

UNIVERSITY OF CAPE COAST

TEACHERS' AND STUDENTS' PERCEPTION OF DISCIPLINE IN ARMED
FORCES SECONDARY TECHNICAL SCHOOL – BURMA CAMP, ACCRA

BY

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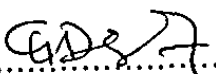
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DECLARATION

Candidate's Declaration

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


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

Date.....29/06/09.....

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Supervisor's Declaration

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

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ABSTRACT

Discipline is the bedrock of every educational institution. To attain the goals of education students should be taught to obey rules. As a result, a research was conducted to investigate teachers' and students' perception of discipline in the Armed Forces Secondary Technical School.

Four research questions guided the study. The study investigated teachers' and students' perceptions on discipline, frequency of disciplinary problems and strategies to improve discipline. The population consisted of teachers and students. The sample comprised 135 students and 15 teachers. The techniques for sampling students and teachers were the cluster and random sampling respectively. Data was collected using questionnaires.

The reliability of the questionnaires was determined. The Cronbach's alpha co-efficient obtained for disciplinary problems were .803 for students and .871 for teachers. On strategies for improving discipline, the Cronbach's alpha co-efficient were .708 for students .861 for teachers. However, the co-efficient obtained on the perceptions of discipline were poor due to the nature of the items.

The overall perceptions on discipline were based on measures, which enable students manage their behaviour without punishment. One of the most frequent disciplinary problems was cheating in examination. In addition, guidance and counseling was regarded as one of the most effective strategies for improving discipline. Among other factors, it was indicated that parents and the community could help improve discipline through regular visits to the school.

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DEDICATION

Dedicated to my parents Mr. Thomas Baffoe and Madam Esther Nsiah.
my husband Mr. Kofi Okofo Dartey and children Abrafi and Obeng.

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CHAPTER ONE

INTRODUCTION

Background of the Study

The school as an agent of socialization has a moral responsibility to mould the lives of children. It should inculcate in children acceptable values, beliefs, and skills through the learning process. This will enable learners acquire knowledge, which will benefit the individual, the immediate community and the society as a whole. According to Dewey (1916), the school must be seen to be providing appropriate structures to influence the mental and moral disposition of students. The school must also give direction and guidance and control students' behaviour to function well after the completion of studies. Therefore, the experience acquired from school must be seen to equip learners with skills required in the world of work to enhance their chances of securing good employment in the future.

Dewey (1916), identifies two immediate environments which impact on the child's education and experiences namely, the home and the school environments. Since both environments influence the child, he suggests that the home environment should be controlled due to its inherent limitations. However,

Dewey (1916), thinks that the school should provide the necessary structures to help students achieve desired objectives. Dewey's idea of a "progressive school" is one equipped with laboratories, shops and gardens. The school curriculum offers children the right responses through dramatization, play and games to achieve skills for challenges in future. Dewey states that in his school, play is work and work is play. He acknowledges the subtle influence the environment has on one's language, manners and good taste and appeals to teachers to relate lessons taught at school to experiences, which confront children out of school to facilitate understanding. Finally, he stresses the need for the provision of right structures to attract and retain children in the school, for successful academic work.

The main problem that confronts schools today is how to make the child gain his independence and at the same time be able to cope with school-related values. Though a school's concept of education depends on its philosophy, teachers do not have absolute right over students in matters of discipline. The school's role is to provide protection and guidance that will enable students grow into free adults. They learn to recognize their desires and choose between competing demands, bearing in mind the consequences. Hence, students show restraint in behaviour because they are convinced that it is right to obey. Consequently, Musaazi (1982), intimates that discipline can be maintained if school rules are governed by rewards and penalties. Thus, students should be rewarded for keeping the compound clean and those who refuse to conform to rules should be subjected to penalties. In view of this, conflicts exist in many

schools because teachers and students have divergent views on discipline. This situation also exists in the Armed Forces Secondary Technical School (AFSTS) in Burma Camp, Accra.

Armed Forces Secondary Technical School like all Day schools faces the challenges of discipline. The school was established in 1976 as a Junior Secondary School (JSS) to serve the wards of service personnel of the Armed Forces. The school also admits students from communities like Nima, Labadi, and New Town all in Accra. It is situated in the heart of a Military Barracks, Burma Camp in Accra. Majority of the teachers stay outside the school compound due to lack of accommodation facilities. Many teachers are not impressed about the performance of students despite the efforts teachers put in. Thus, some teachers attribute students' poor performance to lack of discipline in the school. However, some students think that their non-performance result from weaknesses in the teaching and learning process.

The main challenges that confront Armed Forces Secondary Technical School are poor class attendance, cheating in examinations, pilfering in class and use of hard drugs, among others. Records from class attendance registers and Form Advisors indicate that some students play truant and absent themselves from school without obtaining permission. This habit reduces the number of contact hours needed to complete the syllabus to make room for revision. Also, truants become agents of criminal activities. There are often complaints of loss of items such as learning materials and money in classrooms, which cause financial constraints to both parents and students. In addition, some students cheat in

examinations resulting in cancellation of their examination results. Further, reports from the community indicate that some of the students use hard drugs which can impair judgment and concentration on academic work.

In the past two to three years other serious disciplinary cases pertaining to physical assault and disregard for human life have been recorded. In the first instance a student poured porridge on a colleague who refused to give way at the door post. In the ensuing scuffle the victim hit the offender with a sharp object and the offender retaliated with a cutlass. This resulted in blood shed and the breaking of louver blades. The injured student was treated and punished whilst the offender was suspended and asked to pay for the louver blades. The second incident involved three students who sat on a colleague's seat to do class assignment. When the rightful occupant arrived he asked them to vacate the seat but the intruders refused. Thus, the rightful occupant hit one of the three boys to register his displeasure. In the process one of the boys broke his tooth. The injured student became furious and hit his attacker with a piece of wooden board. Teachers intervened and treated the injured student whilst the offender was given internal suspension. The third case concerned a male student who had a sexual relationship with a JSS Two girl at the Camp. Following a warning from the girl's parents the boy stopped visiting her. However, when he learnt that another boy was dating the girl, he mobilized three other students and attacked the other boy. The case was reported to the Headmistress of Armed Forces Secondary School for disciplinary action against the students. They were severely punished and the leader was counseled and given internal suspension. The catalogue of indiscipline

behaviour within and without the school can go on and on. Obviously, the result of such behaviours is that students get ill prepared and perform poorly in the Senior Secondary School Certificate Examinations.

Statement of the Problem

In an attempt to improve discipline in the Armed Forces Secondary Technical School, several measures including the provision of class attendance registers, which are marked by class prefects and reviewed by teachers have been instituted. Parents whose wards play truant in school are invited by the Guidance and Counseling Unit of the school for discussion and counseling. In addition, seminars on drug abuse are organized regularly for students. In spite of these measures, students still indulge in bad habits. This has raised concern from teachers and educators on the need to investigate the perceptions of teachers and students on the concept of discipline as pertains to the AFSTS.

Indiscipline among teachers and students should be addressed to produce quality human resource for the country. However, it is not known whether teachers and students have the same perceptions on the concept of discipline. In addition, the frequency of occurrence of disciplinary problems has not been established. Further, strategies used to improve discipline have not been studied, hence the need for the study. Thus, the problem of this study is to establish the perceptions of teachers and students on the concept of discipline, the frequency of occurrence of disciplinary problems and strategies to improve discipline to ensure academic excellence.

Purpose of Study

The research aimed at exploring the perceptions teachers and students have on the concept of discipline as pertains to the AFSTS. It sought to investigate the frequency of occurrence of disciplinary problems among students and strategies teachers may use to improve discipline. Also, from the perspective of teachers and students it discussed the role parents and the community could play to improve discipline in school.

Research Questions

The study was guided by the following research questions:

1. What are the perceptions of teachers and students on the concept of discipline in Armed Forces Secondary Technical School?
2. What is the frequency of occurrence of disciplinary problems in the School?
3. What strategies may teachers use to improve discipline in the school?
4. From the perspective of teachers and students in what ways can parents and the community (Armed Forces) help to maintain and improve discipline in the school?

Significance of the Study

The findings indicate that students can obey rules without the use of punishment. Strategies of handling cases of indiscipline such as guidance and counseling will equip new breed of teachers with skills to address disciplinary issues. Moreover, the active participation of parents in school activities will help

parents collaborate with teachers in ensuring discipline. Further, the role of the community such as offering talks on discipline will alert the Armed Forces to review their commitment to the school.

Also, teachers and parents will benefit from the study which identified guidance and counseling as the most effective strategy for dealing with indiscipline.

Delimitation

The study was confined to the Armed Forces Secondary Technical School Burma Camp, in the Greater Accra Region. The school was chosen for a case study because it is located in a military set up where discipline is strictly enforced. The research covered professional and non-professional teachers and students of the school. The study is based on the perceptions of teachers and students on discipline rather than the standard of discipline in the school.

Limitation

The Cronbach's alpha co-efficient obtained on the perceptions of teachers and students on the concept of discipline were .484 for teachers and .129 for students. Perhaps, the low co-efficient were due to the poor items on the questionnaires. Thus, the concept of discipline was not adequately measured. Despite this limitation, the findings from the research could be generalised from the sample selected.

Definition of Terms

Clan - A sub-culture involving students who indulge in mischievous activities.

- Employee - any person employed by Ghana Education Service Council other than a consultant.
- “Otto Fister” - shorts below the waistline.
- “Charged” - put on orders.

Organization of Study

The study comprises five chapters. Chapter One deals with the introduction, background to the study, statement of the problem, significance of the study, delimitation, limitation, and definition of terms. Chapter Two reviews literature on discipline. Chapter Three is a description of the Methodology. Here the research population, the sample and sampling procedure, instruments for data collection, pilot testing, data collection procedure and data analysis are discussed. Chapter Four contains the actual analysis of data and the presentation and discussions of results of the study. Chapter Five presents the summary, conclusion, recommendations and suggestions for further research in second cycle institutions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The Meaning of Perception

Bartley (1969), states that perception is the immediate discriminatory response of the organism to energy activating sense organs. To Fieandt (1966), perception is an experienced sensation that is a phenomenal impression resulting functionally from certain inputs. Also, Forqus (1966), adds that perception is the process by which an organism receives or extracts certain information about the environment.

Similarly, Barnhart (1988), explains that perception is the state of being aware of something through the senses that is; to see, hear, taste, smell and feel. It also involves insights, apprehension, discrimination and comprehension.

Finally, Macmillan English Dictionary for Advanced Learners-International Student Edition 2002, sees perception as a particular way of understanding or thinking about something. Therefore, the word perception is the reaction of people to a phenomenon in their environment. It is the way people use their senses to discern ideas and concepts that confront them.

Concept of Discipline

The term "discipline" has varied interpretations derived from individual's educational philosophy. Studies have shown that there are two main views on the concept of discipline namely, the idealist and the naturalist views. The idealist advocate strict control of behaviour to achieve positive results whilst the naturalist believe that complete freedom is required to ensure discipline. The two views need to be understood to ascertain the true meaning of discipline and how it is perceived in the school situation.

Various authorities have attempted to explain the term discipline from different perspectives. The Longman Dictionary of Contemporary English (2001), defines discipline as "teaching someone to obey rules and control their own behaviour... to punish someone in order to keep order and control" (p.382). In addition, the English Dictionary for Advanced Learners (2002), explains that, discipline is the practice of making people obey the rules of behaviour and punishing them if they do not. This implies that, discipline involves teaching people to obey rules and punishing people to ensure order. Thus, the two authorities have emphasized the use of force in explaining discipline.

However, Webster (1968), is not in favour of the use of force in ensuring discipline due to the adverse effects of force, such as fear and resentment. He believes that counseling, guidance and persuasion can be employed to ensure discipline instead of force. Webster believes that self-discipline cannot be learned if all restraints are super-imposed. Thus, discipline should come from within. Similarly, Musaaazi (1982), states that discipline involves self-control, ability to

solve school problems, orderliness, diligence, sympathy, co-operation, honesty and consideration on the part of school authorities. Thus, Musaaazi thinks that school authorities should exercise restraint on matters of discipline instead of using force. In support of Webster and Musaaazi, Dewey (1916), opines that imitation, emulation and the need for joint action or working together are more rational methods of control than coercion or brute force. Hence, Webster (1968), Musaaazi (1982) and Dewey (1916), are not in favour of force in ensuring discipline.

Similarly, The Ghana Armed Forces code of ethics stipulates that discipline in the Army is determined by regimental training, which allows soldiers, behave orderly without being forced to do so. Accordingly, the conduct of soldiers is outlined in the "Part One Orders" which stipulate among other things that soldiers are expected to report for roll call at 6.00 am prompt, during which they must be properly dressed to avoid being "charged." In addition, discipline in the Army involves time consciousness therefore; soldiers are expected to report early for all functions. Also, there is great respect for the "Chain of Command." This implies that orders from the top hierarchy have to be communicated to subordinates in descending order for feedback. Further, soldiers are trained to maintain good relationships through exchange of greetings hence failure to respond to greetings connotes the existence of a problem.

From the various assertions on the concept of discipline, Aseidu-Akrofi (1978), outlines two main types of discipline, namely "self imposed" discipline and "externally imposed" discipline. Self imposed discipline evolves from an

innate desire to willingly support and obey rules. However, externally imposed discipline involves the use of force and denial of independent judgment and responsibility.

Therefore to deal with the issues of discipline effectively in our schools Webster (1968), Dewey (1916) and Musaaazi (1982), suggest that school authorities should encourage students to exercise self-discipline, which emanates from within. However, the Longman Dictionary of Contemporary English (2001) and the English Dictionary for Advanced Learners (2002), suggest that both self-discipline and externally imposed discipline should be applied to produce children who will show restraint in behaviour out of personal convictions. Therefore, restriction and punishment can be prescribed when behaviours of individuals require the use of force. Nonetheless, extreme dictatorial action by school authorities should be discarded to prevent students' rebellion and acts of vandalism.

Nature of Indiscipline

The concept indiscipline is relative to individual teachers and educators. An act that appears to be a minor irritation to one teacher can be to another an act of indiscipline.

Meng (2003), sees indiscipline as acts of lawlessness and disorder individually or collectively precipitated against an established norm. In this sense indiscipline connotes a state of confusion and chaos. On the contrary, Wanyama (2001), sees indiscipline not just as strikes but disrespect for elders. He cites example of pupils who refuse to offer seats to elderly people in the bus as

indiscipline. On the other hand, Gonzales (2003), sees indiscipline in the acts of smoking, fighting, and abuse of power by prefects, carrying of knives and bicycle chains and use of foul language. Further, The Ghana Armed Forces code of ethics stipulates that indiscipline in the Army includes lateness, improper dressing, stealing, rape and fighting. Among students acts of indiscipline vary in nature and generally include the following; truancy, lateness, robbery, fighting, stealing, rape, cheating, use of foul language, improper dressing, use of hard drugs and writing on structures.

In sum, acts of indiscipline according to Meng (2003), Wanyama (2001), Gonzales (2003), and The Ghana Armed Forces are forms of disorder against established norm. They include disrespect, smoking, stealing, rape, cheating, lateness, use of foul language, and fighting. Invariably indiscipline exists when discipline or what is perceived to be good behaviour ceases.

Perception of Discipline in Secondary Schools

Boakye (2007), intimates that past students of Achimota School perceive discipline as restrictions and harsher punishments. On the contrary, present students see discipline as granting greater freedom to students, applying less punishment and increasing counseling and rewards. Therefore, past students of Achimota School support the Idealist Concept of discipline whilst present students support the Naturalist Concept.

According to Bonzali (2002), students of Wulugu Secondary School advocate strict control of behaviour to achieve results. Thus, they are in favour of

the Idealist Concept of discipline. They also believe that religion can inculcate good behaviour in students.

However, Appiah (2007), observes that students of Oda Secondary School see discipline as encouraging students to put up good behaviour which is the Naturalist view of discipline. Hence, students' perceptions on discipline in various schools are based on their understanding of the concept. They either support the Idealist or Naturalist views of discipline.

Regarding the occurrence of acts of indiscipline Boakye (2007), explains that indiscipline in Achimota School includes examination malpractices, sexual misconduct, substance abuse, stealing and flouting the authority of prefects and staff. Bonzali (2002), states that acts of indiscipline in Wulugu Secondary School includes stealing, bullying, lying and writing on walls. Nonetheless, Appiah (2007), asserts that among other acts of indiscipline bullying ranked the highest in Oda Secodary School.

On strategies to improve discipline, Boakye (2007), suggests that parental involvement in education is a remedy for improving discipline. He explains that students should also be involved in the formulation of school rules to help address indiscipline. In addition there should be religious training, interpersonal staff-student relationship and the use of rewards. On the contrary, Bonzali (2002), states that military like training and corporal punishment should be used to improve discipline. He also entreats teachers to lead lives worthy of emulation. Finally, Appiah (2007), believes that students should be involved in the formulation of rules to improve discipline.

Causes of Indiscipline

The causes of indiscipline among students can be classified into two, namely, internal and external causes. Internal causes of indiscipline among students are school based, arising from factors such as leadership, communication, teachers and peers. However, external causes of students' indiscipline relate to the homes and communities where these students live.

Internal Causes of Students' Indiscipline

The school as a social organization has a responsibility to train students to serve as role models in society. However, the school sometimes fails in its role due to certain practices, which militate against its goals. Among the factors which affect students' indiscipline, are leadership, communication, teachers and peers. The role of leaders cannot be underestimated in the growth of every organization. Musaaazi (1982), attests to the importance of leadership stating that in a school, in the army, in politics or in the community leaders ensure effective administration through sound leadership. He argues that leaders have the ability to get others to co-operate with them to accomplish the tasks of the group. As a result, Musaaazi (1982), intimates that leaders are not drifters but are confident and act as if it is impossible to fail. In this regard, there is the need to understand who a leader is, the existing leadership styles and how leadership practices affect students' indiscipline.

According to Adesina (1990), a leader is "the person who gets things done by enlisting the efforts of other people" (p.147). Similarly, Musaaazi (1982), defines leadership as "a process of influencing the activities and behaviour of an

individual or group in efforts towards goal achievement in a given situation” (p. 53). Therefore, both Adesina (1990), and Musaazi (1982), believe that a leader should be endowed with special skills to enable him or her influence the group towards achieving desired goals. Consequently, the absence of such a skill may be disastrous to any organization. Thus, Asiedu-Akrofi (1978), thinks that indiscipline in schools is caused by bad administration because the administration of schools is not professionalized. Usually, it is assumed that any good classroom teacher can administer a school. However, many school heads resort to trial and error methods due to lack of basic training in school organization and administration.

Similarly, Ipoh (2003), agrees with the assertions of Asiedu-Akrofi (1978), that indiscipline among students is caused by poor school administration. Ipoh (2003), indicates that strict appointment of capable administrators and the study of school administration and educational management for those in the teaching service will partly remedy the situation. Finally, Asiedu-Akrofi (1978), claims that the lack of training of school heads results in disaffection and tension among staff and students. In other words, there are poor human relations in schools because the school heads have not gone through formal training in school administration.

In view of the problems caused by poor administration of schools, there is the need to examine leadership styles to determine how they impact on discipline. Owusu (1999), identifies three main leadership styles namely, autocratic style, democratic style and *laissez faire* style. Owusu indicates that autocratic style

means the school head does not have to consult other members before he or she takes a decision. It is the situation in which the leader does not require the views of members on the issue at stake before taking action. In the same vein, Asiedu-Akrofi (1978), believes that a leader is autocratic only when he or she thinks that the power of his status resides in himself or herself, apart from the school. Therefore, both Owusu (1999), and Asiedu-Akrofi (1978), are of the view that autocratic style is not a prescribed style for leaders but a means adopted to address specific situations. Thus, autocratic leadership is relative and situational.

However, Musaazi (1982), differs in opinion in the description of autocratic style. According to Musaazi, an autocratic leader is someone who determines policy and assigns tasks to group members without consulting them. Furthermore, the leader expects the group to carry out directives without questions and any dissention is met with force. Thus, to Musaazi autocratic style is not adopted to address specific situations but it is a deliberate attempt by the leader to undermine his group in decision-making. Musaazi, further claims that riots and strikes prevail in a school where students are not allowed to express their views on matters.

From the foregoing, it is clear that although the school head is not obliged to consult his staff and students on every aspect of school administration, ignoring the concerns of staff and students can be equally disastrous, since it could result in uncontrolled indiscipline in schools.

The second leadership style to be considered is the democratic style. According to Owusu (1999), democratic style is an approach, which involves

taking decisions on aspects that require consultative view of staff members. Thus, Owusu thinks that a democratic leader confers with members when the situation requires that. On the contrary, Musaaazi (1982), explains that democratic leadership style means members of the group or their representative participate in making decisions. That is to say, the leader ensures that decisions about the organization are arrived at after consultation and communication with various stakeholders in the organization. Nonetheless, Owusu (1999), opines that it is not right for the leader to constantly shift his responsibility to the group but Musaaazi (1982), believes that the school head should involve teachers and students in the determination of school rules and regulations to promote morale and tap their creative talents. In addition, it will discourage students from using aggressive means to express their sentiments.

The third leadership style is *laissez faire*. According to Owusu (1999), this implies that the head of organization allows members (particularly senior members) a great amount of latitude to pursue their lines of interest without much direction or interference from the head. This occurs in the university environment where academic staff are specialists and require less supervision by academic heads. On the other hand, Musaaazi (1982), feels that *laissez faire* style describes the situation where the leader and group do not recognize any rules in the organization. That is, the leader remains apart from the group and participates only when the group asks him to do so. Consequently, subordinates are free to do what they like resulting in anarchy because the actions of the group are not guided by leadership. Musaaazi further states that a school head who just watches what is

going on without any sense of direction does not have authority over the group. Therefore, such a school cannot function well because the leader has granted complete freedom to teachers and students to do what they like. Hence, laissez faire style can lead to chaos and anarchy if it is not managed well in secondary schools. Finally, Owusu (1999), believes that each of the three leadership styles is sound and its adoption should be positively pursued. However, the selection of leadership styles should take into consideration the organizational environment and the nature of the issue at stake to avoid chaos and anarchy.

Communication systems in schools also account for the spate of indiscipline among students. Communication is an important component of every organization because it helps in the creation and maintenance of effective working relationships. Consequently, if communication is ineffective it creates unhealthy relationships among members of the school organization. Stoner (1978), defines communication as “the process by which people attempt to share meaning via the transmission of symbolic message” (p. 467). He further identifies types of communication as speech, written word and body language. In addition, Stoner asserts that managers do not manage in isolation but carry out their management functions only by interacting with and communicating with others. Thus, without effective communication, leaders cannot influence their groups towards desired goals. Moreover, Musazi (1982), feels that to translate a purpose into action communication is needed. Asiedu-Akrofi (1978), also emphasizes the need for effective communication since it minimizes the chances of distorting ideas. This view is further supported by Owusu (1999), who advises school heads to

encourage the flow of healthy information. Owusu thinks that information can create rancor, hatred, misunderstanding, bitter feelings and impact negatively on the group if it is not well communicated, therefore it should be handled with caution.

Stoner (1978), explains that sometimes communication becomes distorted by noise which includes telephones, fatigue, stress, lack of rapport, lack of empathy and semantic problems. According to Stoner, barriers occur because people do not analyze events in the same way. Each person's brain selects the stimulus that appears to be important, so he cautions school heads to acquire effective skills to ensure accurate conversation. This will prevent the occurrence of suspicion, mistrust, confusion and sometimes chaos in the school.

Similarly, Asiedu-Akrofi (1978), believes that the circulation of good information breeds a sense of security, freedom and unearths inner troubles. In other words, communication enables prompt analysis of difficulties to be made and proper remedies applied. For this reason, Asiedu-Akrofi opines that information flow in schools should be speedy, accurate and comprehensive in order to prevent staff and students from indulging in improper behaviour. Also, the goals of the school should be known to prevent suspicion, mistrust and confusion.

Another cause of indiscipline among students is attributed to teachers. Teachers act as surrogate parents to students. They are responsible for training students in relevant skills to make them useful citizens. However, in executing this role teachers exhibit certain attitudes, which influence indiscipline among

students. Gonzales (2003), and Ipoh (2003), attribute indiscipline among students to teachers' lack of dedication and commitment to their profession. Gonzales claims that teachers in 1950s and 1960s were more dedicated and regarded their profession as noble. Similarly, Ipoh thinks that whilst more experienced teachers are retiring the commitment of young teachers is suspect because they entered the teaching profession as a last resort. Therefore, Ipoh believes that such teachers are incompetent due to lack of commitment. In addition, Gonzales thinks that teachers' lack of commitment is due to the poor remuneration and recruitment of people incompatible with the job. Thus, in the Star Newspaper, Gonzales reports that teachers express lack of commitment by refusal to give and mark exercises. They also engage in lateness, improper dressing, absenteeism and illicit sexual activities. Seinti (2003), warns teachers against unproductive conduct such as lateness and laziness. Similarly, Otabil (2003), of the Central University College is reported to have appealed to teachers to train in modern skills, impart qualitative changes and control their sex drive in a bid to instill discipline in students.

Likewise, Tebal (2003), blames teachers for being sexually promiscuous. He believes that teenagers act like monkeys and often imitate what teachers do. Consequently, he feels that teachers who cannot uphold professional ethics fail as role models and lack moral courage to discipline students for wrongdoing. Therefore, Asiedu-Akrofi (1978), cautions teachers to live up to expectation. That is, they should know their subject matter, prepare lesson notes, make lessons exciting, be tolerant, humorous and cheerful just and firm in enforcing school

rules. Furthermore, he admonishes teachers to avoid dishonesty, over friendliness, unclear speech, irritating behaviour, insensitivity and disrespect for students and the community since these acts breed indiscipline.

Another cause of students' indiscipline is the creation of large classes. Gonzales (2003), opines that large classes contribute to indiscipline among students. He explains that the teaching profession consists of about seventy percent (70%) women who may find it difficult controlling large classes with sufficient number of students having bad behaviour. In contrast, Meng (2003), feels that the school environment causes indiscipline among students. He feels that some students perceive schools to be dreary places where teachers expound boring and outdated theories. Thus, Meng says the school cannot compete with the exciting world with entertainment, fashion, leisure and industry. Furthermore, Leng (2002), reports that teachers are responsible for indiscipline among students. According to him, teachers do not cater for students who do not fit into the school system. The school hails perfect students as winners and good role models whilst those with defects are rejected, ridiculed and called losers, misfits, lazy, bums and difficult. Nevertheless, Leng feels that children are not factory products but human beings, so their feelings and emotions need to be treated with respect by everybody involved in education. As a result, Asiedu-Akrofi (1978); concludes that once an experienced school head remarked that, whenever there are student troubles the first source to examine is the staff.

The last internal factor responsible for indiscipline in schools is peer pressure. According to Ipoh (2003), many students come from good homes and

are disciplined but misbehave when they join groups of indisciplined students. Koshi (unpublished), a Guidance and Counseling Coordinator explains that peers need to relate to one another but if the relationship is not well managed it predisposes adolescents to acts of indiscipline. She explains that adolescents go through transition from childhood to adulthood. During this period, they experience developmental challenges such as sexual maturation, sense of identity, new relations with peers, emotional independence, developing a philosophy, preparing for a vocation and achieving socially responsible behaviour. Koshi further explains that students experience stress and strain as they face biological and intellectual changes in the body. Hence, due to the transitional nature of adolescence, students do not know where they belong. Sometimes they are scolded for behaving like children and at another time lambasted for acting as adults. In addressing conflicts, adolescents develop defensive mechanisms by associating with peers who accept them. One of such peer groups in the Second Circle Schools is called "clan". "Clans" are not formed to promote learning but indulge in mischievous activities like smoking of hard drugs, fighting and causing confusion in schools.

External Causes of Students' Indiscipline

The external causes of students' indiscipline are attributed to parents and the community. Ipoh (2003), opines that the environment at home, school and community cause indiscipline in schools. Ipoh indicates that formerly, it was common to have extended families with parents, siblings and relatives helping to take care of young children. On the contrary, today children are catered for by

house-holds who lack parental concern, supervision and guidance. In support of Ipoh, Busia (1968), remarks, "Africa today is a world of shaken beliefs and uncertain values (p. 6.). Busia explains that in the past children received much informal training from their parents to prepare them for adulthood and effective integration into society. However, this value is lost today due to modernity. Busia further observes that Africans are no longer interested in their culture but that of the western world. According to him, parental role is compromised because parents are over involved in economic activities, whilst their children are cared for by inexperienced people and childhood centers.

In like manner, Ipoh (2002), intimates that many students come to school exhibiting behaviour nurtured and tolerated at home, so they refuse to submit to school authority and regulations. Consequently, Leng (2002), advises parents to be more involved in the upbringing of their children. He states that children are assets rather than liabilities so they need care and attention to develop their potentials. Smith (2003), attributes indiscipline among the youth to break in communication between parents and children. He agrees with Ipoh, Busia and Leng, that parents have given children the 'reign' to operate. Smith reports that whenever children are left on their own they cultivate habits, which are not desirable. In addition, Ahmed (2002), supports the view that education of children should begin at home and parents should be firm in imparting values.

Furthermore, Affenyi-Dadzie (2003), blames parents for the spate of indiscipline among the youth. She notes that parents spend so much resource to adorn their kids rather than invest in their education. Therefore, Affenyi-Dadzie

thinks that children who receive too much adornment fall prey to early sex, teenage pregnancy, hooliganism and general indiscipline.

Horace (1967), makes reference to specific ways of nurturing a child. For instance, in Proverbs 22 verse 15, the Bible encourages parents to use the cane to inculcate good morals in their children.

The last external factor responsible for indiscipline among students is the community. Meng (2003), sees members of the community as people bound together by shared values. He believes that the community has a role to play in the upbringing of children. In contrast, he thinks that the community is more involved in pursuing material gains rather than giving more attention to moral values and spiritual well-being of their children. Consequently, children who lack the needed care end up becoming dissatisfied, frustrated and rebel against society. On the other hand, Amaya (2001), attributes indiscipline among students to lack of role models in society. He feels that, many elderly members of society fall below emulating status, citing Members of Parliament who fight on the floor of Parliament as example. He also condemns the prevalence of domestic violence and inflammatory statements by opinion leaders, which constitute acts of indiscipline among members of the community. For instance, esteemed persons like politicians, chiefs and religious leaders sometimes make unguarded utterances that tend to breed conflicts among sections of the community.

Above all, Smith (2003), opines that indiscipline among the youth is caused by the proliferation of internet services. He observes that the internet eases access to pornographic materials whilst media houses and television stations

respectively, produce obscene songs and violent pictures to the sights of children. Thus, Smith feels that these facilities influence indisciplinary conduct in the youth. As a result, he appeals to government to institute a mechanism for censoring films to ensure that only films, which promote discipline, are shown. He further advises the media to devote ample airtime to promote acts of discipline instead of carrying many reports on crime. He adds that the media cannot operate in an environment plagued with lawlessness, so the media should desist from playing profane music and cut down on films on violence and sex.

Maintaining Discipline in Schools

Discipline is the bedrock of academic excellence; hence stakeholders of education have a role to play in the maintenance of discipline in educational institutions. It is the responsibility of the government, school authorities, parents and the community to collaborate in their bid to ensure discipline among students.

The Government's Role

In an effort to promote discipline in schools, the government of Ghana created the Ministry of Youth and Sports and Science and Technology to promote youth development in the country. A Minister of Youth and Sports and Science and Technology, Baah-Wiredu, expresses concern about the high rate of indiscipline in schools in the form of drug abuse and trafficking, rape and armed robbery, which have created fear in school authorities. Hence, Baah-Wiredu (2003), appeals to all stakeholders to collaborate with school authorities to address the situation. Accordingly, he outlines measures instituted by the government to address indiscipline in schools. These include the introduction of

“Code of Discipline” in schools, provision of adequate resources for Guidance and Counseling and the establishment of a Committee on Media Activities to address related matters.

Consequently, the Ghana Education Service has provided Secondary and Technical Institutions with code of discipline to guide school heads and teachers on handling disciplinary matters. Among other things, the document prescribes modalities for the administration of punishment. For instance, the code of discipline stipulates that, punishment should be based on principle of reforming students but should be severe enough to act as a deterrent to others. Further, punishment should compel students to exercise self-control and self-discipline in their activities. However, school heads are cautioned that sanctions should have a humane approach. The code further entreats members of staff, school heads and students to cultivate mutual trust required for the school head to implement decisions. In addition, it entreats the school head to thoroughly investigate all cases of indiscipline and give students fair hearing in all circumstances.

The code of discipline further prescribes punishment for various offences, including cheating during examination, possession and smoking of hard drugs and pregnancy involving female students. It stipulates that students who indulge in cheating during examinations should have their examination papers cancelled for the first offence and for subsequent offence the students should be dismissed. Secondly, possession of “wee”, smoking and drug abuse is punished by suspension for the first offence and dismissal for the second offence. In addition, students who indulge in the latter offence are recommended for psychiatric

examination. Lastly, pregnancy attracts withdrawal and transfer of affected students. In addition, the code of discipline cautions that suspension should not exceed two weeks, canning should not exceed six strokes and must be administered by the school head or her representatives and recorded. It further advises teachers to avoid canning at assembly. Finally, the code of discipline cautions school heads to seek approval of the school's Board of Governors regarding dismissals. Also, the Board of Governors' decisions are to be reported to the Director General through the Regional Director.

The government of Ghana has further provided personnel in Ghana Education Service (G, E, S) with "Code of Conduct" to guide their behaviour. Among other things, the code indicates that an employee of G.E.S. shall report for duty regularly and punctually as determined by the employer. Also, an employee shall not engage in any other gainful economic activity whilst at the workplace. The penalty for such minor misconduct includes warning, forfeiture of pay, and suspension with pay for a period not more than one month. Further, the code of conduct explains that an employee who absents himself/herself from duty continuously for 10 days or more shall be deemed to have vacated post. Similarly, an employee who indulges in immoral relations or has sexual relations with pupil/students in pre-tertiary public or private institution is considered to have committed a major misconduct. Major misconduct attracts penalties such as deferred salary increment for a period of one year or more, reduction of salary, reduction in rank usually to one grade lower than the rank held and the worse penalty is dismissal from the Ghana Education Service. Undoubtedly, the

government has shown concern in the maintenance of discipline in schools through the provision of students' "Code of Discipline" and "Code of Conduct" for teachers.

The Role of the School in Maintaining Discipline

The school as an organization can ensure discipline through effective leadership, participatory decision making, improved methods of teaching, good communication practices, guidance and counseling and sports. According to Asiedu-Akrofi (1978), some schools experience leadership problems because both school heads and staff have no clear understanding of the meaning of autocratic and democratic school atmosphere. Asiedu-Akrofi believes that a leader is only autocratic if decisions binding on his subordinates come from him. However, a firm administrator who takes decisions in the interest of the school is not autocratic. Although school heads displease staff members in the exercise of their authority they do so because their office demands that action. Therefore, Asiedu-Akrofi thinks that democratic school is not where everybody does what he likes. Consequently, Musaazi (1982), explains that the true leader does not drive his followers but gains their goodwill and loyalty through motivation and guidance. This implies that leaders must be persuasive in attitude to avert rebellion from their followers. It is clear from the views of Asiedu-Akrofi (1978), and Musaazi (1982), that whilst the school head takes decisions in the interest of the school he /she should gain the support of teachers and students through motivation and guidance.

Besides, Asiedu-Akrofi believes that in exercising their authorities, school heads should avoid rigid control of students. He sees contemporary students as radical, contentious, provocative, critical, intelligent, annoying and impatient. Therefore, he describes students of today as people who love tight pants, miniskirts, "goatee" beards, flamboyant and funny looks. Thus, school heads need to be accommodating in order to change the radical attitude of students. Moreover, he claims, "students do not need rigid control and school masterly absolutism which has been nursed in our schools" (p.156). Consequently, Musaaazi (1982) and Asiedu-Akrofi, (1978) believe that school heads can redirect the radical attitude of students through motivation and guidance to make them matured, more capable of objectivity and less aggressive.

Asiedu-Akrofi (1978), further states that students should participate in the smooth running of the school. They should have a say in the formulation of school rules and should be assigned to tasks such as maintaining order in the classroom. For instance, discipline will improve if truants and troublemakers carry messages or are assigned to write down names of late comers. In addition, teachers should use different methods in teaching because difficult children find it unpleasant to resist the professional competence of teachers. He advises teachers to teach through mirth, jollity and activities. Finally, he explains that teachers should know the background of students in order to address disciplinary problems.

Musaaazi (1982), believes that effective communication among staff and students is essential for good discipline in schools. He suggests that, school

authority and teachers should communicate to students through school councils, prefects and various committees. Furthermore, Musaazi entreats teachers to display courtesy, consideration, respect, professional manner, honesty, punctuality and good speech.

Discipline in schools can be maintained through Guidance and Counseling. Musaazi (1982), explains that young people experience emotional and physical adjustments such as love, joy, hate, fear and grief which require special attention from teachers. Hence, students should be guided to plan their actions wisely to adjust to societal problems. Musaazi admonishes teachers to know the interests, dislikes, abilities, characteristics and needs of students in order to maintain discipline in schools. In like manner, the Bible emphasizes the importance of guidance and counseling to the child. The Book of Proverbs encourages parents to guide and counsel their children to make them victorious instead of failures.

However, Gonzales (2003), opines that indiscipline in schools can be controlled through the introduction of sporting activities. He suggests that teachers should engage students in various sporting activities to divert attention from indisciplinary behaviour. In sum, it has been established that discipline can be maintained through sound leadership, participatory decision making, improved methods of teaching, effective communication, guidance and counseling and sports.

The Role of Parents in the Maintenance of Discipline in Schools

Parents as stakeholders of education have a significant role to play in ensuring discipline in schools. White (1954), says that parents are stewards in that the Bible considers children to be gifts from God. Therefore, parents are accountable to God for the way they treat their offspring. White also believes that education of children should begin in the home because parents are the first instructors who give lessons to guide children in life. She says that parents should teach their children lessons on respect, obedience and self-control to provide the child with a well-balanced symmetrical character. Thus, in addressing parents about child upbringing, White (1954), says "its right foundation must be laid, a framework strong and firm, erected and then day by day the work of building, polishing, perfecting, must go forward" (p. 476). To White therefore, the role of parents can only be compared with the artist, who works earnestly and perseveringly to make perfect likeness of his model. Hence, White entreats parents to shape, polish and refine their children after the pattern Christ gave them.

Horace (1967), assigns a unique responsibility to parents as follows; "Train up a child in the way he should go, even when he is old he will not depart from it" (p. 682). As a result, parents are to train their children before the latter start school or indulge in any social activities. Similarly, Isaiah, urges parents to teach their sons about the Lord in order to make them great. Asiedu-Akrofi (1978), asserts that children from good home pose few problems in school, because their parents and relatives are role models to them. The parents also

provide adequate care and love at home which nurture the child into useful adults. Finally, Asiedu-Akrofi advises parents to be members of Parent-Teacher-Associations (P.T.As) in order to monitor the development of their children in school.

The Role of the Community in the Maintenance of Discipline

The communities in which students live also play an important role in ensuring discipline in school. According to Asiedu-Akrofi (1978), a good school and community relationship will bring the homes and school together to address problems of students. Thus, the community should assist the school in the development of students. In performing such roles social theorists believe that members of the community must act as role models. Thus, Haye and Orrell (1987), argue that children need people around who they can copy to develop an idea of how real persons carry out particular social roles. According to them the roles of such persons provide general set of guidelines for the child to behave appropriately in later life. This implies that adults need to behave responsibly for children to emulate them.

Further, Meng (2003), advises members of the community to place importance on the moral and spiritual well being of their children instead of pursuing material gains. He observes that parents are more inclined to material gains than teaching their children to behave appropriately. Finally, Smith (2003), reflects that the community can help maintain discipline by controlling the use of technology. He advises the media to refrain from showing pornographic materials, playing obscene songs and showing violent pictures to the sight of

children. Further more, Smith, advises the government to institute a mechanism for censoring films to ensure that they promote discipline among the youth.

In sum, literature has been reviewed on the meaning of perception, the concept of discipline, nature of indiscipline and perception of discipline in secondary schools. The causes of indiscipline were attributed to internal and external factors. It was observed that discipline could be maintained through training of school administrators and guidance and counseling among others.

CHAPTER THREE

METHODOLOGY

This chapter describes the research design, population, sample and the procedure used for sampling. It also explains the instrument used for data collection and the method of data analysis.

Research Design

The methodology for this research is basically a descriptive survey. Creswell (2003), notes 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.

The research is approached from quantitative perspective. According to Glatthorn (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. Thus, the survey design is a descriptive research method.

Glatthorn 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 will describe existing perceptions and attitudes of the staff and students regarding

the issue of discipline and how it is applied in the Armed Forces Secondary Technical School. It is deemed the most appropriate method of conducting research because it could produce objective and meaningful interpretation of data.

Population

The population consisted of teachers and students of Armed Forces Secondary Technical School, Burma Camp in the Greater Accra Region. The school had a total population of 775 comprising 736 students and 39 teaching-staff. The population of students was based on the class lists of the year 2003-2004. There were 521 boys and 215 girls all aged between 13 and 20 years. The teaching-staff comprised 29 male teachers and 10 female teachers. The Armed Forces Secondary Technical School was selected because it is situated within the largest military barracks in Ghana (Burma Camp) and yet faces disciplinary problems as a Day-Secondary School.

Sample and Sampling Procedure

The sample for the study was based on the accessible population of 775. One hundred and thirty-five out of the student population of 736 were selected for sampling. The age of students ranged from 15 to 26. The student population was divided into clusters and SSS Two and SSS Three were selected through cluster sampling. Cluster sampling involves dividing the population into segments and choosing some of them at random. Elements within each segment are selected randomly to constitute the final sample. Random sampling ensures that every possible element of the population has an equal chance of being selected. The researcher wrote 11 "Yes" and 35 "Nos" on pieces of paper and gave members of

each of the 12 classes equal chances of selecting "Yes" from those bearing "Nos". The papers were of the same size and weight. Subsequently, 11 students who picked "Yes" were selected from each of the twelve classes to constitute the final sample. They were 132 in number. The remaining three students were purposively selected from students with special responsibilities such as the Boys' Prefect. The sample was made up of 89 male and 46 female students. They were drawn from the General Arts, Visual Arts, Science, Technical and Home Economics programmes. The disparity between the males and females students was because there were more males than females in the school. Students of SSS Two and SSS Three were selected because they had been in the school for at least two years and thus could provide useful information for the study.

Similarly, the population of teachers was 39, comprising 29 male and 10 female teachers. The sample was drawn from staff members who had spent at least two years in the school. In all, 15 teachers were selected for sampling. The age of teachers ranged from 25 to 45 and above. They were composed of 10 male and 5 female teachers. In relation to the teachers, a random sampling was employed to select 10 subject teachers in the areas of Social Studies, Mathematics, Integrated Science, Technical Drawing, Physical Education and Home Economics. They were selected in the order that they reported to school that day. The other 5 teachers were purposively selected from these capacities; Assistant Head (1), Departmental Heads (2), Class Advisers (2). They were purposively selected because they had special responsibilities, which gave them the privilege to provide useful information for the study. Purposive sampling

involves choosing certain elements of the population deliberately on the judgment of the researcher.

Instruments

The main instruments for data collection were questionnaires. The items were constructed by identifying problems in the school and from ideas found in Literature. Two separate sets of questionnaires were used to collect data from teachers and students because teachers and students might have different opinion on the subject matter. The questionnaire was used because it is cost effective as compared to face-to-face interviews as data collection methods. It is effective in studies involving large sample sizes and large geographic areas. Questionnaires are easy to analyze. Data entry and tabulation for nearly all surveys can be done with many computer software packages such as the SPSS. Questionnaires reduce bias in the study. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. In addition, there are no verbal or visual clues to influence the respondent. Also, anonymity is guaranteed since names and personal identifications are not required. There were both open-ended and close-ended questions. The researcher also composed Likert Scale items in the process.

The questionnaire for teachers indicated in Appendix A, had two main sections with each addressing particular concerns. Section (A) dealt with demographic data of teachers which included age, gender, religion and subjects taught by teachers. This section contained five items to measure teachers' perceptions on the concept of discipline. In addition, eight items were composed to measure the frequency of occurrence of disciplinary problems among students.

Section (B) of Appendix A carried eight items on strategies teachers may use to improve discipline in the school. There were two questions from the point of view of teachers and students on the role parents and the community can play to improve discipline in the AFSTS.

Similarly, Appendix B depicts questionnaire for students. There were two main sections in the questionnaire. Section (A) dealt with demographic data of students such as age, gender, form and religion. This section had five items to measure students' perceptions on the concept of discipline. In addition, eight items measured the frequency of occurrence of disciplinary problems among students.

Section (B) of Appendix B carried eight items on strategies teachers may use to improve discipline in the school. Two questions from the perspective of teachers and students measured the role parents and the community can play to improve discipline in the AFSTS.

Pilot Testing

The pilot testing involved 20 students from the SSS 2 Metal Class and 5 of their teachers. The pilot testing was conducted in the Garrison School Complex where the AFSTS workshop is located. Although they are students of the AFSTS, much of their time is spent at the workshop due to the practical nature of their programme. This segment was chosen because they are isolated; hence, their prior knowledge did not pose a threat to the actual research. After the pilot study, items that were not suitable on the questionnaires for teachers and students were either modified or deleted.

For instance, during the pilot testing, item 1 of teachers' and students' questionnaires read as "How would you define the term Discipline"? However, it was modified to read as "Please tick (✓) in the box that best expresses your considered option on each of the following concepts on the meaning of discipline. The options provided for the meaning of discipline included the following; "Discipline is the state of order which promotes effective teaching and learning" and "Discipline is the punishment given to students who break school rules." The question was changed because the responses provided by the students did not effectively address the item. In addition, item 7 of both questionnaires was originally stated as "Suggest some mode of punishment which you consider useful in maintaining students' discipline"? This was modified to read "What strategies may teachers use to improve discipline in the school?" The options included "Asking students to do manual work during classes and "Writing bad comments for students in terminal reports" among others. This question was modified because it had some limitations. Punishment connotes the use of force to instill discipline. However, there are other means of improving discipline without the use of force. Thus, the item was not suitable for the purpose of the research. These changes were useful as they facilitated the understanding of questions and relevance of responses to the research questions.

Validity of Instruments

The content validity of the instruments was established by submitting the instruments to the supervisor of the research who has an expert knowledge. She rephrased some of the items that were ambiguous and suggested appropriate ones.

Subsequently, the questions were vetted and approved by the supervisor for content and face validity. The instruments were then pre-tested in the Garrison School where the AFSTS workshop is located.

Reliability of Instruments

The reliability of the instruments was determined by computing the Cronbach's Alpha Co-efficient. The Cronbach's alpha co-efficient obtained for disciplinary problems were .803 for students and .871 for teachers. On strategies for improving discipline, the Cronbach's alpha co-efficient were .708 for students .861 for teachers. Thus, the scales for measuring the two items were reliable.

However, on the perceptions of teachers and students on the concept of discipline the Cronbach's alpha co-efficient were .484 for teachers and .129 for students. Perhaps, the low co-efficient were due to the poor items on the questionnaires. Thus, the concept of discipline was not adequately measured.

Data Collection Procedure

The data was collected from teachers and students of Armed Forces Secondary Technical School in Burma Camp. Before the administration of questionnaires, the researcher wrote officially to the school head to be allowed to conduct a study on "Discipline". The letter stated the merits of the study and expressed the belief that the outcome will be useful to the school. Through the instruction of the school head, the Assistant Headmistress discussed the time and venue with the researcher. It was agreed that the questionnaires be administered in individual classes at 2:30pm since there was no convenient place to assemble all the students. Two teachers assisted in the administration of questionnaires for

students within one and half hours. The researcher encouraged the students to provide honest responses since the study was for academic purposes and could also be useful to the school. Then terms in the questionnaires, which were not understood by some students, were explained in the process.

On the part of teachers, the questionnaires were given to them individually as they reported to school. Majority of teachers completed their questionnaires and returned them the same day. However, two teachers who were engaged in school assignments returned theirs the following day. The return rate for both teachers and students was good. For instance, all 135 students representing 100% returned their questionnaires whilst all 15 teachers also submitted theirs.

Data Analysis Procedure

Teachers' and Students' Perceptions on the Concept of Discipline

Research Question 1 dealt with the perceptions of teachers and students on the concept of discipline. Item 6, which was a likert scale item, provided answers to Research Question 1. In analysing this question the responses were read and each item was coded. The coded responses were assigned values. For instance, the response such as 'strongly Agree' was coded as 1, 'Agreed' as 2 and 'Disagreed' as 3 among others. Subsequently, the frequency of each response was recorded on the broad sheet before they were fed into the computer for data analysis.

Using the SPSS the item number which is 6 was entered under 'Name' and the actual item was typed under 'Label' and the response such as 'Strongly Agree' was typed under 'Values'. To begin the analysis a tool within the SPSS called 'Analysis' was selected. Then the 'Descriptive Statistics' were highlighted

to provide the needed information in the form of frequencies. These frequencies were organized into frequency distribution table to provide answers to Research Question 1.

Teachers' and Students' Views on the Frequency of Occurrence of Disciplinary Problems in the AFSTS

Research Question 2 was concerned with the frequency of occurrence of disciplinary problems in the school. Item 8, which provided answers to Research Question 2, was a Close ended item. In analysing this question the responses were read and each item was coded. The coded responses were assigned values such as, 'Very Often' 1, 'Often' 2 and 'occasionally' 3 among others. Later, the frequency of each response was determined on the computer.

On the SPSS the item number, 8 was entered under 'Name' and the actual item was typed under 'Label'. Then the response such as 'Very Often' was typed under 'Values'. 'Analysis' was selected. The 'Descriptive Statistics' were highlighted to provide the needed information in the form of frequencies. These frequencies were organized into frequency distribution table to provide answers to Research Question 2.

Teachers' and Students' Views on Strategies Teachers may use to Improve Discipline in the School

Research Question 3 dealt with strategies teachers may use to improve discipline in the AFSTS. The answers were provided by item 9. In analyzing Research Question 3, the responses of item 9 were read and coded. Then values were assigned to the responses such as '01' for 'To a great extent' '02' for 'some

appreciable extent' and '03' for 'to a very little extent' among others. Then the frequency of each response was determined on the computer.

Using the SPSS, the item number, which is '9' was entered under 'Name' and the actual item was typed under 'Label'. The responses such as 'To a great extent' were typed under 'Values'. Then 'Analysis' was selected. The 'Descriptive Statistics' were highlighted to provide information in the form of frequencies. These frequencies provided data to answer Research Question 3.

Teachers' and Students' Views on ways Parents and the Community can help Maintain and Improve Discipline in the School

Research Question 4 discussed ways parents and the community can help maintain and improve discipline in the school. The answers to this research question were provided by items 10 and 11, which were open ended items. This analysis required critical reading of the entire responses to draw comparisons on issues to get similar responses together. The categorized responses were then coded. For instance the item such as 'exercising effective parental control' was coded '1', and the 'provision of basic needs' as '2'. After this, the frequencies of the responses were determined using the SPSS.

The item numbers 10 and 11 were entered on the SPSS and typed under 'Name'. The items were typed under 'Label'. Then 'Analysis' was selected and 'Descriptive Statistics' were highlighted to provide the required frequencies and percentages. The variables were then organized into frequency tables to provide answers to Research Question 4.

Briefly, the methodology for study was a descriptive survey. A total of 135 students and 15 teachers were sampled for the study. Two separate questionnaires were used for teachers and students. The items on the questionnaires were based on the concept of discipline, the frequency of occurrence of disciplinary problems, and the strategies teachers, parents and the community can adopt to help maintain and improve discipline. A pilot test was conducted prior to the actual research. The research was analysed after editing the data for consistency. Items on the questionnaires were coded and the frequencies and percentages were determined using the SPSS. The results were presented in the form of tables for interpretation and observation of conventions.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this study was to investigate the perception of teachers and students on issues of discipline. The research focused on the Armed Forces Secondary Technical School, which is strategically located within a military set up and yet faces disciplinary problems. The sample was drawn from teachers who had spent at least two years in the school and students in SSS 2 and SSS3. The main instruments used for data collection were questionnaires. Two separate sets of questionnaires were administered to teachers and students.

The questionnaires had items on the demographic data of teachers and students. They also investigated the perceptions of teachers and students on the concept of discipline, the frequency of occurrence of disciplinary problems and strategies teachers may use to improve discipline. Above all, they carried items on ways parents and the community can help improve and maintain discipline in the school. There were four research questions which guided the study:

1. What are the perceptions of teachers and students on the concept of discipline?
2. What is the frequency of occurrence of disciplinary problems in the Armed Forces Secondary Technical School?
3. What strategies may teachers use to improve discipline in the school?

4. From the perspective of teachers and students in what ways can parents and the community (Armed Forces) help to maintain and improve discipline in the school?

Teachers' and Students' Perceptions on the Concept of Discipline

Research Question 1 was based on teachers' and students' perceptions on the concept of discipline in AFSTS. Answers to Research Question 1 were provided by item 6 of Appendix A and B and summarised into frequency Table 1. Table 1 describes teachers' and students' perceptions on the concept of discipline. The table indicates that both teachers and students most agreed concept of discipline was disciplinary actions are intended to help students manage their own behaviour, which was supported by 14 (93.3%) teachers and 123 (91%) students. Also, two other concepts of discipline received the same rating among teachers namely; discipline is the state of order which promotes effective teaching and learning and discipline is a technique teachers use to inculcate good behaviour in students. Fourteen (93.3%) teachers in each case agreed on both concepts. In contrast, students had different rating for other concepts of discipline. Students' second rated concept of discipline was disciplinary actions deter students from committing similar offence supported by 122 (90.4%) students. Students' third rated concept was discipline is the state of order which promotes effective teaching and learning indicated by 112 (83%) students.

Teachers agreed that the fourth concept of discipline was disciplinary actions deter students from committing similar offence indicted by 13(86%).

Table 1**Teachers' and Students' Perceptions on the Concept of Discipline**

Concept of Discipline	CAT	SA N(%)	A N(%)	D N(%)	SD N(%)	NR N(%)	Total N(%)
Discipline promotes effective teaching and learning.	T	10 (66.7)	4 (26.7)	1(6.7)	0	0	15(100)
	S	56 (41.5)	56 (41.5)	12 (8.9)	7(5.2)	4 (3.0)	135 (100)
Discipline is punishment given to students.	T	1 (6.7)	4 (26.7)	6 (40)	3 (20)	1 (6.7)	15(100)
	S	14 (10.4)	45 (33.3)	45 (33.3)	25 (18.5)	6 (4.4)	135 (100)
Disciplinary actions deter students.	T	8 (53.3)	5 (33.3)	1 (6.7)	0	1 (6.7)	15(100)
	S	79 (58.9)	43 (31.9)	7 (5.2)	4 (3.0)	2 (1.5)	135 (100)
Disciplinary actions help students manage their behaviour.	T	12 (80)	2 (13.3)	1 (6.7)	0	0	15(100)
	S	80 (59.2)	43 (31.9)	6 (4.4)	4 (3.0)	2 (1.5)	135 (100)
Discipline is a technique used to inculcate good behaviour.	T	8 (53.3)	6 (40)	1 (6.7)	0	0	15(100)
	S	35 (25.9)	62 (45.9)	19 (14.1)	12 (8.9)	7 (5.2)	135 (100)

Key: CAT = Category, T = Teachers, S = Students, SA = Strongly Agree, A = Agree, SD = Strongly Disagree, NR = No Response,

N = Number.

However, students' agreed that the fourth concept of discipline was discipline is a technique, teachers use to inculcate good behaviour in students supported by 97 (71.8%) students.

Nonetheless, both teachers and students least agreed on the concept that discipline is the punishment given to students who break school rules as indicated by 8 (33.6%) teachers and 59 (43.7%) students. This implies that they do not endorse punishment as means of ensuring discipline. Thus, inspite of statistical differences and ratings the overall perceptions of teachers and students on discipline involves measures, which are implored to unearth inherent abilities of students to ensure order instead of punishment. This concept of discipline is based on self-discipline. The finding is similar to Appiah (2007), whose finding on discipline in Oda Secondary School reveled that discipline involves strategies for getting students to put up good behaviour through their inherent desires. The finding confirms the views of Webster (1968) and Musaazi (1982) which postulate that discipline involves counseling, guidance and persuasion to produce students who are orderly, sympathetic and co-operative.

On the contrary, teachers and students low rating for punishment, as a concept of discipline is inconsistent with the Longman Dictionary of Contemporary English (2001) and the English Dictionary for Advanced learners (2002). These dictionaries emphasized punishment as a mechanism for improving discipline. However, respondents who rejected punishment seem to support the views of Dewey (1916), that joint actions are more rational methods of control than coercion. Nevertheless, the use of punishment should be encouraged when counseling and persuasion fail to ensure good behaviour.

In spite of statistical differences and ratings the overall perceptions of teachers and students on discipline involves measures that are implored to unearth inherent abilities of students to ensure order. This concept of discipline is based on self-discipline instead of punishment.

Teachers' and Students' Views on the Frequency of Occurrence of Disciplinary Problems in the AFSTS

Research Question 2 sought to determine the frequency of occurrence of disciplinary problems in AFSTS. Answers to Research Question 2 were provided by item 8 and summarised into frequency Table 2.

Table 2 shows the differences and similarities between teachers and students perceptions on the frequency of occurrence of disciplinary problems in Armed Forces Secondary Technical School. Thirteen (86.7%) teachers in each case regarded the wearing of unprescribed attire and cheating in examination as the first most frequent disciplinary problems in the school. On the contrary, 105 (77.8%) students considered the use of pidgin language as the first most frequent disciplinary problem. In addition, 99 (73.3%) students considered the wearing of unprescribed attire as the second disciplinary problem whilst 74 (54.8%) students perceived cheating in examination as the fifth most agreed disciplinary problem. However, 10 (66.7%) teachers in each case agreed that speaking of pidgin language and stealing of items were the second most frequent disciplinary problems.

Also, 8 (53.3%) teachers agreed that the fifth disciplinary problem was fighting.

Table 2**Teachers' and Students' Views on the Frequency of Occurrence of Disciplinary Problems in the AFSTS**

Frequency of disciplinary problems	CAT	VO N(%)	O N(%)	OCC N(%)	N N(%)	NR N(%)	Total N(%)
Bullying of junior students by seniors.	T	1 (6.7)	3 (20)	11 (73.3)	0	0	15(100)
	S	27 (20)	40 (29.6)	49 (36.3)	13 (9.6)	6 (4.4)	135 (100)
Disrespect for authority.	T	2 (13.3)	5 (33.3)	8 (53.3)	0	0	15(100)
	S	33 (24.4)	38 (28.1)	37 (27.4)	21 (15.6)	6 (4.4)	135 (100)
Fighting among students.	T	3 (20)	5 (33.3)	7 (46.7)	0	0	15(100)
	S	34 (25.2)	35 (25.9)	55 (40.7)	7 (5.2)	4 (3.0)	135 (100)
Stealing of items among students.	T	4 (26.7)	6 (40)	5 (33.3)	0	0	15(100)
	S	45 (33.3)	42 (31.1)	26 (19.3)	14 (10.4)	8 (5.9)	135 (100)
Cheating in examination.	T	7 (46.7)	6 (40)	2 (13.3)	0	0	15(100)
	S	40 (29.6)	34 (25.5)	45 (13.3)	11 (8.1)	5 (3.7)	135 (100)

Table 2 continued

Frequency of disciplinary problems	CAT	VO	O	OCC	N	NR	Total
		N(%)	N(%)	N(%)	N(%)	N(%)	N(%)
Wearing of unprescribed attire.	T	9 (60)	4 (26.7)	2 (13.3)	0	0	15(100)
	S	67 (49.6)	32 (23.7)	24 (17.8)	7 (5.2)	5 (3.7)	135 (100)
The use of pidgin language.	T	7 (46.7)	3 (20)	4 (26.7)	1 (6.7)	0	15(100)
	S	69 (51.1)	36 (26.7)	16 (11.9)	9 (6.7)	5 (3.7)	135 (100)
Absenteeism and truancy among students.	T	2 (13.3)	5 (33.3)	7 (46.7)	0	1 (6.7)	15(100)
	S	44 (32.6)	31 (23)	44 (32.6)	10 (32.6)	6 (4.4)	135 (100)

Key: CAT = Category, T = Teachers, S = Students, VO = Very Often, O = Often, OCC = Occasional, N = Never, NR = No Response, N = Number.

In contrast, 69 (51%) students regarded fighting as the seventh most agreed on disciplinary problem. In like manner, teachers sixth most agreed on disciplinary problems were absenteeism and truancy and disrespect for teachers. Those who agreed on these problems were 7 (46.6%) teachers in each case. In contrast, absenteeism and truancy and disrespect for teachers were the fourth and sixth most agreed on items supported by 75 (55.6%) and 71 (53.5%) students respectively.

Bullying was the least agreed on disciplinary problem among teachers and students indicated by 4 (26.7%) and 67 (49.6) students. Thus, bullying was not a frequent disciplinary problem in the school.

In sum, the overall perceptions of teachers and students on the frequency of occurrence of disciplinary problems revealed that cheating in examination, wearing of unprescribed attire and use of pidgin language were the most frequent disciplinary problems in the school. The others were stealing, truancy and absenteeism, disrespect for authority and fighting. Bullying was the least disciplinary problem in AFSTS.

The perception that wearing unprescribed attire is one of the frequent disciplinary problems in AFSTS is consistent with the views of Asiedu-Akrofi (1978), who states that students love their tight pants, miniskirts and flamboyant looks. The wearing of unprescribed attire among students is a serious issue that needs to be addressed. Students who wear unprescribed attire would not be easily identified in times of emergency. Also, they could indulge in nefarious activities after school without being noticed. Perhaps, students indulge in improper dressing

because school authority and prefects do not effectively enforce the rules on dress code.

The findings also showed that cheating is one of the most frequent disciplinary problems in the AFSTS. This is similar to the findings of Boakye (2007), that cheating in examination was the most frequent act of indiscipline in Achimota School. However, this finding is contrary to that of Appiah (2007), who rated bullying as the highest disciplinary problem of Oda Secondary School. The prevalence of cheating in examination is a serious disciplinary problem since students who indulge in the act are not well prepared for examinations. Hence, the Code of Discipline for students stipulates that students who indulge in cheating should have their papers cancelled for the first offence. For subsequent offence, students should be dismissed. Thus, the practice should be checked, to prevent possible cancellation of papers and dismissal of students. Similarly, students regarded the use of pidgin language as the most frequent disciplinary problem indicated by 105 (77.8%) students and 10 (66.7%) teachers. The use of pidgin language calls for prompt attention of stakeholders. The reason is that students write all examinations in the English Language and any attempt to use pidgin language will interfere with the writing of the English Language. Subsequently, the practice will affect the standard of the English Language in schools, hence the need to address this issue.

Moreover, teachers and students agreed that stealing of items occurred among students as indicated by 10 (66.7%) teachers and 87 (64.4%) students. Stealing is a serious offence in the school just as it is in the Army.

According to The Ghana Armed Forces, stealing attracts dismissal punishment from the Army. Indeed, education will lose its purpose if students who are being trained to add value to society end up as robbers. Stealing is unethical and causes financial constraints to parents. It could be habitual leading to imprisonment. This practice must therefore be stopped in order to protect the entire society.

Also, 75 (55.6%) students and 7 (46.6%) teachers agreed that students engaged in truancy and absenteeism. Although some teachers do not seem to regard truancy and absenteeism as problems the practice needs to be checked. The implications are that some students do not attend classes regularly. This habit reduced the number of contact hours for learning which could impede on effective understanding of topics taught. Therefore, Aseidu-Akrofi (1978), admonishes teachers, to teach through mirth, jollity and activities to retain truants in School. Similarly, Gonzales (2003) suggests the provision of play fields to keep students in school.

Regarding the occurrence of disrespect for authority 71 (53.5%) students and 7 (46.6%) teachers agreed on the issue. This means that many students admit the occurrence of disrespect for authority than teachers. This confirms the views of Wanyama (2001) that indiscipline includes disrespect for elders.

In addition, a total of 65 (57%) students and (53.3%) teachers agreed on the occurrence of fighting among students. The occurrence of fighting among students support the assertions of Gonzales (2003), that fighting is an act of

indiscipline among students. Bullying was the least agreed on disciplinary problem among teachers and students indicated by 4 (26.7%) teachers and 67 (49.6) students. However, this is contrary to Appiah (2007), who rated bullying as the highest disciplinary problem of Oda Secondary School.

In sum, the overall perception of teachers and students on the frequency of occurrence of disciplinary problems showed that cheating in examination, wearing unprescribed attire and use of pidgin language were the most frequent disciplinary problems. The others were Stealing of items, truancy and absenteeism, disrespect for authority and fighting. Bullying was the least disciplinary problem.

Teachers' and Students' Views on Strategies Teachers may use to Improve Discipline in the School

Research Question 3 was based on teachers' and students' perceptions on strategies teachers may use to improve discipline in the school. Answers to Research Question 3 were provided by item 9 and summerised into frequency Table 3.

Table 3 depicts perceptions of teachers and students on strategies teachers may use to improve discipline in the Armed Forces Secondary Technical School. There were some similarities regarding teachers and students views on the strategies for Teachers and students most agreed strategy for improving discipline was guidance and counseling supported by all 15 (100%) teachers and 105 (77.8%) students. improving discipline.

Tables 3

Teachers' and Students' Views on Strategies Teachers may use to Improve Discipline in the School

Strategies of improve discipline in the school	CAT	TGE	TAE	TLE	NAA	NR	Total
		N(%)	N(%)	N(%)	N(%)	N(%)	
Students who break rules should sign bonds.	T	8 (53.3)	3 (20)	4 (26.7)	0	0	15(100)
	S	40 (29.6)	32 (23.7)	18 (13.3)	33 (24.4)	12 (8.9)	135 (100)
Students should be punished to do manual work.	T	0	7 (46.7)	5 (33.3)	3 (20)	0	15(100)
	S	31(23.)	15 (11.1)	9 (6.7)	77 (57)	3 (2.2)	135 (100)
Students who break rules should be suspended.	T	5 (33.3)	3 (20)	6 (40)	1 (6.7)	0	15(100)
	S	32 (23.7)	24 (17.8)	32 (23.7)	43 (31.9)	4 (3.0)	135 (100)
Teachers should write bad reports about students.	T	5 (33.3)	4 (26.7)	5 (19.3)	1 (6.7)	0	15(100)
	S	32 (23.7)	37 (27.4)	26 (19.3)	37 (27.4)	3 (2.2)	135 (100)
Students should be canned at assembly	T	2 (13.3)	6 (40)	5 (33.3)	1 (6.7)	0	15(100)
	S	30 (22.2)	28 (20.7)	26 (19.3)	37 (27.4)	3 (2.2)	135 (100)

Table 3 continued

Strategies of improve discipline in the school	CAT	TGE	TAE	TLE	NAA	NR	Total
		N(%)	N(%)	N(%)	N(%)	N(%)	N(%)
Teachers should discuss students' behaviour with parents.	T	5 (33.3)	8 (53.3)	2 (13.3)	0	0	15(100)
	S	50 (37)	36 (26.7)	26 (19.3)	21 (15.6)	2 (1.5)	135 (100)
Parents should exercise effective parental control	T	11 (73.3)	2 (13.3)	2 (13.3)	0	0	15(100)
	S	74 (54.8)	30 (22.2)	16 (11.9)	13 (9.6)	2 (1.5)	135 (100)
Students should be offered Guidance and Counseling	T	13 (86.7)	2 (13.3)	0	0	0	15(100)
	S	88 (65.2)	17 (12.6)	13 (9.6)	14 (10.4)	3 (2.2)	135 (100)

Key: CAT = Category, T = Teachers, S = Students, TGE = To a Great Extent, TAE = To Some Appreciable Extent, TLE = To a Very Little Extent, NAA = Not At All, NR = No Response, N = Number

Similarly, both teachers and students agreed that the second strategy was effective parental control indicated by 13 (86.6%) teachers and 104 (77%) students. Additionally, 13 (86.6%) other teachers agreed on discussing students' behaviour with parents as the second strategy for improving discipline. However, this was students' third agreed strategy.

In like manner, both teachers and students regarded the signing of bonds and writing bad comments on students' report cards as the fourth and fifth strategies respectively. However, teachers' sixth agreed strategies were canning and suspension whilst these constituted the sixth and seventh agreed strategies of students.

Teachers and students regarded punishment as the least strategy for improving discipline indicated by 7 (46.7%) and 46 (34.1%) respectively.

Thus, teachers and students overall perceptions on strategies for improving discipline suggest that guidance and counseling, effective parental control and discussing students' behaviour with parents were the most agreed strategies. Other strategies were signing of bonds and writing bad comments on report cards. The least agreed strategies were suspension of students, canning and punishment.

The findings showed that effective parental control and discussing students' behaviour with parents were strategies for improving discipline in AFSTS. This is similar to the finding of Boakye (2007), of Achimota School that parental involvement in education was important remedy for improving discipline. The role of parents in this regard will provide teachers with background knowledge of students. This confirms Asiedu-Akrofi's (1978), assertion that the knowledge about students' background could help teachers deal with individual cases of indiscipline. Hence, teachers and parents need to

collaborate to find lasting solutions to indiscipline among students. However, this finding contradicts that of Bonzali (2002), who suggested military training and corporal punishment as remedies for improving discipline.

The perception of teachers and students that guidance and counseling should be offered to students to improve discipline is consistent with Musaazi (1968) and Webster (1968). Both Musaazi and Webster believe that discipline should involve counseling, guidance and persuasion to produce students who are orderly, sympathetic and co-operative.

It was observed that only 72 (53.3%) students endorsed the signing of bonds by students as a strategy to improve discipline. Perhaps, few students accepted this strategy because bonds can be referred to in future when students misbehave. Thus, students would want to avoid a strategy of this kind. Similarly, 9 (60%) teachers agreed on the writing of bad comments on report cards as against 69 (51%) students. The reason could be that few students would like parents to know what they do in school.

Moreover, teachers and students least agreed that canning should be used as a strategy to improve discipline. This supports the code of conduct for students, which restrict canning in schools. It states that canning must not exceed six strokes and must be administered by the school head or his/her representative. Thus, some respondents did not consider it as good strategy to improve discipline.

Perhaps, teachers and students least agreed on punishment and suspension of students because they will affect students' academic work. This confirms the code of discipline for students, which warns that suspension should not exceed two weeks. Thus, teachers and students views on these strategies are consistent

with Musaazi (1982), who suggests that school authorities should be considerate and co-operative in administering discipline.

Thus, teachers' and students' overall perceptions on strategies for improving discipline suggest that guidance and counseling, effective parental control and discussing students' behaviour with parents were the most agreed strategies. Other strategies were signing of bonds and writing bad comments on report cards. The least agreed strategies were suspension of students, canning and punishment.

Teachers' and Students' Views on ways Parents can help Maintain and Improve Discipline in the School

Research question 4 was concerned with teachers' and students' views on ways parents and the community can help maintain and improve discipline in AFSTS. Items 10 and 11, summarised into frequency Tables 4 and 5 provided answers to Research Question 4.

Table 4 shows teachers' and students' views on ways parents can help maintain and improve discipline in AFSTS. Fifty-Seven (42.2%) students opined that parents should educate children on moral values. The views of students are consistent with Busia (1968), who laments the rate at which parents shirk responsibility and undermine cultural values. Parents are expected to teach their children about the values of the Ghanaian society in order to socialize and integrate them into the society.

Similarly, White (1954) admonishes parents to be the first instructors of children teaching them obedience, respect and self-control in order to improve discipline among the youth.

Table 4**Teachers' and Students' Views on ways Parents can help Maintain and Improve Discipline in the School**

Response	CAT	N(%)
Parents should exercise parental control	T	5 (33.3)
	S	42 (31.1)
Monitor dressing of children	T	1 (6.7)
	S	4 (3.0)
Parents should pay visit to schools periodically	T	3 (20.2)
	S	20 (14.8)
Educate children on moral values	T	0
	S	57 (42.2)
Provide basic needs for children	T	2 (13.3)
	S	2 (1.5)
Attend PTA meetings	T	1 (6.7)
	S	2 (1.5)
No response	T	3 (20)
	S	8 (5.9)
Total	T	15 (100)
	S	135 (100)

Key: CAT = Category, T = Teachers, S = Students, N = Number.

Similarly, 5 (33.3%) teachers indicated that parents can help improve discipline through effective parental control. This was also endorsed by 42 (31.1%) students. This view is consistent with White (1954), who believes that

parents are accountable to God for the way they train their off spring. She thinks that parents must guide their children in life and give them a well-balanced symmetrical character.

Both teachers and students indicated the need for parents to visit schools periodically to help improve discipline. This will give parents fair knowledge of the performance of children. It will enable parents monitor and build the right foundation for their children. This supports White (1954), who states that parents should lay the right foundation for their children. This foundation should have a firm and strong framework and must be built gradually till the child becomes perfect. A teacher and two students also stated that parents should provide basic needs for their children. This view is consistent with Affenyi-Dadzie (2003), who thinks that parents should invest their resources in the education of children instead of adoring them with less valuable items.

Two students and one teacher stated that parents should attend PTA meetings. The reason is that parents have a moral obligation to collaborate with teachers to inculcate discipline in children. This confirms the views of Asiedu-Akrofi (1978), who admonishes parents to be members of the PTA order to monitor the development of their children.

Four (3%) students and one teacher also emphasized the need for parents to monitor the dressing of children. This confirms Asiedu-Akrofi's assertion that

students love tight pants, miniskirts, “goatee” beards and flamboyant and funny looks which must be redirected to avoid rebellion.

Thus, the overall views on ways parents can help improve discipline in the school shows that parents should educate children on moral values, exercise parental control and pay visits to school periodically. Teachers and students least suggestions were monitoring dressing of children, attending PTA and provision of basic needs.

Teachers and students views on ways the community can help maintain and improve discipline. Table 5 shows that 68 (50.4%) students and only 3 (20%) teachers suggested that the community can help maintain and improve discipline in AFSTS through monitoring activities of teachers and students. The statistics on teachers suggest that teachers do not wish to be monitored. However, Asiedu-Akrofi (1978), highlights the role played by the community, claiming that a good school and community relationship will help address the problems of the school. Also, 21 (15.6%) students and 3 (20%) teachers agreed that the community should organize talks and seminars for the youth to help address issues of discipline. Also, 3 (20%) teachers and 2 (1.5%) students suggested that students should be encouraged to participate in communal activities. These activities will enable students interact with members of the community and learn from them. These views are consistent with the claims of Hays and Orrell (1987) that children need people around whom they can copy. Through this students become aware of how real people perform social roles. Also, Mends (2003), suggests that the

community should support activities, which promote moral and spiritual upbringing of children instead of pursuing material gains.

Table 5

Teachers' and Students' Views on ways the Community can help Maintain and Improve Discipline

Response	CAT	N(%)
Monitor activities of students and teachers	T	3 (20)
	S	68 (50.4)
Encourage students to participate in communal activities	T	3 (20)
	S	2 (1.5)
Social clubs to educate students on discipline	T	0
	S	8 (5.9)
Organize talks and seminars for the youth in community	T	3 (20)
	S	21 (15.6)
Formation of youth clubs to curb indiscipline	T	1 (6.7)
	S	3 (2.2)
Attend PTA meetings and make contributions on student discipline	T	1 (6.7)
	S	7 (5.2)
Establish guidance and counseling centres	T	1 (6.7)
	S	13 (9.6)
Don't Know	T	0
	S	1 (.7)
No response	T	3 (20)
	S	12 (8.9)
Total	T	15 (100)
	S	135 (100)

Key: CAT = Category, T = Teachers, S = Students, N = Number

However, very few teachers and students suggested that the formation of youth clubs, attending PTA and establishment of guidance and counseling centres in the community were remedies to improve discipline in the school. Perhaps, these remedies might not influence students' behaviour since they are community based.

Thus, the general perception of both teachers and students suggest that the community can help improve discipline by monitoring activities of teachers and students, organizing talks and seminars on discipline and encouraging students to participate in communal labour. The least suggestions were formation of youth clubs, attending PTA and establishment of guidance and counseling centres.

In conclusion, teachers and students shared similar perceptions on the concept of discipline despite statistical differences and ratings. Their perceptions on discipline are based on measures which enable students manage their own behaviour rather than punishment. Thus, teachers and students perceptions on discipline emphasize self-discipline. In addition, teachers and students had divergent views on the frequency of occurrence of disciplinary problems in the AFSTS. Teachers regarded cheating in examination and the wearing of unprescribed attire as the most prevalent disciplinary problem whilst students considered the use of pidgin language as the most frequent problem. However, both teachers and students agreed that bullying was the least disciplinary problem in the school.

The most agreed on strategy for improving discipline was guidance and counseling. Other strategies were effective parental control and discussing students' behaviour with parents. Teachers and students suggested that parents

could help improve discipline through education of children on moral values and effective parental control among others. The least suggestions included monitoring the dressing of children and attending PTA.

Teachers and students suggested that the community could help improve discipline by monitoring activities of teachers and students and organizing talks and seminars on discipline. The least suggestions were formation of youth clubs and attending PTA meetings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

The research was to investigate the perceptions of teachers and students of Armed Forces Secondary Technical School on discipline and how it is applied in the school. It aimed at identifying the frequency of occurrence of disciplinary problems in the school in order to devise strategies, which teachers could adopt in dealing with disciplinary issues. The study also examined the role parents and the Armed Forces could play in ensuring sound discipline in the school.

The methodology for study was a descriptive survey. A total of 135 students out of 736 were selected for sampling. The cluster sampling method was used to divide the population into segments and SSS Two and SSS Three were chosen. Fifteen teachers out of 39 were selected for the study. They comprised 10 male and 5 female teachers. Two separate questionnaires were used to solicit information on the study. The questionnaires carried items on the concept of discipline, the frequency of occurrence of disciplinary problems, strategies teachers may use to improve discipline and the role parents and the community can play to maintain and improve discipline.

Finally, the analysis of the research was conducted by coding the items on the questionnaires. The frequency and percentages were determined using the

SPSS. The results were presented in the form of tables for interpretation and observation of conventions. The following are the principal findings made on the research.

6

Summary of Key Findings

1. Teachers and students shared similar perceptions on the concept of discipline despite statistical differences and ratings. The highest rated concept of discipline was disciplinary actions are intended to help students manage their own behaviour supported by 14 (93.3%) teachers and 123 (91%) students. Teachers and students rated other concepts of discipline differently. However, both teachers and students least agreed on the concept that discipline is the punishment given to students who break school rules as indicated by 8(33.6%) teachers and 59(43.7%) students. Thus, their perception of discipline is based on self-discipline, which involves counseling, guidance and persuasion.
2. Teachers and students had divergent views on the frequency of occurrence of disciplinary problems in the AFSTS. Whilst 13 (86.7%) teachers regarded cheating in examination and the wearing of unprescribed attire as the highest-ranking disciplinary problem, 105 (77%) students considered the use of pidgin language as the most prevalent problem. Nonetheless, teachers and students indicated low rating for the occurrence of stealing, truancy and absenteeism, disrespect for authority and fighting. Bullying was the least agreed on disciplinary problem among teachers and students indicated by 4(26.7%) and 67(49.6) students.

3. The most agreed on strategy for improving discipline is guidance and counseling which was supported by all 15(100) teachers and 105(77.8%) students. Other strategies endorsed were effective parental control, discussing students' behaviour with parents, signing of bonds and writing bad comments in report cards. However, canning, manual work and suspension of students received low ratings from both teachers and students.
4. The overall views on ways parents could help improve discipline in the school were, parents should educate children on moral values, exercise parental control and visit the school periodically. The least suggestions were monitoring dressing of children, attending PTA and provision of basic needs. Teachers and students perceived that the community could help improve discipline by monitoring activities of teachers and students, organizing talks and seminars on discipline and encouraging students to participate in communal labour. The least suggestions were formation of youth clubs, attending PTA and establishment of guidance and counseling centres.

Conclusions

Some conclusions are drawn from the findings on teachers' and students' perceptions of discipline in Armed Forces Secondary Technical School. Teachers and students consider discipline as measures intended to help students manage their own behaviour. Disciplinary problems in the school take different forms. They include cheating in examinations, wearing unprecibed attire, speaking pidgin language, bullying, truancy and absenteeism.

School authorities take different measures that appropriately address disciplinary problems faced in the school. These measures engage both students and parents in the disciplinary management process. Among these measures are guidance and counseling, discussing students' behaviour with parents and asking students to sign bond of good behaviour.

Parents have key roles to play in maintaining discipline in school. They have to exercise good parental care and inculcate good moral values in students. They also have to interact regularly with school authorities to help identify and manage disciplinary concerns.

The community has crucial a part to play in improving discipline in school by supporting both teachers and students. This is achieved through monitoring activities of teachers and students, organizing programmes that engage and educate students on how to deploy their youthful abilities for their personal benefits and the society as a whole.

Recommendations

The following recommendations are made concerning this research. It is the hope of the researcher that serious attention would be given to them by policy makers, Ministry of Education, Ghana Education Service, teachers and the general public to improve the learning environment in the school.

1. The school authority should organize a forum to discuss with students measures that will promote self-discipline with minimal application of punishment and create fora for stakeholders in education to discuss and find solutions to indisciplinary challenges facing the school. Each

stakeholder's expected roles should be clearly identified and mutually agreed upon.

The school should also evaluate and refine punishment designed for various breaches of students' conduct and adopt most suitable ones. The punishment must be both reformative and punitive to engender good discipline in the school. In addition, an award scheme should be instituted to give prizes to students of good conduct to serve as a motivator. The school authority must emphasise on Guidance and Counseling in the management of students' discipline.

2. Parents should take keen interest in the conduct of their wards at home and in school, to effectively address any indisciplinary behaviour. Parents have to visit the school regularly and interact with teachers and peers of their wards.
3. The Ghana Armed Forces should support the efforts of the school authority in maintaining discipline. This includes the establishment of standardized code of conduct for both teachers and students, frequent interaction with school authority, students and promoting programmes that would engender good behaviour.

Suggestion for Further Studies

In view of the findings and suggested recommendations, a few follow up research into the issue of discipline will fully complete the task. It is therefore

Suggested that;

1. A study should be conducted in the AFSTS to ascertain why manual work and suspension of students are not often used as forms of punishment to improve discipline.
2. A research should be conducted to investigate why the rudimental training of the Army is not applied to the AFSTS to ensure discipline.
3. A study should be carried out on the effects of indiscipline on teachers' output of work in AFSTS.
4. An action research should be conducted to find out how guidance and counseling could be used as a strategy to improve discipline in AFSTS.

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APPENDICES

APPENDIX A

TEACHERS' & STUDENTS' PERCEPTION OF DISCIPLINE IN ARMED FORCES SECONDARY TECHNICAL SCHOOL

BURMA CAMP, ACCRA.

QUESTIONNAIRE FOR TEACHERS

The purpose of this study is to investigate the perceptions of teachers and students on discipline, the frequency of occurrence of disciplinary problems and strategies to improve discipline for effective academic work.

INTRODUCTION

Fill in the blank spaces and indicate by ticking (✓) in the box of the response that applies to you.

SECTION 'A'

Background of Respondents

1. Age: () 26 – 35 () 36 – 44 () 45 and above
2. Gender: () Male () Female
4. Religion () Christian () Muslim () Traditional
5. What subject do you teach?
6. What are the perceptions of teachers on the concept of discipline?

7. Please tick (✓) in the box that best expresses your considered option on each of the following conceptions on the meaning of discipline.

Concept of Discipline	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	Total
i. Discipline is the state of order which promotes effective teaching and learning						
ii. Discipline is the punishment given to students who break school rules.						
iii. Disciplinary actions deter students from committing similar offence.						
iv. Disciplinary actions are intended to help students manage their own behaviour.						
v. Discipline is a technique teachers use to inculcate good behaviour in students.						

8. What is the frequency of occurrence of disciplinary problems in the school?

Frequency of disciplinary problems	Very Often	Often	Occasionally	Never	No response	Total
a. Bullying of junior students by seniors.						
b. Disrespect for authority.						
c. Fighting among students.						
d. Stealing of items among students.						
e. Cheating in examination						
f. Wearing of unprescribed attire.						
g. The speaking of pidgin language.						
h. Absenteeism and truancy among students.						

9. What strategies may teachers use to improve discipline in the school?

Strategies to improve discipline	To a Great Extent	To Some Appreciable Extent	To a Very Little Extent	Not At All	Total
a. Students who break rules should sign bonds to be of good behaviour.					
b. Students should be punished to do manual work during classes.					
c. Students who break rules should be suspended.					
d. Teachers should write bad comments about students in report cards.					
e. Students should be canned at assembly.					
f. Teachers should discuss students' behaviour with parents.					
g. Parents should exercise effective parental control.					
h. Students should be offered Guidance and Counseling.					

10. From the perspective of teachers in what ways can parents help to maintain and improve discipline in the school?.....
.....

11. From the perspective of teachers in what ways can the community help to maintain and improve discipline in the school?.....
.....

APPENDIX B

TEACHERS' & STUDENTS' PERCEPTION OF DISCIPLINE IN ARMED FORCES SECONDARY TECHNICAL SCHOOL BURMA CAMP, ACCRA.

QUESTIONNAIRE FOR STUDENTS

The purpose of this study is to investigate the perceptions of teachers and students on discipline, the frequency of occurrence of disciplinary problems and strategies to improve discipline for effective academic work.

INTRODUCTION

Fill in the blank spaces and indicate by ticking (✓) in the box of the response that applies to you.

SECTION 'A'

Background of Respondents

1. Age: () 15 – 18 () 19 – 22 () 23 – 26
2. Gender: () Male () Female
3. Form: () SSS1 () SSS2 () SSS3
4. Religion () Christian () Muslim () Traditional
6. What are the perceptions of students on the concept of discipline?
7. Please tick (✓) in the box that best expresses your considered option on each of the following conceptions on the meaning of discipline.

Concept of Discipline	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	Total
i. Discipline is the state of order which promotes effective teaching and learning						
ii. Discipline is the punishment given to students who break school rules.						
iii. Disciplinary actions deter students from committing similar offence.						
iv. Disciplinary actions are intended to help students manage their own behaviour.						
v. Discipline is a technique teachers use to inculcate good behaviour in students.						

8. What is the frequency of occurrence of disciplinary problems in the school?

Frequency of disciplinary problems	Very Often	Often	Occasionally	Never	No response	Total
a. Bullying of junior students by seniors.						
b. Disrespect for authority.						
c. Fighting among students.						
d. Stealing of items among students.						
e. Cheating in examination						
f. Wearing of unprescribed attire.						
g. The speaking of pidgin language.						
h. Absenteeism and truancy among students.						

What strategies may Students use to improve discipline in the school?

Strategies to improve discipline	To a Great Extent	To Some Appreciable Extent	To a Very Little Extent	Not At All	Total
a. Students who break rules should sign bonds to be of good behaviour.					
b. Students should be punished to do manual work during classes.					
c. Students who break rules should be suspended.					
d. Teachers should write bad comments about students in report cards.					
e. Students should be canned at assembly.					
f. Teachers should discuss students' behaviour with parents.					
g. Parents should exercise effective parental control.					
h. Students should be offered Guidance and Counseling.					

8. From the perspective of students in what ways can parents help to maintain and improve discipline in the school?.....

.....

9. From the perspective of students in what ways can the community help to maintain and improve discipline in the school?.....

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