

**A STUDY OF DECISION MAKING PROCESSES WITH REGARD TO
DISCIPLINE IN SENIOR SECONDARY SCHOOLS: A CASE STUDY IN THE
TANO NORTH DISTRICT**

BY

RICHARD ODURO, B.ED (PSYCHOLOGY) HONS.

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DECLARATION

I hereby declare that this submission is my own work towards the MA and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text.

Richard Oduro, PG8001705
Student's Name & ID

.....
Signature

.....
Date

Certified by

Dr. P. Osei-Poku
Supervisor's Name

.....
Signature

.....
Date

Certified by

Nana Afia Opoku-Asare (Mrs.)
Head of Department

.....
Signature

.....
Date

ABSTRACT

The study looked into the decision making processes with regard to discipline in senior secondary schools using Tano North District as a case study. In all the schools, 100 and 44 respondents were sampled using the stratified and purposive sampling techniques. The research instruments for the study were questionnaire and interviews.

An attempt was made to find out the extent of seriousness and how often acts of student indiscipline occur in the schools. Again, the researcher tried to find out how often heads of school follow the steps in the decision making processes on acts of student indiscipline in the schools.

The research revealed that there are some disciplinary acts in the schools that were serious and keep on occurring in the schools. There are students who run away to town, absent themselves from classes and cheat in examinations. Again, heads of school have been following the steps in the decision making processes on acts of student indiscipline in the schools. It also revealed that heads of school do involve teachers and students in decision making processes on acts of student indiscipline.

It is recommended that heads of school should enforce the Ghana Education Service code of discipline for senior secondary schools but in some situations, they have to be allowed to use their own discretion to decide the type of punishments they mete out to the students. The heads of school should ensure that teachers and students are fully involved in the decision making processes with regard to discipline in the schools.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the study

It is very important for scholars, administrators and other stakeholders in education to look critically at what is happening in our educational institutions in terms of discipline, in order to prepare ourselves for the up coming years.

Discipline in senior secondary schools has deteriorated so much that it has become a great concern for school authorities.

Today it is clear evidence that indiscipline is on the increase in senior secondary schools. There is also a feeling that it is taking a new dimension in many schools. Violence, sale and consumption of drugs and other social vices are on the increase.

School administrators consider discipline an important issue in senior secondary schools which they cannot avoid altogether. There is always a problem when it comes to decision making on students indiscipline and its implementation. Most of the heads of school are not willing to deal with the problem as it is expected of them because of the authoritarian emotions and traditional associations with punitive measures.

School administrators, however, have always known that considerable effort must be put in place in maintaining discipline, because stakeholders of education and to a great extent the public image of the school depends upon it.

Decision making is an integral part of the school administrators as far as discipline is concerned in our senior secondary schools. Before they take any decision on disciplinary matters, they have to engage in a lot of analysis for better understanding of the nature of the problem calling for a decision and the available alternatives as well.

Any decision a school administrator will make will determine the performance of the school when it is being measured against the indicators of the success of every educational institution. School administrators monitor the environment in which the schools are being located. They determine the direction of the schools; gain the commitment of their teaching staff and to ensure that the right calibre of students is being produced. Sometimes the nature of the problems in the schools is not clear to the school administrators. In another instance, they may not get the adequate information to solve the problem on the ground.

The problem should clarify which method is most appropriate for its solution. There is no one best way which is suitable in problem solving. Decisions have to be made and it should be clear who will implement them. When school administrators are taking decisions in educational institutions, there is the need for them to understand the cultural background of the school before appropriate decision would be made for that particular school.

1.1 Statement of the problem

The standards of discipline have been fast deteriorating in the school environment over the past years. Schools in these days are not what they used to be over the years, as few schools are able to maintain the same standards of behaviour as it is expected. It may be that school administrators and teachers in particular do not have that same confidence and commanding personality as they used to have over the years. On the other hand, it may be that work pressures have increased in such a way that they are only thinking of completion of the syllabus on schedule.

Notwithstanding, some of them seem to lack the dedication to go beyond the duty they are supposed to perform and contribute to the over all development of the students. A process of ensuring that there is orderliness in our schools is connected with discipline and punishment. Oladele (1998) is of the opinion that discipline arises from the need to bring about a balance between what the individual wants to do, what he wants from others and the limitations and restrictions demanded by the society in which he lives.

Decision making is the main responsibility of the school administrator. Peretomode (1991) points out that, it is the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem.

Some school administrators rarely adopt the necessary decision making processes to control situations. They are always confronted with discipline problems and have to respond to them timely and positively to achieve success in their schools.

The decisions school administrators make on disciplinary matters affect the lives of students, those who relate to them, the institution in which they belong and themselves. The researcher therefore seeks to study decision making processes with regard to discipline in senior secondary schools using Tano North District in the Brong Ahafo Region as a case study.

1.2 Objectives

- i. To examine the decision making processes with regard to discipline by school administrators.
- ii. To find out whether school administrators involve teaching staff and students in decision making processes with regard to discipline in their schools.
- iii. To suggest remedial measures to deal with problems identified.

1.3 Hypotheses

- i. Decision making processes with regard to discipline can have positive and negative impacts on school administration.
- ii. Decision making processes with regard to discipline which are not properly examined by school administrators can have adverse effect on students.

1.4 Delimitation of the study

The research is restricted to decision making processes employed by school administrators with regard to discipline in senior secondary schools. It is restricted to only the senior secondary schools in the Tano North District in the Brong Ahafo Region.

1.5 Definition of Terms

1. Decision: It is a resolution to adopt a particular course of action in preference to alternative policies.
2. Decision Making: It is a process of gathering information, considering aims, generating alternatives, trying to influence people to carry out the decision with enthusiasm and checking to see that it has been carried out.
3. Decision Making Process: It is an analysis of the way decisions are made in institutions results in the sequence of events. The sequence indicates a rational approach that can be applied to the institution of reaching decisions in organizations.
- 4 Discipline: It is the state of self control and obedience of laid down rules and procedures governing the management and operation of an institution.

1.6 Importance of the study

The examination of decision making processes with regard to discipline by school administrators will bring out what is on the ground in our schools. It will contribute to knowledge that will enable the stakeholders of education to get to know the real picture on how decisions with regard to discipline are taken by school administrators in the senior secondary schools.

Besides, the identification of the staff and students involvement in the decision making processes with regard to discipline, the study will serve as a guide for further action. It will give school administrators a balance of reactive and proactive strategies to create and maintain a systematic order within their schools.

Finally, the suggestions will improve decision making processes with regard to discipline in our schools. There is the need to restore discipline in our senior secondary schools, in the sense that discipline has become a matter of necessity rather than of convenience for which holistic approach must be adopted in view of the multifaceted causes of discipline in our schools and stakeholders of education must be involved.

1.7 Arrangement of Text

Chapter one is the introductory part that describes the statement of the problem, objectives and hypotheses. It also deals with the delimitation, limitations and definition of terms. The others are the importance of the study and the arrangement of text.

Chapter two deals with the review of related literature. It covers meaning of decision making, decision making process, types of decisions, conditions for decision making, participation in decision making, concept of discipline, types of discipline, punishment and discipline and teachers approach to discipline.

Chapter three deals with methodology employed for conducting the research. It indicates the research procedures and techniques applied in the collection of data from respondents. It also includes the research instruments that were used.

Chapter four comprises assemble of the data and analyses, major research findings and test of hypotheses.

Chapter five deals with the summary, conclusion and recommendations. It concludes with the bibliography and appendices.

The next chapter deals with the review of related literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This section reviews available literature pertinent to decision making, decision making processes, types of decision, conditions of decision making, participation in decision making, concept of discipline, types of discipline, punishment and discipline and teachers approach to discipline.

2.1 Meaning of Decision Making

The standard of administrative decisions is the way of judging the quality of the administrators' effectiveness. In every human institution, there is the need to take decisions at one stage or the other. Decisions are made at all levels towards the achievements of the goals and objectives of the particular institution.

In educational administration, decision making is a responsibility shared by all school authorities regardless of their positions in the institution. They are required to make decisions everyday that will shape the future of their schools as well as their own future. Some of these decisions may have a strong influence on the success of their schools, while others are less crucial. However, all decisions that made in educational institutions have some effects on the institution.

Musaazi (1984) is of the view that decision making is a sequential process that culminates in a single decision or series of choices that stimulate moves or actions. Kinard (1988) asserts that decision making is a series of choosing one best way from available alternatives. Kreitner (1995) expatiates that decision making is when one

identifies a problem and chooses alternative course of action that is appropriate to the solution of the problem. Dessler (1998) is of the opinion that decision making is a way by which one will develop and analyze the alternatives and later make his/her choice. Trewatha and Newport (1982) also affirm that decision making is the process of choosing a course of action from among two or more possible alternatives in order to arrive at a solution for a given problem. Gregg, as cited by Peretomode (1991), explains that decision making is the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem.

It is evident from the literature cited that in decision making:

- i. There is a problem which needs a solution.
- ii. There goals to achieve.
- iii. There are alternative solutions to a given problem.
- iv. There must be a focus on the solution to a problem.
- v. Types of decisions taken are based on the nature of the problem.

Decision making from the researcher's point of view therefore, is the process of making a choice out of alternatives in order to arrive at a goal or solve a problem. When there is disciplinary, in senior secondary schools, school administrators have two or more ways from which they can choose a specific course of action to solve the problem.

2.2 Decision Making Process

The problem of making decisions is a cycle of events that includes identification and systematic analysis of the problem, development of a plan that will solve the

problem, implementation of the plan, and the evaluation of its success. Peretomode (1991) states that an understanding of the decision making process therefore is a sine qua non for all school administrators because the school, like all formal organizations, is basically a decision making structure.

Hodgetts and Altman (1979) have come out with two main theories underlining the study of the decision making process, namely, prescriptive theory and descriptive theory. Prescriptive theory attempts to direct how administrators ought to make decisions by following rational systematic steps. While descriptive theory presents how administrators make decisions. They describe a general decision making process model that involves the following steps:

- i. Identify the symptoms of the problem.
- ii. Identify the specific problem to be solved.
- iii. Develop a decision criterion for evaluation purposes.
- iv. Develop and list all alternative solutions.
- v. Determine the outcomes of all these alternative solutions under conditions of certainly, risk, or uncertainty.
- vi. Select the one best course of action by comparing the net results against the decision criteria.
- vii. Implement this decision.

The prescriptive theory of decision which is a model, calls for a rational and systematic approach in the decision making process. The authors base their assumption on the fact that people are rationale and attempt to maximize outputs in an orderly and sequential manner.

According to Musaazi (1984) the decision making process involves a careful identification and definition of the problem and a deeper understanding of the organization and its surroundings. Kinard (1988) on the other hand stresses that when administrators want to take corrective action and performance does not measure up to

standards, it will affect their operations. Musaaazi says that the processes of decision making are interrelated and are normally arranged rather than not planned. The steps are as follows:

- i. Formulate goals.
- ii. Evaluate decision situation.
- iii. Analyze alternatives.
- iv. Select alternatives.
- v. Implement decision.
- vi. Evaluate and follow up.

Dessler (1998) supports the idea that the rationale managers' approach to making a decision would thus include the following six steps:

- i. Define the problem.
- ii. Identify the criteria.
- iii. Weigh the criteria.
- iv. Develop alternatives.
- v. Analyze the alternatives.
- vi. Make a choice and then implement and evaluate decision.

Trewatha and Newport (1982) suggest that before a manager arrives at a decision it implies that he or she has gone through a series of systematically related steps as listed:

- i. Determining the problem as related to objectives being sought.
- ii. Identifying the alternative solutions.
- iii. Analyzing the possible outcomes of each alternative.
- iv. Selecting an alternative for subsequent implementation.

Cole (1993) notices that an analysis of the way decisions are made in organizations results in the sequence shown below;

- i. Define problem for issue.
- ii. Collect relevant data.
- iii. Develop alternative solutions.
- iv. Assess consequences.
- v. Select optimum solutions.
- vi. Implement solution.
- vii. Measure results.

It is seen here that the prescriptive theory provides a logical method for data processing and gives a useful insight on how administrators should make decisions. It however, fails to present how administrators actually make decisions. Apart from that, it is also impossible for administrators to identify all of the alternative actions for solving a particular problem and the outcome is that each administrator is required to go strictly by the prescriptive theory of the decision making process. Peretomode (1991) observe that this problem is compounded by the processing capability of the decision maker.

The shortcomings of the prescriptive theory are that the theory recognizes the decision makers as administrative persons rather than rational economic persons who make the most logical decisions they can, limited by their inadequate information and their ability to utilize the information. Administrators more realistically settle for a decision that will adequately serve their purpose based on their past experience and knowledge.

Peretomode (1991: 213) suggests that:

Administrators or managers make the most logical decision they can, limited by their inadequate information and by their ability to utilize the information. Rather than making the best or ideal decisions, managers more realistically settle for a decision that will adequately serve their purpose.

To make a complete rational decision by administrators is impossible, therefore, they seek to become satisfied because they have neither the ability nor the information process capacity to maximize the decision making process.

Hoy and Miskel (2001) lament that administrative decisions, however, are often extremely complex, and rationality is limited for a number of reasons:

- i. All the alternatives cannot be considered because there are too many options that do not come to mind.

- ii. All the probably consequences for each alternative cannot be anticipated because future events are exceedingly difficult to predict and evaluate.
- iii. Finally, rationality is limited not only by the administrators' information-processing capacities, but also by their unconscious skills, habits, and reflexes as well as their values and conceptions of purpose that may deviate from the organization's goals.

Hodgetts and Altman (1979) describe steps contained in the descriptive theory that administrators can use to solve their problems. They are:

- i. Identify the problem to be solved or goal to be defined.
- ii. Determine the minimum levels or standard that all acceptable alternatives will have to meet.
- iii. Choose one feasible alternative that will resolve the issue.
- iv. Appraise the acceptability of this alternative.
- v. Determine if it meets the minimum levels which have been established.
- vi. If the alternative is not acceptable, identify another and put it through the evaluation process.
- vii. If the alternative is acceptable, implement it.
- viii. After implementation, determine how easy (or difficult) it was to discover feasible alternatives and use this information to raise or lower the minimum level or acceptability on future problems of a similar nature.

The descriptive theory of problem solving and decision making is centrally concerned with how heads of school cut problem down to size, how they apply approximate, heuristic techniques to handle complexity that cannot be handled exactly.

It is important to observe that in the descriptive theory that has been illustrated, the administrator needs not to identify the symptoms of the problem but action is immediately taken only after a problem has arisen.

2.3 Types of Decisions

Administrators make decisions under different circumstances. Sometimes the decisions to be made are well defined and straight forward. At other times, they encounter situations in which the decisions are not quite clear and not easily adaptable to

a straight forward approach. Administrators therefore vary their approach to decision making depending on the particular situation.

Kinard (1988) describes decision in two ways. The programmed and unprogrammed. According to Kinard, programmed decisions are the kind of decisions administrators face again and again where specific procedures can be worked out to resolve the situation based on their similar experience. Unprogrammed decisions are used to resolve non-recurring problems. There is no well- established procedure for solving the situation in the sense that they have not encountered such situation before.

Kreitner (1995) indicates that programmed decisions are those that are repetitive and routine. Unprogrammed decisions on the other hand, are those made in complex, important and non-routine situations, often under new and unfamiliar circumstances.

Dessler (1998) states that programmed decisions are repetitive and routine and the problem can be solved through mechanical procedures such as applying the rules of the situation. On the other hand, non programmed decisions are those that are very special and new and mechanical procedures are not available for solving the situation.

Peretomode (1991) is of the view that, under programmed decisions, the rules and procedures of the situation are laid down and followed by the administrator. It is well structured and the risk involved is not too high. Unprogrammed decisions on the other hand, are non-repetitive and there are no established procedures for handling the problem. The risk involved is high and administrators need be fair and firm to initiate such decisions since they are not repetitive.

Programmed decisions serve as a guide for heads of school. When one has a critical look at the Ghana Education Service code of discipline in secondary schools, the

various offences and their punishment have been spelt out clearly, so when a student commit an offence the heads of school will apply the specified disciplinary action . On the other hand, when a student commit an offence for which its punishment has not been spelt out in the disciplinary code, it would be considered as unprogrammed decision where there is no hard and fast rules which the heads of school have to follow before they take disciplinary action against the culprits.

Peretomode (1991) suggests a tripartite classification of administrative decisions. He classifies them under intermediary, appellate and creative types of decision.

Intermediary decision is describe as a type of decision that does not originate with the school administrator but is delegated to him or her by a superior in the organisational hierarchy. For instance, the School Board will make a decision with regard to a particular problem for which the Board may have established a general policy and ask to help in the implementation is not the one who originates the decision but the decision comes from a superior.

Appellate decision on the other hand, is a type of decision where subordinates such as teacher or head of department refer matters to the school head for disposition. A request for such decision may be caused by uncertainty on the part of a school administrator on how certain problems should be handled.

Creative decision is concerned with significantly improving some aspects of education such as discipline and curricular programmes. Such decisions require the indicative, courage and vision on the part of the school administrator. This type of decision is very important to the school administrator where many decisions aimed at bringing about desirable changes in the school rest on him/her.

On the part of the administrators, not every decision they make must be handled as a brand new situation. Every organisation has written or unwritten policies and rules that simplify decision making in recurring situations by limited or excluding alternatives when such situation do occur, the administrators have to go through the laid down rules and regulations to handle such situation. For instance, in a school situation, when a student is found drunk, the Ghana Education Service code of discipline for secondary school; under the recommends punishment for these offences. For first time offence, they have to go on suspension, for the second offence has to be dismissed. When such an incident happens the head only has applied the specified disciplinary.

On the other hand, some of the situations are unusual and have not be stated in the code for discipline, when such situations do occur, the head of school has to use his or her own initiative to make decision.

2.4 Conditions for Decision Making

In deciding how to tackle a problem in the educational institutions, head of school frequently find it useful to locate the problem and continuum ranging from probability situations to situations extremely difficult to predict.

Kinard (1988) describes three different conditions under which school administrators make decisions. The conditions are as follows:

- i. Conditions of Certainty; when school administrators have adequate information to make decisions so they know the exact results in advance. Under conditions of certainty therefore, there are accurate measures, reliable information available by the school administrator on which to base his/her decision.

- ii. Conditions of risk; under these conditions, the school administrators do not have adequate information when it comes to decision making but they have a good idea of the probability for particular outcomes. The probability is determined by particular outcome. The probability is determined either objectively or subjectively. The objective probability is derived through historical data or past experience while subjective probability is derived through general knowledge of the subject.
- iii. Conditions of uncertainty; under conditions of uncertainty, very little is known. It is a situation when school administrators have difficulty assigning probabilities to outcomes, either because there is lack of information or lack of knowledge concerning what outcomes can be expected.

According to Peretomode (1991) there are three possible conditions under which school administrators make decisions. These are conditions of certainty, risk and uncertainty.

- i. Conditions of certainty: under the conditions of certainty the school administrator has adequate information to make decisions, so that the expected outcome of his/her decisions is known in advance.
- ii. Conditions of risk: under these conditions, the school administrator faces a problem in which the outcomes are not known, but he/she is certain that the result will probably fall within a certain range of outcomes.
- iii. Conditions of uncertainty: Under these circumstances the school administrators do not know the exact probabilities attached to the alternatives available to them

and therefore have difficulty assigning probabilities to outcomes. They do not have absolute knowledge of the probability of the outcomes of each alternative.

Similarly, Kreitner (1995) opines that school administrators make decision under three different conditions. They are certainty, risk and uncertainty.

- i. Conditions of certainty: A condition of certainty exists when the school administrator does not doubt about the facts of a particular decision and the outcome can be predicted easily.
- ii. Condition of risk: A condition of risk exists where the school administrator's decision must be made on the basis of incomplete but reliable factual information, although reliable information may be complete, it is still useful to the school administrators in coping with risk since they can use it to discover the probability that a given situation will occur and then do select a decision alternative with a favourable odds.
- iii. Condition of uncertainty: A condition of uncertainty exists where the school administrator has little or no reliable factual information available to make decision.

In a Ghanaian secondary school situation, looking at the two views of Peretomode and kreitner decisions are made under the condition of certainty when the heads of school have perfect knowledge of all the information needed to make a decision. When problems tend to arise on regular basis, heads of school can address them through standard or prepared responses. On the other hand, when heads of school lack complete information on cases with regard to discipline, they can understand the problem and the alternatives, but have no guarantee on how each

solution will work. Notwithstanding, when information on cases with regard to discipline is so poor that heads of school cannot even assign probabilities to the likely outcomes of alternatives, they tend to make decisions in an uncertain environment.

In the educational institutions, heads of school receive adequate and reliable information on students who violate school rules and regulations. Decision is later on taken by heads and appropriate punishment is meted out to the students.

Notwithstanding, they find it difficult to predict the outcome of the punishment they meted out to them. For instance, a student who has been withdrawn from school as a result of stealing books belonging to the school, the heads will find it difficult to predict the future of that particular student. Whether he/she can continue his/her education elsewhere or he/she may resort in social vices such as armed robbery, prostitution and other vices.

Analysis of the conditions for decision making in educational administration indicates that school administrators make decision in the present for actions that will be taken and goals they hope to achieve in the future. Sometimes particular decision assures the achievement of these goals. Unfortunately, most of the administrative decisions are made when the future is so unpredictable for instance in dealing with uncertainty decisions to focus on a symptom of the problem, but must discover a root cause.

2.5 Participation in Decision Making

In any given situation, decision making is the result of efforts by one person or a group of persons. Whatever approach is used depends upon individual circumstances. Individual decisions may be needed in emergency issues and in circumstances where the

group has little knowledge in the subject area. On the other hand, participative decision making has become popular in recent times because it gives members the opportunity to express their views concerning matters that affect their work, boost their morale and increase productivity.

In the school situation, when teachers are made to participate in decision making, it fosters friendly informal discussions and they become more committed to the decisions they help to formulate. This encourages them to work harder to help achieve institutional goals.

Hoy and Miskel, 2001: 341 support the idea that employee participation in decision making improves productivity. They have summarized much of the research and theoretical literature on teacher participation in decision making as follows:

- i. The opportunity to share in formulating policies is an important factor in the morale of teachers and their enthusiasm for the school organization.
- ii. Participation in decision making is positively related to the individual teacher's satisfaction with the profession of teaching.
- iii. Teachers prefer head of institutions who involve them in decision making.
- iv. Decisions fail because of poor quality or because they are not accepted by subordinates.
- v. Teachers neither expect nor want to be involved in every decision; in fact, too much involvement can be as detrimental as too little.
- vi. The roles and functions of both teachers and administrators in decision making need to be varied according to the nature of the problem.

In the secondary school system, teachers' involvement in decision making will enable them feel that they have a part to play as far as the solution to the problem in the institution is concerned. On the other hand, they will try as much as possible to work hard with every head of institution who will involve them in decision making but whenever the head of institution decides not to involve them in the decision making, that decision is

bound to fail because they will not accept the outcome and for that matter its implementation will be a problem.

Again, some teachers would not feel embarrassed when heads of school do not involve them in the decision making process, but all that they would be expecting is that they will receive their salaries and other materials that will enhance teaching and learning would be provided.

Teachers, sometimes accept decisions of their heads of school without questions because the issue on the ground that they are discussing may be indifferent to them. Hoy and Miskel (2001) observe that there is a zone of indifference in each individual within which orders are accepted without conscious questioning of their authority.

Teachers all over the world do not have a common desire to participate in the decision making process in the schools. When the issue under discussion is of no concern to a teacher, he or she is ready to accept any decision made by his or her superior but there are some issues in the institutions which they consider as essential. However, their desire to be involved in the decision making process will increase and with this, heads of school need to involve them to ensure peace and harmony in the institution. Teachers participate in a more meaningful decision making with their heads of school in a number of ways, from the discussion of the problem face to face with a single staff member to a meeting of all staff members.

Musaazi (1984) throws more light on the roles and functions of teachers in decision making participation in schools and came out with three techniques the heads of school can involve teachers in decision making. He or she should discuss the problem with staff for them to be aware of the problem and decisions on the problem would be

made, obtain information related to the problem from staff in order to place them in a better position to make a credible decision, present the problem to staff asking for their suggestions; reactions and ideas.

Decisions on issues that directly affect teachers are those that fall outside their zone of indifference. Decision on such issues as discipline, for example, heads of school have to involve teachers if they desire smooth running of their educational institutions.

Heads of school alone cannot ensure that their students are well disciplined. Even though they have to take the final decision on acts of student indiscipline in the school, teachers have to be involved in the implementation of such decisions. Teachers do interact more with students than the heads and for that matter, if heads want to take decision as far as discipline is concerned, teachers cannot be left out. Teachers obtain more information from students with regard to their problems in the school and this can be made known to heads when they involve teachers in their decision making processes.

Kinard (1988) suggests that whenever a decision must be made, the head of school needs to decide whether to make it personally or to involve other members of staff. To a larger extent, the nature of the problem and the impact of the decision on the institution will determine whether heads of school will be individualistic or group oriented.

Kneitner (1995) is also of the view that decision making is a highly social activity with committees, study groups, review panels, or task teams contributing in a variety of ways.

Mindmatters <http://www.curriculum.edu.au/mindmatters> is of the view that, school programme would be successful when the school authorities come out with preventive measures with regards to bullying, peer mediation and leadership

programmes. Again, teachers and students should work as a team and in course of that it will increase the opportunities for students' participation in decision making.

Wehmeyer and Sands (1988) argue that student involvement in educational planning, decision making and instruction can take many forms. It will enable students to generate their own Individualized Education Plan (I.E.P) looking for their progress on self-selected objectives.

Participation in decision making is not a panacea in school administration. It is not a substitute for sensitive and careful administrative thought and action. It provides some guidelines for heads of school in determining when and how to involve teachers and students in decision making process. The effectiveness of decisions is determined by both the quality of the decision and the acceptance and commitment of teachers to implement the decision.

2.6 The concept of Discipline

It is important for parents and teachers to understand that control of children especially adolescents are very necessary, in order for children to adjust to societal standard. It is important for the society to accept the fact that ensuring discipline is not the sole responsibility of teachers. One cannot under estimate the role parents play as they should shoulder the blame if their children misbehave to the extent that they become a nuisance to other students.

To Leeper, Dates, Slipper and Witherspoon (1974) discipline has different interpretations. Some people feel that it means keeping order in a group, while others are

of the opinion that it may mean the technique of maintaining order. Tamakloe, Amedehe and Atta, (1996) define four approaches to defining discipline.

First, it is commonly restricted to situations in which a superior imposes punishment on handling our behaviour. Secondly, it emphasizes the rehabilitation of the offender through a disciplinary process. Thirdly, it focuses on the preventive measures where emotional and positive climate would be encouraged for the offenders to have positive attitudes and feelings. Finally, it is a process that will enable the offenders to realize the wisdom in accepting the rules of the authority.

According to Makinde (1983) discipline implies self-restraint in individuals for the welfare at all. It is the principle on which any idea of a sane society rests.

Discipline arises from the need to bring about a balance between what the individual wants to do, what he wants from others and the limitations and restrictions demanded by the society in which he lives. Oladele (1998).

Papalia, Olds and Feldman (1999) address discipline as a way a child would be taught to have a good character, self-control and his/her behaviour will be acceptable in the society. Santrack (2003:446) throws more light on discipline by saying that:

Discipline during middle and late childhood is often easier for parents than it was during early childhood. It may also be easier than during adolescence. In middle and late childhood, children's cognitive development has matured to the point where it is possible for parents to reason with them about resisting deviation and controlling their behaviour. By adolescence, children's reasoning has become more sophisticated and they may be less likely to accept parental discipline. Adolescents also push more strongly for independence, which contributes to parenting difficulties.

This implies that a student may come from a home in which he or she has learned to expect physical punishment, threats and abuse. Such a student may have difficulty adjusting to a teacher if he or she does not seek of threaten or hit him or her. School

administrator has a role to play as far as discipline is concerned. The way some of the students' behaviour in the school can bring about indiscipline. One may ask whether indiscipline is related to the home environment of students. Schools have a key role to play in determining whether students are more difficult and unwilling to obey authorities, irrespective of their home environment.

2.7 Types of Discipline

Tamakloe, Amedahe and Atta (1996) say that ordinarily there are two types of discipline, self discipline and external discipline. Self discipline is where a student has the ability to control him/her self, desire and feelings. It is a kind of discipline that comes from within the student. In this case, the student chooses out of his/her own free will to do what he/she thinks is good. On the other hand, external discipline is where external rules or control will be meted out on the student. It is an outside control of the student through punishment.

In senior secondary schools, students are granted certain inalienable rights; among them are life, liberty, and the pursuit of happiness. At times, some students interpret their freedom to mean that they can do whatever they like and that no one should call them to task for their actions. Some students can control their feelings indicating their level of self-discipline while those who cannot from their own free will do what they think is good need to be disciplined by school authorities.

Oladele (1998) says that discipline can be classified as self discipline and external discipline. Self discipline is where students' submission to rules comes from their own decision and some kind of independence is displayed among them. External

discipline on the other hand, occurs when a student's acceptance of rules comes from their teachers, parents, or peer groups. In this case, the student has no choice; he/she is being manipulated to do what others want him/her to do.

Papalia, Olds and Feldman (1999:369-370) conducted a research into parents interacting with their children and identified three types of discipline:

- i. Power assertion which includes: demands, threats, withdrawal of privileges, spanking, and other physical punishment for undesirable behaviour.
- ii. Inductive techniques are used to induce desirable behaviour; they include setting limits, demonstrating logical consequences of an action, explaining, reasoning and getting ideas from the child.
- iii. Withdrawal of love may take the form of ignoring, isolating, or showing dislike for a child.

What this means is that students in senior secondary schools should willingly decide to do what the school and the entire community will accept as good behaviour. Some of the students in the senior secondary schools cannot do this and for that matter, punishments have to be used by school authorities to make them finally perform in accordance with the accepted behaviour.

2.8 Punishment and Discipline

Parents for various reasons differ in terms of disciplining their children and the extent to which they are loving or hostile to the children. School administrators on the other hand, need to discipline their students, because failure to do that may deprive students the opportunity to regulate their behaviour and learn self-control and appropriate

ways to interact with others. In this direction, Zigler and Finn-Stevenson (1987:430-431) suggest that:

Discipline of a child should foster self-regulation and social judgement in the child with detracting from his initiative and self-confidence, and without generating excessive compliance or rebellion. They further said that any punishment that is used to discipline the child should be instructive rather than merely punitive, and it should be directed toward the child's behaviour rather than toward the child's essential worth as a person.

When heads of school want to come out with discipline measures in their various schools, they have to help students to develop their own rules and have confidence in the authorities without generating any rebellion. The punishment on the other hand, should give useful information to students rather than mere punishment. Baker and Fane (1975:211) support the idea that "punishment is a word often associated with discipline, but sensible discipline makes little use of punishment as a method of changing behaviour."

Punishment has a little role to play in good discipline, so school administrators should not use it as the only tool that can help them to instill discipline in their schools. Punishment involves the use of force or humiliation of the student and it will not help him or her and even it can hinder his or her learning as far as directing and controlling of his/her behaviour is concerned.

Chin (2000) affirms that parents have a role to play in tackling indiscipline in our schools. He says that parents should not expect teachers alone to discipline their children; they too have to take active part. Whenever their children are having problem with their teachers, they should not just take their words, they need to do proper investigation. Some parents do not have enough time for their children and for that matter; they do not receive proper guidance at home.

A study conducted by Kaur (2000) reveals that students should be punished without fear or favour if discipline would be maintained in our schools. Rules and regulations must be set by heads of school on acceptable behaviour so that students will know what is expected from them. Abdullah (1999) also found out that “the successful formula in curbing indiscipline was by being firm in imposing punishment without fear or favour. Any transgressions committed should be reported without harbouring the guilty party.”

Both heads of school and students in our senior secondary schools need a clear code of discipline and set of values to guide them. When students violate the rules, punishment should be meted on such student without any discrimination.

2.9 Teachers’ Approach to Discipline

Discipline problems can be created while someone is trying to solve them. It is necessary for us to remember that most of the discipline problems can be solved through preventive measures by the teachers instead of a control penalty on the students. If teachers in their preparatory stage, teaching techniques, personality, etc. are better, it is likely to reduce indiscipline in our schools.

Smart and Smart (1972) is of the view that teachers are expected to discipline students, the extent of their efforts irrespective of their cultural background.

Gage and Berliner (1992:510) argue that “the most common type of failure is weakness in maintaining discipline. This particular form of failure is the leading cause for dismissal in studies of teacher failure which has been conducted over the past seventy years.”

Kronowitz (1992:65-66) has suggested that the other variable of instruction that can be used to prevent discipline problems in our schools is the teacher. He further used an alphabet as attributes of a teacher in preventing discipline problems.

Approachability
Businesslike behaviour
Consistency
Dependability
Enthusiasm and Empathy
Fairness
Genuineness
Humour
Interest in children.
Just decision
Kindness
Listening to children
Mutual respect
Nags not
Openness
Patience and **P**ositive regard for children
Quiet manner
Respect for children
Supportiveness
Teaching appropriate behaviour
Understanding
Valuing learning
Withitness
eXpectation that children behave appropriately
Yells not
Zeroes in on causes of misbehaviour

Meaning to divert and redirect students' unfavourable behaviour into more useful channels is a challenge to everyone. Sometimes, the teachers have to be very clever to use more favourable ways that will divert the attention of the students on how the teacher is handling the situation.

In the nut shell, a process of ensuring orderliness in senior secondary schools is connected with discipline and punishment. Decision making is the main responsibility of heads of school. They consider discipline an important issue they have to address. Before

they make any decision with regard to discipline, they have to identify and analyze the problem; develop a decision criterion for evaluation to be solved, develop and list all alternative solutions and determine the outcomes of all these alternative solutions under conditions of certainty, risk and uncertainty.

The next chapter deals with the methodology of the research work.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This section provides an overview of the methodology of the study. The composition of the study included the following:

- Research Design
- Library Research
- Population
- Sampling and Sample
- Data Collecting Instruments
- Validation of Instruments
- Administration of Instruments
- Primary and Secondary Sources of Data
- Data Collecting Procedures
- Data Analysis Plan

3.1 Research Design

The two main research methods used by the researcher were qualitative and quantitative. Qualitative research concentrates on understanding of social events from the perspective of human participation in a study. Patton (1990) is of the view that qualitative research uses a naturalistic approach that seeks to understand phenomena in the social setting. Strauss and Corbin (1990) also state that qualitative research is any kind of

research that produces findings not arrived at by means of statistical procedures or other means of quantification.

In qualitative research, the researcher uses more words to analyze the data than numbers and statistics but that does not mean numerical measures are never used in qualitative research.

Quantitative research on the other hand, consists of those studies in which the data concerned can be analysed in terms of numbers. Best (1981) is of the opinion that quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain social phenomena.

The researcher used qualitative research to explain the entire research work in details. The researcher used case study which is a type of qualitative research for in-depth study of the work and interview and questionnaire were used to gather the data.

In quantitative research, all aspects of the study are carefully designed by the researcher before actually collecting any data. The researcher specifies variables, measures for those variables, statistics to be used to analyse the data. It facilitates the work of the researcher since he knows in advance what he is looking for. Again, specific hypothesis in mind and can imagine a test of the hypothesis.

Quantitative research can further be classified into experimental and non-experimental. The researcher used non-experimental research method to identify the variables and looked for relationships among them. Again, he used the information gathered from the interviews and questionnaire to measure the attitudes and opinions of the respondents.

3.2 Population

Sidhu (2003) describes population as a group of people that have common characteristics that are of interest to the researcher. The population for the study included all persons who have a responsibility for ensuring discipline in senior secondary schools in the Tano North District.

The target population for the study consisted of heads of school, assistant heads of school and heads of department, form masters, house masters, school prefects and class prefects. These are made up of 203 respondents from schools A, B, C and D

The accessible population for the study was made up of 184 participants, since the class prefects in the first year classes in the four schools were not included in the study as respondents because by the time the researcher was conducting the research, these students have spent just two months in the schools so it would be difficult for them to know the indiscipline matters and the decision making processes by the heads of school with regard to discipline.

3.3 Sampling and Sample

In selecting the sample for the study, stratified and purposive sampling methods were used. Since the population of the study is made up of different groups with different characteristics, then it became necessary for the researcher to use stratified sampling.

Cohen and Manion (1985) contend that stratified sampling involves dividing the population into homogeneous groups, each group containing subjects with similar characteristics.

Purposive sampling on the other hand, was used to select the participants concerned. Ary, Jacobs and Razavieh (2002) are of the view that any qualitative researcher who selects purposive samples is believed to be sufficient in providing maximum understanding of what he or she is studying.

In this case, the researcher has to use his own discretion to select the category of people in the schools to be interviewed and given out questionnaire to answer in order to obtain the available data for the research work.

3.4 Data Collecting Instruments

The main instruments used by the researcher were interview schedules and questionnaire as shown in Appendix 1&2. Interview is where the researcher gathers data directly from the participants in a face to face contact. It is a conversation carried out by the researcher with the definite purpose of obtaining certain information by means of the spoken word. The researcher had direct interviews with heads of school and disciplinary committee members in senior secondary schools in the Tano North District in the Brong Ahafo Region.

The interviews were based on a structured questionnaire which was personally administered. The respondents were given the questions ahead of time and interviews were conducted at their convenience allowing each respondent adequate time to answer all questions posed them.

Questionnaire on the other hand, is a set of questions prepared by the researcher and distributed to secure responses. The questionnaire procedure is normally used by the

researcher where it is difficult to see personally all the people from whom he desires responses.

Questionnaire were based on closed questions which were administered by the researcher. The questions were such that they were easy to fill out, they took less time, and they keep the respondents on the subject, and were relatively more objective, more acceptable and convenient to the respondents.

3.5 Validation of Instruments

Before the final questions were sent to the respondents, the researcher discussed them with selected number of experts in that field of study and the supervisor who gave suggestions to enhance the outcome of results. This was an attempt to find out whether questionnaire drawn were adequately prepared, clearly understandable and would measure appropriately the set objectives of the research.

3.6 Administration of Instruments

The researcher prepared 220 questionnaire for distribution to heads of schools, selected teaching staff and members of student representatives' councils of the sample schools.

The distributions of questionnaire were as follows: 30 to the identified categories of respondents in School A; 55 in School B; 51 in School C and 48 in School D.

In all, 184 questionnaire were sent to respondents in the schools sample. Out of 30 questionnaires sent to School A, 22 questionnaire were returned, while out of 55 questionnaire sent to School B, 45 were returned. At school C, out of 51 questionnaire

sent 40 were returned. On the other hand, 48 questionnaire sent to School D, 37 were returned.

The breakdown of the respondents who received questionnaire were sent to and the number of questionnaire returned to the researcher is shown in Table 1

Table 1: Distribution of Questionnaire

Rank	Questionnaire Sent	Questionnaire Returned	Percentage
Heads of School	4	4	100
Assistant heads of School	4	4	100
Heads of Department	19	12	63.2
House Masters	21	13	61.9
Form Masters	56	35	62.5
School Prefects	44	43	97.7
Class Prefects	36	33	91.7
Total	184	144	78.3

The table shows that 78.3% of the 184 questionnaire were returned. This suggests that the schools visited are very responsive to questions.

3.7 Primary and Secondary Sources of Data

Primary data for the study was obtained from interviews held with the heads of the sample schools. They focused on student discipline and steps they adopt to arrive at a decision on acts of student indiscipline occurring in their schools.

Again, the researcher prepared copies of questionnaire, he gave them to a section of teachers and students and asked them to respond to the extent of seriousness of the acts of student indiscipline, how often the acts of student indiscipline do occur and steps in which the heads of school follow to arrive at a decision on acts of student indiscipline.

On the other hand, the secondary data were collected from the number of books he had read from the various authors who had written books related to the research work when he visited the various libraries and internet cafés.

3.8 Library Research

The researcher visited the following libraries in the country and internet cafés to search for information as part of the research work.

1. Kwame Nkrumah University of Science and Technology libraries in Kumasi.
2. University of Cape Coast libraries in Cape Coast.
3. University of Education, Winneba, Kumasi Campus library.
4. British Council library in Kumasi.

3.9 Data Collecting Procedures

The researcher went to the schools with an introductory letter from the Department of General Art Studies signed by the Head of Department and additional letter was also written by the researcher where he had listed the categories of tutors and students he wants to respond to questionnaire he had prepared.

The first point of call was the heads of the school's office and handed over the letters to them and after reading through, they forwarded them to their assistants to assist the researcher in getting the under listed teachers and students to respond to certain questions.

They were; heads of department, house masters, form masters, school prefects and class prefects. The assistant heads of school gave the researcher the total number of the

categories of teachers and students in the various schools and they collected the copies of questionnaire based on the total number in the various schools to be distributed to them to respond accordingly.

The researcher gave copies of the interview schedule to the heads of school and disciplinary committee members to be studied and a date and time were fixed for the actual interview. The researcher went to the various schools to interview the heads on the agreed date and time and the co-operation by the heads was satisfactory.

3.10 Data Analysis Plan

The researcher decided that for convenience sake frequencies and percentages would be used to analyze the responses of the participants and they would be assembled into tables. However, statistical analysis will be restricted to frequency distribution and percentages. The next chapter deals with the results and their discussion.

CHAPTER FOUR

DISCUSSION AND ANALYSIS OF MAIN FINDINGS

4.0 Overview

This chapter focuses on the presentation of the data. The presentation is divided into three parts. Part one deals with sex of respondents, number of years spent in the school and the status of the schools. Part two focuses on the respondents' views on acts of student indiscipline and the last part covers how often heads of school follow the steps in the decision making processes on acts of student indiscipline which occur in the schools.

4.1 Gender Composition of Respondents

Both male and female teachers and students were given questionnaire but the male respondents were more than the female. Out of the 144 questionnaire returned to the researcher, 97 of them were answered by males representing 67.4% and the remaining 47 were females representing 32.6%. This shows a gender imbalance in favour of male teachers and students.

4.2 Length of Years Respondents Spent in the Schools

The researcher wanted to ascertain the number of years spent by the respondents in the various schools. Respondents were asked to indicate the number of years they had spent in the schools. Table 2 shows the details.

Table 2: Length of Years Spent by Respondents

No of Years	Frequency			% of Total
	Heads	Masters	Students	
1—5	20	38	76	93.0
6—10	1	6	0	4.9
11 and above	0	3	0	2.1
Total	21	47	76	100

Table 2 indicates that 134 (93.0%) of the total respondents had spent between one and five years in the schools of which 76 were students, heads 20 and masters 38. Those who had been in the schools for six and 10 years were six masters and one head. Only three masters have spent 11 years and above in the schools.

4.3 Status of the Schools

All the schools visited have boarding facilities and admit day students as well.

4.4 The Extent of Seriousness of the Acts of Student Indiscipline

The researcher wanted to ascertain the extent of seriousness of the acts of student indiscipline in the schools. Respondents were asked to indicate the seriousness of the acts of student indiscipline in the schools. Tables 3 to 9 provide the details.

Table 3: Stealing

Extent of Seriousness	Frequency				Total Percentage
	A	B	C	D	
Very Serious	5	8	9	7	20
Not Serious	15	34	29	27	73
No Opinion	2	3	2	3	7
Total	22	45	40	37	100

Table 3 indicates that 105 respondents which represent 73% of the total respondents expressed that stealing is not serious in the schools. Twenty percent of the respondents stated it clearly that stealing is very serious, while 10 respondents which represent 7% said they do not have any idea whether stealing is very serious or not.

Table 4: Students' Running to Town

Extent of Seriousness	Frequency				Total Percentage
	A	B	C	D	
Very Serious	17	36	30	29	78
Not Serious	5	9	8	7	20
No Opinion	0	0	2	1	2
Total	22	45	40	37	100

From table 4 above, 112 of the respondents representing 78% of the 144 respondents had indicated that students' running to town is very serious in the schools. Twenty percent of the respondents stated that students' running to town is not serious, whereas three respondents which represent 2% stated that they do not have any opinion on the rate at which students' running to town.

Table 5: Smoking and Drunkenness

Extent of Seriousness	Frequency				Total Percentage
	A	B	C	D	
Very Serious	4	7	9	7	19
Not Serious	14	36	29	27	74
No Opinion	4	2	2	3	7
Total	22	45	40	37	100

Table 5 indicates that 106 respondents which represent 74% of the total respondents expressed that smoking and drunkenness is not serious in the schools. Nineteen percent of the respondents inferred that smoking and drunkenness is very serious, while 11 respondents which represent 7% said they do not have any idea whether smoking and drunkenness is very serious or not.

Table 6: Rude Behaviour towards those in Authority and Bullying

Extent of Seriousness	Frequency				Total Percentage
	A	B	C	D	
Very Serious	5	8	9	7	20
Not Serious	15	34	29	27	73
No Opinion	2	3	2	3	7
Total	22	45	40	37	100

From table 6 above, 105 respondents which represent 73% of the 144 respondents stated that rude behaviour towards those in authority and bullying is not serious in the schools. Twenty percent of the respondents indicated that rude behaviour and bullying is very serious, whereas 10 respondents which represent 7% indicated that they do not have any idea about students' behaviour whether they are disrespectful and bullying as well.

Table 7: Absenteeism from Classes

Extent of Seriousness	Frequency				Total Percentage
	A	B	C	D	
Very Serious	17	36	30	29	78
Not Serious	5	9	8	7	20
No Opinion	0	0	2	1	2
Total	22	45	40	37	100

Table 7 indicates that 112 of the respondents representing 78% of the total respondents stated that students' absenteeism from classes is very serious in the schools. Twenty percent of the respondents are the view that students' absenteeism from classes is not serious, whereas three respondents which represent 2% expressed that they do not have any opinion on students' absenting themselves from classes.

Table 8: Sexual Misconduct and Pregnancy

Extent of Seriousness	Frequency				Total Percentage
	A	B	C	D	
Very Serious	5	8	9	7	20
Not Serious	15	34	29	27	73
No Opinion	2	3	2	3	7
Total	22	45	40	37	100

From table 8 above, 105 respondents which represent 73% of the 144 respondents indicated that sexual misconduct and pregnancy is not serious in the schools. Twenty percent of the respondents inferred that sexual misconduct and pregnancy, while 10 respondents which represent 7% said they do not have any idea whether sexual misconduct and pregnancy is very serious or not.

Table 9: Cheating in Examination

Extent of Seriousness	Frequency				Total Percentage
	A	B	C	D	
Very Serious	17	36	30	29	78
Not Serious	5	9	8	7	20
No Opinion	0	0	2	1	2
Total	22	45	40	37	100

Table 9 shows that 112 of the respondents representing 78% of the total respondents stated that students' cheating in examination is very serious in the schools. Twenty percent of the respondents are of the view that students' cheating in examination is not serious, whereas three respondents which represent 2% expressed that they do not have any idea about students' cheating in examination.

4.5 How Often do the Acts of Student Indiscipline Occur in the Schools

The researcher wanted to ascertain how often the acts of student indiscipline do occur in the schools. Respondents were asked to indicate how often such acts of indiscipline do occur in the schools. Tables 10 to 16 provide the details.

Table 10: Stealing

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	5	8	9	7	20
Rarely	15	34	29	27	73
Do Not Know	2	3	2	3	7
Total	22	45	40	37	100

Table 10 indicates that 105 respondents which represent 73% of the total respondents expressed that stealing rarely occur in the schools. Twenty percent of the respondents pointed out that stealing do not occur very often, while 10 respondents which represent 7% said they do not have any idea whether stealing is very often or not.

Table 11: Students' Running to Town

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	17	36	30	29	78
Rarely	5	9	8	7	20
Do Not Know	0	0	2	1	2
Total	22	45	40	37	100

From table 11 above, 112 of the respondents representing 78% of the 144 respondents indicated that students' running to town occur very often in the schools. Twenty percent of the respondents inferred that students' running to town rarely occur, whereas three respondents which represent 2% stated that they do not have any opinion on the rate at which students' running to town.

Table 12: Smoking and Drunkenness

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	4	7	9	7	19
Rarely	14	36	29	27	74
Do Not Know	4	2	2	3	7
Total	22	45	40	37	100

Table 12 indicates that 106 respondents which represent 74% of the total respondents expressed that smoking and drunkenness rarely occur in the schools.

Nineteen percent of the respondents are of the view that smoking and drunkenness occur very often, while 11 respondents which represent 7% said they do not have any idea whether smoking and drunkenness is very often or not.

Table 13: Rude Behaviour towards those in Authority and Bullying

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	5	8	9	7	20
Rarely	15	34	29	27	73
Do Not Know	2	3	2	3	7
Total	22	45	40	37	100

From table 13 above, 105 respondents which represent 73% of the 144 respondents stated that rude behaviour towards those in authority and bullying rarely occurs in the schools. Twenty percent of the respondents pointed out that rude behaviour and bullying occur very often, whereas 10 respondents which represent 7% indicated that they do not have any idea about students' behaviour whether they are disrespectful and bullying as well.

Table 14: Absenteeism from Classes

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	17	36	30	29	78
Rarely	5	9	8	7	20
Do Not Know	0	0	2	1	2
Total	22	45	40	37	100

Table 14 shows that 112 of the respondents representing 78% of the total respondents indicated that students' absenteeism from classes occur very often in the

schools. Twenty percent of the respondents inferred that students' absenteeism rarely occur, whereas three respondents which represent 2% expressed that they do not have any opinion on students' absenting themselves from classes.

Table 15: Sexual Misconduct and Pregnancy

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	5	8	9	7	20
Rarely	15	34	29	27	73
Do Not Know	2	3	2	3	7
Total	22	45	40	37	100

From table 15 above, 105 respondents which represent 73% of the 144 respondents indicated that sexual misconduct and pregnancy rarely occur in the schools. Twenty percent of the respondents are of the view that sexual misconduct and pregnancy occur very often, while 10 respondents which represent 7% said they do not have any idea whether sexual misconduct and pregnancy occur very often or not.

Table 16: Cheating in Examination

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	17	36	30	29	78
Rarely	5	9	8	7	20
Do Not Know	0	0	2	1	2
Total	22	45	40	37	100

Table 16 shows that 112 of the respondents representing 78% of the total respondents indicated that students' cheating in examination occur very often in the

schools. Twenty percent of the respondents pointed out that students' cheating in examination rarely occur, whereas three respondents which represent 2% expressed that they do not have any idea about students' cheating in examination.

4.6 Steps Heads of School arrive at a Decision on Students Indiscipline

The researcher wanted to find out steps in which the heads of school follow to arrive at a decision on acts of student indiscipline. Respondents were asked to indicate how often the heads of school follow the steps in the decision making processes on acts of student indiscipline which occur in the schools. Tables 17 to 22 provide the details.

Table 17: Recognition and Definition of a Problem

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	19	37	32	31	83
Rarely	3	8	6	5	15
Do Not Know	0	0	2	1	2
Total	22	45	40	37	100

Table 17 indicates that 119 of the respondents representing 83% of the total respondents stated that heads of school have been recognising and defining discipline problems in the schools very often. Fifteen percent of the respondents inferred that heads of school rarely recognise and define discipline problems, whereas 3 respondents which represent 2% expressed that they do not know whether heads of school recognise and define disciplinary problems very often or not.

Table 18: Analyse the Difficulties in the Existing Situation

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	19	38	33	31	84
Rarely	3	7	5	4	13
Do Not Know	0	0	2	2	3
Total	22	45	40	37	100

From table 18 above, 121 of the respondents representing 84% of the 144 respondents expressed that heads of school have been analysing the difficulties in the existing situation as far as discipline problems are concerned in the schools very often. Thirteen percent of the respondents pointed out that heads of school rarely analyse the discipline problems, whereas four respondents which represent 3% expressed that they do not know whether heads of school actually analyzed the disciplinary problems very often or not.

Table 19: Establishing Criteria for a Satisfactory Solution

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	17	36	33	32	82
Rarely	2	8	5	5	14
Do Not Know	3	1	2	-	4
Total	22	45	40	37	100

Total 19 indicates that 118 of the respondents representing 82% of the total respondents stated that heads of school have been establishing criteria to solve discipline problems in the schools satisfactory very often. Fourteen percent of the respondents are of the view that heads of school rarely establish criteria to solve disciplinary problems

satisfactory ,while six respondents which represent 4% expressed that they do not know whether heads of school establish criteria for a satisfactory solution of disciplinary problems very often or not.

Table 20: Developing a Strategy for Action

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	17	36	35	34	85
Rarely	4	7	4	1	11
Do Not Know	1	2	1	2	4
Total	22	45	40	37	100

From table 20 above, 122 of the respondents representing 85% of the 144 respondents indicated that heads of school have been developing strategies to solve discipline problems in the schools very often. Eleven percent of the respondents inferred that heads of school rarely develop strategies for their action plans, whereas six respondents which represent 4% expressed that they do not know whether heads of school develop strategies for action on disciplinary problems very often or not.

Table 21: Implementation of the Action Plan

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	19	38	33	31	84
Rarely	3	7	5	4	13
Do Not Know	0	0	2	2	3
Total	22	45	40	37	100

Table 21 indicates that 121 of the respondents representing 84% of the total respondents stated that heads of school have been implementing the action plans adopted to solve discipline problems in the schools very often. Thirteen percent of the respondents pointed out that heads of schools rarely implement their action plans, while four respondents which represent 3% expressed that they do not know whether heads of school actually implement their action plans adopted in solving disciplinary problems very often or not.

Table 22: Evaluation of the Action Plan

How Often	Frequency				Total Percentage
	A	B	C	D	
Very Often	19	37	32	31	83
Rarely	3	8	6	5	15
Do Not Know	0	0	2	1	2
Total	22	45	40	37	100

From table 22 above, 119 of the respondents representing 83% of the 144 respondents indicated that heads of school have been evaluating their action plans adopted to solve discipline problems in the schools very often. Fifteen percent of the respondents are of the view that heads of school rarely evaluate their action plans, whereas three respondents which represent 2% expressed that they do not know whether heads of school evaluate their action plans in solving disciplinary problems very often or not.

4.7 Participation in Decision Making Processes in the Schools

The researcher wanted to ascertain the involvement of teachers and students in the decision making processes with regard to discipline in the schools by the heads of school. Respondents were asked to indicate whether heads of school involved teachers and students in the decision making processes with regard to discipline in the schools.

One hundred and thirteen respondents which represent 80.1 percent said that heads of school involve teachers and students in the decision making processes. On the other hand, 28 respondents which represent 19.9 percent were of the view that heads of school do not involve teachers and students in the decision making processes.

4.8 Major Research Findings

4.8.1 Demographics of Respondents

The study revealed that the male teachers and students are more than female teachers and students and the responsibilities given to them in the schools as heads, assistant heads, heads of department and class prefects, the male counterparts have dominated. Apart from school A which is a girls' institution where most of the responsibilities as heads of school, assistant head and class prefects have been given to female teachers and students. Even the heads of department's position have been dominated by the male teachers.

The study revealed that majority of them has spent one to five years in the schools which formed 93.0 percent. It makes it difficult for the heads of school to study the behaviour of students and solve the indiscipline problem in the schools especially when

they are in the final year. After the students have been registered to write the West African Senior Secondary School Certificate Examination, to control them turns to be difficult on the part of heads of school and teachers in the sense that they knew that even if they go on suspension they will be allowed to write their final papers.

4.8.2 The Extent of Seriousness and How Often Acts of Student Indiscipline Occur.

The study reveals that the major indiscipline challenges prevalent in the sample schools are students running to town, absenteeism from classes and cheating in examinations. With regard to students running to town, the rate at which they run away to town at odd hours is serious and do often occur.

The researcher surmised that because all the schools visited do not have fence walls around them could be a major reason for that. The personal interview the researcher had with the heads of school and disciplinary committee members attest to that.

When students who are in senior secondary schools keep on running to town while school is in session, such students are likely to be affected academically and a lot of them would be withdrawn from the school for poor academic performance during promotion examinations. Then again, those who would manoeuvre their way to the final year to write the West African Senior Secondary School Certificate Examination (WASSSCE) would try to cheat and when they are caught, it would lead to cancellation of their papers and results as well.

When such students are not able to progress on the academic ladder and do not succeed in life, they may resort to social vices such as armed robbery, prostitution, etc. which its implications can affect the entire nation as a whole.

Furthermore, students' absenteeism from classes is prevalent in the schools. The students frequently absent themselves from classes. Whenever a students keep on to be absent from classes, the consequences will affect the students themselves and others such as their parents, colleagues in the school, the school itself and the entire nation.

Since such students are not serious with their studies and always absent themselves from classes, they are not going to pass their final examination. When such things happen their parents are going to suffer by spending a lot of money to register them to write the examination again or they have to get them something to do so that they will not become burden on them.

Then again, the students may take foreign materials into the examination hall since they do not prepare adequately and whenever they are caught, their entire papers could be cancelled and it may affect the rest of the students' results and even the examination centre can also be cancelled.

Notwithstanding, if such students are not able to make it in life as it has been stated earlier on they will resort to social vices and it effects will be on the entire nation.

Finally, students cheating in examinations have become the order of the day in the senior secondary schools recently. Students running to town and absenting themselves from classes will result in cheating in examinations both internal and external. Since students do not want their parents or guardians to detect that they are not serious in class after they have received their terminal school reports. The only thing they can use to justify their seriousness as far as their academic work is concerned is to cheat in examinations. As the researcher has already stated when students are caught cheating in examination, they will be withdrawn by school authorities and if it is an external

examination, their entire results will be cancelled and it will affect other students, their parents and the school itself.

4.8.3 Decision Making Processes by Heads of School on Students Indiscipline

The study revealed that heads of school have recognized and defined students running to town, absenteeism from classes and cheating in examinations as major challenges prevalent in the schools.

There are inadequate security men in the schools to be positioned in the various routes that had been created by the students to run away to town. The few that are at post find it difficult to prevent them from going to town because they will use the routes where there are no security personnel. Some security men are illiterate so when the need arises for them to write the names of the culprit, they find it difficult to do so for the school authorities to identify these students.

Again, the schools have not been fenced, and for that matter, there are a lot of unapproved routes in the school. They use such routes to go to town anytime. Whenever they run away to town they end up indulging in social vices like stealing, sexual misconduct, etc which may lead them to be imprisoned and will end their academic career.

With regard to students' absenteeism from classes, it was revealed that the students at times have problems with some of the masters and find it difficult to be in the class when that master is in that class. Again, it was also revealed that some of the students find it difficult to cope with the studies in senior secondary school but they are being forced by their parents and guardians to go to school and the only option that can

make them stop schooling to find in their terminal examination so that they will be withdrawn from the school.

Then again, students' cheating in an examination both internal and external is due to inadequate preparation on the part of the students. Students running to town and absenting themselves from classes may end up cheating in internal examination because of inadequate preparation. When they are caught, the school authorities will withdraw them or they will go on suspension. In the external examination, when they are caught cheating, their entire papers will be cancelled and even affect the result of the students of the whole school or centre. The examination centre can also be affected where the West African Examination council (WAEC) may decide to move the examination centre to different school.

Furthermore, the study revealed that heads of school have analyzed the difficulties in the students indiscipline act in their schools. Seventy-five percent of the respondents attest that heads of school have the responsibility to decide on punishment that should be meted out to students on indiscipline act but most of the decisions are those that had been stated in the code of discipline for secondary schools and Technical Institutions that had been provided by the Ghana Education Service (G.E.S). The offences and actions that the heads of school should take against students on the major indiscipline act in the schools had been stated in the code of discipline.

When a student runs away to town or absents himself or herself, for the first offence, such student should be put on manual work where later on he or she will be referred to the guidance and counseling coordinators for counselling. The second offence is suspension and third offence is withdrawal.

On the other hand, when a student cheats in an internal examination, for the first offence, that particular paper in which he or she was caught cheating has to be cancelled and he/she has to be suspended as well. For the subsequent offence, such student has to be dismissed.

Heads of school cannot use their own discretion to punish students who run away to town, absent themselves from classes and cheat in internal examinations. They have to follow strictly what had been stated in the code of discipline. At times with some of the problems, the District Director of Education, Regional Director of Education and the Board of Governors in the schools interfere with the decisions they wanted to take, if they decide not to comply, may lead to their transfer from the schools. In other cases, if they comply with them and when similar incident happens and they want to punish such student, some of the tutors may speak against that and they can even incite the students to demonstrate against their decisions which can lead to the closure of the school.

Heads of school alone cannot enforce discipline in the schools. It is their duty as heads to chair all indiscipline cases in the school, but their numerous administrative works do not allow them to do so. As a result of that, they have delegated some of their duties to a cross section of teachers and senior school prefects and they have formed disciplinary committees chaired by the assistant headmasters to sit on all indiscipline cases in the school. Since they have delegated their responsibilities to them, any problem that may come out in course of discharging their duties, heads of school will be held responsible. They have to appoint teachers who will discharge their duties without fear or favour to serve on that committee and they have to find out that all their verdicts are in

conformity with the code of discipline manual before they will append their signature for it to be operational.

Moreover, the study showed that heads of school had established criteria for satisfactory solutions on the act of student indiscipline. The heads of school had decided that if they were able to build fence walls around the compounds, it would reduce the rate at which students run away to town. They cannot use monies that have been given to them by the government as subventions to fence the school or the school fees that had been paid by the students to finance the project. They have to contact the parent- Teacher Association (P. T. A) Executives to mobilize funds to execute such project.

The source of their income to fence the schools is to levy the students for their parents or guardians to pay. The executive only cannot come out with approved money each student is supposed to pay. A general meeting has to be convened by the secretary of the PTA for the entire members to deliberate on the appropriate fee they have to pay in order to get money to fence the school. Even if they are able to fence the school that will not give the heads of school hundred percent assurances that the students will stop running away to town. The stubborn students at times jump over the fence to town.

On the other hand, the numbers of security men in the schools have to be increased especially in the week days when schools are in session to check movement of students. Besides, power should be given to them by the heads to prevent any student who attempts to go home at odd times. Most of the time, the boarding students mingle with the day students to run out of school when they close in the afternoons. The security men have to be on their toes to check such students and if possible, they have to prove

beyond all reasonable doubt that they are day students before they should be allowed to go.

Again, heads of school are of the view that students who have been found breaking bounds have to be suspended and if possible, deboardization to serve as a deterrent to others. If the heads of school do not punish those students, the others will also break bounds in the sense that the punishments given them are not severe. It may happen that the benefit they receive after breaking bounds might outweigh the punishment they receive. When such a thing happens, they will keep on breaking bounds.

Also heads of school have decided to put the class prefects on their toes to check absenteeism. Class prefects have to mark the class register everyday and all those who do not come to school, will have to explain to the assistant headmasters the reasons for their absence from classes. Appropriate punishment should be given to all those who could not give tangible reasons for their absence from classes. Most of the time, some of the students would come to class and after the register had been marked they will run away from class. Most especially the boarding students would go and hide in their dormitories. In such a case, lesson periods register has to be introduced where in every lesson period, class prefects have to write names of all those who are not in class.

With regard to student cheating in examination, if heads of school are able to reduce the rate at which students run away to town and absent themselves from classes such students will be serious with their studies and cheating in examinations may be minimized. The fact that students have not been running away to town and not absenting themselves from classes does not mean that they will not cheat in examinations. Some students will be in school for the whole term but they will not be serious with their books,

finally they will try to cheat in examination in order not to be withdrawn from the school. The prep system has to be strengthened in order for the student to learn hard and a lot of motivational messages should be given to them for them to be aware of what is ahead of them if they take their studies very serious.

In addition, the study revealed that heads of school have developed an action plan to solve students' indiscipline act in the schools. The plan of action that had been adopted by them was that the schools have to be fenced to close the various unapproved routes which the students use to run away to town. Teachers who will be on duty every week will be made to conduct roll calls to check student absenteeism from classes. Additionally, teachers who will be invigilating during examination periods will be given proper orientation to be more abreast with the invigilation regulations in order to prevent students from cheating in examinations.

This is the central step in the decision making processes by heads of school with regard to students' indiscipline in the schools and it has to be done well to avoid the situation where they will be looking for the understanding of the problems only. They have to choose factors that they regard as most relevant and crucial that will enable them to come to some conclusions that are directly related to the problems at stake in the schools.

With the action plans they have developed, probable consequences have to be proposed in order to decide either to use groups or those with enough experience to make their predictions very accurate. Again, the prediction of the consequences of the action plans will turn to be successful due to the fact that they have good management information system and structures that have built-in capacities to collect, codify, store and

retrieve information. Heads of school have to consult a number of individuals who are holding similar positions to improve upon their predictive capabilities.

Notwithstanding, heads of school implementing all the action plans formulated in their schools on acts of student indiscipline, majority of the respondents affirmed that heads of school implemented their plan employing at least three steps.

In the first place, their decisions have to be translated and interpreted into specific programmes where the details for the implementation of the plans have to be specified. The plans to modify the behaviour of students in senior secondary schools contain a specific and detailed set of operations that require answers to a number of questions. Who is to have information about the plan? What actions need to be taken and by whom? What preparation is needed for those who have to take action? The action that is to be programmed has to be appropriate to the abilities of the people involved.

The activities designed to implement their decisions can be accomplished through a wide range of specific methods and techniques. The one they will use should depend on the sophistication and capabilities of the school organization.

Secondly, once the action plan has been programmed, those involved in its implementation have to be aware of their responsibilities. Individuals have to know clearly not only what their own roles are, but also the roles of others as they relate to the total action plan. The communication system they have developed to implement the plan has to be a crucial mechanism to enhance co-ordination of the programme.

Thirdly, they have to measure progress towards planned performance and corrective measures have to be applied to ensure that performance is in line with the school objectives. They have to establish standard of performance and have to be

enforced. The actual performance has to be compared against standard of performance to determine if there is any deviation. There are many techniques they have to adopt to monitor their action plans but different approaches of monitoring and enforcement are more or less effective depending on the school situation.

Finally, the study revealed that heads of school evaluate their action plan on students' indiscipline in the schools. Once the decisions have been made, communicated and monitored, the outcomes have to be evaluated to determine how successful the whole decision making processes has been. There are some questions they have to ask themselves. Has the decision making processes been a satisfactory one? What new problems have arisen? Most of the time, decisions that are carefully conceived and executed are bound to fail and for that matter heads of school have to take decisions in the context of changes that have appeared in their schools. There is no need for them to wait for the problems to keep on increasing before they assess them.

The evaluation stage act as an end and a new beginning in the action cycle of decision making processes and it is not likely that they will have ultimate solutions to the problems in the schools so far as students' indiscipline act is concerned.

4.8.4 Involvement of Teaching Staff and Students in the Decision Making Processes with regard to Discipline

The study showed that heads of school involved teachers and students in the decision making processes. One may asked; should heads of school involve teachers in decision making processes with regard to discipline. Sometimes they should and other

times they should not. If that is the case, then under what circumstances should they involve teachers in decision making?

Teachers sometimes are unwilling to get involved in decision making even if they are aware that such decisions are geared towards the solution of problems in the school. If the problem is not within their area of jurisdiction, they are unwilling to involve themselves in the decision making.

Also, if the heads of school are dictators, teachers show reluctance in involving themselves in decision making because their contributions always undermine the process of decisions the heads impose on them.

Teachers get themselves involved in the decision making process when the problems are within their areas of jurisdiction. The heads should discuss the problems with teachers for them to be aware. Information related to the problems has to be obtained from teachers for the heads of school to be in the better position to make credible decisions.

Heads of school at times take sides in favour of or against the views of students but do not permit them to examine their grievances critically. Students' participation represents a period of great promise in our schools with strong democratic aspirations. Teachers have to guard against the use of derogatory words and loose associations with students for the development of our schools. Teachers and students have to work as a team and by so doing it will increase the opportunities for students' participation in decision making processes.

4.8.5 Test of Hypotheses

The researcher in conducting the study put forward the following hypotheses.

1. Decision making processes with regard to discipline can have positive and negative impacts on school administration.
2. Decision making processes with regard to discipline which is not properly examined by school administrators can have adverse effect on the affected students.

In testing the first hypothesis, the following observations were made. The rate at which students run away to town, absent themselves from classes and cheat in examination in the schools are serious and occur very often. From the fore-going it could be deduced that hypothesis one is correct since the research has confirmed that acts of student indiscipline are the major obstacles to the effective administration of the senior high schools.

Hypothesis two has not been confirmed in the sense that heads of school have been following the steps in the decision making processes with regard to discipline in the schools. They see to it that appropriate decision is being taken against any student who is caught in an indiscipline act in the schools.

The next chapter deals with the summary, conclusion and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter focuses on the summary and conclusions of the study. Recommendations are based on the findings of the study. This study sort to examine how often heads of school follow the steps in the decision making processes on acts of students' indiscipline occurring in the senior secondary schools.

5.1 Summary

The primary purpose of heads of school and teachers in the senior secondary schools is to change the behaviour of indiscipline students in such a way that they will be accepted into the society after they have graduated. This study sought to find out how heads of school make decisions with regard to discipline in senior secondary schools in the Tano North District in the Brong Ahafo Region, draw conclusions and make recommendations for improvement.

In conducting the study, the researcher used qualitative and quantitative approaches of research. The research tools that were employed included interviews and questionnaire. The major findings of the research have been summarized.

It was observed that the rate at which students misbehave in the schools are alarming and on the increase. Among them are students leaving school compounds at odd times for places unknown to authorities, absenting themselves from classes and cheating in examinations. Students keep on occurring in the schools and the heads of school are doing their best to employ appropriate measures to minimize the problems.

The study revealed that heads of school have been following the steps in the decision making processes on acts of student indiscipline that occur in the schools. They try to identify and define the problems, analyse the difficulties in them, establish criteria to solve them satisfactorily and develop a strategy for action plan. They do their best to implement all the action plans and evaluate them to see to it that the right action has been taken to solve the problems.

The concept of participation in management in the schools, teaching staff and students are actively involved in the decision making processes with regard to discipline in the schools and concerted efforts are always in place to ensure that committed service and efforts towards problem solving are shared by them and the heads of school.

5.2 Conclusion

The need to maintain discipline in senior secondary schools is a matter of necessity rather than of convenience. A holistic approach must be adopted in view of the multifaceted causes of indiscipline in our schools and must involve all stakeholders of education.

Most of the schools do not have fence walls around them and for that matter there are many unapproved routes in the schools which the students use to run away to town. Also there are inadequate security personnel in the schools to see to it that students will be in school till they close. The rate at which students have been running away to town and absenting themselves from classes has led to cheating in examination because they do not have adequate time to sit down with their books and study hard for their examinations. There will be marked improvement if heads of school and their

subordinates take appropriate steps as far as decision with regard to discipline in senior secondary schools are concerned.

It was further noted that both teaching staff and students are involved in the decision making processes with regard to discipline in the schools. Indiscipline cases in the schools are given to the disciplinary committee members to sit on them and come out with their verdict and their recommendations to the heads of school to take actions on them.

These findings go to support the view of the numerous books and journals in the review of related literature that effective decision making processes on acts of student indiscipline have positive impacts on school administration and can help the school administrators to examine their decisions in such a way that they will not have adverse effect on the students.

5.3 Recommendations

Taking into consideration, the findings that student indiscipline is on the increase in the schools and heads of school have been following the steps in the decision making processes with regard to discipline, the following recommendations have been put forward.

1. Heads of school must enforce the Ghana Education Services code of discipline for senior secondary schools. But in some situations, they have to be allowed to use their own discretion to decide the type of punishment they have to mete out to their students because they are the people on the ground

and know the kind of punishment that will minimize the indiscipline act in the schools.

2. Director of Secondary Education in charge of personnel Division has to change headships in some second cycle schools which have been described as indiscipline schools to be transformed into highly disciplined ones which will result to excellent academic standards worthy of emulation.
3. The Ghana Education Service code of discipline for secondary schools has to be made available to all students, especially the first years, for them to know what they are not supposed to do in the school.
4. All cases of indiscipline have to be referred to the disciplinary committee members for thorough investigation and interrogation and appropriate recommendations have to be sent to the head of the school.
5. Boards of Governors and District Directors of Education should not necessarily interfere with the decisions of heads of school on acts of student indiscipline. Rather they should see to it that right decisions have been taken and are in conformity with the Ghana Education Service code of discipline.
6. There is the need for establishment of a cordial relationship between students and teachers in the schools so that whenever a student is having a problem he or she can freely go to the teachers to discuss with them.
7. Teachers and students have to be involved in decision making processes with regard to discipline in the schools.

8. Students and their parents have to sign declarations to abide by the rules and regulations approved by the board of governors of schools before admitted into the schools.
9. Psychologists and more trained counsellors must be in the schools to assist students handle their developmental challenges.

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Appendix 1

Questionnaire for teachers and students

SECTION A

1. Sex : Male [] Female []
2. Position in the school.....
3. No of years spent in the school.
1—5 [] 6—10 [] 11 and above []
4. Status of school.
Day only [] Boarding only [] Day and Boarding []

SECTION B

Please indicate by a tick (✓) in the appropriate box, the extent of seriousness of the following acts of student indiscipline in your school.

S.N.	Acts of Indiscipline	Very Serious	Not Serious	No Opinion
1.	Stealing			
2.	Running to town			
3.	Smoking and Drunkenness			
4.	Rude behaviour towards those in authority and Bullying			
5.	Absenteeism from classes			
6.	Sexual misconduct and Pregnancy			
7.	Cheating in examination			

SECTION C

Please indicate by a tick (✓) how often the following acts of student indiscipline occur in your school.

S.N	Acts of Indiscipline	Very Often	Rarely	Do Not Know
1.	Stealing			
2.	Running to town			
3.	Smoking and Drunkenness			
4.	Rude behaviour towards those in authority and Bullying			
5.	Absenteeism from classes			
6.	Sexual misconduct and Pregnancy			
7.	Cheating in examination			

a. Please indicate any other acts of students' indiscipline in your school you consider to be serious but have not been mentioned above.

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b. If there are any, then indicate how often they occur in your school? Very often []
 Often [] Rarely [] Never [] Do not know []

SECTION D

Please indicate by a tick (✓) how often heads of school follow the steps in the decision making processes on acts of student indiscipline which occur in your school.

S.N	Steps in the Decision Making Processes	Very Often	Rarely	Do Not Know
1.	Recognition and definition of a problem.			
2.	Analysis of the difficulties in the existing situation.			
3.	Establishing criteria for a satisfactory solution.			
4.	Developing a strategy for action.			
5.	Implementation of the action plan.			
6.	Evaluation of the action plan.			

Do heads of school involve teachers and students in the decision making processes with regard to discipline in your school?

Yes []

No []

Appendix 2

Interview Schedule with Heads of School on Decision Making Processes with Regard to Discipline.

1. How many years have you spent in this school as a headmaster/headmistress?
2. Are your students aware of the G.E.S code of discipline in the school?
3. Do you refer indiscipline matters to the Disciplinary Committee members for thorough investigation?
4. Do you accept their recommendations? Yes [] No []
5. If no, give reason(s).
6. Do you involve your staff and students in the decision making on discipline?
7. Does the Board of Governors or District Director of Education interfere in your decisions on disciplinary matters?
8. What is the major indiscipline challenge prevalent in school?
9. Have you recognized and defined this problem in your school?
10. Have you analyzed the difficulties in this situation?
11. What criteria have you established to solve this problem satisfactorily?
12. What action plan have you developed to solve this problem satisfactorily?
13. How do you implement this action plan in your school?
14. Do you evaluate this action plan? Yes [] No []
15. If yes, how do you evaluate it?
16. If no, give reason(s).

Appendix 3

Interview Schedule with Disciplinary Committee Members

1. How many years have you served on this committee?
2. What is your position in this committee?
3. Are your students aware of the code of discipline in the school?
4. Does your head of school refer indiscipline matters to the committee for thorough investigation?
5. Does the head accept your recommendations? Yes [] No []
6. If no, give reason(s).
7. Does the Board of Governors or District Director of Education interfere in the decisions of heads of school on disciplinary matters?
8. What is the major indiscipline challenge prevalent in your school?
9. Does the head of school recognize and define this problem in your school?
10. Do they analyze the difficulties in this situation?
11. What criteria have they established to solve this problem satisfactorily?
12. What action plan have they developed to solve this problem satisfactorily?
13. How do they implement this action plan in your school?
14. Do they evaluate this action plan? Yes [] No []
15. If yes, how do they evaluate it?
16. If no, give reason(s).