in schools are due to poor- teachers-student relationships, which includes aspects of psychological defects. Fontana (1987) concurs with the past study findings when he noted that students are hurt when they realize that they are constantly ignored by those people who have an important role to play in their lives like parents and teachers. Since Babiita (2007) was interested in family influence on students, and yet Tumutoreine (2003) established that teacher-students’ relationships have a great impact on students’ discipline. It called for a research in Agona Swedru Township senior high schools to find out how teachers in and outside class pedagogy affected students’ discipline.

Gumisiriza (1990) established that the problem of discipline is worsened by some parents who had literally abandoned their role as moulders

of their children. The execution of this role was entirely left to the teachers who apparently did not have the commitment, professional skills, knowledge and tools to do it effectively. In agreement to the statement Tumutoreine (2003) found out that teachers have caused indiscipline in schools by abusing and neglecting their work. They do not observe punctuality or even absent themselves from duty. On the side of the parents, Babiita (2007) findings that mothers today are not confined to the home and children alone. She goes on to say that employment of mothers has given rise to part- time parenthood, or half way between situations where a mother is totally absent from her children. Research showed that this has caused reduction of parents' attachment to their children thereby causing reduction in guidance to affect good behaviors. Unfortunately as Tumutoreine (2003) noted that parents do not see themselves as responsible for the behavior of their children, they tend to rely heavily on schools and other agencies to assist them in preventing teenage indiscipline. Such a situation attracted the researchers' interest to establish how teachers in and outside class pedagogical aspects have influenced students discipline beside parental challenges.

Relating students discipline to teachers in class pedagogical aspects, which are the teaching methods, Hornby (1948) noted that a well- equipped teacher is a supreme factor in education. Kochhar (1997) complemented to it by saying that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching. Therefore where teachers failed to teach appropriate content to children or even failed to use the appropriate instructional materials, students had become frustrated and unsettled. Tumutoreine (2003) agreed that some teachers under dosed their

students contributing to the failure of students in their final examinations. Students fearing of being discontinued from school, turn against school rules like studying on torchlight after lights out due to suspicion of a teacher whom they suspect of being incompetent.

Buga (1991) established that the youth often react very seriously to what they see as issues of deprivation and or value conflict. Nyirabimana (2004), study discovered that today than ever before, there is the general cutthroat academic competition prevailing in secondary schools in Uganda, which is attributed to the academic ranking. Most students in Uganda come from families with a lot of high expectation for high academic standards. This parental and students aspiration solicit quest for success and creates aggressive attitude within the students to acquire optimal place in the academic ranking. This therefore demanded for a research to establish the teaching methods employed by the teachers to satisfy students' academic desires and combat disobedience, since Buga (1991) had confirmed that if teachers do not use appropriate methods, they cause anxiety, inattentiveness, monotony and redundancy among students.

Fontana (1987) noted that teachers tend to offer settings which they prefer, therefore some children inevitably find themselves under stimulated and bored, while others find it over intrusive and unsettling. The children irked by such an environment may frequently break out into disruptive and challenging behaviors simply through frustration and need to provide variety. Tumutoreine's (2003) findings indicated that the way students consider themselves to be and the way the school administration perceives them seems not to be in congruence. He quoted an adolescent (seventeen years old boy)

saying: ‘one of our difficulties is having people realize that we are no longer kids. Teachers try to think for us as if we cannot think for ourselves. Tumutoreine (2003) also established that most school administrators generalize about what children are like and therefore generalize on how they should be treated. This therefore attracted the researcher’s interest to find out whether teachers consider individual students in their teaching and learning activities. Since it is in agreement with Kochhar (1997) that every teacher when planning the curriculum needs to consider individual students, which is the syllabus has to be well regulated. Harold (1993) in agreement noted that there is a general tendency among teachers to generalize students’ ability in all activities without taking into account other factors like age, interest, maturity, etc. Teachers do not recognize the varied nature or individual differences of students and take children all at par in the way of teaching, which leads to decline in interest in all activities.

Ikube (2004) found out that children from schools with strong cultures or gifted seek peers’ acceptance by masking giftedness conforming to peers’ behavior patterns and purposes and achieve high. Nyirabimana (2004) observed that though competitive learning discourages cooperative learning, pursuits of individual excellence encourages hard work and competence (Kibuuka as cited in Nyirabimana, 2004). Harold (1993) commented that a sense of humour when teaching is important because pent-up feelings and over wrought nerves can be easily relaxed when the teacher takes advantage of the humour of the situation. Luggya (1991) findings indicated that teachers though aware of the behavior difficulties of learners, do not feel that they are well equipped to make appropriate provision for pupils. Unfortunately the period of



adolescence is a distinct phase of drastic physical, emotional and behavior changes. Such sudden changes coupled with non-availability of authentic sources to know, understand and appreciate, results in anxieties and causes confusion in schools (Tumutoreine, 2003). Therefore a good laugh during a tense moment is the best means of bringing a group in-to co-operative and harmonious relationship (Harold, 1993).

### **Teachers' Supervisory Role and Students' Discipline**

Hornby (1948) defined supervision as being in charge of something and making sure that everything is done correctly and safely. The word supervision is derived from two Latin words. "Super" which means "above" and "videre" which means to "see" (Kochhar, 1997). Supervision therefore has the connotation of overseeing or providing direction. Okumbe (1998) noted that in an organization there are two groups of people as identified by Macgregor two- factor theory "the want to do" and "the push to do" under theories X and Y. Theory X are the people who dislike work and will avoid it if they can. They are not creative by nature, they are lazy and unreliable. On the other hand, theory Y represents people who like work and planning. They are by nature self-directed and they exhibit organizational goals they agree with.

Tumutoreine (2003) exploration indicated that students in secondary schools conform to Macgregor's theory of performing and non-performing students. In terms of discipline Tumutoreine (2003) goes on to say that student are expected to display good manners by following school rules and regulations unfortunately, some of them turn out to behave in awkward ways

hence mutilating the valid and valued goals of schools. In such cases include watching unapproved movies, being caught outside school compound without permission from an authorized person and unsettledness at various forums. The teacher as a supervisor, Kochhar (1997) noted that has to ensure regular attendance, detect irregular and truant pupils, check practical and written work and also guide pupils according to their needs. Such findings and observations raised a crucial question as to how were teachers participating in controlling and guiding students to conform with the schools established rules and regulations in order to promote and protect the school norms and culture through acceptable students discipline hence the basis for the study.

Luggya (1991) found out that schools have varied activities, which require teacher's involvement. The activities ran from games and sports, classroom activities, assemblies, farm work and others. Passi (2006) noted that teacher's involvement in such activities is crucial because they have the ability, motivation and creativity to enable the school achieve its objectives. Kato (2007) indicates that the teachers' duties included monitoring pupils' attendance punctuality and overall discipline Kato (2007) quoting Penn, Pennix and Counlson (1996) stressed that the use of records had gained importance as an indispensable management tool in contemporary organizations. According to Busiku and Nabwire (2003) record management in its broad sense concerns itself with records' creation, distribution, maintenance, preservation, retrieval and disposal. They go on to say that in order for schools to be effectively and efficiently run, they must ensure that they keep detailed and up- to- date records on students' enrolment and performance materials and equipments among others. The fact that teachers

stay with pupils much longer periods than any other person as Passi (2006) noted that is the very need for them to organize pupils and the school inevitably by use of proper up- to date records.

Kato (2007) noted that it was greatly difficult to supervise and control staff members as they were executing their duties and tasks without a data bank that guided management functions. Luggya (1991) exploration indicated that during the inspection of schools, heads of departments, who are teachers themselves are expected to convey to the inspectors their departments with special reference to schemes of work, records of work, allocation of lessons text books, teaching methods and public examinations. He goes on to say that inspectors will seek evidence of teachers' participation in matters of discipline and organization and control of schools extracurricular activities using evidence of the available records.

Kato (2007) noted that recorded information enhances control and enabled managers to make better quicker, realistic and acceptable decisions. To Wallece (as cited in Kato, 2007) argued that increased efficiency and capacity of management to deal with administrative situations. Luggya (1991) agreed with Kato (2007) when he commented that records were required for both internal and external planning. To emphasize it further Kato (2007) gave Hon Mayanja- Nkangi's 1990 quotation on the occasion of opening of the common wealth secretariat workshop for education management in Uganda saying that; "Without accurate records and figures, our numerous plans and desires would prove un surmountable" Kato (2007) goes on to say that as more pupils were recruited, their needs correspondingly increased. This demanded for a systematic use of records to control discipline.

Luggya (1991) concurs with Kato (2007) when he expressed that record-keeping is a sign of proper organization of the teachers' class and his work as well as coordinated effort. He goes on to say that records such as registers should be kept up to date to indicate daily attendance, enrolment, punctuality, repeaters and fees paid plus any other business in the school. These researchers were in agreement that records must be kept in schools for proper supervision and monitoring. Since none of them based his study on secondary schools and particularly in study area the researcher deemed it necessary to investigate whether teachers keep records and how it affects students' discipline. Okumbe (1998) raised the researcher's interest further for an investigation when he noted that supervision, especially when population rises was important. As towns grew in size and general population increased in numbers, there was need for supervision of instruction. Although Okumbe was basically interested in government inspection of schools' instructions, it was necessary to research on how teachers in senior high schools whose school enrolments had more than doubled due to the escalating entrants arising from basic and senior high education use proper records to supervise the learners.

### **Teachers' Planning Role and Students' Discipline**

Busiku and Nabwire (2003) defined planning as the way a school defines where it wants to be in future and how to get there. Hornby (1948) defined planning as the act of having plans for something, while that person who makes plans for a particular area of activity is a planner. For example a curricular planner. Kochhar (1997) expressed that a teacher plans the various activities and programmes for which he/she is responsible. This therefore qualifies teachers to be organizational planners since Hornby (1948) defines

the organizational skills as the ability for someone to plan his work and activities in an efficient way.

Musaazi (1982) noted that some of the steps in planning involve;

1. Identifying and defining the problem, this could be institutional, resources, constraints, and then prioritize of what to do first.
2. Preparing goals and objectives with plans for their achievement.
3. Evaluating the plan in light of the problem.

Busiku and Nabwire (2003) acknowledging the role of head teachers in planning for the institutions noted that the head teacher before the term begins, organizes the suppliers of the textbooks, stationary and art materials, cleaning materials, science equipments, uniforms, food and fuel. Quayson (2008) concurs with Busiku and Nabwire (2003) when he said that heads of academic departments have specific duties of ensuring an adequate supply of relevant textbooks, laboratory and workshop equipment plus other teaching and learning materials. The study was therefore conducted to establish the availability of study materials in senior high schools in Agona Swedru Township and how teachers have effectively utilized them to create a better teaching and learning environment. Since Harold (1993) had commented that poor class organization greatly affects the teaching and learning process and can cause disorder among students, it really became necessary to undertake a study on that to find out the state of classrooms and how they are maintained and arranged to achieve successful teaching and learning activities

Harold (1948) noted that bare and unattractive classroom without any material to stimulate children's learning is bound to cause boredom which may lead to indiscipline. Lack of textbooks and facilities like furniture makes

teaching difficult. Sitting on the bare ground makes students uncomfortable. He goes on to say that if teachers do not attend properly to such issues; noise, playing and inattention can result in the process. Ministry of Education and Sports (1999) report indicated that inadequacy of materials such as textbooks might breed disharmony among pupils as they are likely to scramble, quarrel and grumble over textbooks. This observation seemed to be a genuine reflection of the situation in senior high schools in Agona Swedru Township. Although accessibility to learning materials seemed to be crucial in establishing worthy disciplinary orientations among pupils (Nyirabimana, 2004), most senior high schools in Ghana today depend on private authors. Although a study had been conducted in Agona Swedru Township it mainly focused on senior high school in the study area, and since past researchers had acknowledged the importance of textbooks in enhancing students discipline, the study therefore deemed viable to establish the availability and quality of text books in senior high schools in the study area and how they impact on students discipline.

Babiita (2007) established that through social interactions, children have opportunities to learn moral codes and also learn how others evaluate their behavior. In agreement Kato (2007) discovered that character molding was likely to be influenced by the status of learning materials. He goes on to say that adequate provision of learning materials especially text books leads to a higher accessibility by the learner and could influence pupils' discipline. This could be through sharing of materials between pupils which promoted responsible tolerance and harmony. The researcher felt obliged to conduct a study in senior high schools in the study area to find out how teachers utilize

study materials to reinforce social interactions amongst learners for building positively disciplined students.

### **Effect of Discipline on Academic Success**

Deslandes, Royer and Turcotte (1997) demonstrate that quality relationships with adults and peers make a tremendous difference for young people. A sense of connections or belonging is an important protective factor. Students who perceive a sense of connectedness to school and home are less likely to engage in risky behaviours (smoking, using drugs, engaging in violence). They are also more likely to be successful academically. Young people who grow up in families that are perceived as kind are more likely to thrive.

Earlier research shows that young people do better when they perceive both firmness and kindness from their parents. Children who rate their parents as authoritative (both responsive and demanding) engage significantly less in socially risky behaviours (Aquilino, 2001). Cohen and Rice (1997) study supports the idea that teen's perception of parenting that is both kind and firm improved academic performance. A young person's connection or belongingness at home and at school also increases academic success and decreases socially risky behaviour.

Under achievement can be reversed when discipline is handled through mediated learning experiences. The mediated learning experiences guides students through cognitive exercises or strategies that address their specific learning needs in ways that engage students and activate those cognitive skills need to strengthen discipline. Teachers use mediation to stimulate the learning process through discussions that guides students in identifying and analyzing

the understanding skills. Through these deep discussions the teacher and the students collaboratively build discipline and at the end this affects academic performance positively. Students have the competence and confidence needed to morph from failing students to motivated high achievers. These show that parental involvement is related to schools' success in academic work. Interestingly, when more closely examined, authoritative parenting is strongly related to parental school involvement and academic encouragements, both are associated with school success. The positive impact of school involvement is significantly less if the parent does not also have a kind and firm parenting style (Steinberg et al., 1992).



## **CHAPTER THREE**

### **METHODOLOGY**

This chapter comprises of the research design, population, sample and sampling procedure, research instruments and pilot-testing of the instruments. Also included in this chapter were data collection procedure and data analysis procedure.

#### **Research Design**

Research design for the study was the descriptive survey. The adopted study also followed cross-sectional survey design approach. This design was chosen because according to Best and Khan (1995) and Amin (2005) studies of this nature may be more productively undertaken because data can be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study.

As widely accepted, the descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition. Relatively, the method is appropriate to this study since it aims to investigate the effect of teachers' leadership roles on students' discipline. The descriptive technique is commonly used to explore opinions according to respondents that can represent a whole population. The survey method is appropriate in this study because it enables the researcher in formulation of generalizations.

The purpose of employing the descriptive method is to describe the nature of a condition, as it takes place during the time of the study and to explore the cause or causes of a particular condition. The researcher opted to use this kind of research considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study.

### **Population**

According to Sekaran (1992), population of research study is any group of individuals that has characteristics in common that are of interest to the researcher. On the other hand, a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Usually, the description of the population and the common binding characteristic of its members are the same.

The target populations for the study were head teachers, teachers and students of senior high schools in Agona Swedru Township. These categories were selected because they comprise of the major composition of disciplinary indicators in the school administration (Kochhar, 1997) and the school as a community its operations were affected by teachers, students and head teachers. All of the 16 head teachers, 73 teachers out of 220 and 192 out of 1721 third year students were selected. Table 1 presents the distribution of the study population.

**Table 1: Distribution of study population**

Name of Schools	Teachers	Headteachers	Students
New Era SHS	69	4	520
SDA SHS	54	4	410
Swedru SHS	45	4	390
Swedru School of Business	52	4	401
<b>Total</b>	<b>220</b>	<b>16</b>	<b>1721</b>

### **Sample and Sampling procedures**

The study employed the following sampling techniques namely; stratified random sampling, simple random, purposive and convenient sampling. By stratified random sampling it means a process of selecting a sample in such a way that identified sub groups in the population are represented in the sample in the same proportion that they exist in the population (Gay, 1996). This was applied to the students. Here, the researcher grouped each third year class into two groups (i.e. boys and girls). This was done to get equal representation of sex. After the stratified sampling, simple random was used to select 3 boys and 3 girls from each class.

In selecting the respondents, “YES” or “NO” was written on pieces of papers and folded them and those who selected the “YES” were selected on the other hand, a purposive sampling means a sampling technique in which a researcher uses his or her own knowledge of the population and chooses to include in the sample only some particular respondents who have the relevant information to the study (Kothari, 2004). This was applied to head teachers

and teachers. While convenient means a sampling procedure in which the researcher selects units or respondents that are close at hand or easy to reach or just happening to be available at the time when data collection is taking place and was applied to students (Gay, 1996). This was also applied to head teachers and teachers. Table 2 below presents the sample size for the study.

**Table 2: Distribution of Sample by School**

Schools	Teachers	Headteachers	Students
New Era SHS	16	4	48
SDA SHS	15	4	48
Swedru SHS	25	4	48
Swedru School of Business	17	4	48
<b>Total</b>	<b>73</b>	<b>16</b>	<b>192</b>

### **Instrumentation**

The researcher used various modes of data collection and they included structured questionnaires. The researcher constructed a questionnaire that had closed ended questions, which were designed to obtain information and data from the headteachers, teachers and students. Structured questionnaires were preferred by the researcher because of its advantages like; easy to administer on a large population which is largely literate, teachers and students who were the main respondents are literate. Questionnaires require less time and money compared to other methods like focus group discussions (Moser & Kalton, 1979). However because questionnaires made provision to allow participants provide additional information. The provision for opportunity for additional

information on the instrument was intended to get extra and detailed information on opinions, beliefs and perceptions on the topic from respondents.

### **Reliability and Validity of the Instruments**

Reliability refers to the consistence of the research instruments. For the questionnaire, the researcher carried out a Test-Retest method where a respondent who had completed the questionnaire was asked to complete it again after two weeks and his/her choices compared for consistence. According to Creswell (1994), test-retest provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (re-test). For consistence of research results from the study instruments, the researcher used Cronbach Coefficient alpha method so as to determine reliability of these instruments.

A pilot study was conducted in St Mary's the Virgin Anglican JHS which was not part of the sample 30 students, 15 teachers and 3 head masters. The collected data was coded and entered into the computer using an SPSS program. Reliability was thereafter computed and obtained the Cronbach Coefficient alpha of 0.79. Since the required items were used and their values were above 0.60, the instruments were proved reliable. The researcher chose the above formula because according to Gay (1996), the formula requires less time than any other methods of estimating reliability. The validity on the other hand indicates the degree to which an instrument measures the construct under investigation. Content validity refers to the subjective agreement that a scale logically appears to reflect accurately what it purports to measure (Zikmund,

1991). Therefore, in this study, content validity was strengthened through an extensive review of the literature.

### **Data Collection Procedure**

An introductory letter was obtained from the Head of Department of Educational Administration and Management, of University of Cape Coast to enable the researcher to carry out the research work at the selected schools. The researcher visited the four Senior High schools personally and delivered copies of the letter to the various head masters and mistresses. Permission was granted to the researcher and the heads with their respective teachers gave their support during the data collection period. After consultation with the various heads and teachers in their schools, dates were agreed upon and students were informed of the dates and the purpose of the questionnaire they were about to complete. On the set dates the researcher went to the participatory schools and administered the questionnaire. Respondents were educated on how to respond to the questions. All questionnaires were examined to ensure completion before collection. All the 281 questionnaires distributed were retrieved to support the data analysis and discussion of the results.

### **Data Analysis**

Data analysis is the process of simplifying data in order to make it comprehensible. Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Fraenkel & Wallen, 2000). After sorting out the questionnaires, the data were computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 16.0. As regards closed-ended

questions, which were used in the bio-graphic data, responses from respondents were tallied.

The tally was translated into figures and categorized. Tables were drawn, in all cases and information converted into percentages and used as basis for discussion. In the use of percentages they were rounded off to the nearest whole frequency alongside the stated percentage. The qualitative data was analyzed using descriptive or narrative method where the researcher presented detailed literature description of the respondents' views for the reader to make their opinions (Bell, 1993).

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter is divided into four major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers to the study research questions and the discussion of the findings of the study.

#### Demographic Characteristics of Respondents

The first part is a presentation and analysis of the preliminary data obtained from the respondents. It involves the background information of the respondents. The variables include age, academic/professional qualification and working experience of the respondents. The data have been summarised in Tables 3, 4, 5 and 6. The respondents of the study comprised (53.7%) males and (46.3%) females. The age distribution of the teachers, assistant heads and headmasters is presented in Table 3.

**Table 3: Age of Teachers and Headteachers**

Age (years)	Frequency	Percentage
25-30	9	10.2
31-36	12	13.5
37-42	21	23.5
43-48	28	31.5
49+	19	21.3
<b>Total</b>	<b>89</b>	<b>100</b>

Source: Field data, 2012



From Table 3, 10.2% of the teachers and heads respondents fall within the age range 25-30 years. About 14% are within the age range 31-36 years. Close to 24% fall within the age range 37-42 years, 31.5% fall within the age range 43-48 years and 21.3% of the respondents are aged 49 years and over. Table 4 presents the distribution of respondents' educational qualification.

**Table 4: Educational Qualification**

Education status	Frequency	Percentage
Master's Degree	34	38.2
Bachelor's Degree	45	50.6
Diploma	10	11.2
<b>Total</b>	<b>89</b>	<b>100</b>

Source: Field data, 2012

In Table 4, about 38% of the teachers and heads respondents do hold their Masters Degree. About half percent do hold Bachelor degree and 11.2% do hold Diploma Certificates. Table 5 presents the distribution of respondents working experiences.

**Table 5: Working Experience**

Working experience (years)	Frequency	Percentage
1-5	11	12.4
6 -10	14	15.7
11-15	13	14.6
16-20	25	28.1
21 +	20	29.2
<b>Total</b>	<b>89</b>	<b>100</b>

Source: Field data, 2012

From Table 5, 12.4% of the respondents have worked for a period between 1-5 years. About 16% have worked between a period of 6-10 years. Close to 15% have worked between 11-15 years. Twenty eight percent have been working between 16-20 years and 29.2% have worked for 21 years and above.

**Research Question 1: How does teachers’ behaviour affect students’ discipline in Agona Swedru township senior high schools?**

This research question was aimed at establishing the effect of teachers in and outside class attitudes effect on students’ discipline. It examines teachers dressing, students exposure to learning experience varieties and creation of conducive atmosphere. The distribution if respondents’ views are presented in Table 6.

**Table 6: Perception of the Teachers’ of the Effects of Teachers’ Behaviour on Students Discipline**

Teachers outside class attitudes	SD	D	A	SA
	N(%)	N(%)	N(%)	N(%)
Teachers dress decently in a very presentable way	12(4)	17(6)	93(33)	159(57)
Teachers are receptive and readily attend to students any time	78(28)	66(24)	60(21)	77(27)
Teachers expose to students a variety of learning experiences	22(8)	91(32)	84(30)	84(30)
Teachers create an atmosphere conducive for students involvement	86(30)	50(18)	97(35)	48(17)

Source: Field data, 2012

From Table 6 (57%) of the respondents strongly agreed that teachers dress decently in a very presentable way. Thirty three percent did agree; 6% disagreed while 4% strongly disagreed that teachers dress decently in a very presentable way. About 28% of the respondents' strongly disagreed that teachers are receptive and readily attend to students any time. Twenty seven percent strongly disagreed with the statement. Twenty four percent disagreed while 21% agreed that teachers are receptive and readily attend to students any time.

The findings revealed that teachers presented themselves in the most acceptable way and this significantly contributed to behavioral training of students as sited in Kochhar (1997). Students do admired their teachers as very good leaders and they found them (teachers) easy to interact. Harold (1993) pointed that teachers are role models and that their personality has a great role to play in school discipline when he said that young children were attracted by the outer charm and repelled by the shabby look of the teacher.

This study finding indicated some degree of indecency among students. Tumutoerine (2003) asserted in his research he quoted adolescence (seventeen years old boy) who said that one of their difficulties was having people to realize that they were no longer kids. Ikube (2004) explained this in the way that children from schools with strong cultures or gifted seek peers acceptance by masking giftedness conforming to peers behavior patterns and purpose. Tumutoreine (2003) noted that adolescence is a distinct phase of drastic physical, emotional and behavior changes. Such sudden changes coupled with non- availability of authentic sources to know, understand and

appreciate, results in to anxieties and causes confusion and unrest among adolescent in schools.

Table 6 again shows that 30% of the respondents strongly agreed that teachers expose to students a variety of learning experiences, another 30% agreed; 32% disagreed while 8% strongly disagreed that teachers do expose variety of learning experience to students. Thirty five percent of the respondents agreed that teachers create conducive atmosphere for students' involvement. Students' responses on the researcher's concern about whether teachers exposed to students a variety of learning experience indicated that teachers did provide varied learning activities. Harold (1993) indicated that teachers tend to generalize students' ability in all activities without taking into consideration other factors like age, interest, maturity, etc. Tumutoreine (2003) agrees with the sighted findings when he said that school administrators generalize about what children are like.

Babiita (2007) strengthens the impact of teachers-student relationship on school discipline when he put it that interactions promoted influence and where there was a discrepancy between the moral standards of the home and any companion, children often accepted the standards of the companion and rejected those of the family. According to Fontana (1987) teachers tend to offer settings which they prefer, therefore some children inevitably find themselves under stimulated and bored, while others find it over intrusive and unsettled. Such an environment leads children to disruptive and challenging behaviors simply through frustration and need to provide variety.

Seventeen percent strongly agreed. Thirty percent strongly disagreed and 18% disagreed that teachers create conducive atmosphere for students

involvement. The findings revealed that teachers in and outside class pedagogical aspects are asserted by students, teachers and head teachers. Therefore teachers are students' role models. Gay (1996) concurs with the study findings when he gave a quotation of one of the head teachers' communication to newly admitted students commenting that; the school did not offer any study in philosophy of administration but students were to learn through imitating their teachers and superiors. This is supported by Harold (1993) who commented that a teacher is being watched and held as a role model by scores of children who look up to him for guidance.

This implies that although some teachers may not be very smart in their appearance, they do not divulge the professional ethics. That is they still remain students role models. Another finding from the research survey which aimed at establishing whether teachers provided a conducive teaching and learning experience showed that majority of the teachers tried to make good use of the available facilities and resources. A few of them improvised teaching materials especially those in rural and semi urban schools. This suggests that although classroom setting and environment greatly compromised with the students' discipline, teachers most of the time had limited contribution. The findings imply that teachers are able to provide acceptable in and outside class pedagogical training to students apart from a few affected by economic constraints.

Some teachers do believed that out of classroom activities were a waste of time and only for weak pupils academically therefore they saw no need of wasting their energy on unexaminable activities. Teachers therefore as indicated by the study results pays attention to plan his class in an attractive

and convenient way in terms of audio visual aid, instructional materials, preparation of homework, assignment and arrange for their effective checking Kochhar (1997).Harold (1993) explained that poor class organization greatly affects the teaching and learning process and can cause disorder amongst learners.

**Research Question 2: What are the effects of teacher’s supervisory role on the discipline of students in Agona Swedru Municipality senior high schools?**

Objective of this research question aimed at establishing the effect of teachers’ supervisory role on students’ discipline. To this effect respondents were set questions to answer in a self-administered questionnaire. These contained and aimed at establishing the teachers’ effectiveness in keeping well organized record books, proper roll calling files, students having copies of school rules and elements of time management (punctuality) and obedience. The participants’ responses are revealed in Table 7.

In Table 7, 15% of the respondents disagreed that teachers have well organized record books. A little above half of the respondents agreed with the statement and 33% strongly agreed that teachers have well organized record books. Sixteen percent of the respondents disagreed that teachers possess roll call files for their students. Half of the respondents agreed; and 34% strongly agreed that teachers possess roll call files for their students. Results revealed that teachers have well kept records and they often checked on students’ presence and attendance by roll- calling.

**Table 7: Perception of teachers' Supervisory role on students' discipline**

Perception of teachers' supervisory role on students' discipline	SD	D	A	SA
	N(%)	N(%)	N(%)	N(%)
Teachers have well organized record books	0(0)	41(15)	147(52)	93(33)
Teachers possess roll call files for their students	0(0)	43(16)	143(50)	95(34)
Students possess copies of school rules and regulations	84(30)	73(26)	75(27)	49(17)
Students are time conscious (punctual)	41(15)	79(28)	112(40)	49(17)

Source: Field data, 2012

However it was further revealed that although teachers endeavored to conduct roll- calls, they were not very effective as commented by one of the students that they could respond for their friends since teachers did not know them keenly and yet on other occasions it was done by prefects who could be lenient to their fellows. But all the same record keeping was found very crucial among secondary school supervision as noted by Penn, Pennix in Kato (2007) that records had gained importance as an indispensable management tool in contemporary organization.

Teachers agreed that they kept records and that their involvement in school activities was very crucial. This was in acknowledgement of Passi (2006) complement that teachers have the ability; motivation and creativity to enable the school achieve its objectives. However, Musaaazi (2006) study indicated that teachers were denied participation in some school programmes when he noted that “what teachers demanded for was mainly confined to classroom teaching”. Ssekamwa (1973) supported the study findings that

records were important in schools when they said that for schools to be effectively and efficiently run, they must ensure that they keep up-to-date records on students' enrolment and performance. To this Mamdani, (1990) said that filing increased efficiency and capacity of management to deal with administrative situations.

A look at Table 7 shows that 30% of the respondents strongly disagreed that students do have in their custody copies of school rules and regulations. Twenty six percent disagreed; 27% agreed and 17% strongly agreed that students do have in their custody copies of school rules and regulations. Fifteen percent of the respondents strongly disagreed that students are time conscious (punctual) as observed in Table 7. Twenty eight percent did agree with the statement. Forty percent agreed and 17% strongly agreed that students are time conscious (punctual).

Kochhar (1997) acknowledged the importance of teachers in supervising students when he said that teachers have to ensure regular attendance, detect irregular and truant students, check practical and written work and also guide students according to their needs. Luggya (1991) emphasizes teachers importance in supervision when he lighted the varied activities carried out in the school that needed teachers' supervision. These included sports and games, classroom activities, assembles, farm work and others. This was further supported by Mullins (1999) when he noted that teachers' duties included monitoring pupils' attendance, punctuality and over all discipline. Punctuality was found respected by students, teachers and head teachers and it was made part of key elements of rules and regulations of the school. According to Tumutoreine (2003) students were expected to display



good manners by following school rules and regulations although some of them turn out to behave awkwardly hence mutilating the valid and valued goals of schools. From the analysis, it can be deduced that teachers' supervisory role is well pronounced through record keeping students' discipline is good and well monitored using stipulated rules and regulations circulated among the stakeholders where students are also inclusive.

This implies that teachers do keep track of students in various activities although class monitoring stands out most. On consultation with head teachers about their perception of teacher's record keeping, it was revealed that class teachers must produce cumulative results about the students' performance. This was the head teachers comment. This was a clear indication of presence of records among teachers to track students' performance which definitely controls discipline. However, the researcher findings also revealed that although teachers keep records of students, several of them have limited interest in learning each and every student under their control. This indicated a sign of negligence by some teachers or to be more polite laissez fair practice. The researcher's interest on establishing whether students are informed about the school rules revealed that although some schools do not offer individual copies of school rules, at least each of the school notice boards have a copy hanged on it. time management, the research found out that most schools do not tolerate late coming although students continue trailing in school one by one at late hours after the gates had been closed.

**Research Question 3: What are the effects of teachers’ planning roles on the discipline of students in Agona Swedru Township senior high schools?**

The third research question intended to establish the effect of teachers planning role on students’ discipline. Its findings were based on the way teachers planned their teaching and learning atmosphere in order to attract and sustain students participation, in classroom activities and even the general attendance of the school to prevent absenteeism. Table 8 presents the distribution of respondents views on teachers planning role on students’ discipline.

**Table 8: Teachers’ Planning Role and Students’ Discipline**

Teachers’ Planning Role and Students’ Discipline	SD N(%)	D N(%)	A N(%)	SA N(%)
Students do all the activities and assignment given by the teachers	24(9)	161(57)	75(27)	21(7)
The school has well stocked library	0(0)	19(7)	169(60)	93(33)
Classrooms are well organized	0(0)	28(10)	167(59)	86(31)
Teachers give well researched work	0(0)	28(10)	130(46)	123(44)

Source: Field data, 2012

In Table 8, 9% of the respondents strongly disagreed that students do all the activities and assignment given by the teachers. About 57% disagreed; 27% agreed and 7% strongly agreed that students do all the activities and assignment given by the teachers. Seven percent of the respondents disagreed that the school has well stocked library, 60% agreed and 33% did strongly agree that the school has well stocked library. Ten percent of the respondents disagreed that classrooms are well organized as seen in Table 8. Fifty nine percent agreed with the statement while 31% strongly agreed that classrooms

are well organized. Ten percent of the respondents as seen in Table 8 disagreed that teachers give well researched work. Forty six percent agreed with the statement and 44% strongly agreed that teachers give well researched work.

Study findings revealed that most of the schools have libraries although the degree of facilitation or stocking varied. Busiku and Nabwire (2003) said that head teachers before the term begins organize the supplies of text books, stationary, science equipments and other materials. In agreement, Quayson (2008) expressed the duties of heads of academic institutions as ensuring an adequate supply of relevant textbooks, laboratory and workshop text books, equipment plus other teaching and learning materials. To confirm further that schools have poorly equipped libraries, Nyirabimana (2004) argued that most schools today depend on donations, yet as observed by Musaaazi (2006) text book donations by foreign countries are rarely selected because of their relevance to curricular and behavior objective formulated either at national or local levels. He continues to say that imported books often have the same failings and contain biases.

The study revealed that teacher did a great job in planning for their students. Teachers were found involved in various activities, which required them to plan for their accomplishment. Tumutoreine (2003) noted that the school has varied activities carried out according to the plan, school timetable and program. This entailed grouping of activities and assigning these responsibilities to distinct individuals. Passi (2006) agreed with the findings when he maintained that teachers' involvement was preferred because they have the ability, motivation and creativity. Kochhar (1997) confirmed it

further when he said that a teacher organizes the various activities and programs for which he is responsible. Unfortunately as indicated in the study findings, a reasonable number of teachers hardly got themselves involved in managing and organizing for their students on grounds that it was not part of their job description. This can be backed up by Passi (2006) observation that teachers' participation in co-curricular activities was inadequate. He found out that teachers felt they were more voluntary than obligatory; more over tools to use were inadequate.

## **CHAPTER FIVE**

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

This chapter contains the summary of the study, conclusions drawn and recommendations. The chapter also provides suggestions for further research.

#### **Summary of the Study**

The purpose of the study was to explore the effects of teachers' leadership roles on students' discipline in Agona Swedru township senior high schools. The study was guided by following four research questions:

4. How do teachers behaviour affect students' discipline in Agona Swedru township senior high schools?
5. What are the effects of teacher's supervisory role on the discipline of students in Agona Swedru Municipality senior high schools?
6. What are the effects of teachers' planning roles on the discipline of students in Agona Swedru Township senior high schools?

In order to provide a theoretical and empirical framework for the study, relevant literature was reviewed under themes such as theoretical framework, meaning of discipline, acts that constitute indiscipline and causes of disciplinary problems in schools. The review also explored issues such as students related causes, teacher related causes and effects of behaviour on students' discipline. The review also covered teachers' supervisory role and

students' discipline, teachers' planning role and students' discipline and effect of discipline on academic success.

Research design for the study was the descriptive survey. The study also followed cross-sectional design using both quantitative and qualitative approach. The study adopted a cross sectional study design. In all, 281 respondents participated in the study. They comprised 16 headmasters, 73 teachers and 192 students drawn from the four senior high schools in the Agona Swedru township in the Central Region of Ghana. The main instrument for data collection was the questionnaire. Structured interview was also used to solicit information from the headmasters. The results of the data analysis were presented in frequency tables and percentages to guide the discussion of the results.

### **Summary of Key Findings**

The following key findings emerged from the study:

1. Students, headmasters and teachers admitted that teachers do dress decently to school.
2. Whiles majority of the students 71(40%) strongly agreed that teachers have well organized records for future reference, 41 of the teachers representing 56.1% also agreed, whiles 1168.8% of the headmasters also strongly agreed
3. With regard to the teachers' planning roles on the discipline of students in Agona Swedru Township senior high schools whiles both teachers and head teachers agree that students do all the activities and assignment given by the teachers, the students themselves disagree.

4. With regard to the teachers' supervisory roles on the discipline of students in Agona Swedru Township senior high schools students, teachers and head teachers agreed that teachers have well organized record books.

### **Conclusions**

From the study findings and discussions, the following conclusions can be deduced. Teachers teaching methods, and the way they interact with students and their presentation, which are conceptualized as teachers in and outside class pedagogical aspects help to shape students by taking from them as their role models and also training them during the teaching and learning process. The study also concluded that teachers participate in the supervision of students by using well organized records in form of registers, record books, schemes of work plus school rules and regulations. However, teachers were found having a challenge of knowing students by name when a student commented that they could respond for their missing friends during roll calls since teachers could not identify them. It's also concluded that teachers do plan for their lessons and any other teaching and learning activities but thorough preparation is limited by availability of necessary tools and materials like textbooks.

### **Recommendations**

Based on the key findings and the conclusions that emerged from the study, the following are recommended:

1. Teachers should ensure that they select a teaching method that caters for all categories of learners in order to attain disciplined classes. At

the same time teachers should be presentable and caring all the time being that they are students' role models.

2. Teachers should also keenly take charge of the activities being that they are the student's immediate supervisors while at school. Proper records should also be kept by the teachers for proper and effective supervision of students.
3. Parent Teacher Association and other stakeholders of senior high schools in the study area should ensure that schools are well facilitated in terms of teaching and learning materials. This will enable the teachers successfully plan their teaching and learning environment to attract students attention.

#### **Suggested Areas for Further Research**

This study was specifically carried out in senior high schools Therefore this same research can be done on primary schools in the district in order to have a comparative analysis. Further research can also be carried on the personality of the teacher and how it affects the discipline of students. Research can also be conducted on the head teachers' leadership styles and their effect on students' discipline.



## REFERENCES

- Acquilino, W. S. (2001). Long term effects of parenting practices during Adolescence on well-being outcomes in young adulthood. *Journal of Family Issues*, 22(3), 289-308.
- Adentwi, K. I. (1998). *Teachers and students perception of classroom indiscipline in selected senior secondary schools in the Cape Coast Municipality*. Unpublished M. Phil thesis University of Cape Coast.
- Afful, J. E. (1984). *Discipline as a contemporary issue in post primary Education*. Lecture delivered at Ghana National Association of Teachers, Head Office, Accra.
- Akankwasa, R. R. (1996). *Teachers and national development in Uganda*. Dissertation for PhD in International /Intercultural Education. University of Alberta, Department of Education policy Studies.
- Amin, M. E. (2005). *Social science research: Conception, methodology and analysis*. Kampala: Makerere University.
- Asiedu-Akrofi, K. (1978). *School organisation in Africa*. Tema: Ghana Publishing Corporation.
- Babiita, R. (2007). *Family environment and student discipline in Kampala*. Unpublished masters of Education foundation dissertation, Uganda, Kampala: Makerere University.
- Bandura, A. (1977). *Social learning theory*. New York: General Learning Press.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 2(1), 56-95.
- Bell, E. (1993). *The Principles of educational management*. London: Bell and

Britain Ltd.

Best, J. W., & Kahn, J. V. (1995). *Research in education*. New Delhi: Prentice-Hall.

Blair, J., & Simpson, R. (1975). *Educational psychology*. New York:

Macmillan Publishing Co. Inc.

Brown, A. M. (1964). *Discipline concepts in education*. Boston: Holt Rinehart  
& Wintson.

Buga, O. A. (1991). *A study of some cases of student indiscipline at Makerere  
University*. Unpublished, Master of Education Foundation dissertation,  
Kampala, Makerere University.

Busiku, W., & Nabwire, R. (2003). *Managing in an era of change*. Kampala:  
New Vision Printers.

Cohen, D. A., & Rice, J. (1997). Parenting styles, adolescent substance use  
and academic achievement. *Journal of Drug Education*, 27(2) 199-  
211.

Creswell, J. (1994). *Research design: Qualitative and quantitative  
approaches*. London: Sage Publications.

Caulley, B. E. (1963). *Indiscipline in schools: Causes and remedies*. *Ghana  
Association of Teacher*, 6, 12.

Deslandes, R., Royer, E., Turcotte, D., & Bertrand, R. (1997). School  
achievement at the secondary level: Influence of parenting style and  
parent involvement in schooling. *McGill Journal of Education*, 32,  
191-207.

Drever, J. (1976). *A dictionary of psychology*. Harmondsworth: Penguin Books.

Fontana, D. (1987). *Classroom control: Understanding and guiding classroom  
behaviour*. New York: AB printers Limited.

- Frankael, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education*: New York: McGraw Hill Inc.
- Gay, B. (1996). *Educational research competencies for analysis* (5<sup>th</sup> ed.). New Jersey: Prentice Hall.
- Goldstein, A. P., & Conoley, J. C. (1997). *School violence intervention*. New York: The Guilford Press.
- Goodlad, J. (1984). *A place called school*. New York: McGraw-Hill Publishing Co.
- Graziano, A. (1990). Parental use of physical force in child discipline. *Journal of Interpersonal Violence*, 5(4), 43-50.
- Greene, J. E. (1962). *Alleged misbehaviours among senior high school students*. Bloomington: Phi Delta Kappa Educational Foundation.
- Gumisiriza, M. (1990). *The effect of politicization on discipline in secondary schools in Uganda 1980-1985*. Unpublished MED Dissertation, Makerere University, Kampala Uganda.
- Harold, M. (1993). *Education management and administration*. London: Macmillan.
- Hornby, A. S. (1948). *Oxford advanced learners' dictionary of current English*. Oxford: Oxford University Press.
- Hoover, K. H. (1985). *Learning and teaching in the secondary school* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Hoy, W., & Miskel, C. G (1991). *Education administration: Theory research and practice* (4<sup>th</sup> ed.). New York: United State Library of Congress.
- Huczynski, A., & Buchanan, D. (2001). *Organizational behaviour: An introductory text* (4th ed.). England: Prentice Hall.
- Ikube, E. (2004). *The effect of mass media on the discipline of students in*

- Kampala secondary schools*. Unpublished masters dissertation, Uganda, Kampala, Makerere University.
- Imber, M., & Neidt, W. A. (1990). Teacher participation in school decision making. In P. Reyes (Ed.). *Teachers and their workplace: Commitment and productivity*. Newsbury Park, California: Sage Publication Inc
- Kagoda, A. (1997). *Geography education in Uganda: A critical analysis of geography programmes in national teachers colleges*. Unpublished dissertation, Kampala, MED Makerere University.
- Kato, H. (2007). *The impact of the provision of schools facilities on pupils discipline in government aided primary schools in Wakiso district*. Unpublished Masters dissertation, Uganda, Kampala, Makerere University.
- Katz, G., & Kahn, H. (1966). *Systems theory: The structuring, classification and analysis of systems*.  
<http://www.lots''ofessays.com/viewpaper/1684600.html>
- Kiumi, J. K. (2008). *Relationship between principals' management approaches and level of students' discipline in public secondary schools in Nyandarua and Laikipia Districts, Kenya*. Unpublished PhD Thesis, Egerton University.
- Kochhar, S. K. (1997). *Secondary school administration*. New Delhi: Sterling Publishers Private Limited.
- Kothari, C. R. (2004). *Research methodology method and techniques* (2<sup>nd</sup> ed.). New Delhi: Prentice Hall.
- Luggya, L. (1991). *The role of teachers in the administration of primary*

- schools in Kampala*. Unpublished Masters in Education, dissertation, Kampala, Makerere University.
- Mamdani, M. (1990). *Politics and class formation in Uganda*. Kampala: Fountain Publishers.
- Mbiti, D. M. (1982). *Foundations of school administration*. Nairobi: Oxford University Press.
- McCord, A. (1996). *Paths to progress: Bread and freedom in developing societies*. New York: MW Norton & Co.
- McGregor, D. M. (1960). *The human side of enterprise*. New York: McGraw-Hill.
- McManus, M., (1989). *Troublesome behaviour in the classroom: A teachers survival guide*. New York: Routledge.
- Moser, C. A., & Kalton, A. (1979). *Survey method in social investigation* (2<sup>nd</sup> ed.). London: Heinemann Educational Books.
- Mullins, L. J. (1999). *Management and organizational behavior* (5th ed.). London: Pantek Arts.
- Munaku, K. N. (1997). *Administrative practice for teachers some suggestions For action* (1<sup>st</sup> ed.). Kampala: Kampala Bookshop Publishing Department.
- Musaazi, J. C. (1982). *The theory and practice of educational administration*. London: Macmillan Publishers Ltd.
- Nacino-Brown, R., Oke, F. E., & Brown, D. P. (1985). *Curriculum and instruction: An introduction to methods of teaching*. London: MacMillan Publishers.
- Nyirabimana, P. (2004). *Influence of culture on discipline in secondary*

- schools*. Unpublished, MED dissertation, Uganda, Kampala Makerere University.
- Okumbe, J. A. (1998). *Educational management practice*. Nairobi: Nairobi University press.
- Passi, F. O. (2006). *Educational administration*. Kampala: Makerere University.
- Pollard, H. R. (1982). *Developments in management thought*. London: Heineman.
- Quayson, J. A. (2008). *Better schools*. Kampala: Commonwealth Secretariat.
- Schrupp, M. H., & Gjerde, C. M. (1953). Teacher growth in attitude toward behaviour problems of children. *Journal of Educational Psychology*, 44, 203 – 214.
- Sekaran, U. (1992). *Research methods for business* (2<sup>nd</sup> ed.). New York: Wiley.
- Sekamwa, J. C. (1973). *Educational development and administration in Uganda 1900 – 1970: Selected topics*. Kampala: Longman.
- Steinberg, L., Lamborn, S. D., Dornbusch, S. M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement and encouragement to succeed. *Child Development*, 63, 1266–1281.
- Tamakloe, E. K, Atta, E. T. & Amedahe, F. K. (1996). *Principles and Methods of teaching*. Accra: Back Mask Ltd.
- Tumutoreine, N. (2003). *Causes of unrest in government aided secondary schools in Ntungamo district*. Unpublished MED dissertation, Kampala,

Makerere University.

Vockell, E. L. (1991). Corporal punishment: The pros and cons. *Clearing House*, 64(4), 278- 283.

Young, P. (1985). Schools make a difference: Implications for management in education. In D. Reynolds (Ed.). *Studying school effectiveness*. London: The Falmer Press.

Zikmund, W. G. (1991). *Business research methods* (3<sup>rd</sup> ed.). Chicago: Dryden Press.

## **APPENDICES**



**APPENDIX A**  
**QUESTIONNAIRE FOR STUDENTS, TEACHERS AND**  
**HEADMASTERS**

Dear Sir/Madam

University of Cape Coast and I would greatly appreciate it if you could complete the attached questionnaires – to be used for research purposes only. This study is aimed to contribute to the scientific knowledge in the management field and the findings will be beneficial to Human Resource Management and the study of leadership. The anonymity/confidentiality of respondents is guaranteed. All completed questionnaires will be coded and names of respondents will be needed.

Thank you for giving up your valuable time to assist in the research. Your cooperation is greatly appreciated.

Sincerely,

.....

Appiagyei, Samuel Afrifa

Researcher .

**SECTION A: BACKGROUND INFORMATION OF RESPONDENTS**

Please help us classify your response by supplying the following facts about your self and your opinion on the raised issues by ticking an appropriate box.

There is no right wrong answer therefore no particular response is targeted.

2. Gender: Male [ ] Female [ ]

3. Educational Qualification

[ ] Tertiary [ ] Secondary [ ] Basic [ ] None

## SECTION B: TEACHERS' LEADERSHIP BEHAVIOUR

Please use the following Likert-type scale to answer this section. Tick the

most appropriate alternative in the table. SD = Strongly Disagree = D

Disagree, A = Agree SA = Strongly Agree

Aspect of teachers' Leadership roles	SD	D	A	SA
Teachers dress decently and present themselves in the most acceptable way.				
teachers are receptive and ready to attend to students at any opportunity				
In my opinion teachers offer, a humorous learning atmosphere during lessons.				
teachers utilize a variety of learning experiences				
I believe teachers are good role models to students				

## SECTION C: ASPECT OF TEACHERS' SUPERVISORY ROLE

Kindly tick the appropriate number of the four point scale (1=Strongly

Disagree, 2=Disagree, 3= Agree, 4= Strongly Agree) as sincerely that

describe your teachers' supervisory role. Please, there are no rights or wrong

answers.

Aspect of teachers' supervisory role	SD	D	A	SA
<b>Students</b>				
1. Teachers have well organized record books				
2. Teachers possess roll call files for their students				
3. Students possess copies of school rules and				
4. Students are time conscious(punctual)				

#### SECTION D: TEACHERS' PLANNING ROLE

Kindly tick the appropriate number of the four point scale (**1=Strongly Disagree, 2=Disagree, 3= Agree, 4= Strongly Agree**) as sincerely that describe your teachers' planning roles. Please, there are no rights or wrong answers

Teachers' planning roles	SD	D	A	SA
1.Students do all the activities and assignment given				
2. The school has a well stocked library				
3. Classrooms are well organized				
4. Teachers give well researched work				

#### SECTION E: STUDENTS DISCIPLINE

Kindly tick the appropriate number of the four point scale (**1=Strongly Disagree, 2=Disagree, 3= Agree, 4= Strongly Agree**) as sincerely that describe students discipline. Please, there are no rights or wrong answers

Students Discipline	SD	D	A	SA
1. Students have respect for people in authority.				
2. I am sure students promptly do the assignments				
3. I believe students participate in school activities				

**APPENDIX B**  
**LETTER OF INTRODUCTION**