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DISCIPLINARY PRACTICES AT THE WESLEY COLLEGE OF
EDUCATION, GHANA AS PERCEIVED BY STUDENTS AND
ADMINISTRATORS

BY
VICTOR KWAME OPOKU

This thesis submitted to the Institute for Education Planning and Administration of the School of Educational Development and Outreach, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Administration in Higher Education

APRIL 2019

DECLARATION

Candidate's Declaration

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

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

Name: Victor Kwame Opoku

Supervisors' Declaration

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

Principal Supervisor's Signature Date.....

Name: Dr Dora Baaba Aidoo

Co-supervisor's Signature Date.....

Name: Dr Michael Boakye-Yiadom

ABSTRACT

The thrust of the study was mainly to identify disciplinary practices at Wesley College of Education. The research design adopted for the study was a quantitative design, specifically the descriptive survey design. The target population for this study comprised students and administrators of Wesley College of Education in the Kumasi Metropolis, Ashanti Region. The population of students was based on the class lists of the year 2017 and 2018. The stratified, simple random and purposive sampling were used to select 265 students and 33 administrators and used questionnaire to collect data from respondents. The data was analysed using the descriptive statistics (mean and standard deviation). Based on the findings of the study, it was revealed that provision of guidance and counselling services, rewarding the efforts of students, involving students in decision-making at the school level and encouraging students to improve their behaviour are disciplinary practices in the Wesley College of Education. However, withdrawal of privileges, in-school and out-school suspensions and application of corporal punishment as means of disciplinary practices in the college were not effective practices. It was recommended that the college should employ the services of professional counsellors to provide guidance and counselling services to students.

KEYWORDS

Administrators

Discipline

Disciplinary practices

Perceived

Students

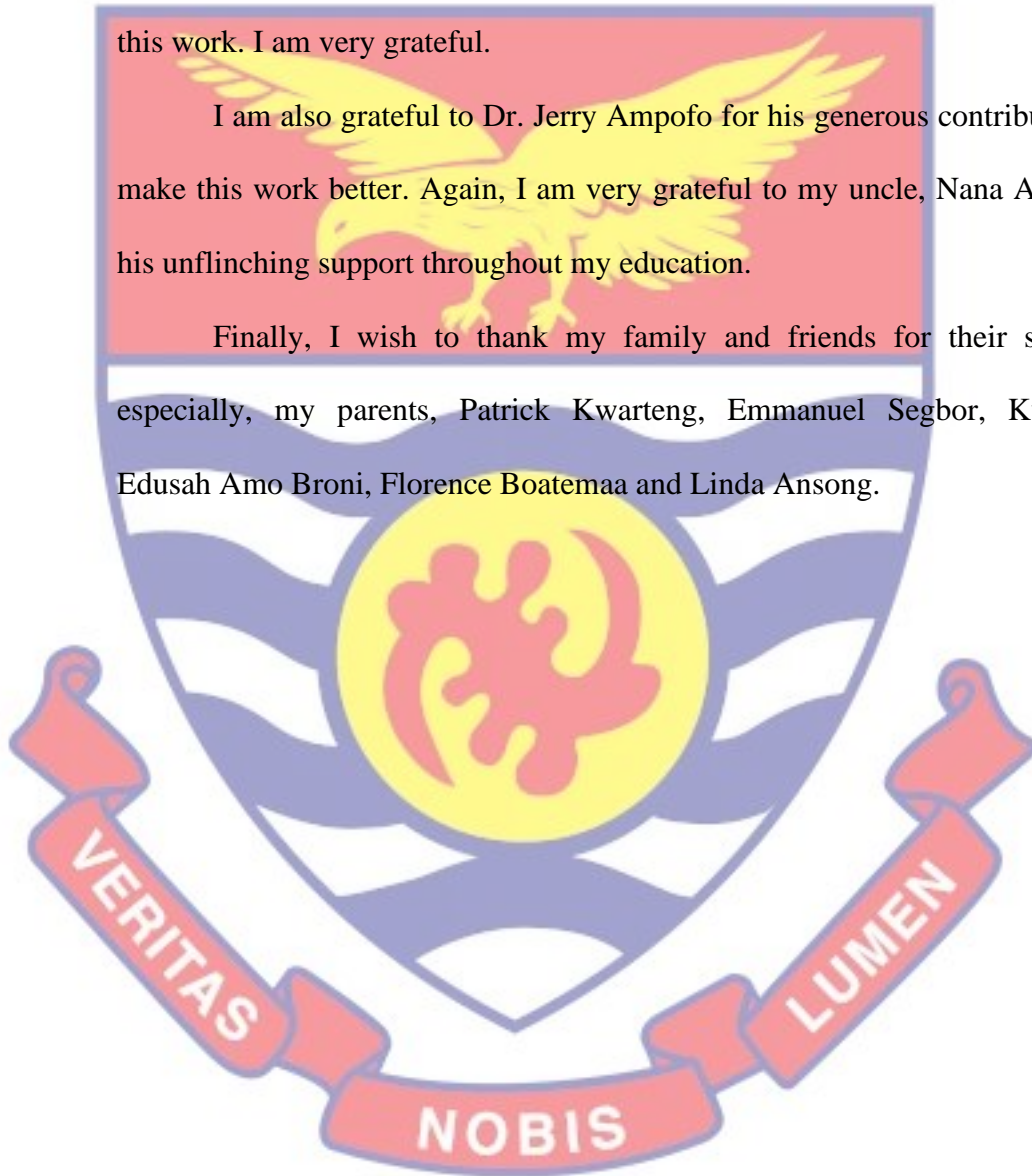


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Finally, I wish to thank my family and friends for their support, especially, my parents, Patrick Kwarteng, Emmanuel Segbor, Kwabena Edusah Amo Broni, Florence Boatemaa and Linda Ansong.



DEDICATION

To my adorable wife, Mrs Lydia Amponsah Opoku, and my lovely kids,
Ayeyi and Nyamedo.

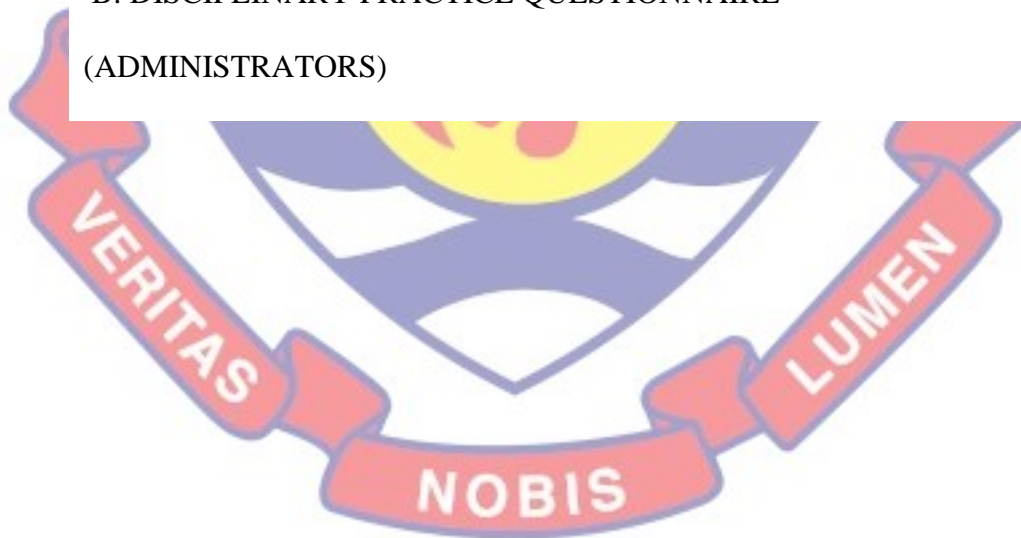


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CHAPTER ONE

INTRODUCTION

Discipline in schools has therefore been a major concern to stakeholders in education. The crucial role that disciplined behaviour plays in the overall school outcomes, the condition of students' discipline in the study area calls for investigation into disciplinary practices in the Colleges of Education. This is because; hardly a school semester goes by without incidence of indiscipline behaviour being reported. This form of behaviour has more often than not led to unfortunate incidences such as destruction of school property, examination malpractice, assault, and indecent behaviour such as rape and in extreme cases death of students.

Background to the Study

In the global sense, discipline is considered as an indispensable tool in the academic performance of students as well as their success in future life. Discipline exposes children to ways of handling the challenges and obligations of living and equips them with the personal strength needed to meet the demands imposed on them by the school and later in adult responsibility (Were, 2003). It is a rudimentary ingredient that plays a crucial role, which insists on upholding the moral values of students. Student discipline is examined from the perspective of the interactive effect between the individual and his/her environment in this study.

Student discipline is first examined by looking at the environment in which the student behaviour occurs (Patterson, 1998). However, in student discipline, an analysis of this environmental influence begins with an

assessment of the societal expectations of colleges, which have shifted from the "in loco parentis" perspective (where administrators acted on behalf of parents for the good of students) to a perspective where institutions are seen as having a contractual obligation to students as consumers of education and other services and the liability standards for activities in which there is an inherent risk (Chickering & Reisser, 1993). Discipline is an important component of a human behaviour as it directly defines the character of a human being. It is a product of acceptable values in the human society that one subscribes to and quite often it regulates human conduct and his/her relations with others. Some schools' success, growth and development are largely determined by the discipline standards of their stakeholders.

According to Otieno (2012), discipline is a system of guiding the learners to make reasonable decisions. He further observes that good management of discipline saves substantial resources and time for the stakeholders. Wango (2010) defines discipline as the training especially of the mind and character aimed at producing self-control, ordered behaviour and skillfulness. Koutseline (2002) defines student indiscipline as any student behaviour that deviates from school expectations. These expectations may vary from school to school and also depend on societal perceptions of the ideal behaviour as understood in different cultures. In a school situation, indiscipline can be a serious obstacle to learning, and this has become a major concern of the educators and the public. Tattum (1989) observed that American public educators, parents and students regard a school as successful when discipline prevails. Sound discipline is necessary if the school has to implement the curriculum effectively and achieve maximum performance.

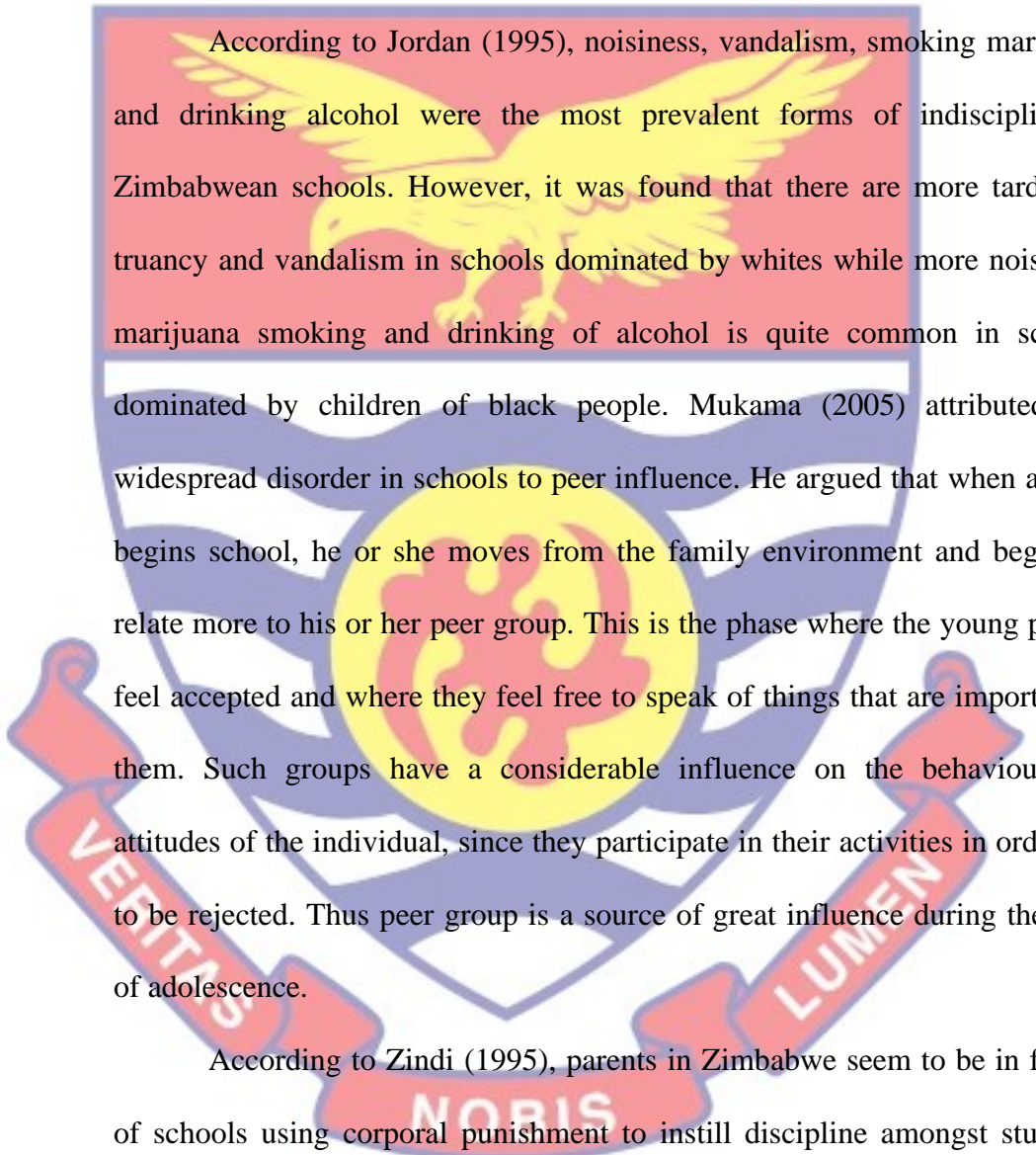
This attitude has been evident in public opinion polls that consistently rank school discipline as one of the biggest problems facing America public schools.

Data from the National Centre for Educational Statistics in America indicate that students who were twelve to eighteen years of age were victims of about 1.4 million non-fatal crimes at schools, including about 863,000 thefts and 583,000 violent crimes of which 107,000 were considered serious. According to the Institute of Education Sciences (2004) more than one – quarter of public schools reported various forms of indiscipline either on daily or weekly basis. These indiscipline cases included bullying, acts of disrespect for teachers, verbal abuse of teachers, racial tension, widespread disorder in classrooms, undesirable gang activities and undesirable cult or extremist activities.

Alongside this, the issue of school size has become of great interest to educators and policy makers (State Board of Education, 2000). The demand for safer schools and the need to help all students reach high achievement standards have increased. Therefore, school size appears to have considerable impact on both students' achievements and discipline in the school. Smaller size schools seem to invite more personal attention, less anonymity for students, better attention to individual needs and a more caring environment (Endya, 2007).

Evidence from various studies reveal that a common pattern of discipline problems prevail in schools both in developed and developing countries (Ikambii, 2003; Jeng, 2011). In many African countries, studies attribute discipline problems in schools to unconducive home environment,

negative peer pressure, lack of parental guidance, mass media, weak school leadership and of late, championing of child rights by human rights activists (Magana, 2009). Indiscipline students pose a great challenge for teachers in their fundamental bid to educate children effectively. This consequently undermines the role of the school as a socializing agent (Koutseline, 2002).



According to Jordan (1995), noisiness, vandalism, smoking marijuana and drinking alcohol were the most prevalent forms of indiscipline in Zimbabwean schools. However, it was found that there are more tardiness, truancy and vandalism in schools dominated by whites while more noisiness, marijuana smoking and drinking of alcohol is quite common in schools dominated by children of black people. Mukama (2005) attributed this widespread disorder in schools to peer influence. He argued that when a child begins school, he or she moves from the family environment and begins to relate more to his or her peer group. This is the phase where the young people feel accepted and where they feel free to speak of things that are important to them. Such groups have a considerable influence on the behaviour and attitudes of the individual, since they participate in their activities in order not to be rejected. Thus peer group is a source of great influence during the time of adolescence.

According to Zindi (1995), parents in Zimbabwe seem to be in favour of schools using corporal punishment to instill discipline amongst students. The school administrators are empowered to use the cane. Once they do so, they should keep a record of the type of offence and how the punishment was administered (Zindi, 1995). To date, this has not changed much. According to Chemhuru (2010) the modes of punishment have not changed despite the

growing consensus that punishment breaks children's fundamental human rights. It is permissible to punish students through the use of the whip, labour or suspension in a way that is compatible with societal norms and values.

Despite such measures, Bell and Bolam (2003) observed that there is a consensus between scholars and policy makers that there have to be education reforms that would result in substantial changes in the roles of head teachers in enhancing discipline. They further highlighted that school leadership and management as vested in the senior staff in the schools and especially head teachers is regarded by policy-makers and practitioners alike as a key factor in ensuring schools' success. Thus, head teachers should be supported and trained to raise educational standards as well as the students' behaviour.

Another aspect of the environment Patterson (1998) highlighted are the tertiary institutions' legal relationships to students which have changed over the decades in Canada. The changes that have occurred have reinforced the fundamental requirement that institutional disciplinary procedures are at least more important than the disciplinary rules themselves (Dudley, 1995).

Disciplinary procedures guarantee students certain minimum level of due process in dealing with any offence and continue to see it as their role to stand guard against the arbitrary use of institutions' regulatory power. The due process will always make students even protect the regulations because they feel safe and also own them. If the opposite seems to be the case, they will find anyway to fight it to win their case because they believe their rights must be protected. While institutions have a right to remain autonomous and independent, they have not been given the right to ignore the processes associated with upholding their own regulations.

Another shift in the environment related to student discipline is in the way that institutions communicate to students about what behaviours are acceptable and unacceptable (Patterson, 1998). Communication is seen as being two-way and not a linear top-down process. Effective communication is significant for Institutional Administrators in an institution so as to perform the basic functions of management, that is, Planning, Organizing, Leading and Controlling. Communication helps managers to perform their jobs and responsibilities. Communication serves as a foundation for planning. Furthermore, Boxall and Purcell (2007) placed emphasis on using dialogue to manage people through which the intentions of the organization could be established. All the essential information must be communicated to the students who in-turn must communicate their plans and thoughts so as to be implemented to help the institution. Organizing also requires effective communication with others about their roles. Similarly, leaders as institutional administrators must communicate effectively with their students so as to achieve the college goals.

According to Gareth (2000), 'ineffective communication is detrimental for managers, workers, and the organisation'. They added that 'it can lead to poor performance, strained interpersonal relations, poor service and dissatisfied customers'. Controlling is not possible without written and oral communication. Thus, we can say that "effective communication is a building block of successful organizations" (p. 537). In other words, communication acts as an institutional blood. There has been a shift over the last two decades away from the "laundry list of prohibited behaviours" to a code of conduct which provides students with adequate descriptions about behaviours that

would be appropriate or inappropriate (Noddings, 1994). This shift was done because it was found that if regulations were too narrow and excluded any of the behaviours that the student were exhibiting, institutions were not seen as providing adequate notice of what unacceptable behaviours were. What this generally has resulted in is the development of institutional codes of conduct

based on the values of that community and the behaviours that are unacceptable with these values. Therefore, although it is impossible to identify every possible situation that might be identified as potential misconduct, administrators have generally concentrated on big concepts and defined them well, as well as providing examples of prohibited behaviour. Officials are warned to make clear that this list of prohibited behaviours should not be all inclusive. Some of the behaviours broadly deemed to be inappropriate on most campuses include:

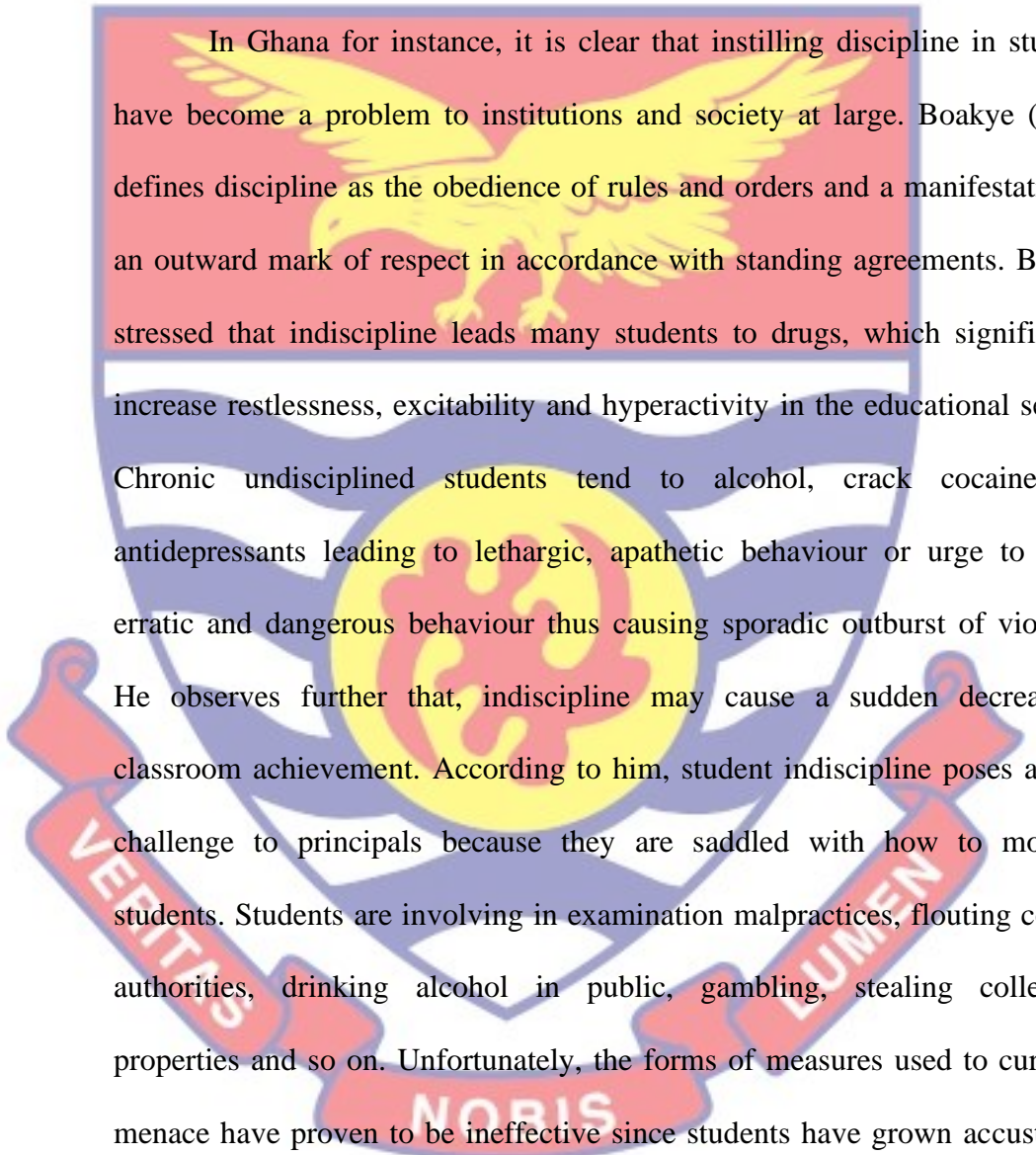
1. violations against the college or university community - e.g., furnishing false information, altering or misusing institutional documents, disrupting institutional functions, possession of weapons, etc.
2. violations against property - e.g., theft, damage to property, unauthorized duplication of keys, unauthorized entry, etc.
3. violations against persons - e.g., physical and verbal abuse, harassment, assault, etc.
4. violation of national, regional or local laws at university/college sponsored events, and sponsored/associated events that might occur on or off -campus that have a detrimental impact on the university or college. However, there is the issue of whether off-campus

conduct should be considered the misconduct which detrimentally affected the college community in a significant way.

A third and final aspect of the environment based on this study which influences student behaviour is related to the philosophical approach to service that is used by various institutions. Four models of approaches to service are outlined: a Student Control Model which emphasizes the control of student behaviour as its central goal; the Student Services Model, which is oriented around providing services and resources; the Student Development Model, which designs and facilitates developmental and remedial environments; and Student Learning Perspectives Model in which those working in student discipline are seen as partners in helping to shape the educational environment in concert with educators, faculty and administrators. By understanding the philosophical base that is used to provide services within an institution, those working in the area of student discipline can understand the messages that are provided to students about the bases for which the services are provided as well as what services (Handy & Charles, 1998).

In addition to these broad areas of institutional influence, there are certainly other environmental factors such as the arrangement of buildings, lighting, emergency telephones, etc., which are all important embodiments of the institutional values that our culture espouses and that our law requires. While students are certainly responsible for their own selection of programmes and their own conduct, universities and colleges are being increasingly made aware of their accountability for ensuring that their physical environments are safe, that their learning environments are free from harassment and intimidation, and that the culture and climate of the institution is one that

promotes collegiality and partnership, not fear and intimidation (Charles, 2005). Again, Weston (1997) emphasised that behavioural problem like indiscipline can be solved provided there is time for reflection, discussion and analysis. This demands systematic appraisal of perception of students, teachers and administrators.



In Ghana for instance, it is clear that instilling discipline in students have become a problem to institutions and society at large. Boakye (2006) defines discipline as the obedience of rules and orders and a manifestation of an outward mark of respect in accordance with standing agreements. Boakye stressed that indiscipline leads many students to drugs, which significantly increase restlessness, excitability and hyperactivity in the educational setting. Chronic undisciplined students tend to alcohol, crack cocaine and antidepressants leading to lethargic, apathetic behaviour or urge to incite erratic and dangerous behaviour thus causing sporadic outburst of violence. He observes further that, indiscipline may cause a sudden decrease in classroom achievement. According to him, student indiscipline poses a great challenge to principals because they are saddled with how to motivate students. Students are involving in examination malpractices, flouting college authorities, drinking alcohol in public, gambling, stealing colleagues properties and so on. Unfortunately, the forms of measures used to curb this menace have proven to be ineffective since students have grown accustomed to them. Administrative staff of Wesley College of Education have the mandate to sanction in the best interest of the college so far as such discipline would teach a student who is at fault a proper conduct.

However, students who are disciplined are usually disconnected from

the college environment. This can have implications on their academic, social and psychological behaviour which can lead to students becoming involved with substance abuse and other activities that could lead to student offending. It is therefore important to study the efficacy of the different disciplinary processes in causing behavioural change in students.

By examining the perspectives of both teachers and students on the various disciplinary processes and evaluating academic performance of “disciplined” students, this study aimed to identify different disciplinary practices at the Wesley College of Education, Ghana as perceived by students and administrators. In an era of strict school budgets and a demand from the public for improved schools, it seems if one factor (discipline) instead of several (motivation, collaborative decision-making, equity and fairness, or caring and sensitivity) could be focused on the improvement of school climate, this could potentially be economical, time saving, and most beneficial to students. We learn best from those with whom we are in caring, mutually respectful relationships that promote independence. Such supportive relationships enable students from diverse backgrounds to feel comfortable bringing their personal experiences into the classroom, discover their common humanity and feel as though they are viewed as assets to the school community.

Statement of the Problem

Disciplinary practices change students’ negative lifestyle to positive lifestyle in order to achieve academic excellence and to fit into societal expectation (Were, 2003). Adesina (1980) 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 behaviour.

Many studies (Amoasi, 2008; Afrifa, 2013; Amanor-Afari, 2010; Mensah, 2009) have addressed issues of the disciplinary practices in pre-tertiary education, few of them have focused on disciplinary practices in changing student behaviour in tertiary institutions in Ghana. However, it is not clear how the situation is in the Wesley College of Education. There is therefore the need to identify disciplinary practices at the Wesley College of Education as a tertiary institution to ascertain the actual situation.

Purpose of the Study

The study was to identify disciplinary practices at Wesley College of Education, Ghana. The study further sought specifically to examine the available disciplinary practices; to identify factors, as perceived by the students, play a role in well-organised college discipline practices; to examine the barriers to students' discipline practices and to examine the role of leadership practices in improving discipline in Wesley College of Education in Ghana.

Research Questions

To achieve the purpose of the study, the following questions were answered;

1. What are the available disciplinary practices in the Wesley College of Education?

2. What factors, as perceived by students at Wesley College of Education in Ghana influence discipline practices?
3. From students' perception, what barriers exist in the process of implementing measures to improve discipline at the Wesley College of Education?
4. In what ways could leadership practices improve discipline in Wesley College of Education in Ghana?

Significance of the Study

The study will have enormous importance to stakeholders, policy makers and school authorities. The prominence of such study is outlined as follows;

The study will help create awareness which is necessary for the stakeholders especially principals and administrators in colleges of education to be equipped with special skills to handle and resolve students' disciplinary challenges. Policy makers, and discipline campaigners would formulate policies, decisions in colleges of education because they are the prospective teachers coming out to impart and impact our future generation. Additionally, the findings would help the government to approach the main disciplinary challenges ahead.

It is hoped that the findings from this study will help the school authorities in Colleges of Education in Ghana to have vital information about what their students think about discipline measures. This could help them re-think the type of punishment they mete out to students who flout rules. They will consider alternative measures to remedy some forms of students' misbehaviour. The significance of this study also lies in the fact that when

completed some of the disciplinary problems of the Colleges of Education in Ghana would come up for consideration. Stakeholders' attention would be drawn to them for solutions.

The study is expected to add new knowledge to the existing ones in the area of discipline in the Colleges of Education in Ghana. It will serve as a source of reference to students and help them to develop a life of discipline which in turn could promote good student teacher relationship.

Delimitation

There were 45 Public Colleges of Education in Ghana which is spread over the ten regions in the country, but only one of them was used. The study was designed to cover Wesley College of Education in the Kumasi Metropolis. The study was limited to administrative staff and students (Level 100 and Level 200). In addition, the study focused on disciplinary practices in the Wesley College of Education. The scope of the study covered concepts on discipline and indiscipline, attitude of students towards disciplinary practices and role of leaders in disciplinary practice. Any other outside these does not come under the study.

Limitations

A study of this nature cannot be undertaken without some limitations. One of the limitations was the use of questionnaire as instrument for data collection. It does not provide an opportunity to collect additional information through observation, probing, prompting and clarification of questions while they are being completed. Issue of biases cannot be rule out completely when measuring the instrument; the instance where some of the student respondents were reluctant to answers some of the items on the

questionnaire for fear of victimisation from their teachers. Regardless of these limitations, I communicated the purpose of the study and managed to make sure the respondents' identities would not be assigned to the findings of the study.

Definition of Terms and Abbreviations

The following words, phrases and abbreviations, for the purpose of the study shall mean the following:

Discipline- refers to a system of guiding an individual to make reasonable decisions and uphold social ethics personally and in groups.

Discipline: It is a state of mind characterised by orderliness and self-control.

Students' Disciplinary Problems: Any student behaviour that deviates from school expectation (Koutselini, 2002).

COEs: Colleges of Education.

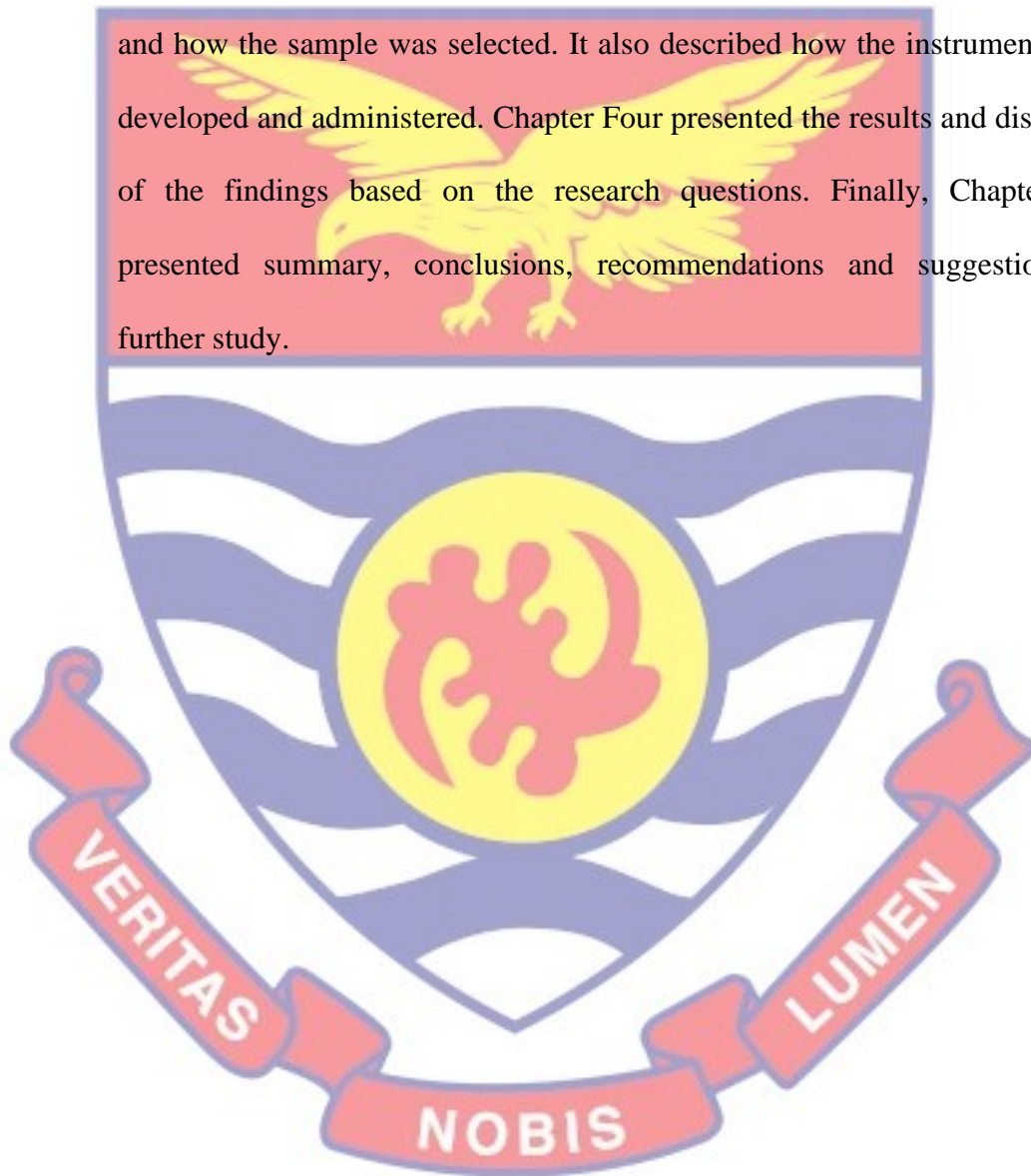
SPSS: Statistical Package for the Social Sciences.

Administrative Staff: Both teaching and non-teaching staff who perform administrative role.

Organisation of the Study

The study is organised into five chapters. Chapter One which is the introduction explained what the problem is and why it is important to study it. Elements in the chapter are: background to the study, research questions, and significance of the study, delimitation, limitations and operational definitions as well as organisation of the study. Chapter Two, the review of related literature, provides support for the study. The review was carried out from broad to focused issues. The issues reviewed were broken down into sections to cover the important aspects under theoretical, conceptual and empirical

review. The chapter ended with a summary of major findings. Chapter Three, research methods explained how the study was conducted. It comprised a brief introduction of the chapter, research design which described the type of study and design and also explains the rationale for the design. The chapter also described the population and sampling procedure, sample size determination and how the sample was selected. It also described how the instruments were developed and administered. Chapter Four presented the results and discussion of the findings based on the research questions. Finally, Chapter Five presented summary, conclusions, recommendations and suggestions for further study.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviewed literature relevant to the study. The review of relevant literature was divided into three sections: theoretical review, conceptual review and empirical review. To make it systematic, the review was done under the following headings:

1. Theoretical Review
2. Conceptual Review
3. Empirical Review

Theoretical Review

Over the years, much had been written about school discipline and any attempt to cover all these theories and ideas about how schools and more specifically, educators should deal with school discipline is an almost insurmountable task. For the purposes of this thesis, four main theories were discussed.

Skinner's theory

The Skinnerian Model is behavioural in nature. It takes its starting point from the fact that a behaviour that is rewarded tends to be repeated, while behaviour that receives no rewards tends to be eliminated. In maintaining discipline one generally rewards good behaviour and punishes bad behaviour (Phillips, 1998). The Skinnerian model is a behaviour modification paradigm derived from the work of behavioural psychologist, BF Skinner. Skinner has been a major influence behind the adaptation of clinical behaviour techniques to classroom settings (Duke & Meckel, 1980).

Skinner believes that consequences (in other words, what happens to the individual after performing an act) shape an individual's behaviour. He focused his approach on reinforcement and reward. Reinforcers are rewards; if used in a systematic way, they influence an individual's behaviour in a desired direction (Charles, 1989). Charles further indicated that Skinner made use of terms such as operant behaviour, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcements.

Operant behaviour is a purposeful, voluntary action. Reinforcing stimuli are rewards that the individual receives directly after performing an appropriate behaviour. Receiving rewards please learners; this makes them more likely to repeat a good behaviour pattern in the hope of obtaining further rewards. Schedules of reinforcements occur when reinforcement is produced on an ongoing basis (Van Wyk, 2000). Positive reinforcement is the process of supplying a reward that is in the learners favour; all rewards can thus be seen as reinforcement. Negative reinforcement means taking away something that the learners like. The Skinnerian Model assumes that behaviour is learnt and that reinforcements contribute towards achieving good behaviour when reinforcement procedures are used to shape a learner's behaviour in a desired direction. Educators reward desired behaviour with praise and enjoyable prizes; they punish undesirable behaviour by withholding all rewards. It is vital that educators who utilise behaviour modification consider their own behaviour and how it may be used to reinforce good behaviour in the classroom environment. Skinner describes freedom as an escape or avoidance. Escape is doing whatever it takes to remove contact with an aversive stimulus

that is already present. This is done by removing, stopping or reducing the intensity of the stimulus or by simply moving away from it. Similarly, avoidance is doing whatever it takes to prevent contact with the aversive stimulus not yet present (O'Donohue & Ferguson, 2001).

Most animals will make every effort to free themselves from aversive circumstances. For example, a hare will struggle to get free when caught in a trap. Humans take similar action when they walk away from irritating friends. Skinner uses the terms “controller” and “controllee” to label people who control others and those who are controlled by other people (O'Donohue & Ferguson, 2001). The situation described above of humans and animals striving for freedom can be applied to the classroom situation when the learner feels that his/her freedom is being taken away by the educator who expects work from the learner. The learner may wish to escape from the confinement of this situation by being absent from class or defying instructions; in this case, the educator is the controller and the learner may be called the controllee. Skinner sees all behaviour as being controlled all the time. By this Skinner implies that there are always external factors from the environment that constantly impinge on the individual; these consciously or unconsciously influence his/her behaviour. Skinner also points out that organised control, e.g. by the educator, is often arranged in such a way that it reinforces the behaviour of the controller at the controllers expense. This usually has immediate aversive consequences for controllers. Immediate aversive consequences might be in the form of a lash. The effect of employing aversive on the learners usually results in immediate compliance.

Technically speaking, using aversive stimuli by negatively reinforcing

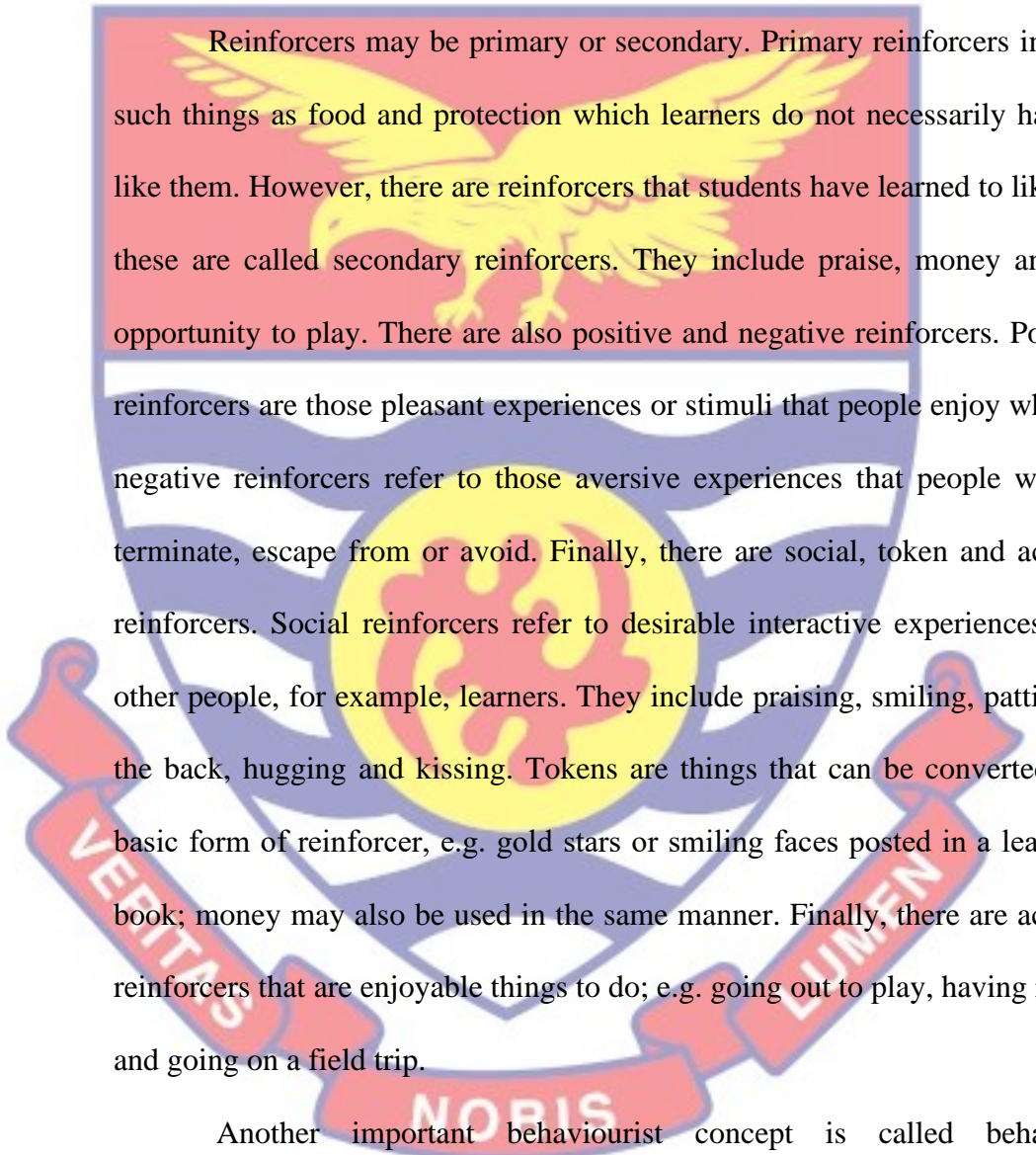
the behaviour of the learner (avoid lashing), and the learner's behaviour (compliance) in turn positively reinforces the educator's use of the aversive technique (O'Donohue & Ferguson, 2001). Behaviourists, and in particular Skinner, propounded a powerful behavioural approach, the reinforcement theory, for managing and controlling classroom outcomes. According to this

theory, an educator who applies it controls the effect of a student's behaviour by choosing whether or not to follow that behaviour with a positive experience named a reinforcer. Reinforcement depends on whether or not appropriate behaviour occurs. In the classroom, the educators can be the contingency manager by giving or withholding reinforcement selectively, guided by the student's behaviour. Skinner (as cited in Tuckman, 1992) defines the basic type of learning described above as "operant conditioning". He explains operant conditioning as learning to perform a specific behaviour based on the occurrence that immediately follows it. Behaviours that are followed by positive consequences increase their frequency and probability of occurrence. People learn to operate in their environment to attain or achieve positive consequences. This principle of reinforcement is a refinement of Thorndike's "law of effect".

Thorndike's theory

Skinner also introduced the concept of a discriminative stimulus. This is a stimulus that can serve as signal or cue in operant conditioning. Rather than having to wait for the operant response to be given on a random basis, the educator can cue the students to behave in a certain way if they want to receive reinforcement (Turkman, 1992). An example is when an educator tells the class that to get called on they must wait until she requests that questions

be asked before they raise their hands. This instruction serves as a discrimination stimulus. It should be noted that behaviour is controlled by the consequence and not the signal. However, the signal helps to cue or guide the learner to choose the appropriate response upon which the reinforcement is dependent.

The watermark is the official crest of the University of Cape Coast. It features a shield with a yellow eagle with wings spread, perched on a yellow circular emblem containing a red stylized figure. Below the shield is a red banner with the Latin motto 'VERITAS NOBIS LUMEN'.

Reinforcers may be primary or secondary. Primary reinforcers include such things as food and protection which learners do not necessarily have to like them. However, there are reinforcers that students have learned to like and these are called secondary reinforcers. They include praise, money and the opportunity to play. There are also positive and negative reinforcers. Positive reinforcers are those pleasant experiences or stimuli that people enjoy whereas negative reinforcers refer to those aversive experiences that people wish to terminate, escape from or avoid. Finally, there are social, token and activity reinforcers. Social reinforcers refer to desirable interactive experiences with other people, for example, learners. They include praising, smiling, patting on the back, hugging and kissing. Tokens are things that can be converted to a basic form of reinforcer, e.g. gold stars or smiling faces posted in a learner's book; money may also be used in the same manner. Finally, there are activity reinforcers that are enjoyable things to do; e.g. going out to play, having recess and going on a field trip.

Another important behaviourist concept is called behaviour modification. In this case, target behaviour is selected and discriminative stimuli and differential reinforcement are used either to increase or decrease a particular behaviour. There are four steps that must be carried out, namely to identify a desired or target behaviour; to give clear signals of when to perform

and when not to perform the target behaviour; to ignore disruptive or non-target behaviour; and to reinforce the target behaviour when it occurs. Certain techniques can be used to achieve the required modification and they include prompting, chaining and shaping. Prompting entails adding discriminative stimuli that are likely to signal the desired response rather than waiting for the required response to occur on a chance basis. For example, an educator may inform the class what behaviour to perform and when to perform it. It is mainly used in reading.

Chaining on the other hand involves connecting simple responses in sequence to form more complete responses that would be difficult to learn all at one time. Simple behaviours are joined into a sequence of behaviour, which is then reinforced at its completion. Shaping is used when the desired response (target) is not one the student is already able to perform (i.e. the desired response not in the student's repertoire) or when there is no way to prompt the response. There are two types of shaping, namely, shaping only those behaviours that meet a given criterion; and shaping/reinforcing behaviour that approximates or is closely similar to the target behaviour (Tuckman, 1992).

Discipline and reinforcement theory

According to behaviourist thinkers, the effective use of reinforcement should make the use of punishment unnecessary. They maintain that the most effective technique for weakening behaviour is to use non-reinforcement, i.e. to ignore it. Punishment is not a preferred method of changing behaviour or maintaining discipline. According to Skinner (as cited in Turkman, 1992), when bad behaviour is punished, it may merely be suppressed and may reappear later under different circumstances. Ironically the punisher may serve

as a model for future aggressive behaviour on the part of the person being punished. This claim implies that educators who have been subjected to corporal punishment as a child may as an adult educator also prefer to use corporal punishment. Turkman (1992) states that there are two circumstances when punishment, as a last resort, may be used effectively. Firstly, when undesirable behaviour is so frequent that there is virtually no desirable behaviour to reinforce, extreme aggressiveness in a child may leave no room for reinforcement. Secondly, this may be necessary when the problem behaviour is so intense that someone, including the child himself may get hurt. Here again, aggressiveness is an example of such intense behaviour.

Although Skinner did not concern himself with classroom discipline per se, his contribution on the shaping of desired behaviour through reinforcement has led directly to the practices of behaviour modification – still used to shape academic and social learning. Many primary grade educators use behaviour modification as their only discipline system, rewarding students who behave properly and withholding rewards from those who misbehave. A major concern is that while this is effective in teaching students' desirable behaviour, it is less successful in teaching them what not to do. Nor did it help students to understand why certain behaviour is rewarded while other is not. Strategies such as ignoring misbehaving students may be counterproductive in persuading students to behave acceptably. Students may see misbehaviour as bringing enough in the way of rewards (albeit negative) from their educators, and may persist with negative behaviour. This is aggravated when their misbehaviour is positively rewarded through the attention that they receive from peers. Furthermore, students can be taught or shown almost instantly

how to behave desirably. They don't have to learn it through lengthy non-verbal and non-imitative reward processes. While behaviour modification may seem to work well with young children, older ones may well be embarrassed to be singled out for praise in front of their classmates.

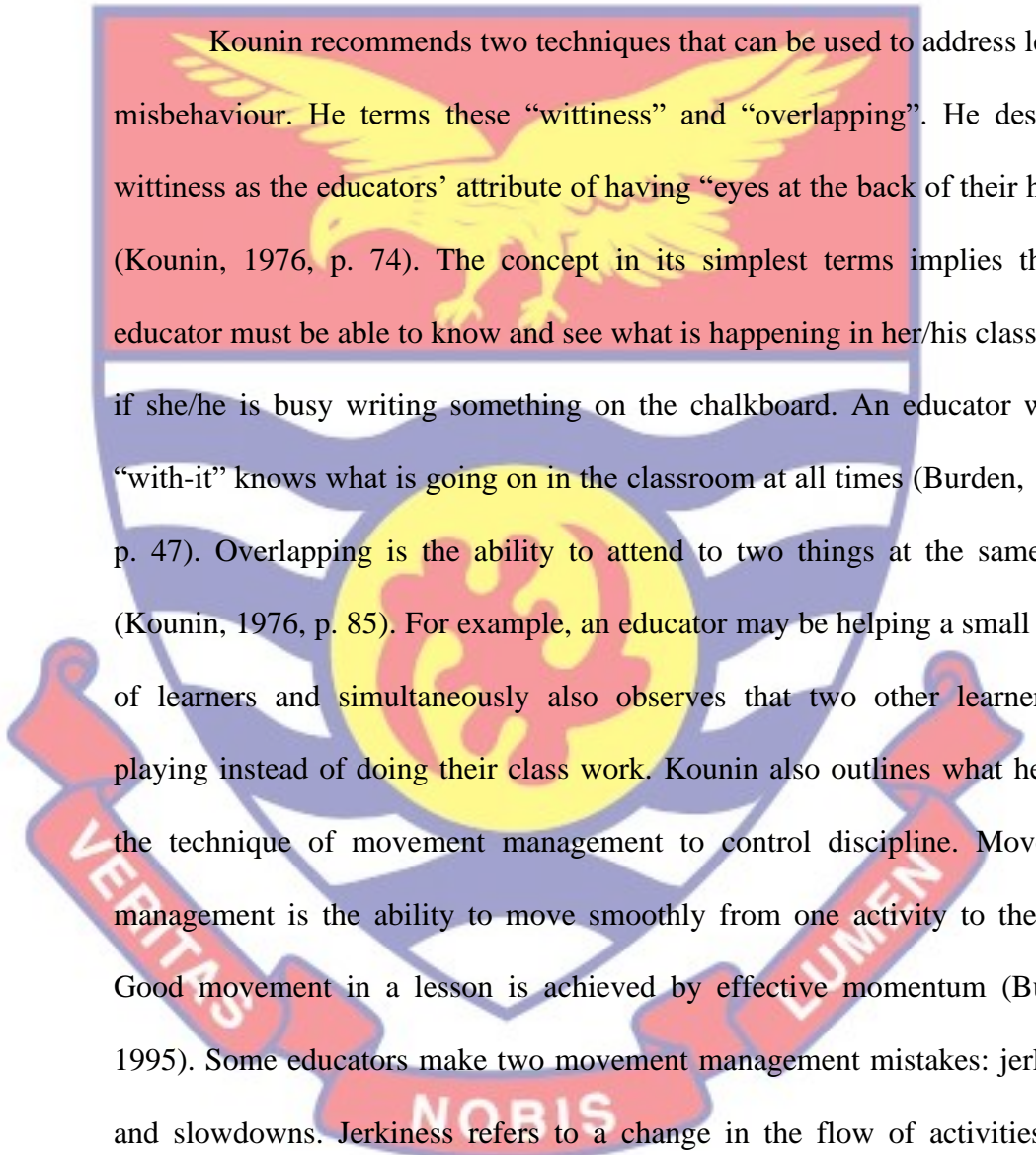
Another disadvantage of this model is that educators making use of it may sometimes overlook important elements in students' history and home environment. This is because a lack of awareness of the relationship between a learner's background and his/her present behaviour may result in ineffective communication between educator and the learner (Van Wyk, 2000).

Skinner's use of the term "control" has provoked several attacks from the protagonists of the autonomous man. They believe in self-determinism, i.e., humans are inherently free to do whatever they wish. Any attempt to control behaviour is seen as an infringement on personal liberty (O'Donohue & Ferguson, 2000).

Kounin's theory

Kounin (1971) is also a pioneer of a behavioural approach based on the typical behaviourist stimulus-response theory. Kounin, like Skinner, argues that learners will adopt good behaviour and eliminate bad behaviour in an attempt to gain the reward and avoid punishment. Jost (2000) indicates that behaviour followed by a desirable reward, such as praise, is likely to be repeated. If behaviour is followed by undesirable incident, such as pain or fear, the behaviour is less likely to be repeated. Whereas Skinner focused on how the behaviour of the learner could be controlled and behaviour modification could be achieved, Kounin (1976) focuses more on the behaviour of the educator and what the educator should be doing to achieve the desirable

behaviour in learners. The school discipline model developed by Kounin (1976) is based on a detailed scientific analysis of school discipline and describes lesson and movement management as a means to control students' behaviour. The model could be termed a group dynamic model, within which educators work with a group of learners.

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Kounin recommends two techniques that can be used to address learner misbehaviour. He terms these “wittiness” and “overlapping”. He describes wittiness as the educators’ attribute of having “eyes at the back of their heads” (Kounin, 1976, p. 74). The concept in its simplest terms implies that an educator must be able to know and see what is happening in her/his class, even if she/he is busy writing something on the chalkboard. An educator who is “with-it” knows what is going on in the classroom at all times (Burden, 1995, p. 47). Overlapping is the ability to attend to two things at the same time (Kounin, 1976, p. 85). For example, an educator may be helping a small group of learners and simultaneously also observes that two other learners are playing instead of doing their class work. Kounin also outlines what he calls the technique of movement management to control discipline. Movement management is the ability to move smoothly from one activity to the next. Good movement in a lesson is achieved by effective momentum (Burden, 1995). Some educators make two movement management mistakes: jerkiness and slowdowns. Jerkiness refers to a change in the flow of activities; this creates confusion and results in misbehaviour. Educators who are not sure of what to offer in the classroom also confuse learners. Slowdowns are delays that waste time between activities; they occur when the educator is guilty of over-dwelling and fragmentation. Burden (1995, p. 48) describes over-

dwelling as focusing exclusively on a single issue long after students have understood the point.

The theory has been criticized upon several bases. Kounin (1976) identifies a number of educator strategies that engage students in lessons and thus reduce misbehaviour. His work places emphasis on how educators can manage students, lessons, and classrooms so as to reduce the incidence of misbehaviour. The interconnection he identifies between ways of teaching and control of behaviour has led to a new line of thought – that teaching influences discipline to a greater degree than previously realised and that the best way to maintain good discipline is to keep students actively engaged in class activities, while simultaneously showing them individual attention.

Kounin's commentary on his research is both interesting and illuminating. He concludes that the educator's personality has very little to do with classroom control. Referring to educator traits such as friendliness, helpfulness, rapport, warmth, patience, and the like, he claims that contrary to popular opinion, such traits are of little value in managing a classroom. He also explains that while conducting his research he hoped and expected to find a clear relationship between the actions of educators when students misbehaved and the subsequent misbehaviour of those same students – but that no such findings had emerged. Although Kounin's work did succeed in sensitising educators to the importance of lesson management, educators have not found his approach satisfactory as a total system of discipline. They feel that what he suggests can cut down markedly on the incidence of class misbehaviour but that misbehaviour occurs even in the best of circumstances, and Kounin provides no help with regard to how educators should cope when

a lesson is being spoiled.

Canter's assertive behavioural theory

Canter and Canter (1992) developed an approach which is termed as “assertive discipline” that cannot be described as purely behaviourist in nature, but it does contain certain elements of a behaviourist approach. These researchers assert that an educator who uses assertive discipline has a clear sense of how students should behave in order for him/her to accomplish his/her teaching objectives. Assertive discipline is different from many other models in that it provides a system of dealing with behaviour at the time it occurs, through a plan that makes the learners responsible for his or her behaviour and resulting consequences (Steere 1988). The essence of assertive discipline is captured in the following quotation: “An assertive educator will actively respond to a child’s inappropriate behaviour by clearly communicating to the child her disapproval of the behaviour, followed by what she/he wants the child to do” (Duke & Meckel 1980). Key ideas that form the core of assertive discipline include the fact that students have rights and that they need a caring educator who will provide warmth attention and support. Educators also have rights; they must teach in an environment that is conducive to learning and enjoy support from both parents and learners. Educators must be assertive and communicate their needs freely; they should also provide a model of good behaviour.

Learners have the right to an educator who will be firm, consistent, provide positive encouragement and motivate good behaviour (Canter & Canter, 1992). Learners have a right to learning that calmly and consistently enforce rules of conduct, to learning where an educator makes calm but firm

declarations. Educators should also refrain from asking rhetorical questions about misbehaviour and should develop a system for rewarding good behaviour (Steere 1988). The educator should be able to communicate to the learner what is wrong and provide a model of good behaviour. Assertive discipline is premised on the notion that the educator's attitude influences his/her behaviour that in turn influences learners' behaviour. In illustrating the effectiveness of their model, the Canters distinguish three types of educators: non-assertive, hostile and assertive educators. Non-assertive educators are those who allow themselves to be pushed around and manipulated by learners; hostile educators err by imposing control in an arbitrary manner. Assertive educators, on the other hand, believe in their abilities and their right to use them to foster learning (Duke & Meckel, 1980).

Assertive educators also know when and how to instil good behaviour. Being assertive is different from being aggressive – the goal of assertive discipline is to foster in educators a feeling that they are in control in the classroom. An educator taking calm but firm control shows assertiveness by calmly enforcing agreed-upon rules of conduct. Assertive educators do not express an intention to hurt, but want to help. According to Steere (1988) rules should be specific and rules should be visible to all learners. Different charts should be used for different sets of rules. Just as with rules, consequences for violating rules should be explained and be visible to all learners. To summarise, the emphasis in assertive discipline is on classroom control strategy that places educators in charge in the classroom in a humane and yet firm manner. It is a system that allows educators to invoke positive and negative consequences calmly and fairly and is a technique for dealing with

difficult learners and teaching the class as a whole how to behave. The educator should always remain in charge in the classroom, but not in a hostile or authoritarian manner. He/she must take specific steps to teach students how to behave acceptably in the classroom, identify students' personal needs and show understanding and willingness to help, continually striving to build an atmosphere of trust between educator and learners.

Critique Assertive discipline is designed primarily for use in the classroom. Since many learner behaviour problems that alarm educators occur outside the classroom, the model may not offer much help in resolving all the educators' concerns. In addition, "assertive discipline provides no opportunity for students to learn or practise conflict resolution skills" (Duke & Meckel 1980, p. 13). Assertive discipline cannot be effective without communication. Any discipline management system the educator wishes to implement should first be discussed with school management because both the management and the parents should be aware of the proposed system. This will ensure that parents know of the educator's attitude regarding the importance of good conduct and its influence on teaching and learning.

Conceptual Review

Concept of Discipline

Discipline is an important component of a human behaviour as it directly defines the character of a human being. It is a product of acceptable values in the human society that one subscribes to and quite often it regulates human conduct and his/her relations with others. Some school's success, growth and development is largely determined by the discipline standards of its stakeholders.

Discipline as a term has been variously defined; the definition usually depends on the field of the individual. The term discipline owes its origin to religion; it has its root from the word ‘disciple’ meaning a follower. Therefore when thinking of discipline we are thinking of disciple. The term has been defined by others as “to train to obey implicitly an order, to train to behave in accordance with rules and regulations” Afful-Broni (2007, p. 98).

According to Otieno (2012), discipline is a system of guiding the learners to make reasonable decisions. He further observes that good management of discipline saves substantial resources and time for the stakeholders. Wango (2010) defines discipline as the training especially of the mind and character aimed at producing self-control, ordered behaviour and skilfulness. Koutseline (2002) defines student indiscipline as any student behaviour that deviates from school expectations. These expectations may vary from school to school and also depend on societal perceptions of ideal behaviour as understood in different cultures. In a school situation, indiscipline can be a serious obstacle to learning, and this has become a major concern of educators and the public.

According to Adesina (1980), discipline can be defined as readiness or ability to respect authority and observe conventional or established laws of the society or any other organization. Discipline can therefore be defined as the means by which children are trained in orderliness, good conduct and the habit of getting the best of themselves. Discipline connotes readiness, willingness or tendency to respect authority. It also means observation of conventional laws without compulsion. It is the tendency or process of doing what is right and avoiding what is wrong. In short, discipline is behaving in line with society

socially accepted standards of etiquettes and manners. As a concept, discipline deals with submission to rules or some kind of order. Wayson (1982) notes that some educators view disciplinary activities as irritating intrusions into school life which should not be necessary. Silsil (2010 p. 292) defines discipline as the system of training the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and co-exist with others in society.

Adesina (1980), says that discipline is to teach the students manners on how to show respect to school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour. From this definition the school has a primordial role to play in instilling discipline into their students. Therefore school administrators and teachers should enforce acceptable behaviour in their students. Egwunyenga (2005) defined discipline as the training that enables an individual to develop an orderly conduct and self-control as well as direction. Peretomode (1995) maintains that discipline involves the ability to have self-control, restraint, respect for self and respect for others.

Discipline according to Abubakar (2000), is the ability and willingness to do what one ought to do without external control. Hence one can say discipline is internally motivated within the individual and depends on the state of mind of an individual. It is voluntary and an individual deliberately makes efforts to conform to an established code of conduct. However, Aguba (2009) maintained that discipline is externally induced in individuals who do not succumb to established rules and regulations out of personal volition but out of fear of punishment or sanction. Rosen (1997) sees discipline as a branch

of knowledge, training that develops self-control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and as a system of rules. According to Slee (1995), discipline involves teaching and self-control.

Importance of discipline in schools

Okuthe (2003) observes that discipline is one of the most important factors that help all social systems to function effectively and achieve their purpose, for no government, institution or establishment of any kind can function without discipline. Schools are very important social systems that help train students in good conduct and acquisition of knowledge. Eshiwani (1993) concurs that for proper learning to take place, this must be observed. Discipline must therefore be maintained at all times because it is only where there is discipline that proper learning can be expected to take place. It must be maintained to ensure a peaceful and conducive environment for learning.

Padilla (2012) asserts that good discipline enables the students to focus more and with good focus, they master the skills offered by teachers. But when they display disruptive behaviour, they interfere with the instruction and learning process. Such disruptive students limit themselves and others from reaching the full advantage of the academic instruction.

Jeng (2011) maintains that knowledge without discipline is useless. It is only knowledge alongside discipline that can be used to get anything in life, for it is the only weapon that one can use to fight against poverty, harassment, difficulties, violence and discrimination in our society. A disciplined and educated student becomes a progressive element in the society. Therefore, students must maintain discipline to earn dignity and success. Indeed Mbiti

(2007) stresses that the modern scheme of discipline puts great emphasis on teaching students good conduct, making them understand their responsibilities and obligations and the consequences of bad conduct. It therefore goes without saying that education is handicapped without discipline and discipline without education is dead, since the two concepts are closely linked.

The public presumes that schools are the preferred environment to transform productive and useful citizens of any nations. Agbenyega (2006) retains that decent discipline is one of the key attributes of effective schools and most schools which experienced frequent deviant students' behaviour have been blamed on lack of effective implementation of school rules and regulations for discipline to reign in the school. One can say that discipline comes through effective management of an organisation. Indiscipline on the other hand is any act that diverges from the acceptable societal norms and values. It is a violation of school rules and regulations which is capable of obstructing the smooth and orderly functioning of the school system (Edem, 1982). An undisciplined child is an uncontrollable child and can do any damage in school when he or she does not get what he wants (Asiyai, 2012).

Concept of indiscipline

Karuri (2012) defines indiscipline as the act of lawlessness and disorder or going against societal norms. Burudi (2003) as cited in Kimani (2006) explains that indiscipline can be regarded as a situation whereby individuals do not conform to the set boundaries especially in institutions like a school. The behaviours that conflict with desirable learning can also be referred to as indiscipline or unwanted behaviour (Leach, 2003). For a long time, indiscipline has been a common place feature of school life with its

causes embedded in the social, cultural, historical and economic contexts of the time. Ndirangu (2010) rightly recorded that instances of indiscipline could assume many forms such as lying, stealing, playing truant or running away from home.

Types of indiscipline

Neaves (2009) gave the types of indiscipline cases as use of obscene language, skipping classes, missing of class regularly, stealing other peoples' property, beating others in school, causing strikes and unrest and drinking alcohol in school and at home.

Ileri (1992), expounds that indiscipline problems in secondary schools include all forms of disrespect, unruly behaviours, shouting/noisemaking, rudeness, laziness, insolence, grumbling and bullying. In America, a publication by the Legal Services for Children (2003) stated various types of indiscipline in schools. These include causing physical injury, violence upon another pupil, possession of controlled substances as alcohol, robbery, stealing school property, engaging in habitual profanity, vulgarity, committing sexual assault to staff and making terrorist threats against the school authority. Karuri (2012) indicated that other indiscipline cases include sleeping in class, failure to do assignments, failure to do duties like mopping the dormitories and sweeping of classes and dressing wrongly while in school. Pregnancy among girls is also a major form of indiscipline as much as defiance of authority.

Attitude of Students towards Disciplinary Practices

Improving responsible behaviours among students require that teachers

cultivate effective behavioural management skills (Merrett & Wheldall, 1993). One of the ways to do this is through the use of different disciplinary methods or styles so as to create order and control in the classroom and school environment. That is why the disciplinary styles adopted by teachers in the classroom are very important consideration in the drafting of school discipline policies. It is very difficult to talk about school discipline without discussing conduct or behaviour and the appropriate interventions needed for order and control.

According to Romi and Freud (1999 p. 54), “Discipline is a system of sanctions that addresses the breakdown when the code of conduct is broken”.

Lewis (2001) proposed a classroom management theory by grouping classroom management into six disciplinary styles (Hinting, Punishment, Reward, Decision making, Aggression and Discussion). This theory focuses on the impact each of this discipline style has on students’ learning and responsibility and how some of the disciplinary styles are productive and others are unproductive.

Also, Pianta (2006) proposed child-teacher relationship as a form of classroom management theory. This theoretical perspective tends to embrace the complex social, psychological and emotional process involved in interactions and relationships between teachers and students in classroom management. There is a considerable amount of empirical evidence on students’ attitude towards the various disciplinary styles adopted in classrooms. For instance, Lewis, Romi, Qui, and Katz (2005), carried out a study which reported students’ attitude and perceptions of the classroom discipline strategies employed in Australian, China and Israel. They examined

data from 748 teachers and 5521 students with the use of questionnaire in order to identify how teachers use the various disciplinary strategies and how they relate to students' misbehaviour, and to also compare the views of students in different national settings. It was found that Chinese teachers were less punitive and aggressive than those in Israel or Australia and more inclusive and supportive of students' voices. Also, it was discovered that Australian students perceived classrooms as having least discussion and recognition and most punishment. The findings from this study have been found to be consistent with the results of another study conducted in Australia.

Lewis (2001) examined classroom discipline and student responsibility and found that teachers are perceived by students to react to classroom misbehaviour by increasing their use of force or aggressive style of discipline. However, the disciplinary style (punishment) Australian students perceived to be the most utilized is regarded by some scholars to be ineffective and serve little or no useful purpose (Roache & Lewis, 2011). In fact, the Lewis' (2001) study which found punishment as the most used disciplinary style by Australian teachers used the same national settings to conduct another study on students' reaction to classroom discipline in Australia, Israel and China. They found that both punishment and aggression distracted students from schoolwork and create negative affection towards the teacher while recognition and discussion with students provided less distraction (Lewis et al, 2005).

Research with teachers (Burns, 1978) shows that giving students a good talking to in private, encouragement of effort, extra work and detention

are considered to be most effective styles of discipline. Bain, Houghton and Williams (1991) who focused on the effects of a school-wide initiative designed to help teachers to raise the rates of encouragement of students also discovered that encouraging students often helps to manage disruptive behaviour. Nevertheless, the measures used in both Lewis et al.'s (2005) study (which focused on students' attitude towards disciplinary styles) and Burns (1978) study (which focused on teachers' attitude towards disciplinary styles) were observed by the author to have some limitations. First, Lewis et al.' study used a 24 item questionnaire with six subscales (punishment, discussion, recognition, aggression, involvement and hinting) in order to examine the range of behaviours associated with each disciplinary style. This perhaps makes the reliability for some of the subscales to be low and moderate. Second, the same questionnaire developed by Highfield and Pinsent (1952) for the National Foundation for Educational Research was also used by Burns (1978) to examine the relative effectiveness of various incentives and deterrents as judged by pupils and teachers. The time difference between when the questionnaire was developed in the first study and when it was used in the second study was 24 years and this could have posed a challenge to the credibility of the results because of the level of change and development that would have taken place within the 24 years since it was not updated or revised for use in the second study.

Regarding teachers and students' perceptions of the effectiveness of disciplinary styles used in regulating students' behaviour, Shreeve et al. (2002), explored the perceptions of teachers and students toward the characteristics of systems of rewards and sanctions in seven high schools in

Norwich, United Kingdom. They administered questionnaires for year 8, 9 and 10 students, while an interview was conducted for their teachers. It was found that the students across each class grade tend to have more similarities than differences in perception of both rewards and sanctions. For instance, year 8 and 9 perceived giving students gifts, time and marks to be the most effective reward system. But there was a slight difference among year 10 as only gifts was seen to be effective. Also, sanctions such as after-school detentions and a letter or phone call home to their parents had a high degree of agreement among students in year 8, 9 and 10. However, the teachers' attitudes were quite different from the students. The majority of the teachers perceived individual feedback either written or verbal to be the most effective reward system, while some teachers were of the opinion that tangible reward such as sweets, money, vouchers for leisure activities or fast food and certificates of commendation are best at regulating students' behaviour. Most of them perceived sanctions to be ineffective, instead they preferred to deal with incidents of poor work or behaviour themselves on a one on one basis.

The findings from Shreeve et al. (2002) research converse with Burns (1978) study which focused on pupils' and teachers' perceptions of the effectiveness of incentives and deterrents. They found that students perceived sending a letter home to their parents to be ineffective, while teachers preferred moral persuasion through private talks. In addition, concerning the reward system, students saw personal achievement to be most effective, while teachers perceived adult approval rather than individual feedback and tangible rewards as suggested in Shreeve et al. But Houghton, Merrett and Wheldall (1988), Infantino and Little (2005) works are in high agreement with their

results. Both studies discovered that time, marks, detention and an unfavourable report sent home were perceived to be the most effective forms of rewards and sanctions.

A study conducted by Veronique, Roger, Badiaa and Faith (2009) examined the effect of age, experience, gender and academic context on the use of sanctions by teachers in the classroom. Two hundred and twenty-two French teachers (64 male and 158 females) took part in a study that employed the use of questionnaire to determine the factors that affect sanctions in the classroom. The researchers discovered that for both discipline and schoolwork contexts, the youngest and least experienced teachers were more severe than the oldest and most experienced teachers. Gender was also found not to have significant effect on sanctions. Furthermore, there was no difference between teaching level and sanction. That is, both primary and high school teachers judged sanction in the same way. Although the study examined the effect of some demographic variables on teachers' sanction in the classroom, the researchers findings may be restricted if an individual is to examine the effects of these variables on classroom discipline. This is because several scholars have classified the strategies used in regulating students' behaviour into different styles (Infantino & Little, 2005; Lewis, Romi, Qui & Katz, 2005). Also, the article may be limited because it focused on the moral judgment of sanction. What an individual or a culture judges to be morally right is different from the judgment of another individual or culture (Bear, Manning, & Shiomi, 2006). Thus, French teachers views and understanding of sanction could be different from teachers in other nationalities or settings.

Previous investigations had examined the impact of cultural influences

on teachers and students perceptions toward disciplinary styles (Irene, 2004; Lewis, Romi, Qui, & Katz, 2005). Specifically, a study on attitudes of British Secondary School Teachers and Students to rewards and punishments discovered that teachers found punishment as an effective disciplinary method in changing students' behaviour (Caffyn, 1989). This is consistent with a research carried out on teachers' disciplinary approaches to students' discipline problems in Nigeria Secondary Schools. It was found that punishments reduced students' misbehaviour in school (Nakpodia, 2010). However, another study among British teachers found frequent use of encouragement to be most effective at regulating students' disruptive behaviour (Bain, Houghton & Williams, 1991). Caution must be taken when interpreting punishment. This is because different nationalities tend to perceive punishment differently. For instance, British Teachers see sending letter home complaining about the pupil and being put on report to be the most effective punishment (Houghton, Merrett & Wheldall, 1988), while Nigeria Teachers perceive the use of physical punishment to be effective in correcting and maintaining discipline among secondary school students (Abrifor, 2008).

Factors that Bring About Indiscipline Behaviour School-Based Factors

These are factors which emanate from the school. They include absentee head teachers, inadequate meals and lack of teachers' commitment. One major cause of indiscipline is the head teachers' absence from school. Mugambi (2005) points out that the blame on indiscipline could be laid squarely at the feet of head teachers. An absentee head teacher who is perpetually out of school is likely to meet the wrath of students. According to Ministry of Education, Science and Technology (MOEST, 2000), on

indiscipline in Central province schools, one of the leading causes of unrests was the habitual absence of head teachers from schools. Some head teachers were not always in school to give guidance to those under them; they were not always available at critical times to give direction and counsel to teachers, students and support staff. The temptation to be absent from school is indeed greater in public day schools. This leads to loss of touch with the school. Absentee head teachers indeed create loopholes and lack of coordination in school activities (KNA, 2008).

Meals are of great value to students. Mugambi (2005) asserts that adolescents eat more due to their growth spurt, so if they are not given food and in adequate amounts, chaos may arise. Indeed, the food issue featured prominently in terms of quality, quantity, variety and serving system, as a leading cause of unrests in Central province schools, (MOEST, 2000). Some teachers are not strict in maintaining discipline among learners. Others side with students against the administration and even incite the students to strike. According to MOEST (2000), some teachers are said to be dangerously ambitious, leading to incitement of students. Paaga (2007) in an article entitled, teachers are to blame for indiscipline in schools, lamented that the utterances of some teachers in schools were some of the root causes of indiscipline and riotous behaviour among students of such institutions. Unguarded comments like, "...it is only in this school that such bad meals are prepared for students to eat," is a recipe for rioting by students (p.45).

Influence from the environment

The type of environment in which a child is brought up determines to a large extent the behaviour and characteristics that will be exhibited by that

child when he/she becomes a grown up. Soet and Sevig (2005) stressed that what a child sees, how it is done, and when it is done, does not go out of the child's mind. Indeed Mwaniki (2003) quoting Farrant concurs that, the environment shapes our character just as the blacksmith moulds metals into preferred shapes and artifacts.

The widespread unrests and indiscipline among students reflects the prevailing lawlessness and frustration in the society, (Rahul, 2008). A conclusive fact would therefore be that students' indiscipline is a manifestation of what is happening in the schools and society at large. The factors behind indiscipline include; lack of good role models, drug abuse, the matatu menace, moral decay and sheng' speaking.

Bwire (2010) asserts that the school is in many ways a mirror of the society. Mbiti (2007) complains that parents misbehave in the presence of their children and yet they expect these children to behave properly. If adults want children to acquire good character, they themselves must be practical models of good character through the lives they lead. If learners live in a community that does not uphold morality, honesty and glorifies drugs, then students are most likely to imitate such behaviour and spill indiscipline to their schools.

A study on bullying carried out in Palestine, recorded that poverty and political violence influenced children to develop a pessimistic and insecure concept of the world, their life and future. According to the study, such children fight violence with violence, and are more inclined to using violent means to control violence (Ikambili, 2003). Palestinian children imitate what they see around them by using violence. Bwire (2010) points out that if

celebrities are drug abusers and politicians are corrupt, it may not be an accident therefore that the young people are picking the bad habits from their seniors. Rahul (2008) concurs that students have no role models to follow. Students imitate their parents, teachers, leaders and elders and behave accordingly. As such, there is crisis of character. According to Mutongi (2012), people's perceptions have changed drastically since the 1980s when commuters and indeed, many Kenyans of all ranks, increasingly saw Matatus as thugs, engaging in excessive behaviour. Matatu operators are known for all manner of bad things. They are known to use misogynistic language, rudely handle passengers, play loud music and drive at dangerously high speed (Mutongi, 2012). Some thrive on peddling drugs to the students. Most day scholars commute to and fro school by the Matatus, and the Matatu culture has indeed had an effect on their behaviour. They offer girls free rides to and from school, expecting them to pay back in kind, leading to immorality, lateness to school and chronic absenteeism. Could this be a cause of indiscipline in public day schools?

In a bid to develop a secret code with which to identify themselves, the youth in Kenya coined the language sheng (Momanyi, 2012). Sheng is a mixture of Swahili and English words, and incorporates other ethnic Kenyan languages too. Githiora (2002) notes that the code originated in the less affluent and slum areas of Eastlands of Nairobi, and that sheng' is not only spoken by students outside their formal classroom setting, but it is also now heard among drivers, conductors, Street hawkers and even in the popular media.

Sheng disempowers the outsider and makes the group assert their

identity, (Momanyi, 2012). According to Craig (2012), young people leaving in shared and cramped conditions of Nairobi's informal settlements spoke in 'sheng' when discussing things they didn't want their parents to understand. The same could be replicated in Kenyan schools where misdemeanours can be plotted by students' right under the teacher's nose by use of 'sheng', without

having the slightest clue on what is being said. The study sought to establish whether 'sheng' speaking drove students to misbehave.

Home-based factors

All students are products of the society since they are born and nurtured there. The home environment plays a very big role in influencing their behaviour at school. Docking (1980) agrees that indeed some students come to school already displaying disposition to be disruptive. There are many factors in the home such as poverty, mobile phones, child abuse, broken homes and responsibilities at home that would go a long way in influencing students' behaviour negatively. Poverty is a state where parents are unable to provide adequate basic necessities like proper housing, clothing and food to their children. It is mainly determined by the family's socio-economic status. Kimani (2006) in her study, an investigation of major factors contributing to secondary school drop-out in Manyatta Division of Embu District, Kenya noted that characterised by high levels of poverty in the region, families feel reluctant to provide education for family members.

The temptation to steal from others to make ends meet is therefore indeed great. Assignments may not be done too, due to lack of space and lighting equipment, all of which are perceived as indiscipline in schools.

Besides, students from poor families who cannot afford to pay for transport costs, walk long distances to school, thereby arriving late and exhausted. According to the task force on student discipline and unrest in secondary schools in 2001, children who are given little or no pocket money for their basic needs, were often tempted to steal from others; this is indiscipline, (Wangai Report, 2001).

In day schools, it is a common practice to flout the school dress code. Students wearing inappropriate clothes make the school look bad. Sileneb (2011) asserts that uniforms in public schools reduce economic and social barriers between students, encourage discipline and affects positive attitude by increasing self-confidence, school pride and a sense of belonging. They create a safe environment in school.

She adds that learners can then focus more on their school work and less on what their peers are wearing. School dress code has always been a controversial topic, especially in the USA, where since the 1960s when it began adopting school uniforms, they are yet to be embraced throughout the country (Sileneb, 2011). Day school students live in their homes where they are expected to carry out duties on a daily basis. Too much household chores may lead to what teachers may term as indiscipline, when because of the chores, assignments are not done or learners report late to school. Such activities disrupt normal school routine, (Wangai, 2001).

Day scholars come in handy in their homes whenever such activities beckon. It is therefore not unusual to find them engaged in such activities before attending school or during official school hours. In Malawi, according

to Scharff and Brady (2006), girls are expected to help their mothers with labour-intensive household chores before going to school. This study aimed to find out whether this could be a cause of indiscipline in public day secondary schools. Mobile phones are very useful gadgets, but when smuggled into school, may be a source of severe indiscipline. A majority of day school students in Ghana carry their mobile phones to school. Mobile phones can be a source of great misconduct in schools, among them, viewing pornography and cheating in exams, (Kwajo, 2011). This is a malpractice that is a big headache in many countries. Siringi (2011) notes that some parents facilitate cheating by bringing mobile phones to students in boarding schools during the prayers day ahead of the start of the exams. In the year 2011, ten university students were arrested for attempting to send exam questions on phone to candidates sitting for exams, (Mutambo & Muindi, 2011).

Muindi (2011) quoted the Kenya National Education Committee Secretary, Paul Wasanga, lamenting that the use of mobile phones in exam centers was indeed the greatest challenge they were facing in curbing examination irregularities. Walteym (2011) reveals that with mobile phones, one can do a lot of things as well as cheat in exams, since most phones are internet enabled. It was observed in the report of the Departmental Committee of Education that such phones divert students' attention and concentration during class hours. They also relay inciting messages to colleagues in other schools as well as spread fear among colleagues, (Kenya National Assembly [KNA], 2008). For day school students, the temptation to carry phones to school is indeed great.

Causes of indiscipline among children are rooted in parenting methods

to a large extent. Experts have found out that children with behavioural problems usually have parents who possess ineffective discipline techniques. How parents handle children in the formative years has a great impact on their discipline later in life, reports (KNA, 2008). Indeed Padilla (2012) maintains that, the main contributor to children's development is the family. It is the main source of influence and the social structure in which children obtain their value system. A number of indiscipline cases could be attributed to absentee parents who abdicate their parental responsibilities to ayahs and housemaids, (Wangai Report, 2001).

The Guyana Responsible Parenthood Association (GRPA) executive director, Chan (2010) is adamant that lack of proper parental guidance is a main contributory factor for indiscipline. At the 'Held' 2010, the open forum to promote safe acceptable behaviour and positive values in schools at the Guyana International Conference Center, she said that parents have to first understand their children before they embark on addressing their problems. This helps to avoid a communication gap which allows children to venture into various types of negative behaviour. Parents are cautioned to avoid excessive control of their children because this breeds rebellion in the form of withdrawal and criminal behaviour. Griffin (1994) notes that students resent unrealistic restriction against them, and where a parent may be winning physically, he would certainly be losing psychologically, because the children would rebel. The researcher attempted to establish whether poor parenting influences indiscipline in public day secondary schools.

The causes of indiscipline among learners are many and varied. Many studies done in Nairobi have cited drug and substance abuse as the leading

cause of indiscipline among learners. Kamau (2008) in her study, factors contributing to drug abuse in public boarding secondary schools in Eastlands, Nairobi, only looked at drug and substance abuse. Similarly, Okemwa (2007) in her study, an investigation into the extent of drug abuse in public secondary schools, Makadara division of Nairobi, province, based her study on drug abuse. Ikambili (2003) researched on bullying in public mixed day secondary schools in Nairobi Province, she focused on bullying only. As it is, none looked at other possible factors that may influence indiscipline among learners in public day secondary schools

Barriers to Improving Discipline in Schools

There were several factors that tend to affect discipline in various schools. Some of the factors were discussed below.

Head teacher's work experience and students' discipline

In most schools, the Principal is the Administrative Head or Chief Executive of the institution who plan, control, command, organise and co-ordinate all the activities that take place in the school (Mbua, 2003). In this connection, principals have records of students' indiscipline and are in better position to explain to other stakeholders, especially parents on the conduct of their children. Thus, every school administrator requires a good measure of discipline in his or her school. Students' indiscipline is instigating a menace in all parts of the world. In some countries such as the United Kingdom, the rates of absenteeism, vandalism and delinquency are above average. Cases of high incidence of drug and drug related crimes in some parts of Britain are described as 'no-go areas' (Ken, 2000).

In Chicago, New York, Washington and Detroit, students' violence in

high truancy schools is rife; examples are school-based robberies, vandalism, extortion and insolence to staff (Ken, 2000). In Ghana, Danso (2010) decried the high rates of indiscipline and lawlessness in educational institutions. He observed that not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and secondary schools. He lamented over the causes of indiscipline such as drug abuse, rape, armed robbery, abortion and even murder in the educational institutions. Meaningful teaching and learning geared towards the attainment of school goals is unattainable if the teachers and students are not disciplined.

Aguba (2009) noted that discipline is needed to produce a breed of well-cultivated youths who will develop not only respect for themselves but also for others in the school and society. Discipline in the school is the function of the administration. Therefore, the general school discipline is dependent upon the administrative head and leadership skills, since they are in charge of all the school matters. Chaplain (2003) states that the head teacher along with senior management team are charged with strategic planning, including determining the direction of the school in terms of behaviour. He/she is supposed to be proactive in the development of an effective behaviour policy, and ensure that their staffs have appropriate professional development support and resources to support the policy at all levels.

School administration and for that matter, the head of the institution is supposed to monitor and maintain behaviour policy. Being present around the school, being sensitive to the concerns and difficulties of the students are all part of the head teacher's or the principal's functions. Without experience, exposure and adequate knowledge, the head teacher might disappoint the

students and these might lead to students' indiscipline. He/she sets the tone and the morale of the school, and they have a remarkable influence over the students. Thus, he/she has a very important role to play in maintaining the discipline of the school.

Peer group pressure and students' discipline

Peer pressure has been one of the school factors that influence students' discipline in schools. The behaviour formation and behaviour modification among the students is largely influenced by peer pressure and have modelling provided by their colleague students. Peer pressures occur when an individual experiences implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group. Kibera and Kimokat (2007) assert that students in school belong to peer groups which exert great influence on their activities, interests, and discipline and academic success.

Kibera and Kimokat (2007) further assert that within the peer groups in schools, youth learn positive values of co-operation, responsibility and other good habits. On the other hand, peer group pressure could also contribute to the acquisition of negative habits such as alcohol drinking, immorality and violence. Kiiru (2004) argues that peer pressure influences the use of substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life. Thus, if a student would associate with a group that practise such things, the student's discipline would be negatively affected because bad company corrupts good morals.

Bwoginda (2011) observed that young people are eager to participate

in shared activities and to exchange ideas and opinions with their friends. This leads to the formation of stable friendship groups and the development of mutual togetherness. During adolescence stage, secondary school students are challenged with demand for personal needs and social pressures. This forces them to identify with a peer group. Failure to conform to the group norms could lead to isolation, resulting to loneliness. This can lead to the affected student feeling desperate and depressed leading to indiscipline in the school. Nevertheless, according to Nasibi (2003) peer groups can be positively used to enhance discipline in schools. Teachers could initiate some activities that could enhance peer group experiences positively, such as conduct activities that encourage students to work and learn together, encourage students to support and accept others, assign students responsibility for the welfare of their peers among others. Nasibi (2003) asserts that students' peer counsellors can be constructively used to influence the behaviour of age-mates positively. This is because the youth find it easier to open up to their age-mates.

School size and students' discipline

Munyasia (2008) asserts that the larger the school, the more complex the task to be accomplished, and the more complex the task of maintaining the students' discipline. This is collaborated by Stockard and Mayberry (1992) who argued that behaviour problems are so much greater in large schools that any possible virtue of larger size is cancelled out by the difficulties of maintaining an orderly learning environment.

In a smaller school, it is possible for an administrator to know all the students by name as well as have a face to face contact with all the teachers

and support staff regularly. This personal contact creates an opportunity to have a strong grip of the personnel and the whole school at large. This yields obedience which is a strong virtue of discipline. Small schools have lower incidences of negative social behaviour than do large schools. This is because students in small schools are involved in a greater variety of activities and that they derive more satisfaction from their participation than students in large schools. Therefore they are less likely to participate in anti-social activities leading to a more learning conducive environment. A school teacher in a large school must exercise better planning and delegation in order to ensure that no area is neglected. Further, there is a much greater sense of belonging among students in small schools than in large ones. This develops a more strong sense of patriotism to the school and hence fewer indiscipline incidences compared to larger schools. Feeling of alienation from ones' school environment is both negative a thing in itself and is often found in connection with other undesirable outcome. Alienation affects confidence, self-esteem and responsibility for self-direction. This means that smaller schools can be more relatively stable than big ones. One key feature of small schools and units is that everyone's participation is needed for clubs, teams and student government to have an adequate number of members.

Rutter (1988), Stockard and Mayberry (1992) claim that staff and students generally have a stronger sense of personal efficacy in small schools and units. Students take more of the responsibility for their own learning and learning activities. The learning needs of the students, not the organizational needs of the school, drive school operations. This enhances the orderliness of a school environment (Fowler Jr, & Walberg, 1991). Karagu (1982) recommended that

administrators with more than 10 years' experience and higher academic qualifications would more effectively manage large schools. For discipline to be instilled and maintained in such schools, delegation is highly recommended by allowing teachers to participate more in the organization and administration of the school.

Teachers' involvement and students' discipline

Teachers play a greater role in inculcating values and instilling effective discipline in their students. The head teacher is the overall organizer, co-ordinator and supervisor of all the activities in the school and responsible for improving and maintaining high training of students in terms of discipline and learning standards. In case of indiscipline in their school, the bulk stops at their door. The deputy head teachers are responsible to the head teachers for guidance and counselling of students as well as ensuring that proper discipline is maintained in the school. He/she is very effective with full backing from the head teachers' office. Otieno (2012) argues that discipline in school is a system of guiding the students to make measurable decisions. At the classroom level it means the control of a class to achieve desirable behaviours. Thus good management of discipline saves substantial resources and time for stakeholders. Therefore, there is a general consensus that the class and subject teachers are bestowed with the responsibility of maintaining proper discipline in classes and the whole school in general and instil the appropriate moral values to the learners.

The teacher(s) on duty oversees the students' activities in the course of the time allocated while the dormitory masters/mistresses where applicable see

to it that there is order in their areas of jurisdiction. Raichena (2006) observed that, good discipline should produce obedience and self-control. A student should be able to control himself/herself and do the right thing at the right time, place and in the right manner. Effective teachers should know that students need to enjoy firm and fair discipline. For their effectiveness to be felt, teachers should begin each day with a positive attitude, have a good class control, let the school activities be learners-centred and keep a record of major issues that arise in their areas of jurisdiction. To enhance the effectiveness of the teachers in their supervisory role, the head teacher and his/her deputy (ies) need to lead from the front.

The Role of Leadership Practices in Improving Discipline

Zero tolerance policy

According to Nelson, Martella and Marchand-Martella (2002), increased in suspensions and expulsions for minor incidents have raised concerns about the fairness and effectiveness of zero tolerance discipline. As students prepare for the future, many school districts spend large amounts of resources and time to improve student achievement. It is doubtful that much can be accomplished without an environment in which students can be safe and attend classes without fear of violence.

According to Sautter (1995), many schools are standing up to control indiscipline behaviour by trying everything from enacting new school suspension policies to adopting zero tolerance policies for possession of weapons, drugs, or for any kind of violent behaviour. From the inception of the federal drug policy of the 1980s in Chicago, zero tolerance has been intended primarily as a method of sending a message that certain behaviours

will not be tolerated, by punishing both major and minor offenses severely (Noguera, 2003). From the outset, zero tolerance disciplinary policies have created controversy. Across the nation, students have been, and continue to be, suspended or expelled for a host of relatively minor incidents (Gordon, Piana, & Keleher, 2000). After 10 years of implementation in some school districts and five years as national policy, some say that strict zero tolerance policies have made little significant contribution to reducing student misbehaviour or improved school safety.

Zero tolerance policies seem to be missing the crucial ability to identify the one time offender who wrecks-havoc, inclusive of death. Studies have typically shown that between 30% and 40% of all students suspended are repeat offenders, suggesting that the at-risk students targeted by zero tolerance may not, in fact, be getting the message (Costenbader & Markson, 1994). McAndrews (2001) offered several recommendations for state officials and local school boards to use as they formulate a zero-tolerance policy. According to McAndrews, a sound zero tolerance policy should include: (a) clearly defining what constitutes a weapon, a drug, or an act of misbehaviour; (b) specifying clear consequences for misbehaviour, with consistency of application; (c) allowing for student hearings and complying with state due-process laws; (d) integrating comprehensive health-education programmes that include drug and alcohol curricula; (e) tailoring the policy to local needs; and (f) reviewing the policy each year.

Due to the magnitude of the number of discipline referrals that the average school processes, an accurate, up-to-date data support system is necessary. In order for a school to be efficient in keeping track of students'

discipline records, they must develop a data support system that is useful and takes a minimal amount of time to maintain.

Data support system for discipline records

Administrators who follow orderly guidelines and policies and who use an accurate data support system with standardized information can make record keeping and punishment consistent. Furtwengler and Konnert (1982) stated that teachers and administrators without the benefit of information of previous actions of a student cannot accurately assess the situation or give appropriate consequences for the student. Information related to discipline permeates the school organization. The selection of useful information from among the available data and the classification of that information are extremely important. Educators can use information to appropriately determine the propensity for behaviours to reoccur, the circumstances in which they occur, and the place. Patterns or the lack of such patterns can then be observed in the data.

According to Duke and Meckel (1980), keeping data permit school personnel to concentrate on priority problems, anticipate future concerns, combat rumors, and set realistic objectives for the improvement of student behaviour. Despite the value of accurate data on student behaviour problems, many administrators have difficulty maintaining systematic records beyond student attendance and suspension statistics. Faced with growing crime problems, schools in large cities are being compelled to ensure that incidents are more efficiently recorded.

Unless specific procedures for data collection are spelled out and individuals are assigned to be in charge of the process, it is doubtful whether

school officials will be in a position to know if student behaviour is improving, worsening, or remaining stable. It is essential that data collection be made as efficient as possible. Standardized forms developed with input from those who must fill them out can facilitate collection and analysis of data. Review of collected data should be shared with teachers and others in the school on a regular basis. Time should be allocated so that data can be reviewed and suggestions can be made about how to improve school discipline. According to Duke and Meckel (1980), data on student behaviour should be used in the formulation of school-wide objectives related to improvement in discipline. School improvement planning incorporates all aspects of a school. The principal can encourage a sense of ownership of school programmes and policies by using collected data to share information. The principal, as school leader, sets the tone within his or her building, and is a major factor in school-wide discipline.

The principal plays an important leadership role in establishing school discipline by effective administration and by personal example. As instructional leaders, principals must promote teaching and assist with practices for effective discipline. Principals of well-disciplined students are usually highly visible models. According to Duke (1999), principals should engage in management by walking around, greeting students and teachers and informally monitoring possible problem areas. What makes an effective school leader? According to Day (2000), a good principal is one who can balance a variety of pressures while never losing sight of his or her values and who inspires and serves the school community.

In a 1998 study of 12 principals, Day related that principals' leadership

consisted of having vision and articulation, ordering priorities, getting others to go with them, constantly reviewing what they are doing, and holding onto things they value. Among the duties of a principal, discipline of students is paramount. Day stated that school discipline components should include a climate of mutual respect, an environment conducive to learning, and steps to ensure the safety of students.

Effective principals are respected and liked rather than feared by students. They can communicate steadfast consideration and respect for students; yet adhere firmly to the school's discipline programme. In a 1998 study, Blasé and Blasé interviewed more than 800 teachers from public elementary, middle level, and high schools in various regions of the United States to ask their perspectives of effective instructional leadership and their views of discipline. They used open-ended questionnaires and asked the teachers to describe in detail principals' characteristics or strategies, behaviours, attitudes, and goals that influence the school environment, both negatively and positively. According to Blasé and Blasé (1999), principals who are power oriented, and who want to control teachers with bureaucratic "snooping" are not effective. The supportive, inquiry-oriented leader who encourages collegiality and reflective professional development and assists staff in discipline matters is more successful.

The principal is the ultimate student of education. He or she should incorporate research, data, curriculum, programmes, time, and emotion into a melting pot of education. As every discipline plan does not work in every situation, the common trends among those are key factors to success.

Empirical Review

Charles (1981) conducted a study on discipline and suggested other techniques that teachers could employ in giving attention to supporting self-control or self-discipline. Charles advised teachers to help students make better choices by making them see that they have the right to choose how they will behave. All behaviour has its consequences and teachers should always invoke those consequences or choose to behave in a bad way to receive negative consequences. According to Charles supportive discipline based on a choice to act in a good way or in a bad way has elements of proven effectiveness, it does not give attention to the inner difficulties that affect each student. It over simplifies disciplinary controls and places too much responsibility on the young personalities without regard to counselling or developing rapport between the teacher and students.

In a study conducted by Musaazi (1984), he believed that, the school head and the teachers should set examples of self-control and internal discipline in their classes and throughout the school. He also suggests school rules and regulations have to be made to guide students conduct and rewards and penalties should be used to support rules. Musaazi goes further by emphasizing the need for school authorities to encourage, students at all times to cultivate habits of self-discipline rather than use force in order to control behaviour. He advises that teachers should criticise constructively and show consideration for students' feelings, be consistent, listen seriously to students views and students feel important and responsible people. Musaazi concludes, "Effective communication among staff and students is essential for good discipline in school" (p.83).

Data (1987) suggests that, to maintain discipline, students should sign

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

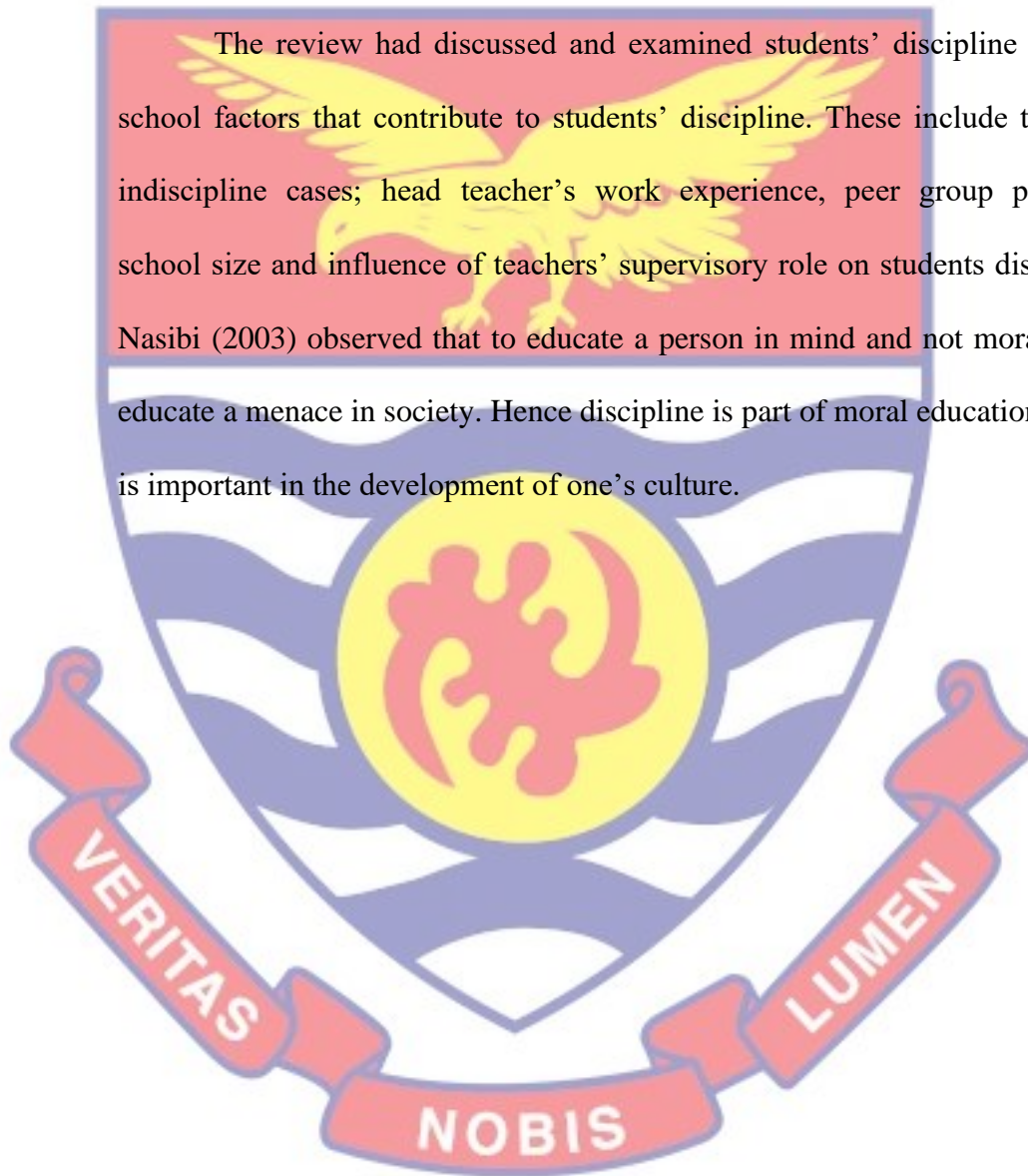
Mensah (2009) conducted a study on students' views on improving discipline in teacher training colleges. The study revealed that the types of discipline meted out in college are severe. For instance students are sometimes made to go on suspension for some weeks before they allowed coming to join their colleagues in school, students are not involved in the decision making in the school and students' indiscipline was attributed to factors such as bad training at home, lack of freedom for students, bad company in school, teachers ignoring misconduct and unclear school rules. Mensah highlighted that in improving discipline, students are faced with problems such as that: they feel restricted to voice out their problems thus students have limited opportunity to talk about their problems to the school administration, again ensuring discipline put too much pressure on them, students also think too much punishment make others tag them as bad students and this make their friends shun away their company.

Afrifa (2013) highlighted in his study that 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. He recommended that teachers ensure that they select a teaching method that caters for all categories of learners in order to attain disciplined classes. Proper records should also be kept by the teachers for proper and effective supervision of students' disciplinary activities.

Chapter Summary

The review had discussed and examined students' discipline and the school factors that contribute to students' discipline. These include types of indiscipline cases; head teacher's work experience, peer group pressure, school size and influence of teachers' supervisory role on students discipline. Nasibi (2003) observed that to educate a person in mind and not morals is to educate a menace in society. Hence discipline is part of moral education which is important in the development of one's culture.



CHAPTER THREE

RESEARCH MEHTODS

Introduction

The study sought to identify disciplinary practices at the Wesley College of Education, Ghana as perceived by students and administrators. The description of procedures that were used in the conduct of the study was what this chapter pursued to do. This chapter dealt with the research design, the population, sample and sampling techniques and the data collection instrument. It also contained the pilot testing, validity and reliability of instrument, data collection and analysis procedures.

Research Design

Research design as the scheme, outline or plan that is used to generate answers to research problems (Orodho, 2003). It examined thoroughly the case of the Wesley College of Education in Kumasi Metropolis. The design for this research was basically a descriptive survey. Creswell (2003) noted that a survey design provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population. From the sample results, the researcher can generalize or make claims about the population. Therefore, the research was approached from quantitative perspective. According to Glatthom (1998), quantitative perspective indicates that there is an objective reality that can be expressed numerically. The quantitative design gives a quantitative description of trends of a population through the sample. According to Best (1996), descriptive research is

concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes, opinions that are held, processes that are going on or trends that are developed. Amedahe (2000) also maintains that in descriptive research, accurate description of activities, objects, processes and persons is the object.

Thus, the survey design is a descriptive research method. Glatthorn (1998) intimates that the purpose of a descriptive research is to describe a phenomenon. Descriptive studies report frequencies, averages and percentages from which conclusions can be drawn from numerical values presented. The data described disciplinary processes as a correlate to student behavioural change in Wesley College of Education in Ghana. It is deemed the most appropriate method of conducting research because it can produce objective and meaningful interpretation of data.

On the other hand, there are some weaknesses of the descriptive survey. As indicated by Amedahe (2000), that, they are susceptible or easily influenced to distortions through the introduction of biases in the measuring instrument. The statement continued that, errors due to the use of questionnaires or interviews can distort a research finding. In addition, it is difficult to obtain a truly random sample of population and also, the design suffers from low response rate (Hackett, 1981). On his part, Jefferies (1999) stated that, “the design requires a skilled interviewer” (p.3). In a similar way, Fraenkel and Wallen (2000) held the view that the descriptive survey has some difficulties when using it in the sense that, questions to be answered must be clear but not misleading. They explained that, there could be a significant variation in the survey results depending on how the questions would be

structured. This implies that the findings of the study could not be easily determined without facing some challenges in the analysis of the results to arrive at generalisation. Irrespective of the weakness identified, I will not compromise my interest in adopting the design with the quality of work, with regard to the analysis of the results.

Population

The target population was students of Wesley College of Education, Kumasi in Ashanti Region. The College as at the period of conducting this research had student population of 1237 including 33 administrative staff who participated purposively. The population of students was based on the class lists of the year 2017 and 2018 academic year. There were 728 males and 509 females all aged from 20 and above. There were also 27 males and 6 females of the administrative staff all aged from 35 and above. The accessible population was the first and second year students because, during the study period, the final year students were on teaching practice.

Sampling Procedure

Wesley College of Education, during the 2017 and 2018 academic year, had student population of 831 on campus, 420 of them were first year students while 411 were second year students. The six School Representative Council executives were part of second year's population. Therefore, a sample of 265 students and 33 administration staff was selected for the study. The sample was selected based on the sample size determination table as posited by Krejcie and Morgan (1970).

Stratified, simple random and purposive sampling were used to select respondents for the study. Stratified sampling is 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). The population of the study was classified into two groups namely student and administrative staff. The student's group was further divided into three departments (General, Science/mathematics and French). This was applied to the students because of the mixed nature of the students as males and females. The males were more than the females, thus both were selected proportionately to get equal chance as a result of unequal gender distribution in students' academic level.

To ensure a representative sample of the population, simple random technique was used to select students from the departments which ensured that every member of the population had an equal chance of being selected for the sample using a sample frame. The simple random technique is a probability sampling technique for 'it draws from the wider population' (Cohen, Manion, Morrison, 2004). Again, random selection of the sample limits the probability that one chooses a biased sample. The 'hat method' of simple random technique was used to sample students. In using this method, the researcher wrote 'yes' or 'no' on strips of paper, students were made to pick from the hat one by one after the hat has been shaken. The students who picked 'yes' were included and those who picked 'no' were excluded. Any ballot paper picked was put back in the box to give others equal chance of being selected. The activity was carried out until the required numbers of respondents were attained. Purposively, School Representative Council Executives and administrative staff were also selected due to their membership of the school's disciplinary committee and knowledge of the research topic.

Data Collection Instrument

The instrument used for data collection was questionnaire. The researcher designed two sets of questionnaire. I constructed the two sets of questionnaire which had closed ended statements, designed to obtain information and data from the administrative staff and students. Structured questionnaires were preferred because of it is 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 questionnaires were divided into two parts. The first part collected background information from respondents. The second part of the questionnaire was made up of four sections and contained 55 items. Section A contained 13 items and covered information on measures of discipline; Section B contained 13 items and covered information on factors that enable college discipline practices, Section C contained 12 items and covered information on barriers that exist and the process of implementing measures to facilitate discipline and Section D contained 17 items and covered information on leadership practices that improve discipline in the Wesley College of Education.

Pilot Testing

The instrument was pilot tested among students and administrative staff at the Offinso College of Education, Offinso-Ashanti Region. This College was chosen because it bore almost the same characteristics as Wesley

College of Education in that they are mixed institution, have similar codes of conduct. Base on the responses from the respondents, the instruments were revised for clarity. 51 respondents comprising 45 students and 6 administrative staff were used for the pilot testing. I reviewed the responses and made a brief follow-up interview with some of the participating students and tutors to know if clarification of their responses were needed.

Validity and Reliability

In order to ensure the validity of the instruments, I submitted copies to his supervisors for their perusal and appropriate corrections. My supervisors made important inputs to determine the face validity of the questionnaire involving disciplinary practices at Wesley College of Education as perceived by students and administrators. Again, two colleagues who teach at the colleges of education were given the instruments to assess the items. Through this process the appropriateness of the language used was checked. Again, certain wordings which were perceived to be ambiguous were also modified as well as checking the various items to ensure that the items really measure what they are intended to measure.

After pilot testing, Cronbach's Alpha was used to test the reliability of the instruments. Best and Kahn (1995) contended that this testing for internal consistency helps to eliminate statements that are ambiguous or that are not of the same type as the rest of the scale. It recorded 0.77 and 0.89 as a reliability coefficient students and administrative staff respectively.

Data Collection Procedures

I obtained an introductory letter from the Director of the Institute for Educational Planning and Administration (IEPA) of University of Cape Coast.

The introductory letter helped the researcher to get the needed assistance and cooperation from the Principals and the Administrative staff of Wesley College of Education. I visited Wesley College of Education to seek permission and then arranged for convenient days and time for the administration of the questionnaire. I used four days to administer the questionnaires to students at their departmental lecture rooms and the administrative staff at their offices. Questionnaires were administered to students at 6:30AM each day. During the administration, students were briefed on the objectives of the study and the need to respond frankly to the items. The items were then distributed to them. The students' concern were addressed after which they were given time to respond to the items. The completed questionnaire were retrieved the same day with the assistance of administrative staff of the respective department during their breakfast period which ensured excellent return rate.

Ethical Consideration

Ethical issues confront every researcher who embarks on a study involving humans as subjects. Some general agreements have been shared by researchers on proper and improper conducts in scientific enquiries. The researcher ensured that the anonymity and confidentiality in the course of data collection were dealt with. No identity of respondents were revealed. This was achieved by concealing their true identities using code words to represent them.

Finally, respondents were convinced that the researcher was pursuing genuine academic exercise devoid of any deception by showing them a letter from the school and the researcher's identity card as a student. By the above

methods, the researcher ensured neutrality and objectivity which made the findings representative views of the respondents.

Data Analysis and Processing

To answer research question one on the attitude of students of Wesley College towards disciplinary practices, the data obtained from the respondents

on the questionnaire were scored for respondent which individual item means were calculated for. The responses were coded to determine the direction of students and administrative staff's responses that is, whether they have a positive or negative view of disciplinary practices. In order to do this, the responses that were obtained from the data collection process were coded from 1-4 for positively worded items from "Strongly Disagree" to "Strongly Agree" in that continuum. This indicated the relative standing of the individuals on the dimensions of their view on the instrument. After obtaining the mean of means, those items which recorded means between and above the decision rule were selected and commented on as well as those items whose means fell below the decision rule.

The second research question sought to find out what factors, as perceived by students at Wesley College of Education in Ghana influence discipline practices. The responses were coded to determine the direction of teacher's responses that is, whether they have a positive or negative view of factors influencing disciplinary practices. In order to do this, the responses that were obtained from the data collection process were coded from 1-4 for positively worded items from "Strongly Disagree" to "Strongly Agree" in that continuum. To answer this research question, individual item means and standard deviation were computed and commented on based on the decision

rule.

The third research question sought to find out from respondents, what barriers exist in the process of implementing measures to improve discipline at the Wesley College of Education. The responses were coded to determine the direction of teacher's responses that is, whether they have a positive or negative view of barriers affecting the process of implementing measures to improve discipline. In order to do this, the responses that were obtained from the data collection process were coded from 1-4 for positively worded items from "Strongly Disagree" to "Strongly Agree" in that continuum. To answer this research question, individual item means and standard deviation were computed and commented on based on the decision rule.

To answer research question four on ways leadership practices improve discipline in Wesley College of Education in Ghana, the data obtained from the respondents on the questionnaire were scored for respondent which individual item means were calculated. The responses were coded to determine the direction of students and administrative staff's responses that is, whether they have a positive or negative view of leadership roles improving disciplinary practices. In order to do this, the responses that were obtained from the data collection process were coded from 1-4 for positively worded items from "Strongly Disagree" to "Strongly Agree" in that continuum. This indicated the relative standing of the individuals on the dimensions of their view on the instrument. After obtaining the means, those items which recorded means within the decision rule were selected and commented on as well as those items whose means fell below the decision rule.

Chapter Summary

In this section, the research design was outline and used the descriptive survey design. It explained the descriptive survey design, population and sampling procedure. The data collection instrument, data collection procedures and data analysis and processing were further discussed.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The main purpose of this study was to identify disciplinary practices at the Wesley College of Education, Ghana as perceived by students and administrators. This chapter presented results and discussion of data collected for the study. The results and discussion were made in respect of the issues addressed by the research questions. The research questions were analysed using quantitative tools. The disciplinary practice questions were analysed using descriptive statistics (mean and standard deviation).

Background Information of Respondents

Items were developed to collect information on the background information of both students and administrators who participated in the study. The background information of the respondents comprised of the gender of respondents, age range of respondents and the level of student respondents. Table 1 shows the distribution of the sample by gender.

Table 1: Gender of the Respondents

Description	Males (%)	Female (%)	Total (%)
Gender of students	150 (57.9)	109 (42.1)	259 (100)
Gender of Administrators	27 (81.8)	6 (18.2)	33 (100)

Source: Field survey, Opoku (2017).

From Table 1, it is observed that 150 respondents, representing 57.9 % were male students and 109 respondents representing 42.1% were also female

students. The conclusion made from the table suggests that majority of the students who were respondents to the questionnaire were males. About the gender of the administrators, Table 1 shows that 27 (81.8%) were male administrators and 6 (18.2%) respondents were female administrators. Thus, it can be concluded that majority of administrators who responded to the questionnaire were also males. Respondents were also asked to indicate their age. The distribution of respondents by age is presented in Table 2.

Table 2: Age of the Respondents

Description	Age Groupings	Frequency	Percent (%)
Students	18-24	224	86.5
	25 and Above	35	13.5
Total		259	100.0
Administrators	35 and Above	33	100
Total		33	100.0

Field survey, Opoku (2017).

From Table 2, it is seen that 224 (86.5%) of the student respondents were in the age range of 18-24 and 35 (13.5%) of the student respondents were 25 years and above. Focusing on the administrators, all the 33 (100%) respondents were 35 years and above. Students were asked to indicate their level of study as presented in Table 3.

Table 3: Level of the Respondents

Level	Frequency	Percentage
level 100	136	52.5
level 200	123	47.5
Total	259	100.0

Field survey, Opoku (2017).

From Table 3, it can be concluded that the majority of respondents (136 representing 52.5%) were in level 100 while 123 respondents representing 47.5% were in level 200.

Results

The results of the data analysis are presented in this section of the chapter. The analyses are arranged and presented in relation to the research questions which directed the study. Descriptive statistics such as means and standard deviation were used in analysing the data. In employing the mean and standard deviation for the analysis, a decision rule followed is presented in Table 4 and 5.

Table 4: Decision Rule for Means Values

Means	Scale
4.0-3.5	Strongly Agree
3.4-3.0	Agree
2.9-2.5	Disagree
2.4-1.0	Strongly Disagree

Field survey, Opoku (2017).

Table 5: Decision Rule for Standard Deviation Values

Standard Deviation Values	Interpretation
1 or greater than 1	Responses differ much from each other
Less than 1	Responses did not differ much from each other

Field survey, Opoku (2017).

Research Question 1: What are the available disciplinary practices in the Wesley College of Education?

This research question sought to find out the available disciplinary practices utilised in the Wesley College of Education. The data obtained from respondents were analysed using means and standard deviation based on the decision rule. The results are presented in Table 6 and 7.

**Table 6: Disciplinary Practices in the Wesley College of Education-
Students**

Description	Mean	Std. Deviation
Guidance and counselling services	3.61	.657
Rewarding student effort	3.58	.750
Encouragement to improve students' behaviour.	3.52	.661
Getting students involved in the decision making in the school.	3.46	.743
Strong religious training in the colleges.	3.33	.786
Communicate expected behaviour	3.24	.734
Involvement of parent to improve discipline	3.00	.906
Clear and few rules of discipline	2.97	.929
In school suspension	2.63	.867
Withdrawal of privileges.	2.12	.899
Severe punishment meted out in college	2.07	.988
Out of school suspension.	2.06	.881
Application of corporal punishment	2.03	.964

Field survey, Opoku (2017).

It is evident from Table 6 that students have several views in ensuring discipline in their school. Students strongly agreed that providing guidance and counselling services (M=3.61, SD=0.657) is one means of ensuring discipline in their school. Table 6 further revealed that students agreed that getting students involved in decision-making and strong religious training (M=

3.33, SD=0.786; M=3.46, SD= 0.743 respectively) were other means of ensuring discipline in their school. However, the table shows that students disagreed on in-school suspension (M=2.63, SD=0.867) as a means of ensuring discipline in their school. Table 6 clearly reveals that students strongly agreed to the fact that application of corporal punishment (M=2.03, SD=0.964) and out of school suspension (M=2.06, SD=0.881) were means of ensuring discipline in their school.

The views of administrators on available disciplinary practices in the Wesley College of Education are displayed in Table 7.

Table 7: Disciplinary Practices in the Wesley College of Education- Administrators

	Mean	Std. Deviation
Encouragement to improve students' behaviour.	3.67	.692
Communicate expected behaviour	3.67	.645
Guidance and counselling services	3.48	.566
Rewarding student effort	3.48	.508
Getting students involved in the decision making in the school.	3.33	.595
In school suspension	3.27	.517
Involvement of parent to improve discipline	3.21	.781
Strong religious training in the colleges.	3.03	.770
Clear and few rules of discipline	2.85	1.121
Out of school suspension.	1.97	.810
Withdrawal of privileges.	1.48	.712
Severe punishment meted out in college	1.42	.708
Application of corporal punishment	1.33	.479

Source: Field survey, Opoku (2017).

Table 7 shows that administrators strongly agreed that encouraging students to improve their behaviour (M=3.67, SD=0.692) and communicating their expected behaviour were means of ensuring discipline in the school. The

administrators also agreed that providing guidance and counselling services (M=3.48, SD=0.566) and getting students involved in the decision-making of the school (M=3.33, SD=0.595) were also means of enhancing discipline in the school. Table 7 further reveals that administrators strongly disagreed to the fact that application of corporal punishment (M=1.33, SD=0.479) and out of school suspension (M=1.97, SD=0.810) were means of ensuring discipline in their schools.

Research Question 2: What factors, as perceived by students at Wesley College of Education in Ghana, influence discipline practices?

This research question sought find out what factors, as perceived by students and administrators enable discipline practices at Wesley College of Education. The data obtained from respondents were analysed using means and standard deviation based on the decision rule. The results are presented in Table 8 and 9.

Table 8: Factors Influencing Disciplinary Practices-Students

	Mean	Std. Dev.
Bad company in school	2.96	1.157
Bad training at home	2.76	1.044
Lack of freedom for student in school	2.56	1.161
Socio-economic background of student.	2.49	1.072
Overcrowding in halls/ classrooms	2.41	1.121
Inability of teachers to maintain good discipline	2.35	1.156
Excessive use of punishment	2.32	1.132
Unfairness and harsh treatment of students by teachers	2.25	1.162
Unclear school rules	2.25	1.100
Failure to reward compliance to school behaviour expectations	2.25	1.100
Teachers ignoring misconduct.	2.24	1.167
Corporal punishment	2.19	1.128
P.T.A. decisions	2.16	1.199

Field survey, Opoku (2017).

Findings from Table 8 suggest students felt that bad training at home (M=2.76, SD=1.044) and bad company (M= 2.96, SD=1.072) to a very large extent contributed to indiscipline in schools. The students however, felt that overcrowding in halls/classrooms (M=2.41, SD=1.121) and the inability of teachers to maintain good discipline (M=2.35, SD=1.116) averagely to some extent accounted for the indiscipline at their school. Furthermore, Table 8 reveals that students felt to a least extent that PTA decisions (M= 2.16, SD=1.199) was a factor for indiscipline at their schools.

The views of administrators on factors influencing disciplinary practices at the Wesley College of Education are presented in Table 9.

Table 9: Factors Influencing Disciplinary Practices-Administrators

	Mean	Std. Deviation
Socio-economic background of student.	2.70	.684
Lack of freedom for student in school	2.64	.742
Teachers ignoring misconduct.	2.58	.708
Inability of teachers to maintain good discipline	2.52	.755
Bad company in school	2.48	.870
Unfairness and harsh treatment of students by teachers	2.48	.667
Unclear school rules	2.48	.712
Overcrowding in halls/ classrooms	2.45	.754
Corporal punishment	2.39	.747
Excessive use of punishment	2.39	.788
Bad training at home	2.36	.653
Failure to reward compliance to school behaviour expectations	2.36	.742
P.T.A. decisions	2.27	.719

Field survey, Opoku (2017).

Table 9 shows that on the part of administrators, they felt to a very large extent that the socio-economic background of students (M=2.70, SD=0.684) played a factor in the indiscipline behaviour of students in the school. Findings from Table 9 again show that administrators felt to a large extent that lack of freedom for students in school (M= 2.64, SD=0.742) contributed to indiscipline in school. Administrators however felt to an average extend that bad company in school (M=2.48, SD=0.870) and unclear school rules (M=2.48, SD=0.17) were factors that contributed to indiscipline in the schools. They felts to a least extent that parent teacher association decisions (M=2.27, SD=0.719) was a factor that enabled indiscipline in schools.

Research Question 3: From students’ perception, what barriers exist in the process of implementing measures to improve discipline practice?

This research question sought to find out students and administrators’ perception of barriers that exist in the process of implementing measures to improve discipline practice in the Wesley College of Education. The data obtained from respondents were analysed using means and standard deviation based on the decision rule. The results are presented in Table 10 and 11.

Table 10: Barriers that Affect the Process of Implementing Measures to Improve Discipline Practice-Students

	Mean	Std. Deviation
Feel embarrassed when punished.	2.82	1.066
Students feel restricted to voice their problems.	2.81	2.743
Tagged as bad student.	2.62	1.133

Table 10: Continued

Students feel restricted by disciplinary measures.	2.59	.990
Lack of freedom on the part of students to do what they want.	2.53	1.090
Enforcing school rules put pressure on students.	2.53	1.115
Students feel unfairly treated when punished.	2.48	1.061
Students feel disturbed and unable to learn.	2.47	1.125
Feeling disliked by teachers.	2.42	1.025
Feeling disowned by teachers.	2.31	1.328
Feel disrespected by teachers.	2.25	1.185
Rejection by friends	2.17	1.090

Field survey, Opoku (2017).

The findings evolving from Table 10 suggest that students disagreed that feeling embarrassed when punished was a barrier to the process of the implementing discipline in their school (M=2.82, SD=1.066). Similarly, the students disagreed that lack of freedom on the part of students to do what they want was a barrier to implementing discipline in their schools (M= 2.53, SD=1.09). The table also reveals that students strongly disagreed to the fact that feeling disowned by teachers was a barrier to the implantation of discipline in their schools (M= 2.31, SD=1.32). In the same manner, the students further strongly disagreed that rejection from friends was a barrier to the establishment of discipline in their school (M= 2.17, SD=1.09).

Table 11 present views of administrators on barriers that exist in the process of implementing discipline practices.

Table 11: Barriers that Affect the Process of Implementing Measures to Improve Discipline Practice- Administrators

	Mean	Std. Deviation
Feel embarrassed when punished.	2.85	.442
Rejection by friends	2.73	.574
Students feel disturbed and unable to learn.	2.61	.659
Feeling disowned by teachers.	2.61	.704
Feel disrespected by teachers.	2.58	.614
Students feel restricted to voice their problems.	2.58	.708
Students feel unfairly treated when punished.	2.55	.617
Enforcing school rules put pressure on students.	2.52	.712
Students feel restricted by disciplinary measures.	2.48	.667
Tagged as bad student.	2.48	.667
Lack of freedom on the part of students to do what they want.	2.45	.833
Feeling disliked by teachers.	2.36	.699

Field survey, Opoku (2017).

It is evident from Table 11 that administrators disagreed that students feeling embarrassed when punished was a barrier in the process of implementing measures to improve discipline (M=2.85, SD=0.44). Table 11 further displays that administrators disagreed that students' feeling of being disowned by their teachers was a barrier in the process of implementing measure's to improve discipline (M= 2.61, SD= 0.70). Table 11 again shows that administrators strongly disagreed that tagging students as bad was a barrier to the process of implementing measures to improve discipline.

Research Question 4: In what ways could leadership practices improve discipline in Wesley College of Education in Ghana?

This research question sought to find out ways leadership practices could improve discipline in the Wesley College of Education. The data obtained from respondents were analysed using means and standard deviation based on the decision rule. The results are presented in Table 12 and 13.

Table 12: Leadership Practices that Improve Discipline-Students

	Mean	Std. Deviation
Orientation program on school discipline for fresh men and women.	3.42	.809
Principal and leadership play important roles in establishing school discipline, effective administration and personal example.	3.39	.797
Reminding students to respect school rules and regulations from time to time.	3.37	.758
Principal is respected and liked rather than feared by students.	3.33	.842
Promoting good social life through counselling activities.	3.33	.785
Help students with social, psychological, emotional and behavioural problems through counselling.	3.33	.811
The school discipline components include a climate of mutual respect, an environment conducive for learning and steps to ensure the safety of students.	3.28	.877
Giving guidance on appropriate behaviour expected from students.	3.28	.784
Guiding students to learn appropriate procedures to voice their problems.	3.27	.776
Consulting students on challenges facing them on campus.	3.20	.869

Table 12: Continued

Referring students with serious social and emotional problems to psychologist for assistance.	3.16	.937
Data support system for discipline records.	3.12	.788
School programmes and policies are used to share information on discipline base on collected data.	3.02	.908
Educators use information to appropriately determine the propensity for behaviours to reoccur.	2.91	.830
Accurate data on students' behaviour problems.	2.91	.842
Review of collected data are shared with teachers and others in the school on a regular basis.	2.85	.902
Difficulty maintaining systematic records beyond students' attendance and suspension statistics.	2.59	.912

Field survey, Opoku (2017).

Table 12 shows that students agreed that promoting good social life through guidance and counselling activities and helping students with social, psychological, emotional and behavioural problems through counselling (M= 3.33 SD= 0.842; M=3.33, SD= 0.785 respectively), disciplinary practices in schools will be improved. The Table further shows that students agreed that principals and school leaderships play important roles in establishing school discipline effective through administrative means and personal example (M= 3.39, SD= 0.797). The table also shows that organising orientation programmes on school discipline for fresh men and women in the school was a means of improving discipline. It is evident in Table 12 that the students disagreed that collecting accurate data on students' behavioural problems and reviewing of collected data shared among teachers and other staff in the school will improve discipline in the school (M=2.01. SD=0.830; M=2.85, SD= 0.902) respectively.

Table 13 presents views of administrators on leadership practices that improve discipline in the Wesley College of Education.

Table 13: Leadership Practices that Improve Discipline-Administrators

	Mean	Std. Deviation
Principal is respected and liked rather than feared by students.	2.88	.740
Reminding students to respect school rules and regulations from time to time.	2.82	.683
Giving guidance on appropriate behaviour expected from students.	2.82	.727
Help students with social, psychological, emotional and behavioural problems through counselling.	2.79	.696
Consulting students on challenges facing them on campus.	2.76	.708
Orientation programme on school discipline for fresh men and women.	2.76	.751
The school discipline components include a climate of mutual respect, an environment conducive for learning and steps to ensure the safety of students.	2.73	.761
Principal and leadership play important roles in establishing school discipline effective administration and personal example.	2.70	.810
Promoting good social life through counselling activities.	2.70	.684

Table 13: Continued

Referring students with serious social and emotional problems to psychologist for assistance.	2.61	.747
Guiding students to learn appropriate procedures to voice out their problems.	2.58	.614
School programmes and policies are used to share information on discipline base on collected data.	2.33	.890
Difficulty maintaining systematic records beyond students' attendance and suspension statistics.	2.30	.810
Review of collected data are shared with teachers and others in the school on a regular basis.	2.06	.747
Accurate data on students' behaviour problems.	1.97	.918
Data support system for discipline records.	1.94	.998
Educators use information to appropriately determine the propensity for behaviours to reoccur.	1.85	.834

Source: Field survey, Opoku (2017).

Table 13 shows that administrators agreed that promoting good social life through guidance and counselling activities and helping students with social, psychological, emotional and behavioural problems through counselling help to improve discipline (M= 2.70 SD= 0.684; M=2.82, SD= 0.787 respectively). The Table further shows that students disagreed that principals and school leaderships play important roles in establishing schools discipline effective through administrative means and personal example (M= 2.70, SD= 0.810). The table also shows that administrators disagreed that organising orientation programmes on school discipline for fresh men and women in the school was a means of improving discipline. It is evident in

Table 13 that the administrators disagreed that collecting accurate data on students' behavioural problems and reviewing of collected data shared among teachers and other staff in the school will improve discipline in the school ($M=2.01$, $SD=0.830$; $M=2.85$, $SD= 0.902$) respectively.

Discussion

This section discusses the research results of the study and incorporate it with existing literature. The study revealed that students and administrators agreed that the provision of guidance and counselling services to students, communicating desired behaviour expected from students to them, rewarding the efforts of students, involving students in decision-making at the school level and encouraging students to improve their behaviour are measures that can be put in place to enhance discipline in the school. The views expressed by students and administrators appear to suggest that ensuring discipline to affect student behaviour in the school heavily depends on how student's behaviour is shaped towards producing disciplined lifestyle or behaviour. This is the responsibilities of teachers and administrators to train students in acquiring good conduct and behaviour at the school. However, respondents disagreed on withdrawal of privileges, in-school and out-school suspensions and application of corporal punishment as means of ensuring discipline in their school.

These findings are in support of Padilla (2012) that when these measures are put in place, it enables the students to focus more and with good focus, they master the skills offered by teachers. But with the absence of these factors, students' instruction and learning processes are interfered. The absence of measures that ensure discipline may limit students from achieving

the full advantage of academic instruction. Ensuring discipline in schools is one of the key functions of the school management. In similar vein, the findings of study are in line with Steere (1988) that rules should be specific and rules should be visible to all learners. Different charts should be used for different sets of rules. Just as with rules, consequences for violating rules should be explained and be visible to all learners.

Lewis (2001) examined classroom discipline and student responsibility and found that teachers are perceived by students to react to classroom misbehaviour by increasing their use of force or aggressive style of discipline. However, the disciplinary style (punishment) Australian students perceived to be the most utilised is regarded by some scholars to be ineffective and serve little or no useful purpose (Roache & Lewis, 2011). This findings is consistent with findings of this study as students and administrators disagree in using corporal punishment as a measure for disciplinary practice. Both study agrees that punishment and aggression distract students from schoolwork and create negative affection towards the administrators (Lewis et al., 2008). It is apparent that literature is clear on the need for teachers and administrators to train students to be disciplined at school through the provision of counselling and guidance services, getting students involved in school decision-making among others rather than focusing on punishment or withdrawal of student privileges as a means of ensuring discipline in schools.

Furthermore, the study showed that there are some factors that have been attributed to the causes of indiscipline in schools. These are factors emanate from the school. Findings reveal that bad training at home, bad company at school and lack of freedom at school were factors that caused

indiscipline in school and enable disciplinary practices. It is evident that unclear school rules, failure to reward compliance to school behaviour expectations PTA decisions etc. also strengthens disciplinary practices. Observation made from this finding suggests that teachers, parents and administrators are not to be blamed for the indiscipline behaviours of students.

This is in contradiction with the views of Mugambi (2005), who asserts that the blame on indiscipline in schools could be laid squarely at the feet of head teachers. He further goes on to clarify that one major cause of indiscipline is the head teachers' absence from school. According to MOEST (2000), on indiscipline in Central Province Schools in Kenya, one of the leading causes of unrests was the habitual absence of head teachers from schools. Some head teachers were not always in school to give guidance to those under them; they were not always available at critical times to give direction and counsel to teachers, students and support staff. The temptation to be absent from school is indeed greater in public day schools. This leads to loss of touch with the school. Absentee head teachers indeed create loopholes and lack of co-ordination in school activities, (KNA, 2008).

Teachers have also been found out to be the cause of indiscipline in schools. Some teachers are not strict in maintaining discipline among learners. Others side with students against the administration and even incite the students to strike. According to MOEST (2000), some teachers are said to be dangerously ambitious, leading to incitement of students. Paaga (2007) in an article entitled, "teachers are to blame for indiscipline in schools," lamented that the utterances of some teachers in schools were some of the root causes of indiscipline and riotous behaviour among students of such institutions.

Unguarded comments like, “it is only in this school that such bad meals are prepared for students to eat”, is a recipe for rioting by students. The views of students and administrators gathered from this study suggested that teachers are not the cause of indiscipline in school but the literature says otherwise.

Literature has also come out with the fact that the type of environment in which a child is brought up determines to a large extent the behaviour and characteristics that will be exhibited by that child when he/she becomes a grown up. Indeed Mwaniki (2003) as cited in Farrant, concurs that the environment is like the blacksmiths forge tapers and alters our natural characteristics, moulds and alters us according to the treatment given. The widespread unrests and indiscipline among the students reflects the prevailing lawlessness and frustration in the society, (Rahul, 2008). A conclusive fact would therefore be that students’ indiscipline is a manifestation of what is happening in the schools and society at large.

Regarding the socio economic background of students as a cause of indiscipline in schools, both students and administrators disagreed to the statement. This presupposes that both students and administrators feel that the social economic background of students should not be an attribute to indiscipline in the schools. This however, contradicts literature reviewed for this study. This contradicts the findings of Ikambili (2003), who revealed that poverty and political violence influenced children to develop a pessimistic and insecure concept of the world, their life and future. According to the study, such children fight violence with violence, and use violent means to protect themselves and avenge violence (Ikambili, 2003). Again, Kimani, (2006) has noted that with increased levels of poverty in the country, parents find it

prohibitive to provide food, shelter and healthcare, let alone educate their children. Thus, it could be a breeding ground for indiscipline in schools. Families with low socio-economic background may not be able to buy their children school uniforms and textbooks. The temptation to steal from others to make ends meet is therefore indeed great. Assignments may not be done too, due to lack of space and lighting equipment, all of which are perceived as indiscipline in schools.

Equally, the results of the study further revealed that feeling embarrassed when punished, lack of freedom on the part of students to do what they want, tagged as bad student, students feel restricted by disciplinary measures, enforcing school rules put pressure on students, rejection by friends and feeling disowned by teachers were perceived barriers which exist in the process of implementing measures to improve discipline in the Wesley College of Education. This assertion made by the respondents is in line with the observation of Aguba (2009). Aguba (2009) noted that discipline is needed to produce a breed of well-cultivated youths who will develop not only respect for themselves but also for others in the school and society. Thus, students and administrators tag students involve disciplinary issues are to be bad; they are sometimes rejected and disowned by friends.

The findings are in line with the findings of Bwoginda (2011) that young people are eager to participate in shared activities and to exchange ideas and opinions with their friends. This leads to the formation of stable friendship groups and the development of mutual togetherness. During adolescence stage, secondary school students are challenged with demand for personal needs and social pressures. This forces them to identify with a peer group.

Failure to conform to the group norms could lead to isolation, resulting to loneliness. This can lead to the affected student feeling desperate and depressed leading to indiscipline in the school.

Findings from the study however, disputes the facts revealed in literature on peer pressure. Kiiru (2004) argues that peer pressure influences the abuse of substance under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life. Thus, if a student would associate with a group that practise such things, the student's discipline will be negatively affected because bad company corrupts good morals.

The study showed further that leadership practices would improve discipline in Wesley College of Education in Ghana. Regarding the leadership practices that can improve discipline in Colleges of Education, students and administrators agreed that organising orientation programmes on school discipline for newly admitted students and reminding students to respect school rules and regulation from time to time was a means to improve discipline in schools, gathering accurate data on students' behaviour was a means to improve discipline in schools. Literature on this subject suggests that administrators who follow orderly guidelines and policies and who use accurate data support system with standardized information can make record keeping and punishment consistent. Furtwengler and Konnert (1982) stated that administrators without the benefit of information of previous actions of a student cannot accurately assess the situation or give appropriate consequences for the student. Information related to discipline permeates the school organization.

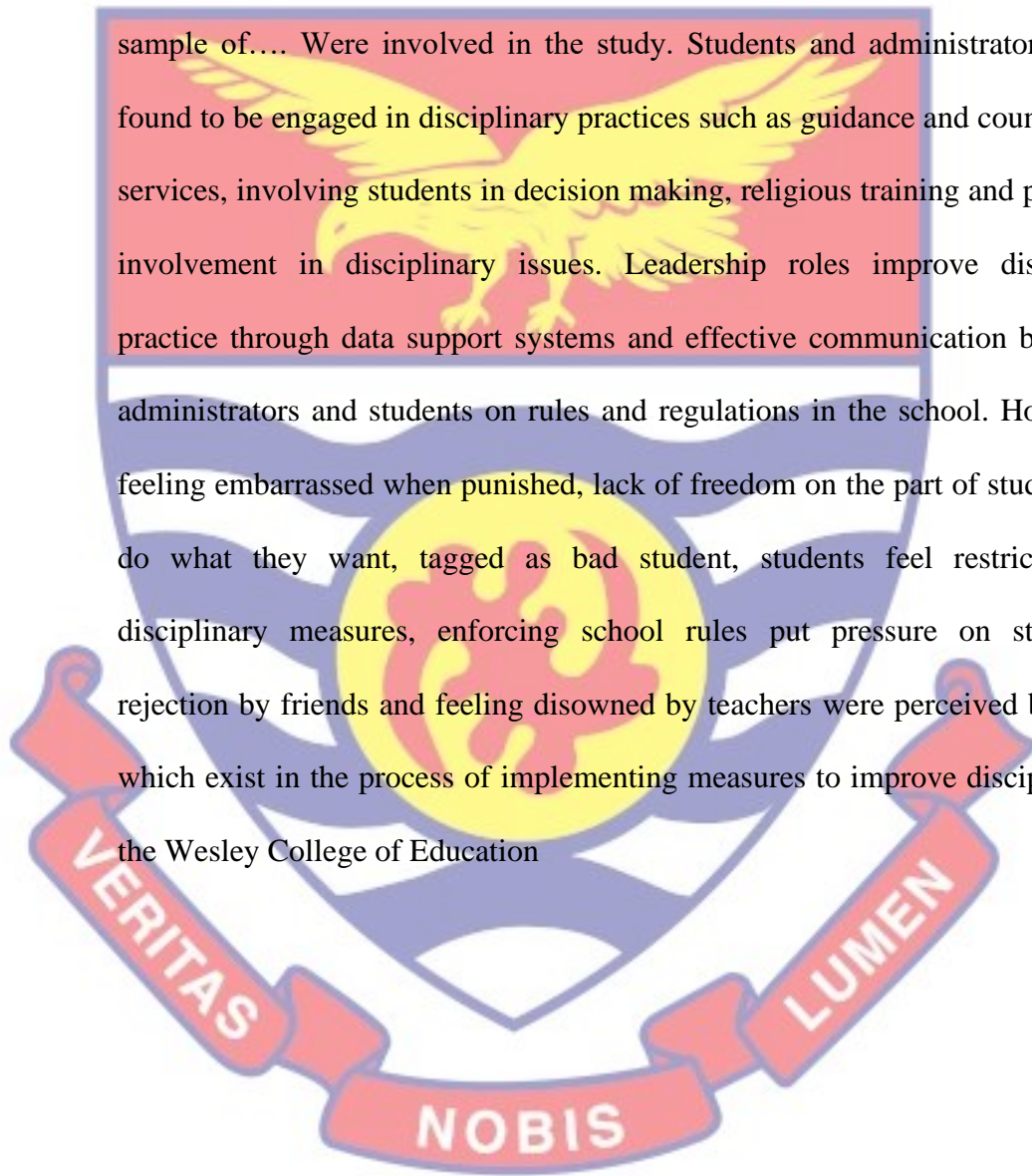
The selection of useful information from among the available data and the classification of that information are extremely important. Educators can use information to appropriately determine the propensity for behaviours to reoccur, the circumstances in which they occur, and the place. Patterns, or the lack of such patterns, can then be observed in the data. The findings are in line with the findings of Duke and Meckel (1980), keeping data permit school personnel to concentrate on priority problems, anticipate future concerns, combat rumours, and set realistic objectives for the improvement of student behaviour. Despite the value of accurate data on student behaviour problems, many administrators have difficulty maintaining systematic records beyond student attendance and suspension statistics. Faced with growing crime problems, schools in large cities are being compelled to ensure that incidents are more efficiently recorded.

In most schools, the Principal is the Administrative Head or Chief Executive of the institution who plan, control, command, organise and co-ordinate all the activities that take place in the school (Mbua, 2003). In this connection, principals have records of students' indiscipline and are in better position to explain to other stakeholders, especially parents on the conduct of their children. Thus, every school administrator requires a good measure of discipline in his school. Students' indiscipline is instigating a menace in all parts of the world. Blasé and Blasé (1999) also found out effective principals are respected and liked rather than feared by students. They can communicate steadfast consideration and respect for students; yet adhere firmly to the school's discipline programme. Blasé and Blasé stressed that principals who are power oriented, and who want to control teachers with bureaucratic

“snooping” are not effective. The supportive, inquiry-oriented leader who encourages collegiality and reflective professional development and assists staff in discipline matters is more successful

Chapter Summary

This chapter presented the results and discussions of the study. A sample of... Were involved in the study. Students and administrators were found to be engaged in disciplinary practices such as guidance and counselling services, involving students in decision making, religious training and parental involvement in disciplinary issues. Leadership roles improve discipline practice through data support systems and effective communication between administrators and students on rules and regulations in the school. However, feeling embarrassed when punished, lack of freedom on the part of students to do what they want, tagged as bad student, students feel restricted by disciplinary measures, enforcing school rules put pressure on students, rejection by friends and feeling disowned by teachers were perceived barriers which exist in the process of implementing measures to improve discipline in the Wesley College of Education



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The Chapter was divided into three sections. The first section highlighted the summary of the main findings of the study. The second section discussed the overall study conclusions and implications of the study findings. Section three discussed the recommendations and suggestions for further research.

Summary

The purpose of this study was to identify disciplinary practices at the Wesley College of Education. The study further examined the attitude of students towards disciplinary practices in order to identify factors, as perceived by the students that play a role in well organised college discipline practices, to examine the barriers to students' discipline practices and to examine the role of leadership practices in improving discipline in Wesley College of Education in Ghana. The study was guided by the following research questions:

1. What is the attitude of students towards disciplinary practices?
2. What factors, as perceived by students at Wesley College of Education in Ghana, enable discipline practices?
3. From students' perception, what barriers exist in the process of implementing measures to improve discipline?
4. In what ways could leadership practices improve discipline in Wesley College of Education in Ghana?

Relevant literature related to disciplinary practices were also reviewed on key areas such as concept of discipline, leadership role improving discipline practices, attitude of students towards disciplinary practices and barriers influencing the implementation of disciplinary practices. The research design adopted for the study was the descriptive survey design. The target population for this study comprised students and administrators of Wesley College of Education, Kumasi in Ashanti Region. The population of students was based on the class lists of the 2017 and 2018 academic year. The stratified, simple random and purposive sampling were used to select 265 students and 33 administrative staff for the study. The research instrument that was employed to gather data for the study was the questionnaire. The data was analysed using means and standard deviation.

Key Findings

In this study, four research questions were answered to ascertain disciplinary practices at the Wesley College of Education in Ghana

Research Question One

The main purpose of this research question was to find out the attitude of students towards disciplinary practices. Results on the attitudes of students towards disciplinary practices at the Wesley College of Education confirmed that students agreed that encouraging students to improve their behaviour, communicating the expected behaviour of students to them and providing guidance and counselling services to students are means of ensuring discipline in school. The study further revealed that the students were of the view that withdrawing of privileges given to students, and the application of corporal punishment to students were not means of ensuring discipline in the Wesley

College of Education.

Research Question Two

The second research question was to find out the factors, as perceived by students at Wesley College of Education in Ghana that enable discipline practices. From the findings of the study, it was evident that bad company in school, bad training at home and lack of freedom for student in school were factors that caused indiscipline in the Wesley College of Education in Ghana. The study further revealed that the students and administrators were of the view that teachers ignoring the misconduct of students and decisions taken by the Parent Teachers Association were not causes of indiscipline in the College.

Research Question Three

The objective was to find out students' perception of what barriers existed in the process of implementing measures to improve discipline. The findings of the study revealed discipline in the college could not be improved because students felt embarrassed when punished. Another barrier was the fear and intimidation on the part of students to voice out their problems. Tagging students as bad students was also identified as a barrier to implementing discipline in the college.

Research Question Four

The research question examined the ways in which leadership practices could improve discipline in Wesley College of Education in Ghana. The findings of the study revealed that students and administrators agreed that some ways in which discipline could be improved in the college of education is when principals are respected and liked rather than feared by students. The findings also revealed that continuously reminding students to respect school

rules and regulations from time to time and giving guidance on appropriate behaviour expected from students are ways by which leaderships of the college of education can improve discipline in their schools. The study further revealed that when students are assisted with social, psychological, emotional and behavioural problems through counselling, it could help in improving discipline in the college. It was also revealed in the study that the provision of orientation programmes on school discipline for fresh men and women is other way of improving discipline in the college of education. In addition, principal and leadership play important roles in establishing school discipline effective through good administrative practices and personal example.

Conclusions

Having summed up the findings of the study, the researcher has come to conclude with regard to the role of discipline in effective management of a school. It can be concluded from the findings of the study that effective management of the school should not be taken for granted. Administrators, members of the academic board, staff, prefects as well as the rest of the students themselves should make deliberate efforts to curb and maintain discipline among the students in schools. It may be that teachers today expect more from students than the students can offer, there by not becoming satisfied with whatever students do and thus neglecting students in whatever they do leading to countless acts of indiscipline in schools.

In view of this, it is suggested that the school authorities should involve the students in the formulation of rules to enhance their uses and procedures. This is because when students participate in developing and reviewing school discipline measures, it creates a sense of ownership and

belongingness. Widespread dissemination of clearly stated rules and procedures; assures that all students and staff understand what is and what is not acceptable.

Recommendations

In the light of the findings discussed above and the conclusions drawn, the

following recommendations have been made:

1. There should be effective guidance and counselling services at Wesley College of Education, which is managed by professionals to address students' challenges and to counsel students on good behaviour. To this end College authorities should set up counselling centres with professional counsellors. This will help students to be able to share their problems. Again the counsellors should organise programmes to educate the students. This may also guide students to develop good morals.
2. The Wesley College of Education authorities should provide helpline centres where students can channel their grievances to the counselling unit for assistance. This will protect the identity of students whenever their complains are forwarded to school authorities.
3. Disciplinary measures should be meted out for correctional purposes, but not as means of punishment and also as a settlement of scores at Wesley College of Education. Especially the female students are mostly affected in this direction. Some tutors and administrators use discipline as decoy to sanction some students if they do not give in to their demands.
4. Administrators at the Wesley College of Education 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.

5. In making critical decisions that can affect students' interest, the Principal and the school board should involve students. They could do this through the School Representative Councils. There should be clarity of rules, this will enable students to understand the rules and abide by them.

Suggestions for Further Research

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.

Students should be studied under conditions where they are involved in decision making and where they are not involved so as to find their effect on the level of discipline in the school. A large scale study on the causes and techniques of discipline with random samples taken across the country could be undertaken so as to enable more generalized statements to be made and to have a national picture.

It is suggested to future researchers to extend the sample to include all stakeholders such as Board of Governors, parents and old students Associations. As stakeholders in the education of students, their perceptions about discipline and contributions will provide suggestions to maintaining discipline in schools.

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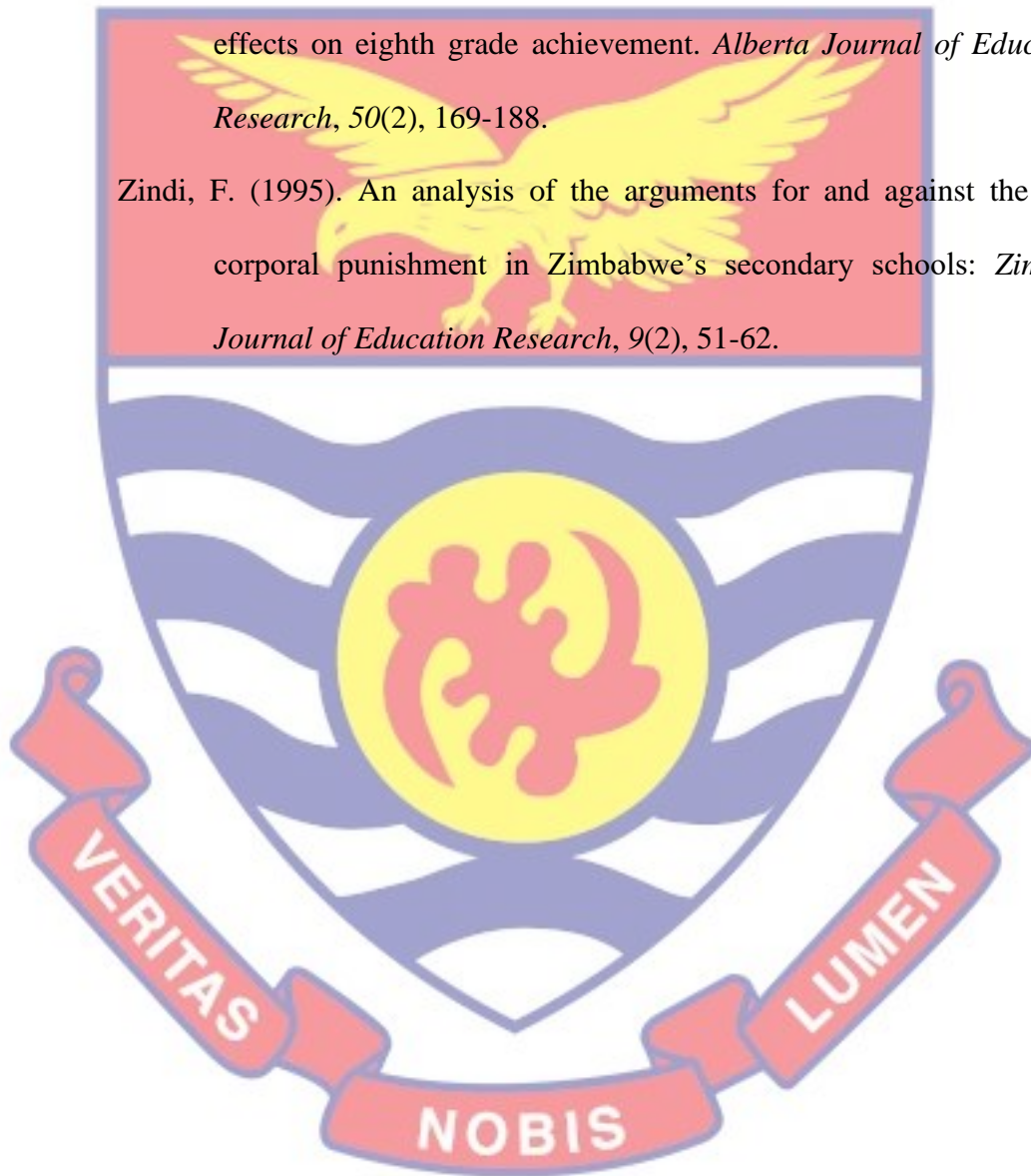
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APPENDICES

APPENDIX A

DISCIPLINARY PRACTICE QUESTIONNAIRE (STUDENTS)

This study is being carried out to examine disciplinary practices at the Wesley College of Education, Ghana. The information you provide will be used in combination with other information to determine how effective measures to control discipline are and whether any changes need to be made in the future. Please complete the questionnaire as accurately and fully as possible. Your responses will be held in strict confidential.

PART ONE

Background of respondents (students): Please tick (✓) as appropriate.

Sex: Male ()

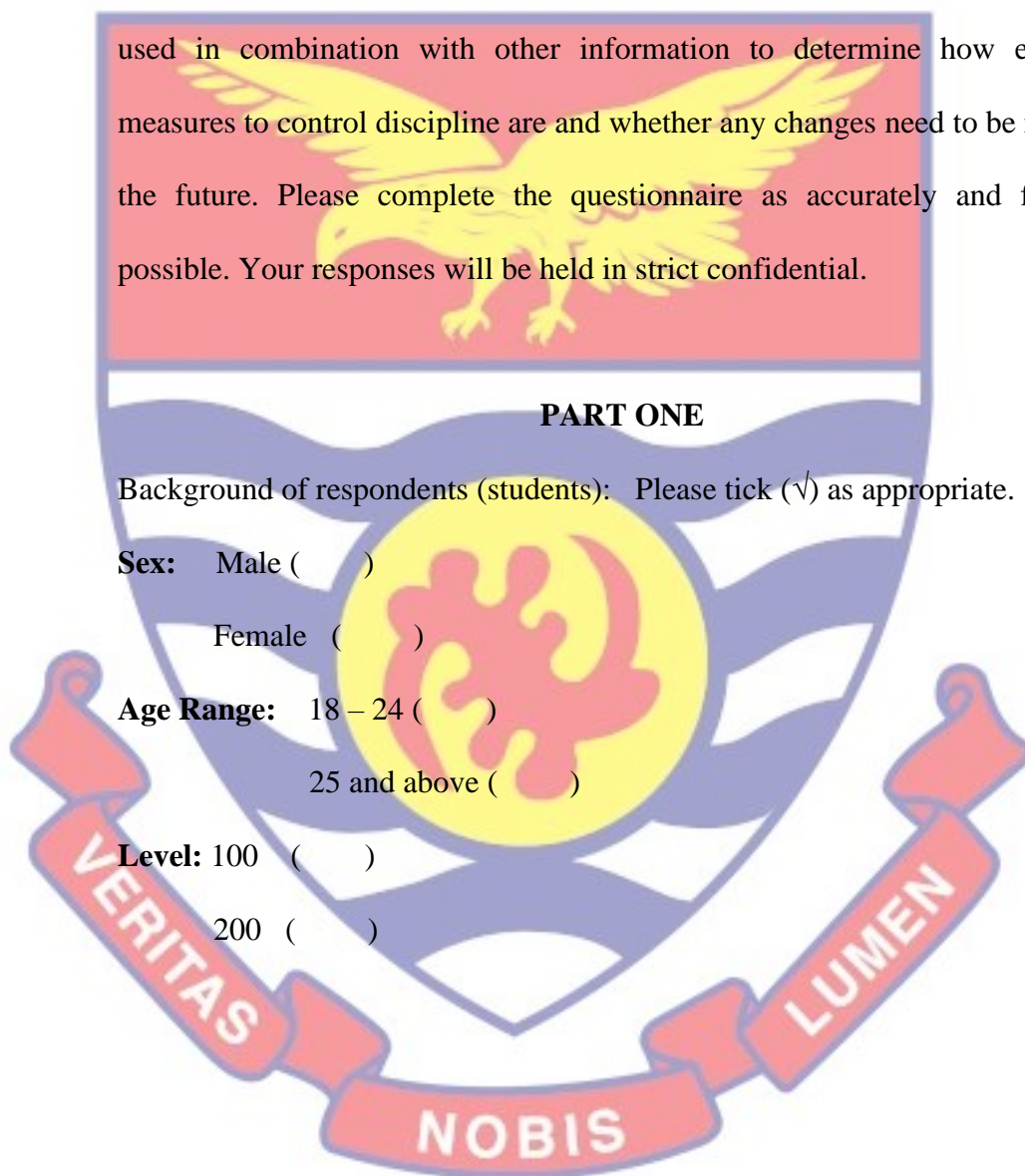
Female ()

Age Range: 18 – 24 ()

25 and above ()

Level: 100 ()

200 ()



PART TWO

SECTION A: AVAILABLE DISCIPLINARY PRACTICES

Please make a tick (✓) in the box to express your view to show the extent of which you agree or disagree with the following means for ensuring discipline in your school.

The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree

Statement	SA	A	D	SD
1. Severe punishment meted out in college.				
2. Application of corporal punishment				
3. Withdrawal of privileges.				
4. Clear and few rules of discipline				
5. Strong religious training in the colleges.				
6. Getting students involved in the decision making in the school.				
7. Rewarding student effort				
8. In school suspension				
9. Guidance and counselling services				
10. Encouragement to improve students' behaviour.				
11. Out of school suspension.				
12. Involvement of parent to improve discipline				
13. Communicate expected behaviour				

SECTION B: FACTORS INFLUENCING DISCIPLINE PRACTICES

Please put a tick (√) in the appropriate box to indicate how much each of the following enable student indiscipline in your college.

The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree

Statement	SA	A	D	SD
1. Bad training at home				
2. Overcrowding in halls/ classrooms				
3. Lack of freedom for student in school				
4. Bad company in school				
5. Inability of teachers to maintain good discipline				
6. Unfairness and harsh treatment of students by teachers				
7. Socio-economic background of student.				
8. Unclear school rules				
9. Failure to reward compliance to school behaviour expectations				
10. Too excessive use of punishment				
11. Corporal punishment				
12. P.T.A. decisions				
13. Teachers ignoring misconduct.				

**SECTION C: BARRIERS AFFECTING THE PROCESS OF
IMPLEMENTING DISCIPLINE PRACTICES**

Please indicate by tick (√) in the appropriate box to show the extent to which students have problems as a result of improving discipline in your college.

The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree

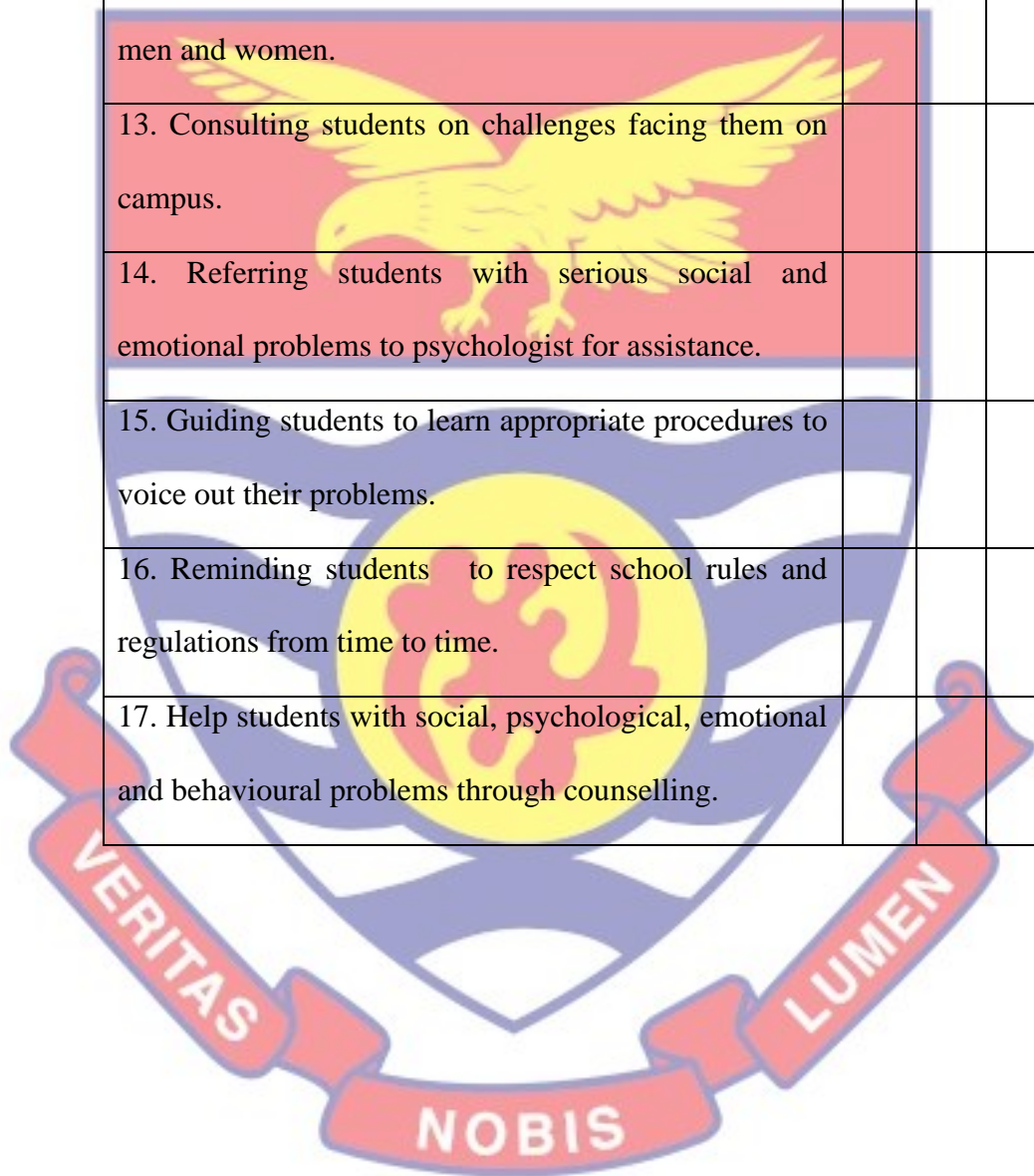
Statement	SA	A	D	SD
1. Feel disrespected by teachers.				
2. Feel embarrassed when punished.				
3. Rejection by friends				
4. Students feel disturbed and unable to learn.				
5. Feeling disowned by teachers.				
6. Lack of freedom on the part of students to do what they want.				
7. Students feel restricted to voice out their problems.				
8. Enforcing school rules put pressure on students.				
9. Students feel unfairly treated when punished.				
10. Feeling disliked by teachers.				
11. Tagged as bad student.				
12. Students feel restricted by disciplinary measures.				

**SECTION D: LEADERSHIP PRACTICES THAT IMPROVE
DISCIPLINE PRACTICES.**

Please indicate by tick (√) in the appropriate box. The extent of which you agree or disagree with the following ways of leadership and management practices in improving discipline in your institution. The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree.

Statement	SA	A	D	SD
1. Data support system for discipline records.				
2. Educators use information to appropriately determine the propensity for behaviours to reoccur.				
3. Accurate data on students' behaviour problems.				
4. Difficulty maintaining systematic records beyond students' attendance and suspension statistics.				
5. Review of collected data are shared with teachers and others in the school on a regular basis.				
6. School programmes and policies are used to share information on discipline base on collected data.				
7. Principal and leadership play important roles in establishing school discipline effective administration and personal example.				
8. The school discipline components include a climate of mutual respect, an environment conducive for learning and steps to ensure the safety of students.				
9. Principal is respected and liked rather than feared by students.				

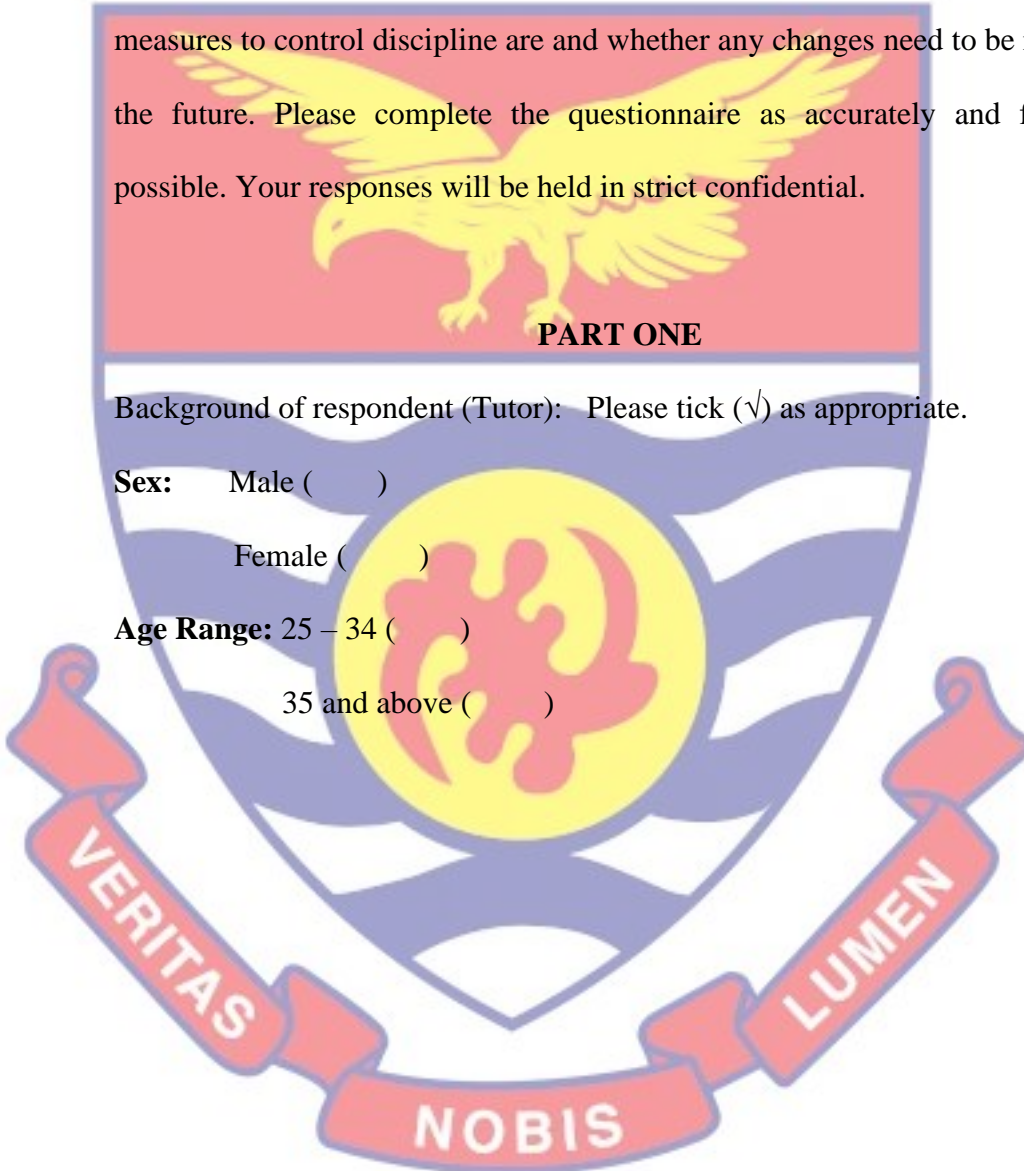
10. Giving guidance on appropriate behaviour expected from students.				
11. Promoting good social life through counselling activities.				
12. Orientation program on school discipline for fresh men and women.				
13. Consulting students on challenges facing them on campus.				
14. Referring students with serious social and emotional problems to psychologist for assistance.				
15. Guiding students to learn appropriate procedures to voice out their problems.				
16. Reminding students to respect school rules and regulations from time to time.				
17. Help students with social, psychological, emotional and behavioural problems through counselling.				



APPENDIX B

DISCIPLINARY PRACTICE QUESTIONNAIRE (ADMISTRATORS)

This study is being carried out to examine disciplinary practices at the Wesley College of Education, Ghana. The information you provide will be used in combination with other information to determine how effective measures to control discipline are and whether any changes need to be made in the future. Please complete the questionnaire as accurately and fully as possible. Your responses will be held in strict confidential.



PART ONE

Background of respondent (Tutor): Please tick (✓) as appropriate.

Sex: Male ()
Female ()

Age Range: 25 – 34 ()
35 and above ()

VERITAS LUMEN NOBIS

PART TWO

SECTION A: AVAILABLE DISCIPLINARY PRACTICES

Please make a tick (✓) in the box to express your view to show the extent of which you agree or disagree with the following means for ensuring discipline in your school.

The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree

Statement	SA	A	D	SD
1. Severe punishment meted out in college.				
2. Application of corporal punishment				
3. Withdrawal of privileges.				
4. Clear and few rules of discipline				
5. Strong religious training in the colleges.				
6. Getting students involved in the decision making in the school.				
7. Rewarding student effort				
8. In school suspension				
9. Guidance and counselling services				
10. Encouragement to improve students' behaviour.				
11. Out of school suspension.				
12. Involvement of parent to improve discipline				
13. Communicate expected behaviour				

SECTION B: FACTORS INFLUENCING DISCIPLINE PRACTICES

Please put a tick (√) in the appropriate box to indicate how much each of the following enable student indiscipline in your college.

The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree

Statement	SA	A	D	SD
1. Bad training at home				
2. Overcrowding in halls/ classrooms				
3. Lack of freedom for student in school				
4. Bad company in school				
5. Inability of teachers to maintain good discipline				
6. Unfairness and harsh treatment of students by teachers				
7. Socio-economic background of student.				
8. Unclear school rules				
9. Failure to reward compliance to school behaviour expectations				
10. Too excessive use of punishment				
11. Corporal punishment				
12. P.T.A. decisions				
13. Teachers ignoring misconduct.				

**SECTION C: BARRIERS AFFECTING THE PROCESS OF
IMPLEMENTING DISCIPLINE PRACTICES**

Please indicate by tick (√) in the appropriate box to show the extent to which students have problems as a result of improving discipline in your college.

The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree

Statement	SA	A	D	SD
1. Feel disrespected by teachers.				
2. Feel embarrassed when punished.				
3. Rejection by friends				
4. Students feel disturbed and unable to learn.				
5. Feeling disowned by teachers.				
6. Lack of freedom on the part of students to do what they want.				
7. Students feel restricted to voice out their problems.				
8. Enforcing school rules put pressure on students.				
9. Students feel unfairly treated when punished.				
10. Feeling disliked by teachers.				
11. Tagged as bad student.				
12. Students feel restricted by disciplinary measures.				

**SECTION D: LEADERSHIP PRACTICES THAT IMPROVE
DISCIPLINE PRACTICES.**

Please indicate by tick (√) in the appropriate box. The extent of which you agree or disagree with the following ways of leadership and management practices in improving discipline in your institution. The scale is SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree.

Statement	SA	A	D	SD
1. Data support system for discipline records.				
2. Educators use information to appropriately determine the propensity for behaviours to reoccur.				
3. Accurate data on students' behaviour problems.				
4. Difficulty maintaining systematic records beyond students' attendance and suspension statistics.				
5. Review of collected data are shared with teachers and others in the school on a regular basis.				
6. School programmes and policies are used to share information on discipline base on collected data.				
7. Principal and leadership play important roles in establishing school discipline effective administration and personal example.				
8. The school discipline components include a climate of mutual respect, an environment conducive for learning and steps to ensure the safety of students.				
9. Principal is respected and liked rather than feared by students.				

10. Giving guidance on appropriate behaviour expected from students.				
11. Promoting good social life through counselling activities.				
12. Orientation program on school discipline for fresh men and women.				
13. Consulting students on challenges facing them on campus.				
14. Referring students with serious social and emotional problems to psychologist for assistance.				
15. Guiding students to learn appropriate procedures to voice out their problems.				
16. Reminding students to respect school rules and regulations from time to time.				
17. Help students with social, psychological, emotional and behavioural problems through counselling.				

