

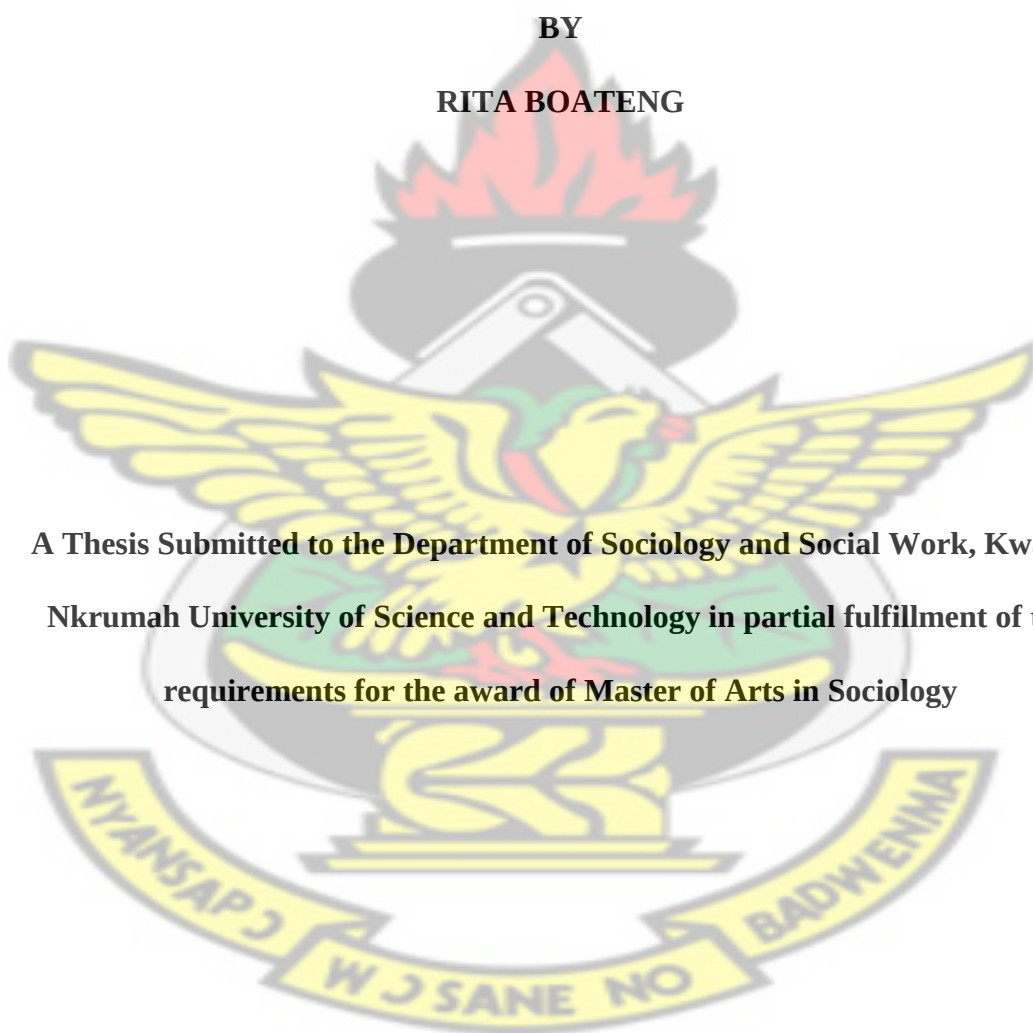
**ASSESSING THE EFFECT OF DISCIPLINE ON ACADEMIC
PERFORMANCE AT EJISU SENIOR HIGH TECHNICAL SCHOOL AND
ATWIMA KWANWOMA SENIOR HIGH SCHOOL**

KNUST

BY

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**A Thesis Submitted to the Department of Sociology and Social Work, Kwame
Nkrumah University of Science and Technology in partial fulfillment of the
requirements for the award of Master of Arts in Sociology**



AUGUST, 2017

DECLARATION

I hereby declare that this submission is my own work towards the Master of Philosophy Degree in Sociology 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.

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DEDICATION

This work is dedicated to my husband Mr. Kwadwo Yeboah Konadu and all my family members whose patience and believe in me encouraged me throughout the entire period of the thesis preparation.

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ACKNOWLEDGEMENT

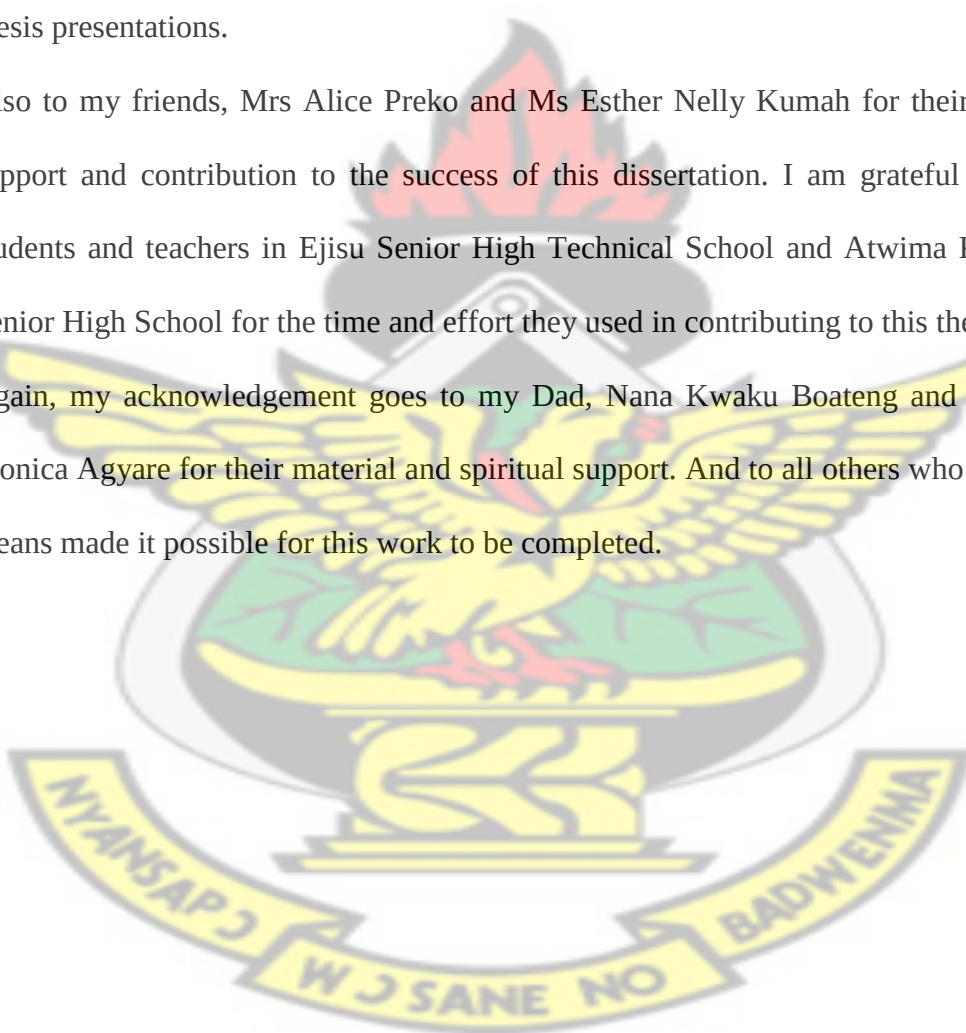
My appreciation goes to God for keeping me alive throughout the period of my thesis.

My appreciation also goes to my Academic Supervisor, Rev. Dr. W. Owusu- Boateng for the great support, encouragement and guidance he gave me.

My appreciation also goes to Dr. Jonathan Mensah Dapaah for his immense support and technical assistance during the course of this thesis. To all my lecturers, I bow in your honour for the time and energy you used for me during this period of training and thesis presentations.

Also to my friends, Mrs Alice Preko and Ms Esther Nelly Kumah for their immense support and contribution to the success of this dissertation. I am grateful to all the students and teachers in Ejisu Senior High Technical School and Atwima Kwawoma Senior High School for the time and effort they used in contributing to this thesis.

Again, my acknowledgement goes to my Dad, Nana Kwaku Boateng and mum, Ms Monica Agyare for their material and spiritual support. And to all others who in diverse means made it possible for this work to be completed.



ABSTRACT

Discipline in school means more than obeying and following school guidelines, rules and code of conduct in school but entails the students' aptitude to distinguish what is right or bad and what is accepted behaviour. This study sought to examine the approaches schools adopted in students discipline within senior high schools, find out students attitude towards the various disciplinary measures and to examine the effects of disciplinary measures on students' academic performance. Two schools within the Ashanti Region were selected for the study. The study involved a sample size of 340 respondents consisting of 314 students and 26 teachers. Students were selected using simple random sample and the teachers were selected purposively. Self-administered questionnaires were presented to the students for the data collection whilst interview was conducted with the teachers.

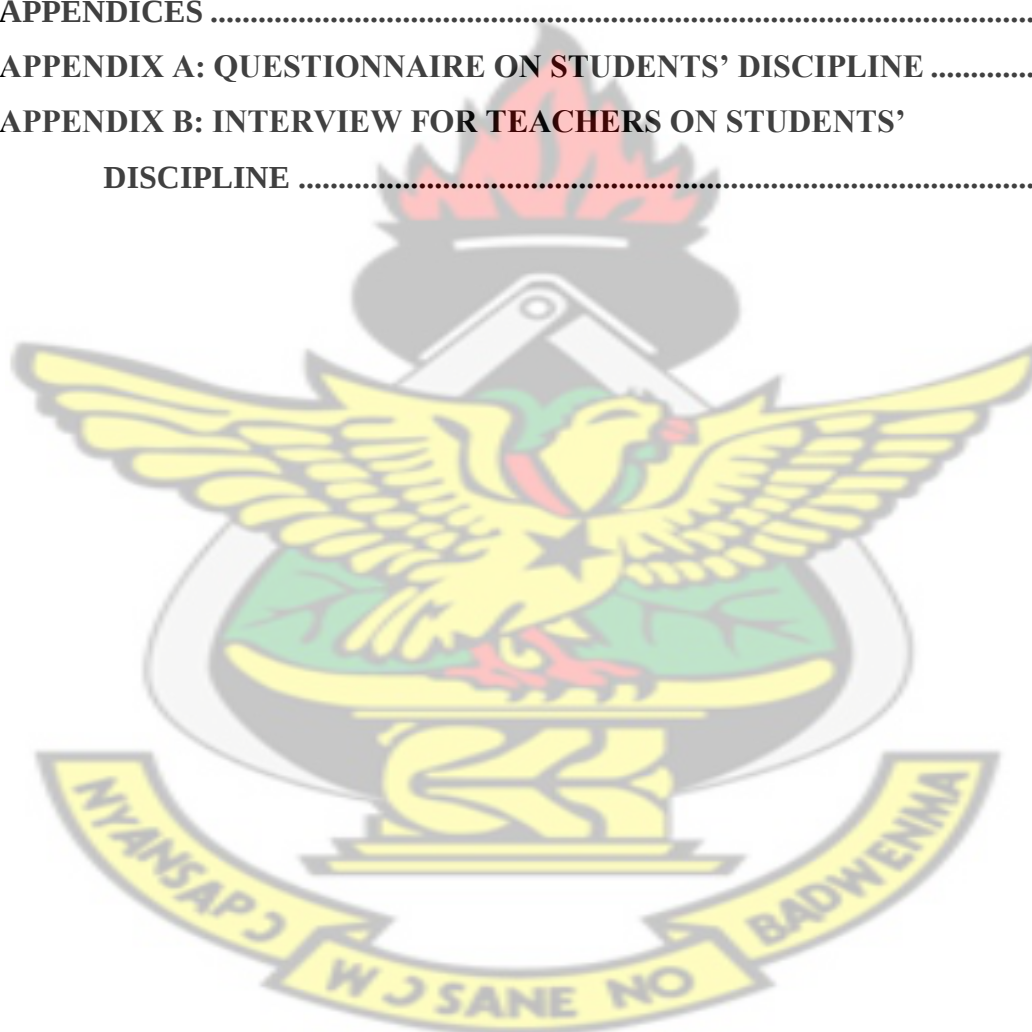
The study found that the approaches adopted in disciplining students in schools included; weeding, canning, suspension, sending students to the disciplinary committee, scrubbing, staying in class for longer hours whilst the rest have gone, changing sitting positions of students, kneeling, and standing behind the class, withdrawal of privileges of indiscipline students, dismissal, signing a bond for their indiscipline act, detention and isolation. The study further found that students have negative attitude toward discipline and at times feel that disciplinary measures do not protect their interest. Lastly the study concluded that some disciplinary methods do not promote a healthy school environment as it makes students miss out on instructional contact hours. However, discipline in schools was essential for effective teaching and learning and hence, lead to improved performance among students. It was recommended that disciplinary measures that reflect the students' best interest should be the first and most important factor to consider when giving disciplinary measures to students. Disciplinary measures that go to the disadvantage of the students should be avoided. There should be counselling for indiscipline students as against suspension.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Most educationalists and scholars consider discipline as an indispensable constituent of students' behaviour and affirm that, without it, students' academic performance will be badly affected (Ouma, Simatwa, & Serem, 2013). A disciplined student in most school systems, is that student whose conduct, actions, behaviour and inactions conform to the standard guide and principles set by school authority (Ali, Dada, Isiaka, & Salmon, 2014). However, discipline means more than obeying and following school guides, rules and code of conduct in school but entails the students' ability to distinguish between what is right or bad and is an acceptable behaviour (Gitome, Katola, & Nyabwari, 2013). Discipline is understood by many as critical for creating a positive harmonious school environment favourable for good students' academic performance (Masitsa, 2008). It is a requisite for successful school teaching and learning environment and a subject of interest for school authority and teachers as well as parents (Eshetu, 2014). According to Gitome et al., (2013), a disciplined school environment can lead to improved and better academic performance by students. In other words, discipline is vital for improved students' academic performance in schools (Njoroge & Nyabuto, 2014).

Literature reviewed showed that student's indiscipline is experienced in schools globally (Ali et al., 2014; Moyo, Khewu, & Bayaga, 2014; Omote et al., 2015; Rahimi & Karkami, 2015; Yahaya et al., 2009). The issue of students' indiscipline acts is not limited in space and is common worldwide. For instance, a study in West Virginia in the United States of America (USA) revealed that an estimated 31.6% of 170,4900 students (from grade 4 to 12) had at one or more times been referred for indiscipline

behaviour in school (Whisman & Hammer, 2014). In United Kingdom (UK), a study by Rahimi & Karkami, (2015) disclosed that 15% of college students have even experienced dismissal from school from their lower grade to the college level of schooling. In Germany, a study by Umezina & Elendu (2012) showed that only 40% of all students who complete graduate course have never had problem with school authority in their schooling age; which implied that more school students before the completion of graduate course have even had disciplinary problem.

In Asia, and Latin America, studies by McCarthy & McCarthy, (2015); Rahimi & Karkami, (2015) and Eshetu, (2014); revealed that 23% to 37% of grade 6 to 11 students have discipline issues in the various schools of enrolment in 30 different colleges with an average students' population of 600 students each college contacted for their studies. In Chile and Argentina, a study by Okiemute (2011) and Nakpodia (2010) revealed in a study of 3201 students in about ten different colleges, over 29% of the students have been in conflict with school regulations in Chile and 32% of sample population of 580 students in total population of 2500 students' population in Argentina had had disciplinary problems in colleges.

In Africa, researchers have come out with the extent of students' indiscipline in schools in various countries. In countries such as South Africa, 30% of all college students experienced discipline issues in school before completion (Marais & Meier, 2010; Masitsa, 2008). In Botswana, a study by Garegae (2008) showed that over 40% of students from basic school to high school had exhibited some level of misconduct in school before. In another study by Okiemute (2011) and Umezina & Elendu (2012) in Nigeria, an estimated 40% of students from grade 6 to 12 have in the basic school level experienced suspension from school for misconduct. The situation is not different in Tanzania as Yaghambe & Tshabangu (2013) noted that more college students were into

drug use and committed some other bad act against school regulations in most public schools in the country. In Kenya, lack of discipline in schools has been one of the challenges facing schools (Njoroge & Nyabuto, 2014).

In Ghana, indiscipline in primary, junior high and more importantly the senior high school cannot be overlooked (Gyan, Baah-Korang, McCarthy, & McCarthy, 2015). Many Senior High schools in Ghana have over the years, experienced high level of violence where students destroyed school properties and in some cases school authorities were forced to close down these schools due to students' misconduct (Okiemute 2011 and Nakpodia, 2010).

1.1 Statement of the problem

Views of school boards, administrators and teachers' are often used in the handling of disciplinary issues over the years, but not much of the views of students have been considered (Langdon, 2007). Although, throughout the years, the number of students being referred for some type of disciplinary act has been on the rise (Skiba et al., 2007), there is scanty literature on disciplinary methods that could be used in senior high schools to bring about high discipline among students and also ensure high academic performance among students. In most cases, the punishment types are too severe and provide no positive opportunities for rehabilitation and learning for most students who suffered from disciplinary measures in schools (McNeely et al., 2012).

In Ghana, studies suggest that some disciplinary measures such as exclusive punishment had far negative effect on students' academic performance as it leads to situation where students miss lessons during suspension (Noltemeyer & McLoughlin, (2010) and Osher et al., (2010).

Media reports on indiscipline in many schools in Ghana have shown that many students have exhibited gross misconduct in senior high school across the country (savannahnewsblogspotcom.blogspot.com). According to Mohammed (2015), students' indiscipline in schools could be as a result of use of drugs such as Indian hemp, alcohol and smoking of cigarette. Such students see themselves as troublemakers because they secretly practice "sakawa" and many others. However, little research has been done on students' views of the effectiveness of the disciplinary measures often used in schools and how these measures impact on their behavior and performance.

In order to understand the rapid change in students' behaviour in relation to discipline, this research seeks to examine students' discipline at Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School as some discipline practices alienate children from the classroom and have been found to exacerbate misbehavior, especially among at-risk students who are on the verge of school failure and in need of extra support and guidance to perform well in school. This research seeks to examine discipline and its effects on their academic performance in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School.

1.2 Research objectives

1.2.1 General Objective

The research seeks to examine disciplinary measures in the selected schools and how discipline in school affects students' performance in the Ashanti Region.

1.2.2 Specific Objectives

Specifically, the study seeks to;

1. Examine some approaches school management have adopted in dealing with students' discipline at the Senior High School level.
2. To find out students' attitude towards the various disciplinary measure used on them in the selected Senior High Schools.
3. To examine the effect of disciplinary measure on students' academic performance in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School.

1.3 Research questions

1. What are the approaches adopted by the selected schools in ensuring students discipline in the Senior High School?
2. What attitudes do students have towards the various disciplinary measures used on them in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School?
3. What are the effects of the disciplinary measure on the students' academic performance in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School?

1.4 Justification of the study

Many research studies indicate that most school discipline problems are mainly from the measures adopted by school authorities which has little focus on students' opinion on discipline (Horner & Lewis-Palmer, 2014). Despite these reviews, schools

continue to respond to disciplinary problems using some of these ineffective measures (Osher & Doyle, 2010).

There is considerable evidence suggesting that disciplinary problems often left unresolved in schools, results in continuous student misbehaviour. Students who exhibit the highest frequency of behavioural difficulties continue to display problems throughout their schooling and have an increased risk for developing negative school adjustment (Atkins et al., 2012). This therefore calls for an empirical study on the effects of disciplinary measures and its impact on their academic performance at Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School.

1.5 Significance of the study

The study would assist the Headmasters and staff of Senior High Schools to know the students' views on the effectiveness of the disciplinary measures adopted and used in the school and by extension give administrators in similar Senior High schools some insights and feedback on disciplinary measures in the schools.

This can therefore serve as a guide for taking disciplinary actions in other schools. Ultimately, findings from this research could help the Ghana Education Service to review its disciplinary codes to be in line with the changing assumptions of what constitutes discipline and therefore give Senior High Schools disciplinary codes that are in sync with our changing society. The study findings will also contribute to existing literature by filling the gap in literature on students' discipline in schools in Ashanti Region and Ghana.

1.6 Scope of the study

The study focused on the effects of disciplinary measures in the selected schools and its effects on academic performance of students in Ejisu Senior High Technical

School, in Ejisu-Juaben Municipality and Atwima Kwanwoma Senior High, in Atwima Kwanwoma district. The study sampled the views of students, teachers, and headteachers in the selected schools on students' discipline.

1.7 Organization of the study

The study was structured into five main chapters. The first chapter-chapter one, captured the introduction, background of the study, statement of problem, leading research questions, objectives, hypothesis, and significance of the study, scope of study and organization of study.

Chapter two looked at relevant and related literature to the problem of study. This was organized based on the research objectives. This chapter included an empirical review, conceptual framework and theoretical framework. Chapter three of the study dealt with research methodology; which looks at the research design, measurement, population of study, sampling technique, sources and method of data collection, data processing and data analysis, ethical consideration and limitations of the study. Chapter four concentrated on the major findings that was collected from the field. A detail analysis of the field results as well as inference from the literature was also made. The last chapter-chapter five gave a summary of the major findings of the study, conclusion and recommendations. It also provided recommendations for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Different scholars have shared their views on why discipline is needed in schools and how best discipline could be carried out to ensure some level of conformity in schools. The chapter included a theoretical review on students' discipline. This chapter has also been structured to look at empirical review on some approaches schools adopted in students' discipline, students' attitude towards the various disciplinary measures used in disciplining them, the effect of disciplinary measure on students' academic performance. The chapter also gives the conceptual framework on students' discipline.

2.1 Theoretical Review

Many theories have been used by several researchers to explain discipline in schools. This study adopted William Glasser's (1998) choice theory on transformation of educational system, B.F. Skinner's (1992) Behavioural Modification Model (BMM) and J.S. Kounin's (1971) Behaviourist, stimulus-response model (BSRM).

2.1.1 William Glasser's (1998) Choice Theory

William Glasser came out with a tool he called the "Choice" in which he attempts to transform and revitalize education through three distinct models and practice theories he referred to as choice theory, reality therapy and quality management (Palmaties 1998). The idea behind William Glasser theory is that behaviour is an attempt to satisfy a need, hence student disciplinary actions must take into consideration the needs of the students. In disciplining students, school authorities should ensure they act to meet the

needs of students. These needs according to Williams Glasser are; survival need, love and belonging, power and significance, freedom and autonomy, and fun. According to Glasser (2008) if these basic needs are being fulfilled, the child is not likely to have a behavioural problem. Glasser calls the state in which all these needs are met as the "Quality World." Student behaviour is made up of these four components: acting, thinking, feeling and physiology. Students can usually choose the first two components but are hardly able to choose the latter two. In short, indiscipline student acts result when they are unhappy because their needs have not been met. This implies the need for the Ghanaian educator to develop the skills of empathy, care, listening and positive regard for children in order model and teach them how to behave appropriately.

It is empirically evidenced that in Ghana there is widespread rejection of discipline measures that aligned with William Glasser approach to school discipline as reported by Twum-Danso, 2010 that most schools do not follow statutory guidelines on how physical punishments should be carried out. Surveys in Ghana suggest that over 70% of students in Ghana have been caned in school and that 94% of parents and 64% of teachers support discipline measures that intend to cause pain in order to correct or punish the child (Twum-Danso, 2010 and Owen, 2012). Thus, in Ghana adults including educators sees Glasser's model of school discipline as time-consuming, impractical, demanding and as a Western notion that risks "spoiling" the Ghanaian child (Antonowicz, 2010).

2.1.2 B.F. Skinner's (1992) Behavioural Modification Model (Skinnerian Model)

The Skinnerian model is behavioural in nature. Skinner postulated through operant conditioning that students can be taught to behave appropriately when educators use discipline measures that embrace positive reinforcement and negative

reinforcement behaviour management techniques in classrooms and schools. Skinner believes that the behaviour of students can be shaped when educators use positive reinforcement discipline measures such as verbal encouragement, recognizing and awarding well-behaved students publicly with stickers and good behaviour certificates or posters whilst addressing difficult behaviour with negative reinforcement such as withdrawal of privileges (e.g. recess detentions or losing your place on the school's football team list) or assigning task (e.g. washing plates after meals at the dining hall or writing lines). Skinner model of school discipline has been found to have a wide acceptance among educators as a culturally, socially and emotionally appropriate way to teach students how to behave (Green 1992, Carr, 1999, Webster-Stratton, 1992, Markie-Dadds & Turner, 2009) and its effectiveness as a discipline measure in schools has been empirically evident (Webster-Stratton, 1983, Kaminski et al. 2008, Wilson & Lipsey, 2007, Menting et al., 2013). According to Danvers and Schley (2014, p.30) in their study 'Better Discipline for Ghana's Children' found the use of positive and negative reinforcement behaviour management techniques as an important discipline toolkit by some Ghanaian educators (Skinner, 1953). Given the cultural context there is the need to use continual professional learning and development programmes to educate a lot more Ghanaian educators on behaviour management techniques that embrace Skinner and Glasser ideas. This will change the mindset of educators with a punitive mindset support Skinner way of discipline that help children build essential life skills and strength teacher-student relationship for meaningful learning in schools.

2.1.3 J.S. Kounin's (1971) behaviourist, stimulus-response model;

Kounin just like Skinner argued that students will follow school rules and adopt good behaviour in attempt to get reward from school authority and to stay away from

punishment. In effect behaviour by students that attract good praises will be repeated by students but if students exhibit behaviour that is followed by pain and undesirable consequence, students will change from such behaviours. Whilst Skinner dealt more on behaviour modification, Kounin looks at how desired behaviour could be attained by students' conduct.

Kounin suggested two ways by which students' behaviour could be modified which he termed as "wittiness and overlapping". By wittiness, Kounin meant that teachers or educators must have their eye fixed on things happening in the classroom to ensure that students act according to acceptable behaviour. And by overlapping, Kounin meant that ability of teachers to attempt to do two things at the same time. By this, it implied that teachers or educators must be able to control the classroom by ensuring that students learn what is required of them and also be able to control students who may misbehave in classroom during instructional periods. Kounin noted the need for teachers to step in the classroom really prepared to control the atmosphere for a successful teaching and learning moment.

Although, Kounin identified a number of techniques to ensure classroom control and that could reduce misbehaviour by students, his theory tends to put more emphasis on the teacher or educator as the sole agent in ensuring student discipline. In view of the limitations in each of the theories employed in this study, the researcher intends to combine the ideas in each theory to serve as compliment. The researcher emphasises the need for teachers and educators to meet the students' need as argued by Glasser and try to ensure classroom control just as Kounin but should as well reward students who exhibit good behaviour to serve a reinforcement of positive behaviour among students in school.

2.2 Empirical Review

Students' discipline is an important aspect of their academic performance (Fabelo et al., 2011). Many scholars and writers like Rosen (2008); Eggleto (2011); Fields & Boesser, 2002); Ali, Dada, Isiaka and Salmon (2014) and Gitome, Katola, and Nyabwari (2013), have all provided different views on the meaning of discipline and types of disciplinary measures. Students' indiscipline acts can have far negative consequence on their academic performance in school (Levin and Nolan, 2010; Devries, 2009 and Davis-Johnson, 2010). Reviews of studies from Devries (2009); Levin and Nolan (2010) and Davis-Johnson (2010) indicate that students regardless of their location and level of education engage in various forms of indiscipline acts. This section will deal more on empirical studies on students' discipline.

2.2.1 Approaches Adopted in Students Discipline

Schools adopt different approaches in disciplining students. Approaches to students' discipline are of different forms, ranging from the exceptionally totalitarian in which the authorities make the rules and punish any deviation made by students (Cryan, 2015). The totalitarian methods are founded on the precept that conformity can be instilled through the use of rewards and punishment. Baumerind (2007) believes that this model over-emphasises freedom. This section looked at some approaches schools adopted in disciplining students.

2.2.1.1 Corporal Punishment Discipline Approach

Corporal punishment, one of the oldest forms of discipline methods, was accepted and used in schools for many years (Insley, 2011). This approach of discipline warranted teachers to penalize students by employing various forms of parental

discipline techniques involving both reward and physical punishment of students (Middleton, 2008). In using corporal punishment discipline approach, students are sometimes lashed with canes and straps when they misbehaved.

Researchers like Vittetoe (2007); Thompson (2009) and Luntz (2010) postulate that traditional procedures of correcting students which involve the need for obedience are similar to the corporal punishment methods as discipline approach in schools. Additionally, Levin (2010) states that corporal punishment discipline approach as a strategy for ensuring disciplined students have proved themselves to be ineffective especially those that involve severe reprimands, demeaning comments and acts, abuse and punishing.

Psychologists argue that corporal punishment as disciplinary measure causes emotional problems in students, lead to low self-esteem among students who receive punishment and discipline which affect students' academic performance (Morrell, 2011). For the most part, corporal punishment has disappeared and has been banned in over thirty states in the U.S (Curwin and Mendler, 2008). Although the use of corporal punishment has been found to lead to serious injuries and long-term damage, 22 states were still using some form of corporal punishment as at 2007 (Dupper & Montgomery-Dingus, 2008). Two to three million incidents of corporal punishment are estimated to occur in the schools each year, with reports of over 20,000 students seeking medical treatment as a result (Kuntz, 2010).

2.2.1.2 Restorative Justice Discipline Approach

There is also another approach of discipline which is often used by school authority as an alternative to the exclusionary type of punishment. It is a form of discipline which is now being introduced in schools as a way of ensuring discipline in

schools (Levin and Nolan, 2010). This approach focuses on patching broken relationships by bringing the offender and the victim together to resolve issues (Quainoo, 2009). This is the form of discipline that is aimed at working on the conscience of the individuals involved but does not inflict any form of pain on the offender (Middleton, 2008).

Restorative discipline according to Curwin and Mendler (2008) is used in schools to ensure cordial relationship among students who previously have bad interaction and are at loggerheads with each other. This approach to students' discipline assume that once students forgive each other whom they were previously not in good terms with or come to term with school rules and regulations in which they felt threaten to them, discipline will increase and students will be more likely to adhere to school rules.

Noltemeyer and McLoughlin (2010) added that restorative justice approach of school discipline helps in getting students into good and friendly relationship and a feeling of belongingness to school. Welch and Payne (2011) also noted that any form of discipline in school that do not promote good relationship among students and the school authority is not good for school development. They therefore advocate for disciplinary measures that will make students feel that all measures to ensure discipline in school are for their best interest. In this regard, Welch and Payne (2011) suggested restorative justice approach to students' discipline in school as the best alternative approach to discipline students in school. The views of Curwin and Mendler (2008) and Welch and Payne (2011) all suggest that in as much as school authorities need to discipline students, all disciplinary measures should have the students' interest at heart. That, all school disciplinary approaches should seek to promote the welfare of students in school.

2.2.1.3 Exclusionary Discipline Approach

Another approach to school discipline is the exclusion discipline approach. It is an approach that has been adopted by many schools in ensuring high level of discipline among students as it makes students to miss some class hours (Welch and Payne, 2011). Exclusionary discipline can be termed as an imposition of a suspension, expulsion or any form of corrective action that removes a student from his usual learning environment (Monroe, 2009; Noltemeyer and McLoughlin, 2010; Welch & Payne, 2011). Just like incarceration, most schools employ exclusionary punishment in order to expel deviant students from the schools (Sullivan, Dollard, Sellers, & Mayo, 2010).

As stated by Horner, Sugari, Todd, & Lewis-Palmer (2011), over 600 studies which have been reviewed indicate that social skills training, curriculum adjustments, and behavioural interventions are some of the most effective measures taken to ensure discipline in schools. Regardless of the fact that these reviews exist, most schools still use exclusionary forms of punishment although this form of punitive measures has very little value in restoring discipline (Osher, Bear, Sprague, & Doyle, 2010).

The means that are used to enforce exclusionary punishments are negative and punitive and these are aimed at correcting unwanted behaviour. This approach is often stern but however results in a number of unfavourable responses (Monroe, 2009; Noltemeyer & McLoughlin, 2010).

The use of exclusionary discipline measures has some disadvantage to students as students who face this approach of discipline miss contact hours to serve their sanctions. This approach also rather encourages some students to form cliques and join bad companies outside the school especially when they are serving external

suspensions (Katola, and Nyabwari, 2013). Due to the negative result that characterize exclusionary discipline, school authorities must be deliberate in ensuring that students can be properly tracked and monitored in the process of serving sanctions relating to this disciplinary method. (Isiaka and Salmon, 2014). In a study by Gitome, Katola, and Nyabwari (2013), it was suggested that exclusionary punishment should involve parents such that they can monitor students' movement once they are serving the terms of punishment off-school campus.

2.2.1.4 School-Wide Positive Behavior Intervention and Support

When it comes to students' discipline, researchers argue that traditional methods of punishing students in school have led to discriminatory application of punishments that disproportionately harm a high number of students and especially those with learning disabilities or mental health issues. Scholars argue that suspension in particular has lasting adverse effects that may hinder a suspended student for the rest of his or her life (Laing and Chazen, 2008).

Some groups have come out with the concept of "Fix School Discipline" to argue the need to have school-wide policies to reinforce good behaviour that are more effective and encourage students to behave well in schools (Eggleton, 2011). Others have also argued for instilling of self-discipline in students. This requires systematic changes in schools for students to develop a sense of self-discipline. These changes usually include making self-discipline part of the school's curriculum by creating ways for students to use self-discipline tactics in problem solving and challenging students to re-examine self-centered actions. Many psychologists endorse addressing chronic behavioural problems with individualized solutions, including limiting classroom sizes

for students with a history of misconduct and developing behavioral contracts with students (Kuntz, 2010).

There is also the argument for zero-tolerance to some behaviour by students. The aim of a zero-tolerance argument is usually to send a signal to students that some acts will not be acted in schools, regardless of a student's reason for engaging in them. Zero-tolerance argument often focuses on possession of certain items or substances, such as guns, other weapons, alcohol, tobacco, and drugs. Although some school authorities think that zero-tolerance argument is a powerful way to improve school safety, some researchers have argued that zero-tolerance argument actually increase the dropout rate and lead to discriminatory results (Costenbader and Markson's (2008).

2.2.2 Students' attitude towards the various disciplinary measures used in disciplining

Some students perceive exclusionary discipline differently from the way teachers and administrators do and this is what has resulted in the increased rate of indiscipline in schools despite the existence of exclusionary forms of discipline (Tobin & Sugai, 2010; Arcia, 2007).

Costenbader and Markson (2008) conducted a study on 620 middle and high school students from two localities in Ohio in the United States of America (USA), one in an inner city and the other in a countryside settlement. The responses gathered revealed that 252 of the students had been suspended at least once during their enrolment. These students stated that out-of-school suspension was of no use if discipline is to be ensured. They described it as a form of vacation and an avenue for escaping school and academic activity. Out-of-school suspension has been in existence long before the introduction of internal suspension and is normally dispensed for more

severe or reoccurring offenses (Morris, 2010) where as in line with Costenbader and Markson's (2008) study among in-school punishment, one of which is internal suspension, the students reported that they see that to be a more effective form of punishment because they were made to remain in school but are isolated from their regular classroom work and everyone else sees them serving the punishment.

In Ghana, a study conducted by Amoah, Owusu-Mensah, Laryea & Gyamera (2015) that investigated students and teachers' perception of school disciplinary strategies in the Effutu Municipality revealed that students prefer teachers who use dialogue, empathy and offer suggestive ways of improving their performance in lessons over those who always use the cane to correct them which inflicts pains and leave scars on their skins. This view was supported by the surveyed teachers who reflected that if they had focused on the most convenient and suitable disciplinary measure to manage student behaviour in order to ensure effective classroom management and in-class support to students they would have built a more effective teacher-student relationship.

A more recent study conducted in New York in the USA by Roch, Elsayed & Edwards (2017) that examined the effects of symbolic representation and strict disciplinary policy on how school discipline is perceived by students and parents reported that strict disciplinary actions sends negative messages to students and parents. The study found that as more strict disciplinary actions are administered within a school, students were less likely to perceive school discipline measures as fair or legitimate. Stated differently, student are more likely to resist strict disciplinary measures as they perceive it as not serving their best interest.

Judging from the views presented above, it is obvious that indiscipline behaviour connotes different things to different people. As a result of this, students may

experience confusion as to how they are to behave in school to avoid indiscipline acts that will lead to high academic performance.

Discipline as either an aspect of knowledge-training that helps to cultivate self-control, character, efficiency and strict control to enforce obedience- or as an action which controls and punishes as a scheme of guidelines (Rosen, 2008). Eggleton (2011) also refers to discipline as a training which corrects, mold or perfects the mental faculties, or moral characters, obedience to authority or rules, punishment to correct poor behaviours. Nevertheless, discipline does not automatically have to involve corporal punishment. Corporal Punishment is usually related to school discipline with the term discipline itself which is challenging and has numerous consequences for both teachers and students (Slee 2005, Rosen 2008). According to Ali, Dada, Isiaka, & Salmon (2014), in the context of a school structure, a disciplined student is one whose comportment, actions and inactions conform to the set rules and regulations of the school. However, Gitome, Katola, and Nyabwari (2013) are of the view that discipline means more than abiding by rules and regulations but rather, it entails the learner's ability to recognise what is right or wrong.

There have been a number of studies about discipline in schools but a good number of them looked at discipline from the perspective of teachers and other stakeholders in the field of education (Eggleto, 2011; Fields & Boesser, 2012; Ali, Dada, Isiaka and Salmon, 2014). This study however sets out to study the effect of discipline on academic performance.

In the United States, restorative punishments are known to be in existence in some states like California, Colorado, Georgia, Illinois, Maine, Maryland, Michigan, Minnesota, Missouri, New York Texas, Pennsylvania, and Connecticut (Schiff, 2013).

Unlike Africa, most schools in the Europe employ exclusionary and restorative forms of punishment rather than corporal punishment (Advancement Project, 2010).

In 2009, a restorative justice program was introduced in public schools in San Francisco as a means to discover alternatives to the seven-year surge in suspensions and expulsions. Students who violated school rules or misbehaved towards each other were required to listen to each other, write letters of apology, work out solutions with the help of guardians and/or educators, or engage in community service. When the implementation of the restorative justice program continued in San Francisco public schools, expulsions reduced by 28% and suspensions by 35%. School board members were in support of the program and indicated that restorative justice practices kept students out of the criminal justice system (Adam-Smith, 2008). At present, there is no existing study showing the use of restorative justice programs in Ohio school districts. However, programs of this kind will possibly be introduced in more states as positive results are constantly being reported.

In study by Larson (2008), it was revealed that in the United States, the National Center for Educational Statistics reported that thirty-six percent of grade 9-12 students in 2006 had stated that they had been engaged in physical combat within the last year. As stated by Kuntz (2010), day in day out, primary and secondary school teachers face various forms of bad behaviour ranging from the destruction of school property to pupils' disrespect for each other or for adults.

In Ghana, most secondary schools have discipline issues and this is a concern for most teachers and parents. Literature gathered from the Disciplinary Committee files of various schools, where the research was carried out revealed a great number of suspensions and withdrawals of students from the school (Gyan et al., 2015). These suspensions and withdrawal, they reported have many ramifications on the affected

students, the concerned parents, and the teachers, particularly those on the disciplinary committee.

2.2.3 Effect of disciplinary measure on students' academic performance

A good number of studies in Ghana and other African, American, Asia and European countries (Bodovski, Nahum-Shani, & Walsh, 2013; Duckworth & Seligman, 2006; Ning, Van-Dammme, Yang, & Gielen, 2013; Pasternak, 2013; Whisman & Hammer, 2014; Zhao & Kuo, 2015) have attributed students' academic performance largely to disciplinary action whilst others disagreed showing little or no significant influence on students' academic progression and achievement (Gakure et al., 2013; Zimmerman & Kitsantas, 2014). Stanley (2014) established a strong correlation between school discipline and student's academic performance in secondary schools in Nigeria. Also, in Kenya Simba, Agak & Kabuka (2016) found that discipline related positively with, and accounted for 23% of variance in student's academic performance. This evident is supported by Dunham (1984:66) who revealed that effective discipline helps with the achievement of goals, expectation and responsibility in students. In Ghana attributes of indiscipline acts such as laziness, lateness and absenteeism have been found to have a negative effect on students' academic performance (Ntim, 2016, Adane, 2013).

Also, studies have helped to establish the fact that when there is indiscipline in school, the teaching and learning environment is adversely affected. Exclusionary punishments for instance have been proven to bring forth a number of negative outcomes, including school failure, class repetition, negative attitude towards school, and a great probability of dropping out of school (Atkins et al., 2012; Fabelo et al., 2011; Skiba et al., 2011). The respondents also reported having been absent from

school to serve the exclusionary punishment makes students miss classes and as such, lagged behind in their school work especially in mathematics, reading, writing and comprehension which resulted in them having to repeat the year.

The first act of indiscipline can cause a ripple effect by inciting other students to do same (Arcia, 2007). In line with the thoughts of Kounin (2010) this results in a loss of valuable teaching and learning time (Levin & Nolan, 2010). Indiscipline in schools do not only affect the indisciplined students but the teachers and authorities as well hence imposing undesirable effects on the whole educational system.

Robinson et al. (2011) also questioned the effectiveness of corporal punishment and highlighted its side effects which among others may include running away from school or class, fear of teacher, feelings of vulnerability, degradation, antagonism and destruction at home and at school, abuse and criminal activities. Gershoff (2009) in the same vein points to corporal punishment as a factor which leads to an increased antagonism and lower levels of moral internalization and mental health and he also adds that adults who often received corporal punishment in their childhood are more likely to grow to become criminals, violent with their sexual partners, and spank their own children excessively. The Psychiatric News (as quoted in Cryan, 2015) asserts that the psychological consequences of corporal punishment may be as harmful as its physical effects. Equally, Ramsburg (2008) mentions that spanking and verbal reproaches (Hyman and Perone, 2008) employed as primary discipline method, may have some potentially harmful effects such as making those who are spanked recidivists.

Abebe and Hailemariam, (2007) are of the view that school authorities must prioritize prevention and pre-emptive methods such as development and intervention programs for children as a means of dealing with indiscipline in schools. Leach (2012)

and Arcia (2007) have similar ideas which point to the fact that education is more than just teaching, acquisition and learning a subject, knowledge and skills. Subjects such as social responsibility and egalitarianism, life skills, guidance and psycho-therapy, and personal and social education are very crucial in developing a disciplined spirit so they should be incorporated in the schools' syllabus.

Truancy is one of the most common recurrent offenses that imposes an out of school suspension on students (Garrison, 2008). In Ghana, some teachers report that the level of truancy in schools are high and is a keen factor responsible for this surge in the rate of indiscipline (Gyan et al., 2015). Hyman (2007) argued that the responsibility of the home and family in ensuring upright behaviour of student can be influenced by financial stress within the family. Levin and Nolan (2010) again scrutinized the function of family in children discipline and they indicated that academic achievement requires some high level of discipline among students.

In the words of Gyan (2015), the behaviour of the students can be attributed to the fact that they were in their adolescence, a stage in the growth of an individual where they start to develop their personal attitudes towards what is right and what is wrong. Advances in personal attitudes are vital in ensuring discipline in secondary schools, this is due to the fact that it is during adolescence that students reach out for responsibility but are generally immature.

Numerous studies have concluded that student's discipline does not consistently align with a healthy students' academic performance (Nicholson-Crotty et al., 2009, Noltemeyer & Mcloughlin, 2010; Osher et al., 2010; Skiba, 2000). Often times, the punishment types are too severe and offer little to no positive opportunities for instruction or rehabilitation and learning for most students who suffered from disciplinary measures (McNeely et al., 2012). Researchers attribute discipline to

classroom control which is good for learning (Brown, 2007). Using suspension and expulsion to remove students from the learning environment as disciplinary measure potentially increases the amount of time they spend unsupervised and with other out of school youth which lower students' hours used in classroom for studies which subsequently reduced performance of students (Wallace et al, 2008). Discipline practices that alienate children have been found to exacerbate misbehaviour, especially among at-risk students who are on the verge of school failure and in need of extra support and guidance to performance well in school (Osher et al., 2010).

Removing students from school as a form of discipline can eventually lead to adverse psychological effects, causing children to have negative, internalizing thoughts and feelings of alienation and failure which can lead to poor academic performance of students (Costenbader & Markson, 2008). Student's discipline is seen to have more of an emotional impact on students during the middle and high school years which can greatly affect their academic performance in school (Pane, 2009). The social peace of discipline that is present during the secondary schooling years may contribute heavily to the negative impact that may occur. Secondary schooling provides students the opportunity to engage in more social events; however, it can also take away those events from students punished under student's discipline. Isolation from a social network of friends as a form of disciplinary measure has been shown to correlate with the development of internalizing emotional problems which can affect student classroom learning performance (McNeely et al., 2012).

School disciplinary problems that are left unresolved or punished by discipline practices often leave students who exhibit the highest frequency of behavioural difficulties to continue their problems throughout their schooling years which has negative effect on students' performance in schools (Atkins et al., 2012). Children who

require the most discipline also tend to have other behavioural and social-emotional deficits, which can be exacerbated by the use of student's discipline which can affect academic performance negatively (Cohen, 2011).

Studies have shown that after receiving discipline, some students are capable of maneuvering their way back toward success; however, those with histories of poverty, abuse, or neglect may not possess that ability and the performance in school is always worst off. More students than not who receive student's discipline exhibit increased social emotional behavioral issues, such as withdrawal and avoidance of school staff, stigmatization among peers, and decreased academic performance (Costenbader & Markson, 2008). Students with internal socio-emotional issues have a greater risk of being lost from the school system once they have been punished with student's discipline (Morrison & D'Incau, 2007). Naturally, these are students who do not adequately rebound from student's discipline on their own, hence discipline can most of the time lead to poor academic performance of students affected by school disciplinary measures (Cohen, 2011). Some experts believe that students discipline began to view better alternatives outside the school setting as a way of ensuring high level of school control and classroom obedience to bring about high students' performance (Castella, 2013).

Most studies have shown that student's discipline had a detrimental impact on some students, to a point where they considered suicide as their only remaining option (Costenbader & Markson, 2008). When suicide incidents have occurred while a student was under student's discipline punishment, they happened at the high school level. St. George (2011) reported on the case of a boy who committed suicide in the aftermath of school disciplinary proceedings. Vozzella (2012) described the case of another boy, in Washington, who committed suicide in 2009, while awaiting a disciplinary hearing that

was scheduled months after the infraction. The ill-fated untimely demises of these students echoes the unfavourable core effects that student's discipline can have on students aside their performance in school.

These contradictions often leave researchers questioning school discipline and whether educators truly understand the disobliging effects of disciplinary measures (Fabelo et al., 2011). The traditional disciplinary measures used in school such as suspension has far negative effect on students' performance.

A study by Pane (2009) showed that removing a misbehaving child from school provides a cooling down period for both the student and the school authority. Student's discipline that does remove the student from the classroom however fails to fix the underlying problems at hand. When true behavior problems are present, students that remain enrolled in school after being removed ultimately reassign the occurrence of the problem behaviour to a later time or to another school building or school district. It becomes clear that educators fail to realize the detrimental outcomes that may result from cool down periods. Mitchell (2013) found that removing a student from the school setting as a source of punishment may significantly contribute to students becoming comfortable to a disrupted education and may develop difficulties adjusting or readjusting to school which can lead to poor academic performance (Brown, 2007). It is extremely important for schools to re-evaluate their discipline policies often and examine underlying negative effects of discipline on students' performance.

A study conducted by Blomberg (2013) noted that indiscipline in school leads to high drop out of school students. In addition, the study indicated that suspension and expulsion were the main primary reason for dropping out of school (Blomberg, 2013). Dropping out of school often resulted in future difficulties with employment prospects and limitations are placed on other life opportunities (Welch & Payne, 2011). Students'

perceptions of student's discipline typically differ from those of teachers and administrators, which has been found to be part of the reason student misbehavior escalates (Tobin & Sugai, 2010). Educators that believe student's discipline is the factor causing behaviour change will often be unable to acknowledge any real level of ineffectiveness in the policy.

Literature does not support the effectiveness of student's discipline as way to increase academic performance, which remains an ongoing issue. Schools continue to implement such policies with the belief that they are either working or eventually outcomes of change will be seen. Student's discipline is not evidenced based nor have any empirical studies been conducted to show its effectiveness. Schools that do not use evidenced based discipline procedures on a reliable basis are creating a negative school climate and are contributing to student failure. Consistency is key to a successful discipline plan. Most form of discipline push students away from school environment leading to the misbehavior. Additionally, student's discipline does not work on concepts for improving classroom management or conflict resolution, which is needed to ensure high academic performance of students.

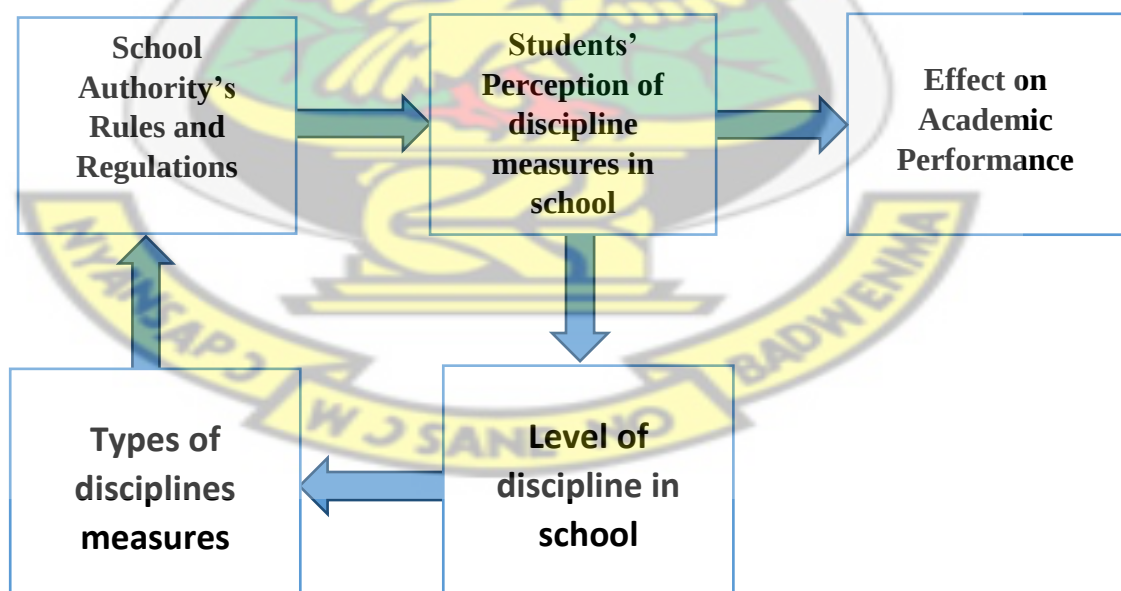
2.3 Gaps in students' discipline literature

Most educational research involving students discipline typically focuses on educational inequalities of race, ethnicity, and socioeconomic status (Skiba et al., 2012). The concept of students' discipline is well known to educators; however, several rumors surrounding the reasons for its existence remain. Certain demographic features that are more common among different groups have been used as a primary explanation for negative effects of students' discipline (Gregory, Skiba, & Noguera, 2010). Throughout the school systems in Ghana the discipline gap can be explained by the

tendency for students to be disciplined more frequently and severely than their peers in school which can lead to situation where students miss lessons in school (Monroe, 2015). Research has confirmed this gap time and time again by producing studies that demonstrate just how disproportionally these students are disciplined and how this has resulted in poor academic performance of students (Fenning & Rose, 2007; Gregory & Mosley, 2014; Gregory et al., 2010; Gregory & Weinstein, 2008; Rausch & Skiba, 2004; Skiba et al., 2007). In order to fix the discipline gap, educators must have the views of Glasser, Skinner and Kounin as employed by the researcher. Second, educators must close the gap and be opened to suggestions on how to successfully ensure that discipline lead to high academic performance.

Another factor to the discipline gap is neglect of combination of students' and teachers' opinion on the best disciplinary measures to adopt in school (Monroe, 2015).

2.4 Conceptual Framework on discipline on academic performance



Source: Researcher's own 2017

The school authorities also have rules and regulations, and they are intended to correct, mold and direct students. The laws in a school govern all students regardless of the person's family background or culture. These are to ensure that all students conform to a certain standard of behaviour so as to bring about discipline in schools. Teachers understanding of the needs of students coupled with the use of appropriate disciplinary measures have a direct impact on students' academic performance. As the researcher hypothesises, school discipline can be ensured if students' needs are met. There should be reward for students who exhibit good behaviour and punishment for misconduct but this needs to be done using appropriate class control measures.

2.5 Summary of review

The literature reviewed discovered that several approaches have been adopted by school authorities in ensuring discipline in schools. The various approaches of discipline included exclusionary punishment and corporal punishment and school-wide positive behaviour intervention and support. The study also reviewed students' attitude towards discipline and effects of discipline on academic performance. In addition to all the above themes which the literature probed, it also presented a multiplicity of strategies which can be employed in ensuring that discipline prevailed in schools. Nonetheless, it can be said that there is no unanimously ideal solution to indiscipline since various communities, schools, families and student groups adopt exclusive strategies to suit peculiar instances.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter of the study entails the various techniques that were employed by the researcher in the study. The chapter defines the approach that was adopted in the study, the study target population and source of data for the study. It also outlined the methods and procedures for selecting the sample, method for the collection of the needed data and data analysis.

3.2 Research Design

Research Design is a plan that guides the investigator in the process of collecting, analyzing, and interpreting observations (Johnson, 2001). An exploratory type of research was employed in the study to help realize the research objectives and to find answers to the research questions. The study was descriptive in nature, as it attempted to accurately describe the characteristics of a particular individual, group, situation or event in relation to students' discipline (De Vos, 2000).

This study employed social survey as the main framework for the collection and analysis of the data for the study. Social surveys are typically quantitative studies in which questionnaires are designed to collect information from large numbers of people using standardized forms. Since the questionnaires have a high degree of structure, it affords the researcher the chance to manage such large number of respondents as was the case in this research.

3.3 Population

The study focused on the effects of disciplinary measures in the selected schools and its impact on academic performance of students in Ejisu Senior High Technical School, in Ejisu-Juaben Municipality and Atwima Kwanwoma Senior High, in Atwima Kwanwoma district. These schools were chosen because of the high records of truancy, lateness to school, stealing, and fighting and the fact that they are both grouped under grade C category according to the Ghana Education Service Schools categorisation. The disciplinary measures that are used in the schools, have largely not deterred other students from repeating the same offences. Ejisu Senior High Technical has 1,160 students and Atwima Kwanwoma Senior High School has a population of 950. The teacher's population of the two schools are 106 and 69 respectively.

3.4 Sampling Technique

The study adopted both simple random and purposive sampling techniques to select the target respondents. Firstly, the study adopted simple random sampling technique to select the students for the study. Secondly, purposive sampling technique was used to select the teachers. The researcher first considered the schools programme (courses) as sampling frame. There were a total of five (5) programmes (courses) in each of the selected schools. The programmes were randomly selected through lottery method. The researcher assigned numbers to the programmes offered in the two selected schools.

These numbers were kept into a container where the researcher randomly selected from. Once a programme is selected, all the students studying the selected programme class register formed the next sampling frame. Using the class register for the selected programmes in the initial sample, the researcher again assigned numbers to each

student and all the numbers were kept in a container where the researcher selected from. The students whose numbers were selected at this stage were contacted to answer the questionnaire.

In the second sampling procedure, the researcher purposively selected “form teachers” who were in-charge of the selected courses, the headteachers, dining hall teachers, senior house masters and house masters who were more directly related on issues of discipline in the schools. The teachers were selected based on the personal will to participate in the study and those who were willing to provide information on students’ discipline in the schools.

3.5 Simple Size

Out of the student’ population of 2110 and 175 teachers’ population which give a total population of 2285, the study involved a sample size of 340 respondents. This sample size consisted of students and teachers in the schools. This sample size was selected using the formula

$$n = \frac{N}{1 + N(e)^2}$$

Where n; is the sample size. N is the total students in the selected schools and e is the margin of error to be tolerated.

$$n = \frac{2285}{1 + 2285(e)^2} = \frac{2285}{6.7125} = 340$$

To further determine the sample size in each of the schools in terms of students and teachers’ populations, the researcher employed the formula as follows:

$$n(1) = \frac{N(1)}{N}$$

Where n (1) is the sample size for the unit of interest, N (1) is the total population of the unit of interest and N is the total population for entire study area.

For students in Ejisu Senior High Technical (n1)

$$n1 = \frac{N1}{N} * 340 \quad n(1) = \frac{1160}{2285} * 340 = 172.6 \quad n1 = 173 \text{ students}$$

For students of Atwima Kwanwoma Senior High School (n2)

$$n(2) = \frac{950}{2285} * 340 = 141.3 \quad n2 = 141 \text{ students}$$

For teachers in Ejisu Secondary Technical

$$n(3) = \frac{106}{2285} * 340 \quad n3 = 15.7 \quad n3 = 16 \text{ teachers}$$

For teachers in Atwima Kwanwoma Senior High School

$$n(4) = \frac{69}{2285} * 340 \quad n(4) = 10.2 \quad n(4) = 10 \text{ teachers}$$

Table 3.1: Summary of sample size determine

Target Population	Total population	Sample size	Sampling technique
Students population Ejisu Senior High Technical	1,160	173	Simple random sampling
Atwima Kwanwoma Senior High School	950	141	Simple random sampling
Teachers population Ejisu Senior High Technical	106	16	Purposive sampling
Teacher Atwima Kwanwoma Senior High School	69	10	Purposive sampling
TOTAL SAMPLE SIZE		340	

3.6 Source of Data

The study employed both primary and secondary data as its main source of information for the study. Both primary and secondary data was used because information from the secondary data helped the researcher to make inference and deduction. The secondary data was used as a benchmark for establishing the validity of the research findings, which came for the field data.

The secondary data was sourced from books, journal, articles, documentaries, newspapers, conference proceedings, guidebooks, manuals, textbooks, electronic information, dictionaries, indexes, abstract, etc. on students' discipline and academic performance.

The primary data was collected directly from the respondents in the field. This data formed the main findings for the study. The primary data help the researcher to assess the effects of discipline and academic performance of students from the selected schools.

3.7 Data collection instruments

The data collection instruments for the study were questionnaire and interview guide for teachers. The study made use of closed and opened-ended questionnaire. A questionnaire is a form or a document containing a number of questions on a particular theme, problem, issue or opinion to be investigated (Yin, 2009). The questionnaire was designed in such a way that the respondents were able to complete the questionnaire on their own. Questionnaire that are completed by respondents themselves are one of the main instruments for gathering data using a social survey design. This is known as the self-completion questionnaire, also referred to as the self-administered, mail or postal questionnaire (Bryman, 2008). Semi-Structured interview was also used to enable

teachers the opportunity to express their views, feelings and experiences freely, and the interviewer the freedom to divert from the questions for clarifications during the interview process (O'Leary, 2005).

The study used questionnaire and interview guide as the main instruments for the data collection because of the economic advantage they present. The questionnaire also helped the researcher reduce errors due to bias. Through the use of questionnaire biasing error as a result of the absence of the interviewer was reduced. The questionnaire was also used to give greater anonymity to researcher respondents. This instrument provided a high degree of anonymity for respondents. This is especially important when sensitive issues such as discipline in school are involved. This instrument also gave the respondents the opportunity to consider answers and consultations. The respondents had time to think about their answers and or consult other sources. This instrument made the students population accessible. It provided wide access to geographically dispersed samples at low cost and ensured easy and cheaper way of administering the questionnaire (Berg, 2007).

This technique that was adopted does have some few disadvantages to the study as it required the researcher to ask simple question that the respondents can easily read and understand on their own. The instrument did not also give the researcher the opportunity to ask probing questions regarding students' discipline. Semi-Structured interview was used to give teachers opportunity to express their views, feelings and experiences freely during the interview process. However, the openness of some of the questions in the schedule leads to gathering of massive volumes of qualitative data which is time consuming to analyse. Also, the flexibility of the instrument makes it difficult for researchers' bias to be dealt with (Wragg, 2002).

3.8 Reliability of instrument

The study instrument was tested for reliability and validity before the actual data collection. The researcher adopted a Likert scale range from strongly disagree, disagree, neutral, agree and strongly agree to construct the questionnaire. This scale was applied to the questions that were asked concerning the study objectives. The research firstly tested the reliability of the scale using Cronbach's Alpha coefficient. This was done for each statement scale and presented under sub-headings using the study objectives as central theme. The study considered a Cronbach's Alpha greater than 0.75 as reliable data responses for the study. Testing for reliability of the study instrument was done using the Reliability Analysis of SPSS.

The extent to which the responses for the items considered to be related to approaches adopted in students' discipline was scaled. The study result revealed a Cronbach's Alpha of 0.874 for the scale. This was done using the Reliability Analysis of SPSS. Since this figure is greater than 0.500 (Hinton et al, 2005), the responses provided were reliable and could be used and relied upon. According to Hinton, it is the measure of internal consistency, that is, how closely a set of items are as a group. It is thus the measure of scale reliability.

Table 3.2: Reliability of research instrument: Approaches schools adopted in students' discipline within Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School

Cronbach's Alpha based		
Cronbach's Alpha	on Standardized Items	N of Items
0.842	0.874	13

Source: Researcher's Field Data, 2017

The study result reveals a Cronbach's Alpha of 0.814 for the scale regarding students' attitude towards the various disciplinary measures used on them in the selected school in Ashanti Region. This was done using the Reliability Analysis of SPSS. Since this figure is greater than 0.500 (Hinton et al, 2005), the responses provided is reliable and can be used and relied upon. According to Hinton, it is the measure of internal consistency, that is, how closely a set of items are as a group. It is thus the measure of scale reliability.

Table 3.3: Reliability of research instrument: Students attitude towards the various disciplinary measures used on them in the selected school in Ashanti Region

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	N of Items
0.813	0.854	14

Source: Researcher's Field Data, 2017

The study result reveals a Cronbach's Alpha of 0.784 for effect of disciplinary measure on students' academic performance in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School. This was done using the Reliability Analysis of SPSS. Since this figure is greater than 0.500 (Hinton et al, 2005), the responses provided is reliable and can be used and relied upon for inferences. According to Hinton, it is the measure of internal consistency, that is, how closely a set of items are as a group.

Table 3.4: Reliability of research instrument: Effect of disciplinary measure on students' academic performance in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	N of Items
0.795	0.784	14

Source: Researcher's Field Data, 2017

3.9 Pre-testing of the instrument

The researcher first conducted a pre-testing to test the validity and reliability of the research instrument. This was done to examine how feasible it would be if the actual study was conducted. During this stage the researcher edited, code, entry and clean the main components of data processing for this study. The pre-testing was conducted using Jackie Senior High School. This school was used for the pre-testing because it shared similar features as the two schools that were selected for the study.

There was field editing to check errors, inconsistencies and omissions in the questionnaires that the respondents answered. All close ended questions were coded before administering. However, the open ended questions were studied and categorized and later coded for easy assessment. The coded data was entered into the Statistical Package for Social Sciences (SPSS) software. This helped generate table and charts for quantitative data analysis.

Errors that occurred during the pre-testing were corrected at this step. The data was cleaned after entered into the SPSS. This helped to eliminate errors which occurred due to incorrect coding and entry of data into the SPSS. The researcher also checked to ensure that the actual variables and their categories' code were entered into SPSS.

3.10 Method of Data collection

The researcher moved to the various schools to distribute the questionnaire to the respondents. The questionnaire was self-administered. Respondents were given the opportunity to complete the questionnaire on their own. The researcher engaged some of the class representatives to help in the distribution of the questionnaire to the respondents. Respondents were allowed to make a choice either to answer questionnaire intently or permitted to carry the questionnaire away with them to answer at their own convenient for the class representative to collect later. Teachers were also interviewed on disciplinary measures used in their schools. Respondents were informed on the purpose of study to seek their full consent before participation.

3.11 Data management and analysis

Data management in the view of Kanna (2004), concerns with the preparation of data into a computer readable format for analysis. The researcher used editing, coding, entry and cleaning as the main components of data processing for this study. The field editing was done to check errors, inconsistencies and omissions in the questionnaires that the respondents answered. All close ended questions were coded before administering. However, the open ended questions were studied and categorized and later coded for easy assessment. The coded data was entered into the Statistical Package for Social Sciences (SPSS) software. This helped generate table and charts for quantitative data analysis. Errors that occurred during the answering questions and interview were corrected at this step. The interview data was as well organized and use to support the data collected through questionnaire.

This was the final stage of data processing, its main purpose was to eliminate errors which may occur due to incorrect coding and entry of data into the SPSS. The

researcher checked to ensure that the actual variables and their categories' code were entered into SPSS. This follows with editing of charts and tables generated by the SPSS version 20 for analysis. The data was analysed using both univariate and bivariate analysis. Descriptive statistical tools such as means and standard deviation will also be used to analyse the data.

3.12 Ethical consideration

The researcher observed a number of ethical issues so as to conduct the study on a more ethical manner. Ethical issues such as informed consent, anonymity, confidentiality and privacy were observed in the conduct of the study. Respondents were given full information about the study and respondents were made to voluntarily part-take in the study.

Since the study was looking at more sensitive issues such as discipline in the school, the respondents' identity was assured of anonymity and confidentiality of any information collected from them.

3.13 Fieldwork problems and challenges

The constraints the study encountered included financial and time constraint. As students, they had enough time to interact with the researcher and ask the questionnaire diligently. Equally, there was not enough time for the researcher to involve more schools rather than selecting only two schools in the study and that made the researcher's data limited in scope.

At the initial stage some respondents were unwillingly to take part in the study for fears of teachers' perception about disciplining the students. For this reason, the researcher had to assure the respondents of the confidentiality of information and also

have to motivate some respondents by giving soft drinks for the participation to encourage others to join the study.

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CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the data collected from the field. The study examined the measures employed to assess discipline in schools. Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School were used in this study. Both schools are mixed schools and hence provide a typical youthful community and hence the result presented in this chapter is representative of the actual situation in Senior High Schools. A sample size of 314 students was selected from the two schools. Also, 26 teachers in the schools were interviewed.

4.1 Socio-demographic characteristics of respondents

Socio-demographic characteristics refers to basic information about respondents which also have a potential of influencing their behavior and hence their responses. For the purpose of this study, socio-demographic characteristics entailed the school the respondents attend, sex of the respondents, their age group, religious affiliation, marital status of their parents or guardians, occupation of their parents or guardians and whom they often spent their holidays with.

4.1.1 School attended

The study sampled respondents from two schools namely, Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School as represented in Table 4.1.

Table 4.1: Respondents schools

Respondents schools	Frequency	Percent
Ejisu Senior High Technical	173	55.1
Atwima Kwanwoma Senior High School	141	44.9
Total	314	100.0

Source: Researcher's Field Data, 2017

It is evident from Table 4.1 that 55.1% of the respondents were from Ejisu Secondary Technical while 44.9% of them were from Atwima Kwanwoma Senior High School.

It can thus be concluded that more than half of the 314 respondents were students from Ejisu Senior High Technical School. The sample size from each school was proportionate to the total number of students in the school. It is therefore implied that the students' population in Ejisu Secondary Technical were more than students in Atwima Kwanwoma Senior High School.

4.1.2 Sex of respondents

Sex of respondents explains whether the individual is male or female. It was important to evaluate this attribute because the two schools used were mixed schools hence the possibility of respondents comprising both male and female.

Table 4.2: Gender of the respondents

Gender	Frequency	Percent
Female	221	70.4
Male	93	29.6
Total	314	100.0

Source: Researcher's Field Data, 2017

From Table 4.2, it is evident that 70.4% of the respondents were females whereas 29.6% of the respondents were males. It will therefore not be wrong to conclude that the two schools combined had a large proportion of their students being females. The study results implied that the female students were more comfortable regarding issues of discipline compared to male students.

4.1.3 Age group of respondents

In Ghana most students in Senior High School are between the ages of 12 and 19. Due to this, an age interval of two years (2 yrs) was used for the class frequencies for the respondents.

Table 4.3: Age group of respondent

Age	Frequency	Percent
12-13 year	66	21.0
14-15 year	138	43.9
16-17 year	76	24.2
18-19 year	34	10.8
Total	314	100.0

Source: Researcher's Field Data, 2017

It can be seen from the above Table 4.3 that 21% of the respondents were between the ages of 12 and 13 years, 43.9% were between 14 and 15 years, 24.2% were between 16 and 17 years and 10.8% were between ages 18 and 19.

It can thus be concluded that the dominant age range of senior high school students in Ghana is, 14-15 years.

4.1.4 Religious background

The religious background of an individual has a potential of influencing his or her behavior because every religion has its own beliefs of which moral uprightness is fundamental. There are many religious groups in Ghana but the three dominant religions were used as variables for this study.

Table 4.4: Religious background

Religion	Frequency	Percent
Christianity	217	69.1
Islam	80	25.5
Traditional	17	5.4
Total	314	100.0

Source: Researcher's Field Data, 2017

From Table 4.4, it is clear that 69.1% of the respondents belonged to Christianity, 25.5% of them were Muslims and 5.4% of them were Traditionalists.

From the data presented above, it will not be wrong to state that most Ghanaians are Christians with just a few number of Ghanaians being traditionalists. This explains why Ghana is considered a religious tolerant country.

4.1.5 Parents/guardian marital status

The marital status of parents or guardians of respondents is important when it comes to the issue of discipline. This is because it gives an idea of the social control mechanisms employed in the home.

Table 4.5: Parents/guardian marital status

Marital status	Frequency	Percent
Married	132	42.0
Single	49	15.6
Divorced	31	9.9
Widow	44	14.0
Separated	58	18.5
Total	314	100.0

Source: Researcher's Field Data, 2017

From the responses gathered, it was realized that 42% of the respondents had parents or guardians who were married, 15.6% of them had parents or guardians who were single, 9.9% of them had guardians who were divorced, 14% had parents or guardians who were widowed and 18.5% of them had parents or guardians who were separated from their spouses.

In light of the above, it is evident that most students had parents or guardians who were married whereas just a few of them had parents or guardians who were divorced.

4.1.6 Occupation of parents/guardians

The occupation of parents or guardians of respondents is important when it comes to the issue of discipline because it can give an idea of how much time they have at home to ensure their wards do the right thing.

Table 4.6: Occupation of parents/guardians

Occupation	Frequency	Percent
Formal work	102	32.5
Informal work	166	52.9
Unemployed	46	14.6
Total	314	100.0

Source: Researcher's Field Data, 2017

The responses gathered revealed that 52.9% of respondents had parents or guardians who worked in the informal sector, 32.5% of them had parents or guardians who worked in the formal sector and 16.5% of them had parents or guardians who are unemployed. Majority of parents/guardians of the students in these schools were worked in the informal sector owing to the fact that the dominant occupation in the two communities-Ejisu and Sabin-Akrofrom, where the schools are situated is Farming and trading.

4.1.7 Persons the respondents stay with during holiday

Vacation is a part of the school calendar of Ghana and students have various ways of spending their vacation. This is important because it helps to give an idea of how discipline is ensured even during vacation.

Table 4.7: Persons who Respondents live with

Residence	Frequency	Percent
Both parents	106	33.8
Mother only	103	32.8
Father only	50	15.9
Grandparents	29	9.2
Relatives	20	6.4
Friends	6	1.9
Total	314	100.0

Source: Researcher's Field Data, 2017

Table 4.7 indicates that 33.8% of the respondents spend their holidays with both of their parents, 32.8% of them spend holidays with only their mothers, 15.9% of them spend holidays with only their fathers, 9.2% of them spend holidays with their

grandparents, 6.4% of the respondents also spend holidays with their other relatives and 1.9% of them spend holidays with their friends.

The concept of merging of alternate generations in Social Anthropology can be used to understand why most of the respondents in this study spent holidays with their grandparents. However, most of the respondents spend their holidays with both parents as they were from married family.

4.2 Approaches schools adopt in students' discipline within Ejisu Senior Technical School and Atwima Kwanwoma Senior High School

The approaches which used by each of the two schools in ensuring discipline were also analysed. The respondents were required to rate the degree with which their schools ensured discipline on a scale of 1-5 where 1 indicated Strongly disagree, 2 indicates Disagree, 3 indicates Uncertain, 4 indicates Agree and 5 indicates Strongly agree. The data in Table 4.8 provides a comparative analysis of approaches adopted by Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School in students' discipline.

4.2.1 Students who disobey school rules are suspended in the school (Period of 1-3 weeks)

The study found that most students in Ejisu Senior High Technical noted that students who disobeyed school rules were usually suspended in the school for a period of 1-3 weeks. This observation was also pointed out by the students from Atwima Kwanwoma Senior High School. Ejisu Senior High Technical recorded a mean score of 3.7919 while Atwima Kwanwoma Senior High School recorded a mean score of 4.0993.

The teachers also agreed that this approach was one of the most significant way of ensuring discipline in the school. This position is amply stated in a comment made by one of the teachers:

In this school, the authority suspends students for indisciplinary acts frequently. If you are a student and you misbehave you will be suspended for a number of days (Respondents 3 teacher).

This notwithstanding, it is evident from the mean values that more students from Atwima Kwanwoma agreed to this than those from Ejisu Senior High Technical. This confirms the views of Tobin and Sugai (2010) that exclusionary forms of punishment for instance; suspension functions as a reinforcer, rather than a punisher, for students who behave badly as a means to avoid school.

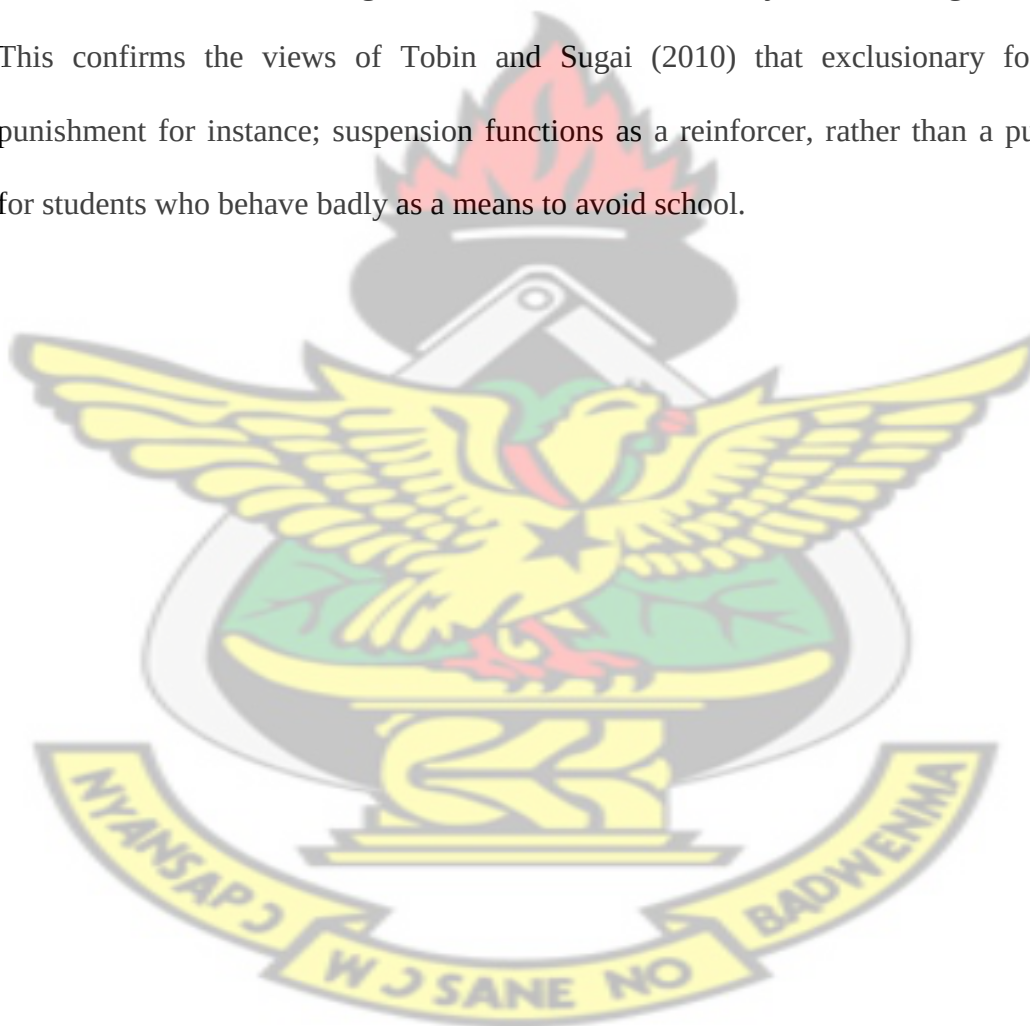


Table 4.8: Approaches schools adopt in students discipline within Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School

	EJISU SENIOR HIGH TECHNICAL SCHOOL		ATWIMA KWAWOMA SENIOR HIGH TECHNICAL SCHOOL	
	Mean	Std. Deviation	Mean	Std. Deviation
Approaches for disciplining students				
Students who disobey school rules are suspended in the school (Period of 1-3 weeks)	3.7919	1.11154	4.0993	1.03720
The school has good behavior management programs	2.3584	1.24307	4.4397	1.29487
Students who are indisciplined are reprimanded	2.9249	1.26680	2.5674	.98056
Students are made to attend all lessons regularly	2.7514	1.23964	2.4326	.99502
Students with good behavior are praised	4.1272	1.34078	4.3404	1.12650
Counselors in schools help in disciplinary actions.	3.9133	1.22403	3.9504	.91282
There is withdrawal of privileges of indisciplined students	4.0000	1.41010	4.1986	1.32136
Parent are involved in disciplining students	2.9422	1.09815	2.9007	.93583
Students are made to sign a bond for their indisciplined act	3.4162	1.12590	3.5887	.85416
There is detention, isolation, time out (short duration) for indisciplined student	2.9827	1.12309	2.8723	.86066
Students are small in number in each class	3.2023	1.15113	3.6525	.86177
Indisciplined students are given manual work (light to hard work such as weeding)	2.8256	1.25369	2.6786	1.10113
Students who are indisciplined are caned	3.5376	1.15388	3.3546	1.23713
Indisciplined students are sometimes dismissed	4.0636	1.39413	4.1135	1.41972

Source: Researcher's Field Data, 2017

4.2.2 The school has good behavior management programs

From Table 4.8 above, it is apparent from the the mean scores of 2.3584 and 4.4397 for Ejisu Senior High Technical and Atwima Kwanwoma Senior High School respectively that respondents from Ejisu Secondary Technical disagree that their school has effective behaviour management programmes which ensures discipline in the school. Respondents from Atwima Kwanwoma Senior High School agree that there is discipline in their school because of their good behavior management programmes. The teachers also noted that Ejisu Senior high school had programmes that ensured discipline among students such as entertainment day which helps students to distress and enjoy themselves on campus without necessary going off campus.

On entertainment day, these students are allowed to play around and dance to their satisfaction; this is one way of ensuring discipline as some students would always like to go off campus for dancing (Respondent 2 teachers).

Likewise; in Atwima Kwanwoma Senior High School most teachers interviewed shared similar ideas. One teacher noted that:

During inter-class sport competition, the students are able to play together and do not rebel against school rules; also there is entertainment day which helps students to entertain themselves as well. These are programmes to ensure discipline aside counseling if you like (Respondent 5 Teacher).

The study finding confirmed the views of Quainoo (2009) that schools with programme that ensure discipline among students have less incidence of indiscipline behaviour among students.

4.2.3 Students who are indisciplined are reprimanded

The data in Table 4.8 also illustrates clearly that respondents from each of the schools are uncertain that discipline is ensured when students are reprimanded.

Although there is uncertainty on the part of respondents coming from these schools, the mean scores gives a clear indication that the students from Ejisu Senior High Technical School are more uncertain than those from Atwima Kwanwoma Senior High School. The mean score was 2.9249 and 2.5674 for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively.

Most teachers in both schools however agree that reprimanding students for their indiscipline acts ensured discipline in the schools. One teacher in Ejisu Senior High indicated:

If you do not reprimand the indisciplined one, the other will not learn from them. It is good to use some few students as “scape goat” for the others (Respondent 4 Teacher).

The study finding confirmed the views of Larson (2008) that school authorities reprimand indiscipline students to ensure that other students do not exhibit the bad behaviour.

4.2.4 Students are made to attend all lessons regularly

With regards to this particular variable, respondents from Ejisu Senior High Technical School were uncertain that this can help ensure discipline whereas respondents from Atwima Kwanwoma Senior High School disagreed that making students attend all lessons regularly is an approach to ensuring discipline in Senior high school.

Comparing the mean score for Ejisu Senior High Technical School (ESHTS); $x=2.7514$ and Atwima Kwanwoma Senior High School (AKSHS); $x= 2.4326$, it is obvious that most of the students in the two schools have different views regarding attendance of lesson regularly as form of disciplinary measure with a bit more students in ESHTS holding a disagreement position on the measure.

4.2.5 Students with good behavior are praised

In ensuring that there is discipline in senior high schools, it is asserted that one way to ensure this is to praise students with good behavior. All respondents agreed to this assertion but those from AKSHS agree to it much more than students from ESHTS judging from the mean scores illustrated in Table 4.8.

The mean statistics for the two schools were 4.1272 and 4.3404 for ESHTS and AKSHS respectively. This implied that students in both schools agreed to the fact that the praising students for exhibiting good behavior is a sure way of ensuring discipline in the schools. The teachers agreed to this view as one teacher from AKSHS indicated;

We praise the good ones, especially those that perform well in class, prizes are given to well behaviour students, and even the well dress and immaculate students (Respondent 2 Teacher).

The study finding confirmed the views of Gyan et al., (2015) that praise given to students ensure high level of discipline among students as other students learn to behave well so as to receive praises in their class or schools.

4.2.6 Counselors in schools help in disciplinary actions

The data in table 4.8 above indicates that respondents from both schools agreed to the statement that; counselors in schools help in disciplinary action as a way of ensuring discipline. Looking closely at the table however, it is evident that respondents from AKSHS agreed to it more than those from Ejisu Senior High Technical School. The above can be as a result of the role played by the counsellors in each of the schools.

Regarding the respondents' views on counselors in schools as help in disciplinary actions, Ejisu Senior High recorded average statistics of 3.9133 and

Atwima Kwanwoma Senior High School recorded an average of 3.954. The average scores for both schools showed that they both agreed counseling is important in ensuring discipline in the school. This was supported by the teachers' views that they ensure discipline by adopting school counseling. One teacher stated;

The school has counselling unit which advises students on good behaviour. Previously our counselling unit was not effective in supporting students to exhibit good behaviour, but frequent education sessions embarked on by the unit has now resulted in just a few students being referred to the unit for counseling (Respondent 1: Teacher).

The respondents' views showed that counseling was one approach the schools adopt to ensure students discipline in the school. This confirmed the views of Curwin and Mendler (2008) that counseling in one major one that schools adopt to ensure students' discipline in school.

4.2.7 There is withdrawal of privileges for indisciplined students

In school, students enjoy various privileges and as a means to ensuring discipline, it is believed that some school authorities withdraw some of these privileges. In such a situation, a student who wants to continue enjoying his or her privileges will have to conform to the rules of the school.

To this, table 4.8 shows that although respondents from Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School agreed, those from Atwima Kwanwoma Senior High School have more of their respondents agreeing as compared to those from Ejisu Senior High Technical School.

The study finding showed that in Ejisu Senior High, the mean score was 4.000 whilst in Atwima Kwanwoma Senior High the mean score was 4.1986. This implied that both schools agreed that indiscipline students' privileges are taken away as a way to discipline them.

The teachers in both schools confirmed this approach of disciplining. Most of the teachers interviewed agreed that most indiscipline students' loss their privileges in the schools due to their bad behaviour. One teacher shared this;

Some of the students are bad. To discipline such students, we take away some privileges they enjoy in the schools. This way we are able to get them to behave well and reduce the rate of indiscipline among the students' body (Respondent 8 Teacher).

This finding confirmed the views of Eggleto, (2011); Fields & Boesser, (2012); Ali, Dada, Isiaka and Salmon, (2014) that withdrawal of students privileges when they misbehave can help in ensuring discipline in school.

4.2.8 Parents are involved in disciplining students

There is a saying that charity begins at home and this motivated the researcher to identify if parents had a role in ensuring discipline of their wards in school. Respondents coming from each of the two schools are uncertain of the viability of this assertion in ensuring discipline. It is however prudent to establish that those from Ejisu Senior High Technical School are more uncertain than their counterparts from Atwima Kwanwoma Senior High School.

The study found that the mean score for Ejisu Senior High Technical School was $x=2.9422$ and Atwima Kwanwoma Senior High School recorded a mean score of 2.9007. From the mean score for both schools, it was concluded that the students were uncertain as to whether the school involved their parents in disciplining them.

The teachers' views were quite different from that of the students. The teachers argued that some students' parents often have been called upon when the students misbehave. One teacher from Ejisu Secondary School cited an incidence where a

student's parent was notified of a misbehaviour to which the parent was surprised to hear about.

4.2.9 Students are made to sign a bond for their indiscipline act

Bond signing is a factor that instills fear in students because of the fear of its future implications. Respondents sampled from Ejisu Senior High Technical School for this study were in uncertain of the fact that making students sign bond for their indiscipline is a way of instilling discipline but respondents from Atwima Kwanwoma Senior High School agreed to this. This practice deters people from being indisciplined and for those who have been indisciplined and have signed bonds, it is noted they start conforming so that they do not have to sign more bonds or even get expelled.

The data presented in Table 4.8 affirms that respondents agreed to this assertion but respondents from Atwima Kwanwoma Senior High School were in agreement much more than those from Ejisu Senior High Technical School. Considering the mean statistics of 3.4162 and 3.5887 for both Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively, it was concluded that students in both schools agreed that when students are made to sign a bond for their indiscipline act, it ensured discipline.

The teachers shared similar views concerning students discipline in the schools as amplified by another teacher respondent here.

We made the offending students to sign a bond. This usually restricts them from bad behaviour as they know they could be withdrawn if they go against the bond they have signed. It is the best discipline approach so far (Respondent 11 teachers).

This study finding confirmed the views of Dupper & Montgomery-Dingus, (2008) that signing of bond of good behaviour is one approach adopted by school authorities to discipline students.

4.2.10 There is detention, isolation, time out (short duration) for indiscipline student

As to whether detention, isolation, time out (short duration) for indiscipline student is a way of ensuring discipline, it was realized that respondents were uncertain about the potency of this practice in ensuring discipline.

It has to however be emphasized that more respondents from Ejisu Senior High Technical School are much more uncertain than those coming from Atwima Kwanwoma Senior High School. From the study results, it was found that Ejisu Senior High Technical School recorded a mean score of 2.9827 and Atwima Kwanwoma Senior High School recorded a mean score of 2.8723, which implied that both school were uncertain as to whether students are detained or isolated for indiscipline act. This probably is due to the fact that this practice is not common in the schools in which the research was done.

The result from the interviews with the teachers confirmed similar views. The teachers indicted that there is nothing like detention or isolation of students from school as disciplinary measures.

The study finding was different from the views from Levin and Nolan (2010). According to Levin and Nolan (2010), detention and isolation was few approaches use by school to discipline students.

4.2.11 Students are small in number in each class

Maintaining a small class number enables teachers to observe each student and also give enough attention to each. In an attempt to find out if this factor helped in ensuring discipline, it was discovered that respondents coming from Ejisu Senior High Technical School were uncertain that this practice can help ensure discipline but respondents from Atwima Kwanwoma Senior High School were in agreement of this practice in an attempt to ensure discipline.

The study results showed that Atwima Kwanwoma Senior High School agreed more to the fact that putting students in small groups in class is an effective way of ensuring discipline. A mean score of 3.6525 was recorded for AKSHS compared to students from ESHTS which had mean score of 3.2023.

The teachers also cited similar views. Some of the teachers interviewed indicated that they mostly try to maintain few students in a class but their enrollment numbers hardly allowed this. One teacher narrated:

It is good when there are few students in classroom, that way, you the teacher can monitor the class. Large classes are difficult to control. So if you want to ensure high discipline then, the students' number should be less in the class. This however, is not often possible because administrators often admit more students in the school. (Respondent 15 Teacher).

The study finding was in line with views of Kuntz (2010) that the size of students in a classroom is significant in classroom control. It was further noted that students in large class misbehave because they mostly feel that the acts will not be easily seen by the teacher.

4.2.12 Indiscipline students are given manual work (light to hard work such as weeding)

In some schools, indiscipline students are made to do various types of manual work as a punishment. This is believed to be a way of ensuring discipline.

The responses gathered indicated that respondents were uncertain of the potency of this practice although more respondents from Ejisu Senior High Technical School were uncertain as compared to those from Atwima Kwanwoma Senior High School.

The mean score of 2.8256 and 2.6786 for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively showed that both schools disagreed that giving students manual work (light to hard work such as weeding) as a way to discipline them was effective. This probably is because, students see this as just a punishment as little or no efforts are made to address the misbehavior or root cause of the problem. The teachers however, stated that when students are made to weed or engage in manual work, they learn lessons from the acts and are therefore less likely to repeat the misbehaviour which led to those punishments.

This mixed opinion can be attributed to the fact that most of these manual works are usually part of the duties students perform in school so being assigned to do them is seen as normal.

4.2.13 Students who are disciplined are caned

Canning is permitted under certain conditions in Public Schools in Ghana so the researcher sought to unravel the effectiveness of caning as a means of ensuring discipline in schools. (Code of Conduct, GES; Headteachers' Handbook, 2010).

It was realized from the findings that more respondents coming from Ejisu Senior High Technical School agreed that caning is a means of deterring students from

indisciplined behavior but most respondents from Atwima Kwanwoma Senior High School were uncertain about its effectiveness. The respondents in both schools agreed that indiscipline students are sometimes caned as a way of correcting them. The mean score for Ejisu Senior High technical was 3.5376 and that of Atwima Kwanwoma Senior High School was 3.3546, which implied that students from both school agreed to the statement.

The teachers also confirmed this as most of them indicated that canning is one approach adopted in ensuring discipline in the schools. The study finding confirmed the views of Curwin and Mendler, (2008) that canning of students for misbehaviour is one way for punishing students to ensure compliance in school.

4.2.14 Indisciplined students are sometimes dismissed

On whether dismissal was an effective mechanism for ensuring discipline, respondents from both Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School agreed that dismissals as a disciplinary measure were effective in ensuring discipline in the school with students from Atwima Kwanwoma Senior High School agreeing to it more.

The average statistics recorded for Ejisu Senior High Technical School and Atwima Kwanwoma was 4.0636 and 4.1135 respectively. This implied that students from both schools agreed that students are dismissed for indiscipline acts.

The teachers in both schools agreed to this as most of them cited that students who misbehave were often dismissed if the acts were seen as gross misconduct or any infraction which warranted a dismissal. One teacher narrated this:

We sometimes dismiss students. That is the only way to check these children. Some of them are really bad and who are very difficult to deal with if you don't dismiss such students (Respondent 14 Teachers).

The study finding confirmed the views of Brown (2007). It is extremely important for schools to re-evaluate their discipline policies often and examine underlying negative effects of discipline on students' performance; for instance, dismissal of students.

A study conducted by school Blomberg (2013) discipline in school leads to high drop out of school students especially when students are disciplined through dismissal. In addition, the study indicated that suspension and expulsion and dismissal were the main primary reason for dropping out of school (Blomberg, 2013).

4.2.15 Types of discipline measures in the schools

The study interview data from the teachers further confirmed the students' views on disciplinary approaches/measures adopted in the school for disciplining students. According to teachers, some of the approaches for disciplining students were weeding, canning, and suspension, sending students to the disciplinary committee, scrubbing, staying in class for longer hours whilst the rest have gone for break, changing sitting positions of students, kneeling, and standing behind the class.

4.3 Students attitude towards the various disciplinary measures used on them in the selected school in Ashanti Region

The respondents' views on students' attitude towards the various disciplinary measures used on them in the selected schools were scaled. It was necessary to examine the attitude students portray towards the various disciplinary measures used on them. The study of literature unearthed various possible behaviors. These were presented to the respondents and they were expected to rate them on a scale of 1 to 5. The summary of the results are shown on Table 4.9

Table 4.9: Students attitude towards the various disciplinary measures used on them in the selected school in Ashanti Region

Students' attitude toward discipline	EJISU SENIOR HIGH TECHNICAL SCHOOL		ATWIMA KWAWOMA SENIOR HIGH TECHNICAL SCHOOL	
	Mean	Std. Deviation	Mean	Std. Deviation
I change my behaviour when disciplined	4.3064	1.14314	4.3333	1.13809
I am ignorant of my behaviour that constitute indiscipline	2.5029	1.14944	2.5106	1.14403
I know the consequences of breaking school rules	3.3931	1.19901	3.4043	1.18309
I have disregard for school rules because they do not protect students interest	3.1214	1.24930	2.7660	1.01163
Disciplinary acts are too authoritative	3.5087	1.49658	3.6241	1.49063
Disciplinary acts reflect school authority interest	2.7168	1.52712	2.8652	1.42538
Discipline acts that involve suspension do not serve my best interest.	3.6512	1.49281	3.4000	1.60395
I do not care about any punishment I receive for my indiscipline act	4.0000	1.13096	4.0993	1.03720
I do not consider discipline as necessary for my education	2.6416	1.21469	2.4397	1.29487
I do not respect school disciplinary measures	2.6821	1.10368	2.5674	.98056
Teachers follow the school rules in disciplining students	2.6301	1.21120	2.4326	.99502
Teachers treat all students the same when it comes to discipline	3.9769	1.33797	4.3404	1.12650
I abide by school rules to avoid punishment in the school	3.2254	1.49458	3.9504	.91282
I am always resentful towards the school when disciplined	3.5029	1.58343	4.1986	1.32136

Source: Researcher's Field Data, 2017

4.3.1 Students change their behavior after being disciplined

Table 4.9 above indicates that respondents agreed to the fact that most students indeed change their behaviour after they are punished. The data again depicts that despite the fact that respondents from both schools agreed to this, students from Atwima Kwanwoma Senior High School were much more in agreement than those from Ejisu Senior High Technical School, considering the mean score of 4.3064 and 4.3333 for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively.

It can therefore be inferred that the measures of ensuring discipline as have been presented in table now, are able to elicit a change of attitude of the students who are made to suffer such punishments.

The teachers also confirmed this argument by indicating that the only way to get students to put up a good behaviour is through punishment. One of the teachers interviewed stated this;

They will only change when they are being punished or seen that colleagues have been punished for such odd behaviour. Nothing else change their behavior in classroom than punishment (Respondent 11 Teacher).

The study findings confirmed the views of Gitome, Katola, and Nyabwari (2013), that punishment helps teachers to correct students' behaviour and also make students change from bad acts.

4.3.2 Students are ignorant of their behaviour that constitute indiscipline

Most of the respondents sampled disagreed that students are ignorant of what behavior constitute indiscipline. This notwithstanding, those disagreeing to this from

Atwima Kwanwoma Senior High School are slightly more than those disagreeing to it from Ejisu Senior High Technical School.

It can therefore be concluded that, indiscipline is an intentional act and indisciplined students are clearly aware that they are being disciplined. In both schools, the mean score were 2.5029 and 2.5106 for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively. This implied that the respondents were uncertain about the statement.

The teachers on the other hand have different views. They argued that when students are punished they think of such behaviour and do not repeat such acts. One of them stated;

There are wise once who are not ignorant of bad behaviour and indiscipline acts. Some only need to be corrected either by punishment or advice (Respondent 13 Teacher).

The study findings was different from the views of Devries (2009) that students are ignorant of their behaviour that constitute indiscipline. For this study, it was unclear if students were ignorant of their bad behaviour or not.

4.3.3 Students know the consequences of breaking school rules

From the data presented in table 4.9 above, the study finding shows that respondents sampled are uncertain that students who break rules are aware of the consequences of their actions. The mean scores presented in the table above point to the fact that more people from Atwima Kwanwoma Senior High School are uncertain than those from Ejisu Senior High Technical School.

This situation can be attributed to the fact that most schools do not have a well-defined discipline act or students guide from which students have a documented form of the school's rules and their corresponding punishment when breached.

The study recorded a mean score of 3.3931 and 3.4043 for both Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School which means that respondents were uncertain about whether students know the consequences of breaking school rules. It could be that the students did not want to be frank on their views to this particular statement or they actually did not know the consequences of breaking school rules.

The teachers in both schools argued students know of the consequences of breaking school rules. One teacher indicated that;

These rules and regulations are communicated to the students on daily bases. No single student can say he/she is not aware of the consequences of breaking school rules. Some of them only act as bad ones and will not follow regulations no matter what (Respondent 16 Teacher).

The study results showed that the students and teachers shared different views on students' knowledge on the consequences of breaking school rules. In a study by Davis-Johnson (2010) it was found that students and teachers do not share similar views of most mode of punishment and the consequence of students' actions in schools.

4.3.4 I have disregard for school rules because they do not protect students-Ejisu Senior High Technical School

The study also sought to find out if students break rules out of sheer rebelliousness. For a student to state categorically that their motive for breaking school rules is because the rules do not cater for their interest (Ejisu Senior High Technical School as students), is a clear indication that the student is intentionally rebelling against the authority system of the school.

The study recorded a mean score of 3.1214 and 2.7660 for both Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School regarding whether

students have disregard for school rules because they do not protect students Ejisu Senior High Technical School. The results implied that students were uncertain on this argument.

In light of this statement, the responses gathered revealed that most of the respondents are uncertain that this is the reason why students disregard rules. Most respondents from Ejisu Senior High Technical School however were more uncertain than those from Atwima Kwanwoma Senior High School.

The teachers however, stated that some students disregard school rules particularly when they realise they are not in their interest. As mentioned by one teacher responded:

There are few students that have shared with me that, some of the rules in the school do not make sense to them. For example, one student last said, “why should students who leave school sometimes because they have had their menses and are not feeling well be punished just like any other student who just break bounds-And you know it’s not something you can just share with any teacher”. (Respondent 18 Teacher).

A study by Levin and Nolan (2010) finding was similar to this study results. In Levin and Nolan, (2010) study, it was found that students will rebel as long as they consider some schools’ rules as acting against the students’ interest.

4.3.5 Disciplinary acts are too authoritative

Some of the respondents see disciplinary acts as being too authoritative making students more indisciplined. To this statement, most respondents from Ejisu Senior High Technical School were uncertain whereas their counterparts from Atwima Kwanwoma Senior High School agreed.

This drives home the idea that authoritarian leadership is a ground for rebellion on the part of subordinates.

The mean score for this variable was 3.5087 and 3.6241 for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School. This implied that students from both schools agreed that disciplinary acts are too authoritative. For students, most schools' rules are not good and they feel it is just a means for school authorities to control them.

The teachers argued that school rules are standards that must be adhered to, to ensure a positive school climate. It was therefore wrong to say that school rules are authoritative. One of the teacher respondents supported the assertion with the comment below:

Students do not just want to be regulated. They want to take every decision in their own hands and do whatever they want at any time in the school. This will not help them. They have to be governed by school rules and regulations so we can have a good learning environment for all. We have all experienced these during our school days and although we sometimes felt the way the students feel about the rules, we have grown to acknowledge the wisdom in those regulations. (Respondent 3 Teacher).

The study findings confirmed the views of Baumerind (2007) that students always seek to have freedom but teachers often employ techniques involving both rewards and physical punishment to regulate them. This according to Baumerind (2007) is seen by students as authoritative.

4.3.6 Disciplinary acts reflect school authority -Ejisu Senior High Technical School

The field data illustrated in Table 4.9 shows that respondents are uncertain that students put up indisciplined behavior because they realize that the rules in the school reflect the interest of only the school authorities.

Most respondents from AKSHS were uncertain much more than respondents from ESHTS. The mean score was 2.7168 and 2.8652 for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively. This showed that the students in both schools were uncertain about the statement that disciplinary acts reflect just the interest of school authority.

The findings confirmed the views of Thompson (2009) and Luntz (2010) that traditional procedures of correcting students which involve the need for obedience is often seen as, interest of superior bodies being forced down the throat of subordinates.

4.3.7 Discipline acts that involve suspension do not serve the best interest of us

From Table 4.9, it is apparent that most respondents from both schools were uncertain about suspension as a disciplinary measure serving their best interest.

This obviously stems from the fact that suspensions take the students out of the school environment and they therefore lose out on instruction. Students therefore do not see this as serving their interest even when they clearly understand they have erred and needs to be corrected.

The average statistical score on this for Ejisu Senior High Technical School was 3.6512 while that of Atwima Kwanwoma Senior High School was 3.4000.

The teachers in both schools shared similar views. They argued that although suspension is not good for students, they resort to suspension when all other measures of correcting the student fail. This at least suggest that, teachers and school authorities are keen on using such drastic acts as the last resort whiles using all other prescribed measures to help students reform. This position is aptly summarized by one of the teacher respondents here;

We try to use all the various measures available and give students opportunities to reform but when the students' behaviour continues over

time we suspend them. Although it is not the best, it is better to loss one students than allow such negative behaviours to unduly influence others (Respondent 5 Teacher).

The study finding confirms the view of Bowen and Jenson (2014) that there is little evidence to support the effectiveness of suspensions as a means of instilling discipline in students. Amado (2011)) noted that researches conducted on the effectiveness of suspension revealed that 40% of school suspensions were due to the same students being punished for committing the same offenses. This therefore suggest that students are bound to repeat the misbehaviour demonstrated if the root-cause is not identified and dealt with and that, suspensions does little to identify and deal with the root-cause.

4.3.8 I do not care about any punishment I receive for my indisciplined act

In table 4.9, it can be seen that respondents from both schools agree that some students are simply incorrigible and cannot be deterred by punishments.

The reason for this could be that the said students have become recidivists and therefore punishments have little effect on changing their mindset. Such students will therefore benefit from some other alternatives to punishment that clearly resonate with their needs.

The study recorded a mean score of 4.000 and 4.0993 for both Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively regarding whether students care about the punishment they received.

This finding was different from the views of Osher et al., 2010; Skiba, (2010) that as is often the case, some types of punishment are too severe and offer little to no positive avenue for training or reintegration.

4.3.9 I do not consider discipline as necessary for my education

In attempt to find out if students saw a link between their education and their level of discipline, it was realized that most of the respondents from both schools were uncertain about whether discipline was necessary for their education. This clearly shows there is low awareness of the impacts of students' indiscipline on academic progress by the students. It also suggests that counselling and guidance programmes in the schools need to be improved since perceptions of adolescents on the role of discipline in their future success is weak.

From the respondents' views, it was clear from the mean score of 2.6416 for Ejisu Senior High Technical School and 2.4397 for Atwima Kwanwoma Senior High School that the students disagreed that discipline was necessary for their education.

The teachers interviewed were also of the view that, students did not clearly understand the link between discipline and academic progress. As buttressed by the teacher respondent here:

The fact is, most students do not really understand that discipline is very crucial for their own educational success; they often do not see the correlation until you make time to point out a few instances of the effect of indiscipline on the performance of some of their peers. (Teacher respondent 5).

The study results confirmed the findings of Atkins et al., (2010) that established the fact that when there is indiscipline in school, the teaching and learning environment is adversely affected which invariably affect the educational success of students. It is therefore clear that, based on the feedback from the two schools, although students see discipline as important in students' live, they do not often see the correlation of this important factor in their own educational success.

4.3.10 Students do not respect school disciplinary measures

The assertion that students are indisciplined simply because they do not respect the school's disciplinary measures is not always a fact. To this, table 4.9 illustrates that respondents from each of the schools are uncertain of the surety of this statement but more respondents from Ejisu Senior High Technical School are marginally more than those agreeing from Atwima Kwanwoma Senior High School.

The mean score for Ejisu Senior High Technical School was 2.6821 and that of Atwima Kwanwoma Senior High School was 2.5674 which implied that students were uncertain as to whether they respect school disciplinary measures.

The teachers indicated that some few students do not respect school rules. But there are quite good students who follow the rules. This study results showed that teachers agreed that some students follow school rules. However, there are few bad ones who do not follow as in any known society; there cannot be full compliance to societal standards without some deviant acts as noted by Emile Durkheim.

The study finding confirmed the views of Fabelo et al., (2011) and Skiba et al., (2011) that the only few students may not respect school rules and that is normal in every society.

4.3.11 Teachers follow the school rules in disciplining students

Ejisu Senior High Technical School recorded an average statistic of 2.6301 while a score of 2.4326 on the above was made by respondents from Atwima Kwanwoma Senior High School. The student in both schools disagreed that they were always been punished or disciplined by teachers based on the laid down regulations. This probably stems from inconsistencies in the interpretations and use of the students' disciplinary code by teachers. When teachers do not follow disciplinary codes

uniformly, it leads to such perceptions. The teachers however, strongly believed they were consistent in their use of the disciplinary codes.

We do not punish students for the sake of making them suffer, we follow the rules and regulations set by the school (Respondent 6 Teacher).

This sharp contrast in views shows students and parents are not amply educated on the disciplinary code which is approved in the two schools. Students do not have written copies of the rules and except for sporadic education on this during students' orientation during their admission in Form 1, not much efforts are spent on educating students on the regulations.

The study findings confirmed the views and the thoughts of Kounin (2010) that indiscipline leads to poor performance of students and that school rules are to help students perform and hence punishment should be based on rules. If not, it results in a loss of valuable teaching and learning time (Levin & Nolan, 2010). Indiscipline in schools do not only affect the indisciplined students but the teachers and authorities as well hence imposing undesirable effects on the whole educational system.

4.3.12 Teachers treat all students the same when it comes to discipline

The data depicted in table 4.9 shows that respondents agree that teachers treat all students in the same way when it comes to discipline. It is however important to emphasize that more respondents from Atwima Kwanwoma Senior High School agreed to this than those from Ejisu Senior High Technical School. This is likely to be as a result of the favoritism exhibited by teachers when it comes to disciplining certain students.

The study recorded a mean score of 3.9769 and 4.3404 for ESHTS and AKSHS respectively.

The teachers further confirmed this during interviews with some teachers saying they do not discriminate when applying the rule of discipline.

4.3.13 Students abide by school rules to avoid punishment in the school

On this particular issue, it can be seen from table 4.9 that respondents have conflicting views. Whereas more respondents from Ejisu Senior High Technical School are uncertain, more respondents from Atwima Kwanwoma Senior High School agreed.

From the mean score of 3.2254 and 3.9504 for both Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School, it was clear that students in both schools do not share similar views on the matter.

This study finding was inconsistent with previous studies. For instance, Gershoff (2009) noted that corporal punishment makes students to abide by school rules. As a matter of fact, corporal punishment which leads to an increased antagonism and lower levels of moral internalization and mental health and he also adds that students who often received corporal punishment in their schools are more likely to grow to become law abiding citizens.

4.3.14 Students are always resentful towards the school when disciplined

In an attempt to find out if respondents become resentful towards the school when they are disciplined, it came to light that most respondents from both schools agreed that they indeed become resentful but this is often for a while.

The mean score for Ejisu Senior High Technical School was 3.5029 and Atwima Kwanwoma Senior High School was 4.1986. Again, it was found that students in the two schools had different views concerning whether students are always resentful towards the school when disciplined.

The teachers were also asked concerning their students' attitude toward discipline. When asked; about how students react when they are being punished, the teachers indicated that some may not attempt doing the punishment. Some students change after disciplinary actions are taken against them. It was also revealed that some students oppose when they are being punished and feel worried. It was again revealed that some students feel that certain punishment given to them as unfair treatment.

4.4 Effect of disciplinary measure on students' academic performance in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School

It was necessary to identify the effect that disciplinary action had on the academic performance of students in the schools selected. This need arose as a result of the researcher's interest in establishing a relationship between the level of discipline of students and their academic performance. Effect here refers to either the negative or positive.

Just like the other variables presented in the preceding sections of this chapter, respondents were expected to rate them on a scale of 1 to 5 based on how they think the variables presented have the potential of having an effect be it negative or positive on the academic performance of students.

Table 4.10: Effect of disciplinary measure on students' academic performance in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School

Effects of discipline	EJISU SENIOR HIGH TECHNICAL SCHOOL		ATWIMA KWAWOMA SENIOR HIGH TECHNICAL SCHOOL	
	Mean	Std. Deviation	Mean	Std. Deviation
Suspended student's with social and emotional problem are at risk of being school 'drop outs'.	3.3815	1.06972	3.5887	.85416
Suspending students from school can lead to adverse loss of interest in schooling by student	3.1329	1.23407	2.8723	.86066
Students being suspended gives them the opportunity to escape class	3.4335	1.03566	3.6525	.86177
Suspension makes students miss class which affects their studies	2.7674	1.24885	2.6786	1.10113
Students who are dismissed from school may lose their sense of belongingness.	3.7225	1.28199	3.3546	1.23713
Indiscipline act of student affects their academic performance	4.2543	1.31805	4.1135	1.41972
Indiscipline students in the school perform well in exams	3.6936	1.17326	3.8723	.87710
Discipline in schools is essential for good learning	4.0405	1.28207	4.3333	1.13809
Discipline is essential for good teacher-student relationship	2.7399	1.24661	2.5106	1.14403
Discipline gives student ample time to study	3.6763	1.22444	3.4043	1.18309
Discipline makes students to study well in classes	3.0636	1.20150	2.7660	1.01163
The use of punishment in schools improve students' academic performance	3.5145	1.48091	3.6241	1.49063
School rules and regulation affect students' academic performance positively	2.6994	1.47137	2.8652	1.42538
Good time management affects students' academic performance	3.3988	1.43762	3.2766	1.50288
Management of school discipline has impact on students' academic performance	3.2659	1.37200	3.4397	1.34891
Some disciplinary actions in schools may offer little or no positive behaviour training for students.	2.3642	1.28962	2.7872	1.35651

Source: Researcher's Field Data, 2017

4.4.1 Students with social and emotional problem have greater risk of being lost from school system once they have been punished with suspension

Respondents from Ejisu Senior High Technical School were uncertain that students with social and emotional problem have greater risk of being lost from school system once they have been punished with suspension. Table 4.10 clearly shows that most of the respondents from Atwima Kwanwoma Senior High School agreed that students with social and emotional problem have greater risk of being lost from school system once they have been punished with suspension.

Concerning the mean score for both schools Ejisu Senior High Technical School $x = 3.3815$ and Atwima Kwanwoma Senior High School $x = 3.5887$, it was found that students in Atwima Kwanwoma Senior High School agreed more than those students from Ejisu Senior High Technical School.

The teachers attest to discipline as having emotional effects on students. As shared here by one teacher:

Although some students act though as if they do not care when they are disciplined (especially before their peers), they often show varied forms of emotions sometimes even positive. Those who show signs of positive emotions change and do not repeat the misconduct again (Respondent 6 Teacher).

The views of the respondents from Atwima Kwanwoma Senior High School confirmed the findings of Costenbader & Markson, (2008) that more students than not who receive student's discipline exhibit increased social emotional behavioral issues, such as withdrawal and avoidance of school staff, stigmatization among peers, and decreased academic performance.

4.4.2 Suspending students from school can lead to adverse loss of interest in schooling by student

A look at table 4.10 reveals that respondents from both Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School were uncertain to the assertion that suspending students from school can lead to adverse loss of interest in schooling by the students but respondents from Ejisu Senior High Technical School were more uncertain than their counterparts from Atwima Kwanwoma Senior High School.

The study recorded a mean score of 3.1329 and 2.8723 for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively.

The teachers also indicated that suspending students from school can lead to adverse loss of interest in schooling by student. One male teacher in Ejisu Senior High Technical School recounted an incidence where some students dropped out of school because they were suspended.

The school suspended one innocent student who had to stop the school and go to another school. For him it was better his parent to take him to another school. Most of the suspended students, we never hear from them (Respondent 7 Teacher).

This confirms the views of Tobin and Sugai (2010) that exclusionary forms of punishment for instance; suspension functions as a reinforcer of negative behaviour, rather than a preventive or corrective measure for students who often misbehave. Most school authorities still employ exclusionary punishment because they do not realize that this form of punishment does not deter future misbehaviour (Kuntz, 2010).

4.4.3 Students being suspended gives them the opportunity to escape class

The data illustrated in Table 4.10 is a revelation that students from Ejisu Senior High Technical School are uncertain that suspension gives students the opportunity to escape class but respondents coming from Atwima Kwanwoma Senior High School agree that when suspended, students are given the opportunity to escape class.

The mean score for Ejisu Senior High Technical School is 3.4335 and that of Atwima Kwanwoma Senior High School was 3.6525, which means that students in both school were uncertain as to whether suspension gives them the opportunity to escape class. This conflict of views can be attributed to the difference in results that suspension is able to achieve in each of the two schools sampled.

The teachers argued that although suspension may make some students to lose or escape class, it is always necessary to suspend students when they break school rules that demand suspension as punishment.

The study finding confirmed the views of Laing (2008) that the removal of a student from school either by expulsion or suspension affords the students in question the opportunity to escape school and this sends a message that to be free from attending school, one has to misbehave in order to merit one form of exclusionary punishment or the other (Vittetoe, 2007).

4.4.4 Suspension makes students miss class which affects their studies

The data depicted in table 4.10 indicates that most respondents are uncertain that suspension makes students miss class and hence affects their studies. It is important nonetheless to note that more respondents from Ejisu Senior High Technical School are uncertain than those from Atwima Kwanwoma Senior High School.

The average statistical score for both schools was 2.7674 and 2.6786 for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively which implied students from both school were uncertain if suspension makes students miss class which affects their studies.

The teachers again stated that when students are suspended definitely they miss out of studies. One teacher narrated:

They miss class during suspension, yes of course. But some of them do not care. They themselves do not even want to study. When you suspend them they like it, particularly the non-serious one. Only few care but you know, students do not want to learn, suspension gives them the opportunity not to study (Respondent 11 Teacher).

The study finding was in line with the views of Vittetoe, (2007) that suspension and expulsion as a means of removing students from the learning environment has the potential of increasing the amount of time such students spend unsupervised and with other out of school youth.

4.4.5 Dismissing students from school may cause them to lose their sense of belonging

The researcher again sought to find out if dismissing students from school has the potential of letting students lose their sense of belonging and it was realized at the end of the study that more respondents coming from Ejisu Senior High Technical School were in total agreement of this but respondents from Atwima Kwanwoma Senior High School were uncertain that students can lose their sense of belonging simply because they have been dismissed from school.

The average score for Ejisu Senior High Technical School was $x=3.7225$ and that of Atwima Kwanwoma Senior High School was 3.3546, which means that most of the students in both schools agreed that dismissing students from school may cause them to

lose their sense of belonging. The study finding was not different from that of Bowen and Jenson, (2014) and Amado (2011) that researches conducted on the effectiveness of suspension revealed that 40% of school students' dismissal makes students from school may cause them to lose their sense of belonging.

4.4.6 Indiscipline act of student affects their academic performance

Also, the study revealed and it is depicted in table 4.10 that most respondents from each of the two school agreed that indiscipline act of student affects their academic performance. Moreso, it is obvious from table 10 that more respondents from Ejisu Senior High Technical School agree to this more than those from Atwima Kwanwoma Senior High School.

The study recorded mean score of 4.2543 and 4.1135 for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively, which implied students in both schools, agreed that indiscipline act of student affects their academic performance.

The teachers from both schools also shared similar views by emphasizing that discipline help in the healthy development of childhood. One teacher stated that;

Students who are disciplined often perform better than the indiscipline once. The indiscipline one will not learn and always find themselves in trouble. It is very bad to talk about them. I am sad for them and their parents who stay at home work hard only to waste their money on students who are indisciplined and do not study in school (Respondent 9 Teacher).

The study finding confirmed the view of Atkins et al., (2012) that school disciplinary problems that are left unresolved or punished by discipline practices often leave students who exhibit the highest frequency of behavioural difficulties to continue

their problems throughout their schooling years has negative effect on students' performance in schools.

4.4.7 Indiscipline students in the school perform well in exams

More surprisingly, most respondents from the schools sampled agreed that indiscipline students in the school perform well in examinations with more of the respondents from Atwima Kwanwoma Senior High School agreeing as compared to those coming from Ejisu Senior High Technical School. The students did not probably speak from a position of facts but probably on the assertion that some individual students still performed better due to a higher academic ability they might possess.

The mean score for both schools were; Ejisu Senior High Technical School $X=3.6936$ and Atwima Kwanwoma Senior High School $x=3.8723$, which implied that students from both schools agreed that indiscipline students in the school perform well in exams.

The teachers' views were entirely different from the students on this matter. For the teachers, it was argued that the indiscipline students do not perform well in school but the students considered the opposite.

The study finding from the teachers' views confirmed the views of Cohen, 2011). That indiscipline students do not perform well in school.

4.4.8 Discipline in schools is essential for good learning

In addition, the data in table 4.10 again indicates that most respondents sampled for the study agreed that discipline in schools is essential for good learning. Looking at the means scores presented in the table, it is clear that most of the respondents from Atwima Kwanwoma Senior High School agreed to it than those from Ejisu Senior High Technical School.

Considering the mean score for Ejisu Senior High Technical School $x = 4.0405$ and that of Atwima Kwanwoma Senior High School $x = 4.3333$, it was argued that the students in the two school agreed that discipline in schools is essential for good learning.

The teachers agreed to this issue just as the students. It was argued by the teachers that when the students are indisciplined, they do not consider class serious and some may miss out of classes.

The finding confirmed the ideas by Morrison & D’Incau, (2007) that naturally, students who are discipline perform well in school and that discipline is needed for effective learning.

4.4.9 Discipline is essential for good teacher-student relationship

The data illustrated in table 4.10 is an indication that most of the respondents sampled are uncertain that discipline is essential for good teacher-student relationship but the table again shows that respondents from Ejisu Senior High Technical School are more uncertain than those from Atwima Kwanwoma Senior High School.

Students in Ejisu Secondary Technical were uncertain with mean score of $x = 2.7399$ and that of Atwima Kwanwoma Senior High School; mean score of $x = 2.5106$. The teachers have different view from that of the students. One teacher stated that he particular like discipline students.

The indiscipline students do not respect. You tell them one thing and they do another as they wish. I cannot stand them. No! No! No! These bad once do not come close to me at all. I have few students’ friends, but of course, all of them are well disciplined (Respondent 10 Teacher).

The views of teachers were similar to that of Castella, (2013) that discipline is essential for good teacher-student relationship.

4.4.10 Discipline gives student ample time to study

Additionally, the data presented in table 4.10 shows that most of the respondents sampled from Ejisu Senior High Technical School are agreed that discipline gives students ample time to study but those from Atwima Kwanwoma Senior High School were uncertain about the fact that discipline gives students ample time to study. The study recoded a mean score of 3.6763 for Ejisu Senior High Technical School and 3.4043 for Atwima Kwanwoma Senior High School.

Most teachers had the opinion that students perform better in school when there is discipline since they have time to study. The findings here are in line with that of Costenbader & Markson, (2008).

4.4.11 Discipline makes students to study well in classes

The data presented in Table 4.10 indicates also shows that most respondents were not certain about the statement above; that discipline makes students study well in class. The means scores shows that more respondents from Ejisu Senior High Technical School were much more uncertain than those from Atwima Kwanwoma Senior High School.

The mean score for Ejisu Senior High Technical School $x = 3.0636$ and that of Atwima Kwanwoma Senior High School $x = 2.7660$, showed that students in both schools were uncertain as to whether discipline makes students to study well in classes. The students argued that by being disciplined alone was not enough for students to study well in school or class.

The teachers however felt that discipline helps to make students study well in school as they tend to focus on the purpose for which they are in school than any other thing.

One teacher stated that;

At least, if the student is disciplined, he/she will concentrate on studies, but if students are not disciplined, they are not likely to even exhibit such discipline in their studies? (Respondent 11 Teacher).

4.4.12 The use of punishment in schools improve students' academic performance

A look at the data in table 4.10 reveals that most of the respondents agreed that the use of punishment in schools improve students' academic performance. The mean score for the two schools were $x=3.5145$ and 3.6241 respectively for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School, which implied that students in both schools agreed that the use of punishment in schools could improve students' academic performance. The teachers also held similar position on the statement.

This is in line with the findings by Fabelo et al., (2011) that the traditional disciplinary measures used in school such as punishment may have negative effect on students physically, but it is good for students' performance as students change their behaviour after punishment.

4.4.13 School rules and regulation affect students' academic performance positively

As to whether school rules and regulation affect students' academic performance positively, it was revealed that most of the respondents were uncertain about the statement. The study recorded a mean score of $x=2.6994$ for Ejisu Senior High Technical School and a mean score of $x= 2.8652$ for Atwima Kwanwoma Senior High School, which implied that the students in both schools were uncertain as to whether school rules and regulation affected their academic performance positively.

The teachers in both schools argued differently, both shared similar views, one teacher noted that;

Students do not like to follow school rules, but these rules are for the students' interest. I have been asking the students, if there are not rules in society, how will life be? School rules and regulation affect students' academic performance positively. Yes, without rules, academic performance will be nothing to write home about. Concerning the type of students in this school, my dear, forget. They need strict regulations if performance is to be improved (Respondent 17 Teacher).

The study finding from the teachers' view point was similar to that of Bowen, Jenson & Clark (2004) that occasionally some behaviours such as fighting, arguing and rebellion can be considered normal and that school rules and regulations could check students from acting in such matter to ensure good study environment for high academic performance of students.

4.4.14 Good time management affects student performance

From the field, it was found that the students had different views concerning the impact of good time management on their performance from that of the teachers. Whiles students were not certain that good time management played a role in their performance, teachers pointed out that good time management was very essential for students to perform well. The teachers asserted that:

Some students waste a lot of their personal time and only takes their studies serious when examinations are impending. This certainly means such students lack the needed time management skills which is very essential for good academic performance. (Teacher Respondent 14).

4.4.15 Management of school discipline has impact on students' academic performance

It is revealed from table 4.10 that most of the respondents for this study were uncertain that management of school discipline has impact on students' academic performance but most of those who are uncertain of this are from Atwima Kwanwoma Senior High School.

The teachers had less to say on this issue. Few of the teachers interviewed felt that school authority has lot of work to do when it comes to management of school discipline. It was noted by the teachers that the school authority has to implement measures to ensure that discipline leads to high students' performance.

4.4.16 Some form of punishment offers little or no positive avenue for training of students

The data depicted in table 4.10 illustrates that most of the respondents from Ejisu Senior High Technical School disagreed that some form of punishment offer little or no positive avenue for training of students but most of the respondents from Atwima Kwanwoma Senior High School are uncertain that some form of punishment offer little or no positive avenue for training of students.

The teachers noted that discipline in school can bring about high students' performance in school if students come to school early and also punctual and take part in class work. It was also noted that discipline helps students to conform to rules and regulations and that will help them to improve academically. It was also stated that disciplined students can start studies on time by reporting to school early, and that will help them to perform better. Teachers further argued that discipline helps in reshaping

students' life style, academic, and moral, so that they can fit into the society and even after school.

4.5 Discussion of results

4.5.1 Approaches schools adopted in students' discipline within Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School

On the approaches adopted by schools to discipline students, the study found a number of measures adopted by the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School in ensuring students' discipline. Among the key approaches were; good behavior management programs, students made to attend all lessons regularly, students with good behavior are praised and counselors in schools help in disciplinary actions. Emphasis were also on withdrawal of privileges of indiscipline students, parents are involved in disciplining students, students are made to sign a bond for their indiscipline act, detention, isolation, time out (short duration) for indiscipline student, small number of students in each class and canning students as well as students' dismissal.

However, these approaches vary in the two schools. Whilst Ejisu Senior High Technical School focused more in praising of students with good behavior, Atwima Kwanwoma Senior High School focuses on good behavior management programs as approach for disciplining students. Both schools agreed on withdrawal of privileges of indiscipline students, canning and dismissal of students for indiscipline acts. These findings confirmed the views of Vittetoe (2007); Thompson (2009) and Luntz (2010) that schools now adopt several methods in ensuring discipline in school including punishment, canning counseling, withdrawal from school among others.

The study finding was also in line with the views of Monroe (2009), Noltemeyer and McLoughlin (2010) and Welch & Payne (2011) that school discipline approaches include; imposition of a suspension, expulsion or any form of corrective action that removes a student from his usual learning environment.

4.5.2 Students attitude towards the various disciplinary measures used on them in the selected school in Ashanti Region

Concerning students' attitude towards various disciplinary measures in schools, the study found that in both schools, students have different attitude to school disciplinary measures. It was observed in both schools that students change their behaviour when being disciplined and are ignorant of their behaviour that constitute indiscipline. It was however, noted that in Atwima Kwanwoma Senior High School, teachers treat all students the same when it comes to discipline, for this reason students do not care about any punishment they receive for their indiscipline acts, as all students receive equal punishment. It was again noted that in Atwima Kwanwoma Senior High School, students are always resentful towards the school when disciplined as compared to Ejisu Senior High Technical School, the two school scored means of 4.1986 and 3.5029 respectively. This shows that students in Ejisu Senior High Technical School were more positive in their reaction to disciplinary action than students in Atwima Kwanwoma Senior High School.

This study finding confirmed that views of Costenbader and Markson (2008) that some punishment makes students resentful to school authorities. There were differences in the students' attitude towards discipline in the two schools; Atwima Kwanwoma Senior High School and Ejisu Senior High Technical School. In the views of Rosen (2008); Eggleton (2011) Bowen, Jenson & Clark (2004), it was noted that occasionally

some behaviours such as fighting, arguing and rebellion can be considered normal depending on a peculiar instance or the child's level of development. For this reasons, different students will have different attitude toward what is considered indiscipline that will require punishment. Judging from the views presented above, it is obvious that indiscipline behaviour connotes different things to different people.

4.5.3 Effect of disciplinary measure on students' academic performance in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School

The study found that discipline has effect on students' performance in school. Data from both students and teachers in both schools illustrates that discipline improves upon students' academic performance. Students from both schools indicated that discipline in schools is essential for good learning (mean score of $x=4.0405$ and $x=4.3333$ for Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School respectively). They all emphasized on the need for students to maintain discipline when they are in school as it has impact on their academic and their future life after school. The teachers stated categorically that discipline in school can bring about high students' performance in school if students come to school early and also punctual and take part in class work. Both teachers and students argued that discipline helps students to conform to rules and regulations and that will help them to improve academically. It was also stated that disciplined students can start studies on time by reporting to school early, and that will help them to perform better. Teachers further argued that discipline helps in reshaping students' life style, academic, and moral, so that they can fit into the society even after school.

It was however indicated that some form of disciplining students does not serve the students' interest. For instance, students from both schools noted that students with

social and emotional problems have greater risk of being lost from school system once they have been punished with suspension. Students further noted that some punishment offer little or no positive avenue for training of students. For instance, students argued that suspension and dismissing students from school may cause them to lose their sense of belonging, loss of interest in schooling, miss classes which in turn affects their studies and gives them the opportunity to escape classes. The argument was that disciplinary measures should reflect the interest of the students. This finding confirmed the views of Tobin and Sugai (2010), who suggested that exclusionary forms of punishment for instance, suspension, functions as reinforcement, rather than a punisher, for students who behave badly as a means to avoid school.

Similarly, Similarly, Laing (2008) noted that the removal of a student from school either by expulsion or suspension affords the students in question the opportunity to escape school and this sends a message to be free from attending school. A number of studies have helped to establish that exclusionary discipline does not help in the healthy development of childhood (Nicholson-Crotty et al., 2009, Noltemeyer & Mcloughlin, 2010; Osher et al., 2010; Skiba, 2010).

This study therefore helped to establish the fact that when there is indiscipline in school, the teaching and learning environment is adversely affected. Some disciplinary measures for instance have been proven to bring forth a number of negative outcomes, including school failure, class repetition, negative attitude towards school, and a great probability of dropping out of school. However, discipline is needed in school as it improves upon the students' academic performance and should therefore be taken seriously in schools.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized the major field results and conclusions drawn from the study findings. It further proposed recommendations based on the study findings. The study sought to examine the approaches schools adopted in students' discipline within senior high schools, find out students' attitude towards the various disciplinary measures and to examine the effects of disciplinary measure on students' academic performance. The study involved a sample size of 340 respondents consisting of 314 students and 26 teachers. Self-administered questionnaire was presented to the students for the data collection whilst interview was conducted with the teachers.

5.2 Summary of major finding

The major findings from the study were presented in line with the research questions and objectives as summarized below;

5.2.1 Approaches schools adopt in students' discipline in Senior High Schools

The study found that respondents had clear views of indiscipline in school. Respondents considered indiscipline as when students do not conform to school rules and regulation and indiscipline meant misbehavior of students. The study further found that indiscipline as any act opposite to the normal and going against rules and regulations. Others were of the views that indiscipline meant going contrary to the school's rules and regulation. In the views of respondents, some forms of indiscipline in school included; lateness, absenteeism, fighting, stealing, truancy, roaming about

when class is in session, students leave school before closing, jumping over school walls, exam malpractices.

Concerning the approaches adopted in disciplining students, the study found that students were been disciplined through a number of measures including; weeding, caning, suspension, sending students to the disciplinary committee, scrubbing, staying in class for longer hours whilst the rest have gone, changing sitting positions of students, kneeling, and standing behind the class. Other approaches revealed in the study were; withdrawal of privileges of indiscipline students, parent are involved in disciplining students, students are made to sign a bond for their indiscipline act, isolation, time out (short duration) for indiscipline student, small number of students in each class as well as students' dismissal.

5.2.2 Students attitude towards the various disciplinary measures used on them in the selected senior high schools in Ashanti Region

The study also found that students have negative attitude toward disciplinary measures as they feel that most disciplinary measures do not protect the students' interest. The teachers indicated that some students may not attempt doing the punishment because of their attitude toward discipline. It was also noted that some students change after disciplinary measures have been imposed on them. It was also revealed that some students oppose when they are being punished and feel worried and this makes some students feel that certain punishments given to them were unfair treatment. It was observed in both schools that students change their behaviour when being disciplined and are ignorant of their behaviour that constitute indiscipline. It was however, noted that students do not care about any punishment they receive for their

indiscipline act as all students receive equal punishment. It was again noted that students were always resentful towards the school when disciplined.

5.2.3 Effect of disciplinary measure on students' academic performance in the Ejisu Senior High Technical School and Atwima Kwanwoma Senior High School

Pertaining to the effects of discipline on students' academic performance, the study found that discipline in school brings about high students' academic performance. The study found that when students come to school early and take part in class work, it leads to the improvement in students' performance in school. Both the teachers and students agreed that discipline helps students to conform to rules and regulations and that will help them to improve academically. It was also stated that disciplined students can start studies on time by reporting to school early than indiscipline students and that was helpful to them to perform better. Teachers further argued that discipline helps in reshaping students' life style, academics, and morals, so that they can fit into the society even after school.

5.3 Conclusions

The researcher concluded that the study findings have adequately satisfied its objectives; firstly, it was concluded that the approaches adopted in disciplining students in schools included; weeding, caning, suspension, sending students to the disciplinary committee, scrubbing, staying in class for longer hours whilst the rest have gone, changing sitting positions of students, kneeling, and standing behind the class, withdrawal of privileges of indiscipline students, dismissal, signing a bond for their indiscipline act, detention and isolation. The study further concluded that students have negative attitudes toward discipline and at times feel that disciplinary measures do not

protect their interest. Lastly the study concluded that some discipline measures do not promote a healthy school environment as it makes students miss class hours. However, discipline in schools was found to be essential for effective teaching and learning and hence, led to improve performance among students.

5.4 Recommendations

Based on the study findings, the researcher proposes the following recommendations:

The students' best interest should be the first and most important factor to consider when giving disciplinary measures to students. Disciplinary measures that go to the disadvantage of the students should be avoided. For instance, the study found that suspension and dismissal have great consequence on the students' academic performance and educational life. Schools should find alternative approaches to these kinds of disciplinary measures.

There should be counseling for indiscipline students as against suspension. Students should be counseled to know the importance of discipline on their performance. This will help make students disciplined in school.

It also recommends that parents should be involved in students' discipline. Teachers and school authorities should involve parents in the school disciplinary process. Since some parents do not know of their children's behaviour, informing parents about their children's indiscipline act could help address students' indiscipline.

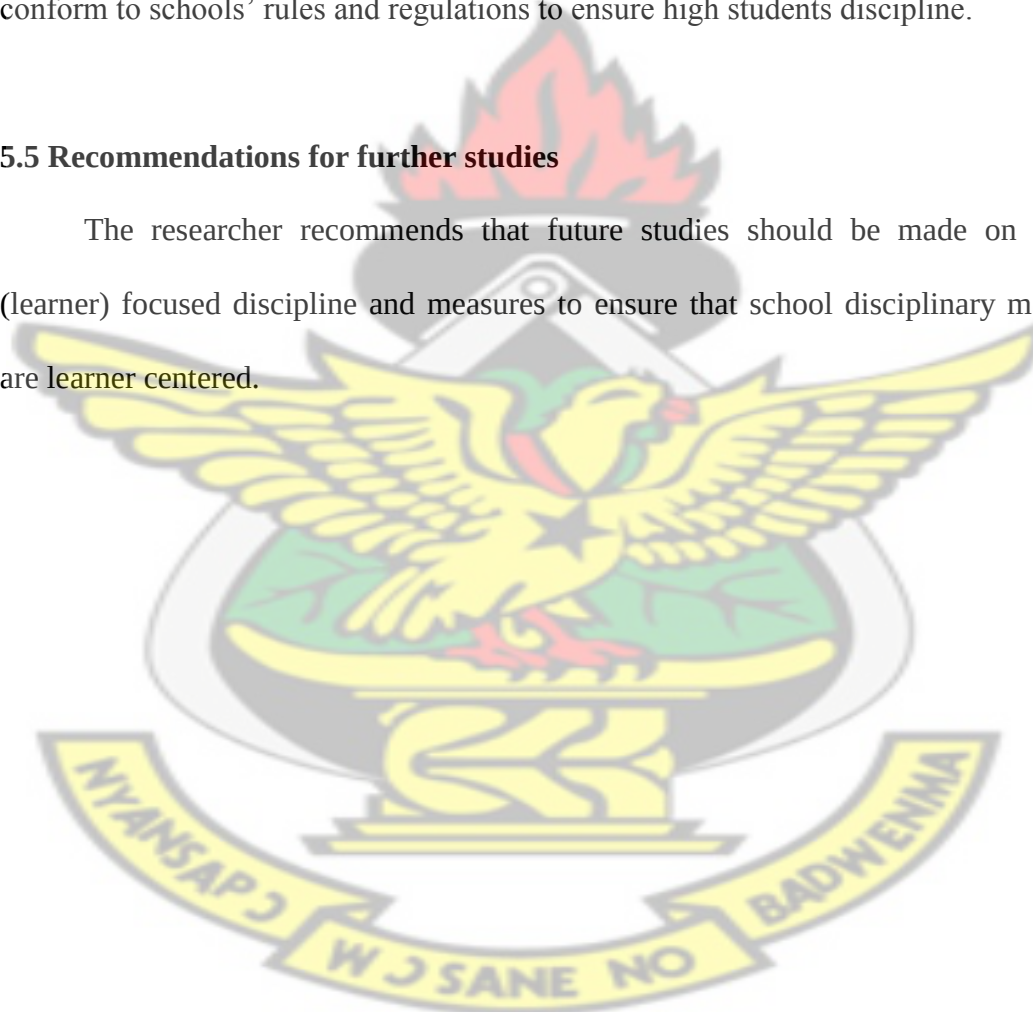
The study also recommends that students who have emotional problems should not be punished in the presence of other students as that may make them feel bad.

The researcher again recommends that the schools should have a disciplinary committee that looks into school's indiscipline issues, and they should address these issues to the best interest of the students.

Last but not the least, the researcher recommends that students themselves should make effort to be disciplined in school. They should be trained to know that all disciplinary measures are for their good. Also, students should be made aware that discipline can help improve their performance in schools. This will help students conform to schools' rules and regulations to ensure high students discipline.

5.5 Recommendations for further studies

The researcher recommends that future studies should be made on student (learner) focused discipline and measures to ensure that school disciplinary measures are learner centered.



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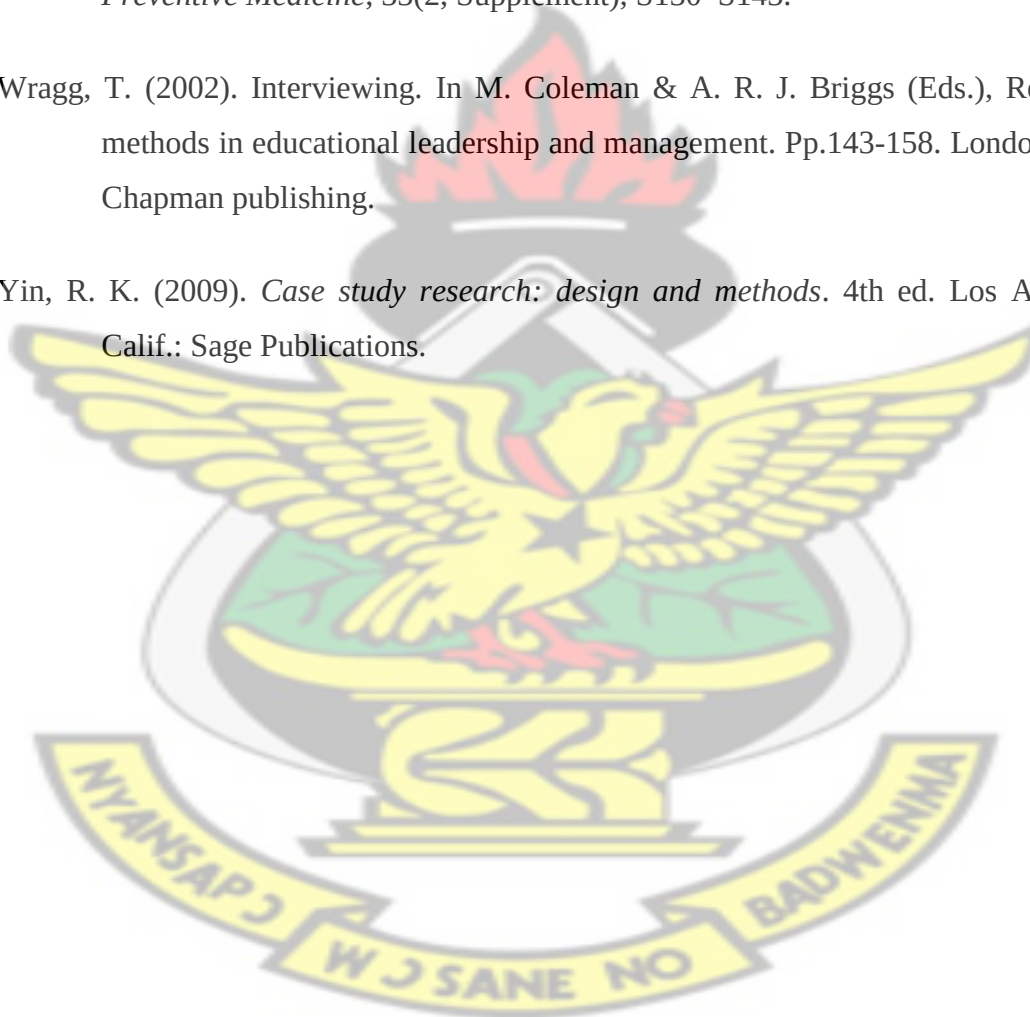
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APPENDICES

APPENDIX A: QUESTIONNAIRE ON STUDENTS' DISCIPLINE

The researcher is a postgraduate student from the Department of Sociology and Social Work, KNUST. This questionnaire is for a thesis being conducted in partial fulfillment of my graduate programme in Sociology. The research is on “Assessing the effect of discipline on academic performance at Ejisu Senior High Technical School and Atwima Kwawoma Senior High Technical School”. Responses to the questionnaire will help the researcher undertake this exercise. The researcher intends to provide absolute confidentiality and anonymity to information gathered.

Sincerity is required to ascertain genuine in the collected data. Please place a tick in the space provided that corresponds with your response. Where you have to write please use pen or pencil and be concise.

SECTION A1: SOCIO-DEMOGRAPHIC FEATURES OF THE RESPONDENT (STUDENTS ONLY) (Teachers should not answer this set of question. It is for students only)

1. Sex of respondent:
 - a. Female []
 - b. Male []
2. Age group of respondent:
 - a. 12-13 year []
 - b. 14-15 year []
 - c. 16-17 year []
 - d. 18-19 year []
 - e. 20-21 year []
 - f. 22 years and above []

3. Level/form in the school:

- a. Year one []
- b. Year two []
- c. Year three []

4. Religious background:

- a. Christianity []
- b. Islam []
- c. Traditional []

5. Parents/guardian marital status:

- a. Married []
- b. Single []
- c. Divorced []

6. Respondent's parents/guardian occupation:

- a. Formal work []
- b. Self-employed []
- c. Informal work []
- d. Unemployed []

7. Whom the respondent stay with during holiday

- e. Both parents []
- f. Only mother []
- g. Only father []
- h. Grandparents []
- i. Relatives []
- j. Friends []
- k. Other

SECTION A2: SOCIO-DEMOGRAPHIC FEATURES OF THE RESPONDENT

(TEACHERS ONLY) (students should not answer this set of question. It is for students only)

1. Sex of respondent:

c. Female []

d. Male []

2. Age group of respondent:

g. 18-25 []

h. 26-35 []

i. 36-45 []

j. 46 and above []

3. Educational level:

d. Senior High School []

e. Tertiary certificate/diplomat []

f. Poly Technique (HND, level 1,2,3)

g. Bachelor degree university []

h. Master degree university []

i. Others

4. Religious background:

d. Christianity []

e. Islam []

f. Traditional []

5. Positive in the class

a. Class teacher []

b. Form teacher []

- c. Head teacher []
- d. House master []
- e. Others

SECTION B: APPROACHES SCHOOLS ADOPTED IN STUDENTS DISCIPLINE

Please answer the following questions by indicating your level of agreement to the following statement regarding students' attitude about discipline in school using the scale below;

1=strongly disagree (SD), 2=disagree (D), 3=neutral (N), 4=agree (A) and 5=strongly agree (SA)

NO_	STATEMENT	SD	D	N	A	SA
1	Students who disobey school rules are suspended in the school (Period of 1-3 weeks)					
2	Good behaviour management programmes					
3	Verbal and non-verbal discipline interventions measures					
4	Reprimanding only the indiscipline student					
5	Ensuring that students regularly attend all lessons					
6	The use of humour on the students as discipline					
7	Reinforcement of good behaviour by praise and ignoring unwanted behaviour.					
8	Professional support - psychologists, counsellors etc.					
9	Privilege withdrawal of the indiscipline student					
10	Parent involvement to discipline student					
11	Codes of conduct / rules – enforcing by signing a bond					
12	Detention, isolation, time out (short duration) for student					
13	Keeping the students in small class sizes					
14	Manual Work (light to hard work such as weeding)					
15	Canning and beating the students					
16	Dismissing indiscipline students					

17. What other approach do schools adopted as disciplinary measure for disciplining students in your school?

SECTION C: STUDENTS ATTITUDE TOWARDS THE VARIOUS DISCIPLINARY MEASURES USED ON THEM IN SCHOOLS

Please answer the following questions by indicating your level of agreement to the following statement regarding students' attitude about discipline in school using the scale below;

1=strongly disagree (SD), 2=disagree (D), 3=neutral (N), 4=agree (A) and 5=strongly agree (SA)

NO_	STATEMENT	SD	D	N	A	SA
1	I change my behaviour when disciplined					
2	I am ignorant of my behaviour that constitute indiscipline					
3	Students have input about what consequence they might receive for breaking school rules.					
4	I know the consequence for fighting yet I engage in it					
5	I have disregard for school rule because they do not protect my interest					
6	Disciplinary acts are too authoritative					
7	Disciplinary acts reflect school authority interest					
8	Discipline acts that involve suspension do not serve the best interest of us.					
9	I do not care about any punishment I receive for my indiscipline act					
10	I do not consider discipline as necessary for my education and schooling					
11	Students do not respect school disciplinary measures					
12	Teachers follow the school rules in disciplining students					
13	Teachers treat all students the same when it comes to discipline					
14	I abide by school rules to avoid punishment in the school					
15	I am always resentful towards the school when disciplined					

16. What is the students' attitude toward disciplinary measures used by school to discipline students?

.....

SECTION D: EFFECT OF DISCIPLINARY MEASURE ON STUDENTS' ACADEMIC PERFORMANCE

Please answer the following questions by indicating your level of agreement to the following statement regarding students' attitude about discipline in school using the scale below;

1=strongly disagree (SD), 2=disagree (D), 3=neutral (N), 4=agree (A) and 5=strongly agree (SA)

NO_	STATEMENT	SD	D	N	A	SA
1	Students with social and emotional problem have greater risk of being lost from school system once they have been punished with suspension					
2	Removing of students from school can lead in the long run lead to adverse lost on interest in schooling by student					
3	Removing student from school by suspension gives students the opportunity to escape class					
4	Suspension makes students to lose class hour which affects their studies					
5	Dismissing students from school may cause them to lose their sense of belonging in the school					
6	Student indiscipline affects their academic performance					
7	Indiscipline students in your school perform well in exams					
8	Discipline in schools is essential for good learning					
9	Discipline is essential for good teacher-student relationship					
10	Discipline gives student ample time to study					
11	Discipline makes students to study well in classes					
12	The administrations of punishment in school improve students' academic performance					
13	School rule and regulation affect students' academic performance positively					
14	Observance of time management affects student performance					
15	Management of school discipline has impact on students' academic performance					
16	Some form of punishment offer little to no positive avenue for training of students					

17. What are some of the disciplinary measures on students in your school?

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APPENDIX B: INTERVIEW FOR TEACHERS ON STUDENTS' DISCIPLINE

The researcher is a postgraduate student from the Department of Sociology and Social Work, KNUST. This interview guide is for a thesis being conducted in partial fulfillment of my graduate programme in Sociology. The research is on “Assessing the effect of discipline on academic performance at Ejisu Senior High Technical School and Atwima Kwawoma Senior High Technical School”. Responses to the questions will help the researcher undertake this exercise. The researcher intends to provide absolute confidentiality and anonymity to information gathered. Sincerity is required to ascertain genuine in the collected data.

Socio-demographic

1. Sex of respondent
2. Educational level
3. Position/rank in school
4. Years expended in the school

APPROACHES SCHOOLS ADOPTED IN STUDENTS DISCIPLINE

1. What do you understand by the term indiscipline?
2. Could you give me some examples of indiscipline behaviour that students exhibit in your school?
3. What do you understand by the term indiscipline?
4. Could you give me some examples of indiscipline behaviour in your school?
5. How do you know that these things are bad?
6. What do you think causes students to engage in these behaviours?
7. Do you display any behaviour which you think is indiscipline during class time?
8. What causes you to do this?

9. What are some of the disciplinary approaches/measures adopted in your school for disciplining students?

STUDENTS ATTITUDE TOWARDS THE VARIOUS DISCIPLINARY MEASURES USED ON THEM IN SCHOOLS

1. Is there any behaviour which you think students considered as not indisciplined act?
2. How do the students react when they are been punished for such act?
3. Do you think students enjoy engaging in certain behaviours which they know is wrong?
4. Is there any behaviour which you consider to be indisciplined but students enjoy doing?
5. Have you ever punished any students doing something which you don't think was wrong?
6. What was the student's attitude toward the punished?
7. Have you ever seen this happen to anyone else?
8. How do students in your school react to disciplinary measures given to them?

EFFECT OF DISCIPLINARY MEASURE ON STUDENTS' ACADEMIC PERFORMANCE

1. Do you think these disciplinary methods work well in your school?
2. What do you think can be changed to make it more effective?
3. What else do you think the school can do to help you keep away from indisciplined behaviours?
4. What else do you think can be done to stop others from being indisciplined?
5. In what way could discipline in school bring about high students' performance in school?

THANKS FOR PARTICIPATION