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DISCIPLINE IN ACHIMOTA SCHOOL
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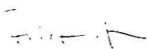
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DECLARATION

Candidate's Declaration

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

Candidate's Signature



Date 01/27/20

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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

Achimota School in the past was described as an ideal institution. Today however, Achimota School appears to be losing its glory. The research problem was to find out what had gone wrong and suggest ways of improving Achimota School. The study examined views held by 49 past students (Yesterday) and 172 present students (Today) on discipline and how views and actions of students affected Achimota School. It was a qualitative research. The study showed that 79.6% of the past students strongly agreed with the idealist concept which supports discipline based on sanctions. However 65.1% of the present students strongly agreed with the naturalist concept which supports greater freedom. Both past and present students mentioned the following as the most serious indisciplinary acts: Examination malpractice (91.8% of Yesterday and 57.6% of Today), Substance abuse (93.8% of Yesterday and 62.8% of Today), Sexual Misconduct (89.8% of Yesterday and 53.4% of Today), Flouting Authority of staff and students (93.8% of Yesterday and 51.2% of Today) and stealing (93.8% of Yesterday and 76.3% of Today). These and other indisciplinary acts like occultism occurred more frequently today. This indicates indiscipline in Achimota is worst today than in the past. The study showed indisciplinary acts in Achimota have students, teachers, school and environment related causes and therefore suggested improved Christian teaching and worship, effective guidance and counseling, regular refresher courses for teachers and a strong Parent Teacher Association (PTA) as some remedies for improving discipline in Achimota School.

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I am also grateful to my dear wife, Mrs. Beatrice Boakye for strongly urging me to take this study at an age when most people would have given up.

DEDICATION

Dedicated to my family Bea, Yaw, Kwasi, Kwaku, and Nana Yaa.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The Greek word Sophronismos, translated discipline, literally means admonishing or calling to soundness of mind or self-control (Vine, 1966). Fayol (1949) defines discipline as obedience, application, behavior and outward mark of respect in accordance with standing agreements. Fayol (1949) argues that discipline is absolutely essential for the smooth running of any enterprise or society and that without discipline no business or society could prosper.

Denga (1981) sees indiscipline as a plague that can destroy the very fabric of a school organization if left loose. There is therefore the need to maintain discipline in schools because schools with high level of discipline generally have high output. Discipline also inculcates good morals in students and helps them to grow up as responsible citizens.

Achimota School was formally opened as Prince of Wales College on January 28, 1927 by its founder, Sir Gordon Guggisberg, then governor of Gold Coast (Ward, 1965). Guggisberg's principles of education in Achimota School included the following:

1. making Achimota a model institution and microcosm of all educational work done in the Gold Coast (Agbodeka, 1977).

2 basing character training on Christian teaching to show thoroughness of work, the spirit of team play, being courageous, fearless, telling the truth, training in love of country and practical services for the people (Agbodeka, 1977).

3 giving equal opportunity for education of boys and girls (Ward, 1965).

Yesterday Achimota had extensive facilities, well-trained staff and high aspirations. Many young men and women went to Achimota, from inside and outside Ghana. Students went in from East Africa, Togo, Benin, Nigeria, Sierra Leone and Liberia. By 1934, Achimota was known beyond Africa. By 1935 over 80 visitors went to Achimota, representing countries all over the world (Agbodeka, 1977).

Yesterday, students of Achimota were highly disciplined. Frazer, the first Principal in a Report on Achimota College, in 1941 said he had always marveled at the perfect discipline at assemblies, in the classrooms and on the sports field. Boys and girls in Achimota School were happily together (Williams, 1962). Mixing freely with each other made them aware of the peculiarities of the either sex. It was all good and clean. There was no cause for anxiety about boy and girl relation (Agbodeka, 1977).

The school had the best library in the country (Williams, 1962). The students spoke very good English. Dr. Ward, a lecturer in Phonetics at the London School of Oriental and African Studies in a report said the English he heard in Achimota came very near to the peak of excellence (Williams, 1962).

The School also emphasized training of hands, head and heart. There was a constant search for opportunities for character training (Agbodeka, 1977). The boys and girls were exposed to manual labour throughout their training to instill into them the dignity of labor. Students were involved in many extra-curricular activities. Sports in Achimota included cricket, tennis, hockey, football and boxing. Achimota had excellent results in sports (Williams, 1962). Achimota often reminded the other schools that it had no rivals in the country and was prepared to accept challenges from overseas (Agbodeka, 1977).

Yesterday, Achimota had full development of classes and subjects – Kindergarten, Primary School, Teacher Training and University classes all organized on one college compound (Agbodeka, 1977). It was the first of its kind anywhere in the world (Achimota School Golden Jubilee Report, 1977). The school offered first class education. It was possible at Achimota to get an education equal to that given by a good secondary school or University in Europe or United States of America (Achimota School Golden Jubilee Report, 1977). Examination results were most impressive (Agbodeka, 1977).

Yesterday Achimota produced countless statesmen and functionaries of national repute. These include heads of state in Ghana i.e. Dr. Kwame Nkrumah and Fl. Lt. J. J. Rawlings and outside Ghana, Dr. Kenneth Kaunda of Zambia, Dauda Jawala of Gambia, and Robert Mugabe of Zimbabwe. Achimota sprang forth living waters which improved the fertility of the Ghanaian leadership (Achimota School Golden Jubilee Report, 1977). Achimota begot Ghana (Agbodeka, 1977).

Everybody was therefore proud to be associated with Achimota School because it stood for excellence in all areas of human development. Frazer, the first principal of Achimota in an address said he would rather be on the staff of Achimota than the governor of Gold Coast because Achimota gave life richer in happiness and possibilities (Ward, 1965). Bardsley, chaplain of Achimota School in 1961 stated that Achimota was more than an institution but a living symbol with its standard fixed at the highest point, never to be lowered (Achimota School Golden Jubilee Report, 1977).

Today, Achimota offers a 3-year Senior Secondary School course with programmes in Agriculture, General Science, General Arts, Visual Arts and Home Economics. In the 2005/6 academic year, Achimota had a student population of 1842 and teaching staff of 86. There were two expatriate teachers (Achimota School Staff Register, 2005).

Achimota has two chapels and five chaplains. It has three dining halls, two gymnasiums, very extensive playing field, a swimming pool, a cricket oval, basket ball court, tennis and squash courts, a post office, police station, 45-bed hospital, a village of its non-teaching staff, a forest reserve and a large school farm (<http://www.achimota.edu.gh.GG/history>). Achimota also has seven boarding houses for girls, 7 boarding houses for boys and 45 staff bungalows.

Today, Achimota School is just average in Sports. For example, Achimota placed 5th in the zonal athletic competition of 12 schools (Achimota School Sports Report, April, 2005).

Academic performance of Achimota School today is not impressive. For example, in the Senior Secondary School Certificate Examination(SSSCE) Results League, Achimota School placed 14th in 2003 and 23rd in 2004 (Daily Graphic, Saturday, February 10, 2005)

Boy – Girl relation in Achimota School today is a big problem. For example from 2000 to 2003, there were twelve of sexual misconduct including abortion and sexual act in a dormitory (Achimota School Sanctions Book).

Yesterday, Achimota School offered many social services to the neighboring villages, Korle-Bu and various parts of the country. These programmes covered a wide range of activities including dispensary work, talks on sanitation and reading classes for illiterates.(Williams,1962) Today Achimota School offers little services the society. Some are even robbing the society. For example, in 1977, five students were suspended indefinitely for cashing money from woman's account. In that same year three students were arrested for attempting to rob a shop at Osu with violence (Achimota School Sanctions Book)

Statement of the Problem

Yesterday, Achimota was seen as a pacesetter and an ideal institution. There was perfect discipline. Achimota was perceived to be more than an institution but a living symbol. Today there appears to be a negative shift and Achimota appears to be losing its glory. The problem in this study was to find out the causes of the apparent decline in discipline and to suggest remedies for improving discipline in Achimota School.

Purpose of the Study

The purpose of the study was to find out why many changes have occurred in Achimota School or what has gone wrong and to suggest ways of restoring Achimota to its past glory. It was necessary to find causes leading to the increasing decline in discipline and find ways to control the problem because according to Denga (1981) indiscipline is a plague that can destroy the very fabric of a school organization if left loose. The purpose of this study was to find out how high discipline was maintained yesterday, why it had been difficult to maintain high discipline in Achimota School today and how Achimota School could restore its high discipline of yesterday..

Research Questions

- 1 How did Achimota School students of Yesterday and Today understand discipline?
2. How did Achimota School students of Yesterday and Today view some common acts of indiscipline?
- 3 How often did common acts of indiscipline occur in Yesterday and Today in Achimota School?
- 4 What are/were the causes of indiscipline in Achimota School Yesterday and Today?
- 5 What can be done/could have been done to improve discipline in Achimota School?

Significance of the Study

The study sought to identify the root causes of indiscipline in Achimota School and suggest solutions to the problem. The study will help the school administration, staff and students of Achimota School to know remedies to improve discipline in the school. The findings in the study will also add to the existing knowledge on discipline in Achimota School Parents-Teacher Association (PTA), Board of Governors, Churches, Akoras and the Ghana Education Service may find the study a useful source of material on discipline.

Delimitations of the Study

The problem of the study was to find the root causes of indiscipline in Achimota School today and to offer suggestions for improving discipline in the school. The study was however restricted to the views of past and present students of Achimota School Views are subjective depending on how the respondents understand the questions. Past and present teachers Parents, administrators, Board of directors and the general public could have given different responses and therefore different results

Limitations of the Study

The old students of Achimota School were scattered in and out of the country. It was very difficult to get in touch with them Yesterday sample was therefore obtained non-randomly and may therefore not be a true representative of the entire past students of Achimota School For example only one respondent of the old students was a prefect Possibly some key people with useful information

could have been left out. It is therefore difficult to know the reliability of the sample and generalizations of their results.

The sample size of the old students was much smaller than the sample size of the present students (49 of Yesterday and 172 of Today) even though the population size of Yesterday group was bigger than that of Today. The small sample size could threaten the validity of the study because errors due to small sample sizes tend to be higher.

Preliminary Definition of Terms

1. Yesterday: Period of Establishment of Achimota School (1927) to the year Advanced Level course ended in Achimota School (1992)
2. Today: Period from start of Senior Secondary School (1991) to date (2005).
3. Pacesetters: They set the measure for good moral and intellectual resource of the country.
4. Akora: Old students of Achimota school
5. SSCE Results League: This is a list of the secondary schools based on their academic performance. Academic Performance is based on percentage passes of students in the Senior Secondary School Examination (SSCE) conducted by the West African Examination Council (WAEC). A student must obtain at least grade E in six subjects to "pass"
6. "Coko": Administrative government of Ghana (Gold Coast) before independence.

CHAPTER TWO

REVIEW OF LITERATURE

In this section relevant literature on the issue of discipline is discussed under the sub-headings:

1. The meaning of Discipline
2. Concept of Discipline
3. Acts of Indiscipline
4. Causes of Indiscipline
5. How To Improve Discipline

Meaning of Discipline

People have different views on discipline. To some, discipline means counseling people, guiding and persuading them towards their desired goals. To others, discipline means self-control with responsibility and good manners. To some, it means punishment for violation of rules that people must observe (Webster, 1968). Discipline is also a principled mind, a mind much more focused, goal-directed and above all, strict on itself (The Standard, Sunday December 5, 2004). Discipline is also loving firmness. It is direction. It is prevention before a problem arises. It is harnessing and channeling energy for great performance (Kissedu, 2004).

Concept of Discipline

(a) Idealist view

In the opinion of the idealist, discipline should be based on reinforcement. Emphasis on right attitudes is made by sanctions or rewards. Students are discouraged from developing wrong attitudes by sanctions, the magnitude depending on the gravity of offence. Right attitudes are reinforced with praise or rewards. The idea of reinforcement is supported by (Ross, 1964).

Some educators opposed to idealist argue that punitive measures like reprimands and suspensions used to suppress unacceptable behavior themselves do not solve problems. They have many unwanted and unintended outcomes (Goldstein, 1997). Physical punishment is inhumane, unethical and may not work (Lindgren, 1972).

(b) Naturalist View

This view seeks complete freedom for the child because choice is a fact of humanity and everyone has the freedom to choose what he wants (Nyong, 1996). Naturalists see student behavior as part of their natural development that must be exploited. Montessori, however, believes the child must be given some freedom but the school must react swiftly to anti-social conduct (Ross, 1964).

(c) Christian view of Discipline

Christians believe that God created man in his own image (Genesis 1,26) and gave us his commandments to follow (Exodus 20,3-12). Those who obey God's commands are blessed, those who do not are cursed (Deuteronomy 28,1-9). Christians believe the corrections of discipline are a way of life. Christians are to

train a child in the way he should grow and when he is old, he will not turn from it (Proverbs 22:6).

Acts of Indiscipline

Millman, Schaefer & Cohen (1980) identify lying and cheating as acts of dishonesty among students. Wilson & Petersilia (1995) state that writing graffiti on walls and throwing debris in the corridor are the foundation upon which serious violence rests. Goldstein (1997) lists bullying, defiance, threats and fighting as acts of indiscipline in schools. (Fotana, 1986) lists violent attacks of students on other students and even teachers, vandalism, challenge to authority of teachers, untidiness of dress and habits, late coming to school and lesson, truancy and stealing among common acts of indiscipline in schools.

Substance abuse is also a common act of indiscipline (Sadler & Sadler, 1994). For example, smoking in Ghanaian schools is alarming (Daily Graphic, Monday, October 12, 2004). Sexual abuse is also a major problem in educational institutions (Millman et al, 1980). In Ghana we see many teenagers dropping out of school due to pregnancies (Tetteh-Enyo, 1995).

Occultism is another major cause of indiscipline in schools. It detracts student's attention from their studies. Some forms of occultist practices are juju, magic, spiritualism and invoking the spirit of the dead. Some students think they can improve their intellectual powers or get to know answers to examination questions well before writing the papers through occultism (The Standard, Sunday, April 2, 2005).

Causes of Indiscipline

Causes of indiscipline in schools, for this research are discussed under the following:

- 1 Environmental –related causes
- 2 Student - related causes
- 3 Teacher – related causes
- 4 School – related causes

Environmental Causes

The family, media and community have great impact on behavior of students.

a. The Family: The family and not the school, provides the first educational experiences of the child (Lindgren, 1972). The formative years of a child (year 4 – 5) during which the child can be taught proper or improper attitudes are crucial. For example, severe punishment of children by parents tends to make children behave aggressively towards others (Lindgren, 1972). Curwin & Mendler (1988) identify lack of secure family environment as in the case of replacement of the extended family system by the smaller nuclear system as a cause of indiscipline.

b. The Media: Blair, Steward & Simpson (1975) see the media as agent which sometimes promotes violence. It may lead to negative aggression, violence and sexism (Sadler & Sadler, 1994).

c. The Community: Every community has its own culture, values, relations and interrelations. Othanel (1969) states that the system discipline in a school reflects

the system found in the broader society. Schools are microcosms of the society (Bredmier & Bredmier, 1978) Therefore communities with high crime rates tend to have children with bigger problems but communities with good schools, churches and social activities tend to have better behaved students (Curwin & Mender, 1988)

Student Related Causes

Blair, Steward & Simpson (1975) attribute causes of student misbehavior to biological characteristics including adolescence, a stage during which students get emotionally involved in discussions and see things in right or wrong perceptions, making them critical of institutions and rebelling if they find them unjust or without logic (Blair, Steward & Simpson(1975) Smoking, excessive drinking, drug use and sexual promiscuity are major ways of expressing, rebellious feelings (Lindgren, 1972)

Gnagey (1969) mentions frustration as a cause of indiscipline If students are unable to satisfy some desired needs, they become aggressive Blair et al (1975) argue that if students experience failure, they sometimes develop negative feelings and behave aggressively. This implies that students who are successful in their goals seldom have disciplinary problems Sternhouse (1967) identifies ignorance and too many rules as causes of student misbehavior Quashie (1981) mentions that lack of student involvement in school decisions could lead to rebellion. It is also known that student boredom, lack of acceptable outlets for feelings, and attack on dignity lead to student misbehavior (Curwin & Mender, 1988).

Teacher-Related Causes

The teacher is responsible for the cognitive, emotional and evaluative learning of students (Lidgren, 1972). A good human relationship between teachers and students produces better student response (Aspy, 1977). Lindgren (1972) believes the ideal teacher is one who recognizes the child's abilities and uses them to help the child to be his best.

Mankoe (2002) lists the following as some of the teacher-related causes of indiscipline in schools:

- (a) Teacher's lack of good professional qualities such as good lesson preparation and delivery, tolerance, honesty, reliability and humor
- (b) Teacher's lack of concern for the well-being of pupils
- (c) Teacher being autocratic, dispensing punishment carelessly and not allowing pupils a say in matters pertaining to discipline

School-Related Causes

It does matter which school a child attends. The quality of interaction between teachers and pupils, school atmosphere and value system have effect on the child's development.

Caulley (1963) lists other causes as nature of curriculum offered, type of school, whether single-sex or mixed, class size, availability of teaching-learning resources, competence of teachers and classroom routine.

Astedu-Akrofi (1973) lists phenomenal increase in school enrollment, varied socio-economic backgrounds of the students, rigid subject-centeredness of school curriculum and glaring individual difference as challenges to the school.

Quashie (1981) adds that effective communication between the administration and students is essential for prevention of conflicts.

Remedies of Disciplinary Control

This section on remedies for disciplinary control is treated under the following topics,

1. Parents, Community, and Leadership as Means of Discipline
2. Rules as Means of Discipline
3. Punishment and Rewards as Means of Discipline
4. Guidance and Counseling as Means of Discipline

Parents, Community and Leadership as Means of Discipline

a. Parents: The task of childcare is not to force the child into a predetermined pattern but to guide his growth (Creswell ,1981) Parents must be collaborators in efforts to instill discipline (Springthall &Springthall, 1990) Parents must assure their children that their thoughts, desires and needs are valuable to them (Goldstein, 1997);

b. The Community Communities, like churches must pool resources and be part of collective response to meet needs of students They can use social peer groups to promote norms of the society (Springthall & Springthall 1990)

c. Leadership: In a school the head is most important in establishing a climate that supports discipline. He must treat all with dignity (Curwin & Mender, 1988).

Rules as A Means of Discipline

Rules serve as a standard against which the conduct of both students and teachers may be compared and remedial actions taken where necessary. Webster (1968) has noted that for rules and regulations to effectively guide the students conduct, students should be made aware of the rules, and the rationale behind the rules. He adds that school rules should be explained to students, clearly showing the consequences when they disobey school rules. Crispin (1966) has shown that students' participation and formulation of school rules have great positive influence on student behavior. The rules should help make the school child-centered where greater emphasis is placed on the learner

Punishment and Rewards as Means of Discipline

Punishment by itself does not solve problems. It has many unwanted and unintended outcomes (Springthall & Springthall, 1990) Teachers therefore have to be rational and judicious in applying punishment because it may only suppress unacceptable behavior. It may also prompt students to devise secretive ways for their misbehavior so that they do not get caught

Rewards help keep students involved and interested in their work, and in helping them to build upon their current achievements by raising their confidence and their belief in their own abilities (Fotana, 1986). Rewards like money, food and books are tangible. Others like teacher-praise and good terminal report are intangible. (Fotana, 1986) believes rewards must be emphasized for good behavior while more or less ignoring bad behavior. Rewards, however, must be

good enough for the standard of work or behavior expected of students. Rewards must also be consistently used to reinforce good performance of students.

Guidance and Counseling

It is the duty of a teacher to help his pupils to develop as fully as possible all aspects of their potentials. The teacher is responsible for his pupil's welfare, guidance and supervision (Farrant, 1985).

Pietrofesser (1973) has suggested guidelines for guidance and counseling.

These include the following:

1. Guidance is for all individuals but it must be individualized. Each individual is unique and through Counseling an attempt is made to help the individual to maximize his potential.
2. Guidance and counseling must emphasize strength and success to build positive views of self.
3. Decision-making is essential. Guidance and counseling is directed at helping individuals make informed choices and decisions. Guidance and counseling should be able to help people recognize, adjust and accomplish goals through appropriate decision-making.

Summary

People have different views on discipline. Discipline therefore has varied definitions. Our behavior is affected by our views on discipline. However, discipline must focus primarily on training of the mind to be orderly, godly, efficient and productive (Kissiedu, 2004).

The concept of discipline can also be viewed from many angles. Idealist view which believes discipline must be based on reinforcement, naturalist view which seeks complete freedom for the child and religious view which believes in a Supreme Being who must be obeyed

The system of discipline in schools is a microcosm of the society. A highly disciplined society generally imparts positively on schools. Traits that the youth exhibits are what their parents or larger society have directly or indirectly imparted on them

The causes of indiscipline in schools are environmental, student, teacher and school-related. Discipline in schools can be improved by positive parent and community involvement, effective rules, rewards and punishments, guidance and counseling. This literature review has focused on further identifying and diagnosing the research problem. It has helped to know some studies done in the related problem under study and to delimit the research problem. It also facilitated in the interpretation of results of the study.

CHAPTER THREE

METHODOLOGY

This chapter discusses the procedures and design adopted for the study under the following headings.

- 1 Research Design
- 2 Population
- 3 Sample and Sample Technique
- 4 Instrumentation
- 5 Pilot Study
- 6 Administration and Collection of Questionnaire
- 7 Data Analysis

Research Design

The study was a qualitative research. Structured instruments were used because they were most suitable for the study, which aimed at gathering data on the problem of indiscipline in Achimota School, the nature of the problem as it existed at the time under investigation and describing it for a better understanding. The study therefore collected data on the views of past and present students of Achimota School, analysed the data qualitatively and deduced suggestions for improving discipline in Achimota School.

Population

The study was limited to Achimota School. The target population was made up of past and present students of Achimota School. The population for Yesterday group was made up of old students of Achimota School (AKORA) from its inception in 1924 to the end of the Advanced Level course in 1992. The population for Today group was made up of students who started the Senior Secondary School Programme in 1992 to date (2005). The population for Yesterday was 12,906. The population for Today was 6,149 (Achimota School Admissions Register, 2005).

Sampling and Sampling Techniques

The Yesterday group who left 12 years ago or earlier are scattered in and outside the country. It was difficult to get in touch with them because there were no records of their locations. Purposive sampling was therefore used to select 51 of them. They included private businessmen, active and retired civil servants. The Today group included the old boys who pursued the Senior Secondary School Programme and the present students. The boy: girl ratio in Achimota School at present is almost 1:1. There were 36 classes in Achimota School. Two boys and two girls were picked from each class of the 36 classes to ensure gender balance. To select the students, the class list, which groups boys and girls separately, was used. Numbered pieces of paper were folded and placed in a bag. The papers were drawn for a boy and a girl for each class (Hat pick or fish bowl sampling). The students were then selected. The list was given to a colleague who had volunteered to assist in the study. The house prefects of each of the 14 houses,

four other prefects, who were the Senior Prefects, boy and girl, Dining Hall Prefect and Sanctions Prefect were purposively added because they were usually involved with disciplinary matters. Ten old boys who left Achimota School after 1992 were selected purposively. The sample size of Yesterday group was 49 The sample size of Today group was 172

In considering a characteristic of the samples of Yesterday and Today groups, Achimota School Admission Register showed that Yesterday group entered Achimota School at the average age of about 14 while Today group entered at the average age of about 15. Both groups therefore fell into the adolescent group which ranges from 12-16 (Farrant, 1985).

Instrumentation

The instrument used was a questionnaire. Questionnaires are useful research instruments because they give a quick way of collecting data and are known to be reliable and valid if well constructed. They also save time and money. Questionnaires however could be time consuming due to the considerable effort it requires on the respondents in terms of critical thought. To reduce this weakness Today group was given ample time to answer the questionnaire while Yesterday group was allowed to answer the questionnaire on their own free time.

Scoring of questionnaires could also be subjective and unreliable.

They were mere opinions which depended on how the respondents understood the question:

The questionnaire consisted of both open and closed-ended questions to find out the views of the respondents on discipline. The close-ended questions

enabled the respondents to show how they affirm a given statement. The open-ended questions offered the respondents the chance to express their opinions on the major causes of indiscipline and ways of improving discipline in Achimota School. The items included

- a. background of respondents
- b. meaning of discipline
- c. acts of indiscipline and their degree of seriousness
- d. frequency of common acts of indiscipline
- e. views on the causes of indiscipline
- f. remedies to improve discipline

Pilot Study

The questionnaire was first administered in a pilot study in St. John's Grammar School, Achimota. The school was chosen for its proximity to Achimota School. The researcher relied on trained assistants in the administration and collection of the questionnaire. Thirty students in the final year were randomly selected for the study. Two teachers who were willing to take part in the study were purposively selected. From the pilot study, some questions with low responses, probably due to lack of clarity, were either reworded or deleted. For example, pilfering was changed to stealing and vandalism was changed to destruction of property. Examples of occultism were given. A section on concept of discipline was deleted.

Administration and Collection of Questionnaire

A trained colleague offered to assist in administering the instrument to the students. One hour 30 minutes social activities period on the time table was used for the administration of the questionnaire on Friday, May 18, 2005. After a brief explanation, the questionnaire was distributed to the students who were gathered in the assembly hall. The respondents answered the questions independently in two hours. All questionnaires were collected. Students and colleagues who knew Akoras gave out questionnaires for the Yesterday group. They collected 49 out of 51 questionnaires were collected. On the whole a total of 223 questionnaires were given out and 221 were collected.

Data Analysis

The close-ended items were laid out for the respondents to tick among the five options which closely corresponded to their views. Each option was taken separately and the number of who chose the option was indicated in a frequency distribution which showed how the scores fell into the particular options. Each frequency distribution was converted in percentage by dividing the frequency distribution of the respondents by the total number of respondents multiplied by hundred. The percentages were written in parenthesis.

The data was analysed by using the percentage frequency to describe each option. This method is suitable for summarising sets of numerical data of questionnaires which are means of collecting data in words. The research questions were therefore analysed qualitatively. The responses of the two groups on the various items were compared using percentage frequency analysis.

Percentage frequency is most suitable in comparing percentages across different groups with similar base numbers. The weakness in using percentage frequency for this study is that the base numbers of the two groups are far apart (49 of Yesterday and 172 of Today). In the study, one response of the old student was equivalent to $1/49 \times 100$ or 2.04%, while one response of the present students was equivalent to $1/172 \times 100$ or 0.58%. Errors due to sampling would therefore be higher for the smaller sample size.

For the open-ended questions, the responses were compared and those that showed similar views were grouped together. Percentage frequency for each item was also calculated and shown in parenthesis. The data was also analysed by comparing the percentage frequencies of the two groups.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the analysis of the respondents in the study under the following topics:

- 1 Respondents' views on meaning of discipline
- 2 Respondents' views on acts of indiscipline
- 3 Respondents' views on causes of indiscipline in Achimota School
- 4 Respondents' views on means of improving discipline in Achimota School.

Meaning of Discipline

Statements were put forward for the respondents to indicate their agreement or disagreement on the meaning of discipline as shown in Table 1. Statements 1 and 4 express the idealist concept that supports control of individuals. Statement 2 supports the naturalist concept that gives complete freedom to the individual. Statement 3 attempts to merge both the natural and idealistic concepts.

Table 1**Meaning of Discipline**

Meaning of Discipline		Strongly agree No. (%)	Agree No (%)	Strongly disagree No. (%)	Disagree No. (%)	No Opinion No (%)
1. Enforcing						
obedience to rules						
handed over by society, ancestors, gods or God by punishing (cursing) for bad behavior and rewarding/praising or blessing for good behavior	T	124 (72.1)	18 (10.5)	16 (9.3)	14 (8.1)	0 (0)
	Y	39 (79.6)	7 (14.3)	2 (4.1)	1 (2.0)	0 (0)
2. Giving complete freedom to people because choice is a human right.						
	T	112 (65.1)	12 (9)	26 (9.9)	30 (16.4)	0 (0)
	Y	0 (0)	0 (0)	2 (4.1)	47 (95.9)	0 (0)
3. Giving freedom and choice but dealing swiftly with anti-social conduct.						
	T	83 (48.3)	49 (28.5)	20 (11.6)	15 (8.7)	5 (2.9)
	Y	6 (12.2)	24 (49.0)	11 (22.5)	7 (14.3)	1 (2.0)
4 Counseling,						
guiding and persuading people to have a mind that is focused, strict on itself, for greater performance.	T	138 (80.8)	34 (19.2)	0 (0)	0 (0)	0 (0)
	Y	42 (85.7)	7 (14.3)	0 (0)	0 (0)	0 (0)

As shown in Table 1, the study showed that there were varied views on the meaning of discipline. The study therefore supports the view of Kissiedu (2004) that discipline has varied definitions.

With reference to statement 1, the majority of Yesterday group (79.6%) strongly agreed with the idealist concept which supports discipline based on sanctions. They appear to support strict control which was characteristic of the 'colo' training, a period when school administration was more of issuing orders and expecting students to obey without complain.

On the other hand the majority of Today group (65.1 %) strongly agreed with the naturalist concept. Today group is therefore more prone to experimentation and behavioral problems.

Table 1 also shows the majority of all the respondents agreed with statement 4 which defines discipline in terms of guidance and counseling. This finding supports Petrofesser (1973) who states that guidance and counseling is for all, not just bad student.

The study also showed that all the respondents accepted that discipline is about training the mind of better performance. This view supports Kissiedu (2004) who sees discipline as training of the mind to be orderly, godly and productive.

Table 2

Acts of Indiscipline

Act of Indiscipline	Very serious	Serious	Not	Not at	No
	No (%)	No (%)	serious	all	opinion
			No (%)	serious	No (%)
				No (%)	
1 Examination malpractices	T99(57.6)	T51(29.6)	T19(11.1)	3(1.7)	0(0)
	Y45(91.8)	Y4(8.2)	Y0(0)	0(0)	0(0)
2. Failure to write examination without justifiable cause	T97(56.4)	57(33.0)	14(8.1)	4(2.3)	0(0)
	Y38(77.6)	10(20.4)	1(2.0)	0(0)	0(0)
3. Substance abuse e.g. smoking and drinking alcohol	T108(62.8)	32(18.6)	30(17.5)	2(1.1)	0(0)
	Y46(93.8)	3(6.2)	0(0)	0(0)	0(0)
4 Sexual misconduct	T92(53.4)	41(23.9)	31(18.0)	8(4.7)	0(0)
	Y44(89.8)	5(10.2)	0(0)	0(0)	0(0)
5 Destruction of furniture equipment/graffiti/wasteful use of water and electricity	T95(47.1)	35(20.3)	48(27.9)	8(4.7)	0(0)
	Y33(67.3)	10(20.5)	6(12.2)	0(0)	0(0)
6 Assault/fighting	T98(57.0)	53(30.8)	21(12.2)	0(0)	0(0)
	Y31(63.2)	14(28.6)	4(8.2)	0(0)	0(0)
7. Deliberate distortion of fact/character assassination	T105(61.1)	62(36.0)	5(2.9)	0(0)	0(0)
	Y36(73.4)	13(26.6)	0(0)	0(0)	0(0)
8. Breaking bounds/truancy/traveling outside Achimota School without permission.	T88(51.3)	74(42.9)	10(5.8)	0(0)	0(0)
	Y33(67.3)	14(28.6)	2(4.1)	0(0)	0(0)
9. Flouting the authority of prefects and staff	T88(51.2)	66(38.4)	18(10.4)	0(0)	0(0)
	Y46(93.8)	3(6.2)	0(0)	0(0)	0(0)

Table 2 *continued*

10. Bullying/extorting items	T102(59.3)	55(32.0)	15(8.7)	0(0)	0(0)
including money from other students	Y40(81.6)	9(18.4)	0(0)	0(0)	0(0)
11. Incitement to riot/rioting	T33(19.2)	119(69.2)	6(3.5)	0(0)	14(8.1)
	Y20(40.80)	20(40.8)	0(0)	0(0)	9(18.4)
12. Keeping or riding a bicycle/motor cycle or driving any form of vehicle	T36(20.9)	81(47.1)	46(26.8)	9(5.2)	0(0)
	Y9(18.4)	10(20.4)	8(16.3)	1(2.0)	21(42.9)
13. Receiving visitors at the wrong time	T18(10.5)	102(59.3)	46(26.7)	6(3.5)	0(0)
	Y10(20.4)	30(61.2)	8(16.4)	1(2.0)	0(0)
14. Using mobile phones/walkman	T12(7.0)	80(46.5)	63(36.6)	17(9.9)	0(0)
	Y8(16.3)	12(24.5)	14(28.6)	1(2.0)	14(28.6)
15. Buying food from hawkers/house staff	T5(2.9)	21(12.2)	97(56.4)	49(28.5)	0(0)
	Y4(8.2)	8(16.3)	16(32.7)	10(20.4)	11(22.4)
16. Making phone calls at the wrong times	T14(8.1)	92(53.5)	48(27.9)	18(10.5)	0(0)
	Y4(8.2)	16(32.6)	8(16.3)	6(12.2)	15(30.6)
17. Being absent from dining hall/prep	T19(11.1)	139(80.8)	14(8.1)	0(0)	0(0)
	Y8(16.34)	39(79.5)	2(4.1)	0(0)	0(0)
18. Stealing	T132(76.7)	40(23.3)	0(0)	0(0)	0(0)
	Y46(93.8)	3(8.2)	0(0)	0(0)	0(0)
19. Using bad language	T56(32.4)	97(56.7)	19(11.0)	0(0)	0(0)
	Y19(38.8)	28(57.1)	2(4.1)	0(0)	0(0)
20. Poor general appearance/cutting of hair to the scalp/wearing of side burns, necklaces, polish nails	T28(16.2)	82(47.7)	8(22.0)	24(14.0)	0(0)
	Y15(30.6)	28(57.2)	6(12.2)	0(0)	0(0)

Table 2. *Continued*

21. Gambling	146 (25.5%)	112 (65.1%)	748 (31.0%)	59.0%	5.0%
	Y21 (42.8%)	27 (55.1%)	1 (2.0%)	88.0%	1.0%
22. Writing anonymous letters	124 (14.1%)	38 (22.1%)	52 (3.0%)	42 (24.4%)	89.3%
	8 (16.3%)	2 (42.9%)	13 (26.5%)	7 (14.3%)	1.0%
23. Wearing non prescribed uniform	126 (15.1%)	86 (46.5%)	55 (32.0%)	136 (4.4%)	99.0%
	Y13 (26.6%)	27 (55.1%)	8 (16.3%)	1 (2.0%)	1.0%
24. Occultism (eg juju, magi, spiritualism)	181 (52.9%)	44 (25.6%)	25 (14.5%)	12 (7.0%)	99.0%
	1 (46.81.6%)	3 (6.1%)	4 (8.2%)	2 (4.1%)	89.0%
25. Coming late to school	181 (52.9%)	32 (18.6%)	26 (15.1%)	23 (13.4%)	99.0%
	Y1 (8.4%)	7 (14.3%)	11 (22.4%)	10 (20.4%)	10 (24.5%)

From table 2, study showed that the two groups considered five acts of indiscipline as most serious. These examination malpractice (91.8% of Yesterday and 57.6% of Today), substance abuse (93.8% of Yesterday and 62.8% of Today), sexual misconduct (89.8% of Yesterday and 53.4 of Today), flooding authority of prefects and staff (93.8% of Yesterday and 76.7% of Today). The finding supports Achimota School Student Code of Conduct (2006) which prescribes heavy sanctions for such acts. For example, offenders of drug abuse and sexual misconduct get indefinite suspension. Offenders of the other three acts are also suspended indefinitely on second offence.

It can also be seen, that in each of the five acts, higher percentages of Yesterday group felt such acts as very serious. For example while 89.8% of Yesterday group viewed sexual misconduct as very serious only 53.4% of Today group saw this act as very serious.

The majority of Yesterday group saw assault, lying, using profane language and poor general appearance as very serious but lesser percentage of Today group saw such acts as very serious. Most respondents of Yesterday Group had no opinion on use of mobile phones, riding a car and buying a food from hawkers. These were not accessible to them. Similarly, Yesterday group had lower response on lateness to class because they were all borders. 12% of Today Group are day students (Achimota School Student Register, 2004). Heavy traffic in Accra makes lateness to class a common occurrence.

On the open-ended question on other acts of indiscipline among students, Yesterday group listed minor acts such as:

- (a) expensive jokes (12.2%)
- (b) teasing (8.2%)
- (c) borrowing items without returning them (4.1%)

However, Today group listed the following as the commonest among the other many acts of student indiscipline in Achimota School

- a. poor sanitation in the houses (33.0%)
- b. bad table-manners (26.6%)
- c. poor time management (22.1%)
- d. studying late in the night (20.4%)
- e. neglect of duties and homework (18.0%)
- f. poor participation in church service (12.2%)
- g. going to class unprepared (12.2%)
- h. frequent use of pidgin English and vernacular (8.7%)

- i. abuse of school fees(8.7%)
- j. misdirection of report cards(8.1%)
- k. eating in class (8.1%)
- l. littering the compound (5.8%)

Indisciplinary acts among teaching staff of Yesterday group included

- a. pressurising all students to perform highly and not making much room for individual difference (14.3%)
- b. teachers not being warm and friendly in class (14.2%)

However, indisciplinary acts among teaching staff of Today group included

- a. lack of unity among teachers (33.0%)
- b. lateness or absence to class and school functions (30.8%)
- c. strong abusive language (30.8%)
- d. teachers are more interested in extra-classes (26.6%)
- e. making and receiving calls in class (8.1%)

Indisciplinary acts among non-teaching staff of Yesterday group included

- a. taking up disciplinary roles of teachers (10.2%)
- b. inadequate assistance to students (8.2%)

However, indisciplinary acts among non-teaching staff of Today group included

- a. selling drugs and other unauthorized items to students (23.9%)
- b. neglect of duties e.g. cleaning, weeding, security (18.4)
- c. leakage of examination questions (12.2%)

Indisciplinary acts among school administration of Today included

- a. admission irregularities (56.4%)

- b. imposing decisions on students (33.0%)
- c. poor maintenance culture (24.5%)
- d. lapses in disciplinary actions(18.0%)
- e. poor organizational management (10.4%)

The study showed that Today group saw all the listed acts of indiscipline in a lesser degree of seriousness as compared to Yesterday group. For example while 81.6% of Yesterday group saw occultism as very serious, only 53.1% of Today group felt the same

Table 3

Frequency of Acts of Indiscipline

Acts of Indiscipline	Very often	Often	Seldom	Never	Don't know
1 Examination malpractices	T 0(0) Y 0(0)	94(54.7) 0(0)	78(45.3) 28(57.2)	0(0) 15(30.6)	0(0) 6(12.2)
2.Failure to write examination without justifiable cause	T 0(0) 0(0)	44(25.5) 0(0)	128(74.5) 26(53.1)	0(0) 23(46.9)	0(0) 0(0)
3 Substance abuse e.g smoking and drinking alcohol	T 0(0) Y 0(0)	60(34.9) 6(12.2)	96(55.8) 12(24.5)	11(6.4) 29(59.2)	5(2.9) 2(4.1)
4 Sexual misconduct	T96 (55.8) Y 0(0)	55(32.0) 9(18.4)	21(12.2) 40(81.6)	0(0) 0(0)	0(0) 0(0)
5 Destruction of furniture, equipment etc/writing on walls/ wasteful use of water & electricity	T54(31.4) Y 0(0)	42(24.4) 4(8.2)	76(44.2) 42(85.7)	0(0) 3(6.1)	0(0) 0(0)

Table 3 continued

8. Assault/fighting	T (000)	3631.20	18058.80	00	000
	Y (000)	0000	2854.20	2042.80	000
9. Deliberate distortion of facts/character assassination	T (000)	6236.00	6638.40	000	000
	Y (000)	0000	4489.80	50.20	000
10. Breaking bounds/truancy/traveling outside Achimota School without excise	T (000)	10460.70	68393.30	000	000
	Y (000)	0000	4693.90	36.10	000
11. Flouting the authority of prefects and staff	T (000)	4325.00	3419.80	74.00	000
	Y (000)	714.30	4081.60	000	000
12. Bullying/extorting items including money from other students	T (000)	7542.40	5632.60	000	000
	Y (000)	0000	4798.90	24.70	000
13. Incitement to riot/rioting	T (000)	000	137.60	18092.40	000
	Y (000)	0000	000	461000	000
14. Keeping or riding a bicycle/motor cycle or driving any form of vehicle	T (000)	000	16394.80	96.20	000
	Y (000)	0000	1020.40	2040.80	10.88.80
15. Receiving visitors at wrong times	T (000)	2638.00	14604.90	00	000
	Y (000)	0000	4708.00	243.00	00.00
16. Using mobile phones, walkman	T (000)	10359.90	14.80	000	000
	Y (000)	0000	02.00	00.00	4500.80
17. Buying food from hawkers/house staff	T (000)	7644.70	000	000	000
	Y (000)	0000	5704.70	1734.70	7530.60
18. Making phone calls at wrong times	T (000)	8936.00	6288.80	000	000
	Y (000)	0000	02.00	4800.00	000
19. Being absent from dining hall	T (000)	4626.70	11506.90	000	000
	Y (000)	918.40	4081.60	000	000

Table 3 *continued*

18. Poor general appearance cutting of hair to the scalp wearing of side burns, necklaces, bangles	T 9(5.2)	58(33.7)	100(58.2)	5(2.9)	0(0)
	Y 0(0)	0(0)	47(95.9)	2(4.1)	0(0)
19. Stealing	T 57(33.1)	101(58.7)	14(8.2)	0(0)	0(0)
	Y 0(0)	2(4.1)	47(95.9)	0(0)	0(0)
20. Using bad language	T 6(3.5)	21(12.2)	145(84.3)	0(0)	0(0)
	Y 0(0)	0(0)	44(89.8)	5(10.2)	0(0)
21. Gambling	T 0(0)	13(7.6)	153(89.0)	6(3.4)	0(0)
	Y 0(0)	0(0)	45(91.8)	4(8.2)	0(0)
22. Writing anonymous letters	T			0(0)	0(0)
	Y 0(0)	0(0)	46(93.9)	6(6.1)	0(0)
23. Wearing non prescribed uniform	T 37(21.4)	89(51.8)	46(26.8)	0(0)	0(0)
	Y 0(0)	0(0)	47(95.9)	2(4.1)	0(0)
24. Occultism	T 0(0)	18(10.5)	85(49.4)	69(40.1)	0(0)
	Y 0(0)	0(0)	3(6.2)	46(93.8)	0(0)
25. Coming to school late	T 54(31.4)	76(44.2)	42(24.4)	0(0)	0(0)
	Y 0(0)	0(0)	8(6.3)	12(24.5)	29(59.2)

It can be seen from Table 3 that using the acts considered by the majority of Today and Yesterday groups as very serious (as shown in Table 2) there were more serious and frequent acts of indiscipline in Today group as compared to Yesterday group. For example, while 54.7% of Yesterday group believed examination malpractice occurred often, none (0.0%) of Yesterday group shared the same view Yesterday. Achimota School believed no student was so dull as to be unable to find his talent, provided a wide range of opportunities were made wide enough and the stimulants sufficiently varied. Achimota School therefore offered a wide range of opportunities –academic disciplines and practical subjects

like wood carving, tailoring, photography, weaving and pottery. With highly qualified teachers using teaching aids like films and charts, teaching was very high quality. Examination results were therefore most impressive and students restrained themselves from examination malpractice (Agbodeka, 1977).

Today, Achimota School offers four programmes which are generally high in academic content (Achimota School Admissions Register). Students advance to higher forms annually regardless of their performance. Weak students become frustrated when they find it difficult to cope with academic demands. Onagey (1968) mentions frustration when students are unable to meet their needs as cause for indisciplinary acts like examination malpractice. Between 2000 and 2004 nineteen students in Achimota School were sanctioned for examination malpractices including six indefinite suspensions for second offence (Achimota School Sanctions Book).

On sexual misconduct, whereas 55.8% of Today group believed it occurred very often, none (0.0%) of Yesterday group believed so. Yesterday boys and girls in Achimota School mixed freely. It was clean. There was no cause for anxiety about boy-girl relationships because the students showed qualities that symbolised self-restraint. Relationship between boys and girls was healthy not only when they were participating in supervised activities but even when they were fraternising on their own (Agbodeka, 1977).

Today, sexual misconduct is a major problem in Achimota School. For example between 1997 and 2004, twenty students were suspended indefinitely for sexual abuse offenses including abortion and sexual act in a dormitory (Achimota

School Sanctions Book) The study supports the view of Millman et al who state that sexual abuse is a major problem in educational institutions.

On substance abuse 39.4% of Today group felt it occurred very often but only 12.7% of Yesterday group felt it occurred very often. Between 1997 and 2004 twelve students were suspended indefinitely for substance abuse offenses (Achimota School Sanctions Book). Smoking in Ghanaian Schools is alarming (Daily Graphic, Monday, October 28, 2004).

On flouting the authority of staff and prefects, 51.2% of Today felt it occurred very often but only 4.1% of Yesterday group said it occurred very often. Yesterday much of the discipline in Achimota School was in the hands of prefects and monitors. Order and harmony prevailed and there was prompt attention to duty (Agbodeka, 1977). However between 2000 and 2004, there were 42 cases of students flouting the authority of staff and prefects (Achimota School Sanctions Book) Goldstein (1997) lists challenge to authority as an act of indiscipline

On stealing whereas 33.1% of Today group felt it occurred very often, none (0%) of Yesterday group felt so. Achimota School Sanctions Book shows that between 1997 and 2004 there were 36 cases of stealing which included breaking into student boxes, forging cheques and robbing with violence. Fotana(1986) mentions that if students are unable to meet their needs, they become frustrated and may steal.

Occultism appears to be an emerging act of indiscipline. Whereas 10.5% of Today group felt it occurred very often, none (0%) of Yesterday group believed the same. Today some students believe they can pass examinations

though occultism Occultism kills self-trust. The mindset that one can pass examinations without working is damaging to students (The Standard, Sunday, April 2, 2005)

Today group listed wider, more serious and frequent acts of indiscipline among the group This indicates indiscipline is worst Today than Yesterday

Causes of Student Indiscipline in Achimota School

Table 4

Causes of Student Indiscipline in Achimota School

Factors contributing to students indiscipline	To a very large extent No (%)	To a large extent No. (%)	To least extent No. (%)	Not at all No (%)	Don't know No (%)
1. Improper home training	T109(63.5) Y41(83.6)	50(29.0) 6(12.3)	13(7.5) 2(4.1)	0(0) 0(0)	0(0) 0(0)
2. Family instability	T112(65.1) Y36(73.5)	48(28.0) 8(16.3)	12(6.9) 5(10.2)	0(0) 0(0)	0(0) 0(0)
3. Replacement of extended family by nuclear family	T94 (54.6) Y35 (71.4)	20(11.7) 10(20.4)	58(33.7) 4(8.2)	0(0) 0(0)	0(0) 0(0)
4. Lack of parent involvement in Education	T91 (52.9) Y12 (24.5)	63(36.6) 20(40.8)	18(10.5) 17(34.7)	0(0) 0(0)	0(0) 0(0)
5. Media (TV, Radio, Newspapers)	T96 (55.8) Y16 (32.7)	54(31.4) 8(16.3)	22(12.8) 15(30.6)	0(0) 10(20.4)	0(0) 0(0)

Table 4 *continued*

6. Community	T115 (66.9)	36(21.0)	21(12.2)	0(0)	0(0)
	Y35 (71.4)	10(20.4)	4(8.2)	0(0)	0(0)
7. Adolescent behavior	T128 (74.4)	32(18.6)	12(7.0)	0(0)	0(0)
	Y30 (61.2)	12(24.5)	7(14.3)	0(0)	0(0)
8. Poor school academic performance	T99 (57.6)	51(29.7)	22(12.7)	0(0)	0(0)
	Y16 (32.7)	12(24.5)	21(42.8)	0(0)	0(0)
9. Too many rules/lack of freedom	T111 (64.5)	50(29.1)	11(6.4)	0(0)	0(0)
	Y10 (20.4)	13(26.5)	26(53.1)	0(0)	0(0)
10. Lack of student involvement in school rules	T83 (48.3)	61(35.5)	26(15.1)	2(1.1)	0(0)
	Y13 (26.5)	10(20.4)	15(30.6)	11(22.5)	0(0)
11. Peer pressure	T118 (68.6)	42(24.4)	12(7.0)	0(0)	0(0)
	Y20 (40.8)	14(28.6)	12(24.5)	3(6.1)	0(0)
12. Boredom	96 (56.1)	61(35.5)	9(5.2)	6(5.2)	0(0)
	13 (26.5)	14(28.9)	17(34.6)	5(10.2)	0(0)
13. Lack of communication between students and administration	T94 (54.7)	68(39.5)	10(5.8)	0(0)	0(0)
	Y22 (44.8)	13(26.5)	14(28.7)	0(0)	0(0)
14. Attack on dignity	T146 (84.9)	21(12.2)	5(2.9)	0(0)	0(0)
	Y36 (73.4)	10(20.4)	3(6.1)	0(0)	0(0)
15. Poor student/teacher relationship	T97 (56.7)	62(35.7)	13(7.6)	0(0)	0(0)
	Y37 (75.5)	10(20.4)	2(4.1)	0(0)	0(0)
16. Incompetence of teachers	T95 (55.5)	53(30.7)	24(13.8)	0(0)	0(0)
	Y32 (65.3)	13(26.5)	4(8.2)	0(0)	0(0)

Table 4 *continued*

17. Poor quality food	T22 (12.8)	40(23.3)	80(46.6)	30(17.3)	0(0)
	Y5 (10.2)	7(14.3)	26(53.0)	11(22.5)	0(0)
18. Type of school (single sex or mixed)	T125 (72.7)	39(22.7)	8(4.6)	0(0)	0(0)
	Y37 (75.6)	11(22.4)	1(2.0)	0(0)	0(0)
19. Harsh treatment by teachers	T92 (53.5)	53(30.7)	20(11.6)	7(4.1)	0(0)
	Y14 (28.6)	27(55.1)	5(10.2)	3(6.1)	0(0)
20. Leadership style of head	T96 (55.8)	64(37.2)	12(7.0)	0(0)	0(0)
	Y37 (75.5)	10(20.4)	2(4.1)	0(0)	0(0)
21. Lack of teaching resources	T91 (52.9)	37(21.5)	31(18.0)	13(7.6)	0(0)
	Y11 (22.5)	14(28.6)	19(38.7)	5(10.2)	0(0)
22. Lack of adequate staff	T63 (36.6)	71(41.3)	31(18.0)	7(4.1)	0(0)
	13 (26.5)	17(34.7)	14(28.6)	5(10.2)	0(0)
23. Overcrowding in classrooms and dormitories	T26 (15.1)	42(24.4)	61(35.5)	43(25.0)	0(0)
	Y3 (6.1)	4(8.2)	6(12.3)	36(73.4)	0(0)
24. Low socio-economic background and inadequacies of parents	T45 (26.2)	93(54.0)	23(13.4)	11(6.4)	0(0)
	Y9 (18.4)	16(32.6)	14(28.6)	10(20.4)	0(0)
25. Favoritism of staff to some selected students	T (93)(54.0)	69(40.1)	10(5.9)	0(0)	0(0)
	Y12 (24.5)	15(30.6)	18(36.7)	4(8.2)	0(0)
26. Western Lifestyle/Foreign influence/socialisation	T142 (82.6)	22(12.8)	8(4.6)	0(0)	0(0)
	Y14 (28.6)	23(46.9)	4(8.2)	8(16.3)	0(0)

Table 4 lists 26 possible causes of school indiscipline, which were listed arbitrarily to reduce personal bias to the response. Sub-headings like "teacher-related" could influence response. These causes were then grouped into four for easier analysis.

Units 1 – 6, 26 as environmental causes

Units 7, 11, 12, 14 as student-related causes

Units 16, 19, 25 as teacher-related causes

Units 8, 9, 13, 15, 17, 18, 20 - 23 as school-related causes

1. Environmental causes

Item number 1 of Table 4 shows the majority of the respondents (83.6% of Yesterday and 63.5% of Today) agreed that improper training at home increased indiscipline to a very large extent. Parental involvement in education appears to be low in Achimota School today. For example, since 2000, attendance by parents to Parent-Teacher Association (PTA) meetings where the welfare of the students and school are discussed had always been below 20% (Achimota School PTA Minutes Book). Poor parental involvement may therefore partly account for the low discipline in Achimota School. The study supports the view of Marfarlane (1995) who sees parent involvement in a child's education as a potential source of reinforcement.

On media as shown by item number 5, only 32.7% of Yesterday group agreed that it affected discipline to a large extent. This may be so because Yesterday group had lesser access to the media. In contrast, 55.8% of Today group felt the media affected indiscipline to a large extent. Today group had

easier access to these media. For example, 46 students between 2000 and 2004 were sanctioned for being in possession of pornographic materials, radio and mobile phones (Achimota School Sanctions Book). The view of Today's group supports Sadler & Sadler (1994) who state that the media lead to negative aggression, violence and sexism because if adolescents read, see or hear violent acts they attempt to imitate them. De Conde (1974) adds that wrong attitude communicated to students is a cause of indiscipline.

On item 25, only 28.5% of Yesterday group accepted the Western lifestyle contributed to indiscipline to a large extent. Yesterday, Achimota School emphasised the importance of Ghanaian tradition. Folk tales, songs, proverbs and historical traditions were taught in four Ghanaian languages. Students wore traditional attire to all important occasions (Williams, 1962). Today no Ghanaian language is taught in Achimota School. (Achimota School Time Table, 2005) The school's Sanctions Book also shows that in 2002, twelve students were sanctioned for dressing improperly in western fashion to school functions. Today group appears to have adopted the Western lifestyle and many disciplinary acts have come with it.

On the effect of community on discipline, 66.9% of Today group and 71.4% of Yesterday believed the community affected indiscipline to a large extent. Schools are microcosms of the society (Bredmer & Bredmer, 1978). Othanel (1969) also states that the system of discipline in a school reflects the system found in the broader society. The crime wave among the youth in Ghana is at its peak; immorality, examination malpractice, bullying, occultism and abuse of drugs

have become the order of the day. The state of indiscipline among students is increasing (Daily Graphic, Tuesday, April 12, 2005). The high indiscipline among the youth in Ghana is also affecting Achimota School

2. Student-related causes

Only 32.0% of Yesterday group accepted the poor performance contributed to indiscipline to a large extent. Yesterday Achimota School offered first class education and examination results were most impressive (Agbodeka, 1977). Poor academic performance was therefore uncommon and had not much effect on the students. On the other hand 57.6% of Today group accepted that poor school academic performance contributed to indiscipline to a large extent. Today's group was a lower achiever academically. For example in 2004 Achimota School placed 23rd in the Senior Secondary School Certificate Examination (SSSCE) Results League (Daily Graphic, Saturday, February 10, 2005). Blair, Steward and Simpson (1975) argue that if students experience failure, they develop negative feeling and become aggressive.

On peer pressure, 40.8 % of Yesterday group said it contributed to indiscipline to a large extent while 65.6% of Today group said it did. Today group is a lower achiever and according to Lindgren (1972) lower achievers identify more with peer groups than high achievers. Out of peer pressure, students conform to what the peer groups expect of them even if that may lead them to misbehave (Blair, Steward & Simpson, 1975).

On boredom while 56.1% of Today group said it affected indiscipline to a large extent, only 26.5% of Yesterday group felt so. Yesterday, students in

Achimota School had a wide variety of activities. The students were so interested and busy on these activities that they had no time to fool around (Agbodeka, 1977) Today Achimota School has fewer activities and higher school enrollment Curwin & Mender (1988) argue that student boredom leads to student misbehavior.

On lack of student involvement in school rules, only 26.5% of Yesterday group said it contributed to indiscipline to a large extent Yesterday, at regular intervals prefects met the principal to discuss problems connected with the whole life in the school Much of the discipline Achimota School was in the hands of prefects and monitors who made their mark (Agbodeka, 1977) Quashie (1981) mentions lack of student involvement in school decisions could lead to rebellion.

3. Teacher-related causes

Majority of groups, 55.5% of Yesterday and 5.3% of Today believed competence of teachers affected indiscipline to a very large extent For example, in 1933 Achimota School had one hundred teachers, including sixty graduates for its seven hundred students Teaching methods were under regular review to render them more effective. The teachers gave their time and energy They studied the behaviour of students with the aim of finding solutions to their problems Teaching was very high quality (Agbodeka, 1977) In 2005 Achimota School had 86 teachers and 1842 students (Achimota School Students and Staff Registers, 2005). There were no records of recent refresher courses for teachers Today there is a large student per teacher ratio This makes it difficult for teachers to identify

special needs of students and assist them. Mankoe (2002) lists competence of teachers a cause of indiscipline in schools

On favoritism of staff to some students while only 24.4% of Yesterday group said it affected discipline to a very large extent, 54.1% of Today group said so. It appears favoritism of staff to some students is a recent development where parents offer various gifts for teachers to take better care of their children.

4 School related causes

On too many rules only 20.4% of Yesterday group said it affected discipline to a very large extent. Yesterday rules in Achimota School were almost non-existent but so were the wrong doers. Today there are 315 rules in Achimota School (Achimota School Code of Conduct, 2000) but in 2002 alone there were 82 sanctions (Achimota School Sanctions Book). Gilspan (1966) states that if rules are many and students don't participate in their formation they tend to rebel against them.

On leadership 55.8% of Today group and 75.4% of Yesterday group agreed the leadership affected discipline to a large extent. Goldstein (1997) lists vision, mission and goal for improvement as characteristics of effective school. Adei (2003) supports this finding with his view that leadership is cause, everything else is effect.

On the open-ended question of whether students must be involved in decision of the school, 63.3% of Yesterday group said students shouldn't be involved and gave reasons as:

- a students not matured to make informed decision about school administration
- b. students may leak information which they find unfavorable and incite rebellion
- c students may become proud, disrespectful and demanding
- d. Students may fight for what only suits them even if progress of the school may be hampered

On the other hand 76.7% of Today group said students must be involved in decisions of the school. Some of the reasons given are.

- a. Ghana is a democratic state. Everybody must be involved in decisions that affect him
- b. Students will understand and comply with decisions better
- c. Students must be trained to be responsible future leaders
- d It gives a healthy relationship between students and authorities
- e. Students get some attention and recognition

In Table 5, 20 possible means of improving discipline in Achimota School were listed arbitrarily to reduce bias in the response. These means were then regrouped for discussion

Items 1, 5, 6, 8, 10, 12, 13, 15, 20 as parent, leadership and community -related means

Items 9, 14 and 19 as rules -related means

Items 2, 3, 4 and 17 as reward and punishment-related means

Items 7, and 18 as guidance and counseling -related means

Table 5**Means of Improving Discipline in Achimota School**

Means of Improving Discipline		Very important	Important	Not very important	Not important	No opinion
1. Conducive environment for learning	F	114(66.2)	22(12.8)	24(14.0)	7(4.1)	5(2.9)
	Y	36(73.5)	11(22.4)	2(4.1)	0(0)	0(0)
2. Positive reinforcement (rewards)	T	118(68.6)	31(18.0)	26(13.4)	0(0)	0(0)
	Y	33(67.3)	12(24.5)	4(8.2)	0(0)	0(0)
3. Harsher punishment than is being done in schools	T	6(3.5)	30(17.4)	60(34.8)	70(44.2)	0(0)
	Y	20(40.8)	18(36.8)	10(20.4)	1(2.0)	0(0)
4. Withdrawal of privileges	T	3(1.7)	32(18.6)	69(40.2)	68(39.5)	0(0)
	Y	8(16.3)	12(8.0)	24(49.0)	5(10.2)	0(0)
5. Good interpersonal relationship between teachers and students	F	102(59.3)	42(24.4)	22(12.8)	6(3.5)	0(0)
	Y	26(53.1)	20(40.8)	3(6.1)	0(0)	0(0)
6. Religious training	T	106(61.6)	39(22.7)	13(7.6)	10(5.8)	4(2.3)
	Y	38(77.6)	10(20.4)	1(2.0)	0(0)	0(0)
7. Helping students to understand themselves and their problems	F	110(64)	52(30.2)	6(3.5)	4(2.3)	0(0)
	Y	35(71.4)	12(24.5)	2(4.1)	0(0)	0(0)

Table 5 continued

8. Involving students in decision making	T	118(68.6)	41(23.8)	10(5.8)	3(1.8)	0(0)
	Y	5(10.2)	8(16.3)	10(20.4)	22(44.9)	4(8.2)
9. Occupying students with many activities	T	31(18.0)	16(9.3)	77(44.8)	48(27.9)	0(0)
	Y	20(40.8)	18(36.7)	7(14.3)	4(8.2)	0(0)
10. Involving parents more in students education	T	102(59.3)	42(24.4)	24(14.0)	4(2.3)	0(0)
	Y	18(36.7)	18(36.7)	13(26.5)	0(0)	0(0)
11. Encouraging social peer groups to promote values of the society	T	79(46.0)	58(33.7)	30(17.4)	5(2.9)	0(0)
	Y	11(22.5)	12(24.5)	18(36.7)	8(16.3)	0(0)
12. Giving students more responsibilities	T	19(11.0)	59(34.3)	61(35.5)	33(19.2)	0(0)
	Y	20(40.8)	14(28.6)	10(20.4)	5(10.2)	0(0)
13. Involving Parent-Teacher Association in school discipline	T	42(24.4)	46(26.7)	70(40.7)	14(8.2)	0(0)
	Y	11(22.4)	17(34.7)	13(26.5)	8(16.4)	0(0)
14. Fewer rules which are within ability of students (which work)	T	61(35.5)	64(37.2)	32(18.6)	15(8.7)	0(0)
	Y	13(26.5)	18(36.7)	12(24.5)	6(12.3)	0(0)
15. Educators and Family being good role models	T	112(65.1)	41(23.8)	13(7.6)	6(3.5)	0(0)
	Y	32(65.3)	13(26.5)	4(8.2)	0(0)	0(0)
16. Adopting military-like training	T	5(2.9)	23(13.3)	29(16.9)	115(66.9)	0(0)
	Y	25(51.0)	15(30.6)	6(12.3)	3(6.1)	0(0)

Table 5 continued

17. Teachers writing bad comments on students terminal reports	T	7(4.1)	34(19.8)	46(26.7)	85(49.4)	0(0)
	Y	10(20.4)	28(57.1)	9(18.4)	2(4.1)	0(0)
18. Regular counselling	T	112(65.1)	34(19.8)	26(15.1)	0(0)	0(0)
	Y	35(71.4)	11(22.5)	3(6.1)	0(0)	0(0)
19. Surprise search	T	112(65.1)	40(23.3)	14(8.1)	6(3.5)	0(0)
	Y	33(67.3)	12(24.5)	4(8.2)	0(0)	0(0)
20. Promoting Ghanaian culture and lifestyle	T	23(13.4)	44(25.6)	77(44.8)	11(6.3)	17(9.9)
	Y	38(77.6)	7(14.2)	4(8.2)	0(0)	0(0)

Parents, Community and Leadership

The majority of the respondents in Yesterday group (59.3%) agreed that involving parents in students education improves discipline to a very large extend. This view supports Springthall & Springthall (1990) who state that parents must be collaborators in the effort to instill discipline in students. Only 24.5% of Today group agreed that parents involvement would improve to a large extend. Today's group seek more freedom and independence. This makes them more prone to behavioural problems.

On good interpersonal relationship between teachers and staff, 59.3% of Today group and 53.1% of Yesterday's group agreed that it would improve discipline to a very large extend. This study supports Fraus and Latun (1968) who state that if a student feels liked by his teacher his behaviour improves and will adjust to school environment.

On religious training 77.6% of Yesterday group and 61.6% of Today group believed religious training was very important in improving discipline. Yesterday, the founders of Achimota School believed that the best form of character training anywhere in the world was Christian teaching. Achimota School was therefore thoroughly Christian. Christian teaching and worship were characteristic and integral part of life in Achimota School. The secret of the success in getting students to restrain themselves in the atmosphere of freedom was Christian teaching (Agbodeka, 1977). Today there is little emphasis on religious teaching. The morning and evening services have been suspended (Achimota School Time Table). The decline of Christian teaching and worship may partly account for the disciplinary problems in Achimota School today.

Rules as Means of Improving Discipline

On involving students in decision making 68.8% of Today group believed it was very important in improving discipline. Yesterday the student leaders met regularly to discuss problems of the school. Much of the discipline in Achimota School was also in the hands of the prefects and discipline was high (Agbodeka, 1977). Student's involvement in disciplinary control is therefore healthy.

Punishment and Reward as Means of Improving Discipline

On punishment 40.8% of Yesterday group agreed that harsher punishment was important in improving discipline but only 3.5% of Today group believed so. Indiscipline in Achimota is rising despite harsh punishment like canning for lateness (Achimota School Code of Conduct, 2000). This shows punishment itself

does not solve problems but has many unwarranted outcomes (Springthall & Springthall, 1990)

On rewards majority of both groups, 69.6% of Today and 67.3 % of Yesterday agreed the rewards are very important means of improving discipline. Rewards help to keep students interested in their work and build their confidence and their belief in their own abilities (Fotana,1986) Yesterday Achimota School marginalized bad behaviour by promoting good behaviour with many awards (Williams, 1962)

Guidance and Counseling

On guidance and counseling 65.1% of Today group and 71.4% of Yesterday group believed it was important in improving discipline Yesterday Achimota School teachers were trained to identify problems of students and help them The study supports Pietrofessor (1973) who states that guidance and counseling is good for all individuals because it helps individuals to understand themselves and their ability to accomplish their goal through appropriate decision making

On the open-ended question on how to improve discipline Yesterday group mentioned among the following

- a. strict sleeping and waking-up times (20.4%)
- b. many activities to unearth and optimize students' potential (14.3%)
- c. great emphasis on use of hand, head, heart (14.3%)

Today group mentioned among the following.

- a. listening to concerns of students (44.8%)

- b. personal knowledge of individual students for necessary individual attention (357%)
- c. firm consistent code of conduct (23.3%)
- d. higher motivation for students and less criticism.(17.3%)

In general discipline in Achimota School can be improved by

- a. Greater parents, community, student and leadership involvement
- b. Achievable and acceptable rules as means of discipline
- c. More rewards and praise and less punishment
- d. Increased Guidance and Counselling

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Discipline is absolutely essential for the smooth running of any society. Indiscipline in our schools therefore is a concern for all especially when it occurs in Achimota School. Achimota School has been described as pace-setter, model institution, ideal school, microcosm of all educational work, perfect discipline, the most Christian place and a living symbol with standard fixed at the highest point never to be lowered. Unfortunately Achimota School appears to be losing its glory. Indiscipline appears to be on the increase.

The purpose of the study was to find out what has gone wrong, and suggests ways of improving discipline in Achimota School. The study will help the school administration, students and parents to know some remedies for improving discipline in Achimota School.

The study collected data from 49 past students of Achimota School who left earlier than 1992 to form Yesterday Group. Data was also collected from 122 past and present students, 162 of whom were students in Achimota and ten who had left earlier than 1992 to form Today group. Open and close-ended questions were used to collect views of both groups on the background of the students, meaning of discipline, acts of indiscipline, causes of indiscipline and remedies for improving discipline in Achimota School. Frequency counts were made and

percentages calculated. The data were analysed by comparing the responses of the two groups on the various items using frequency percentages.

Findings

1. Both past and present students of Achimota students entered the school in their adolescent years. Both groups were therefore prone to the many behavioral problems characteristics of the adolescent.
2. The past students favored restrictions and harsher punishments. The present students favored greater student freedom. They were more prone to experimentation and higher behavioral problems. The present students believe in less punishment but more counseling and rewards.
3. Of the 25 acts of indiscipline listed for study the present students saw them in lesser degree of seriousness as compared to the past students. The present students were more frequently involved in acts of indiscipline. These included examination malpractices, substance abuse, sexual misconduct, stealing and flouting the authority of prefects and staff. Yesterday there was no anxiety about boy-girl relationship but today it is a big problem in Achimota School. Two emerging acts of indiscipline in Achimota School today are occultism and lateness to school. 12% of today group were day students who due to heavy traffic in Accra and difficulties getting to school on time.
4. The past students had fewer rules and the prefects had greater involvement in school discipline. The study also showed that in the past Achimota School believed the best form of character training was Christian teaching.

Achimota School was therefore thoroughly Christian. Today However many Christian activities have been suspended

5. In the past Achimota school teacher per student ratio was high and teachers were trained to identify student problems and solve them. Today teachers have lesser training and have to deal with large student population. Yesterday Achimota School offered wide range of courses to help students utilise their talents. Examination results were therefore most impressive. Today Achimot, has fewer teachers and lesser impressive academic records. If students are unable to meet their needs they become frustrated and express rebellious feelings with acts like substance abuse and, sexual promiscuity, examination malpractice, and occultism.
6. The study showed that both past and present students believed that parental involvement in education was an important remedy for improving discipline. In addition the present students believed that their greater involvement in the formulation of school rules and rewards will improve discipline in Achimota School.
7. The majority of both groups agreed that religious training was very important to improve discipline. Both groups also agreed that good interpersonal relationships between teachers and students improves discipline especially where students receive rewards and counselling.

Conclusion

Yesterday Achimota School was seen as more than an institution but a living symbol with its standard fixed at the highest point never to be lowered. It was a model school and a microcosm of all the educational work in the Gold Coast (Ghana). It had perfect discipline. Sports and examination results were impressive. The school was also seen as an Educational Research Station doing for the education of the country what star college should do for an army. The school therefore offered many social services and requests poured in from all sides for help (Agbodeka, 1977).

Today, Achimota School appears an ordinary institution. Sports and examination results are nothing to write home about.

The study examined views of both past and present students on discipline. The analysis of the study showed that Achimota School faces wider, more serious and wider acts of indiscipline today than yesterday. According to Denga (1981), indiscipline is a plague that destroys the very fabric of a school's organization if left loose. Fayol (1949) adds that discipline is absolutely essential for the smooth running of an institution and without it no institution will prosper. The rising indiscipline was caused by the environment, school, teacher, and the students. These included improper home training, lack of parent involvement in education, lack of student's involvement in school, rule formulation, incompetence of teachers, and leadership styles of the head.

Based on these findings, recommendations were made to improve discipline in Achimota School.

Recommendations

1. Parent involvement in child education as a major positive attitude on the child. Parents provide the first educational experiences like teaching proper attitude. Indiscipline among the youth is usually traced to bad childhood training. Improvement of discipline must therefore begin in the home. Parents must be good role models and spend quality time with their children. If parents establish the expectation of good behaviour, the work in Achimota School would be easier.
2. The head is most important in establishing the climate that supports discipline. There must be greater student interaction and involvement in the administration of the school. There must be greater Christian teaching and worship which will be crucial in maintaining high discipline in the past. Students feel frustrated when they are unable to cope with academic work. They express their frustration with acts of indiscipline. Achimota School should therefore consider repeating students who fail in class. More activities and practical programs must be included to suit different talents.
3. Achimota School must give its teachers regular refresher courses as was done in the past. This will enable them to deal with psychological aspects of learner behaviour and also help them acquire effective teaching habits.

4. Teachers in Achimota School must be firm but fair. Students should never be left to doubt about what is not acceptable behaviour with appropriate sanctions. Sanctions must however be applied judiciously because the majority of present students think harsh punishments is not a remedy for indiscipline but rather the cause of indiscipline.
5. Guidance and counseling was greatly accepted by both groups as an effective alternative means of improving discipline. This is because even though disciplinary acts in Achimota School attract heavy sanctions, indisciplinary acts keep increasing. Bad behaviour in students must be marginalized by promoting good behaviour with rewards to keep students interested in their work. They also develop confidence in their own ability. Role models must be invited frequently to interact with students to help them develop self-discipline and right attitude to life.
6. The home and school must cooperate to improve discipline in the school. There must be a strong school-community relationship to help identify and solve problems of the school, teachers and students. Achimota School Parent Teacher Association (PTA) must work harder to make the administration in Achimota School easier and more efficient.

Suggestions for Further Research

1. The study was confined to the past and present of Achimota School. It could be replicated to find out how the findings in this study compare with the views of past and present teachers, administrators and parents.

- 2 Further studies can also be carried out to determine how discipline in a school is affected if the school is
- a. mixed or single-sex
 - b. day or boarding
 - c. small school size, say under 500 students or big school size, say over 1000 students
 - d. mission or public
 - e. high (top 20 in the SSCIE League Table) or low(last 20 in the SSCIE League Table)

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APPENDIX
QUESTIONNAIRE

This questionnaire is designed to find out the problems of discipline in Achimota School. Information gathered will help the school administration to better appreciate the problems of discipline and ways of improving the quality of Education in Achimota School.

You have been selected to participate in the study. Please take some time off your busy schedule to complete the questionnaire. Any information provided will be treated as confidential. Therefore you need not write your name on the questionnaire.

Many thanks for your kind cooperation.

John Boakye
Chemistry Department
Achimota School
Achimota

QUESTIONNAIRE

TOPIC: DISCIPLINE IN ACHIMOTA SCHOOL YE STERDAY AND TODAY

SECTION A: BACKGROUND OF RESPONDENT

Please tick (✓) as appropriate in the box

1 Sex: (a) male (b) Female

2 (a) Age at which you entered Achimota School

(b) Age at which you left/are leaving Achimota School

3 Present status

(a) still a student Akora

4. Indicate parent/guardian professional status during your days in Achimota School

5. Number of children of your parents during your days in Achimota School

Please tick (✓) in the box what best expresses/expressed your understanding of discipline during your days in Achimota School

Meaning of discipline	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
1 Enforcing obedience of rules handed down by society ancestors gods or God by punishing (cursing) for bad behavior and rewarding (praising or blessing) for good behavior					

2 Giving complete freedom to people because choice is a human right					
3 Giving freedom and choice but dealing swiftly with anti-social conduct					
4 Counseling, guiding and persuading people to have a mind that is focused, strict on itself, for greater performance					

SECTION B

Please indicate by tick (✓) in the appropriate box how you view/viewed the following acts of indiscipline during your days in Achimota School

Act of indiscipline	Very serious	serious	Not serious	Not at all serious	No opinion
1 Examination malpractices					
2 Failure to write examination without justifiable cause					
3. Drug and substance abuse e.g smoking and drinking alcohol					
4. Sexual misconduct					
5. Destruction of furniture, equipment etc/writing on walls /wasteful use of water and electricity					

6 Assault/fighting				
7 Deliberate distortion of fact/character assassination				
8. Breaking bounds/truancy/traveling outside Achimota School without permission/overstaying excats				
9. Flouting the authority of prefects and staff				
10 Bullying/extorting items including money from other students				
11. Incitement to riot/rioting				
12. Keeping or riding a bicycle/motor cycle or driving any form of vehicle				
13.Receiving visitors at the wrong times				
14 Using mobile phones/walkman				
15. Buying food from hawkers/house staff				
16 Making telephone calls at wrong times				
17. Being absent from dining hall/prep				

18. Stealing			
19. Using bad language			
20. Poor general appearance/cutting of hair to the scalp wearing of side burns, necklaces, bangles, polish nails			
21. Gambling			
22. Writing anonymous letters			
23. Wearing non prescribed uniform			
24. Occultism e.g. magic, juju, spiritualism			
25. Coming late to school			

Please list other acts of student indiscipline in Achimota during your school days in Achimota ...

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Please list any common acts of indiscipline on the part of the non-teaching staff, teaching staff and school administration that you consider considered serious.

i Non teaching staff

.....

ii Teaching staff

.....

iii. School administration

.....

SECTION C

Please tick (✓) in the appropriate box how often the following acts of student discipline occurs/occurred in your school

Act of indiscipline	Very often	Often	Seldom	Never	Don't know
1. Examination malpractices					
2. Failure to write examination without justifiable cause					
3. Drug and substance abuse e.g. smoking and drinking alcohol					
Section B Continued.					
4. Sexual misconduct					
5. Destruction of furniture, equipment etc/writing on walls/wasteful use of water and electricity					
6. Assault/fighting					
7. Deliberate distortion of fact/character assassination					
8. Breaking bounds/truancy/traveling outside Achimota School without permission/overstaying exeat					
9. Flouting the authority of prefects and staff					
10. Bullying/extorting items including money from other students					

11. Encouraging riot/rioting					
12. Keeping or riding a bicycle/motor cycle or driving any form of vehicle					
13. Receiving visitors at the wrong times					
14. Using mobile phones/walkman					
15. Buying food from hawkers/house staff					
16. Making telephone calls at wrong times					
17. Being absent from dining hall/prep					
18. Stealing					
19. Using bad language					
20. Poor general appearance/cutting of hair to the scalp/wearing of side burns, necklaces, bangles, polish nails					
21. Gambling					
22. Writing anonymous letters					
23. Wearing non prescribed uniform					
24. Occultism e.g. magic, juju, spiritualism					
25. Coming late to school					

SECTION D

Please tick (✓) to show each of the following contributes/contributed to students indiscipline in Achmota School:

Factors contributing to students indiscipline	To a very large extent	To a large extent	To least extent	Not at all	No opinion
1.Improper home training					
2. Family instability and inadequacies					
3. Replacement of extended family by nuclear family					
4. Lack of parent involvement in Education					
5.Media (TV, Radio, Newspapers)					
6. Community					
7. Adolescent behavior					
8. Poor school performance					
9. Too many rules/lack of freedom					
10. Lack of student involvement in school rules					
11. Peer pressure					
12.Boredom					
13. Lack of communication between students and administration					

14. Attack on dignity				
15. Poor student/teacher relationship				
16. Incompetence of teachers				
17. Poor quality food				
18 Type of school (single sex or mixed)				
19. Harsh treatment by teachers				
20. Leadership style of head				
21 Lack of teaching resources				
22 Lack of adequate staff				
23. Overcrowding in classrooms & dormitories				
24. Low socio-economic background of students				
25 Favoritism of staff to some selected students				
26. Socialization and Western culture				

Do/did you think students must be involved in decision making in Achimota School?

Yes

No

Give reasons

.....

.....

.....

SECTION D

Please tick (✓) in the box, what you agree/agreed most about the means of improving discipline in Achimota School

Means of Discipline	Very important	Important	Of some importance	Not important	No opinion
1. Conducive environment for learning					
2. Positive reinforcement (rewards)					
3. Harsher punishment than is being done in schools					
4. Withdrawals of privileges					
5. Good interpersonal relationship between teachers and students					
6. Religious training					

7.Helping students to understand themselves and to their problems					
8 Involving students in decision making					
9. Occupying students with many activities					
10.Involving parents more in students education					
11. Encouraging social peer groups to promote values of the society					
12 Giving students more responsibilities					
13 Involving Parent-Teacher Association in school discipline					
14 Fewer rules which are within ability of students (which work)					
15. Educators and family being good role models					

16 Adopting military-like training					
17 Teachers writing bad comments on students terminal reports					
18 Regular counseling					
19 Promoting Ghanaian culture and lifestyle					