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Perspectives on student behaviour management in High Schools in Ghana:  
exploring potential for positive behaviour management in policy and practice

By

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PhD (Education)

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Keele University

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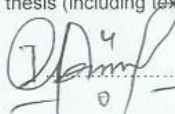
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## **Dedication**

I dedicate this work to my wife (Mohammed Hamdiya Mulaika) and children (Jawharah-Maltiti, Shakurah-Tipagya and Hashir-Saha) for their patience during these times and to the citizens of Great Britain for the support and the love that they have shown to me. I sincerely appreciate and value this support.

## Abstract

Violence against students in the name of school discipline has led in many instances to hardship, and in extreme situations, the death of students in the Ghanaian secondary system (see [myjoyonline.com](http://myjoyonline.com), 2015). As a former secondary school teacher and now teacher educator, this presents an obvious motivation for examining the concept and actuality of school discipline in Ghana with the intention of finding potential for a change of approach in policy, teacher professionalism and practice. Behaviour management presents an established scope for educational research globally and has been researched for some years (Powel and Tod, 2004). The term Positive Behaviour Management (PBM) is used to denote forms of behaviour management in school that seeks to ensure that the dignity and self-esteem of students are safeguarded (e.g. Raths 1964; Wolfe 1991; Black and William 1998; Grundy & Blandford 2006; Brookfield 2006; Hayes et al. 2011).

A qualitative case-study of four state Senior High Schools in Ghana was conducted using semi-structured interviews, observation and documents analysis. A sample of 28 respondents; 20 members of staff (headteachers or their assistants, senior house masters/mistress and subject teachers) and eight students, voluntarily participated in this research. Drawing on Foucault's concepts of Normalisation, Surveillance and Regulation as tools of analysis and Ball's (1987) theory on school micro-politics, an analysis of the data and policy documents was done.

Findings suggest that physical and emotional abuses are widespread, propelled by teacher perceptions and school policy prescriptions that punishment must be painful, reformatory and deterrent. In addition, they reveal negative consequences of physical and emotional abuses, rampant student suspensions from school and an obsolete policy on school



discipline. The research therefore suggests an alternative approach to behaviour management which should be contained in policy reforms, changes in teacher training, general policy reforms, and professional practice.

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## Chapter One

### 1.1. Introduction

Violence towards students in the name of punishment in schools is for me at the heart of the issue affecting school discipline in Ghana. In this chapter I present the background context and rationale, general research aim, research questions and the potential contribution of this research to knowledge. Some disciplinary measures in Ghanaian schools have become more of a death threat than a punishment intended to 'reform' students. For instance, in May 2015 Ebenezer Kusi an eighteen-year-old student of Effiduase Senior High School in Ghana who was giving the punishment of weeding, sustained a cutlass wound whilst carrying out his sanction, leading to his death ([myjoyonline.com](http://myjoyonline.com), 2015). In a shocking video, a teacher of Multi Educational Complex in Wassa Akropong, Western region of Ghana, was seen physically assaulting pupils for refusing to do their homework. The said teacher was seen kicking the students and followed by stamping on each child's back whilst they laid on the ground ([peacefmonline.com](http://peacefmonline.com), 2015). Such a death and injury, together with many other punishment-related deaths which might not attract the attention of the media have been a major loss to families and to the state as a whole. If education is expected to be 'the means through which any nation can develop her human resource, which is very crucial in the developmental process' (Amedahe, 2007:102), then sanctions such as the ones described above are indictments of the disciplinary system in Ghanaian schools.

This is a tip of the ice-berg as a way of setting the scene to give my own personal context and a brief view of the situation regarding the conceptualization, practice and justification for the ways of responding to or 'managing' student behavior in Ghanaian High Schools.

Such scenes led me to formulate my research aim and the questions I have used in trying to reach that aim. In 1.2 below I provide the background context which offers the basis for this research.

## **1.2. Contextual Background and Rationale**

In this section I set out my motivation for the research and the context in which the research is situated. Drawing on my experience as a professional teacher with over fifteen years of teaching experience, I think that early identification of disciplinary problems in school is essential if students in their care are to be helped. However, the way these challenging behaviours are managed without inflicting any harm or injury (physical or emotional) on the students should engage the attention of teachers and concerned educationalist.

I constructed my own perceptions of the prevalence of these so-called behaviour management challenges in Ghanaian Senior High Schools through the various institutional reports (for example *UNICEF, 2014 and Ghana Statistical service, 2012*), the public debate and huge public concerns as reported in media (*Graphiconline, 2014 and peacefmonline.com, 2015*) about the deteriorating student misbehaviour in Senior High Schools in Ghana, which the popular media in Ghana has not been slow to disseminate to its readership. This notion of perceived deteriorating student misbehaviour has led to unprecedented levels of debate among educationists, parents, religious organisations and the general public (*Graphiconline, 2014*) regarding the handling of the disciplinary issues in schools and the return of the mission schools back to the churches. Violent discipline in Ghanaian schools has dominated the media and institutional reports UNICEF (2014:50-52)

for example reports of physical violence against girls and boys in Ghana; teachers were the most frequently reported perpetrators.

I do not doubt that my perceptions have also been influenced by my own experience of going through the education system in Ghana from primary education through to university level. My interest in, and concerns about, the way behaviour of school students is perceived, constructed and reacted to by others, spring from my particular experience as a child and young person and then as an educator within the same system and I hope in this research I have been able to provide a good measure of what could be called objectivity to balance what would otherwise be a simply personal account.

My initial concern and apprehension can be summed up under the following five headings:

**1. Disciplinary measures leading to severe physical and emotional abuse in the name of behaviour management**

The methods employed by Ghanaian teachers and school leadership to manage student behaviour in schools has in many instances led to abuse of the students and in extreme situations led to the death of the students as described above (see *myjoyonline.com, 2015* & *citifmonline.com, 2015*). Abuses in the name of behaviour management in the Ghanaian schools lead to many hardships for the students. My motivation in carrying out this research is primarily to explore Positive Behaviour Management (PBM)<sup>1</sup> (see 2.2) as a means of improving behaviour management in Ghanaian High schools, in order to reduce the physical and emotional pain of students' experience. In contributing to the issue of effective and positive management of behaviour Charlton and David (1993) indicate that

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<sup>1</sup> I shall use capital letters (upper case) for Positive Behaviour Management (PBM) and lower case for the general concept of behaviour management

the most effective means of managing behavioural challenges must be to work to avert them from occurring.

## **2. Violence in Senior High schools in Ghana and possible relations to poor behaviour management**

On February 12, 2015 students of the Tuna Senior High School rioted against the school authority for abusive discipline against a female student by a teacher; students destroyed school vehicles, the school computer laboratory, the teacher's bungalow and other properties (citifmonline.com, 2015). On Sunday 24<sup>th</sup> November, 2013 students of the Walewale Senior High School in the Northern region burnt the headmaster's bungalow, vandalised the Gambaga-Walewale police patrol car, smashed the windscreen of another car belonging to a police officer and destroyed several other properties belonging to the school (myjoyonline.com, 2013). These are just two examples of incidences of management of perceived misbehaviour in Ghanaian High Schools and resultant students' reaction. My concern relates to the violent discipline and the resultant violent actions of the students, both of which have the potential perpetuating violence in our schools and in our society as a whole.

## **3. Unsafe school environment:**

Unsafe or intimidating school environment as it prevails now in Ghanaian schools (see *UNICEF, 2014:50-52 & Ghana Statistical Service, 2012:214*) is a possible contributor to perceived challenging behaviour. Drawing on Simons, Simons and Wallace (2004), Gershoff (2002), Straus (2000), Walby (1998) and Wolfe (1991), a safe school is described as where learners experience teaching and learning in an environment devoid of physical and emotional harm. Therefore, I interpret the prevailing school environment now in Ghana as



having the potential to affect the Education For All (EFA) and the attainment of the UN Sustainable Development Goals (SDGs) (UN, 2015) if serious efforts are not made to address the challenges. Not only is violent discipline against the spirit of the SDGs, it could also affect enrolment and retention in Ghanaian High schools. EFA is a global effort championed by UNESCO which is aimed at meeting the learning needs of students of all ages (UNESCO, 2015) whilst the SDGs can be described as a global commitment by leaders of all nations with the intention of improving the quality of life of all people, including non-violence and safety of all learners in the school (UN 2015, 2016 and Assembly, 2015).

#### **4. The potential of schools to impact on the lives of students**

I consider that the schools have the potentials to ensure effective attainment and retention of students in schools through their behaviour management techniques. My hope would be that appropriate techniques would go a long way to help prevent school dropouts who might join the criminal gangs (see Appiahene-Gyamfi, 2007:421, 2003:16 & 2002:239). In support, there is a body of thought which claims that schools have the greatest potential to prevent future crimes. For example, in the USA, Gottfredson, Wilson & Najaka (2006) indicate that schools have greater opportunities for crime prevention. They offer constant and acceptable contact to students all through the developmental years, and possibly the only reliable access to huge numbers of the most 'crime-prone young children' (Gottfredson, Wilson & Najaka, 2006:56) in the early years of schooling. The schools are at the same staffed with individuals who are paid to assist developing productive, happy, and healthy citizens. Gottfredson and Hirschi (1990: 106) argue that schooling experiences enable students to properly appreciate the benefits and opportunities related with self-

control. This gives them the opportunity to successfully socialise with others irrespective of their familiar experiences.

##### **5. The quest for the return of schools to churches**

There is a persistent call by the Christian council of Ghana (its latest renewal in 2014) for the government to return schools established by churches back to the various churches for lack of discipline. There has been a serious debate as to whether or not to return the schools initially established by churches back to them for proper behaviour management, (*myjoyonline.com, 2014*).

Given the situation laid out above, I believe behaviour management in Ghanaian schools requires urgent attention and commitment. More specifically, the situation requires empirical studies upon which educators can draw with the medium to long-term aims of changing the status quo in the Senior High Schools in Ghana as regards to the nature of behaviour management.

Drawing on Wolfe 1991, Black and William 1998, Grundy & Blandford 1999, Brookfield 2006, Hayes, Richardson, Hindle, and Grayson 2011, I argue that conscious efforts must be made to deal with behaviour challenges in the school in a proactive manner without causing any harm to the students. I consider that schools have the potentials and capabilities to manage behaviour effectively to avoid the challenges enumerated above. Muijs and Reynolds (2011) states that 'it is obvious that the best way to stop misbehaviour is by trying to prevent it before it starts'. To ensure proactive behaviour management the teacher as Marchant & Anderson (2012) put it;

*‘invests time and effort in developing future behaviour, rather than merely responding to the current situation. Taking a proactive, long-term view requires patience and consistency and necessitates warmth, kindness, and sincerity. When managing behaviour proactively, the teacher focuses both on the student's current and future success’ (Marchant & Anderson, 2012:24).*

This will inspire the students to have confidence in the teacher and reciprocate the kindness extended by the teachers to them. Teachers’ response to students’ behaviour in the classroom sets the tone for the classroom environment, therefore if a teacher adopts a hostile and combative attitude towards the student they are likely going to receive similar response from the students in return and an increase in the display of challenging behaviour (Thompson & Sharp, 1994). In another vein, if the teacher responds to only inappropriate behaviour ignoring to acknowledge the appropriate behaviour students may engage in problem behaviours (Thompson & Sharp, 1994).

My research is geared towards putting Ghana in the forefront of global best practices in behaviour management. Ball (1999:2) maintains that;

*‘Global trends of education policy which are currently in play have the effect not simply of reforming teachers and reforming education but they are bringing about profound shifts in the meaning of education, the role, purpose and values of the teacher and teaching - they are changing “what it means to be a teacher” and “what it means to be educated”.*

State schools must be reorganised to respond to what Ball’s (2013b:18) calls ‘the exigencies of globalization’. Issues of the rights of the individuals and the work of the media has established what Kenway (1990 in Ball, 1990:197) describes as ‘a programme of

surveillance, identifying, and publicly denouncing, and exposing 'deviant' knowledges, teachers and schools' therefore academic engagement of this discourse in the Ghanaian schools would serve a purpose of providing scientific evidence in improving behaviour management in Ghanaian schools.

### **1.3. General Aim**

In the light of the above, my main aim in carrying out this research was to explore the issues surrounding how disciplinary policy is conceptualised and implemented in Ghanaian High Schools with a view to recommending possibilities for constructive change.

### **1.4. Research Questions**

The following are the research questions relating to behaviour management policies and practices in Senior High Schools in Ghana that need to be answered in order to go as far as I can in this small study, to achieve my aim:

#### **i. How are disciplinary policy measures implemented by school leaders?**

This draws in the school leadership and their management style regarding the implementation of national policy on behaviour management. Final decision-making regarding serious crimes in Ghanaian High schools and the implementation of disciplinary measures rest with the school leadership. This research question was intended to unearth critical issues relating to the activities of school leaders in Ghanaian schools, on the grounds that the activities of school leadership that can enhance or hamper the work of teachers and affect school, and the notion that an effective school leadership is required to implement disciplinary issues (Sugai & Horner, 2002).

**ii. How are disciplinary policy measures implemented by classroom teachers?**

This research question was constructed to allow me to examine the role of the teacher in behaviour management in the classroom and the school as a whole; it was also to enable an examination of decisions taken by teachers in the classroom in maintaining the perceived appropriate behaviour and dealing with the perceived bad behaviour. Such an examination was necessary because it appears that school teachers have the power to deal with disciplinary issues in the school, granted to them by the Code of Discipline for secondary schools.

**iii. How do classroom teachers' skills match the expectations of policy?**

This question allowed an exploration of the level of competence of the teachers in behaviour management in the schools, including the skills required. For example, I looked at teacher training skills and issues of staff development programme in the light of school policy prescriptions.

**iv. What are classroom teachers' perceptions of the effectiveness of current disciplinary policies?**

This research question examined teachers' perceptions of effectiveness of the disciplinary policy prescriptions regarding its ability to maintain a balanced force of maintaining discipline whilst taking into account the interest of the students. It was important to get teachers' perceptions because they are clothed with power by the school disciplinary policy to interpret the discipline policies and take actions to maintain discipline in the classroom and the school as a whole.

v. **What are students' perceptions of the disciplinary measures prescribed by policy and implemented by classroom teachers in their schools?**

This question explored the disciplinary approaches which are in use in Senior High Schools and the perceptions of students about these disciplinary measures. It dealt with rewards and sanctions' strategies used to manage behaviour of students and summarised studies of their effectiveness. In order to do that, it aimed to get an overview of:

- Behaviour management techniques in the schools; and
- Implementation across the entire school system or school wide strategy, i.e. inside and outside the classroom.

**1.5. Unmasking my interest in the topic**

As hinted at the start, my interest in conducting this research is born out of my desire to do something to end the violent abuses of students in SHS in Ghana in the name of discipline. As a professional with over 15 years of teaching experience at different levels of the educational ladder, Basic School, Secondary School, Polytechnic and University I hope that I am in a position to engage with this topic and to offer useful insights into what goes into the management of student behaviour in Senior High Schools in Ghana.

My epistemological stance is drawn from the post-structuralist theories of Foucault (1977) and Ball (1987), which seemed to me to have potential in deconstructing issues of violent discipline in Ghanaian High Schools. These theories have been generally used in educational studies by researchers like Ball (1990), Gore (1998 and 1995), Walkerdine (1986), Marshall (1990, 1996), Popkewitz (1998) and Goodson (1990).

My use of the post-structuralist in theorising and deconstructing draw on Foucault (1977) and his lectures series (1975-1976) complemented by the theoretical works of Stephen J.

Ball. Both were used in my attempt to unravel the opportunities and challenges associated with school leaders and teachers' implementation of disciplinary measures in Ghanaian schools.

#### **1.6. Contributions to knowledge**

This research is situated in the context of educational management and policy studies in Ghana aimed at exploring potentials for PBM in policy and practice. There are some studies on school discipline in the Ghanaian context (e.g. Irwin et al. (2004); Agbenyega (2006) etc.). However, the notion of PBM is the aspect which is under-researched in the Ghanaian context. Notwithstanding the increasing volumes of literature on PBM research, very little accessible discussion of this exists in a Ghanaian context. My research seeks to address the gap in literature by exploring the concept of behaviour management; and therefore, will be a key piece of original work in education studies in Ghana.

The constant exposure in the institutional reports and the media regarding violent and abusive disciplinary measures in Ghanaian schools has been a wake-up call to translate this issue affecting school discipline into a more focused empirical study, thereby offering a pioneering work on exploring potentials for PBM in Ghanaian schools. What is most fulfilling to me and at the same time offers further justification for my particular research is that, in the course of the research I came across some discussions in the press calling for PBM in Ghanaian schools. For instance, on November 4, 2014 in the chronicle online news item it read as follows 'positive discipline approach is what we need in Ghana' by A. A. Amenyah, Executive Director, J-Initiative. On 9<sup>th</sup> April 2015 Ghana News Agency online news portal presented a headline news entitled 'positive discipline must replace corporal punishment-Actionaid'. So, an empirical study, even a small one such as this, could be

ground breaking in education studies in Ghana and a contribute significantly to knowledge, hopefully providing some of the needed impetus, vim and vibrancy for the option for PBM in Ghanaian schools to be considered by those authorities who have the power to change the attitude to behaviour management for what I consider to be the better.

The findings of the research suggest wide-spread violent and abusive discipline in Ghanaian High Schools with its attendant physical and emotional harm, confirming my concerns and apprehensions outlined in 1.2. The nature of the violence makes the schools unsafe for children and young adults. I hope that this research will make some direct contribution, however small, to a reduction of violent discipline, student violence and riots in schools and help prevent the likely school drop-out of young adults who may join criminal networks in Ghana.

From my perspective as a teacher and teacher-educator, it has the potential, through dissemination, to improve the skills of teachers in dealing with behaviour management problems in Ghanaian schools. The findings and the subsequent discussion as contained in this research will play a significant role in my own work helping teachers to manage student behaviour.

Further, as this study is a theorised one, in constructing the theoretical basis for this research, the Foucauldian cum Ball's theoretical lenses were used, I hope that this research will be a small but significant contribution both to qualitative-case study research approach and to social theoretical analysis in an educational setting.

Moreover, the outcome of this investigation will be a significant reference material for Ghana government and researchers who would be working in the area of PBM. This research is mainly intended to assist GES, school leaders and teachers with the



responsibility for managing students to adopt PBM in the Ghanaian schools. This will provide an avenue for reflection on behaviour management policy and practice in Ghanaian schools.

### **1.7. Structure of the Thesis**

As outlined above, my study explores the potential for PBM in policy and practice. The thesis itself is organised into seven chapters; the first chapter has laid out the justification, both personally and professionally, as part of the background context for this research, with the resultant research aim, questions and a statement of the potential contribution of the research to theory and practice. Chapter 2 reviews the relevant literature highlighting on usage of the terminologies 'discipline' and 'behaviour management' indicating why this study has adopted the term behaviour management, the concept of PBM is also discussed which provided a definition of this concept to serve as road map for the discussion of this concept throughout the thesis. In addition, a review of the existing literature in the context of policy borrowing, education and behaviour management in Ghana and Development of behaviour problems were done; focusing on the concept of behaviour problems, causes of disruptive or challenging behaviours in schools and the link between the factors promoting misbehaviour and my theoretical focus. I have also reviewed relevant existing literature on abusive disciplinary measures; Physical punishment, Emotional punishment, Corporal punishment, the relationship between physical, emotional punishment and corporal punishment, and Consequences of abusive punishment and issue of positioning the literature in the context of this research. Other significant reviews of the existing literature focused on education-policy making and reviews in Ghana which discussed the education policy-making process, Politics and Education-policy making in Ghana. Staff Training and

Development, use of terminologies; In-service training, Staff development and Professional development were the other critical aspects examined in the review.

Chapter 3 discusses the theoretical foundation of this research which relies on Foucault and Ball's theoretical works and provides the procedure used to collect and analyse the data. The interconnectivity of the data to the nature of the social world is provided by the theoretical approach adopted in this chapter and at the same time offers the opportunity for generating new knowledge.

Chapter 4 and 5 examines the findings of this research. Foucault and Balls theoretical frame works were instrumental in the analysis of the data. The Foucauldian concept of Normalisation, Regulation and Surveillance were instrumental in this analysis.

The discussion of the empirical study in the light of the literature, including review of documentation is provided in Chapter 6. Key themes forming this discussion included abusive disciplinary measures in Ghanaian schools (physical and emotional), consequences of exposing students to various abuses, reasons for the existence of abusive punishment in Ghanaian schools, interests served by school punishment in Ghanaian context, needs identification and analysis regarding alternative disciplinary measures and exploring alternative disciplinary measures; the road towards PBM.

Chapter 7 provides an overview of the summaries of the research, conclusions and recommendations. The constructions of new knowledge are realised in the conclusions drawn in this aspect of the research. This contribution is vital in order to find an antidote for violent discipline in Ghanaian schools. It is hoped that the recommendations provided in this section will help to manage student behaviour positively in Ghanaian schools.

## **Chapter Two**

### **Literature Review**

#### **2.0 Introduction**

In this section, a review of relevant literature is presented, starting with a definition of terms, which includes the conceptualisation of Positive Behaviour Management (PBM). I then moving on to the context in Ghana, before reviewing the literature on the development of behaviour problems, abusive disciplinary measures, teacher professionalism, education policy making in Ghana, an overview of the concept of staff development and appraisal of the relevant literature reviewed.

#### **2.1 Use of the terms ‘Discipline’ versus ‘Behaviour Management’**

Behaviour management presents an established scope for educational research globally and has been researched for years now in several countries (Powel and Tod 2004:1; McGuiness and Craggs 1986). The initial focus of research on behaviour management in schools was on factors outside the school (McGuiness and Craggs, 1986) but recent literature on school discipline has demonstrated that behaviour problems in schools go beyond school factors (Singh 2016, Reid et al. 2010; Tamakloe, Amedahe and Atta 2005; Irwin et al. 2004; Cameron 1998; Charlton and George 1993). However, there are no accessible studies that report on the present context regarding PBM in Ghanaian schools which seek to address school leaders and teachers’ involvement in such management.

In contributing to the debate about discipline and behaviour management, Porter (2000:3) notes with concern, some problems relating to the term behaviour management in schools. For Porter, ‘behaviour management’ is basically related to reward and punishment in order to ensure behaviour change, whilst the terminology ‘discipline’ has connotations of

punishment. This is largely due to the fact that 'our society has such a long tradition of controlling forms of discipline that the terms (discipline and punishment) are mistakenly used interchangeably' (Porter, 2000:4).

In making reference to discipline Bill Rogers (2011: 3) indicates that the word is expressed in the following three ways: Preventative, Corrective and Supportive discipline. Also, Tamakloe, Amedahe and Atta (2005:85), professors of education in Ghana, writing on discipline, indicate that there two types; external discipline and self-discipline. They refer to external discipline as 'an external restriction or restraint on a learner or child. It is an outside control of the person through punishments, rewards and competitions' (Tamakloe, Amedahe and Atta, 2005:85). This external discipline is used by both teachers and parents to shape the behaviour of children. Self-discipline on the other hand is referred to as 'the ability to control one's self, one's own desires, feelings, etc.; this type of discipline comes from within the child' which is internal (Tamakloe, Amedahe and Atta, 2005:85).

Foucault, one of the main theorists I engaged with in this study, uses the word 'discipline' in two senses, as denoting scholarly disciplines like medicine, sociology, psychiatry and so on. In another vein he referred to discipline as practice in institutions of 'social control' such as the schools, the hospitals, the prison and so on (Foucault, 1977). Brooks (1973:24) states that the term 'discipline' is frequently used synonymously with the word 'order', while at other times it is used professionally to denote the body of approaches and information employed to study a specific subject area.

In discussing issues relating to how perceived misbehaviour is determined, Kyriacou (2009:121) argues that students' 'behaviour lies in the eyes of the beholder and each teacher will have his or her own idea of what constitute misbehaviour'. Whilst there is a

wide agreement amongst teachers in respect of some misbehaviours of students (e.g. hitting colleague student, refusal to do assigned work and the likes), 'there are many areas where there is a high degree of variation in teachers' judgements (e.g. the degree of talking that is allowed)' (Kyriacou, 2009:121).

In another vein, Kohn (1996 cited in Porter, 2000:3) states that terminologies like 'misbehaviour' or inappropriate behaviour' do not indicate as to who declares those acts as 'inappropriate'. This implies that teachers' judgement about the issue is paramount. In this instance the teacher as an expert provides a 'clinical diagnosis' and determines which behaviour is appropriate or inappropriate whilst parents and students are less powerful in this regard. This is discussed in **6.2 (2)**.

Kyriacou (2014:128) describes behaviour management as 'establishing the order that is necessary in the classroom for pupil learning to occur effectively'.

In the instances given above researchers use discipline and behaviour management to mean establishing order in the classroom and in the school to ensure that teaching and learning go on effectively. I will be using the term 'behaviour management' to denote 'discipline', and 'positive Behaviour Management' to denote forms of behaviour management in schools that seeks to protect the dignity and self-esteem of students (see Raths 1964; Black and William 1998; Grundy & Blandford 2006; Hayes et al. 2011; Kyriacou 2014). In **2.2** below the concept of PBM is described which is the key for this research.

## **2.2 The Concept of Positive Behaviour Management (PBM)**

The concept PBM is crucial in ensuring a positive teaching and learning environment for students (Kyriacou 2014; Hayes et al., 2011; Strahan 2005; Powell & Tod 2004). In the sense

of an environment where students enjoy their rights, dignity and self-esteem (Raths 1964; Grundy & Blandford 2006; Hayes et al. 2011; Kyriacou 2014). In the North American literature, positive discipline is advanced as a resemblance of PBM, for instance Purkey & Strahan (2002:4) describes the essence of positive discipline to mean 'to invite students to see themselves as capable of tackling tough challenges, overcoming obstacles, accomplishing great things, and behave accordingly'. Cameron (1998) states that PBM issues in the classroom will continue to be a relevant discourse in the educational practice. Dignity and self-esteem have been identified to be critical for PBM techniques (Black and William 1998; Grundy & Blandford 2006; Hayes et al. 2011; Kyriacou 2014).

Drawing on Raths 1964, Black and William 1998, Grundy & Blandford 2006, Hayes et al. 2011 and Kyriacou 2014, I would define the concept of PBM in this study as the actions of school leaders and teachers in partnership with students and other significant stakeholders to maintain an appropriate behaviour in the school taking into account the rights, dignity and self-esteem of students which potentially will generate a feeling of acceptance, safety and promote learning and mental growth of the students. This ensures the notion of effective teaching and learning. The terms rights, dignity and self-esteem of students are explained below;

### **2.2.1 Rights and Dignity**

Respecting the dignity of individuals is the universally acclaimed rights of people. Various international treaties have made the respect for human dignity explicitly clear. For example, the Universal Declaration of Human Rights (UN, 1948) and Convention on the Rights of the Child (UNICEF, 1989). Article 28 (2) of the Convention on the Rights of the Child for instance indicates that 'States Parties shall take all appropriate measures to

ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention'.

The dignity of the student in school is key to the concept of PBM (Scott, 2007). Positive behaviour management efforts demand that success in school should be achieved without causing pain, embarrassment and endangering the safety of the students (Scott 2007; Osler 2000). This requires that degrading punishment should not be administered to the students (Raths 1964; Wittenberg 1995). All individuals, to put it in the description of Raths (1964:339) 'are worthy of respect and dignity regardless of their age, faith, social status or intellectual ability'. Ironically many students suffer indignities in the hands of the teachers who are expected to maintain and respect the dignity of these students (Raths, 1964). Scott (2007) states that the feeling of dignity is felt when one perceives him- or herself as being worthy, leading to the feelings of confidence and self-esteem in school context. The concept of self-esteem is explained in **2.2.2**.

### **2.2.2 Self-esteem**

The construct of self-esteem is essential in this instance because it is a vital aspect of positive behaviour management. Self-esteem is a critical corner stone of positive behaviour management (Kyriacou, 2014). Fostering students' self-esteem and self-respect as learners is a significant feature of quality education (Kyriacou, 2014). According to Kyriacou this kind of fostering is critical to the notion of PBM.

In doing this discussion I draw on Branden (1994 cited in James, 2003:24) who describes the concept of self-esteem as;

*'confidence in our ability to think, confidence in our ability to cope with the basic challenges of life and confidence in our right to be successful and happy, the feeling of*

*being worthy, deserving, entitled to assert our needs and wants, achieve our values and enjoy the fruits of our efforts’.*

Also, Knightley and Whitelock (2007) state that ‘self-esteem relates to the value or worth that people place on themselves’. Self-esteem is vital in determining the attitude of one towards self and the choice that individuals make as to what to do and what not to do it is therefore imperative for teachers to act in a way that would not create a negative self-esteem towards the self (Kyriacou 2014; Gruindon 2009; Clay, Vignoles, and Dittmar, 2005; Lawrence 1981). There are several techniques through which self-esteem could be achieved. These include: Participation of students in learning activities, which can lead to increased self-esteem of the learners (James, 2003) and the comments of the teacher; these comments are very critical in the process of fostering self-esteem and growth (Kyriacou, 2014).

Kyriacou (2014:120) indicates that the comments of the teachers to the students should be ‘largely positive, supportive, encouraging, praising, valuing and relaxing, rather than negative, deprecating, harsh, attacking, dominating and anxiety-provoking’ all these will be essential in fostering the self-esteem of students. The research establishes this claim as a means of ensuring PBM at the pedagogical sites and in school practices (see the discussion in **6.7**).

The kind of culture that is required in this instance is what Grundy & Blandford (1999:5) describes as ‘a culture that promotes the need for learning, good citizenship and consideration for others helps pupils to focus clearly on their individual strengths and talents and provides them with hope for future success. The focus is on the future without the problem rather than the past with the problem.’ The teacher’s role is beyond the



imparting of knowledge only, it extends to cover a duty of care towards the students thereby placing the schools on the radar of providing essential welfare services to the students, therefore the absence of the student from school should trigger the need for some kind of intervention aimed at protecting the interest of the child (Blyth and Cooper, 1999).

Powell & Tod (2004:25) identified the 'high feelings of self-worth' as one of the ingredients that enhance positive teaching and learning behaviours. Therefore, an appropriate strategy of managing student behaviour without reducing the self-esteem is vital (Lawrence, 1996).

Lawrence (1996:7) states that the student 'with high self-esteem is likely to be confident in social situations and in tackling school work'. The study of Abouserie (1995) suggest that 'self-esteem in students may lead to better learning approaches, while low self-esteem is associated with superficial and rote learning approaches' (p.22). Also, low self-esteem can lead to violence and aggression among student in the school (Crenshaw & Lee 2009; Taylor, Davis-Kean and Malanchuk 2007), drug abuse, teenage pregnancy and so on (Grundon, 2009).

PBM therefore requires disciplinary approaches that do not harm the students either physically or emotionally. I engaged the concepts of rights, dignity and self-esteem as part of the broader concept of PBM throughout the research to argue for a better learning environment and mental growth of the students in Ghanaian High Schools by exploring alternatives disciplinary approaches (see 6.7). The consistent use of proactive and positive disciplinary approaches helps to improve general classroom management (Shook, 2012).

### **2.3 The link between Foucault's theoretical orientation and Positive Behaviour Management (PBM)**

The Concept of Positive Behaviour Management (PMB) as examined in 2.2 above has a relation with my Foucauldian theoretical orientation which mainly informs this study. This assertion is demonstrated in this section of the thesis. An elaborated discussion of the Foucauldian theory is done in 3.2.2 of this thesis.

However, I would like to make it clear that it is apparent from the literature that Foucault's engagement with the workings of disciplinary regimes does not entail an endorsement of any particular form of discipline. My reading of his work (*Discipline and Punish*) is that he is dealing at a general level in regard to disciplinary issues in institutions of social control. This is clear when he sums it up that;

*'discipline creates out of the bodies it controls four types of individuality, or rather an individuality that is endowed with four characteristics: it is cellular (by the play of spatial distribution), it is organic (by the coding of activities), it is genetic (by the accumulation of time), it is combinatory (by the composition of forces). And, in doing so, it operates four great techniques: it draws up tables; it prescribes movements; it imposes exercises; lastly, in order to obtain the combination of forces, it arranges 'tactics' (Foucault 1977:167).*

Despite this general, rather than specific account, I lean towards Marshall's (1996) interpretation of Foucault (1977) indicating that school punishment must not bring about 'unpleasant consequences' (p.204) and points to the false dichotomy drawn between violent disciplinary measures and student behaviour management regarding the need to ensure pain in punishment (see Wilson 2002; Hart 1968). This is where Foucault's

theoretical orientation is linked to the concept of positive behaviour management because the concept of positive behaviour seeks to eliminate unpleasant consequences (like caning and other forms of public humiliation of the student) in school punishment whilst at the same time promoting a positive learning environment (Wolfe 1991; Walby 1998; Jambor, 2001; Kyriacou 2014).

Foucault's (1977) engagement with the shift in the discourse of corporal punishment to less violent disciplinary issues is a sign of his quest to examine the concept of positive behaviour management. Indeed, that kind of corporal punishment allows Foucault to think that 'it is difficult to dissociate punishment from additional physical pain' (Foucault, 1977:16). Foucault's key concern regarding this kind of punishment has always been the issue of unpleasant consequences (Marshall 1995). Hence, leaning on Marshall, I apply Foucault's thinking to a specifically school student-orientated situation, i.e. that punishment for students, which in Ghana has been inseparable from violence from the beginning, is wrong and ought not to continue to be the case. Owing to the theoretical grounding of Foucault (1977) as espoused in the above, I consider Foucault's theoretical orientation as presenting an interesting lens through which positive behaviour management can be examined in the Ghanaian context.

Foucault (1977) argues that schools as part of the institutions of social control use different modes of managing student behaviour. This kind of management permits schools to instil the established norms which the school adheres to. In my context, a justification for punishment is offered to be part of the institutional norms in Ghanaian schools (rules and regulations and standards). These institutional practices lead to violent disciplinary measures in my context (Ghanaian Schools) (UNICEF, 2014; *myjoyonline.com*, 2015;

*citifmonline.com, 2015*). This kind of abusive punishment inflicts serious pain thereby causing 'serious or permanent bodily or mental injury' (Glenn 1984:3).

It is a fact that Foucault (1977) did not provide alternatives to violent disciplinary measures but was aware of the fact that there are alternatives to corporal punishment when he asked: 'what would a non-corporal punishment be?' (Foucault, 1977:16). The possible interpretation of the non-provision of alternative disciplinary measures was the fact that knowing the socially constructed and ever-changing nature of student needs, rights and perceived issues of self-esteem it would not be ideal to hook individuals to a set of unchanging circumstances. Indeed, Glenn (1984:2) claims that 'Foucault's provocative thesis underscores the need to examine the underlying concerns which girded various reform campaigns against physical chastisement'.

I consider that what is critical in the hoped-for reform, is the ability of schools and teachers to assist students themselves to realise the harm that may stem from certain behaviour, both for themselves and for others. In other words, schools and teachers need to operationalise an approach where students understand how to take responsibility for their actions, and how to avoid falling into a spiral of poor behaviour. Such an approach would not include inflicting unpleasant consequences on the students. The current disciplinary approaches in Ghana seem to suggest that punitive punishment is best option of dealing with school disciplinary issues. Potentially, this posture runs at variance with productive discipline which the concept of positive behaviour management seeks to promote. This PBM would aim to support schools to get students to see and understand for themselves how their own behaviour could impact on their future role as citizens and the value of their

contribution to society (Marshall, 1995) as well as promoting their rights, dignity and self-esteem.

This understanding of PBM makes Marshall (1995:336) to note that 'punishment as an exercise of power is not merely repressive then, and is not merely directed at the breaking of law, but it can have positive effects, normalising people to take an effective (if docile) place in society, in forming the 'self', and in promoting pleasure'. Coming on the wheel of this explanation is Foucault's (1977) claim that finding positive ways of using disciplinary power is the best option as opposed to a repressive manner. This kind of positive power can 'produce behaviour even in the absence of coercion' (Manokha 2009:439).

Thus, my research using a Foucauldian theoretical orientation offers empirical, well-grounded, alternative disciplinary measures based on the research findings, analysis and literature from countries that have abolished the violent disciplinary measures currently in practice in Ghana.

#### **2.4 Policy borrowing**

In this section, I examine the issue of policy borrowing, or transfer to demonstrate the issue of transferability of the 'travelling' Foucauldian theory to a West African context and the engagement of the vast array of relevant Western (European and North American) concepts and policy frameworks with a view to recommending possibilities for constructive change in Ghanaian schools.

Halpin and Troyna (1995:304) describe policy borrowing as 'the appropriation of identifiable aspects of another country's policy solutions, including ways of implementing and administering them'. Generally, in developed and developing countries, policy borrowing has informed the way policy structuring is done. The need for states to be

competitive globally has been ascribed to this trend (Blackmore 1999). Drawing on Halpin and Troyna's (1995) understanding of 'policy borrowing', Levin (1997) cautions individuals against the wholesale borrowing of policy because of differences in political and educational traditions but admits the need to learn from each other, promote exchange of ideas and research findings globally.

I consider the need to learn from each other to be critical for my research as I seek to promote international exchange of ideas and best practices in student behaviour management. Ball (2013b:34-35) states that;

*'National policy making is inevitably a process of bricolage, a matter of borrowing and copying bits and pieces of ideas from elsewhere, drawing on and amending locally tried-and-tested approaches, cannibalising theories, research, trends and fashions, responding to media 'panics' and, not infrequently, a flailing around for anything at all that looks as though it might work'.*

Changing global dynamics, including the various international commitments that nations have committed themselves to do in the form of UN treaties and goals (for example, UN Sustainable Development Goals) are part of the process of shaping global education policy discourse (UN, 2015). Also, Ghana has been part of the global reforms as a result of its commitment to the world bank and other, to borrow the terms of Jones (2003: 11), 'global organisations' as part of loan conditionalities which require such changes. This makes the international organisations, for example the World Bank, to put it in the description of Ball (2013b:37) 'become an influential actor in the process of educational globalisation'. Some researchers refer to this approach as the 'coercive policy transfer' (Dolowitz & Marsh, 2000:6, cited in Halpin and Troyna 1995:671). This issue of the influence of international

organisations in respect of affecting policies of nations is introduced in this discussion to show my awareness of this understanding, but this is not the focus of my research.

Based on the above explanation, I indicate that policy borrowing at the international level is not a new phenomenon as policy makers continue to look beyond their national borders in search of various solutions to solve policy problems (Spreen, 2004). Therefore, this pioneering case study in Ghana using Foucault's theoretical orientation provides an example of a possible transfer process which has potential to ensure what I would term 'constructive change' (i.e. positive alternative disciplinary measures discussed in 6.7) in Ghanaian schools. Alexiadou et al. (2001 cited in Jones 2003: 151) state that 'the discourse of educational policy-making and change are quite capacious, and allow for differing inflections of social and economic priorities. These differences are the result of interaction between global, "travelling" policy and national circumstance'.

Researchers in education policy transfers or borrowing, like Steiner-Khamsi and Quist (2000) and Steiner-Khamsi (2006) have referred to Ghana as a model nation receptive to best practices in the scene of international educational transfer in their use of the Achimota model of education. The Achimota College (initially called the Prince of Wales' College at Achimota) was established by Sir Frederick Guggisberg in 1927 (Wallbank, 1934; Whitehead, 2007; Yamada, 2009), the British colonial governor to Ghana (Gold Coast). This West African school was established solely for Africans, with educational programmes from kindergarten to university. It provided training for teachers as well (Wallbank, 1934). This was touted as 'the projected London Colonial Research Institute' (Whitehead 2003:567) or 'Britain's educational showpiece in West Africa' (Whitehead, 2007:166).

Steiner-Khamsi and Quist (2000) and Steiner-Khamsi (2006) indicate that this Achimota school which was established by British government was the first in the British colony where a successful transfer of US Hampton-Tuskegee industrial-vocational education model occurred. This model was borrowed from the Hampton Institute in Virginia and the Tuskegee Institute in Alabama. Achimota college in Ghana was the first British educational establishment in colonial Africa to implement the Hampton-Tuskegee model and subsequently it was implemented in colonial schools throughout the British Empire (Steiner-Khamsi and Quist 2000; and Steiner-Khamsi 2006). Achimota has offered what has been considered to be the best blend of European and African Education (Yamada, 2009). In present day Ghana Achimota College is still regarded as being a vibrant school and has trained many prominent Ghanaians like the former president Prof. Atta-Mills; the former Chairman of Ghana Electoral Commission, Dr. Afari Gyan; former Ghana minister of defence, Dr. Kwame Addo Kufuor; a former popular politician and prominent chief, Tolon Naa Alhaji Yakubu Tali (the first northerner to attend Achimota college) (peacefmonline.com, 2014) to give but a few examples.

It is clear from the above appreciation that what distinguishes Ghana from other nations is that they are receptive to both European (especially Great Britain) and American concepts and policy frameworks therefore the utilisation of the 'travelling theory' will be possible; it has worked in that manner before in Ghana and will possibly work again. I am assuming, however, that such openness to borrowing will not in any way affect 'the sovereign capacity' (Jones 2003: 151) of Ghana to determine issues of education policy and practice.

I consider that in this era of interconnected worlds where 'internationalisation of education knowledge' (Schriewer and Martinez, 2004:33) is the order, Ghana as a pioneering example



as demonstrated above can be part of the process. My study seeks to promote what (Schriewer and Martinez (2004:33) describe as 'the receptivity of national debates on educational reform to international models, ideas, and theory development' as I hope to enable more creative learning environments and constructive, life-enhancing opportunities for Ghanaian students.

## **2.5 The Context of Education and Behaviour Management in Ghana**

In this section, I examine the educational context in which my research respondents find themselves. I explore the history of Gold Coast and discipline in the colonial era in terms of its relevance to my focus. I.e. I attempt to give a summary of the background to educational activities in Ghana and how it has impacted on behaviour management in Ghanaian schools. These perspectives of educational development are important in laying a solid foundation for the explanation of the various perspectives regarding PBM in the country. To clarify before proceeding further, Ghana gained the status of self-government from the colonial rule, i.e. independence in 1957 and became a republican state in 1960. Pre-1957 Ghana was known as the Gold Coast (Bourret, 1960:1). The educational context in Ghana as it relates to my focus is presented under the following heading;

### **2.5.1 Education and Discipline in Ghana (1529-Present)**

I have decided to start this discussion from this era because it marks the beginning of western education in Ghana and will enable me trace the historical context in which my research is situated.

The current educational structure in Ghana is traceable to the country's colonial past. The Europeans provided restricted educational access in the castles along the coastline and subsequently extended it to the larger part of Ghana, notably the Portuguese in 1529, the

Dutch in 1644, the Danes in 1727 and the English in 1663-1665 and re-established in 1766 (George 1976:29; Kimble 1963). In addition, at various times between the early 1500s and 1800s, Christian missionaries of different origins came to Ghana singly and in small groups to provide education. The teaching was in a foreign language, its content was unrelated to the daily problems of the village life, and its main purpose was to 'introduce an alien religion' (Little 2010:1; George 1976:29; Kimble 1963: 62-64; Bourret 1960:27-34), students were taught how to read and write alongside the teaching of ways of signing and praying at church (Addai-Mununkum, 2014).

In all these instances character training was key as part of the process of instilling school discipline. This was largely achieved through the teachings of religious education and schooling experiences (Addai-Mununkum, 2014; Yamada 2009). The British colonial administration when it became established in the 19th and 20th centuries permitted the continuous teaching of the religious education as part of the education policy (Addai-Mununkum, 2014). For instance, the Guggisberg's 14 Principles of Education, which was established by Sir Gordon Guggisberg one of the most popular British Colonial Governors who is noted of major educational reforms in the Gold Coast, permitted the continue teaching of religious education in schools (Addai-Mununkum 2014; Martin 1976; Williams 1964).

The study of Agbenyega (2006) suggest that even though the colonial pedagogy, which the Europeans introduced alongside the formal education to Ghana, was rigid and favoured brilliant students, the persistence of corporal punishment in Ghana today cannot be ascribed to it. To demonstrate this point further, I argue that Ghana, since attaining independence in 1957 has made tremendous efforts to change many things for example,

changing from driving on the right to driving on the left in 1974 (Ghana Television 2013 and road traffic offences regulations 1974 (LI952). In terms of the school system, Ghana has undertaken several educational reviews and reforms from 1951 to 2015 without addressing abusive punitive punishment in a way that I consider to be adequate. My position is that if, indeed, abusive or corporal punishment came along with formal education, efforts to change that punitive punishment should have been made along ago, especially now that the global wind is blowing against corporal punishment (e.g. UNICEF, 2014 and UN 2015). It would seem therefore, a mythology to assume that it was imported from elsewhere.

### **2.5.2 Teacher behaviour/ contributory factors to perceived behaviour challenges**

Recent researchers like Adentwi (1991 in Tamakloe, Amedahe and Atta 2005:87) writing in the context of Ghana indicates that teacher misbehaviour is a contributory factor in student behaviour challenges in secondary schools in Ghana, Adentwi numerates these as lateness to classes, absenteeism, flirting with the opposite sex, being too autocratic in class, refusing to answer students' questions, dressing improperly to class, being drunk and smelling of alcohol in class.

Salifu and Agbenyega (2012:59-60) in their research about discipline in Ghana claim that inappropriate teaching methods, absenteeism and teachers arriving late to class, inconsistent application of school rules by teachers, classroom congestion and inadequate parental care were some of the reasons for indiscipline in schools. The Ghana statistical service (2012:214) states that some teachers believe that corporal punishment is inevitable in the management of their classrooms. They also claim that it can help promote good behaviour on the part of children (Ghana statistical service 2012), despite the fact that it is exposing them to serious harm (Gil 1975; Wolfe 1991; Jambor 2001; Zolotor et al. 2011).

Irwin et al. (2004:58) in their research about classroom discipline in Ghana found that ‘the fear of punishment’ was part of the ‘motivating factors in student’s behaviour in the classroom’, the desire to avoid punishment was key in their findings. Irwin et al. (2004:55) also realized that teachers view students’ behaviour as obedience and because the behaviour was required or demanded by the teacher, the classroom students behave appropriately ‘to avoid the teacher’s anger or any negative consequences’. It can therefore be understood that in the absence of the teacher the students’ behaviour may be undesirable.

### **2.5.3 Regulatory frameworks of managing student behaviour**

The Ghana Education Service (G.E.S) Unified Code of Discipline is the document that regulates the activities of behaviour management in schools in Ghana. However, the country is bound by the various international laws to stop violence in schools (see *Ghana statistical service, 2012:214*). For instance, in the convention on the rights of the child of which Ghana is a signatory, Article 28(2) states that countries must take the most appropriate steps towards ensuring that institutions administer school discipline in a way consistent with the dignity of the student.

Despite these provisions the UNICEF (2014) and Ghana Statistical Service (2012) report of violent discipline in schools. In a foreword to the World Report on Violence and Health (2002) Nelson Mandela indicates that ‘safety and security don’t just happen: they are the result of collective consensus and public investment’. He therefore intimated that ‘we owe our children – the most vulnerable citizens in any society – a life free from violence and fear’. In an effort to achieve this, individuals must be determined to deal with the roots of violence in schools and communities.

#### **2.5.4 My own view in relation to the situation**

Owing to the above-mentioned challenges I think there is the need for Ghanaians to think globally and act locally. Taking global perspectives on board in managing student behaviour would help greatly. My understanding of behaviour managements makes me to think that the wider application of the concept of behaviour management in schools is a continuous process and transient in nature.

Finally, from a personal point of view I think violent discipline in schools in Ghana warrants a paradigm shift, the commitment and dedication of individuals and the Ghana government. All these efforts can be harnessed greatly to deal with this issue, therefore the time to act is now.

### **2.6 Development of behaviour problems**

#### **2.6.1 The concept of behaviour problems/Disruptive behaviour /Misbehaviour**

I will like to highlight again the concept of behaviour problems in this section to provide a clearer appreciation of the issue. The concept of misbehaviour has been explained differently by researchers for instance Lawrence, Steed and Young (1984b:5) in their multinational research in some European countries (including Switzerland, France, Denmark, England and Germany) defines disruptive as 'behaviour which seriously interferes with the teaching process and/or seriously upsets the normal running of the school. It is more than ordinary misbehaviour in the class-room, playground, corridors, etc. It includes physical attacks and malicious destruction of property'. Also, Kyriacou and Ortega-Martín (2010) in the context of Spain considers student 'misbehaviour as any behaviour by pupils which interferes with the smooth running of a lesson'. In different

research conducted in UK by Schlösser & Scarr (2016), Cameron (1998) and Brown and McIntyre (1993) presented their conception of disruptive behaviour in the following:

Schlösser & Scarr (2016) in their study in UK state that 'disruptive behaviour refers to any behaviour that is sufficiently off-task in the classroom, as to distract the teacher and/or class peers from on-task objectives'.

Cameron (1998:33) states that the concept of disruptive behaviour is viewed in five categories presented in the following:

1. 'aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language)';
2. 'physically disruptive behaviour (e.g. smashing or damaging or defacing objects, throwing objects, physically annoying other pupils)';
3. 'socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums)';
4. authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour, using pejorative language)';
5. 'self-disruptive behaviour (e.g. daydreaming, reading comics under the desk, completing "Fantasy Football" forms)' (p.33). Cameron (1998) notes that this category may not affect the teaching activities and for that the teacher and the student but could affect the learning achievement of the student in question.

From the above of descriptions of disruptive behaviour by researchers it clear that the student disruptive behaviour or misbehaviour is a contested terminology and does not easily lend itself to a definition. Montgomery (1989:5) state that 'one of the main difficulties in defining behaviour problems is that they are socially disapproved behaviours

and what one person classes as bad behaviour, another might not, hence value judgements are involved'. Drawing on the above definitions I will describe disruptive behaviour to mean any behaviour which is considered by school leaders, teachers and students as disturbing academic activities in the classroom and life in the school as a whole.

### **2.6.2 Key factors promoting disruptive or challenging behaviours in schools**

In this section, I briefly survey the literature on causes of behavioural problems in schools. However, the differences in opinions and research results about the causes of misbehaviour provide a recognizable picture of the divergence of the problem. Some categorize the causes into internal (biological and psychological factors) and external behaviour variables (see for example Charlton and George, 1993) but this literature review is situated in the context **of social, economic, and political discussion or environmental factors**. The following are the factors associated with student behaviour in schools:

#### **1. Social and home/family factors**

If it is the case that the environment within which children grow influences their behaviour, then the quality of family experiences is possibly to make important contributions, adversely or otherwise, to behaviour of individuals (Charlton and George, 1993). Another key factor in the society which is reported in the literature regarding causes of behaviour problems is that of peer group influences (Frude, 1984: 32).

Hewitt and Jenkins (1946 in Montgomery, 1989: 28-33) discussed the following as being the major clusters accounting for misbehaviour in schools even though it emanates from the home: Rejection by parents; neglect by parents; immature parents; Indulgent parents or 'compensating' parents and neurotic behaviour problems-over socialised to rigid high standards. Cameron (1998) states that parental neglect, divorce, poor maternal and

absence of better relationship between the student and any of the parents are among the reasons for behaviour problems in schools (see also Muijs and Reynolds, 2011).

## **2. School - related misbehaviour**

This section deals with how the school can contribute to issues of indiscipline and misbehaviour resulting from the organisational setup of the school, its policies and programmes. Fontana (1985) argues that the nature of school rules, the system of sanction and punishment, the pastoral care network, the leadership style of the headmaster/mistress and his/her staff may influence the reactions of students. In addition, the absence or poor teaching and learning facilities in the school can negatively influence the behaviour of the students (Singh, 2016) and affect teaching and learning in the school (Schneider, 2003). Reid et al. (2010) identified boredom in the classroom, irrelevant lessons or subjects, assignments being very hard or easy to do, student perceptions of teacher 'victimisation' (Reid et al., 2010:105) among other factors as being the reasons for student misbehaviour in schools.

## **3. Teacher actions and related misbehaviour**

This relates to the teacher's actions and inactions regarding behaviour management. Charles (2002: 13 in Mokhele, 2006:151) indicates that teachers should improve the ways they relate and work with learners by working in a 'collaborative manner'. The behaviour of the teacher can in some circumstances negatively influence the behaviour of the students which will serve as the basis for misbehaviour in the school. This kind of teacher behaviour may include for instance the feelings of the students that the teacher is too authoritarian in nature, poor teaching methodology and similar actions of the teacher (Muijs & Reynolds, 2011; Muijs et al., 2004 cited in Muijs & Reynolds 2011). Therefore,



reasonable teacher commitment (Stoll & Fink 1989; Muijs & Reynolds 2011) is required to ensure the proper nurturing of students. Muijs et al. (2004 cited in Muijs & Reynolds 2011) state that misbehaviour of students is caused by poor teaching and in some cases when it teaching is poorly related the needs, interest and capabilities of the students' in the classroom and in the schools as a whole.

Some literature emphasizes the need for teachers to serve as role models in the classroom for the benefit of fostering and turning out students who can appreciate the need to develop their life styles based on the attitudes of the teachers and democratic attitudes (Bloome and Willett, 1991). Lawrence, Steed and Young (1984a) also state that the quality of teaching in the classroom could have an impact on the behaviour of students. When the students feel that the classroom lesson is boring and irrelevant it can lead to misbehaviour in the classroom (Muijs and Reynolds, 2011).

Page (2014) indicates that researchers have concentrated on the misbehaviour of students to the detriment of the teacher behaviours hence the need for attention to be paid to that. Besides, Muijs and Reynolds (2011:115) note that 'a focus on improving teaching and learning can therefore be a very effective way of improving behaviour in a school'.

#### **4. Curriculum related misbehaviour**

Yarosan (2004 in Salifu and Agbenyega, 2012:52) claim that the inability of school curriculum to meet the needed aspirations of the community in which it is located, among other factors like idleness within the school, and inappropriate morals learnt from colleague students are deemed as issues that can cause indiscipline in African schools. School curriculum should be relevant, appropriate and interesting to the students in order to attract their attention (Wheldall & Merrett 1989, 1990; Muijs & Reynolds 2011). When

the curriculum is unsuitable and not connected to the interest and needs of the students it 'can lead to boredom and rebellion, therefore to behaviour problems' (Muijs & Reynolds 2011:115). Muijs & Reynolds (2011) also state that allowing students 'to engage in activities that better meet their needs, may be one way to help prevent misbehaviour before it occurs' (p.115). Drawing on Muijs & Reynolds (2011) and on my findings I will go on to argue that the school curriculum and the pedagogical practices of the teacher must work in the best interest of the students, the country and the world as a whole (see 6.5 and 4.4.1.2 (1vi)).

## **5. Student related misbehaviour**

The child who is described by Laslett and Smith (1984:49 in Tamakloe, Amedahe and Atta 2005: 94) as 'saboteur' in relation to classroom management, this description is related to a child who threatens to upset the balance of a class and who enjoys the 'drama of a teacher in conflict'. He knows just what to say or does so in order to prolong classroom crises. If a child has a burst of temper, the saboteur will provoke him into another. If a quarrel has ended, he knows just what comments will rekindle it. He deliberately seeks to thwart the effort of the teacher who seeks to maintain order (ibid). The student achieves the destabilisation of the class through the collaborative of his/her peers. In another sphere, student induced misbehaviours that affect the good function of teaching and learning in the school include student riots, vandalism and revolt against the authority of the teacher. These are instances where the collaborative effort of a group of students is required in order to be successful (Amado 2001 cited in Silva & Neves, 2007; Myers & Sangster 2001), to put it in the description of Myers & Sangster (2001:682) 'collective acts of violence'. This kind of student power is framed by Delamont's as the illegitimate informal

power students possess since it is not recognised by the school and can be hazardous (1983).

Finally, students in keeping with their developmental process at a certain period of their age, especially in early adolescence, to put it in the description of Muijs and Reynolds (2011:114), 'will feel the need to rebel and seek attention in the classroom'.

## **6. Economic and other related problems**

Ayensua-Mensah (1984 cited in Irwin et al. 2004:50) indicates that in big families in Ghana where parents are unable to afford such basic supplies as school uniforms, books and school fees. Student attention in classroom is affected and in some instances leading to non-attendance, lack of completed home assignments, and other related deviant behaviours. However, Akyeampong (2009) argues that the current interventions programmes of Government which provides free school uniforms, books, fee free systems (Akyeampong, 2009), enrolment and attendance problems which were associated with these economic challenges should be minimised.

Writing in the context of Portugal, Amado (2001 cited in Silva & Neves, 2007) sums up these disruptive issues into three. These are: 'deviance from the classroom rules', this kind of disruptions disturb the proper functioning of the classroom activities; difficult relationships between the students themselves which sometimes lead to violence and bullying among the students; and 'conflicts in the teacher–student' relationship which defies the 'power and status of the teacher (Amado 2001 cited in Silva & Neves 2007:209) the result of this include violence and destruction of the school property (Amado 2001 cited in Silva & Neves 2007).

### **2.6.3 The link between the factors promoting misbehaviour and my theoretical focus**

Drawing on Delamont (1983) and Silva & Neves (2007), I argue that all the school actors, i.e. school leaders, teachers and students have some kind of power. In the Ghanaian context whereas that of the teachers may be sanctioned by school rules, that of the students may be informal as it is not legitimised by the school. The issue of the informality of their power is what makes it very dangerous because one might not be able to tell when the students will be pulling the trigger, in the form of activating their informal power which might have dire consequences on teaching and learning in school and sometimes it leads to the destruction of school and personal properties.

The school and the society empower the teacher to monitor the behaviours of the students and their academic performance (Delamont, 1983). The power of the students to put it in the description of Delamont (1983:78) 'is directly related to the numbers they can mobilise against the teacher. To have power, the pupil needs help from her friends'. Owing to the fact that in every school there is an informal social structure and groups. Membership of these informal groupings is entirely voluntary but it continues to enjoy patronage because of shared acceptance of ways of behaving and their ability to advance the interest of their members (Morrison & McIntyre, 1973:134 cited Delamont, 1983:78).

The phenomenon of the use of power in the Ghanaian context presents a justification for the use of Foucauldian theoretical position in this research. In keeping with my theoretical position, I have therefore argued for democratic professionalism (see **5.4.1**) which gives the students the opportunity to participate in the decision making thereby creating a feeling of ownership for the school rules.

## 2.7 Abusive disciplinary measures

There has been a debate in the literature regarding the nature of abusive punishment in school. Various researchers and international ratified conventions have used different terminologies like corporal punishment, maltreatment, physical abuse and emotional abuse to describe this ranging phenomenon (see for example Gil 1975; Straus 1991; Wolfe 1991; Straus 1994; Walby 1998; Gershoff 2002). In this section I surveyed literature on these descriptions in order to position this research in respect of the abusive punishment in Senior High Schools in Ghana. For instance, the Convention on the Rights of the Child (1989) states that ‘... all States Parties to take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse ...while in the care of parent(s), legal guardian(s) or any other person who has care of the child’.

The UK National Commission of Inquiry into the Prevention of Child Abuse (1996 cited in Walby, 1998:84) states that ‘child abuse consists of anything which individuals, institutions, or processes do or fail to do which directly or indirectly harms children or damages their prospects of safe and healthy development into adulthood’. Mention must be made of the fact that the Code of Discipline for second cycle schools from Ghana Education Services (GES) makes provision for caning of the students (**see 4.4**).

Wolfe (1991) notes the differences in defining incidence of abuse, maltreatment and the likes, even though this is unintentional, has led to ‘greater confusion and contradiction of terms’ Wolfe (1991). Hence the need for this discussion. The discussion on these terminologies is presented under the following headings:

### **2.7.1 Physical punishment**

In this section I made an effort to define physical punishment as it relates to Ghanaian schools. This is important in order to position the discussion of this research in the proper context and for providing an appropriate literature in order to fill the yawning gap of literature regarding abusive punishment in Ghanaian schools.

Physical abuse is considered by Gershoff (2002) to be a potential consequence of corporal punishment which is practiced by some teachers in the school. Drawing on Gershoff (2002) one can say that corporal punishment is operationally different from physical abuse. Wolfe (1991) states that researchers and legal efforts have been made to explain the physical injuries that amount to Physical abuse. For example, US National Clearinghouse on Child Abuse and Neglect Information (2000 cited in Gershoff, 2002) defines Physical abuse as a concept that 'is characterized by the infliction of physical injury as a result of punching, beating, kicking, biting, burning, shaking or otherwise harming a child'. Even though the teacher might intend to hurt the student, instead the injury the victim suffers might have occurred as a result of physical punishment (Straus & Stewart, 1999). Physical abuse refers to the physical injuries inflicted on individual victims (Wolfe, 1991).

The occurrence of student abuse in schools creates a condition which does not permit the optimal development of the students (Gil, 1975), therefore efforts must be made to get rid of all abusive tendencies in our schools. The UK National Commission of Inquiry into the Prevention of Child Abuse (1996 cited in Hendry, 1997) states the majority of the abuses that individual suffers from can be prevented.

### **2.7.2 Emotional punishment**

In the literature surveyed, the concept of emotional punishment is described as long-lasting in nature. Researchers have moved beyond looking at the physical injuries one suffers to what Wolfe (1991:3) describes as long-lasting emotional 'and developmental consequences of inadequate (i.e., abusive, neglectful, inappropriate) child rearing' (p.3). Wolfe (1991) states that emotional abuse inflicts injuries on the nonphysical of individuals such as the self-esteem and the likes of that, such pains are intangible but could lead to dire consequences on the victims.

Keashly (1997) defines emotional abuse in seven dimensional areas. These are: verbal and non-verbal/physical means of expressing behaviours; a form of recurrent action sustained over a period of time; behaviours that are 'unwelcome, unwanted, or unsolicited by the target' (p.95); it constitutes an inappropriate standard of behaviour toward others including the violation of the rights of persons; actions of individuals cause harm to the targeted persons; those actions are caused deliberately by people and power differences between the target and the abuser is always tilted towards the abuser; the abuser wields more power than the abused.

Drawing on Wolfe (1991) and Keashly (1997) I think emotional abuse in Ghanaian schools is seen in the form of non-verbal and verbal actions. Acts like insults/verbal assault, humiliation, threats and isolation of the student from their colleagues in the classroom are some of the instances students suffer these emotional pains. Emotional abuse refers to a 'hostile verbal and non-verbal, nonphysical behaviours directed at a person(s) such that the target's sense of him herself as a competent person and worker is negatively affected (Keashly et al., 1994 cited in Keashly, 1997:87).

Wolfe (1991:6) claims that 'there is a growing consensus among professionals that emotional abuse (or emotional maltreatment, in the more generic sense) is more prevalent than other forms of maltreatment, and is more destructive in its impact on development' (see also Harter, 1998 Keashly).

### **2.7.3 Corporal punishment**

Straus (1994:4) maintains that 'corporal punishment is the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behaviour'. Straus claims that corporal punishment includes actions like slapping and spanking on the buttocks (Straus, 1994).

Also, Zolotor et al., (2011:57) define corporal punishment to include 'any use of physical punishment against a child in response to misbehaviour'. The common ones consist of caning, smacking, slapping, hair pulling, the use of objects like rod or stick, and ear twisting (Zolotor et al., 2011). corporal punishment is defined by Jambor (2001) to be 'the infliction of pain upon a person by use of a hand or an instrument by someone in authority' (p.220).

The UN Committee on the rights of the child (2006) defines corporal/physical punishment as constituting;

*'any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting ("smacking", "slapping", "spanking") children, with the hand or with an implement - a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). In the view of*



*the Committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child' (p.4).*

Drawing on the above definitions, for all intend and purpose corporal punishment is meant to cause pain and not injury to the body.

### **Advantages of corporal punishment**

Interestingly, some authorities suggest that corporal punishment can have advantages. I start this discussion with the arguments of Wilson (2002), a strong proponent of corporal punishment, who argues that corporal punishment has the following advantages: inexpensive, simple to administer, serves as a deterrent as no individual will like to endure physical pain, reforms students as the student will not commit the offence again because of the fear of pain associated this kind of punishment, and all kinds of people fear the pain associated with corporal punishment.

### **Challenges of corporal punishment**

I started this discussion with Clark (2010) response to Wilson (2002) regarding his position on the advantages of corporal punishment. Clark (2010) in his response to Wilson (2002) indicates that;

- the claim that it 'is cheap and easy to administer' (Wilson, 2002:411) is not the only cheap means to administer punishment. Cheaper punishments of a non-corporal type

include withdrawing of privileges and the likes, based on this information corporal punishment should not be the best option (Clark, 2010).

- Clark (2010) states that Wilson's (2002) suggestion that corporal punishments is an effective deterrent is not working in many instances 'there are some boys, for example, who seek out the pain of corporal punishment for the pride of having the most notches on their belts and the admiration of their peers'. Circumstance like this one, pain cannot be described as the most effective deterrent. Owing to this explanation Clark (2010) asked a question rhetorically, 'is corporal punishment an effective deterrent?' (Clark, 2010:367).
- Clark (2010) says that Wilson's (2002) claim that corporal punishment is best way of reforming the students seem not to be the case since the motivation for reforms if any, is extrinsic which has less value than intrinsic.
- Clark (2010) indicates that Wilson's (2002) assertion that corporal punishment is adjustable pain is so general. This kind of general claim does not demonstrate a superior argument for corporal punishment over non-corporal punishment (Clark, 2010).
- Clark (2010) states that Wilson's (2002) claim that corporal punishment 'is fair for all, since all people are similar in their dislike of pain' (Wilson, 2002:411). This kind of claim holds same for the argument that 'all people are similar in their dislike of pain' (Clark, 2010), therefore fairness claim has to be rejected since it cannot fly in the face of this empirical explanation (Clark, 2010).
- Clark (2010) disagrees with Wilson's (2002) statement that no permanent damage is caused. Clark (2010) reiterates that corporal punishment causes irreparable emotional pain on individuals.

- Clark (2010:370) states that students;  
*'cannot retain their dignity in the face of corporal punishment. Their self-respect and self-esteem are diminished by the pain meted out to them, for they are no longer being treated as embryonic moral agents, worthy of being respected as ends in themselves, but rather are regarded as objects to relieve adult irritations, annoyance, frustration, anger, rage.'*

Other researchers have presented responses to the proponents of corporal punishment.

This is presented in the following;

- Students who experience corporal punishment are at a potential risk of delinquent and criminal behaviour in adult life (Simons, Simons and Wallace 2004 see also Gershoff 2002; Straus 1991; Straus 1994; Straus & Stewart 1999). Also, Greydanus et al. (2003:388) indicates that students who are victims of abuse resulting from Corporal punishment can develop low self-esteem, amplified feelings of guilt, and exhibiting some anxiety symptoms these developments can affect the personal development of the student.
- corporal punishment is deemed as inhumane and poses a negative influence on learning, therefore there cannot be any justification for its practice in the schools (Jambor, 2001). In another vein the Society for Adolescent Medicine indicates that that the several evidence available shows that corporal punishment is not an effective means of managing student behaviour and has serious 'deleterious effects on the physical and mental health of those inflicted' (Greydanus et al. 2003: 388).
- corporal punishment is related to increases in students' aggressive attitudes. Students may resort to violence in future especially during disagreements with

family members such as their spouses and could develop antisocial behaviours like stealing (Gershoff 2002; Evans, Simons & Simons 2012).

#### **2.7.4 Relationship between physical, emotional punishment and corporal punishment**

The distinction in the relationships is presented in the following:

- i. **Corporal punishment is intended to cause bodily pain and not injury whilst abusive punishment (physical and emotional) can cause both pain and injury to the victim**

Straus (1994) argues that Corporal punishment involves the usage of physical strength with the sole motive of making the student to encounter pain, but not injury in order to control or correct the behaviour of the student.

- ii. **Corporal punishment could result in one or both physical abusive and emotional abuse**

Part of the causes for physical abuse and/or emotional abuse is corporal punishment (Straus 2000; Gershoff 2002; Zolotor et al., 2008). Straus (2000) argues that if physical abuse is to be reduced there is the need for corporal punishment to be abolished entirely. Gershoff (2002) claims that physical abuses in schools are an outcome of corporal punishment (see also Straus & Stewart, 1999). However, there is no uniformity or well-defined phenomena regarding physical abuse and emotional abuse. It is the severity in respect of pain and injury that determines how it should be categorised (Wolfe, 1991).

#### **2.7.5 Consequences of abusive punishment**

The following is a summary of how the consequences are presented in the literature:

- i. **The pain an individual suffers as a result of punishment may determine how s/he interacts with others;** Physical and emotional abuses suffered by individuals may

determine how s/he interacts with others (Wolfe, 1991) and sometimes it leads to hopelessness and low self-worth (Fantuzzo, 1990 cited in Wolfe 1991).

- II. **It is a way of teaching violence;** physical punishment of students is probably an effective means of teaching aggression, violence and coercion as the best means of resolving problems with people (Gelles, 1997 and Evans, Simons & Simons, 2012). In using these abusive means of punishment teachers are inadvertently teaching students these violent means of resolving problems with others (ibid).
- III. **It increases the possibilities for students to display complex attitudes of aggression, resistance and similar behaviours;** Research has demonstrated that children who experience physical abuse have the potentials to exhibit higher rates of aggression, resistance and similar behaviours in respecting of administering same physical abuse to others than individuals who have not been abused (Wolfe 1991 and Evans, Simons & Simons, 2012).
- IV. **It creates a feeling of injustice;** students who experience harsh punishment sometimes have the feeling of having been treated unjustly and will want to retaliate against the person who administered the punishment (Simons, Simons and Wallace, 2004). The result of harsh punishment is expected to increase negative consequences rather than positive developments.
- V. **Fosters hostility, anger and generates opposition and defiance;** Abusive punishments create the conditions for hostility, anger and leads to defiance on the part of the students. Instead of these punishments deterring students from committing the perceived offence it emboldens them and sometimes leads to adolescent delinquency, adult crime and magnifies individual antisocial tendencies (Simons, Simons and Wallace 2004; Wilson 2002; Straus & Donnelly, 1994; Straus, 1991, 2001).

- VI. **It creates violence and vandalism;** Abusive punishments have been noted to stimulate violence and vandalism among students. In some cases, it caused long lasting physical damage and increased the potentials for emotional disorders (Jambor, 2001 and Welsh, 1978).

### **2.7.6 Positioning the literature in the context of this research**

In this section I seek to justify the fact that what is happening in Ghanaian High Schools regarding some of the disciplinary measures can best be described as abusive punishment (physical and emotional abuse). Drawing on Freeman & Saunders (2014) it is realised that the dividing line between corporal punishment and abusive punishment is the degree of its severity. Corporal punishment inflicts pain on the body but it is not expected to inflict injury on the victims (Gershoff, 2002). Freeman & Saunders (2014:694) state that the distinction between 'corporal punishment and physical abuse are that the 'correction escalates by stages into abuse. The dividing line between the two - if it exists at all - soon evaporates'. Demonstrating the fact that the two are inter-related but abuse is the graduated form of corporal punishment. I argued in 6.1 that the happenings regarding abuse of the students in the Senior High School is considered as a physical and emotional abuse based on the arguments presented in this section and in 6.1.

## **2.8 Teacher Professionalism**

### **2.8.1 The Concept of Teacher Professionalism**

In order to situate the discussion of these concepts (professional and professionalism) in my theoretical perspectives, it will be ideal to consider these terms in the general perspectives of its debates and discussion hence the need for this discussion. It is significant to state that several scholars have written on the concept of professionalism; among them are Travers and Rebores (1990), Purvis (1973), Stinnett and Huggett (1963) and Parsons

(1954) (their piece of work is on 'professions based on functionalist theory' according to Bourke, Lidstone and Ryan, 2015:85). Other scholars are Evetts (2009), Whitty (2008), Shain and Gleeson (1999), Ozga (1995:21), Hoyle (1995), Goodson and Hargreaves (1996), Abbott (1988), Freidson (1986) among others.

However, what is baffling is that the definitions for the concept of professionalism are many and varied in the literature and they are riddled with debates about the real understanding of the concept (Bourke, Lidstone and Ryan 2015; Hoyle 1995). Professionalism, which has been a recurring theme in recent educational debates (Helsby, 1995; Swann et al. 2010) cannot easily lend itself to a definition because of its wide range characteristics, theoretical perspectives (Helsby, 1995; Hilferty 2008; Goodson & Hargreaves 199; and Bourke, Lidstone & Ryan 2015) 'status and material advantages' attached to this concept (Helsby, 1995:317).

The explanation of these researchers is presented as follows: Gleeson, Davies and Wheeler (2009:117) for instance, conceptualise 'professionalism as a socially defined or situationally constructed process'. Whitty (2008:28) states that 'definitions of professionalism vary across time and space'. Shain and Gleeson (1999:446) indicate that 'professionalism has different meanings in different contexts and for different people'. Englund (1996:75) characterises professionalism as 'a pedagogical project, concerned with the internal quality of teaching as a profession'. Helsby (1995: 317) states that the notion of teacher 'professionalism is socially constructed and is subject to geographical and cultural differences in interpretation, which themselves may change over time'. Hoyle (1995:59) concludes that 'to be 'professional' is to have acquired a set of skills through competency-based training which enables one to deliver efficiently according to contract a customer-

led service in compliance with accountability procedures collaboratively implemented and managerially assured'. Hanlon (1998:43) states that 'the values and attributes of professionalism are fluid and subject to change and struggle' therefore 'professionalism is a shifting rather than a concrete phenomenon' (Hanlon, 1998:43). Bell (1976: 374 cited in Freidson, 1986:13) claims that 'a profession is a learned (i.e. scholarly) activity, and thus involves formal training, but with a broad intellectual context'. Ozga (1995:21) thinks that 'professionalism is best understood in policy context'.

Gewirtz et al. (2009) state that the concept of professionalism offers different understandings. At least two are worth explaining in this instance- in the first case 'it points in the direction of 'profession', that is a category of occupational classification; and second, in the direction of 'professional virtues' (Gewirtz et al. 2009:3). This type of classification dowels on the regulatory body's technical and ethical benchmark occupational roles (Gewirtz et al. 2009).

The focus of this research in reviewing this literature is on teacher professionalism vis-a-vis the global shift in policy geared towards shaping teachers' attitude and work that seek promote PBM. Without delving into the controversy of definitions of the concept of professionalism since the wider concept is not within the scope of this research.

I drew on Shain & Gleeson (1999), Davies (1996) & Whitty (2008) in Chapter Seven to deal with peripheral but integrated issues regarding democratic professionalism as well as 'deprofessionalization and reprofessionalization' (Shain and Gleeson, 1999:446 & 459).



## **2.9 Education Policy-Making and Reviews in Ghana**

### **2.9.1 Introduction**

In this section, the literature review on Education Policy-Making Process in Ghana is done to give a clear perspective of education policy-making in Ghana and to demonstrate the capability of government in power to change policy prescriptions if it deems it necessary. At the same time this review will demonstrate that at the implementation stage of policies in-service-training has always been a major activity (see 2.9.2 (iv)). The review offers an understanding of the trajectories of education policy formulation and practices in Ghana. It is presented under the following headings:

### **2.9.2 Education Policy-Making Process in Ghana**

Nudzor (2014) discusses policy-making in the Ghanaian context in four stages. These are: conception stage, consultation stage, development stage, implementation stage and evaluation stage. These processes are summarised in the following;

- i. **The conception stage;** this process creates the opportunity to respond to demands regarding policy-making by establishing national committees or commissions which often draw its membership from key stakeholder organisations in an effort to review the situation that demands policy direction. The experiences acquired in the implementation of the existing policy are often expected to inform the proposed policy change (Nudzor 2014; Fredua-Kwarteng 2015).
- ii. **The consultation stage;** this process permits the committee or the commission to solicit views from the public. Various forums are used for this purpose. This includes press conferences, public forums, radio discussions and the likes (Nudzor, 2014). The review committee or commission carries out nationwide consultations through these forums

and accepts petitions. It is the responsibility of the review committee to put together the views discussed or/adopted at these events. The reports of the committee are submitted to the government as part of the policy change recommendations, who then issues out a white paper indicating the aspects of the recommendations that could be developed into policies (Fredua-Kwarteng 2015; Nudzor 2014). English language which is the official language of Ghana is often the medium of communication at these events (Nudzor, 2014).

- iii. **The development stage;** the process moves to the stage of what Nudzor (2014:5) describes as ‘the clarification of aims, detailed planning, pre-testing of materials, or alternative plans’. At this stage pilot-testing of the policies is critical in order to minimise the challenges that may be associated with the proposed policy and the subsequent submissions of recommendation embodied in the form of bills to Ghanaian parliament for approval or to the ministry approval (Nudzor, 2014). The Junior Secondary School (JSS) concept in Ghana for instance, which emanated from the 1987 education reform programme, was experimented in some selected towns before it was implemented nationwide.
- iv. **The implementation stage;** the policy recommendations emanating from the consultative process requires approval from the Ministry of Education or/and be passed into law by the Ghanaian parliament. GES takes charge of implementing the policy on behalf of the ministry of education. However, an implementation committee could be established to support the implementation of the programme. The implementation strategies could involve in-service training for teachers (Nudzor, 2014).
- v. **The evaluation stage;** the successes or failures of the policy prescription is assessed in this instance. This is considered as the final stage of the process. An analysis of the

entire process is required. An independent assessor is often required to evaluate the process (Nudzor, 2014). Nudzor (2014:6) claims that 'implementation of education policy in Ghana is conceptualized as a hierarchical in nature consisting of governmental, regional, district, and school levels' (Nudzor, 2014:6).

### **2.9.3 Politics and Education-policy making in Ghana**

In the current democratic dispensation in Ghana, some citizens think that if politicians stay away from educational policy-making it will be appropriate. The same citizenry think that government must take the needed steps to ensure that schools function appropriately and are often quick to blame the government for failure in the educational system. In some instances, some of the policy decisions taken by government are often regarded as political decisions. For instance, the decision by the Kufour in 2007 administration to change the duration of the SHS from three years to four years was regarded as a political decision which subsequently attracted the then largest opposition NDC to make a manifesto pledge to reverse the duration. Subsequently in 2009 when they won political power the duration was reversed to three years. I termed this period as an era of polarisation of education policy making in Ghana as arguments regarding this duration was reduced to political affiliations in Ghana.

Any time a new government comes into power in Ghana either military or democratic, efforts are made by the new government to review the educational activities of the past government and in most cases committees or commissions are established to review the educational issues (see Nudzor, 2014). These commissions and committees have been associated with the educational review and policy-making process in Ghana dating back to the colonial administration (see Fredua-Kwarteng, 2015; Nudzor, 2014). It is always the government of the day who appoints the chair persons of the committees or commissions,

determines their terms of reference, receives their recommendations and issues white papers to adopt, alter or reject some of their recommendations (Fredua-Kwarteng, 2015).

The various committees or commissions established in the education review process in Ghana pertinent to my focus include the following:

- **Educationists Committee in 1920;** this committee recommended an expansion in basic education in Ghana, which hitherto had only the castle schools and mission schools. Moral education as part of character training process was recommended (Fredua-Kwarteng, 2015).
- **Mills-Odoi Commission in 1966;** this committee recommended the centralisation of school management in secondary education and routine inspection of private schools as it was pertaining in the public schools (Fredua-Kwarteng, 2015).
- **Kwapong Review Committee in 1970;** The structure of education of this committee was adopted by Dzobo Commission. Indeed, the Busia regime partly experimented this policy between 1969 to 1972 (Fredua-Kwarteng, 2015).
- **The Dzobo Commission in 1974;** This commission proposed 6-year primary education, 3-year junior secondary education, and three-years of senior secondary education. These recommendations were implemented on experimental basis by Busia's administration in 1969-1972 (Fredua-Kwarteng, 2015:85).
- **The Education Commission on Basic and secondary Education in 1987;** this commission examined the means of implementing the JSS and SSS education system as contained in the Dzobo commission's recommendations (Fredua-Kwarteng, 2015:85).
- **The Education Reform Review Committee in 2002;** This committee recommended 2-year kindergarten education, 6-year primary education and 3-year JSS education as well

as the need for capitation grants in order to increase access to education (Fredua-Kwarteng 2015; Nudzor, 2014; Little 2010:27). Following the work of the review committee the government of president Kufour accepted the recommended structure of education, introduced the capitation grant scheme 2005, increased the duration of the SSS from 3 to 4 years and changed the names from JSS and SSS to Junior High Schools (JHS) and Senior High Schools (SHS) in their respective order in 2007(Fredua-Kwarteng 2015; Nudzor, 2014; Little 2010).

In 2009 following the victory of NDC in the 2008 general election the duration was revised from 4 years to 3 years. The 3 year SSS programme which began in 1990 lasting up till the time of the change in duration in 2007, about 17 years of its implementation, therefore enough time and thinking might have gone into the reasons for an increase in the duration by one year as compared to two years of the new policy implementation (2007-2009) as the first badge of the new structure was yet to be produced. Some of the reasons advanced in 2007 included the need to give the underprivileged the opportunity to catch up but when the NDC assumed office in 2009 in less than two years of its implementation the duration was reserved with the explanation that there were not adequate facilities in the school to accommodate the fourth-year students (Little 2010; Fredua-Kwarteng 2015; Nudzor, 2014; NDC 2008).

The 2012 elections saw the NPP campaigning for free SHS whilst the NDC campaigned for quality education. The aftermath of the 2012 elections, specifically September 2016, saw the NDC government which campaigned against the free SHS policy of NPP implementing progressive free SHS policy initiative, raising unprecedented levels of debates in the media and among the citizenry about the intentions of the ruling government (NPP, 2012; NDC 2012; mjoyonline.com, 2016).

#### **2.9.4 General implications of education policy-making and my research focus**

From the review presented in 2.9.2 and 2.9.3 it is clear that national education policy-making in present day Ghana is more committee or commission based, where the government of the day sets up a committee or commission with clear terms of reference to do nationwide consultations using English as medium of communication in the regional and district capitals as well as in some selected institutions (Fredua-Kwarteng, 2015; Nudzor, 2014). But from 2008 to present there is the gradual move towards the 'manifestolisation' of education policy-making in Ghana cum the committees or commissions work; this is the document in which political parties make their promises to be implemented when political power is captured or retained. I shall argue later in this section that the attitudes of government towards the work of these committee defeats the purpose of the decentralisation legal regime in Ghana and at the same time argue that very few people in Ghana vote for parties based on manifestos.

The recurring themes in the policy documents from the colonial period to present policy initiatives have been the attempt to provide free basic education (and of late secondary education), access, vocational oriented education, quality and costs cutting (Akyeampong et al. 2007; Little 2010) which seem to be the continues rhetoric. My observations about the current education policy-making/formulation and implementation practices are submitted below:

- Hierarchical structure of policy formulation and implementation with concentration of power at the centre; policy formulation and implementation directives come from the national government where politicians and some technocrats direct affairs down to the lowest level. This is the situation despite the efforts of the current legal regime aimed at ensuring decentralisation in Ghana, specifically the 1992 Constitution Chapter 20

(Article 240) and Local Government Act (Act 462 (1993)). Fredua-Kwarteng (2015:84) finds the work of these committees as 'undemocratic, elitist, and top-down the current participatory model of national education committees'. The hierarchical structure where power is concentrated at the centre is still the way of education policy-making and review in present day Ghana (Nudzor, 2014). There is the need for the state government to create an avenue for Ghanaian institutions, as Carter (1998) puts it, 'to make transition from a modern (social engineering) to a postmodern (reflective action) state'. In this instance the 'modernist organising there is centralisation of decisions, policies and objectives (whereas) postmodern organising teams of equals are skilled to do their own planning, organising and controlling' (Boje and Dennehy 1993:106 cited in Carter 1998:20). Therefore, the national government needs to respond to the postmodernist world which might have the potentials to properly engage the citizenry.

- The work of the committee is elitist in nature, leaving the vast majority of the illiterate population of about 25.9% who are not literate in either English or a known Ghanaian language (Ghana 2010 Population and Housing Census). This even has a wider gender and regional implications as the illiteracy rate is significantly higher among the women (about 31.5%) than male (about 20%). Equally regarding regional distribution, Greater Accra, which houses the national capital and national government, has the highest literacy rate of 89.3 % (10.7 illiteracy rate) whilst Upper East located in the Northern part of Ghana has 47.5% literacy rate (52.5 illiteracy rate) (Ghana 2010 Population and Housing Census). This gloomy picture sends a signal that this segment of the population might be cut off from the deliberations of these communities as a result of the literacy barrier because the medium of communication is in English. Also, the work of the

communities is often concentrated in the district and regional capitals leaving the vast majority of the cities.

- The committees and commissions role are advisory and their functions are limited to the terms of reference handed to them by the government. What is more worrying is that the work of the committees and commissions are not morally or legally binding on the governments that appoints them but depending on the style and leadership of the committees they could influence the decisions of the government (Fredua-Kwarteng 2015). So, the white paper the government issues after receiving the recommendations of the committee or commission is to accept in full or in part the recommendations as it deems fit.
- Committees and commissions are transient in nature and they are expected to be dissolved after the submission of their report to the government (Fredua-Kwarteng 2015; Nudzor, 2014). This means that it might not have the opportunity to clear itself from the possible misinterpretation and misapplication of its report.
- **Depoliticisation of education policy-making;** Researchers like Nudzor (2014:6) called for an ‘urgent need and action to be taken to “depoliticized” education policy initiation’. This requires that partisan politics is avoided (Nudzor, 2014:6). I disagree with him on this basis because policy-making is inherently political (Nutley, Davies & Walter, 2002). I rather think political polarisation should give way to evidence-based policy and practice (see Nutley, Davies & Walter 2002). But I agree with Nudzor (2014:6) on the need to discourage ‘the imposition of policy from the centre’. This is the bane of the main issue in my candid opinion.

The emotional reversal of education policies of political opponents without evidence-based justification might not help the development of the education system in Ghana.



It is not enough to state that the policy review was contained in the party's manifesto pledge therefore non-implementation will mean deviating from the approved mandate of the people. As voter myself in the fourth republic in Ghana, I suspect that many people are unaware of the manifesto pledges of political parties and the few who are not unaware do not take them seriously as many of them are not implemented before the tenure of the government ends.

- **International organisations:** The World Bank has been at forefront of financing educational projects and assisting in shaping educational policy-reviews and changes. From the time of independence in 1957 educational financing was done using domestic resources. However, in the 1980s the World Bank became the leading financial institution supporting the educational sector. This support was part of the economic recovery efforts towards assisting various economies to achieve financial stability by providing financial credit to assist the education sector in times of reforms. The World Bank on-going as educational projects currently in Ghana as at 2016 aims to improve delivery of basic education services (Newitter, 2015b) and access and quality of senior secondary education in deprived communities leading to the construction of community schools which is in line with the manifesto pledge of the current NDC government aimed at increasing access and quality in SHS in Ghana as contained in their 2012 manifesto (Newitter, 2016a, 2016a & 2015; citifmonline.com, 2016b & 2014). The development of knowledge economy which has an implication for education policy-making and changes is what is pushing the World Bank to support nations to translate this into policy prescriptions (Ball, 2013b). This kind of World Bank support is geared towards 'helping developing countries to equip themselves with the highly skilled and

flexible human capital needed to compete effectively in today's dynamic global markets' (Ball, 2013b:24).

From the above presentation, it is clear that policy formulation is done at the centre of governance propelled by the interest of the ruling government. I argue that education-policy making in Ghana should be informed by evidence, as this will enable the Ghanaian government to channel its support into meaningful ventures. Hence the need for research like this present one in which evidence has been established to affect behaviour management policy and practice in Senior High Schools in Ghana.

Evidence-based policy will ensure that policy reviews and changes are better informed by the available evidence (Nutley, Davies & Walter, 2002). The Cabinet Office of UK in discussing the evidence-based policy and practice (EBPP) strategy in 1999 defines evidence to mean: 'Expert knowledge; published research; existing statistics; stakeholder consultations; previous policy evaluations; the Internet; outcomes from consultations; costings of policy options; output from economic and statistical Modelling' (Strategic Policy Making Team (SPMT) (1999 cited in Nutley, Davies & Walter, 2002:2).

Also, it is important to mention that policy making should engage relevant stakeholders on the note of evidence-based issues to put this kind of engagement in the description of Ball (1994:16) these policies are;

*'the product of compromises at various stages (at points of initial influence, in the micropolitics of legislative formation, in the parliamentary process and in the politics and micropolitics of interest group articulation). They are typically the cannibalized products of multiple (but circumscribed) influences and agendas. There is ad hocery, negotiation and serendipity within the state, within the policy formulation process'.*

## **2.10 Staff Training and Development**

### **2.10.1 Introduction**

In this section, the concept of staff development is reviewed with emphasis on staff development needs. This is to give an indication that I will be drawing on the key researchers used in this literature review, for example Jones et al. (1989) and O'Sullivan, Jones, & Reid (1988), to discuss issues of staff development needs of Ghanaian teachers that could be crucial in the quest for PBM in Ghanaian schools and to enhance the teachers' ownership of possible constructive change (see 6.6). I will also be discussing the proliferation of terms such in-service education, Continuous Professional Development (CPD), staff development and professional development and how some researchers claim they can be used interchangeably.

### **2.10.2 The Concept of Staff Training and Development**

The concept of staff development is described differently by different researchers. The following are some of the definitions:

Dillon-Peterson (1981 cited in O'Sullivan, Jones, & Reid, 1988) considers staff development in the dimensions of organisational development and improvement which provides the foundation for school improvement leading to individual growth and enabling environment for constructive school change.

Also, Vaughan (1983 cited in O'Sullivan, Jones, & Reid, 1988) describes staff development in respect of the means through which current research into school teaching and learning is utilized to facilitate changes in the school.

Day (1999) states that:

*'Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives' (Day, 1999:4).*

Day (1999) indicates that this definition takes into consideration research conducted into teacher learning and development issues which make it critical for me to draw on it as an essential guide to discuss staff development needs of teachers. Also, Rose & Reynolds (2007) describe Day's (1999) definition as a very comprehensive one that deals with all the behaviours needed to ensure change in the classroom. Teacher ownership of staff development programmes is an important characteristic of ensuring an effective school (Rose & Reynolds, 2007; O'Sullivan, Jones, & Reid, 1988). The main goal of continuous professional staff development (CPD) is to ensure that the needed changes in the classroom management, teaching and learning occur as effectively as possible (Goodall et al. 2005). Day (1999) states that the essence of CPD is to improve individual teacher's professional knowledge. This kind of knowledge is described as 'the knowledge possessed by professionals which enables them to perform professional tasks, roles and duties with quality' (Eraut, 1996:1 cited in Day, 1999:53).

Critical aspects of organisational development include policy development and implementation. An effective implementation of these policies will support the needed changes required. The required knowledge needed to ensure that the intended behaviour change occurs is often a big issue in our quest to make the change happen (Thompson & Sharp, 1994). This emphasises the need for staff development. Thompson & Sharp (1994: 85) indicate that 'it is usually not only the children who need to change their behaviour for effective policy implementation, but staff will need to do so ... in certain minor but significant ways'.

I hope that these staff development programmes will assist teachers 'to create and sustain an inclusive learning environment for their pupils, which is engaging, exciting, and empowering, so that understanding, knowledge and skills are strengthened and advanced in a way that leads pupils to see that learning really is for life' (Door, 2014:2).

The UK National Commission of Inquiry into the Prevention of Child Abuse (1996 cited in Hendry, 1997) whilst noting that most of the cases of abuses that people suffer from can be prevented, recommends training regarding abusive tendencies of those individuals who care for others. However, no specific course of study was recommended for this activity which I interpret to mean that needs assessment in schools will help in this direction. I have discussed needs of the staff in this research as part of the process to promote PBM (see 6.6). This I think presents a justification for me to review literature relating to staff development in our schools.

Also, Hendry (1997:228) states that the commission mentions that 'it is the responsibility of institutions which provide initial teacher training to ensure new teachers can recognise when children are showing signs which could indicate they were at risk of abuse and have

an understanding of how disruptive behaviour may be a sign of distress'. My hope is that these critical recommendations should engage the attention of teachers, school leaders and teacher training institutes (see **6.7** and **7.1.5**).

### **2.10.3 Use of terminologies**

Various terminologies have been used interchangeably by researchers to describe the concept of staff development. I have reviewed the relevant literature in this section to indicate that I might be using them interchangeably in the discussion to mean the same.

O'Sullivan, Jones, & Reid (1988) indicate that researchers use the terminology 'staff development' to mean in-service teacher education in the context of training activities geared towards helping teachers to improve their work (see also Sparks, 1984 cited O'Sullivan, Jones, & Reid, 1988).

Also, Turner and Mitchell (2004) whilst noting the potentials for confusion in the CPD-related discussions regarding the proliferation of various terminologies indicate that CPD can be interpreted to mean the following:

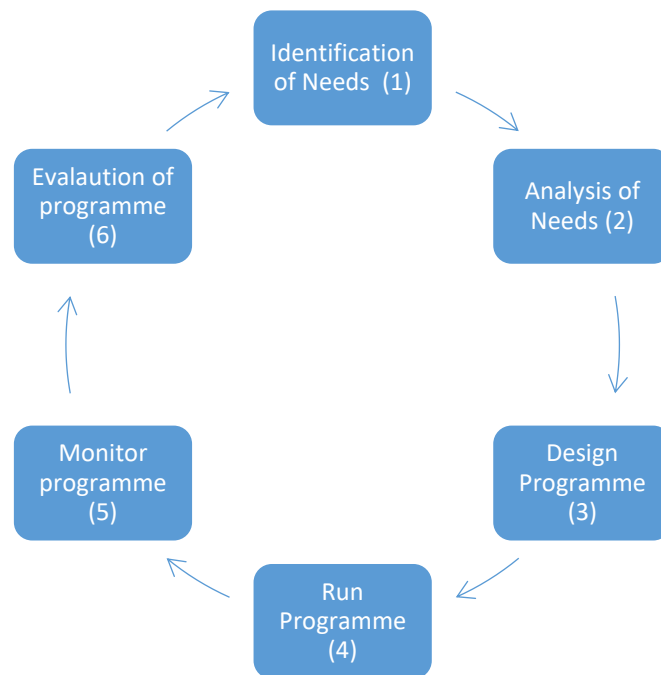
- In-service training
- Staff development
- Professional development

Garrett and Bowles (1997 cited in Turner and Mitchell 2004) make a distinction between training, staff development, and professional development. They interpret training to mean a short-term activity meant for a specific group of individuals, staff development a medium-term activity which might involve the entire staff in the school and professional development as long term and career-oriented activities. Turner and Mitchell (2004) see the terminology 'CPD' as a generic term that includes all the three aspects; professional

development, staff development, and training. Also, Goodall et al. (2005) see the terminology CPD to be a vital tool in schools as it helps to promote 'professional and personal development for staff and to improvement in teaching and learning' (p.6).

#### 2.10.4 The Staff Development Cycle

**Figure 2:1 The school-focused staff development cycle**



**Source:** O'Sullivan, Jones, & Reid (1988:9)

Figure 2.1 shows the yearly staff development cycle in schools. This is a six-stage cycle which consists of the following:

- identification of staff needs
- analysis of staff needs
- design of the Staff Development programme
- implementation of the Staff Development programme
- monitoring of the programme

- Evaluation of the programme

This six-stage cycle is explained below:

**Identification of staff needs.** This is the situation where the staff needs for the intended staff development programme is assessed. It is expected to assess all aspects of school life with the potential to promote teaching and learning in the school. This is done through several methods including interviews, peer evaluation, questionnaires and other methods (Jones et al. 1989).

**Analysis of staff needs.** An analysis of the needs identified is vital to design staff development programmes that could meet the needs of both students and teachers. This kind of analysis is a process that takes into consideration ‘an overview of the performance of the organisation. Its purpose is to identify where training can make major contributions to improving organisational performance’ (Roscoe, 1995:50). Identification and analysis of staff needs shall feature as an important part of my discussion in **6.6**.

**Design of the Staff Development programme.** The programme design is expected to deliver the learning experiences or content required. This kind of design includes a ‘response to the data gathered and analysed’ (O’Sullivan, Jones, & Reid, 1988) as a way of addressing the staff development needs. When the needs of teachers and other significant members of staff in the school are established, prioritising is key to developing appropriate content for delivery (Jones et al. 1989).

**Implementation of the Staff Development programme.** Delivering the content of the staff development programme is the concern in this direction. The implementation of the programme is informed by the design of the programme as ‘poorly designed activities can set back teacher support and impair motivation’ (Jones et al. 1989:86). I argue that the



motivation to participate in the Staff Development programme and to implement the learning activities is essential for the overall success of the programme.

**Monitoring of the programme.** Monitoring the programmes, including any feedback, is essential for the successful implementation of the programmes. This requires the staff development coordinator (Jones et al. 1989) to develop appropriate tools to make the monitoring process very effective as s/he is expected to coordinate the entire programme (Jones et al. 1989).

**Evaluation of the programme.** Evaluation of the staff development programme should be at each stage of the cycle and should not be postponed until the final stage (O'Sullivan, Jones, & Reid, 1988). The overall evaluation is expected to be done at the end of the programme.

All these factors in the cycle are geared towards ensuring the needed change in schools. An appropriate change is inevitable therefore teachers in the process of doing their work 'will experience a variety of forces which will produce change in knowledge, understanding, skills and probably attitudes. Without this change, 'schooling', as opposed to education will stagnate' (Jones et al., 1989:5). Jones et al. (1989:5) state that 'staff development programmes provide the means for teachers to experience continuing education as part of a team of professionals'.

### **2.11 Potentials of education to reduce violent culture in school**

In this section I examine the potentials of education to reduce violent culture in Ghanaian High Schools. In the literature, the conceptualisation of violence in school ranges from violent disciplinary measures to student rioting, vandalism and the likes (myjoyonline.com, 2013; Baker, 1998). I consider that the violent culture in Ghanaian schools which is

manifested in the form of violent disciplinary measures, student rioting and vandalism can be addressed by the education system. I think education is the main vehicle for addressing these issues for the following reasons:

**I. Schools have access to students**

As schools offer the reliable constant contact to students all through the developmental years (Gottfredson, Wilson & Najaka, 2006:56) it is not far-fetched to mention that appropriate programmes in schools can help prevent future violent culture in school and the society. This kind of access to the students means that the experiences that students go through in these schools should be well tailored to have an acceptable and violence free school environment.

**II. School staffed with professionals**

Schools are expected to be staffed with people who can help develop an appropriate and inclusive learning culture and environment in schools (Baker 1998; Kyriacou 2014; Door, 2014). This requires them to have appropriate training in place for staff to enable them achieve the desired objective. The quality of initial teacher education and training, and the subsequent staff development programmes can help improve the quality and effectiveness of teachers to better assist the students in the schools (O'Brien 2012 see also O'Sullivan, Jones, & Reid 1988 and Jones et al. 1989). Baker (1998:36) states that 'schools participate in violence problems when they fail to provide students with meaningful social contexts within which to function. If the school environment is perceived as hostile or threatening, students may respond with a range of violent behaviours'.

### **III. Style of school management of disciplinary issues**

The ways of managing student behaviour can help avoid school violence or accelerate its occurrence. Gorski & Pilotto (1993 cited in Baker 1998: 36) note that 'school disciplinary practices are another contextual variable likely to exacerbate problems of violence'. Abusive punishment in schools can stimulate violence, higher rates of aggression, vandalism among students and affect the way students interact with others (Evans, Simons & Simons, 2012; Jambor, 2001; Wolfe, 1991; Gelles, 1997; Welsh, 1978).

### **IV. Political factors**

Political will is required to ensure that education plays the role is expected to play. The government must commit itself to evidence-based policy and practice reforms in education in Ghana. Appropriate systems must be put in place by government and provide the needed support to schools to carry out their duties.

On economic issues, poverty has been a significant factor regarding the provision of basic supplies like school uniforms, books, sanitary pads, school fees, equipment and other supplies (Parkes & Heslop, 2013; Ayensua-Mensah 1984 cited in Irwin et al. 2004). There are some instances of sexual violence against girls (UNICEF, 2014). This kind of violence starts in the form of sex in exchange for goods which is often a direct consequence of poverty. The perpetrators can be older men and boyfriends supplying such material goods, or in some cases, teachers, even though they are paid to teach, are the main perpetrators of this violence (UNICEF, 2014). These issues will, I suggest, go a long way to affect school attendance. Mention must be made of the fact that this is not the focus of the current study.

However, Akyeampong (2009) notes that various interventions of Ghanaian Government such as the fee free systems, free school sandals, books, sanitary pads and school uniforms (all these issues are associated with economic challenges), would possibly minimise enrolment and attendance problems. There is little accessible literature regarding the relationship between economic factors and conflicts relationship between students and teachers or students and school. The kind of conflict currently reported results in violence leading to the destruction of the school property (Amado 2001 cited in Silva & Neves 2007; myjoyonline.com, 2013). What is key to note is that many teachers do not have the knowledge and skills to apply alternative disciplinary measures (UNICEF, 2014; Parkes & Heslop, 2013). It is hoped that my research would therefore provide the needed impetus towards the promotion of positive alternative disciplinary measures in Ghanaian schools.

The evidence provided by my literature review, suggests that the search for the solutions to school violence in Ghanaian schools is needed now. This should be achieved taking into consideration the safety, dignity, and self-esteem of the students. It is on this note that I agree with Noguera (1995:189) that if schools fail to respond to these issues of violence in schools 'popular support for public education may be endangered'. I have therefore offered appropriate alternatives in 6.7 for finding a lasting solution to these issues in Ghanaian schools.

## **2.12 Appraisal of literature and concluding statement**

The literature review in this research examined the concept of PBM, the context of education and behaviour management in Ghana, development of behaviour problems, abusive disciplinary measures, teacher professionalism, education policy making in Ghana and issues of staff development.

The literature and the background context identified incidence of violent and abusive disciplinary measures in Ghanaian High schools which have the potential to affect the emotional and physical well-being of the students. All these issues identified direct the attention of researchers to explore the potentials for PBM in Ghanaian schools. Therefore, I see this research as a pioneering work and a significant mile- stone towards ensuring PBM. As shown in this review, other empirical studies have already established in clear terms the need for schools to demonstrate their ability to be responsive to the rights, dignity and self-esteem of students and that these form part of the core ingredients of PBM. Any in-service training for teachers and school leaders should take into consideration these ingredients. This chapter sets the tone and provides reflections for my methodological orientations in the next chapter (Chapter Three). Chapter Three considers the Methodology, Research Methods and Ethical Considerations.

## Chapter Three

### Methodology, Research Methods and Ethical Considerations

#### 3.0 Introduction

This chapter examines the theoretical defense for the research and the procedure adopted for the collection and analysis of the data. This discussion has been divided into theoretical framework consideration, research design and research methods and ethical considerations.

#### 3.1 The Role of Ball in this Theoretical Framework

The role of Stephen J. Ball in the theoretical construction of this study is twofold; his interpretation of Foucault's work and his theoretical works which complement Foucault's work in the analysis of the field data and the disciplinary policy documents of the various Senior High Schools in Ghana.

In the first instance, Ball's (1990) interpretation of Foucault's (1977) instruments of Normalisation (hierarchical observation, normalising judgements, and examination) were explored in my analysis of behaviour management in Ghanaian schools to provide an understanding of the classroom practices of the teacher and the schools' practices of dealing with disciplinary issues.

Also, Ball's (2013a) appreciation of discipline (anatomo-politics) and regulation (biopolitics) are engaged in this context to explain the legalization of students' categorization for disciplinary purposes in order to manage the student population. On the basis of this understanding, Ball's (2013b: 217) concepts of policy 'conservation' and dissolution' were engaged to serve as pointers to aspects of the policy prescriptions that are worth retaining

or changing in order to have a proper relation with contemporary education and in line with the dictates of the SDGS.

Finally, Ball's (1987) theory of micro-politics is used in this research to examine school organisation, decision-making process in the schools, and the impact of ideological orientations of school staff on school activities.

### **3.2 Theoretical Considerations**

#### **3.2.1 Introduction**

In search of explanations regarding how discipline is maintained in schools, some educational researchers like Ball (1990, 2013a), Gore (1998 and 1995), Walkerdine (1986), Marshall (1990, 1996), Popkewitz (1998) and Goodson (1990) all turned to the work of Michel Foucault, relying on his (1977) *Discipline and Punish: the birth of the prison* and his later work and interviews.

Following the footsteps of these studies, in my approach to the interpretation and analysis of the data I have adopted the following:

- Foucauldian analysis, specifically power and knowledge in education, relying on Foucault's *Discipline and Punish* and his later works and interviews (for example Foucault 1980; Foucault, (2003b) & Foucault, (2003a) his lectures at the Collège de France, 1974-1975) and
- Ball's theoretical works including that on micro-politics of the school.

This my research draws upon the work of these researchers to test the applicability of the Foucault's concepts in the Ghanaian context. I have used those theories in practice to achieve the set objectives (see **4.4; 4.5; 5.1**). Using the appropriate theories for research analysis is critical as Ball (1995:265-6) indicates that 'the absence of theory leaves the

researcher prey to unexamined, unreflective pre-conceptions and dangerously naïve ontological and epistemological a prioris'. Find below specific explanations regarding how those theories have been used in this research;

### **3.2.2 Theoretical Frameworks**

I used Foucault's concepts of Regulation, Normalisation and Surveillance as tools for analysis in this research, which was complemented by Ball's (1987) theoretical work with the aim of examining the epistemological and ontological constructions which govern behaviour management in Senior High Schools in Ghana. In using this Foucauldian approach, I have also reviewed literature regarding criticisms of Foucauldian methodology and related responses which is examined in **3.2.4**

### **3.2.3 The 3 Foucault's Concepts**

#### **I. Regulation**

Discipline and regulation are what Ball (2013a) refers to as the two techniques in the management of the population. Ball thinks that 'discipline is anatomo-politics, and regulation is biopolitics' (Ball 2013a:45). These are 'two forms or levels of power which intertwine with the aim of the management of the population' (Ball, 2013a:45). Ball (2013a :60) argues that 'the regulatory (bio-power) and the disciplinary operate at different levels, what we might roughly call policy and practice, but which are closely interrelated at many points'. Ball (2013a:81) deploys these two to deal with issues of education policy in work.

For purposes of this research I consider regulation as using the Ghana Education Service unified rules and regulations to control subjects, including reward, punishment and sanctions. The global policy discourses have engaged my attention in this regard. I have been engaged in what Ball (2012:10) calls policy mobility, most especially the international



ratified conventions like the UN Sustainable Development Goals (SDGS)<sup>2</sup>, in an effort to explore the issues surrounding how disciplinary policy is conceptualised and implemented in Ghanaian High Schools with a view to recommending possibilities for constructive change. Also, in doing this analysis the concept of regulation has supported me to determine what Dye (2002:6-7) describes as ‘the causes and consequences of public policies and an effort to develop and test general prescriptions about the causes and consequences of public policy and to accumulate reliable research findings of general relevance’.

‘Technologies of discipline’ (Foucault, 2003a:251) and ‘technologies of regulation’ (Foucault, 2003a:251) are in the context of this research used to sanction student categorization and techniques of disciplinary measures in Ghanaian schools in order to manage the students. In this study, Foucault’s concept of regulation is used to analyse the policy prescriptions in Senior High Schools in Ghana and perceptions of the effectiveness of current disciplinary policies. This Foucauldian concept has been used in the analysis to deconstruct aspects of the policy that do not promote Positive Behaviour Management (PBM) and that undermine globally ratified UN conventions that seek to protect human rights, dignity and self-esteem which are the critical ingredients of PBM (Raths 1964; Black and William 1998; Grundy & Blandford 2006; Hayes et al. 2011; Kyriacou 2014).

Educational institutions develop regulations which are the sources of their power, Foucault (1983:218) describes these regulations as;

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<sup>2</sup> The SDGS represent a global commitment towards making life better for citizens of various countries. Ghana was among the 193 member states of United Nations (UN) that unanimously adopted the SDGS at the 70<sup>th</sup> session of the United Nations General Assembly in September 2015 (UN, 2015 and Mahama 2015).

*'... the meticulous regulations which govern its internal life, the different activities which are organised there, the diverse persons who live there or meet one another, each with his own function, his well-defined character-all these things constitute a block of capacity-communication-power.'*

## **II. Normalisation**

This is one of the three concepts of Foucault used in the analysis in this study. Foucault (1977) in discussing Normalisation indicates that 'it refers individual actions to a whole that is at once a field of comparison, a space of differentiation and the principle of a rule to be followed' (Foucault 1977:182). Also, Ball (1990:2) indicates that 'by Normalisation Foucault means the establishment of measurements, hierarchy, and regulations around the idea of a distributionary statistical norm within a given population – the idea of judgment based on what is normal and thus what is abnormal'.

Further, Foucault (2003b:50) in his lecture series at the Collège de France, 1974-1975 indicates that a norm 'is an element on the basis of which a certain exercise of power is founded and legitimized'. Baert (2005: 164) in commenting on Foucault's *Discipline and Punish* indicates that 'Normalisation refers to a penal accountancy system in which behaviour was rewarded or punished depending on whether it complied with or deviated from a yardstick'. Foucault (2003a:247) indicates that the norm relates to 'something that can be applied to both a body one wishes to discipline and a population one wishes to regularize'.

Having established the understanding of the concept of Normalisation in the above I submit that the process by which teachers and schools construct the notion of perceived bad and good behaviour in this research can be considered under the broader context of

Normalisation. The general concept of Normalisation is explained in Ball's words above, but for the purpose of this research 'Normalisation' is defined as requiring students to conform to the standards of the Ghana Education Service unified code of conduct in Ghanaian Senior High Schools and the standard set by the school and teachers in the classroom. This enables the school and teachers to punish students who do not conform to the policy prescriptions and to set standards. The notion of perceived bad or good behaviour is constructed by both the teachers and the school within a particular institutionalized discourse, the discourse of state policy (prescriptive school rules and regulations), a discourse of legitimate power, the experiences of the teachers (on the job experiences and schooling experiences) and professional training of the teachers (see Ball, 1987:13-14).

The direction of my argument is that this concept of Normalisation is essential to understanding the construction of the notion of discipline in schools in the Ghanaian context and thence the administration of disciplinary measures. The educational practices in Ghanaian schools are explored in this instance under the three instruments of Normalisation. Namely; Hierarchical observation, Normalising judgement and Examination. Ball (1990:95) describes them as 'the three 'instruments' of disciplinary power'. Find below discussions on how these instruments have been used in this research:

Hierarchical observation as an instrument of normalisation is used in this research to provide an understanding of the practices of the teacher and the schools regarding behaviour management conceptualization in order to justify the implementation of disciplinary measures in Ghanaian schools. This is achieved by planning series of activities to monitor the students in the school; the network of observational powers in the school is the key concern of this instrument in the analysis. This process allows students to be

observed so that the perceived bad or good students can be identified in an effort to regulate their behaviour (Freie and Eppley 2014; Gore 1998). Foucault (1979:56 in Ball 2013:46-7) indicates that 'discipline' "normalises" and of course analyses and breaks down; it breaks down individuals, places, time, movements, actions, and operations. It breaks them down into components such that they can be seen, on one hand, and modified on the other'.

Also, normalising judgement is essential in pronouncing judgement about the perceived bad or good behaviour among students. Teachers judge and shape the behaviours of students in accordance with the set standard (Foucault, 1977); this process determines what is normal and what is abnormal in the school environment. Additionally, in this process, an analysis of statements of the respondents about the construction of power relationship during the pedagogical interactions is done. Foucault (2003a:247) states that 'the normalising society is a society in which the norm of discipline and the norm of regulation intersect along an orthogonal articulation'. The use of 'normalising judgements' is crucial in this as individuals are assessed in terms of general and specific measures of behaviour and documented in respect of the crimes committed.

Finally, examination implements the outcome of hierarchical observation and normalising judgement by punishing those who deviate from the approved standards (Ball 1990; Foucault 1977). This instrument is engaged in the research to analyse the disciplinary measures in Ghanaian schools. Ball (1990) states that 'the examination surrounded by all its documentary techniques make each individual a 'case'. A chronicle of the person is compiled, in terms of ... responsibility or foolishness, cooperation or difficulty. Lives are lived through the accumulation of documentation...' (p.160). Critical to this process is the 'pinning down each individual in his own particularity' (Foucault, 1979: 180 cited in Ball

1990:160). As one the most powerful instrument of discipline, it incorporates hierarchisation and normalising judgement to establish truths about individual students in order to punish (Foucault, 1977). These analyses will provide the avenue to explore potential for PBM in policy and practice in Ghanaian schools.

Foucault (1983:218-219) states that:

*‘the acquisition of aptitudes or types of behaviour is developed there by means of a whole ensemble of regulated communications (lessons, questions, and answers, orders, exhortations, coded signs of obedience, differentiation marks of the value of each person and of the level of knowledge) and by the means of a whole series of power processes (enclosure, surveillance, reward and punishment, the pyramidal hierarchy)’.*

Also, Marshall (1996) states that the strategy of disciplinary power is put into practice when the techniques of observation, normalising judgement and examination are in operation.

### **III. Surveillance**

In discussing Surveillance Foucault (1977:176) indicates that ‘by means of such surveillance, disciplinary power became an “integrated” system, linked from the inside to the economy and to the aims of the mechanism in which it was practiced’. Foucault (1977:184) also argues that ‘it is a normalising gaze, a surveillance that makes it possible to qualify, to classify and to punish’. This is indicative of the point that there is a very strong link between the Normalisation and Surveillance. Richard Jones (1990:96) argues that Surveillance as a disciplinary instrument turns individuals into ‘cases’ to be trained or corrected or modified through the processes of normalisation (as explained 3.1.3(II), regulation and so on.

Staples (1997: ix cited in Zureik 2003:37) defines Surveillance as 'the act of keeping a close watch on people'. Surveillance in this regard involves monitoring by visual observation and taking down information and the utilization of statistical breakdown in order to construct types of student in the school and to predict their behaviour (Zureik, 2003). Zureik (2003:37) states that Staples' (1997) conception of Surveillance is not what he terms as the 'Big Brother' (Zureik, 2003:37) kind of Surveillance but it relates to the Foucauldian type of 'micro techniques of discipline that target and treat the body as an object to be watched, assessed and manipulated' (Staples, 1997: ix cited in Zureik, 2003:37).

In this research, Surveillance is defined as the process of observing or watching or threatening to watch with intent to single out individuals for comparisons with the aim of regulating behaviour. According to Dave Jones (1990:59) Bentham's technology (the panopticon) of surveillance applied equally to 'the teacher and the taught'.

Surveillance is engaged in this research to analyse the comprehensive activities (mechanism of Surveillance) put in place in schools to regulate the behaviour of students in line with the standard set for the general conduct of the students. Issues regarding workings of school disciplinary committee, Surveillance and early identification systems to deal with misbehaviour are analysed in this research. This is done to examine the implementation of disciplinary measures with the intention to exploring the potential for PBM in Ghanaian schools.

Dandeker (1990:37) indicates that Surveillance comprises one or more of the following activities:

1. 'The collection and storage of information (presumed to be useful) about people or objects' (Dandeker, 1990:37);

2. 'The supervision of the activities of people or objects through the issuing of instructions or the physical design of the natural and built environments' (Dandeker, 1990:37);
3. 'The application of information gathering activities to the business of monitoring the behaviour of those under supervision, and, in the case of subject persons, their compliance with instructions' (Dandeker, 1990:37).

Dreyfus & Rabinow (1983) indicate that it is through Surveillance that the child is known and the law-abiding individuals are known. Dreyfus & Rabinow (1983:157) indicate that 'it is this fact of Surveillance, constant visibility, which is the key to disciplinary technology'. The obvious motives behind this Surveillance is quite clear which are to regulate the activities of the students.

Generally, regarding behaviour management and docility of the body Foucault (1977) states that docility of a body is possible if it can be 'subjected, used, transformed and improved' (Foucault, 1977:136). This is the critical link between behaviour management and the notion of docile body. The student body is made docile through the means of disciplinary power which permits an evaluation of student behaviour and the subsequent sanctioning of such behaviour deemed inappropriate by the teacher and school leadership. Hoskin (1990:31) contends that 'discipline as exercised upon the person, so as to produce 'docile bodies'. He thinks that the term 'docile' has its own educational connotation, being from the Latin 'docilis' meaning teachable.

#### **3.2.4 Criticisms of Foucault in Education and in response of the criticisms**

Some researchers, for example Pro (2008), state that Foucault offers a disturbing critique of power in institutions of social control without offering better alternatives to these social institutions. Pro describes some of Foucault's ideas as 'extreme and anarchic' (Piro,

2008:44). Piro (2008:41) indicates that 'Foucault has had fairly little to say, directly, about power construction in schools'. Pro sums up the concerns of the critics of Foucault hence the need to engage him in this direction.

Despite the widely-accepted view that Foucault offered an elaborate discussion on power techniques in penal institutions, the level at which this analysis is applicable to education institution is the issue in contention. Some considered this analysis to be a general theory that was developed in reference to prisons. However, this view in the opinion of researchers like Gore (1983) is not tenable since Foucault (1983) made several allusions to the operation of power in educational establishments (Gore 1986; see also Ball 1990, 2013a).

A very critical issue that needs consideration in using Foucault's theoretical works in education is that 'he cannot be used in general' (Marshall, 1996:164) but can be used 'to problematize certain givens' (Marshall, 1996:164) in one particular theoretical work of Foucault, like using his discipline and punish for violent discipline, personal autonomy of students and the likes in a more specific context (Marshall, 1996; Gore, 1995).

I agree with researchers like Cohen (1985) that to write about school discipline in the 21<sup>st</sup> century without engaging with the theoretical works of Foucault is like discussing the unconscious without engaging with Freud. In my research, I have used Foucault's theoretical works to deconstruct those school policies and practices that do not promote PBM in Ghanaian schools and doing so has led me to make recommendations with a view to encouraging constructive change. Ball (1995) contends that the reason for a theory in a research like this one 'is to de-familiarise present practices and categories, to make them seem less self-evident and necessary, and to open up spaces for the invention of new forms



of experience' (Ball, 1995:266). He states that Foucault (1988) stresses the need for people to develop the opportunity 'to transform our relationship to the past, to tradition and much less in being able to control the form and direction that the future will take' (Ball, 1995:268).

Drawing on Marshall (1996) statement that you need to use specific works of Foucault for some studies, I argue that as Foucault cannot be used in general; if you attempt to do that it will be like constructing a 'pool' of anarchism and you decide to swim in it, you will swim in anarchism alone. There is a common saying in Ghana if you tickle yourself to laugh you will be the only person to bear the brand of self-tickling problems. Therefore, these theories of Foucault and Ball are very important for me as a qualitative-case study researcher in the sense that 'the task of the case study researcher is fundamentally theoretical. Collecting and analysing information from case studies must be guided by theory' (De Vaus, 2001:221).

### **3.3 The micro-politics of the school theory**

This theory is used to examine how Senior High Schools in Ghana are managed on a daily basis; specifically, school organisation and matters relating to what Ball (1987:2) describes as 'the work control and the determination of policy' in schools. Ball's (1987) theoretical orientation on micro-politics is based on 'the experiences of teachers as they are involved in the day-to-day running of school' (Ball, 1987:3). This micro-politics theory provides an insight 'into the ways that schools are managed, changed, organised and defended that will both articulate the views and perspectives of teachers' (Ball, 1987:3). For Ball, it has the potential to give a coherent description of schools as organisations.

Hoyle (1982:88 cited in Ball, 1987:18) defines micro-politics as involving 'those strategies by which individuals and groups in organisational contexts seek to use their resources of power and influence to further their interests'. Ball (1987) uses the term micro-politics in schools in three main and interconnected aspects of institutional activities: 'the interest of actors' (Ball, 1987:19), 'the maintenance of organisational control and conflict over policy (generally he calls that 'the definition of schools') (Ball, 1987:19).

For changes to occur in the school it will be important to understand the 'intra-organisational processes' (Ball, 1987:3) in a broader perspective. Ball's (1987) theory on micro-politics of the school is engaged in this research to examine issues of school organisation and the ways Ghanaian High schools are managed including decision making process in the school by school leaders, decisions taken by the school disciplinary committee and teachers. Decision making process in school is 'a micro-political process' (Ball, 1987:237), therefore this theory will be vital in examining the micro-political perspective. Essential to this analysis would be the role of the headteachers in student behaviour management because s/he plays a vital and critical role regarding the appreciation of the micro-politics of the school. The official duties assigned to the head of the institution in Ghanaian SHS puts him/her in a special position which Ball (1987:80) describes as 'licenced autocracy'.

In addition, the concept of goal diversity which is embodied in the theory of micro-politics of the school (Ball, 1987) is explored to examine the differences in an individual motive for handling disciplinary issues in the school. The central point of this discussion relates to the factors accounting for these differences, Ball (1987:13) discusses them as 'the school teachers' own school experiences, their teacher training, and more especially their

socialisation within a subject subculture, and their political affiliations outside the school all contribute to this goal diversity'. Further, the concept of ideology as contained in the theory is used to examine the content and quality of decisions that teachers make in our institutions of learning in Ghana and the relationship between the teachers and the students. Ball (1987) argues that the content of decision-making in schools and related policies is important since a great deal of that content is ideological in nature. However, it would be misleading for one to assume that organisational life in school is based on individual beliefs.

In terms of teachers in their classroom practice and their relationships with students, it is possible to find huge differences between subject departments within the same school and even between teachers in the same department (Ball, 1987). These differences often rest on ideological foundations. These ideological orientations of the teacher which the data could establish will underpin my discussion of the theory.

Ball (1987) intimates that the ideology is a result of interrelated factors, he enumerates them as follows; 'the image of teaching which the teachers formed whilst they, themselves, were pupils' (Ball, 1987:14); second, 'the cognitive orientations and ideological commitments built into the course of professional training they receive' (Ball, 1987:14); and third, 'the complex of experiences which teachers have encountered when faced with the practical' realities of doing the job' (Ball, 1987:14). More importantly, it is often 'embedded in a broader network of social and political world views' (Ball, 1987:14) which individuals encountered in their socialisation experiences.

### **3.4 Research design, Methods, Data Collection and Analysis**

#### **3.4.1 Introduction**

Having explained the theoretical defence for this research, in this section I examine the practicalities of the research design, methods, data collection and analysis. This section connects the theoretical works presented in **3.2.2** and **3.2.3** to the research design and methods of data collection and analysis. The procedure used in the collection and analysis of the data is presented below.

#### **3.4.2 Case Study Approach**

My epistemological basis is interpretive, in the sense that I am dealing with knowledge which has been constructed by policy and by groups and individuals in Ghanaian schools. Hence, I adopted case-study research design which is both interpretive and qualitative in nature. Becker, Bryman and Ferguson (2012:216) describe research design as ‘a structure or framework within which data are collected’. It was essential that any structure that I adopted was qualitative in nature, as I was seeking to gain an understanding of what actually happened in classroom interactions (through my own perceptions, hence through my interpretation of actions) and in the school in terms of behaviour management, and to triangulate this with teachers’ perceptions of what they did and why they did it.

Case study involves ‘an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real-world context and copes with the technically distinctive situations in which there will be many more variables of interest than data points’ (Yin, 2014:16-17). Thus, the case-study allows me to look deeply into a limited number of situations, and to construct my own deep and nuanced understandings of the

pressures and constraints which teachers are under, or perceive themselves to be under, as well as the way they interpret their freedom to challenge those constraints.

The nature of my focus is one which relies on understanding of perceptions, as well as an understanding of how what appears to be a historical situation is interpreted by current authorities and by teachers who have to implement GES policy in the classroom. I carried out an analysis of the GES Unified Rules and Regulations (n.d.) (behaviour management) to compare policy rhetoric and reality.

Some researchers in Education have used a Foucauldian approach utilizing qualitative data collection techniques. These studies were generally qualitative in nature on topics such as *'Disciplining Bodies: On the Continuity of Power Relations in Pedagogy'* (Gore, 1998), *'Docile bodies: commonalities in the history of psychiatry and schooling'* (Goodson and Dowbiggin, 1990).

### **3.4.3 Rationale for the use of case Study**

I have indicated in 3.4.2 that the qualitative case study has been adopted as a design for this study. In this part of the discussion I offer the rationale for the use of case study in my research. The justification for the use of this approach is provided below:

In the first instance the case study allows an intensive examination of the case (Bryman 2015; Creswell 2013) and incorporation of numerous perspectives (Neuman 2011) from school management, students and teachers. These two issues made case study an appropriate design for my studies since I was looking to explore current issues of implementation of disciplinary issues in the school and classroom settings rigorously, taking into consideration multiple perspectives. The key distinguishing characteristics of 'a case study is that the researcher is usually concerned to reveal the unique features of the case.

This is known as an *idiographic* approach' (Bryman 2015:61). Other research designs like the survey or the cross-sectional design are referred to 'as *nomothetic*, in that they are concerned with generating statements that apply regardless of time and place' (Bryman 2015:61).

Neuman (2011) states that case study provides an opportunity for further discovery or 'developing or extending concepts' (p.42). As I was seeking to extend the concept of positive behaviour management in an African context, I saw this design to be appropriate for my studies. The issues of further discovery in the form of replicability (Yin 2014) was very critical for me in choosing the case study design. The replicability of a case study is not based on the units of analysis but it is driven by whether the research has been theory-driven (Yin 1989; de Vaus 2001b) or by 'quality theoretical reasoning' (Bryman 2015). This aids in theoretical generalisation; theoretical generalisation involves generalising from a study to a theory, rather than to a population (statistical generalisation). It depends on the reasoning of replication. This kind of reasoning of replication lies at the heart of case-study research (Yin 1989; de Vaus 2001b).

In this understanding of theory practice in research, following the footsteps of educational researchers like Ball (1990, 2013a), Gore (1998 and 1995), Walkerdine (1986), Marshall (1990, 1996), I used Foucault's theoretical orientation in the analysis and interpretation of the data. This theoretical model was identified at the beginning of the research through literature review and it aided me to deconstruct aspects of the policy and disciplinary measures that do not promote Positive Behaviour Management (PBM) and that undermine globally ratified UN conventions that seek to protect human rights, dignity and self-esteem which are the critical ingredients of PBM (Raths 1964;

Black and William 1998; Grundy & Blandford 2006; Hayes et al. 2011). The case study design was deemed significant for me as compared to grounded theory because I could not suspend awareness, to put it in the description of Bryman (2015:580), my 'awareness of a relevant theory' like this Foucauldian theoretical model which can deconstruct these violent disciplinary measures in Ghana. Such inability to suspend awareness is one of the major criticisms of grounded theory (Bryman 2015). I did not want to be caught in this web hence my decision to go for a case study research.

Using qualitative-case study design gave me the opportunity to explore 'real-life' (Creswell, 2013:96) situations or to take a 'real-world perspective' (Yin 2014). The usage of different data sources involving interviews, observations and documentary analysis gave me the opportunity to achieve this. Different data sources offer the researcher the opportunity to develop detailed understanding of the issue (Creswell 2013). The intention was to enable me develop what Creswell, (2013:98) describes as 'in-depth understanding of the case'. Case study research has been used by many researchers in education to contribute to knowledge (Yin 2014). Drawing on Yin (2014) I followed the case study methodological path in order to carry out this pioneering piece of work in Ghana.

#### **3.4.4 Sampling procedure and sampling selection**

Purposive sampling was used for this research. Bryman (2015:694) describes purposive sampling as 'a form of non-probability sample in which the researcher aims to sample cases or participants in a strategic way, so that those sampled are relevant to the research questions that are being posed'.

I used purposive sampling to select four public Senior High Schools with perceived good and poor behaviour records in Ghana. The nature of behaviour has been based on

background information ascertained by looking at archival records, annual reports of the school, databases and media reports. Five staff (who volunteered to participate in the research) from each school consisting of headteachers or their assistants (one), senior house masters/mistress (one), three subject teachers from science, business and arts departments and eight students, two from each school (who volunteered to participate) who were eighteen years and above were selected; making twenty for staff and eight students, (20+8 = 28). A list of students aged 18+ was obtained and the students approached.

It is vital to mention that in this research the variation in the sample procedure was realised as the respondents were recruited from different schools located in different geographical settings of Ghana.

#### **3.4.5 Recruitment**

The participants were recruited from SHS in different geographical locations in Ghana. GES gave an approval for the research to be conducted in the schools (see Appendix 8A). The approval enabled to contact the various heads in person to provide a brief description of the research and obtained details of the teachers and students from the management of the institution/school authority as well as to meet the teachers and students directly to give them the letters which were addressed personally to them involving information sheet, reply sheet and letters of invitation to invite them to take part in the study voluntary. Upon the receipt of the reply sheet, those who were interested to participate in the research were identified. They signed the consent form and in due course were observed and interviewed.



Participants were professional teachers in paid employment in the Senior High Schools in Ghana who were deemed to have the requisite experiences and roles in behaviour management in the classroom and the school as a whole and students of 18+ years who were able to provide the requisite information to help improve such management in Ghanaian schools.

This research seeks to explore potentials for positive student behaviour management in Ghanaian schools, the views of teachers and students therefore were crucial in this regard; school leaders and teachers play a vital role in student behaviour management in schools. Professional in-service teachers are deemed to be able to protect their own interests as are the students of 18+ who are regarded as adults in Ghanaian law.

After the observations and interviews (at the end of the data collection project) participants or respondents were thanked verbally by the researcher for volunteering to participate in this exercise and were reassured as regards data security, anonymity and confidentiality. Written summaries of the interviews were given to the participants unless those who explicitly said they did not want them. Individual respondents were given the opportunity to ask questions relating to the research and its process and data security.

#### **3.4.6 Observation**

Observation of classroom teachers was done using the observation guide. This was done twice for all the teachers using an observation guide/scheduled. My background for constructing the observation schedule was the existing literature on behaviour management in schools (GES Unified Rules and Regulations (n.d.)

The observation guide was used in recording issues of concern and apart from that I kept an observation diary throughout the research. I recorded what happened in the classroom

and outside the classroom. I collected a wealth of examples concerning behaviour management relating to my theoretical position e.g. in teachers' answers on their understanding on what they are doing in terms of managing student behaviour.

#### **3.4.7 The Role of the Observational data**

The gathering of observational data was done in two stages. Firstly, it was done by observing the teacher manage student behaviour in the classroom. Second, it was carried out by general observation of teacher and school management disciplinary measures implementation issues in the wider school context as it was at the time that I was present in the school conducting the research. This second kind of observation was what Neuman (2011) refers to as selective observation, where observation 'occurs when we take special notice of certain people or events and then generalise from them'. My focus was on the issues that were considered very critical in the light of the research questions. The observation guide for this process was based on the research questions and purposes of the research. The guide was developed in line with the research questions and a review of literature.

The observation guide was intended to provide the opportunity to record information regarding issues of perceived misbehaviours in schools, possible causes, teachers' responses and reactions of the students. Observations of the teachers were done in classroom sessions, which paved way for the interviews (see 3.4.6). This was done to give me first-hand information about what was going in the classroom before the conduct of the interviews. In all, two observations were done per teacher. There were 12 classroom teachers, which meant that 24 classroom observations were made.

Observations played a critical role in my research as they helped me to triangulate what was experienced in the school, in terms of those observations with what the teachers and

students narrated in the interviews. It also gave me the opportunity to make follow-up questions to the teachers and the students regarding what had been observed.

In the process of the analysis, the observational data was edited and categorised according to themes. This paved the way for an integrated thematic and content analysis of the observational and interview data within Foucault's (1977) and Ball's (1987) theoretical frameworks. This process allowed me to compare the observational data with the interviews items to show the level of possible corroboration or contrast. Yin (2014:220) states that 'a case study evaluation should deliberately triangulate the evidence from these multiple sources, to conform and corroborate the findings'. In the context of this understanding I consider case study as an important design in helping me to achieve the objective of my study. Relying on multiple data sources is the hallmark of a good case study. Yin (2014:220) states that 'a case study evaluation should rely on multiple sources of evidence, which may include interviews, documents, field observations' and the like.

#### **3.4.8 Interviews**

I chose semi-structured interviews for this research. Bryman (2015:201) describes the semi-structured interview as 'a context in which the interviewer has a series of questions that are in the general form of an interview guide but is able to vary the sequence of questions'. This is the context in which the interviews were conducted. The questions were constructed after my observations and were done on the basis of those observations, literature review and from the experiences gained from my pilot study which was conducted before the main data collection. These face-to-face or in-person interviews were conducted in different locations to give me the opportunity to seek explanation about unclear or ambiguous answers. It was important to talk to teachers to attempt to get an as honest as possible interpretation of their perceptions both of school policy and of

classroom reality. The choice of open questions in semi-structured interviews reflected the qualitative approach to the research questions, where participants are allowed to say what they really think without influence from the researcher.

#### **3.4.9 Analysis of Documents**

Whilst appreciating the fact that the research relied heavily on the individual interviews, it was deemed crucial to collect documents in order to assist and explain findings from these interviews. I have elected to access and analyse the various policies or rules if you like, governing behaviour management or disciplinary measures in schools since these are the blueprints that determine the conduct of the teachers in this enterprise.

#### **3.4.10 Triangulation**

In this part, triangulation is defined and it is situated in the context of this research to show how it is applicable in this research. Bryman (2015:697) defines triangulation as ‘the use of more than one method or source of data in the study of a social phenomenon so that findings may be cross-checked’. Also, Creswell (2013:251) states that triangulation permits ‘corroborating evidence from different sources to shed light on a theme or perspective’. Triangulation allows researchers to observe the phenomenon from different directions in order to have a good grasp of the issue at stake (Neuman, 2011). Triangulation relates to the utilization of two or more methods to collect data in a social phenomenon (Bryman 2015).

Neuman (2011) identifies four kinds of triangulation. These are the triangulation of measure; triangulation of theory; triangulation of method and triangulation of observers. Drawing on Neuman (2011) this research is engaged in triangulations of measure and theory.

Regarding triangulation of measure, it allows the researcher to 'take multiple measures of the same phenomenon' (Neuman, 2011:164). This kind of triangulation is described by Bryman (2015) as triangulation of methods. In this study observation with semi-structured interviews alongside analysis of policy documents were conducted to compare what was observed with the responses of the respondents. This kind of opportunity to compare with the other methods helps to clear any possible misunderstanding that might have occurred (Bryman, 2015).

The research is also engaged in the triangulation of theory as Foucault's theoretical works is used together with Ball's (1987) theory on micro-politics of the school. These are the lenses through which the social phenomenon is viewed. Neuman (2011:165) indicates that 'triangulation of theory requires using multiple theoretical perspectives to plan a study or interpret the data'. These triangulations were geared towards enhancing the validity of the research findings and the analysis.

#### **3.4.11 Data coding and transcription**

The recorded interviews were transferred from the recorder to computer to be transcribed. All transcripts were made anonymous and details identifying individuals were changed in order to protect the identity of respondents. The raw data items were given a reference code; the interviews were between 30 to 40minutes. The data was coded into the research themes; that is to say perceptions of the most effective disciplinary measures; incidence of over-reaction against the students by school management and teachers; skills of teachers etc., All these themes were derived from the interview transcripts. The data was analysed using Foucault's 3 concepts of Regulation, Normalisation and Surveillance, in order to understand how they interpret policy to enact their power relations.

All personal information transcribed was kept strictly confidential and no one outside the project was allowed access to it. Every effort was made to ensure all schools and participants remained anonymous. Data (hardcopies of documentation and electronic material) were stored securely in a locked filing cabinet in my office. Other soft copies were kept on a secure external drive/USB stick to which nobody had access.

#### **3.4.12 Analysis and Interpretation**

In the initial stage, analysis was based on editing and categorization. Thematic and content analysis characterized the analysis of this research within the appropriate theoretical frameworks. The interpretation and analysis of the data were done to give meaning to the data; this was completed using the theoretical tools outlined in the theoretical perspectives as a guide (see 3.2). Savin-Baden and Major (2013: 458) note that a theory 'can inform interpretation and often researchers use their theoretical frameworks as a guide or lens for interpretation. A theory can provide researchers with a focus, a signal of what may be important and what might be excluded'. Therefore 'the central issue of concern is the quality of the theoretical reasoning in which the case study researcher engages' (Bryman, 2011:71).

#### **3.5 Ethical Considerations**

In this regard, ethical issues concerned approval, access, and informed consent. These issues are discussed to give an understanding of the ethical issues that were considered in the light of the study.

##### **3.5.1 Ethical Approval**

This research project was granted ethical approval by the relevant institutions including GES (see appendix 8A, 8B, 8C and 9). De Vaus (2001) considers four critical issues for ethical

consideration. These are issues of voluntary participation, no harm to participants, informed consent and anonymity and confidentiality (see also Bryman, 2015). This research adhered to the ethical principles prescribed by the relevant institutions and as identified by De Vaus (2001). For purposes of confidentiality and anonymity, the schools were named A, B, C and D so that they could not be identified. All the participants voluntarily participated in the research, no harm (or anticipated harm) was caused to the researcher or the participants and all the measures were taken to ensure the anonymity and confidentiality of all the respondents.

### **3.5.2 Access**

Gaining permission to a given research site and finding people to facilitate the process of data collection are important part of data collection process (Creswell 2013; Bryman 2015). I went through the appropriate procedures and all the formalities were followed. The relevant authorities and agencies gave me the approval to conduct the research. I had approval from the University Research Ethics Committee and Ghana Education service. The approval enabled me to contact the various heads in person to provide a brief description of the research and obtained details of the teachers and students from the management of the institution/school authority as well as met the teachers and students directly to give them the letters which were addressed personally to them involving information sheet, reply sheet and letters of invitation to invite them to take part in the study voluntary.

### **3.5.3 Gaining Consent**

Informed consent was considered as a critical aspect of this research. Bryman (2015:691; 129) states that research ethics demand that 'prospective research participants should be given as much information as might be needed to make an informed decision about

whether or not they wish to participate in a study'. At the start of the research, participants had the opportunity to read the information sheet and signed the consent sheet. The signing of the consent forms offers several advantages among them are it gave the 'respondents the opportunity to be fully informed of the nature of the research and the implications of their participation at the outset' (Bryman, 2015:131). It also offers the opportunity for the researcher to have 'a signed record of consent if any concerns are subsequently raised by participants or others' (Bryman, 2015:131).

Before the interviews and observations, I briefly explained the main objective and related issues of the research to them again. After the observation and the interviews (at the end of the data collection project) participants or respondents were thanked verbally for volunteering to participate in this exercise and reassured them as regards data security, anonymity and confidentiality. Written summaries of the interviews were given to the participants unless those who explicitly said they did not want them. Individual respondents were given the opportunity to ask questions relating to the research and its process and data security.

All personal information collected during the course of the research was kept strictly confidential and no one outside the project had access to it. Every effort was made to ensure all schools and participants remain anonymous. The schools had access to transcripts of interviews and completed observation schedules but will have access to the finished thesis; all responses were coded and anonymised so that participants cannot be identified.



### **3.6 Concluding statement**

In this chapter the methodology, research design and issues of ethics are explored to demonstrate the actual steps I have taken to achieve my research aim and to answer the research questions. This chapter provides the basis for the analysis and discussions in chapters Four, Five and Six and subsequently Chapter Seven the concluding chapter.

## Chapter Four

### Findings and Analysis

#### 4.1 Introduction

The policy document on behaviour management and the qualitative data are presented and analysed in this chapter (Four), Chapter Five and Chapter Six based on the Foucauldian and Ball (1987) theoretical orientations; the research themes were analysed using Foucault's 3 concepts of Regulation, Normalisation and Surveillance. The discussions were structured to address the following key issues regarding behaviour management policies and practices in Senior High Schools in Ghana:

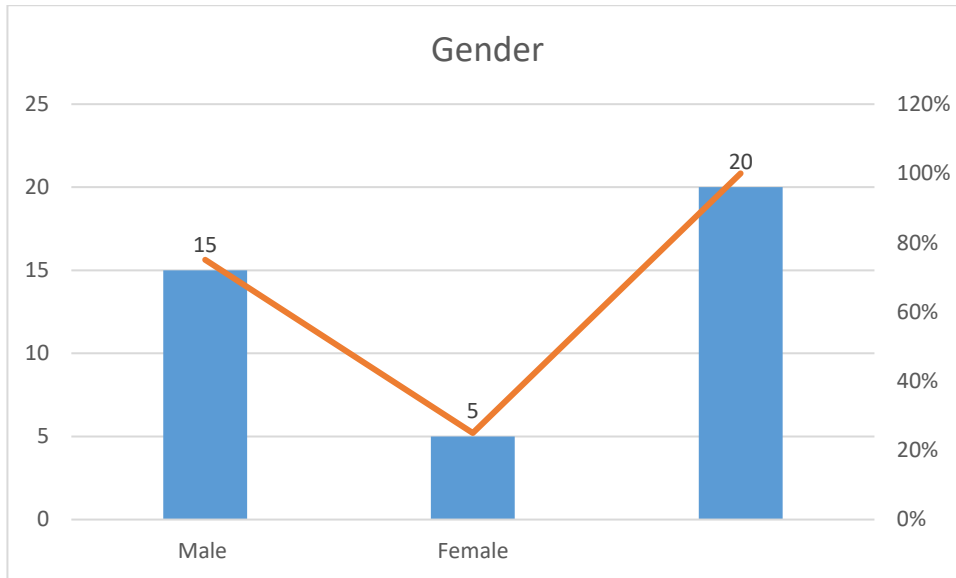
- **Classroom teachers' perceptions of the effectiveness of current disciplinary policies**
- **Issues of disciplinary policy measures implemented by school leadership and classroom teachers**
- **Classroom teachers' skills and the expectations of policy**
- **Students' perceptions of the disciplinary measures prescribed by policy and implemented by classroom teachers in their schools**

To recap, purposive sampling was used to select four public senior high schools with perceived good and poor behaviour records in Ghana. The nature of behaviour has been based on background information ascertained by looking at archival records, annual reports of the school, databases and media reports. A total of 28 respondents; twenty members of staff (consisting of headteachers or their assistants, senior house masters/mistress and subject teachers) and eight students, from four state schools in Ghana participated in this qualitative case-study research.

## 4.2 Bio-Data (School Management and Teachers)

### 1. Gender

Figure 4.1: Gender of members of staff



**Source:** Field data 2015

Figure 4.1 shows that the respondents were twenty in number; fifteen of them were male while five of the respondents were female.

## 2. Years of teaching experience

**Table 4.1: Years of teaching experience in the GES**

<b>Item</b>	<b>Frequency</b>	<b>Percentage (%)</b>
0-5 years	2	10
6-10 years	3	15
11-15 years	4	20
16-20 years	4	20
21-25 years	5	25
26-30 years	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

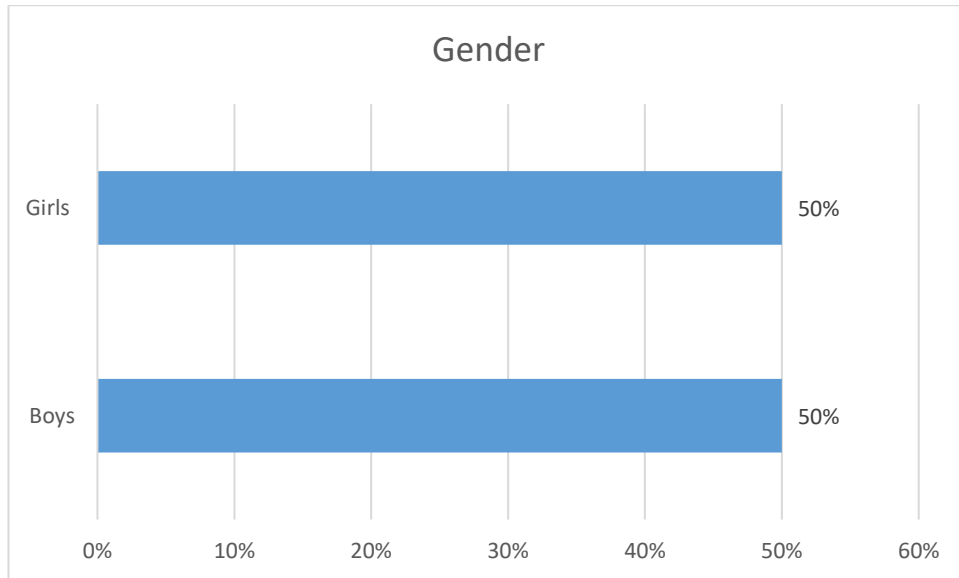
**Source:** Field work 2015

Table 4.1 indicates that the respondents had varied experience; those in the management position had at least seventeen years of experience of teaching in GES. In all, five of the respondents had GES teaching experience ranging from 21-25 years, four respondents each from 16-20 years and 11-15 years respectively, three of the respondents had 6-10 years and two respondents each 26-30 years and 0-5 years.

### 4.3 Bio-Data (Students)

#### I. Gender

**Figure 4.2: Gender of the students' respondents**

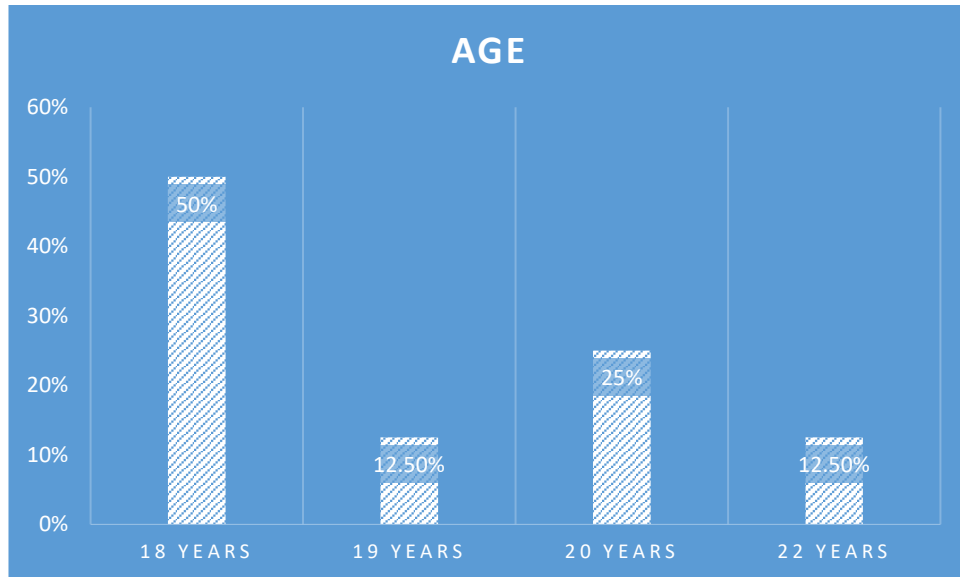


**Source:** Field work 2015

Figure 4.2 shows that the gender balance of participation was equal. This was not intended but it could be that it has helped to give a balanced view about the experiences of both girls and boys regarding behaviour management in Senior High Schools in Ghana.

## II. Age of respondents

Figure 4.3: Age of student respondents



Source: Field work 2015

Figure 4.3 shows that the majority (50%) of the respondents were 18 years, 25% were 20 years and 12.5% each for 19 years and 22 years.

### A. Summary findings on the bio-data

- ✓ The majority of the respondents (11 out of 20) who were members of staff, who had, at the time of interview, teaching experience ranging from 16 to 30 years. Because of their length of service, they offered information relating to behaviour management practices in Ghanaian schools extending over a period of time, i.e. from the 1980s and into the 2000s.
- ✓ Even within this small sample there are indications that teaching experience (long service) is an essential ingredient for a teacher to hold a management position (including the position of senior house masters/mistress the teacher in charge of behaviour management) in state schools which is managed by GES.

## **B. Implications for student behaviour management**

- ✓ The number of years' respondents taught within GES, indicates that investment in teacher training both at the initial teacher training level and the in-service training on positive student behaviour management will be of benefit to the students and the nation as a whole since it has the potential to reduce violent discipline and abuses in schools which is the bane of the main issue (staff development and teacher professionalism are discussed in Chapter Five in **2.8; 2.10; 5.6 and 6.6**).
- ✓ The number of years the majority of respondents continuously worked for GES is in the ranging of 16-30, the possible interpretation is that it has the potential to continue the traditional mentality of discipline as maintaining the deposition of punishment if serious efforts are not made to change the practice. Since management positions in the schools are based on teaching experience amassed in GES.
- ✓ Change/transformation will require a lot of commitment and involvement of school management, teachers and transforming the initial teacher training skills.

### **4.4 Foucault's Concept of Regulation**

This section examines the policy prescriptions which forms the basis for managing student behaviour in Senior High schools in Ghana. It is analysed in the light of Positive Behaviour Management (see **2.2**).

#### **4.4.1 Analysis of behaviour management policy documents**

The main documents for analyses are:

1) the Code of Discipline for secondary schools (Unified Code of Discipline, n.d.) which serves as the parent policy document for the Senior High Schools to use in order to develop their own policies to manage student behaviour and

2) the individual institutional policy documents (institutions under this case study: schools A, B, C & D) developed out of the parent policy above.

In addition, some specific goals of the UN Sustainable Development Goals (SDGS, 2016 web address in bibliography) which are related to education, health of the students, violence in all forms and issues of human rights will be explored alongside these documents. The SDGS represent a global commitment towards making life better for citizens of various countries. Ghana was among the 193 member states of United Nations (UN) that unanimously adopted the SDGS at the 70<sup>th</sup> session of the United Nations General Assembly in September 2015 (UN, 2015 and Mahama, 2015).

The analysis is done in the manner presented in the organogram below in figure 4.10.



**Figure 4.4: My Model of disciplinary policy document analysis**

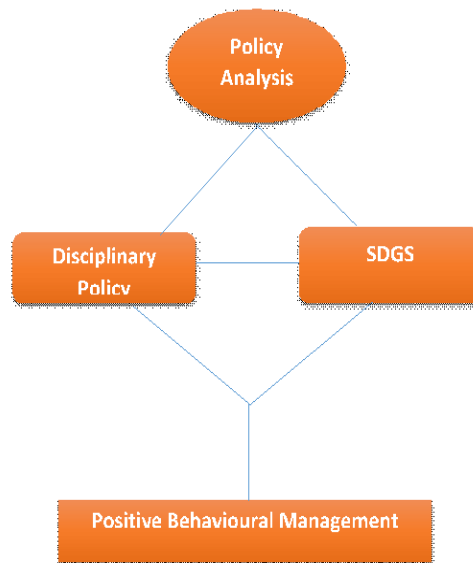


Figure 4.4 shows my plan for analysis, which is done taking into consideration the disciplinary policy documents and the SDGs and how both can promote Positive Behaviour Management (PBM).

This model is a roadmap for what I do in the following analysis. I display it in this way in order to track as clearly as possible any bearing the documents and the SDGS might have upon my focus, i.e. Positive Behaviour Management.

In analysing these policy documents, I am seeking to deconstruct the portions of the policy that do not promote PBM and portions that undermine globally ratified conventions that seek to protect human rights and dignity. In contributing to this issue of policy analysis Ham and Hill (1984:11 cited in Codd, 2007:167) state that ‘the purpose of policy analysis is to draw on ideas from a range of disciplines in order to interpret the causes and consequences of government action, in particular by focusing on the processes of policy information’. Also, Dye (2002:6) indicates that;

*'policy analysis encourages scholars and students to attack critical policy issues with the tools of systematic inquiry. There is an implied assumption in policy analysis that developing scientific knowledge about the forces shaping public policy and the consequences of public policy is itself a socially relevant activity and that such analysis is a prerequisite to prescription, advocacy, and activism'.*

In doing this analysis I draw on Foucault's (1977), *Discipline and Punish; the Birth of Prison* and his lecture series at the Collège De France, *Society must be defended: lectures at the Collège de France, 1975-1976* and Ball's (1987) theory on micro-politics of the school. I draw on these works to explore the loopholes and excesses of policy prescriptions as well the decision-making process of the school disciplinary committees in order to help improve policy and practice in Senior High Schools in Ghana.

Discipline (anatomo-politics) and regulation (biopolitics) (Ball 2013) which Foucault (2003a:251) describes as 'technologies of discipline' and 'technologies of regulation' are in this context used to legalize student categorization and abuse (issues of student abuse is discussed in **6.1; 6.2 and 6.3**) in order to manage the student population. These school rules and regulations aim to rationalise the techniques of behaviour management including the procedures for administering punishment. In the context of this regulatory framework and its projected rationality, obedience is required in form of living by tenants of the regulatory prescriptions like attendance to class; teaching times, not 'flouting' the authority of teachers, prefects and seniors, wearing the prescribed school uniform, seeking permission before going to town (in the case of those in the boarding house) among others.

In deconstructing these policies, I take into consideration elements of Positive Behaviour Management (see **2.2**). Gordon et al. (1977:27 cited in Codd (2007:167) explain that;

*‘policy analysis is a form of enquiry which provides either the informational base upon which policy is constructed, or the critical examination of existing policies. The former has been called analysis for policy, whereas the latter has been called analysis of policy’* (Gordon et al. 1977:27 cited in Codd (2007:167)).

The research also aims to analyse the effects of the policy prescriptions on individuals in the schools and the assumptions underneath the policy process; this has been described as analysis of policy (Codd 2007:168). In examining these policy documents, I engage in both analyses for policy and of policy. Drawing on Codd (2007) explanation I argue that the analysis and the data as contained in this research seek to provide policy-makers in Ghana with the needed information to revise the policies relating to behaviour management. This is one of the elements of analysis for policy (Codd 2007:168).

One of the fundamental tasks for this critical analysis of disciplinary policies is the deconstruction of its text which gives wider discretionary powers to the teachers and promotes abuse of the students, and the discourses which constitute them. Codd (2007:181) states that ‘the purpose of deconstructing policy texts is to ascertain their actual and potential effects upon readers, rather than to establish the intended meaning of their authors’. The analysis is done under the following headings:

#### **4.4.1.1 Sustainable Development Goals**

The aim of this part of the analysis is to find out how the policy prescriptions for behaviour management resonate with the SDGS (the global goals), which are grounded in the Universal Declaration of Human Rights, international human rights treaties, and related world convention and treaties (UN 2015:4). The SDGS came into existence in September 2015 which replaced the Millennium Development Goals (MDGs). The SDGs seek to build

on the MDGs and complete what they were unable to achieve (UN, 2016:3). This research examines goals **4.1, 4.6, 4.7, 4.a, 4.c, 8.6, 16.7** and **16b** in order to do the analysis. The heads of states and governments in adopting the SDGS declared among others that ‘the 17 new Sustainable Development Goals, also known as the Global Goals, aim to end poverty, hunger and inequality ... improve access to health and education, build strong institutions and partnerships...’. In the analysis, I draw out what I take to be explicit and implicit references to the need for students to have access to improved learning experiences in schools and the need for established institutions which are expected to be equipped with what is necessary for professionals to give the students the needed learning experiences required of a professional teacher.

Ban Ki-moon, the United Nations Secretary-General delivering a speech at the opening ceremony of the Summit leading to the declaration of the SDGS indicates that ‘the new agenda is a promise by leaders to all people everywhere. It is a universal, integrated and transformative vision for a better world’ (UN 2015). In the light of this, I consider it to be important that research conducted in this era of globally set goals brings on board the promises of world leaders. Since 2012 Ghana has been an active participant in this UN goal development and promotion. Following the meeting held in Rio de Janeiro in June 2012 Ghana was among the 70 countries mandated in 2013 to recommend a set of Sustainable Development Goals (SDGs) (National Development Planning Commission (GDPC) 2015). The Ghana National consultation for the development of these goals was launched in Tamale, Northern region on the 27 November 2012; Northern region is one of the regions where this research was conducted. This opportunity allowed the views of the citizenry to be incorporated into the UN goals (GDPC 2013). Subsequent to the UN successful launch of the SDGs in September 2015 (UN 2016) and the appointment of Ghana’s president Dramani

Mahama as Co-chair of SDGs Eminent Advocates by the UN Secretary-General Ban Ki-moon, Ghana National launch of the Sustainable Development Goals was done in February 2016 to signify national ownership of the Goals (GDPC 2016). This analysis will provide indicators that will support the national efforts towards achieving these targets.

Generally, this analysis will give rise to pointers to aspects of the policy prescriptions that are worth retaining or changing; put in Ball's (2013b: 217) terms, we should aim for 'conservation' or dissolution'. Ball (2013b: 217) states that in an effort to 'achieve a proper grasp of contemporary education policy it is necessary to understand both what has changed and what has stayed the same', that is what is referred to as 'dissolution and conservation' within education policy' (Ball 2013b: 217). My hope is that my research will bring fundamental issues pertinent for educational policy and practice to the attention of the Ghanaian government.

#### ***4.4.1.2 An analysis of Ghana Education Service Code of Discipline for secondary schools/technical institutions (Unified Code of Discipline) (page 1 to 7)***

##### **1) Main highlights of the policy requiring 'dissolution'**

The policy document on behaviour management in Ghana (n.d.) talks about the administration of punishment only. Issues of rewards and classroom management are not captured in the policy document. Therefore, in analysing it, the emphasis was on punishment, with the potential of providing cogent reasons for the 'dissolution' (Ball 2013b: 217) of certain aspects of the policy. In order to do this, I examined the theoretical positions that seek to offer such justification for punishment, specifically consequentialism and retributivism. The briefest narration of those positions that offer justification for punishment are presented below to signal my consciousness of these theories whilst

maintaining the focus of Foucauldian and Ball's theoretical positions which I think offer a superior argument in favour of PBM (see Cohen 1985).

The theoretical positions that offer justifications for punishment include consequentialist and retributivism perspectives all developed in the legal context (Weijers, 2000 and Peters 1966). The central issue in the consequentialist domain is that 'punishment can be justified only if it brings some consequential good' (Duff 2001:3) and retributivism the key issue 'is that punishment can be justified only as being deserved' (Duff 2001:3). Also, Peters (1966:269) indicates that 'retribution' means 'it must involve pain or unpleasantness and that it must be as a consequence of an offence'.

The five elements of the concept of punishment according to Hart (1968:4 cited in Marshall 1996:197) are presented in the following: Hart indicates that punishment must:

- (i) 'involve pain or other consequences normally considered unpleasant';
- (ii) 'be for an offence against legal rules';
- (iii) 'be of an actual or supposed offender for the offence';
- (iv) 'be intentionally administered by human beings other than the offender';
- (v) 'be imposed and administered by an authority constituted by a legal system against which the offence is committed' (Hart 1968:4 cited in Marshall 1996:197).

However, Foucault's account analyses punishment independently of 'criminal illegalities' (Marshall 1996:203). Marshall (1996) in stating the Foucauldian position in reference to Hart's model indicates that:

- (i) 'punishment need not involve unpleasant consequences';

- (ii) 'punishment is not for an offence but for the good of the individual';
- (iii) 'it is of an offender, not for an offence but for the offender's sake';
- (iv) given that the ultimate aim is self-surveillance and self-domination punishment can be administered by the self';
- (v) 'as power can be exercise by anyone, and a punishment is an exercise of power, there need not be an authority for punishment to occur' (Marshall 1996:203-204).

It is also important for me to make a distinction between the work of Foucault and Durkheim's account in this context. Garland (1991:132) indicates that Foucault's discipline-and-punish emphasis on 'the instrumental and utilitarian nature of modern punishment ...says virtually nothing about the moral or emotional components which play such a central part in Durkheim's account' (Garland 1991:132). Moreover, Durkheim's account on punishment 'is deeply embedded within collective sentiments, and conveys the moral energy of the citizenry against its criminal enemies, for Foucault it is a system of power and regulation which is imposed upon a population' Garland (1991:132). The above gives a general idea of my emphasis which is on the issue of power relations, rather than questions of morality. The analysis of the policy documents is done under the following headings;

***i. Punishment should be reformative and severe in order to be deterrent***

The policy prescriptions were organised with the notion of looking out for and 'reforming' perceived bad students which has a resemblance of the Foucauldian metaphorical image of the Panopticon (e.g. Bentham 1995). The Unified Code indicates that 'this Code of Discipline is based on the principle that punishment is to reform' (Unified Code of Discipline, n.d:1). I argue that this has reflected the ways in which teachers in my study talk

and act in process of managing student behaviour. So, when the teacher says reformative punishment is acting based on the disciplinary prescriptions (see also **5.1.1.1 (7)** and **4.8**). I maintain that punishment should move beyond this type of 'reformation' to protecting the rights, self-esteem and dignity of the students (see 2.2) whilst at the same time promoting intrinsic means of reformation.

The disciplinary code also seeks to project the notion that punishment needs to be severe in order to be deterrent. This is clear when it states that 'the punishment should be severe enough to act as a deterrent to others' (Unified Code of Discipline, n.d:1). The concepts of severity of the punishment and deterrence are thus married together in this policy document.

The issues of reformation and severity of the punishment as contained in the policy document are ambiguous as a target to be achieved in practice, and subjective, allowing arbitrary interpretation of these terms by school teachers and management, which then presents a recipe for abuse and excessive exhibition of discretionary powers. The policy is short of indicating specific elements of reformation and the nature of the severity of punishment which allows teachers' emotional reactions to the behaviour of the students without any hope or evaluation of the unknown elements of reformation that are touted in the policy. I argue that it makes the teacher interpret docility and timidity as reformation, hence the need for the complete removal of the concepts of reformation and issues of severity from the policy document, or an insertion of justifiable elements of these terms in line with PBM. This kind of reforms should be in keeping with the pledge of the world leaders in the SDGs declaration, when they said that they 'will strive to provide children and youth with a nurturing environment for the full realization of their rights and



capabilities, helping our countries to reap the demographic dividend, including through safe schools and cohesive communities and families' (UN 2015:7).

If for any reasons the concept of 'reformation' in the policy documents is meant to ensure 'reformation' why has reformation in fact not occurred for some time now in Ghanaian SHS, rather issues of violence (leading to the destruction of properties) and violent disciplinary measures are the order of the day. It is clear that the reformation that the policy seeks is ambiguous, therefore, as I interpret it, the need for deletion or an appropriate definition of the terms in the policy.

The type of punishment given to students as an emotional reaction to perceived misbehaviour (see 5.4; 5.5 and table 5.2) is described by Powell (1970) as 'acts of vengeance and wanton brutality' (Powell, 1970:339). Powell (1970:340) states that those who believe that punishment 'is a necessary evil usually justify it in terms of its power to deter or reform offenders'. This claim needs serious evaluation in order to arrive at such conclusion. I argue on the basis of analysis presented in this research that the issue of 'reformation' and 'deterrence' are vague and lack accountability techniques.

Simons, Simons and Wallace (2004), relying on research evidence, contrast the notion that punishment needs to be severe in order to deter others, with indications that harsh punishment has the tendency to bring about 'feelings of injustice, anger and hostility that serve to amplify the child's antisocial behaviour' (Simons, Simons and Wallace, 2004:67). Powell (1970) thinks that notions such as 'shaping behaviour' should give way to 'the nature of human responsibility, freedom and choice' Powell (1970:340).

Social psychological studies have established that severe punishment makes the individual victims feel ill-treated and wanting to 'resist or retaliate against the perpetrator' (Simons,

Simons and Wallace, 2004:67). Clark (2004) states that to reform in punishment has the notion of the following: 'to improve, to be better, to mend one's ways' (Clark, 2004:366). However, obeying the school rules and regulations for fear of physical pain without committing any offence does not lead to an improvement in behaviour (Clark, 2004).

**ii. *Caning should not exceed six strokes***

Caning is viewed by the teachers as one of the most effective disciplinary measures and quickest means of disciplinary measure. This type of corporal punishment (corporal punishment is discussed in details under **2.7.3-2.7.4; 5.3.3** and **6.1 - 6.4**) is sanctioned by the Code of Discipline when it indicates that 'caning should not exceed six strokes and must be administered by the Head of institutions or his/her representative and recorded' (Unified Code of Discipline, n.d:4). Not only does this policy statement encourage corporal punishment but the spirit and letter of this policy statement is not followed. All the teachers are allowed to cane students as part of the process of managing students' behaviour.

In addition, the six strokes as prescribed is not followed. In my field observation in all the schools it was established that students were caned more than the six strokes as prescribed and no record of these canings were kept. The difficulty teachers face is how to discipline students without caning them. One of the teachers of school A clearly expressed this when he said that '*... now if you don't cane the student what punishment can you give to the student that will mould him that is reformative...*' **T3A**.

One of the key concerns of this my research is to explore alternative strategies of managing student behaviour without resorting to physical and abusive punishments. This has the potential to help Ghana fulfil some of the cardinal goals of the SDGs, especially goals 4.a and goal 16.2. Goal 4.a talks about the opportunity to '... provide safe, non-violent, inclusive

and effective learning environments for all', whilst goal 16.2 talks about the opportunity to 'end abuse, exploitation, trafficking and all forms of violence against and torture of children'.

Slate and Perez (1991) states that the foundation of physical punishment is traceable to theology as demonstrated by the old saying 'spare the rod, spoil the child' (Slate and Perez, 1991: 362). It is established that corporal punishment was an essential component of education in the nineteenth and twentieth centuries which many students experienced in different parts of the world (Middleton, 2008). This was the time the world over were ascribing and 'dancing' to the tune of corporal punishment and its justification (Middleton 2008). In the face of tremendous amount of research evidence pointing to the bad effects of corporal punishment (see for example Straus 2000; Jambor 2001; Gershoff 2002; Zolotor, Theodore, Chang, Berkoff, & Runyan, 2008) several countries have since long abolished such punishment in their schools. For instance, Norway in 1936 (Jambor, 2001), Sweden in 1979 (Gershoff, 2002), UK in 1987 (Jambor, 2001) and in many other countries. Now that tune has changed with various evidence pointing to the fact that corporal punishment defeats the purpose of education, has negative influence on learning, increases violence, vandalism, aggression, delinquency, crime, emotional disorders and puts the health of individual students at risk (Gershoff 2002; Jambor 2001; Weijers 2000; Simons, Simons and Wallace, 2004), there is the need for Ghana to dance to the current 'rhythm'.

It is therefore welcoming news that in 2015 the Ga West Municipal Education Directorate, one of the municipalities in Greater Accra Region, Ghana, banned caning in all the schools in the municipality (Citifmonline.com, 2015). This however should be translated into policy

in the Municipality and a call on national government to ban caning in its entirety in the country.

My immediate aim in this section is to deconstruct the textual context in the policy documents which seek to promote violent discipline. This is what Codd (2007:178) describes as 'ideological texts that have been constructed within a particular historical and political context. The task of deconstruction begins with the explicit recognition of that context'.

### **iii. Flouting authority**

The parent document talks about 'flouting the authority of the Head and other members of staff' (Unified Code of Discipline n/d **Appendix 7A**) as an offence punishable by caning, when the offence is committed for the first time, the second time is suspension and the third-time dismissal of the student from school. In school B 'flouting the authority of school prefects or seniors' (school B: rules and regulation n/d. **Appendix 7C**) is added, which is punishable by manual work when the offence is committed for the first time and the second time is withdrawal from school. Whilst in school D 'flouting the authority of school prefects or seniors' (School D Senior High School (SHS) rules and regulations and recommended punishment for offences n/d. **Appendix 7E**) is punishable by manual work when the offence is committed for the first time, the second time is suspension, and the third time is withdrawal from school.

I argue that this is an 'open cheque' given to school management, teachers and colleague students without stating the limit of their powers. This is one of the sources of the wide range of discretionary powers at the disposal of teachers in Ghanaian Senior High Schools in the management of student behaviour. This has potential to promote abuses in the name

of 'flouting' their authority which the SDGs abhors. In recent days, it is the media through the benevolence of some people that has helped to expose these abuses, hence the need for this research. Holbrook (1997) states that of recent educational researchers have developed interest on the dynamics of the classroom and the interplay of power in the school context. Foucault perceives 'punishment as fundamentally involving questions of power and of government' (Garland 1991:133).

Education is justified on 'the notion of freeing people from the authority of others- be it state or church or other forms of authority' (Marshall 1996:83). From my fieldwork and analysis, freedom seems to become more important in my thinking and is in fact a huge topic of its own (see Marshall 1996 and Foucault 1982). For example, Marshall states that freedom in education has since long been valued dating back to the 5<sup>th</sup> Century BC. I argue that this policy prescription on school discipline is an affront to the autonomy of individual students because it seeks to dominate them instead of liberating them. Foucault (1982:18) and Marshall (1996:111) on the notions of technologies of domination and technologies of the self indicates that 'technologies of dominations are concerned with defining and controlling the conduct of individuals, submitting them through the exercise of power to certain ends so as to lead useful, docile and practical lives' (Marshall (1996:111). Whilst technologies of the self allow individuals 'to effect certain operations in their own bodies, souls, thoughts, conduct and way of being' (Foucault (1982:18), in order to reconstruct and change themselves to achieve some kind of 'wisdom, perfection, purity, and even, happiness' (Marshall, 1996:111).

#### **iv. Pregnancy on the part of the students**

When a child is pregnant in the SHS, the Unified Code of Discipline stipulates that the student should be withdrawn and transferred to another school. Termination of

pregnancy/Abortion attracts dismissal from the school. One of the teachers in school A told me that *'...if she comes back others will try to copy such behaviour...'* **T1A**. I argue that students should not be withdrawn from the school unless it is in the interest and will of the student. The student should be given the needed support and love until she delivers and at the same intensify sex education in the schools. Also, the policy is discriminatory in favour of the men, in the sense that if a colleague student impregnates the colleague, the lady suffers for the offence whilst the boy walks away free, and this I argue is unfair.

In doing this analysis I am conscious of the fact that some of the schools are faith based but as the old proverb says 'don't throw the baby out with the bathwater'. Ghana must also honour its pledge as embodied in the SDGs which stipulates in 4.1 that 'by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes'. This commitment Ghana must honour.

Report by the Ashanti Regional Girls' officer indicates that the academic dreams of young ladies are shattered daily because of pregnancy leading to their inability to continue school (Citifmonline.com, 2015).

**v. Wee (marijuana) possession and smoking**

This attracts suspension and withdrawal from school. I argue that these students should be supported to quit smoking and be rehabilitated if need be, rather suspend or sack them to join the gang of wee smokers. This issue comes in the wake of the confession of a seasoned and respected senior journalist in Ghana, Kweku Baako, on the radio that in his childhood/youthful age he smoked wee for about 26 to 29 years (peacefmonline.com 2016 and myjoyonline.com 2014) and the plea and confession of a student in one of the SHSs in

norther region, who was expected to be dismissed from school for smoking marijuana, to be allowed to continue his education since all members of his house, except his mother, smoke marijuana (citifmonline.com 2016). I argue that if those persons who might gotten into this habit either intentionally or by accident are shown love and supported it might help to reduce the burden of the state of having to offer expensive support to these people in future life.

#### **vi. Dismissal and suspensions**

Generally, the first two most prescribed form of punishment in the Unified Code of Discipline (n/d) are dismissals and suspensions of students from school. The key question that should be lingering in the minds of those pursuing the interest of these students is; how can those dismissed from school or suspended indefinitely from schools be reformed by this action? I argue that schools are renegeing in their responsibility by transferring their responsibilities unto the society, the end result will be the organisation of army of criminals which has dire consequences on the nation.

If the state will not train teachers with the needed content to manage students' behaviour effectively, the state will be compelled to get the resources to pay the judiciary officers to sit on crimes committed by the students turned away from our schools and feed them in the prisons when they are convicted. The SDGs stipulates that countries must commit themselves to providing professional and qualified teachers when it stated in goal 4.c that 'by 2030, substantially increase the supply of qualified teachers...'

School management is expected to refer cases of dismissal to Board of Governors when it states that 'cases which in the opinion of the school authorities merit dismissal should be referred immediately to the Board of Governors. In the absence of a Board of Governors,

the case should be referred to the District Education Officer' (Unified Code of Discipline, n.d:3). But ironically school management can deliberately put a student on indefinite suspension without calling the student back until the student looks for another school or terminates his or her education mostly especially if they are unable to secure admission to another school. One of the teachers in school C stated this when he said that '*... if they give you suspension and they don't call you, you will not find a different school and that will deter you from doing such things again so that you will not have your education'* **T7C**.

I argue that giving students and their parents the opportunity to challenge or appeal against the suspensions or exclusions from the schools will help the natural course of justice and prevent some opinion leaders from becoming 'pleading contractors' since this creates a sense of inequality. Also, if a child is suspended from school for one week or more an alternative means of education should be arranged. This calls for collaboration between the schools, the social welfare department and the metropolitan, municipal and district assemblies. Moreover, in the case of the students facing exclusions (dismissal or withdrawal) from school arrangements should be made between schools to ensure the transfer of these students in question to an available school of their choice, this should be done in collaboration with the parents. The parents must be made to assume responsibility of ensuring that their wards attend the school.

In **vii** below I used data from the interviews regarding the policy prescriptions for behaviour management in High Schools in Ghana. This is to examine the perceptions of the teachers and school about aspects of the policy prescriptions.



**vii. Improvement in the suspension and exclusion policy**

In order to achieve this, I asked the following questions to the teachers and school management in order to elicit the needed response from the respondents:

**How effective do you consider the G.E.S policy on suspension and exclusions from school?**

And

**What improvements do you think could be made to the suspension/exclusion policy and process?**

The majority of the respondents (18 out of 20) indicated that the policy is inadequate and needs improvement (A1A, A2B, A3C, A4D, B1A, B2B, B3C, B4D, T1A, T2A, T3A, T5B, T6B, T7C, T8C, T10D, T11D and T12D). The following are some of the excerpts of their responses which are very straight to point:

**B2B:** *'There should be an improvement in the policy merely suspending students will not help us achieve what we want to achieve ... instead of suspending ... GES should come out with something that we probably can do to the students which can help transform the student'*.

**T3A:** *'The policy ... needs a review because I have been reading this same thing for the past 15 years...'*.

**T6B:** *'... Education policy ... changes from one situation to another. So I think from time to time the GES should revise their policies, the policies that are not relevant to the school situation should be abolished'*.

## **2) Highlights of the policy requiring conservation and improvement**

### ***viii. Promotion of self-control and self-discipline***

The disciplinary code ties deterrence to promotion of self-control and self-discipline when it states that ‘... the disciplinary measures that may deter students from committing offences and compel them to exercise self-control and self-discipline in their day-to-day activities’ (Unified Code of Discipline, n.d:1). Flowing from my arguments in in **4.4.1.1 (i & ii)** above I argue that the tie is unmatched and must be scrubbed from the policy document, since this type of disciplinary policy can lead to the abrupt end of some students’ educational carrier.

### ***ix. Disciplinary committee***

The Unified Code of discipline expects the schools to establish disciplinary committees and stipulates that membership should include student representation. The heads are entrusted with the power to ensure that disciplinary issues are investigated properly and students given hearing. The Unified Code of Discipline (n.d:2) states that;

*‘The setting up of Committees with student representation on them to deal with all aspects of school life is highly recommended. It is hoped that P.T.A. and School Committees such as Food/Dining Hall/Canteen/Transport/Entertainment/Sports and Disciplinary Committees as Student Representative Councils will help to maintain the desired discipline in schools’ (Unified Code of Discipline, n.d:2).*

The code puts the responsibility on the headteachers when it said ‘heads must ensure that all cases of indiscipline are thoroughly investigated by their Disciplinary Committee. In all these investigations, students must be given a hearing’ (Unified Code of Discipline, n.d:3).

Fair hearing is required of school teachers and disciplinary committees but this is challenged for several reasons. Among them are: teachers flagrantly refuse to hear the explanation of the students before administering punishment; some of the workings of the disciplinary committees are clothed with favouritism.

This committee is laudable but care must be taken not to flood the committee with frivolous cases. Also, membership of the committee should be properly laid out in the policy document including the criteria for inclusion so as to allow individuals with the needed skills and experience to do the job.

***x. The headteacher as the focus of behaviour management***

The policy document makes the headteachers the centre of managing student behaviour when it says that 'it is expected that the experience, tact and firmness of the Head of institution will be brought to bear on all decisions' (Unified Code of Discipline, n.d:2). The headteacher is expected to bring his/her experience to bear on disciplinary issues. Ball (1987:83) states that 'all heads by virtue of their position are invested with some degree of formal authority within the ongoing process of joint action in the school'. The headteachers are clothed with 'decision-making responsibilities' as Ball (1987:22) puts it, should find quality time to support the team in charge of behaviour management to manage student behaviour effectively.

**3) Loopholes relating to the unified Code of Discipline**

- The policy is constructed with the disposition of discipline as representing only punishment (see Appendix 5A, 5B, 10C, 5D and 5E), no mention is made of rewards. No wonder the senior house master's office is considered as a 'hell visit' for some of the students. Indeed, one of the senior house alluded to this assertion in the following

transcripts: **B3C**: '*... most of the students are scared to come here because their image of the senior house master office is for punishment ...*'.

- The policy is constructed without taking into account teacher caused misbehaviour.
- The discretionary powers allocated to the teacher by the policy is explicitly so wide, for instance the student is punishable if s/he flouts the authority of the teacher and school prefects/seniors, no wonder the teachers are abusing their powers. This calls for teacher accountability in respect of behaviour management.
- Membership of the disciplinary committee is unclear in the midst of this ambiguity and uncertainty schools rely on conventions which breeds favouritism.
- Training or skills required of teachers to handle student behaviour is not stipulated in the policy document, which should be put in place to serve as a guide for teachers and school management.
- No prescribed punishment in the policy documents for some offences relating to classroom management like noise making in the classroom, lateness to class etc.

Generally, it is realised that the parent policy and by extension the individual school policy prescriptions are associated with inadequacies, procedural irregularities relating to how the students should be treated and promotion of arbitrarily use of discretionary powers on the part of the teachers and school management. Owing to the above professional and policy flaws it will be prudent to suggest policy reforms in order to be in tune with contemporary educational policy and practice. I present below in **4.4.2** the views of some of the interviewees about how they feel in respect of the effectiveness of the policy prescriptions.

#### 4.4.2 Teachers' perceptions of the effectiveness of current disciplinary policies

This section explores the teachers' perceptions of the effectiveness of the current disciplinary policies analysed above.

##### 4.4.2.1 Perceptions regarding the ability of the current GES policy to address behaviour problems in schools

In order to explore this topic, I asked this question: Do you feel Ghana Education Service has the necessary processes or policy in place to address behaviour problems across the country?

The answers provided by the teachers and school management indicate that all is not well in respect of the effectiveness of the behaviour management policy document. These views are presented in figure 4.5 below.

**Figure 4.5: Teachers' perceptions of the effectiveness of current disciplinary policies**

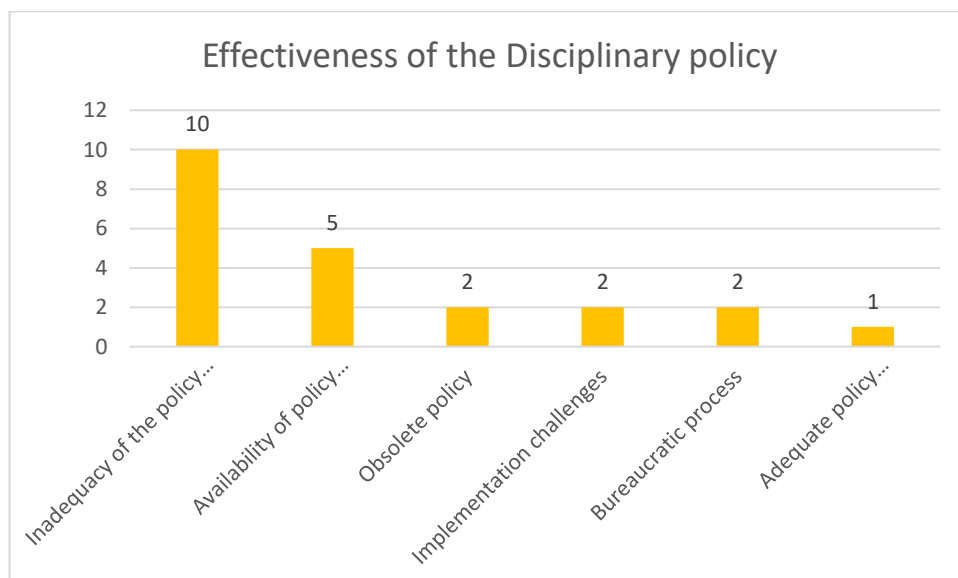


Figure 4.5 indicates that ten of the respondents think that the disciplinary policy prescription is inadequate to manage students' behaviour, five respondents think that

there are policies in place to manage student behaviour, two respondents each think that the policy is obsolete, riddled with implementation challenges and bureaucratic in nature, whilst one person thinks that the policy is adequate to deal with disciplinary issues.

The following are the excerpts of their responses which are direct to the main issue under discussion, which is about the perceptions about the disciplinary policy currently in use in Ghanaian SHSs:

### **1. Obsolete behaviour management policy**

**A3C:** *'...We have laid down GES policies even though ... some are obsolete but there are some we are still depending on ... and they are helping us'.*

**B1A:** *'... it seems the policies that were drawn from the colonial time are still the policy, so there is the need for a review because the system has changed ...'.*

### **2. Inadequacy of the Unified Code of Discipline**

**B1A:** *'... there are instances where you will not even have any misbehavior falling within the suggestions that they have given. So, you will have to use your own intuition to really see what you can do about it the situation...'.*

**B2B:** *'... for instance we have been told that mobile phones should not be used by students but there has not been a concrete policy from Ghana Education service. So, because of that it becomes very difficult to control these students...'.*

**B3C:** *'May be on paper they have but practically no ...'.*

**T2A:** *'... I think that a policy review can help'.*

**T3A:** *'It does look like Ghana Education Service has the needed policy ...'.*

**T8C:** *'The policy that G.E.S has put in place is not to that extreme ...'.*

**T10D:** ‘... unless they revise their policy I don’t think they will have any positive results’.

**T5B:** ‘... they have but they might not be doing well in that direction because they should design policies that will ensure that the behaviours of students are being kept ...’.

### **3. Implementation challenges**

**B1A:** ‘... the policies are there the implementation is an issue ...’.

**T7C:** ‘G.E.S has the policy but implementation is the problem. The policies are not actually working’.

### **4. Adequate policy prescriptions**

**A2B:** ‘They are adequate to some extent ....’.

### **5. Bureaucratic process**

**A4D:** ‘The guidelines are there but I think sometimes it is too bureaucratic ...’.

**T12D:** ‘... the teacher will have to go through a lot to punish the student ... So, such a bureaucracy is in existence sometimes it discourages some of the teachers to punish the students ... so I see that particular policy as rather encouraging misbehaviour of students in school ...’.

### **6. Availability of policy prescriptions**

**T4B:** ‘... there are regulations or rules in every institution but it behoves on those heads and staff of those institutions to ensure that students behave properly...’.

**B4D:** ‘... I think GES, they have rules and regulations. The only problem is whether we are able to implement them as expected...’.

**T6B:** ‘... G.E.S has guidelines for the conduct of ... students which aims at creating enabling environment for teaching and learning’.

**T11D:** ‘I think to an extent, they have because in every school there are rules and regulations and the GES also has its own rules and regulations guiding the operations of the school...’.

**T1A:** ‘... I can say yes it is there except that it is now just left with the individual management of the class ...’.

Finally, owing to the claim of the majority of teachers and school management that policy document is inadequate to deal with disciplinary issues, obsolete and riddled with implementation challenges as well as the prevalence of student abuses in the schools is a signal that something fundamental is amiss or missing in the policy documents and in the professional conduct of the teachers. The victims of violent disciplinary measure in Ghana are indeed victims of an outdated disciplinary policy, missing link in teacher training and recruitment. It is highly fascinating that for a long time the interests of these victims have not been highlighted by researchers (except the media). Coupled with the fact that the world is changing as Blakemore and Warwick-Booth (2013:66) put it ‘the world is changing and as a consequence anyone now studying social policy needs to look beyond national boundaries to explore and capture the full range of activity within this field’. Hence the need to explore alternatives disciplinary measures which is in practices in the countries where physical and abusive punishments have been banned (see 6.7).



#### **4.5 Foucault's Concept of Normalisation (implementation of disciplinary policy measures by school leaders and classroom-teachers)**

This section explores the understanding and practices of behaviour management in Ghanaian High Schools; how it is constructed and practiced in order to identify the perceived bad behaviour and produce the perceived good students. The analysis in this section is intended to answer the following research questions;

- **How are disciplinary policy measures implemented by school leaders?**
- **How are disciplinary policy measures implemented by classroom teachers?**

The analysis in this section is done using the Foucauldian concept of Normalisation drawn from Foucault's (1977), *Discipline and Punish; the Birth of Prison* and his lecture series at the Collège De France and Ball's (1987) theory on micro-politics of the school. I draw on these works to examine the implementation of policy measures in the school and the classroom. The analysis is in the following:

#### **4.6 Normalisation (of the term behaviour management/Discipline)**

The intention in this section is to demonstrate how Foucault's concept of Normalisation as tool of analysis can be used in behaviour management in Ghana. My engagement with the concept comes from Foucault (1977), *Discipline and Punish; the Birth of Prison* and his lecture series at the College De France (for example Foucault (2007), *Security, Territory, Population: lectures at the Collège de France*, Foucault (2003a) *Society must be defended: lectures at the Collège de France*).

Foucault's concept of Normalisation is deployed in this context in an attempt to understand and to assist in the analysis of behaviour management issues in Ghanaian schools.

Normalisation functions through the Ghanaian schools which allow the schools' administrative structures and individual teachers to act upon individual students to conform to the norms in the school. This kind of normalisation places the students into two possible categories: 'normal' and 'abnormal'. I shall argue later that such a dichotomy is insufficiently subtle to be constructively useful for students.

The category of normal in this sense denotes a student who conforms and does not depart from the set standard of the school. The normal also depicts a student with good behaviour that allows a comparison between students and to separate the 'bad nuts' who depart from the prescribed norm for sanctions to be applied. This process of ensuring that students conform to the set standards is sanctioned by the school and requires the obedience of the student to be acted upon in an effort to correct the perceived deviants. Foucault (2007:57) indicates that;

*'disciplinary normalisation consists first of all in positing a model, an optimal model that is constructed in terms of a certain result, and the operation of disciplinary normalisation consists in trying to get people, movements, and actions to conform to this model, the normal being precisely that which can conform to this norm, and the abnormal that which is incapable of conforming to the norm. In other words, it is not the normal and the abnormal that is fundamental and primary in disciplinary normalisation, it is the norm'.*

Normalisation is a powerful disciplinary power which institutions use to establish the foundation of their authority (Ball 1990) in order to secure the obedience and acceptance of the set standards by the students and the authority of the disciplinary actors (like teachers). Normalisation as Foucault (1977) indicates is a great tool of power, this type of 'power of normalisation imposes homogeneity; but it individualizes by making it possible

to measure gaps, to determine levels, to fix specialities and to render the differences useful by fitting them one to another' (Foucault, 1977: 184).

Normalisation functions through three instruments, these are:

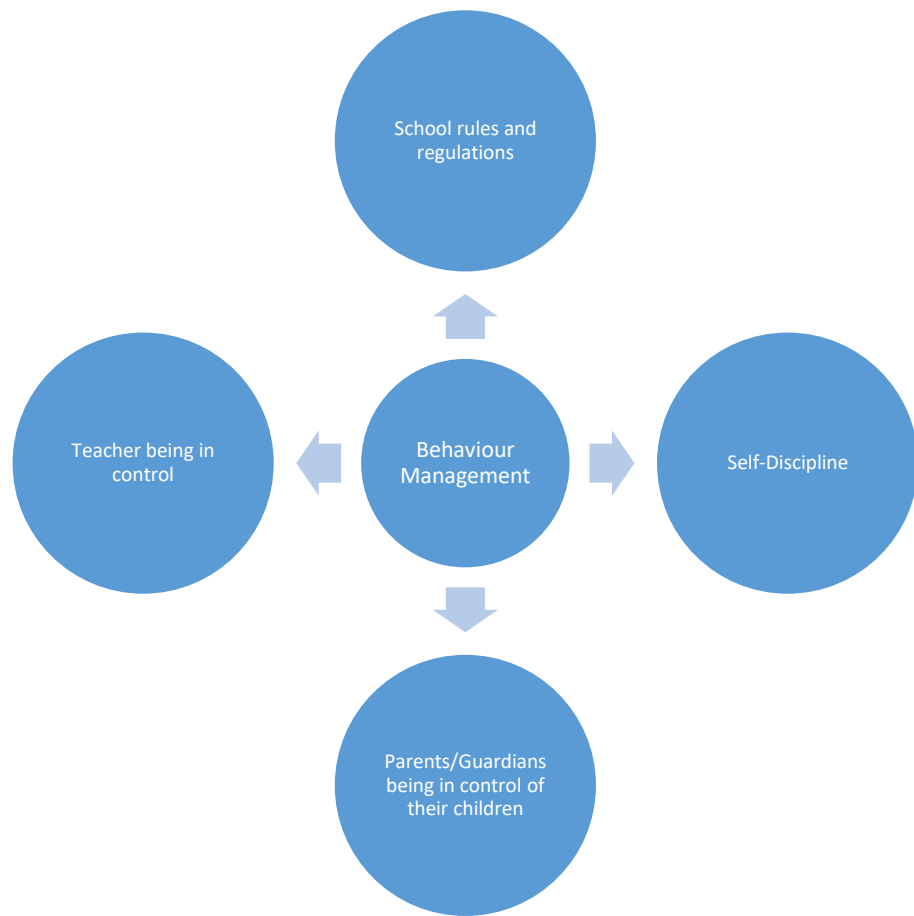
- Hierarchical observation
- Normalising judgment
- Examination (Foucault 1977 and Ball 1990).

Ball (1990:159) states that 'hierarchical observation, normalisation judgements, and forms of examination are all part of the total web of management control'. These instruments are explored in my analysis of behaviour management in Ghanaian schools in the following. Such process of normalisation gives an understanding of the classroom practices of the teacher and the schools practices of dealing with disciplinary issues.

As a way of clarification, it should be stated that the two terms, behaviour management and Discipline were used interchangeably in the process of the interviews to mean the same thing (see 2.1). The following question was asked in an attempt to get the main perspective of normalising behaviour management in the context of Ghanaian schools: **'what is your understanding of the concept behaviour management or discipline in schools?'**

Figure 6.1 as presented in the following sums up the normalising of behaviour management in Ghanaian Senior High Schools below;

**Figure 4.6 Normalisation ideas of respondents**



**Source:** Field work 2015

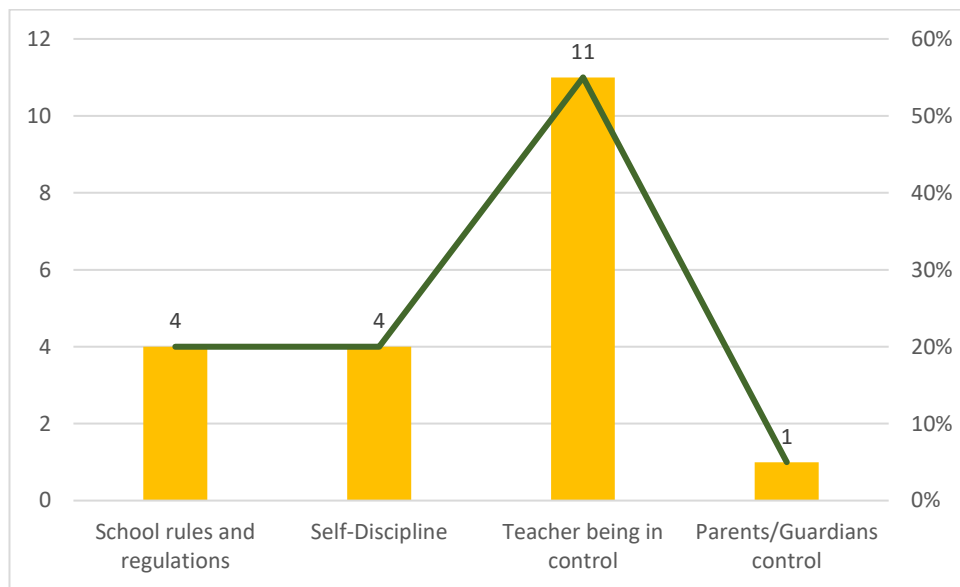
Figure 4.6 shows the key ideas behind respondents' ways of normalising student behaviour.

The key patterns of this kind of normalisation are explained in figure 6.2.

Flowing from figure 4.6. The normalisation pattern of the respondents is presented in figure

4.7.

**Figure 4.7: Normalisation pattern of respondents**



**Source:** Field work 2015

Figure 4.7 shows that eleven of the respondents (T5B, T6B, B4D, A4D, T1A, T2A, T3A, T8C, T11D, T12D and A3C) out of twenty, mostly constituting teachers, think that the teacher should be in control of shaping student behaviour, four respondents each think that school rules and regulations (B2B, B3C, A1A, A2B) should be used in managing student behaviour, all of these are in the management position and the other four think that self-discipline is required of the students as the process for maintaining discipline (B1A, T4B, T5B and T6B) and only one person (T10D) maintained that it is the responsibility of parents to ensure that their children are disciplined .

I will discuss the groups of responses in the following order: obeying the school rules and regulations; self-discipline; the thinking that the teacher should be in control and Parents/Guardians should be in control of their children.

**i. Obeying the school rules and regulations**

What behaviour management means to respondents **B2B**, **B3C**, **A1A**, **A2B** and **A2B** is that, school leaders and teachers should make the students to behave in line with school rules and regulations. The possible interpretation of this assertion is that it expects the teacher to compel the students to act in line with the prescriptions of the school rules and regulations and demands students' acceptance of the authority of the school and teachers in order to be acted upon as part of the norm. The following constitute the responses of the interviewees ascribing behaviour management and for that matter the norm as obeying the school rules and regulations;

**B2B:** '*... when we talk about discipline or behaviour management it has to do with measures that have to be put in place to ensure that students behaviour conform to the laid down rules and regulations*'.

**A1A:** '*... behaviour management entails every single activity that is required in order to get students to behave in a way that is in line with the rules and regulations of the school and then in accordance with the Code of Discipline for students. So any kind of activity that we carry out in order to get students to go in line with that, I will term that one as behaviour management*'.

**A2B:** '*... discipline in school simply means making students to do the right thing, obeying school rules and regulations ...*'.

**B3C:** '*... to stay within the confines of the school rules and regulations ...*'.

**ii. self-discipline**

What behaviour management means to respondents **B1A**, **T4B**, **T7C** and **T9C** is that, students should be able to discipline themselves regarding their response to school activities, to the admiration of the teachers and everybody in the school. It is important for

me to state that the obedience of the student and their respect for time are important in all situations. The following constitute the views of the 'apostles' of Self-Discipline;

**B1A:** *'Discipline in school has to do with students getting to understand what is expected of them at any moment in time. So, in school the child should know that at a point in time I am supposed to be at this place, I am supposed to be doing this and that*'.

**T4B:** *'Actually when we talk of behaviour, we are referring to students doing the right things ...*'.

**T7C:** *'Discipline entails a lot it includes the obedience of students; response to time and other school activities, being punctual, regular and respectful to school activities this brings about discipline in school*'.

**T9C:** *'Discipline is when an individual carry out himself or herself to the extent that everybody will like that ... and we would say that the person has disciplined himself or herself*'.

### iii. Teacher being in control

What behaviour management means to respondents **T5B, T6B, B4D, A4D, T1A, T2A, T3A, T8C, T11D, T12D** and **A3C** is that the teacher should have total control of the class in order to create an enabling environment for teaching and learning to take place without disrupting the educational objectives; the actions and inactions of teacher to be able to change student behaviour. The following are the excerpts of interviewees who think that the teacher should be in charge shaping the behaviour of students;

**T8C:** 'Behaviour management is about how one is able to control or handle students of different behaviour by putting them on the right line ... correcting their behaviour to conform with the rules and regulations'.

**T11D:** 'Behaviour management is about how you are able to control the behaviour of a person or a group of persons in order to achieve an objective'.

**T3A:** '... behaviour management ... is about trying to control the series of activities which are in behavioural responses from students within a school setup ...'.

**T5B:** 'Behaviour management is simply the total control of a class by a teacher to ensure smooth learning in the class room'.

**T6B:** 'Behaviour management is the creation of an enabling environment for teaching and learning to take place in a school situation. In the creation of the enabling environment it allows the teacher to put certain measures in place that will let effective teaching and learning to take place in a school'.

**B4D:** '... I think it is the actions that one's take or actions and inactions that is carried out to be able to change behaviour to suit the society in which one finds him or herself ...'.

**A4D:** '... how ... deviant behaviours are managed so that it does not disrupt the educational objectives, I think the measures taken in addressing that is behaviour management'.

**T1A:** '... once you see abnormal behaviour in the student or students and you try to put that person in the right way... and you try to let him come to an acceptable behaviour ...'.

**T12D:** 'Behaviour management is the way of dealing with the students' attitude in the classroom towards the lesson that is how I understand it'.



**A3C:** *'... behaviour management in school is bringing up a child or a student under your supervision to know when to get up from bed when the child is supposed to do his chores like sweeping and wash down to come to school assemble at the right time ...'.*

**T2A:** *'... has to do with getting people to live in harmony of course that could promote the welfare of society'.*

#### **vi. Parents/Guardians being in control of their children**

What behaviour management means to respondent **T10D** is that, it is about how parents are able to control their wards' behaviour according to the rules of the society. This is the odd view expressed in the concept of management behaviour. One therefore wonders if parents are to be held responsible for the happenings in schools, what then will be the responsibility of the teachers. This is not to suggest that parents should not work in partnership with the school to ensure effective management. The teachers must display a sense of commitment in managing student behaviour whilst at the same time soliciting for support and partnership from the parents and not to shift the entire burden to them. The following constitute the views of a respondent who thinks that the burden of managing students' behaviour should be shifted to the parents (**T10D**);

**T10D:** *I think it is prevailing on parents or guardians of children to control their wards or children on how to behave according to the rules of the society.*

#### **4.6.1 Hierarchical observation**

This is the series of events of the school put in place to supervise the students. The students themselves especially those who are school prefects and the class prefects have the power to supervise their fellow students. The network of observational power in the school setting

is carried out as part of the daily routine or business of the school. The mode of dressing, time of sleeping in the case of those in the boarding house, time of eating, time of break, movement of students, conduct of students in the classroom, teaching and learning are all regulated by the school.

Surveillance in schools comprises observation in the school setting by some identifiable people (Freie and Eppley 2014), in this instance the teachers observe students and they in turn are observed by higher authority. The micro-political structure (Ball, 1987) of behaviour management in Ghanaian Senior High School is presented in the organogram (**figure 5.1**) is very vital in this process of observation. Gore (1998:236) states that 'surveillance singles out individuals, regulates behaviour and enables comparisons to be made'. This is where the link between Normalisation and Surveillance (**see also 5.1**) is drawn.

Hierarchical observation is engaged in this instance by the individuals entrusted with the responsibility of watching students or students watching their colleagues by pursuing them to act in a manner that suits the norms as established. It makes it possible for the students to be known in order to be altered. The following are the instances where this observation is made possible; at the assemble ground/hall, classrooms, dormitories, school compound and so on. The following excerpts that deal directly with issues of Foucauldian observation;

**A2B:** *'...if the population is large and you don't have much monitoring system in place, they will not behave in conformity to the rules and regulations... we have the prefectural body which helps in the running of the school they are working with their follow students ... they monitor them and report to the administration. At the class level, we have class monitors ... so they are in a way helping the school to run'.*

**A3C:** *'... we try to ask teachers who are on duty to help the prep committee, so that they go round in turns ...'.*

**B2B:** *'... we have bodies in place, you know among the students we have other students who are in leadership positions like we have landlords, landladies, class monitors, all these people have responsibilities they carry out so ... so any impending misbehaviour is normally gotten to know of and the necessary action taken'.*

#### **4.6.2 Normalising judgment (Perceptions of the nature of disruptive behaviour in schools in Ghana)**

The perceptions of perceived misbehaviour are analysed using normalising judgement under the concept of Normalisation. Normalising judgment is 'at the heart of all disciplinary systems functions' (Foucault, 1977: 177).

The field data revealed that the responsibility for normalising judgement is entrusted in the hands of the School management and teachers. Foucault (1977:304) indicates that;

*'the judges of normality are present everywhere. We are in the society of the teacher-judge, the doctor-judge, the educator judge, the 'social worker'-judge; it is on them that the universal reign of the normative is based; and each individual, wherever he may find himself, subjects to it his body, his gestures, his behaviour, his aptitudes, his achievement'.*

Students' behaviour is judged and shaped in accordance with the set standards in the schools. The process of the construction of the notion of bad behaviour, in other words abnormalcy or normalcy is based on teacher experiences, disciplinary policy document and the interpretations of these documents by school management and teachers. No room is created for deviants, this therefore leads to punishment including suspensions and

dismissal from school. Domination is often justified by the school leadership and teachers as being good for the student and the welfare of the society.

Based on the process of normalising behaviour in schools, school management and teachers proceeded to judge the nature of disruptive behaviour in Ghanaian Senior High Schools in the following **(How do you view disruptive behaviour within your school and across the nation?);**

### **1. Misbehaviour poses a challenge in High Schools in Ghana**

Respondents **B1A, B3C, A2B and B2B** posited that indiscipline which is a nationwide problem poses a great challenge in the schools. This is partly as a result of the emergence of new trends of misbehaviour. Flowing from the process of normalising judgement, the possible interpretation is that perceptions of the appropriateness of student behaviour through normalisation requires that individuals retain or change their behaviour to conform to the social context within the school. When they do not retain the appropriate behaviour or change, the notion of abnormal is constructed by the school system and the teachers. The following are the responses of the interviewees regarding the notion of misbehaviour as a nationwide challenge;

**B1A:** *'...there are a lot of challenges, you cannot say it is a perfect situation ... there are deviant behaviours... for now you realize that in school here discipline to some extent you can't say it is the best ...'.*

**B3C:** *'It has become a problem because day in day out we see new trends of misbehaviour ... I had to deal with a number of issues and if we do not manage it well, it will escalate. So it is a problem ...'.*

**A2B:** *'... nationwide we have a problem, I will say that students are no more interested in following ... the laid down rules, so we have a lot of disciplinary issues in the school ... the whole country is now having a bigger problem as far as discipline is concerned'.*

**B2B:** *'... in my school in particular there have been instances whereby these kinds of behaviour have been demonstrated by the students...'.*

## **2. Increasing students' misbehaviour and students' riots**

Respondents **A1A**, **T12D**, **T3A** and **T4B** state that indiscipline in schools is on the increase with the students rioting at the least provocation leading to the destruction of school properties and personal properties of the teachers. The following are some of the responses on the same issue;

**A1A:** *'...disruptive behaviour is just on the increase, students rioting with the least provocation as it happened in school X and other places...'*

**T12D:** *'... it can also lead to student riot in school and when such things happen the facilities in the school are also destroyed. In recent times, we heard the news in school X about the student behaviour which resulted in the burning of a teacher's car at the end of the day I learnt the whole dormitory was always burnt down, that is the results of such behaviour of students in school, so it is not good'.*

**T3A:** *'... the results which leads to destruction of school property, destruction of government property and even destruction of staff personal effects ...'.*

**T4B:** *'Generally, I will say discipline is going down ...'.*

## **3. Students misbehaviour is the result of students' refusal to obey rules and regulations**

Respondent **T7C** states that the behaviour in as a result of the students not obeying school rules and regulations. The following is the response of the interviewee;

*T7C: 'The bad behaviour we see among students is when students want to go contrary to the school rules and regulations, being at odd places at the wrong time, not attending class and so on... it is in the bad light'.*

#### **4. Students not respecting the authority of school and teachers is the cause of misbehaviour**

The respondent (A3C) indicates that the lack of respect for the authority of the teacher and the school is the cause of the indiscipline in schools. The following is the response of the interviewee;

*A3C: '...our time we use to respect authority but these days it has gone down a bit, so it is a canker in the whole country and we are battling with it here ...'.*

#### **5. Behaviour not properly managed in school is the result of the indiscipline on our roads and in work places**

The interviewee (A4D) who is one of the headteachers thinks that if behaviour management in our schools is not properly handled it affects academic work in the school and at the national level it translates into the problems that we experience on our roads (for example careless driving, the carnage that we experience on our roads and so on), work place behaviour and general attitude to work. He posited that attention must be paid to behaviour management in schools if the nation is to minimize problems on our roads and at work places.

*A4D: 'I think of recent times is not the best, the effects are so damaging, sometimes it derails academic work, even at the national level it creates a lot of indiscipline that is manifested whether it is on our roads, in our work places, our attitude to work and all that, so that is the impact of behaviour not properly managed'.*

## **6. The increase in crime rate in Ghana is the result of poor behaviour management in schools**

Respondent **T2A** thinks that the increasing crime rate in the country correlates with the current behaviour management challenges in schools. The following is the response of the interviewee;

**T2A:** *'... across the country you can see that crime is on the rise it is a clear indication that behaviour is something that has to be checked'.*

## **7. Disciplinary problems are reducing now**

Respondent **T9C** is very optimistic that indiscipline is reducing in schools; students are now behaving well. The following are excerpts of their responses;

**T9C:** *'In this school our students are behaving well even though it is not 100% ...'.*

## **8. It affects academic work**

Respondents **B4D, T3A, T6B, T8C, T10D, T11D and T12D** state that indiscipline impedes teaching and learning which affects the school, the community and the nation. The following are the excerpts of their responses;

**B4D:** *'... we are simply talking about the behaviour that the student puts up in the class that ... impedes teaching and learning in class'.*

**T3A:** *'... when it is allowed to happen it can bring about a break in the academic session of the system ...'.*

**T6B:** *'It compromises on the harmony of effective teaching and learning in the school and the classroom and outside even school...'.*

**T8C:** *'It goes a long way to affect the community, the school and the nation as a whole ...'.*

**T10D:** *'I think it does not promote healthy teaching and learning ... generally, it is very bad'.*

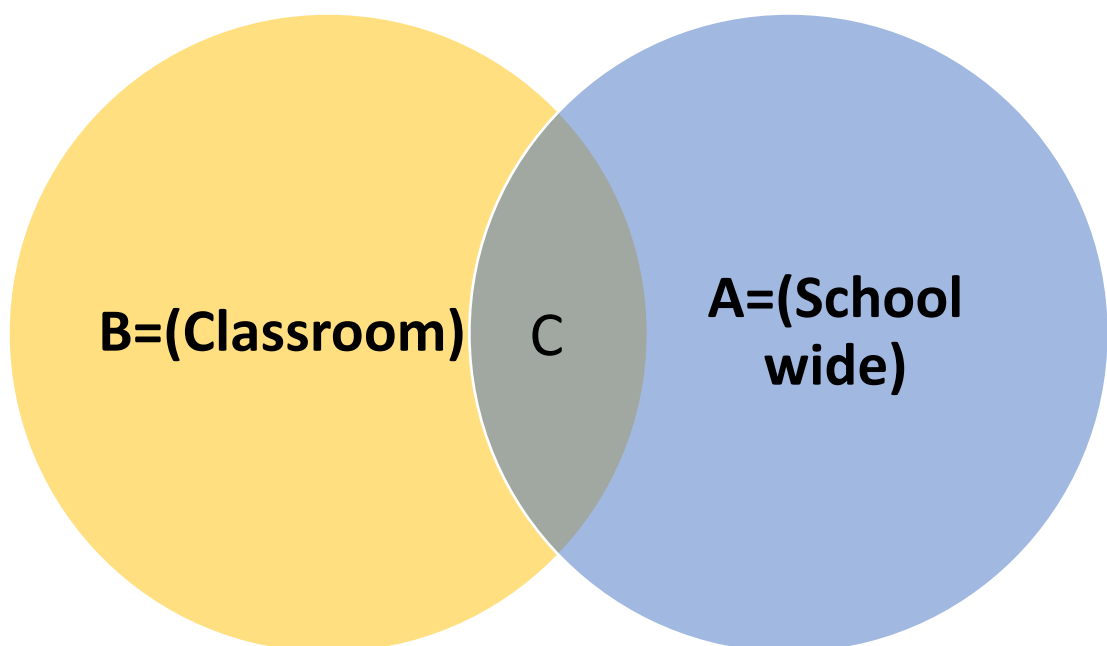
**T11D:** *'... makes teaching and learning ineffective in a class ...'.*

**T12D:** *'The destructive behaviour is bad ... once it is geared towards the lesson in the classroom it is likely to disrupt those students who are interested in taking knowledge from the teacher and such an attitude can also affect the performance of the school because if students continue to behave in that manner they influence others ...'.*

#### **4.6.2.1 Teachers perceptions about the actions of students that constitute misbehaviour in the classroom/school**

The information relating to these perceptions are presented in figure 4.8 and the items relating to A, B and C in the same figure 4.8 are presented in table 4.2, 4.3 and table 4.4 below;

**Figure 4.8: Perceptions of teachers about the actions of students that constitute misbehaviour**



**Source: Field Work 2015**



Figure 4.8 indicates the perceptions of offences students commit. **B** represents the offences students commit in the classroom this is listed in Table 4.2 below, **A** represents the offences students commit in the school wide sense, this is listed in Table 4.3 and **C** represents an intersection of the two (A & B), where it is supposed to represent offences committed in both in and outside the classroom, this is listed in Table 4.4.

**Table 4.2: List of perceived actions of students that constitute misbehaviour in the classroom.**

No.	Item (B-Classroom)	Respondents
1.	Talking in class whilst the teacher is teaching (T3A, T4B, T6B, T7C, T8C, T10D and T11D)	7
2.	Lateness to class (A2B, B1A, T3A, T4B, T5B and T11D)	6
3.	Noise making (T2A, T3A, T5B, T9C and T11D)	5
4.	Students doing different things when the teacher is teaching/not paying attention (T1A, T3A, T5B and T12D)	4
5.	Students going out when class is in session without permission (T1A, T7C and T9C)	3
6.	Using mobile phones in class (T2A, T3A and T9C)	3
7.	Refusal to do class exercises (T4B, T6B and T11D)	3
8.	Sleeping in class (T7C and T11D)	2
9.	Eating and drinking in class (T6B and T8C)	2
10.	Passing unnecessary comments whilst class is in session (T10D and T11D)	2
11.	Giving names (funny names or guy names) in class (T2A)	1

12.	Composure (the way people sit, dress in class etc.) (T2A)	1
13.	Laughing at colleague students in class when s/he is answering a question (T4B)	1
14.	Not writing notes (T5B)	1
15.	students not cooperating (T6B)	1
16.	Students dressing shabbily to class (T8C)	1
17.	When the teacher's questions are not answered well (T9C)	1
18.	When female students use mirrors to polish up their faces (T9C)	1
19.	student refusing to obey the teacher (T12D)	1
20.	When students are not well organised in the class T6B	1

**Source: Field Work 2015**

Table 4.2 shows that talking in class whilst the teacher is teaching dominates in the classroom-related offences.

**Table 4.3: List of perceived actions of students outside the classroom that constitute misbehaviour.**

No.	Item (A=School wide)	Respondents
1.	Going to town without exeat (A1A, A2B, A3C, B1A, B2B, B3C and T8C)	7
2.	Scaling a wall (B1A, B2B, B3C and T5B)	4
3.	Hitting each /fighting in school (B1A, T5B and T2A)	3
4.	Bullying (B1A and A1A)	2
5.	Dogging classes (A2B and A1A)	2

6.	Absenteeism (B3C and A2B)	2
7.	Refusal to write exams (T4B and T6B)	2
8.	Wearing of improper attire on campus (B2B and B3C)	2
9.	Sexual offences (like pregnancy) (A4D)	1
10.	Student possessing offensive weapons such as a gun or a knife (T5B)	1
11.	Drinking alcohol (A3C)	1
12.	Rioting or even inciting to riot (A4D)	1
13.	Assault (A4D)	1

**Source: Field Work 2015**

Table 4.3 shows that going to town without exeat is the common offence in the boarding schools and in the day schools it is fighting among themselves.

**Table 4.4: list of perceived actions of students inside and outside the classroom that constitute misbehaviour.**

No.	Item (C= An intersection of A & B)	Respondents
1.	Stealing (A1A, B2B, B3C and T5B)	6
2.	Misbehaving towards teachers and authorities (T5B)	1
3.	Petty theft (B3C)	1
4.	Cheating in exams (A3C)	1
5.	Drug abuse (A4D)	1

**Source: Field Work 2015**

Table 4.4 indicates that stealing among themselves and in the school is the most common offence.

### **4.6.3 Examination**

Examination is the utmost vital instrument of disciplinary power, Ball (1990) describes this kind of power as the combined effect of hierarchical observation and normalising judgement which makes it possible to punish. Foucault (1977:184) indicates that 'the examination combines the techniques of an observing hierarchy and those of a normalising judgement. It is a normalising gaze, a surveillance that makes it possible to qualify, to classify and to punish. It establishes over individuals a visibility through which one differentiates them and judges them'.

Having established the understanding of hierarchical observation and normalising judgement in respect of behaviour management in Ghanaian Senior High Schools in **4.6.1** and **4.6.2**. I now explore Examination as an instrument of normalisation to analyse the disciplinary measures (reward and sanctions) in Senior High Schools in Ghana. School punishment generally ranges from minor to major depending on the nature of the crime committed and in the data and analysis presented in **4.4** and **6.1** sometimes at the discretion of the teacher. If it is beyond the teachers' control, certain procedures are followed which shall be explained in the following responses of the interviewees. Reward for good behaviour comes in the form of public recommendations/praises at school gathering; this is discussed in details in **4.6.3**.

The key importance of Examination to the concept of normalisation, - in the Foucauldian lens, is that it ensures that non-conforming students are punished to serve as a deterrent to others. From the evidence presented in this thesis (**4.6.3; 4.4.1.2**) punishment is seen as a corrective measure and being in the interest of the student and the society as a whole.

Ironically, from the data presented in 4.6 and in my field observation, in the classroom situation it is common for a teacher to ask a student to leave the classroom when engaged in a perceived misbehaviour like noise making or talking whilst teaching goes on, lateness to class etc. This presents a challenging understanding of the interest that this punishment seeks to serve (see 6.5).

It is clear from the Code of Discipline discussed in 4.4 that the GES expects the school management and teachers to accept an observational and disciplinary responsibility in the school therefore the state exerts its power and influence through GES. Reward and sanctions are two main ideas regarding social controls in schools, which this section deals with under the following, the main sub-topics:

#### ***4.6.3.1 Disciplinary measures in use; views of teachers and school management***

This section explores how school management and teachers deal with offences in schools. In dealing with the offences it is clear that documentation regarding the behaviour of the students is necessary for future decision making and for easy identification of those who depart from the established norms (Ball 1990). The students are punished depending on the nature of the offence committed. The following are some of the views of the twenty (twelve teachers and four heads of institutions/their assistants as indicated in the methodology) respondents illustrating the disciplinary measures in use in schools:

##### ***1. Verbal warning***

The following is the excerpts of the response of the interviewees;

**A4D:** *'Depending on the gravity of the offence, sometimes it can just be verbal reprimand, you call the student and give him verbal warning ...'.*

**B4D:** 'Normally, first we give warning...'.

**T4B:** '... sometimes verbally I just give it to you ...'.

## **2. Manual work**

The following is the excerpts of the response of the interviewees;

**A4D:** '... sometimes it can be grounds work/ manual work like weeding, for some weeks ...  
'.

**A2B:** 'We punish them according to the offence, if you come to school late we will get you some manual work to do to correct you, is not to destroy you'.

**B3C:** '... it depends on the crime or indiscipline behaviour but usually ... we use them to clean a round and keep our environment clean ... '.

**T12D:** '... sometimes I let the students do physical work, the physical work refers either you let clean gutter or sometimes I bring some of them to the lab to come ... and clean the storeroom these are the punishment I give them'.

**T7C:** '... ground work such as scrubbing, weeding, some go to the dining hall to scrub and wash the dishes as punishment, these are some of the things given to the students'.

**T10D:** '...the best way to handle their behaviour is to let them do some grounds work'.

**T8C:** '... the general one they give them hard labour, ground work ...'.

**T4B:** '... sometimes I give them punishment to weed ...'.

**T9C:** '... second offence is followed by allowing the student to weed or scrub ...'.

## **3. Suspension**

The following is the excerpts of the response of the interviewees;

**A4D:** '*... depending on the nature of the offence it can be suspension ...*'.

**T7C:** '*it depends on the level of offence some are given indefinite suspension ...*'.

**A1A:** '*... we normally give some internal suspension with hard labour and then may be depending on the offences you can be given external suspension for some number of weeks or possibly indefinite suspension depending on the crime*'.

**T8C:** '*... when the case is serious they can suspend them or deboardinize (sic) them*'.

**T9C:** '*...could be indefinite suspension, internal suspension, withdrawal etc.*

#### **4. Dismissal from school**

The following is the excerpts of the response of the interviewees;

**A4D:** '*... it can even be dismissal upon the approval of the board depending on the magnitude of the offence*'.

#### **5. Signing a bond of good behaviour**

The following is the response of one of the interviewees regarding students signing a bond of good behaviour. Among the twenty respondents this teacher was the only person who indicated the signing of bond of good behaviour as one of the measures;

**T9C:** '*... if the student's misconduct continues the school calls the parents and the said student to sign a bond form with the school...*'.

#### **6. Making students stand outside whilst teaching goes on**

In addition to verbal reprimand and manual work, the students are asked to stand outside whilst teaching goes on and sometimes the teachers offer advice to students. The following is the response of one of the interviewees;

**T4B:** *'In terms of the class, sometimes I will let the students stand outside ...'.*

### **7. Facing disciplinary committee**

Moreover, the schools have a structure in dealing with behaviour management problems in schools (see 5.2) of which the disciplinary committee is part. The following are the views of the interviewees regarding this structure;

**A4D:** *'We have the laid down structures, so the school system we have the disciplinary committee so offences of that nature are usually referred to the disciplinary committee which will investigate and then advice on what should be done but sometimes too it depends on the magnitude of the problem ...'.*

**B4D:** *'... so when we give them warning and the behaviour or misbehaviour persists, then we let them go through the disciplinary committee ...'.*

**T9C:** *'... if the indiscipline continues, then the issue is presented before the disciplinary committees for the imposition of the appropriate sanctions depending on the type of offence ...'.*

### **8. Strictly following the prescriptions of the Code of Discipline using the disciplinary committee**

In administering punishment, the schools have a Code of Discipline (see 4.4) which is developed by GES. The following are the views of the respondents regarding this Code of Discipline;

**B2B:** *'We have a Code of Discipline and we normally go through it and prescribe the appropriate punishment. Any offence that a student commits we just go through the Code of Discipline and whatever it spells out we mete out that punishment to the student'.*



**B1A:** ‘... when you are brought before the disciplinary committee, the disciplinary committee after having heard whatever you have we interpret the Unified Code of Discipline’.

### **9. Advice**

Find below views of respondents regarding advice which is intended to be use as a disciplinary measure:

**T2A:** ‘...in some cases, you will need to bring people to order by advising them. You take your time to advise especially if it is wide spreading ... this level you know they are grown – ups and most of them are above the age sixteen (16) years so you expect that when you talk to them they should change, so I advise more’.

**T4B:** ‘... sometimes ... I advise depending on the gravity of the offence’.

**T9C:** The most effective sanctions for flouting school rules include advising the student for first offence ...’.

### **10. Isolation**

One of the teachers in the following response indicated that isolation and advice work better for him.

**T2A:** ‘...in some cases I can isolate you ...’.

**11. Punishing students by standing in front of the class/ or kneeling down in the classroom or outside the classroom whilst teaching goes on**

Find below the views of respondents:

**T8C:** *'I personally, if it is in the classroom I make them to stand in front of the class because some feel shy standing in front of the class ... or kneel down but outside the class I can let them do some... and picking...'.*

**12. Sacking students from class whilst teaching goes on**

**T10D:** *'... if you asked the student to go out of the class is another way of punishing the student. Some students don't know why they are here ...'.*

**13. Punishment should be painful**

In addition, in the process of administering punishment some of the respondents (teachers) think that punishment must be painful, in other words the student must feel the pain in his body in order to deter the person. I argue that this pain is in line with Foucault's (1977) view that disciplinary power administered to the body ensures docility. The teachers think that punishment should be painful and unpleasant enough to deter others from committing the same crime. The following are some of the views of the interviewees in respect of the person feeling the pain of the punishment in the body;

**T1A:** *'Normally bad behaviours ... they should sweat for that ...'.*

**14. Differences in punishment**

Differences in the teacher use of disciplinary measure for the same offence committed are noticed, for example talking or making noise in the classroom. A teacher in school B

indicates that when a student makes noise s/he is asked to stand up in class; in school **A** the same offence in another teacher's class will attract punishment to sweep and collect the rubbish and times slashing of weeds during the raining season and in school **D** the person is sacked from the class and in another instance in the same school (**D**), a teacher stated that he would not take talking in the class as a misbehaviour, whilst a student in the same school indicated they are caned when they come to class late; this is a mark of inconsistency. The following are excerpts of the respondents' statements illustrating the point;

**T6B:** *Letting the students get up when found sleeping or talking, cleaning of blackboard.*

**T3A:** *'... when a student is not properly dressed he is punished to kneel down, when students make noise they are punished to sweep and collect the rubbish and times slashing of weeds during the raining season'.*

**T11D:** *'In class ... if you are making noise ... it means you are not interested, so the best will be for you to leave ...'. And those who come to class late, if you come late, the best is not for you to enter because when you enter, as you are trying to enter you draw the attention of all those who are already there and whilst their attention is on you, you the teacher cannot continue. You have to stop till that student settles. So if you come late, you will not enter. If you are someone who likes sleeping in class ... you will go outside ... you will do small jogging around the block and then you come back'.*

In conclusion, whilst some teachers see sleeping in the classroom to be a misbehaviour one of the teachers thinks otherwise. He states that clearly in the following excerpts;

**T12D:** *'... sleeping in the classroom I for one will not consider it ... the student might have engaged in something, extracurricular activity, the previous day and if he had not had*

*enough sleep and comes to class he will definitely sleep, I will consider it to be a bad behaviour when I give a directive to the student to stand up in order to wade (sic) off his sleep and the student refuses to obey that is how I will see it'.*

**A. Summary findings regarding the views of teachers and school management about the disciplinary measures in use:**

- A number of teachers think that punishment must be painful - the student must feel the pain in his body, in order to deter the person and others from committing the same crime (T1A and B2B).
- Teachers use different disciplinary measures for same offence committed by the students even in the same school and in different schools of the same level that research was conducted (T6B, T3A, T11D and T12D).
- The level of inconsistency in the administration of punishment is deeply rooted (T6B, T3A, T11D and T12D).
- If the individual commits a crime, s/he is punished in one or more of the following forms, these responses will be compared with the policy prescription in 4.4.
- Suspensions from school (internal suspension with hard labour, external suspension and indefinite suspension) (A4D, T 7C, A1A, T 9C and T 8C).
- Manual work (for example weeding, digging a pit for rubbish dumping etc.) (A4D, A2B, T12D, T 7C, T 9C, T 4B, T 8C, T10D, T1A and T3A).
- Verbal warning (A4D, T4B and B4D).
- Dismissal from school (A4D).
- Punishing students to stand or kneel down in the classroom or outside the classroom whilst teaching goes on (T4B and T 8C).

- Making students to run around the school building when they are sleeping whilst teacher is teaching (T11D).
- Asking students not to enter the class when they come late (T11D).
- Scrubbing/Cleaning and picking rubbish (B3C, T12D, T 7C, T 9C, T4B and T 8C).
- Dismissal from boarding house (deboardinization) (T 8C).
- Making students face school disciplinary committee (T 9C, A4D, B4D and B1A).
- Strictly following the prescriptions of the Code of Discipline (B2B and B1A).
- Seizing other books not related to the subject the teacher is teaching (T1A).
- Signing a bond of good behaviour (T9C).
- Advice and isolation (T9C, T4B and T2A).
- Sacking students from class whilst teaching goes on (T10D).

#### ***4.6.3.2 Sustaining good behaviour and discouraging bad behaviour among students***

This section examines the key techniques which emerged from the data in regards to how schools and teachers sustain good behaviour and discourage bad behaviour. The examples from the responses are chosen on the basis of its specific relevance to the topic under discussion. This was the question asked in order to elicit responses from the respondents: What do you do to sustain good behaviour and discourage bad behaviour? The methods which emerged are: public punishment and recommendation, character education, signing of bond of good behaviour, strict enforcement of school policies, offering advice and counselling to students, teacher exhibiting professionalism and exemplary life style, teacher maintaining eye contact in the classroom and cautioning students:

**i. Public punishment and recommendation**

I deal with these two methods together because they happen at the same time together at the same school gathering. Public punishment emerged as a way to punish non-conforming behaviour. Recommendation is used in the same public context to reward good behaviour. Both are often done at a school gathering (for example morning assembly) and they require the presence of all the students: in fact, it is regarded as an offence for a student to be absent in any of such school gathering unless permission is sought from the school authority (Unified Code of Discipline n.d). The significance of this ritual can be interpreted in what Foucault describes as ‘an emphatic affirmation of power and of its intrinsic superiority’ (Foucault 1977:49). Disciplinary power in this sense is keenly directed to the body in an attempt to transforming it into something docile. Disciplinary power is invested in the school and for that matter the teachers and transmitted by same in the day-to-day activities of the school in order to train the students in an effort to achieve the desired objective (Foucault (1977: 27) (power affirmation is discussed in **5.6.3**).

I suggest it is possible to see the importance of audience in the public nature of this punishment, Foucault (1977:57-58) indicates that

*‘in the ceremonies of the public execution, the main character was the people, whose real and immediate presence was required for the performance. An execution that was known to be taking place, but which did so in secret, would scarcely have had any meaning. The aim was to make an example, not only by making people aware that the slightest offence was likely to be punished, but by arousing feelings of terror by the spectacle of power letting its anger fall upon the guilty person’.*

The following responses of the interviewees illustrate the way public punishment and recommendations are done;

**A1A:** *'Normally ... if you look at our assembly system, Monday is for headmaster, Tuesday is for form masters, Wednesday we have the normal morning assembly for the senior house master, Thursday at the house level and then Friday by the assistant headmasters. So through these assembles we talk to students when a student does something good we normally call that student out at the assembly ground to let everybody know that this is what this student has done of which we will like everybody to emulate, if a student does something very bad we bring that student out and expose such student this is what this person has done and sometimes the students they fear disgrace ...'.*

**A2B:** *'During morning assembly the head of the institution normally praise those that are very disciplined and then we point out those who also misbehave if they deserve punishment we give it to them ...'.*

**B2B:** *'... as the senior house master I normally conduct assemblies every morning... I praise those who are to be praised and I also condemned those who are to be condemned ...'.*

**B3C:** *'We commend students who are well-behaved, we even give them prizes ...'.*

Indeed, these public punishments and recommendations as a form of disciplinary measure are confirmed by the students in the following responses.

**S3B:** *'... in case they find you with a phone then the rule is that on Monday at assembly when all the teachers and the students are there they will call you out with the phone then they will give you a hammer to break it and you will go on two weeks' suspension...'.*

**S4B:** *'... when you are caught with a mobile phone you have to come out publicly in front of the headmaster, members of staff and the whole students body to destroy it and you will be given internal suspension all these things put frustrations to students to send their phones back'.*

One of these punishments is caning which the Unified Code of discipline abhors. The Unified code of discipline states that 'caning at School Assemblies should be avoided' (Unified Code of Discipline, n.d:4). This is violated with impunity and without any regard to the mother policy. This is partly due to the fact that the policy itself is ridden with contradiction and confusion hence the confused state of behaviour management in the school. For instance, Webb, McCaughtry & MacDonald (2004) indicate that currently, the retribution in relation to Surveillance focuses on 'public admonition for transgressing normalcy. The health consequences of these transgressions are both psychological (fear, diminished self-esteem, identity disruption, etc.) and physical (eating disorders, barred access, medicated, etc.)' Webb, McCaughtry & MacDonald (2004:210).

**ii. Character Education**

In an effort to sustain good behaviour the school has an avenue for delivering moral education to either maintain the good behaviour or alter the current bad behaviour to conform to the set standard. The following are the responses of the interviewees which clearly established the point;

**A2B:** '*... we start with moral talks, give them moral talks to let them understand that they are the future and for that matter their behaviour is something we need to monitor, they should put up a good behaviour in order to let them grow well...*'.

**B2B:** '*... I do give them moral talk base on their daily activities all that they do during the day I do observe and I talk about them ...*'.

**B1A:** '*... different masters are scheduled to talk to the children ... talking about what you will get as a result of good behaviour and the negative implications of bad behaviour ...*'.



**iii. Signing a bond of good behaviour**

Find below the responses of the participants:

**B1A:** *'... in fact, there are some students when you give them caution and you tie it to bond they reform better than when you even send the child away so it depends on the situation...'*

**iv. Strict enforcement of school policies**

Find below the responses of the participants:

**T3A:** *'To sustain good behaviour you should be strict with enforcement of measures or whatever ideas you have come out with, if you actually enforce them you would be able to sustain good behaviour'*

**v. Offering advice and counselling to students**

As a way of sustaining good behaviour school management and teachers offer advice and counselling services for the students in the school. The following interviewees demonstrated that clearly;

**B1A:** *'... if you see that there is the need for you to counsel, you do that if there is the need for you to advise we do that but there are instances we also use punitive measures to deter others from going into it'*

**T4B:** *'... as a master in class to ensure that students behave properly we sometimes counsel them and advise them as to what is good conduct ... and sometimes we also take punitive actions like punishing them for doing wrong things or misbehaving...'*

**T12D:** *'... I keep advising my student any time I enter into the classroom ... and I make reference to a previous mate when we were students here and how some students misbehaved and at the end of the day they suffered the penalty...'*

**vi. Teacher exhibiting professionalism and exemplary life style**

This involves teacher professionalism relating to the understanding of the students, sanctioning administration, using guidelines and taking into consideration teachers' own behaviour. Find below the excerpts of the comments of the interviewees;

**T6B:** *'The teacher should first understand the students himself, if the teacher doesn't understand his students he cannot put in measures to check the behaviour of his students. The teachers use guidelines, policies, rules and regulation to check the behaviour of students...'.*

**T5B:** *'...sanctions are the corrective measures for instance if a student is not copying note, you try to let the student understand the reason of being in school and the effect of not copying note...'.*

**T8C:** *'I think sometimes our own behaviour too counts because if you want a child to be in class and it is time for you to be in class and you are not in class then that child will get the opportunity to misbehave and disturb others in the class'.*

**vii. Eye contact**

The following responses of the teachers indicate that maintaining eye contact in the classroom will do the magic:

**T11D:** *'Sometimes, I use eye contact because when the students realize you are looking at them, even if the person wanted to do something bad, because the person knows that your eyes are on him/her, s/he will not be and all those who are already behaving well, they will not like to also do a wrong thing'.*

**viii. Cautioning students**

The following responses of the teachers indicate that cautioning students in the classroom will do the magic:

**T9C:** *'When a student is doing something that you don't like you first caution the child to stop. If it continues sometimes we allow them to do some sweeping, scrubbing ... and others to enforce discipline so the crime will not be repeated'.*

**ix. Disciplining students as a sign of love for them**

Find below the response of the respondent:

**A3C:** *'... first we have to let the students know that we love them, when they are going astray and we correct them it doesn't mean that we hate them. we also explain to them that they are here for a purpose, their core mandate is for academic work, if they spend their time doing other things and leave the books at the end they will not achieve their aim of coming here and so if the students know that you love them, you care for them you are doing this just to correct them'.*

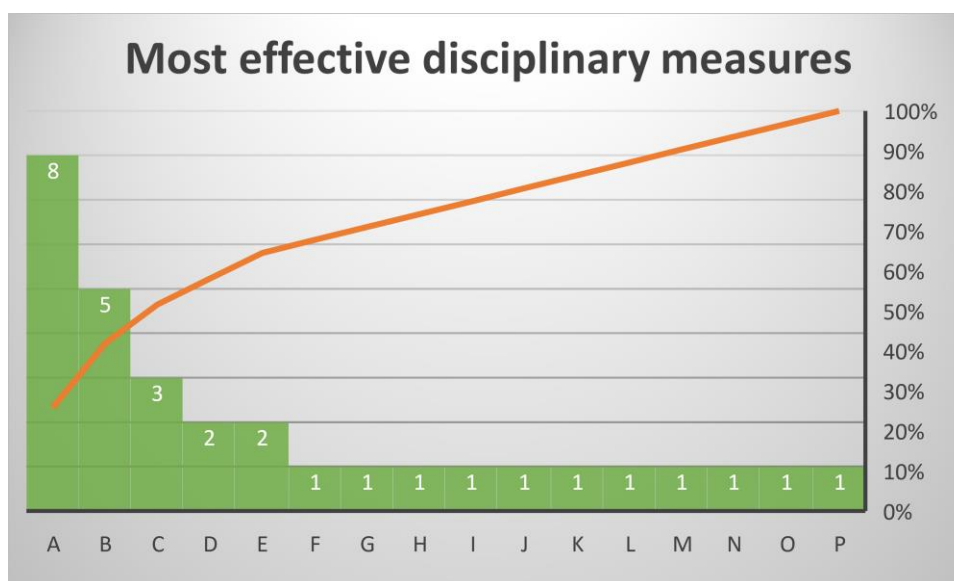
**A. Summary findings in respect of sustaining good behaviour and discouraging bad behaviour among students;**

- One of the ways of punishing non-conforming behaviour and rewarding the good behaviour was public punishment and recommendation which is often done at a school gathering (for example morning assembly) and it requires the presence of all the students, non-attendees are punished for flouting school rules and regulations (A1A, A2B, B2B and B3C).

- Character education, in the form they call moral talks, was given at the assembly grounds on good behaviour and the negative implications of bad behaviour in an effort to either maintain the good behaviour or alter the current bad behaviour to conform with the set standard (A2B, B2B and B1A).
- Cautioning a student and tying it to a bond of good behaviour will reform better than when you even send the child away on suspension (B1A).
- Some of the teachers would want strict enforcement of school policies in order to sustain good behaviour and discourage bad behaviour (T3A).
- A way of sustaining good behaviour and discouraging bad behaviour the school management and teachers offer advice and counselling services for the students in the school (B1A, T4B and T12D).
- Teacher professionalism relating to the understanding of the students, administering sanctions properly and taking into consideration the teachers' own conduct in terms of living an exemplary life style help to maintain good behaviour and discourage bad behaviour (T6B, T5B and T8C).
- Cautioning students, maintaining eye contact in the classroom and sometimes giving students manual work can help sustain good behaviour and discourage bad behaviour (T9C and T11D).
- Letting the students know that teachers love them that is why they are correcting them anytime they go astray. This is one of the means of sustaining good behaviour and discouraging bad behaviour (A3C).

#### 4.7 Perceptions of the most effective disciplinary measures

Figure 4.9: teachers' perspectives on most effective disciplinary measure



Source: Field Work 2015

I have presented the explanation of the various codes contained in figure 4.9 above in Table 4.5 below. This is as a result of the numbers of codes involved.

Table 4.5 Explanation of the most effective disciplinary measures in figure 4.9

Code	Item	Respondent
A	Suspension (T4B, B4D, B1A, T 9C, T 8C, T 7C, A4D and B2B)	8
B	Caning (B3C, T10D, T5B, T4B and B4D)	5
C	Public punishment at a school gathering (B1A, B3C and TIA)	3
D	Dismissal from school (T4B and A4D)	2

E	Manual work (B1A and B2B)	2
F	Sacking students from class whilst teaching goes on (T11D).	1
G	Warning (red book) (B1A)	1
H	Informing the parents about the misconduct (A3C)	1
I	Deboardinization (sic) (A4D)	1
J	Facing disciplinary committee (T1A)	1
K	Making students to run around the school building (T11D)	1
L	Making students to stand up in the class whilst colleagues are sitting (T6B)	1
M	Sweeping the class (T6B)	1
N	Cleaning the blackboard in class(T6B)	1
O	Carrying stones and carrying gravel to fill potholes (T3A)	1
P	Isolation (T2A)	1

**Source: Field Work 2015**

The following are the excerpts of the responses of the interviewees:

### **1) Public punishment and caning**

From the analysis of data, it appears that punishing students at the public gathering of the schools, like the morning assembly, is considered as one of the most effective means of managing student behaviour. The following are some of the responses of the interviewees;

**B1A:** *'... some people will do not want to be brought out of the crowd, he doesn't want to appear and the whole student body will see him...'*

**B3C:** *'... in our case, the caning is the most effective and the public punishment where you cane them before all of them or you make the rest to know their offence and you say it, that is what they don't like at all, that you have shame me, when cane them in public ...'.*

The above response sits well with the claim of Foucault (1977:57-58) that 'not only must people know, they must see with their own eyes. Because they must be made to be afraid; but also because they must be the witnesses ... of the punishment and because they must to a certain extent take part in it'.

The following interview excerpts explain further that caning is seen as the most effective means of managing student behaviour:

**T10D:** *'... the students all of them they fear the cane, as to how to cane is the problem, as I talked about the emotional way of handling the students ... if all of us want to cane how do we administer the caning'.*

**T5B:** *'The most effective disciplinary measure is caning...'*

**T4B:** *'With the classroom situation, actually one of the things the students fear is the caning. They don't like it at all. If they know you will cane them they will do everything to avoid that embarrassment...'*

**B4D:** *'The most effective one I will recommend is caning. Most of them fear the cane but with the suspension 'oh, go for one week or go for two weeks', it is just hallelujah. They just go and roam. Some of them may not even go home especially the females... But then the internal suspension with hard labour and with supervision, it helps them than caning'.*

In this instance because of the abusive nature of this disciplinary measure the views of the students are examined in this section alongside the views of the teachers and school leaders. The caning is confirmed by one of the students in the following response as a disciplinary measure in the schools;

**S5C:** *'In our school they caned us and they punish us. The punishment they have specified ones for specified bad activities so when you are given an assignment or homework and you don't do it that one you are either be caned or you are asked to remove cobwebs from the classroom ...'.*

Whilst the teachers think that caning is an effective disciplinary on the contrary the students think otherwise. The views of the students are found in the following interview excerpts;

**S1A:** *'Truly for the caning that one no. There are some students who are used to the caning their parents have been beating him (sic) in the house so he is use to it. So anytime you are inflicting the pain on him he doesn't feel it. To me caning cannot change a student but talking to him can change him ...'.*

**S3B:** *'... they should stop the caning because if a student commits a crime and you cane, that person is not an animal instead of beating that student why don't you tell that student to remove this cobweb in his own class or sweep his own class or do something that will make the environment clean or help the school...'.*

The claim of the two students that, caning is not an appropriate means of handling the human beings or it cannot stop misbehaviour is substantiated by the claim of one of the teachers in the following that these punishments have been issued to students on countless occasions yet it is not deterring them. Find below the excerpts of the response;



*T7C: 'Punishing for bad behaviour such as internal suspension for two weeks, and lashing the students, grounds work, suspension and so on but these things are not deterring them'.*

## **2) Facing the disciplinary committee**

*T1A: '...the serious ones face the disciplinary committee and ... it will go into your file that you have ever done this, so even the headmaster will get to know you and then your name will be pasted on the notice board for others to see ... other friends will get to know the misdeed of the student. Some even come to the disciplinary committee and be shivering they cannot even talk, some too will be in tears he knows that he has appeared before the disciplinary committee...'*

The above interview excerpt is in line with Ball (1990) claim that examination introduces issues of documentation into the life of individuals, a comprehensive archive is established. Files are established, records made and updated for future use, in order to take a decision on individuals. Decisions regarding reward and sanctions (punishment) in my context include suspensions, dismissal or withdrawal from school which are all committed to writing. The conduct of students is monitored and measured in what Foucault describes as 'making it possible to classify, to form categories, to determine averages, to fix norms' (Foucault 1979:178 in Ball 1990:160). Ball (1990) states these established norms make the 'art of punishing' a reality. In the Foucauldian sense punishing consist of 'rewards and observation as well as punishment' (Ball 1990:160).

Also, it is clear from the interview excerpts that the senior house masters' office which is responsible for behaviour management is seen as a centre for punishment and not a place for behaviour management. Therefore, mentality for discipline as the disposition of punishment must be worked on. Public punishment is preferred to serve as a deterrent to

others. The intimidation that students endure during the disciplinary proceedings calls for a second look at the policy and practice in the wake of students' complaints as discussed in 5.3 about the implementation of the disciplinary measures in Ghana.

### 3) Manual work

**B1A:** *'...normally it depends really on the situation but the commonly use ones are the Manual work ...'.*

**B2B:** *'For me asking students to do manual work ...'.*

### 4) Suspension and Removal from boarding school

**B1A:** *'... the measures are there to deter them, some students will not want to be suspended, even just putting the record into his file to say this...a master just sees him and says do this upon the crime the student has committed, if he feels he is so stubborn the other option is that if you don't do it you are going to be sent to the senior house office and they know that if they come here they are likely going to face some disciplinary measures ...'.*

**T9C:** *'The most effective disciplinary measure is when students are given indefinite suspension because they feel it and before you go on indefinite suspension it means what you have done is too bad and you cannot be accommodated in the school'.*

**T8C:** *'Internal suspension so the students look at their colleagues learning while they are working, that will make them to conform if they are good students ... some even become happy when you send them home'.*

**T7C:** *'The most effective disciplinary action or more punitive one for now happens to be the indefinite suspension, but when it comes to the weeding they don't see it to be any serious punishment ...'.*

**A4D:** *'...sometimes suspension and sometimes deboardinization (sic), it is deterrent enough because when they mix with their colleagues it makes them to become a bit remorse and those who have not suffered something like that they look at the consequences of that, sometimes the suspension, withdrawal or deboardinization (sic) helps'.*

**B2B:** *'... if it is a serious thing we suspend. The suspension we think it is a way of reforming the student'.*

**T4B:** *'... and in terms of the whole school, suspension (sacking) is also effective'.*

## **5) Warning**

**B1A:** *'... warning by entering their names in the red book'.*

Suspension from school or teaching and learning in the classroom is considered as the most effective disciplinary by the teachers. This type of suspension is divided into three: internal suspension, external suspension and indefinite suspension.

It is clear that some students are happy to be suspended from school either on external or definite suspension.

## **6) Informing parents about the misbehaviour of their wards**

**A3C:** *'These days what we do is that when you misbehave we ask you to go and return with your parents and students don't want their parents to know that they are involved in misbehaviour, so what they do is that when you ask them to go and come back with their parents is a problem, so that is a method we have adopted of late'.*

## **7) Making the students to carry stones**

**T3A:** *'The most effective disciplinary measure is when students are punished to carry buckets of stones which is weighty, they feel it a lot and carrying gravel to fill potholes'.*

## 8) Isolation

**T2A:** *'...for me personally I think the isolation is working nobody wants to be isolated at all ... a student who is up to something feels bad to be isolated or put into a certain situation when the others are free ...'*

Indeed, a student in the following response confirmed these kinds of punishment;

**S7D:** *'Either they punish you to go and pick stones or they will ask you to fetch water and water the plants and if it is in the raining season then they ask you to weed ...'*

## 9) Making students to stand up in the class whilst colleagues are sitting

**T6B:** *'Disciplinary measures such as getting stand up...'*

## 10) Sweeping the class

**T6B:** *'... sweeping the class ...'*

## 11) Cleaning the black board in the class

**T6B:** *'... and cleaning the black board in the class situation'*

## 12) Making students to run around the school building and sacking students from class

**T11D:** *'The most effective ones are the running and the sacking. When you come late and I sack you... So I think when they come late and you sack them, then they realize that they are losing, mostly they try to come early before you... and the sleeping, once you run and come and you are sweating, you will not even sleep again...some of them feel shy for their colleagues to see them go round, they don't even want to come and sleep in class because they know when they sleep, they will be asked to run'.*

### **13) Working during class hours**

One of the issues relating to disciplinary measures was the matter relating to working during class hours. The students did not find this issue as helping the course of student learning;

**S5C:** *'Yes true, when you tell a student to weed during classes hours, the first thing is that the student loses the lessons that her fellow colleagues are taking so she has no part in that lesson in particular ...'*

The assistant headmaster for school B justified this phenomenon when he said that;

**A2B:** *'... there are certain times punishment you can just ask the student to stay off from class is a punishment alright and that one will go a long way if he is to reason ... he will know that because of this behaviour they have asked me to stay off from class and it is going to affect me if I don't change my way of life'*

### **14) Punitive disciplinary measures in Ghanaian schools**

From the analysis, it is evident that non-conformity from 'normal' conduct subjects an individual to a measure of punishment, the individual student is trapped in a punishable web as a result of the micro-penalties (Richard Jones in Ball 1990). In my context these micro-penalties of time (lateness to class and school gatherings), of behaviour (disobedience, not respecting the authority of the teacher, improper dressing etc.), of speech (talking or making noise in the class) and of the body (lack of cleanliness, sleeping in class etc.) invokes punishment from the teachers and school authority in Ghanaian Senior High Schools. Also, punishing for 'bad' behaviour, and rewards for 'good' behaviour come in the form of public praise and recommendations.

What is highly intriguing is the fact that teacher-induced misbehaviour is ignored in all these instances and the blame is put on the student. For example, one of the students stated an instance of teacher misbehaviour in the following excerpt, yet only the student was punished without any regard for the safety of the student;

**S1A:** *'... for instance, one guy he was called by a teacher and he run, the teacher chased him ... there is one uncompleted building here so that guy climbed and went into the ceiling so the master traced him and he jumped from the story building to the ground. He was called by the disciplinary committee they questioned him after which he was given indefinite suspension'.*

**A. Summary findings on the perceptions of the most effective disciplinary measures;**

- Five most effective disciplinary measures against students, according to the respondents are suspension of students from school; caning of students; public punishment of students at a school gathering; dismissal or withdrawal from school and manual work (in the form of weeding, digging of pits for dumping rubbish etc.) (T4B, B4D, B1A, T 9C, T 8C, T 7C, A4D, B2B, B3C, T10D, T5B, B1A, T1A and T4B).
- The senior house masters' office which is responsible for behaviour management is seen as a centre for punishment and not a place for behaviour management therefore mentality for discipline as the disposition of punishment is deep-seated in Senior High Schools (B1A and T1A).
- Contrary to the assertion of the teachers that caning is one of the most effective disciplinary measure, the students think otherwise since some of the students are used to the caning (B3C, T10D, T5B, T4B, B4D, S1A, S3B and T7C).

- Students are punished to work in the form of manual work (like cleaning the gutters, weeding etc.) during class hours whilst their colleagues are in the classroom learning (B1A, B2B A2B and S5C).
- Teacher-induced misbehaviour is ignored in all these instances and the blame is put on the student by teachers and school management (S1A).

#### **4.8 Factors taken into consideration by the school and teachers when administering punishment**

The following in table 4.6 constitute the factors teachers and school management say they take in to consideration when administering punishment.

**Table 4.6: Table showing factors taken into consideration when administering punishment**

<b>Item</b>	<b>Respondents</b>
Nature of the offence	8
Circumstances under which it committed/intention	3
Stage/class of the student	3
Age	3
Reformation	2
Punishment commensurating the crime	2
Physical nature of the student	2
Health of the student	2

Number of times individual appeared before the disciplinary committee	1
Number of times caught committing an offence	1
Ability to monitor	1
Cause effect-analysis	1
The person's character	1
Sex	1
Remorsefulness	1
Rules and regulations	1
Student feeling the pain of the punishment	1

**Source: Field Work 2015**

Table 4.6 shows the reasons respondents take into consideration before administering punishment. The nature of the offence committed by individuals is leading in this direction.

#### **4.9 Concluding statement**

This chapter examines the findings relating to bio-data of school management, teachers and students to determine the background of the respondents. Using Foucault's concept of Regulation other issues achieved in this chapter include analysis of behaviour management policy documents and an examination of teachers' perceptions of the effectiveness of current disciplinary policies. Foucault's concept of Normalisation is also key in analysing the construction of the notion of behaviour management in this research. Critical to the analysis involving this concept were teachers' perceptions about the actions of students that constitute misbehaviour in the classroom/school, disciplinary measures in



use; views of teachers and school management, sustaining good behaviour and discouraging bad behaviour among students, perceptions of the most effective disciplinary measures and factors taken into consideration when administering punishment. In the next chapter (Chapter Five) Foucault's concept of Surveillance will be essential in the analysis.

## Chapter Five

### Findings and Analysis

#### 5.0 Introduction

The preceding chapter (Chapter Four) dealt with Regulation and Normalisation. The presentation in this chapter is in six parts. The first part (5.1-5.2) presents analysis of data through the lens of Surveillance, this includes the role of school leaders and teachers in keeping a watchful eye over the students. The second part (5.3) examines students' perceptions of the disciplinary measures prescribed by policy and implemented by classroom teachers. The third part (5.4) explores incidence of over-reaction against the students by school management and teachers. The fourth part (5.5) looks at forms of violent/abusive disciplinary measures against the students. The fifth part (5.6) examines classroom teachers' skills and the expectations of policy. The last part (5.7) deals with the causes of perceived bad behaviour of students in schools. The data used in the preceding chapter and in this chapter is drawn from interviews, observations and analysis of documents.

#### 5.1 Foucault's Concept of Surveillance

I draw on Foucault's (1977), *Discipline and Punish: The Birth of Prison* and his lecture series at the Collège De France, specifically Foucault (2003a) *Society must be defended: lectures at the Collège de France, 1975-1976*, to demonstrate how surveillance as tool of analysis is used in behaviour management in schools in Ghana. This is supplemented by Ball's (1987) theory on micro-politics of the school which is used in this section to analyse the micro-political school environment with specific reference to activities of the school disciplinary committees as part of the Surveillance system.

The concepts of Surveillance and Ball's (1987) theory of micro-politics of the school have been examined in detail in **3.2.3** and **3.3** but to recap, Surveillance involves observation, collection, storage and analysis of information of individuals, their supervision, and monitoring of the behaviour of these persons in an effort to govern their activities (Foucault 1977, Dandeker 1990, Staples 1997 cited in Zureik 2003 and Haggerty & Ericson 2006). Ball's (1987) micro-politics of the school in this context is used to refer to the interest of actors within the school, issues of organisational control and conflict over policy prescriptions (Ball 1987:19).

Surveillance as a concept is examined after normalisation (see **4.5**) because the concept of normalisation provides the foundation and understanding for the successful conduct of the Surveillance. Normalisation also provides the measuring tape, the impetus and the standard required which aids Surveillance to achieve its aim. Dreyfus & Rabinow (1983:157-8) indicate that 'in order for this disciplinary system to operate, it had to have a standard that unified its operations and further solidified its punishments down to an even finer level of specification. This standard was 'normalising judgement'.

Also, Hoskin (1990 in Ball 1990:31) indicates that the principal thesis of Foucault's work 'the means of correct training' in his book *Discipline and Punish* deals with discipline as implemented on individuals, which ensures the production of 'docile bodies'. These micro-technologies (of school discipline) ensure 'the exercise of power in schools so as to facilitate constant forms of Surveillance and the operation of evaluation and judgement' (Hoskin 1990 in Ball 1990:31). As I mentioned in **3.2.1** Hoskin (ibid) makes an interesting revelation that the term 'docile', has an educational undertone from the Latin *docilis*, or 'teachable' which is derived from school practices of power, or 'micro-technologies' (ibid) thereby

unveiling Foucault as 'crypto-educationalist' (ibid) and at the same time providing the justification for using Foucauldian theory for educational analysis.

Students in Ghanaian Senior High Schools are under persistent and incessant observation in schools as part of the Surveillance in an effort to ensure that students' behaviour is regulated in a manner which is consistent with the school rules and values of the schools. Extracts from the responses of the respondents are presented and analysed below using Foucault concept of Surveillance. The broader trends of Surveillance in schools in this case study and its practicality to the management of behaviour in these schools is explored. The micro-politics (Ball 1987) of Ghanaian school environment is an essential component of this process of Surveillance which shall be considered in this analysis.

This research applies Foucauldian tradition of interpretation of Bentham's Panopticon (Foucault 1977) to Surveillance systems in Ghanaian Senior High School. This Foucauldian metaphorical representation of Surveillance, which has been described as the foremost scholarly model for engaging in Surveillance analysis (Caluya 2010 & Haggerty and Ericson 2000), permits the monitoring of students.

My research, in using this metaphorical representation, examines the disciplinary mechanism of Surveillance at the various Senior High Schools in Ghana in the process of managing student behaviour. This section on Surveillance pinpoints the manner in which students and teachers are subjected to mechanisms of Surveillance in order to ensure conformity to normalised good behaviour as discussed in 4.5 In order to achieve this objective, the analysis regarding Surveillance is done in **5.1.1**, **5.1.2** and **5.2** under the following sub-topics:

### **5.1.1 *Surveillance and early identification system to deal with misbehaviour/ proactive measures***

In order to examine the observation, supervision and monitoring of students under Surveillance, twenty respondents (staff) were interviewed to elicit responses. I asked this question; **Do you have effective Surveillance or early identification system to deal with student misbehaviour?**

The school's system as one of the institutions of social control always seeks to monitor the behaviour of students in an attempt to enforce the perceived appropriate behaviour or the set standards. This is embodied in school wide and classroom management strategies. In the light of the data presented in the following extract, the observation, monitoring and supervision of the students are the responsibility of all the teachers in the school, it was also realised that Teachers, School Prefects, Class Monitors or Prefects, the Student Representative Council (SRC), School Cadet and some selected volunteer students are the agents used by the school in the process of the Surveillance, the process of the Surveillance included grouping students into houses under the care of house masters; offering orientation to students about the dos and don'ts in the school; keeping and marking of attendance registers during every lesson; students wearing the prescribed dressing code/uniform and teacher monitoring the dressing style of students; individual teachers administering deterrent and reformatory disciplinary measures and referring serious cases to the school disciplinary committee and teacher considering not coping of lesson notes in class as a sign of bad behaviour. The excerpts of the data are presented below to explain these issues:

### **5.1.1.1 Teachers supervising and monitoring student behaviour**

Following the GES policy prescriptions (as discussed in 4.4) schools are obliged to conduct surveillance of the students. This type of surveillance in Ghanaian Senior High Schools fits in the panoptican technology of Foucault (1977), instigating a prison-like atmosphere where students are monitored regularly in order to find deviants who might deviate from the set standard. Surveillance is an everyday activity in the schools by the teachers and school management resulting in the classification of the students into good and bad students with the key intention to manage the student population (see 4.5). The following are excerpts of the interviewees where the teacher responsibility is emphasised;

**B1A:** *'... it is not only a single man's responsibility. As a senior house master you cannot see everything so because of involvement of masters, because of involvement of the prefectural board, because of involvement of other responsible people, when something is about generating sometimes it is brought to the notice of the authority then we put measures to counter it ...'.*

**B3C:** *'... with the help of the masters on duty when they identify students who are truant they bring them here ... and we take the appropriate measure'.*

**T6B:** *'... teachers should have the ability to identify students who have the ability to misbehave ...'.*

**T8C:** *'... the teachers have to put an eye'.*

**A4D:** *'... the house masters and even the form masters who are actually in touch with students and can easily get information so that based on that information proactive measures can be taken'.*

Surveillance is used to demonstrate the disciplinary power of these individuals however it is important to state that this research under this section seeks nuanced understandings into school Surveillance and how it works to manage student behaviour and the accompanied consequences. Foucault (2003a:242) indicates that 'I would say that discipline tries to rule a multiplicity of men to the extent that their multiplicity can and must be dissolved into individual bodies that can be kept under Surveillance, trained, used, and if need be, punished'.

Dandeker (1990:24) also indicates that 'power as 'visible coercion' was supplanted by detailed disciplinary practices and the sustained observation and monitoring of conduct'.

#### **1. Using school prefects, SRC and class monitors to monitor the behaviour of their colleagues**

In addition to teacher-led supervision and monitoring illustrated in 5.1.1.1 the following respondents think that school prefects and class monitors are used to monitor the behaviour of students. The surveillance of the students by teachers, prefects and some selected students is done daily. This allows the students to be acted upon in the form of administering disciplinary measure in an effort to secure conformity and deter the other students, as discussed in 4.4. Haggerty and Ericson (2006:3) maintain that surveillance is used as an instrument to achieve organisational goals. The excerpts below illustrate the usage of colleague students to monitor behaviour:

**B2B:** *'Well once we have bodies in place, you know among the students we have other students who are in leadership positions like we have landlords, landladies, class monitors, all these people have responsibilities they carry out so they easily feed the leadership. So any impending misbehaviour is normally gotten to know of and the necessary action taken'.*

**A4D:** ‘... where the administration has a very good relationship with the student Representative Council and the prefectural board you easily get the information ...’.

**2. Using school cadets and selected volunteer students (who are not in leadership position) as spies to watch their colleagues**

**A1A:** ‘... at the moment we have a very strong cadet core in the school and apart from the cadet we also have students around who are always on the watch out for students who misbehave. Recently a student misbehaved at the assembly ground and then when we came out we just asked questions about him and we realized that the boy is one of the recalcitrant students. So what we did was that we invited him to the office with the senior house master and the guidance and counselling officer to put him on track and there are other instances where some students who try to misbehave we get the warning signals and we just call them immediately and then we give them effective warning ... if you misbehave and something like this happen this will be the likely punishment that will be given to you...’.

**T6B:** ... sometimes their colleagues report their behaviours to the teachers before the student takes the action ...’.

**3. Using some of the perceived ‘bad boys’ to infiltrate the other bad boys in order to report their activities to school management**

**A3C:** ‘... there are many ways of checking students’ misbehaviour, so they have looked up for students with those guy names, the bad boys, so they get them to infiltrate and report any thing they are planning early enough so that they can nip it in the bud, so the senior house master and the team they are doing well in that regard’.



**4. Grouping students into 'houses' and offering orientation to new entrants about the school rules and regulations**

**B4D:** '*... when they come we take them through the rules and regulations binding the school and ... they are put into houses that housemasters or housemistresses take care of them ...They are also taken through orientation as regards to what is not right and what should be done. So the moment a student goes contrary to that, immediately it goes with punishment.... But if you allow it the person becomes use to it, and he thinks that that is the culture ...*'.

**T2A:** '*...when students come they are taking through orientation that of course is to tell you where to be and where not to be at what time...*'.

Surveillance in Senior High Schools in Ghana ensures that the perceived deviants are monitored and the set standards or rules and regulations are enforced to ensure conformity.

**5. Keeping and marking of attendance registers during lessons;**

**A2B:** '*... if a student is dodging classes that is one of the possibilities that he has the potential to do the worst things. So we have a system of always monitoring them by marking the register, so if you go through the register you will see student **A** he has missed classes for this number of periods and then you can take it up... in a day we mark according to the periods and we have nine periods in a day, so you go through that...*'.

## **6. Monitoring the way students dress**

**T2A:** *'...you also realize that a dressing code is to check indiscipline, there are also punitive measures that are put in place such that when you go across this is what will happen that is why we have the school code of conduct it is a very proactive measure...'*

**T5B:** *'... their way of dressing could also be another sign that this is indiscipline behaviour and...'*

**T12D:** *'... some of the students ... them they don't want to dress properly that is one of the indicative measures I use. when I see that the student is not properly dress I call the student to ask the student to dress properly, the reaction of the student I will get to know whether this student will misbehave should we allow him to continue in this manner ... how the student talks when he is called to attention probably undertaking a particular life style and you call the student to advise the student and how the student takes the advice you will tell that this particular student will be dangerous in future if he is not checked immediately (how the students speaks and responds to advise).*

## **7. Individual teachers instituting reformative/deterrent punishment and referring the matter to disciplinary committee if it is beyond their powers**

**T1A:** *'... by punishing the one who is misbehaving ... so that others will see and know that if I also do that I will be punished ...'*

**T3A:** *'If there is a misbehaviour even individual teachers can institute their own form of reformative punishment. However, when it is beyond a certain scope it has to go through the disciplinary committee and the disciplinary committee whatever they find and give recommendations the school will work with it'*

## **8. Schools taking reactionary measures in the absence of effective surveillance system**

**T4B:** *'... systems are not there. We only have reactionary strategies. We don't have proactive strategies, it only occurs then we see what we can do to solve it'.*

**T9C:** *'The school does not have any system like that'.*

**T10D:** *'I do not think we have any effect measure but it depends on the individual teachers, I for instance when I am teaching and a student is misbehaving I will have to ask him to leave. When a student misbehaves and you do not deal with the offence it will affect the rest of the students. If a student says that he or she does not want to learn the best thing is to leave the classroom'.*

**T11D:** *'... when you are in the class and you realize that a student is making noise which disrupts teaching and learning ... you could ask the student to keep quiet and that is a system of controlling... all those things, they are ways of trying to manage disruptive behaviours'.*

**T7C:** *'...rules and regulations are set up to deal with it but the implementation is the problem'.*

## **9. Not copying lesson notes in the class as a sign of bad behaviour**

**T5B:** *'...also not copying notes is a sign of misbehaviour...'*

Foucault thinks that surveillance is fundamental to the practice of teaching in schools (Macdonald & Kirk, 1996 cited in Webb; McCaughy & MacDonald, 2004), which has been explored in this section.

## A. Summary findings regarding surveillance in Senior High Schools

The following were the main findings:

- Teachers, school prefects, volunteer students acted as agents of surveillance in the schools (B1A, B3C, T6B, T8C, B2B, A4D, B2B, A1A, T6B, and A3C).
- When something relating to student misbehaviour is about to occur sometimes it is brought to the attention of school management by the agents of the surveillance so that appropriate measures could be taken (B1A).
- The house masters (see 5.2) and form masters (see 5.2) often provide information to school management about the conduct of the students, so based on that information proactive measures are taken (A4D).
- Teachers on duty often report students identified as truants to the office of the senior house master for appropriate measures to be taken (B3C).
- Students in leadership positions like the landlords, landladies, school prefects (SP), girls' prefect and class monitors sometimes feed school management about the conduct of their colleague students. So any impending misbehaviour is normally gotten to know of and the necessary action taken (B2B and A4D).
- Some of the schools use the school cadet and volunteer students to monitor the behaviour of their colleagues and to provide information regarding such students to school management most especially students who misbehave during school gatherings (at the blind sight of the teachers and school management) (A1A and T6B)

- Students go through orientation regarding school rules and regulations and they are put into houses, where house masters or mistresses help manage their behaviour (B4D and T2A).
- Class registers are marked in every lesson in the school in order to monitor the movement of the students since dodging classroom lessons is interpreted by these teachers to be a sign of worst things (in terms of behaviour) to happen in future. Some of the schools have nine periods (lessons) in a day so the register is marked nine times in a day (A2B).
- Some schools use some of the perceived bad boys (those with nicked names or guy names) to infiltrate the other bad boys so that their activities and behaviours could be reported to school management for appropriate actions to be taken (A3C).
- Some teachers think that instituting deterrent and reformatory disciplinary measures will be an effective way of monitoring student behaviour (T1A and T3A).
- Some teachers think that there is no effective surveillance system in the schools compelling teachers to resort to reactionary measures (T4B, T9C, T10D, T11D and T7C).
- Not coping notes relating to the various subjects in the classroom is considered as a sign of misbehaviour (T5B).

Generally, the main process of surveillance in the Ghanaian schools included grouping students into houses under the care of house masters; offering orientation to students about the dos and don'ts in the school; keeping and marking of attendance registers during every lesson; students wearing the prescribed dressing code/uniform and teacher monitoring the dressing style of students; individual teachers administering

deterrent and reformatory disciplinary measures and referring serious cases to the school disciplinary committee (B4D, T2A, A2B, T2A, T5B, T12D, T1A and T3A).

### **5.1.2 School disciplinary committee**

The school disciplinary committee is the product of the Unified Code of Discipline for secondary schools (n.d) which assists the surveillance system to achieve its aims. The worst scenario of misbehaviour identified in the process of the surveillance is presented to the disciplinary committee for a decision to be taken. It is this decision that determines the faith of the student in the school and sometimes the educational fortunes of the individuals concerned. Ball (1987:244-245) indicates that 'committees are typically the site of piecemeal discussion; they pick up on the bits and pieces of institutional life'.

In order to elicit the required responses only the senior house masters (four people) who are the coordinators of these committees and in most cases the chair persons were interviewed.

The micro-politics of the school environment (Ball, 1987) is explored in this section to examine the decision-making process of the disciplinary committee. Ball (1987) indicates that decision making is 'a micro-political process' Ball (1987:237), therefore this section will be examined in the micro-political perspective. Pfeffer (1981:7 cited in Ball 1987:18) states that institutional politics 'involves those activities taken within organisations to acquire, develop, and use power and other resources to obtain one's preferred outcomes...'.

Essential to this analysis would be the role of the headteacher (5.2 discusses school leadership and behaviour management) because his/her role 'is central and crucial to any understanding of the micro-politics of the school. The legal responsibilities of the head

place him or her in a unique position of licenced autocracy’ Ball (1987:80). Also, Ball (1987:26) states that ‘decision-making is not an abstract rational process which can be plotted on an organisational chart; it is a political process, it is the stuff of micro-political activity’. The analysis of the data relating to disciplinary committee is done under the following sub-headings:

### **5.1.2.1 Composition**

The data revealed that the composition of the disciplinary committee differs from one school to another. Also, the Unified Code of Discipline (n.d) which establishes this committee only calls for the involvement of the students’ representative in this committee without giving further details of the other members (this is discussed in 4.4). However, in three out of the four schools where the research was conducted, the senior house masters chaired the committee and in the other school the committee was chaired by the assistant headmaster (domestic). Find below a table that explains the composition of the disciplinary committee in different schools;

**Table 5.1: Table showing the composition of the disciplinary committee**

<b>School</b>	<b>Chair person</b>	<b>Other members</b>
A	Senior house master	senior prefect, girls’ prefect, the guidance and counselling coordinator, one of the teachers on duty.
B	Senior house master	All house masters, the senior prefect, the girls’ prefect.

C	The assistant headmaster	The senior house master/house mistress, house masters, forms masters (when the case has to do with form), the SRC, the school prefect, the assistant, the girl's prefect and the SRC secretary.
D	Senior house mistress	School prefect, house masters, one of the teachers on duty.

**Source:** Field Work 2015

The following are the excerpts of the responses of the interviewees about the composition of the disciplinary committee;

**B1A:** *'... the disciplinary committee is made up of the senior house masters ... we have a representation of the students' body; senior prefect and the girls' prefect, ... the guidance and counselling coordinator and ... in a week there are a group of teachers who man the week and they would have been on the grounds so you involve them, so if there is a case for a particular week a teacher on duty represents the group, so this is the composition of disciplinary committee...'*

**B2B:** *'... it is chaired by the senior house master, all house masters including the senior prefect and the girls' prefect any time there is a disciplinary committee this is the body that normal sits on it'*



**B3C:** *'... the assistant headmaster is the chair with the senior house master/house mistress, house masters, forms masters, when the case has to do with form, and then the school prefects, the SRC, the school prefects, the assistant, the girls' prefect and the SRC secretary that is the composition...'*

**B4D:** *'... the senior house master chairs the committee, other members are the house masters, teachers on duty, the senior prefect and the girls' prefect...'*

#### **5.1.2.2 Workings of school disciplinary committee**

The Unified Code of Discipline (n.d:2) is silent about the responsibilities of the disciplinary committee except to state that it 'will help to maintain the desired discipline. In the light of the data the following functions were identified;

##### **i. Adjudicating disciplinary issues**

Members of the committee listened to students brought before the committee for misconduct and interpreted the disciplinary code (rules and regulations) in order to arrive at a decision regarding the reported misconduct. The following excerpt of the response of one of the senior house masters explains the point;

**B3C:** *'...and our duty is to sit on cases that erupt in the school for us to manage it ...'.*

##### **ii. Make recommendations for disciplinary sanctions**

The following response of the senior house master in school A explains the issue;

**B1A:** *'... What really happens is that if there is a case of indiscipline the students are rallied to meet the disciplinary committee and in meeting the disciplinary committee we give them the opportunity to hear from them they will defend themselves, from whatever presentation they will make the committee would have been able to recommend certain measures ...'.*

Generally, decision making in these schools in the micro-political perspective involves a lot of issues behind the scenes. Headteachers in Ghanaian Senior High Schools have the final

authority to sanction the recommendations of the disciplinary committee in matters relating to disciplinary action against students ranging from severe punishment to suspensions (internal suspension, external suspension and indefinite suspension) and in matters of dismissal or permanent exclusion from the school the board of governors of the school is the final authority to determine the issue, but the head of the institution can deliberately put a student on indefinite suspension for ever, meaning indirect dismissal or permanent exclusion; The heads of the institutions in most cases are very instrumental in determining the outcome of the decisions of these committees. In the following excerpt of the interview the senior house master in school **A** explains the point;

**B1A:** *'... the disciplinary committee is not the final point when the disciplinary committee have made their recommendation before the implementation takes place the headmaster will have to go through your work. So, they have been instances where you will go and the headmaster will tell you that no instead of external having read through what has been submitted you to make it internal ...'.*

Ball (1987:237) indicates that;

*'decision-making is a micro-political process which embraces a whole set of formal and informal arenas of interaction, confrontation and negotiation. To a great extent the official 'moments', the committees and meetings, have only a symbolic role; they celebrate an ideology participation and collective affirmation. They are more pertinent analytically as symbolic vehicles for performances of power and control than for the content of their deliberations'.*

Ball (1987) intimates that in some instances schools are run as though they were participatory and democratic, part of these are the staff meetings to deliberate on some

happenings in the school and in this specific case in Ghana the involvement of a few of the teachers in disciplinary committee meetings where members are requested to make policy judgements or decisions. Ball (1987:9) maintains that the existence of such meetings is by no means a strong indicator of democratic involvement. One of the teachers in school A in an answer to a question relating to improvement of behaviour management in schools indicated that the work of the disciplinary committee is clothed with favouritism. The following is the excerpt of the interview;

**T3A:** *The disciplinary committee is supposed to handle issues of indiscipline but sometimes because of favouritism, I like this student I shouldn't see him being punished that way. So those differences are always there and so there is always delay in punishment given to some students so you definitely need a more proactive group ...'.*

In using myself as an example, as the chair of a disciplinary committee in one of the newly established public Senior High School in the early 2000s, I was asked by the head of the Institution to organise a disciplinary committee meeting in order to take an action against a student (specifically suspension) who was accused of wrong doing; from the start the head had made up her mind as to the possible outcome that was expected of the committee. But the committee upon thorough work submitted a verdict of not guilty which was signed by the chair of the committee. The accompanied consequence of going against the wish of the head of the institution was that the committee was dissolved and reconstituted.

Presently, in the well-established public Senior High Schools in Ghana as established by the data (5.1.2.1) the senior house master/mistress or the assistant headmaster/mistress (domestic) is the chairperson of the disciplinary committee.

The student in question later became the best student of her year group giving me the feeling that exercising your discretionary powers appropriately and making decisions devoid of personal bias has the potential to make the life of individuals better. The student had opportunity to explore her potentials without knowing the intricacies of the decisions that were taken to ensure her success. I took this bold decision for the following reasons;

- I realized that I owed the students a duty of care which I needed to exercise to the best of my ability.
- It was also on the basis that the power at my disposal at that moment needed to be exercised properly (which is found in the Foucauldian expression) in the interest of the weak (the student).
- It is also clear that one needed to be open-minded, bold and courageous to achieve this life saving result; the need to secure the future of this young lady was paramount in this instance.

This calls into the frame the theoretical work of Ball (1987) relating to goal diversity in school organisation, that teachers in the school or even the same department could have diversity of goals since the school as an organisation allows 'dissensus' and diversity of goals (Ball 1987:11). This is an example to show the interplay of control within the school system and it requires persons of integrity to realise that in the usage of power one needs to exercise good judgement in the handling of the students.

**A. Summary findings regarding the work of the disciplinary committees in Senior High Schools in Ghana**

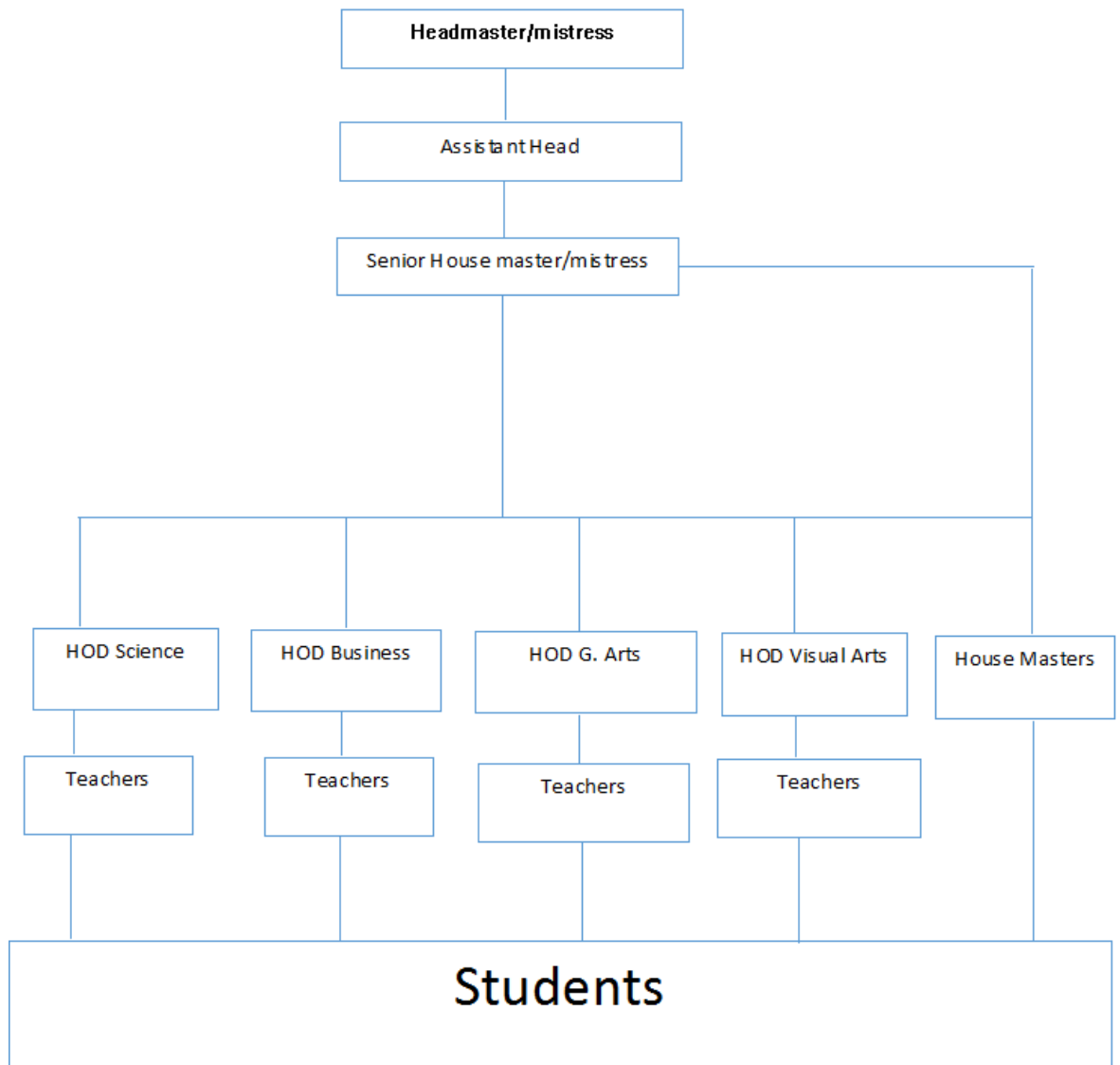
The following were the main findings of the research:

- The data revealed that the composition of the disciplinary committee differs from one school to another. With the senior house masters (in most cases) or the assistant headmaster/mistress (domestic) chairing the committees (B1A, B2B, B3C and B4D).
- Headteachers in Ghanaian Senior High Schools have the final authority to sanction the recommendations of the disciplinary committee in matters relating to disciplinary action against students (B1A).
- Disciplinary committees adjudicate cases relating to disciplinary issues in SHS in Ghana, where members of the committee listened to students brought before the committee for misconduct and interpreted the disciplinary code (rules and regulations) in order to arrive at a decision regarding the reported misconduct (B3C).
- Disciplinary committees make recommendations for disciplinary sanctions against students found by the disciplinary committee to have committed an offence (B1A)

## **5.2 School leadership and student behaviour management**

In this section I present the organisational structure in the Senior High Schools in Ghana regarding behaviour management. This is presented to show the structure of dealing with behaviour management issues in Senior High Schools in Ghana. This is presented diagrammatically in the following:

**Figure 5.1: Organogram of behaviour management structure in SHS in Ghana**



**Source:** Field work 2015

Figure 5.1 shows that at the top of the structure is the board of Governors. The power of the board of governors is activated in matters of school discipline when the headteacher intends to dismiss or withdraw a student from the school as part of a disciplinary measure. Below the headmaster/mistress is the assistant headmaster/mistress or the assistant head domestic in some schools, who works closely with the house masters (behaviour

management coordinators). Under the senior house master are the house masters and HODs, teachers and students.

The headteacher is the person who gives authorisation on matters relating to imposing sanction regarding serious offences in the school. The assistant headmaster/mistress chairs the disciplinary committees but in schools where we do not have the position of assistant headmaster/mistress it is the senior house master who chairs the committee (this scenario is the majority in the schools). The house masters, the school teachers and school prefects work with the senior house to maintain discipline in the schools.

I argue that the headteacher's role in maintaining standards in the schools cannot be underestimated, therefore the headteachers should be in a position to help other members of staff to ensure standard regarding PBM. Hoyle and Wallace (2009:211) state that 'headteachers need to play a key role in sustaining and enhancing this professionalism' whilst at the same time needing to 'reconsider their own professionalism' (professionalism is discussed in **5.6**).

The policy prescriptions on school discipline make a provision for surveillance of the office of the senior house master in the handling of the disciplinary issues of the school. This is achieved through the reports submitted by the senior house master to the headteacher. The board of governors grant the permission to the headmaster/mistress to dismiss or withdraw students but I have argued in **4.4.1.2 (vi)** that the head can suspend a student indefinitely without calling the student back to school, if s/he does not want to seek approval from the board since this sanction does not require approval from any board or person except the head. I argue that this is unfair, therefore the students or their parents

should be given the opportunity to appeal to the board directly without passing through the school in matters of this nature.

School leadership goes beyond listing of traits and characteristics to be pursued (Niesche & Gowlett 2015). Indeed, I maintained that promotion should be based on how well teachers adhere to PBM technique and the continuous professional development programmes attended on behaviour management, most especially the headteachers. Stoll and Fink (1996:112) state that 'if leaders are, like schools, are not getting better, they are getting worse. There are too many examples in education, like most professions, in which people have 20 years of experience, which is in reality one year of experience repeated 20 times'. Also, Ball (2008:56) states that teachers must '... confront our weaknesses, undertake appropriate and value-enhancing professional development, and take up opportunities for making ourselves more productive'.

### **5.2.1. Micro-politics of school leadership**

Regarding micro-politics of school leadership Ball (1987) in Ghanaian High schools. Headteachers style of leadership is situated in the context of political-authoritarian (Ball, 1987). In the micro-politics of school leadership Ball identified three main leadership styles. These are managerial, interpersonal, and political. The political has two subdivisions known as the adversarial and authoritarian (Ball, 1987). The key interest to this research is the political authoritarian.

Ball (1987) states that 'there is a recognition of political process as a major element of school life'. It is significant for one to appreciate the fact that possible responses to this political process could 'either be an acceptance of and open participation in the process, or a rejection of, and attempt to avoid or divert, the process (p.104)'. The research establishes



that the political-authoritarian leadership is common in the institutions of the study. The final decisions (punishments) regarding serious offences in the school is approved by the head of the institution. Even though each school has a disciplinary committee, its decisions are subject to approval from the head. I provide excerpts of the responses of one senior house master and a teacher to illustrate this point;

**T3A:** *'... the external suspension must be endorsed by the headmaster not the committee, the committee only makes the recommendation'.*

**B3C:** *'... the teachers are limited and even the senior house master is limited because when it comes to serious offence it has to lie at the door steps of the headmaster'.*

**B1A:** *'... before the implementation takes place the headmaster will have to go through your work ... there have been instances where you will go and the headmaster will tell you ... instead of external (suspension) ... make it internal (suspension) ...'.*

School leaders in my study tried to assert their leadership, which requires teachers to follow the instructions of the head without opposing the head in matters relating to the overall running of the school. An open opposition to the views and instructions of the head of the school will be viewed to be, to put it in Ball's (1987:110) description, 'as signifying a major breakdown in the normal political process'.

Little opportunities existed for students and teachers to express their native opinions or interest except those contained in the school policy prescriptions as interpreted by the school and at the discretion of the head of the institution as defined by him or her as the legitimate. Indeed, the code gives the head such a power. The position of the head in matters of discipline is paramount. In all the cases it difficult for the student to have a

discussion with the head of the institution. I provide an excerpt of one of the student respondents in the following to illustrate this point.

**S4B:** *'... on the part of the headmaster before you are able to meet him you have to pass through some channels before you are able to meet him, it is difficult to meet him'.*

In this first part of the analysis I have examined the lens of Surveillance in my context which specifically dealt with Surveillance and early identification system to deal with misbehaviour/ proactive measures, school disciplinary committees and school leadership and student behaviour management. In the second part (5.3) I will be examining students' perceptions of the disciplinary measures prescribed by policy and implemented by classroom teachers.

### **5.3 Students' perceptions of the disciplinary measures prescribed by policy and implemented by classroom teachers**

This section examines the perceptions of students about the implementation of the disciplinary measures as prescribed by policy. This intends to answer the third research question: **What are students' perceptions of the disciplinary measures prescribed by policy and implemented by classroom teachers in their schools?**

#### **5.3.1 *Students experiences of the disciplinary measures used by teachers and the school***

This examines the experiences of students regarding behaviour management in the Ghanaian Senior High Schools. All the students indicated that they have never been given the opportunity to explain themselves when they were accused of committing a crime, an opportunity was only given when the punishment has been done. The following were some of the views expressed by the student interviewees;

**S2A:** *'...when I raised my hands I was experiencing some pain ... I was even embarrassed because my colleagues were walking around seeing me kneeling down there ... they were thinking that I have committed a crime or I am a disobedient student ... that one you are even exposing yourself to the public ...'.*

**S5C:** *'...she punished us she made us to weed a fully grassed area to a whole (sic) sandy place we cleared all the weeds there so that measure I will never forget it... we were given the opportunity but after the punishment when we explained it ...'.*

**S6C:** *'... we were punished not to go to class a day... the lesson I learnt from that is that if you break down (sic) any school rules it will affect you because that day you will not go to class you will miss a lot'.*

**S7D:** *'... every Tuesday I always fetch water to our senior housemistress... but on Tuesday there wasn't water we were having water problem in school so I couldn't fetch the water then the following day that was Wednesday I was sitting in the class and my house prefect came and called me that X is calling me so when I went she said ... I didn't fetch the water but when we were to explain to X she said she was not ready to listen so she asked us to go and pick five buckets of stones and then after that we should fetch the water ... to her house... we were not given the opportunity to explain ourselves'.*

**A. Summary findings regarding students' experiences of the disciplinary measures;**

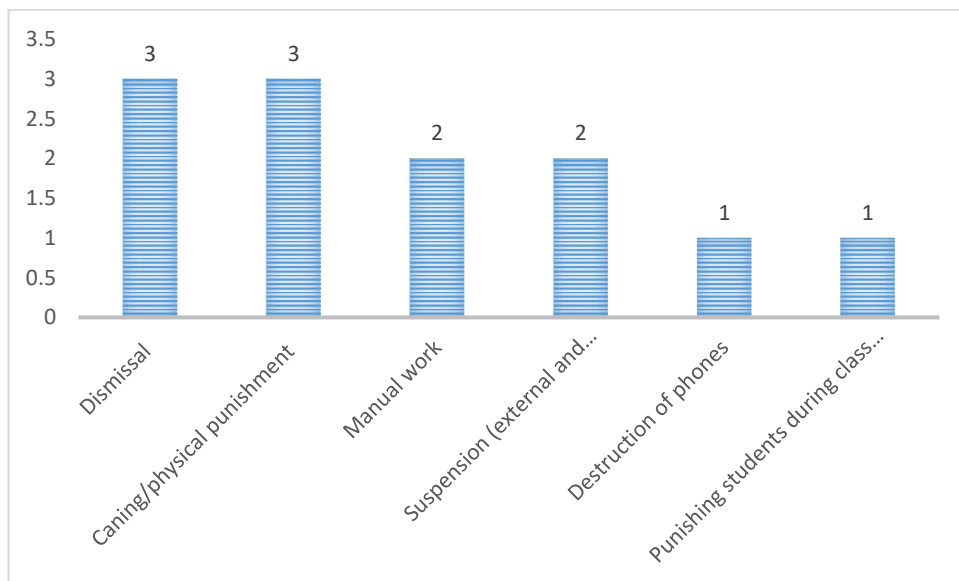
- All the students indicated that they have never been given the opportunity to explain themselves when they were accused of committing a crime, an opportunity was only given when the punishment has been done (S1A, S2A, S3B, S4B, S5C, S6C, S7D and S8D).

- Students were denied the opportunity to attend class in order to carry out a punishment given to them (S2A, S5C and S6C).

**5.3.2 Disciplinary measures that students think should be stopped (Which forms of disciplinary measures do you think should be stopped?)**

I present below in figure 5.2 the disciplinary measures students will like be stopped in schools. This is followed by the excerpts of the interviews of the respondents to buttress the point.

**Figure 5.2: Disciplinary measures students would like to be stopped**



**Source: Field Work 2015**

Figure 5.2 shows the disciplinary measures students think should be stopped. Three each (3 out of 8) think that dismissal and caning/physical punishment should be stopped. The others are manual work; two students, suspension (external and internal); two students, destruction of phones and punishing students during class hours; one student each.

The following are the responses of the students about the disciplinary measures that should be stopped;

**S1A:** *'I want them to stop the dismissal of students ...'.*

**S2A:** *'Dismissal should be stopped because I know how I always suffer and sweat to get the money to come to school, when I was to come this school my father sold a cow for me to come and pay the fees ... but my father is passed away now ... now that he is no more ... if I commit some crime and they dismiss now I don't have a father who will take care of me... you spend all this money up to form 3 and they dismiss you how will you feel, if you don't take time you will go and commit suicide because you feel the pain ... I will suggest that if that one would have been eliminated completely ...'.*

**S3B:** *'Most of the masters when they are on duty they normally cane students especially when they are late to the morning assembly or when you just make any small mistake they will just cane you I think caning should be stopped. Also, the destruction the phones should be stopped... I am saying that if they even take it they should just seize it, yourself coming to destroy it you can think about it and that can disturb your academic work...'*

**S4B:** *'The manual work and the slapping of the students should be stopped assault generally should be stopped because sometimes you assault somebody and you frustrate the fellow ...and then the purpose of the fellow being in school will become demoralized...'*

**S5C:** *'...caning in fact me I don't like caning at all because when you use a stick or a cane on me I have marks on my body and it affects us ladies especially so caning has to be stopped ... when you use cane on the person, the person will have a stretch mark on her/him that one affects him/her one day'.*

**S6C:** 'Manual work (underground work) should be stopped, sometimes if a student finishes doing that work may be he will fall sick or something like that. Also, the external suspension should be stopped because they suspend a student to go home he or she may not get time to study and come back...when he comes back it can affect him/her'.

**S7D:** 'Sacking of the students why because when they sack you and go to a different school and you don't get the admission to that school it means you have to stop you will not go to school again and if you don't go the student will either engage himself or self in social vices which will also not help bring development to the country'.

**S8D:** 'When students are in class and they are to be punished they should always do it when the students are outside, like when it is after class they should now do it ... they should do it after class and not during classes. Also, indefinite suspension should be stopped my brother was given indefinite suspension and in fact I went to the house and we were chatting and he told me that he wouldn't attend school again'.

The experiences of the students are indicative of the extent of clamour for change in behaviour management style/teacher professionalism. Policy and practice must be affected in order to make the school a better place for the children/adolescents and future generations.

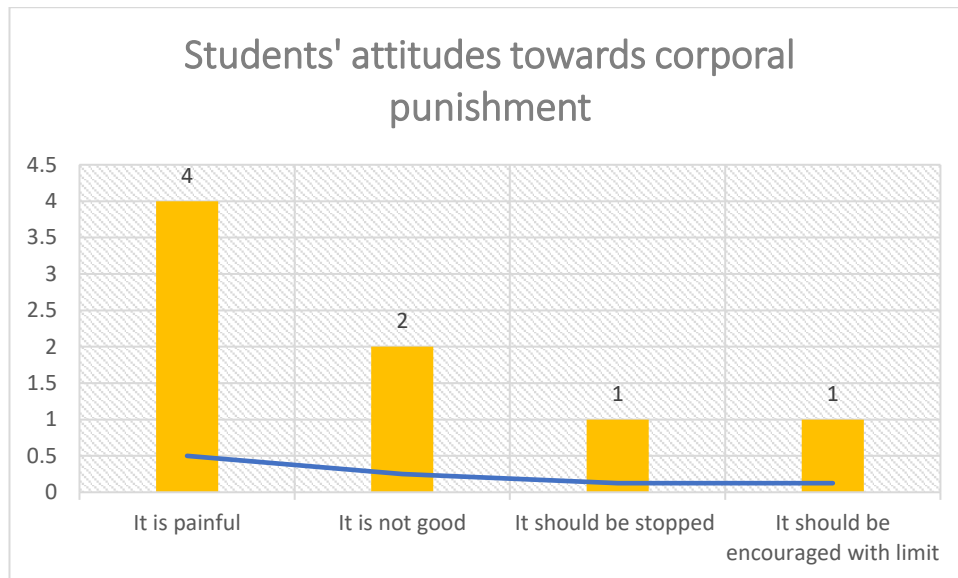
**A. Summary findings regarding disciplinary measures students think should be stopped;**

- The students think that dismissal of students from school, caning, suspensions (external and indefinite), manual work (for example weeding), destruction of students' mobile phones and punishing students during class hours should be stopped (S1A, S2A, S3B, S4B, S5C, S6C, S7D and S8D).

- Dismissal of students from school should be stopped because some of them are self-sponsored they therefore toil and sweat to get money to cater for their educational needs (S2A).
- It has emerged that students have the potential to commit suicide as a result of the pain of dismissal from school (S2A).
- Students who are unable to secure admission from other schools upon dismissal from school have stopped schooling making them to engage in social vices (S7D).
- Students are caned when they are late to school gathering (for example morning assembly) or when they make any small mistake (S3B).
- Caning of students leaves marks on the body of the student or victims and this affects the ladies especially (S5C).
- Students who are caught with mobile phones in school are always punished in the form of internal suspension with hard labour alongside asking the student to destroy the mobile phone at a school gathering. This kind of punishment of asking the students to destroy their own mobile phones as a punishment affects their academic work (S3B).
- Physical assault frustrates students which has the potential to affect their academic work (S4B).
- Some of the students fall sick after doing the manual work (S6C).
- Some of the students on external suspension do not get time to study at home (S6C).
- Students are always punished during class hours making them to stay away from classes which they think is inappropriate (S8D).
- Students suspended indefinitely from school lose the interest to attend school again (S8D).

### 5.3.3 The feelings of students about corporal punishment in schools (How do you feel about corporal disciplinary measures?)

Figure 5.3: Students' attitude towards corporal punishment



Source: Field Work 2015

Figure 5.3 shows that half (4) of the students think that corporal punishment is very painful. Two students think that it is 'not good' and one person thinks that it should be stopped. However, one person thinks it should be encouraged with a caveat that 'with limit'. In a nutshell all of them think that corporal punishment is inappropriate.

**S1A:** *'I don't feel happy when someone is caned because they will inflict a pain on you even in your body you will feel like you are the one they are caning'.*

**S2A:** *'I always feel the pains, so when a student commits a crime and they are to cane him I always feel pity for him'.*

**S6C:** *'It pains in the body'.*



**S7D:** *'It is always very painful ...there is one teacher who also give class exercise when he gives and you don't get the mark he wants he will cane you'.*

**S3B:** *'It should be stopped...'*

**S4B:** *'At some level it should be encouraged sometimes if actions are not taken on them they will not change... should have a limit there are some parts of a body that you should not cane for instance by caning the head this has a problem on the person'.*

**S5C:** *'It is still in practice. It is not good'.*

**S8D:** *'it is not good to be caned, it is also not good for children'.*

**A. Summary findings about corporal punishment;**

- All the student respondents think corporal punishment should be stopped because it is not good and inflicts pain on the body (S1A, S2A, S3B, S5B, S6C, S7D and S8D).
- Corporal punishment is still deeply practiced in Senior High Schools in Ghana (S1A, S2A, S3B, S4B, S5B, S6C, S7D and S8D).

**5.3.4 Students' attitude towards school attendance (Do you enjoy coming to the school? And What do you enjoy the most about coming to school?)**

All the students except one person indicated that they enjoy coming to school. The other person (see S5C explanation) indicated yes and no. the reasons the students gave are the following among others: socialisation, cognitive development, the quest for community development, engaging in practical teaching sessions etc. The following excerpts explain the points advanced by the students;

**S1A:** *'...when we came here we have developed mentally for instance our vocabulary has increased as compared to when we were in the JHS level. Even here we socialise with many people ... so I enjoy coming here'.*

**S2A:** *'...we know that as at now education is the key to success, no matter how intelligent you are or no matter how you have your skills or talents in Ghana here without you being educated it is difficult for you to get your daily bread. So I feel proud that I am now in this institution ... at the end of the day by the grace of God I will get my daily bread'.*

**S3B:** *'... I want to develop myself, my community and the nation as a whole and I think it is only through education I can get this development that is why I have interest in school.*

**S4B:** *'...In every aspect of life education is the key to success and I enjoy this simple because as I know that education is the key to success and without going to school or attending to classes you cannot get the education that I am talking about. Also, there some educative programmes you join associations and all these things boost our social and emotional feelings'.*

**S5C:** *'Sometimes yes and sometimes no. yes because there are some activities that go on in the classroom and in school that make us interested in it ... in fact, when we have the practical time we feel like coming to school ... and **no** because there are some teachers and some activities that go on campus that are not needed but they will insert them into the school curriculum ... and so when students hear of such activities then they do not feel happy at all to come to school'.*

**S6C:** *'...I have the passion for education, I have an ambition and an aim in life so I want to reach there, any time I come to school I feel like I want to get somewhere that is why I am*

*coming to school and the friends I also have they help me in learning or advising me always so when I am in the house I don't feel like being in the house I always want to be in the school'.*

**S7D:** *'I enjoy teaching and learning ... because I think that is the major reason why I am here. Not only that the main purpose they paid the school fees for me is to come and learn that is why'.*

**S8D:** *'Yes, I heard about this school when I was in JHS, I also heard that in this school they do so well and also they teach so well and students come out with good results'.*

All the students indicated that they enjoy coming to school on the basis that they want to learn. It therefore behoves teachers to help these students make the best out of their time in the school. It is clear that students have the appetite for education as a result of the factors enumerated above. The time to make schools a safe place for these students cannot be any other time than now.

#### **A. Summary findings on students' attitude towards school attendance**

- Students attend school because it enables them to develop mentally, and socialise with people (S1A).
- Students attend school because of good examination results, passion for education, individual ambitions of the students and quality teaching & learning (S6C, S7D and S8D).
- Students also attend school in order to be successful in future. The notion that education is the key to success is deep-seated in the minds of the students (S2A and S4B).
- Socialisation in schools in the form of educative programmes and social clubs boost the social and emotional feelings of the students (S4B).

- Students attend school as a result of the quest to develop themselves as individuals, the community and the nation as a whole (S4B).
- Practical teaching and learning sessions make it interesting for students to want to come to school (S5C).
- ✓ Unnecessary events and activities in the school make it boring for students to attend school (S5C).

### **5.3.5 How students want to be treated when the rules are breached (Describe how you want to be treated when you put up any kind of misbehaviour?)**

In this section, I present the views of students on how they think they should be treated when the school's rules are broken or when they commit an offence. It is clear that the students are not saying they should not be punished. They think that in the process of maintaining discipline in the school, they should be treated equally by following the laid down procedure, part of which involves using the disciplinary committee appropriately, ensuring equality among peers, offering an advice to these students, punishing students at an appropriate time without imparting teaching and learning and avoiding dismissal as a form of punishment. The following are the excerpts of the interviews;

**S2A:** *'Equality before the law they should just take me through what the school rules say and punish me excluding dismissal'.*

**S3B:** *'If I do something wrong I expect the master in charge to call me and advise me because sometimes somebody can advise you and you can even be corrected more than somebody who is caning you or do something'.*

*S5C: ‘... I don’t want to be punished when classes are going on ... I want to be punished after classes’.*

*S6C: ‘If you break school rules for the first time if they call you and say this thing that you are doing it will not help you so you have to desist from that, I think that will help’.*

*S7D: ‘When I misbehave they should give me punishment ...’.*

*S8D: ‘... I know that it is not the right thing to do if they punish me I will not do it next time’.*

**A. Summary findings on how students want to be treated when the rules are breached;**

- Students are not against punishment excluding dismissal (as a form of punishment) in the process of behaviour management. However, they think that advising students on appropriate behaviour will best serve the purpose than caning them coupled with the fact that they think that the laid down procedure should be followed in punishing them and they should be treated equally (S2A, S3B, S5C, S6C, S1A, S4B, S7D and S8D).
- It was discovered that students do not want to be punished when classes (lessons) are going on, they want to be punished after classes (S5C).

In this second part I have examined students’ perceptions of the disciplinary measures prescribed by policy and implemented by classroom teachers, taking into consideration students experiences of the disciplinary measures used by teachers and the school, disciplinary measures that students think should be stopped, the feelings of students about corporal punishment in schools and how students want to be treated when the rules are breached. In the next part (third part 5.4) I will examine incidence of over-reaction against the students by School Management and Teachers

#### **5.4 Incidence of over-reaction against the students by School Management and Teachers**

The teachers admitted that in the process of managing student behaviour they have on many instances overacted as a result of some reasons. Among them are the following;

##### **1. Emotions (anger) punishment on the part of teachers**

Teachers punish students in the form of caning upon a least provocation. Added to this is the slapping of a student when s/he is late to class or walks inappropriately (based on the discretion of the teacher) to the classroom. The following are the responses of the interviewees regarding this punishment which is considered as over-reaction to a student behaviour;

**T1A:** *'... when I talk to you the first time and for the second time and you continue to do that I become annoyed if I have a cane I will use it on you. Sometimes I just ask the student to put the head on the table and I will slap the student'.*

The above excerpt indicates that some students are caned based on the anger of the teacher and not the crime committed justifying the claim of students in **5.3.2. (S3B)** that they are caned by teachers when they make any small mistake. In most of the cases where the teacher administers abusive punishment it is based on the emotions (anger) rather than the crime committed (see **6.1** and tables **5.2; 6.1** and **6.2** for the detailed list of the abusive punishments). The following are further excerpts of the responses on punishment based on anger on the part of the teachers;

**T4B:** *'There are times you think you have gone too far, you should have been patient a bit ... we should be patient at all times but you know we too ... have our issues, sometimes you*

*come with problems and a little thing you get overboard so it happens but we don't apologise to them*'.

**T5B:** *'... a student walks into the classroom inappropriately or late I get angry and slap him, me I don't tolerate those things, in that case it might not be proper*'.

**T8C:** *'... sometimes when I try to control the class and they do not conform I walk out from the class...*'.

**T7C:** *'... there are some teachers who turn to do some of these things by over-reacting to the crimes that students commit to the extent of beating the students to a level which is not permitted*'.

## **2. Emotions (anger) punishment on the part of senior house masters/disciplinary committee**

The senior house masters/mistresses who chair the disciplinary committees admitted that there are instances where they have over-reacted in punishing a student but indicated that the recommendations of the disciplinary committee must be endorsed by the head of the institution who checks for the excesses or otherwise. The following are the excerpts of their responses;

**B2B:** *'Yes, there have been instances there are at times a student does something and out of annoyance probably you have spoken to them severally to desist from doing that particular kind of thing and yet they still indulge themselves in. when such a case is brought before you out of annoyance you might not take your time properly to go into it properly then later on you realised that you over-reacted so those things have been happening*'.

**B1A:** *'The committee could have overacted but the system makes provisions for some of those things to be streamlined ... before the implementation takes place the headmaster will have to go through your work ... there have been instances where you will go and the headmaster will tell you ... instead of external (suspension) ... make it internal (suspension). ... if you send him home you have really worsened his plight, so let him do some work here under the supervision of the teachers ...'.*

**B3C:** *'... because we are provoked when we expect the student to speak the truth, when you know the truth and you are only asking them to buttress it and they are not, you may over-react...'*

In this instance the student is expected to speak the truth known to the disciplinary committee or the senior house master. His/her failure to do so will provoke them to over-react in punishing the student. Drawing on my experience as a former chair of this committee some of the truth are fabricated by colleague students and presented to the school as the truth, so it takes courage and resilience on the part of the chair and members of the committee to do the right thing.

**B4D:** *'... if it is on individual basis, people over-react but since it is always a group thing when we see that you have over-reacted or you want to take the case too personal they will caution you. But then there are situations you cannot rule it out in totality. It may happen but when it happens like that, the disciplinary committee is not the final decision maker. When we finish with the whole case, then the headmistress or the headmaster of the school will also go through the case, so that when s/he realizes that there is an over-reaction there s/he comes in to correct it... but at times, some of them over-react especially if they have personal problems or they just want to deal with a particular student when they fall into their trap ...'*



Teacher using the power available to him/her to settle personal scores with students is highly flawed and unprofessional but this seems to be the practice in some of the Senior High Schools in Ghana.

### **3. Human error in judgement on part of teachers leading to abusive punishment**

The teachers indicated that as human beings they are fallible and sometimes they go wrong in punishing the students. The following are the responses of the teachers;

**T2A:** *'As a human being yes there are cases where you would go ... wrong even with your children sometimes you would realise that the child has done some little thing and you over act...'*

**T6B:** *'... sometimes there are occasions, for example last week I walked out from class because I was teaching and the students were talking and when I sat for five minutes I regretted for doing that. The students came to apologise and I went back to the class.*

### **4. The way forward in reducing emotional punishment in schools: views of teachers**

The following responses were offered by the respondents:

#### **a) Do not act immediately when you are annoyed, pause and think before you act**

The teachers offered the following advice in an effort to reduce emotional punishment;

**T10D:** *'I personally, most of the time I don't act immediately, I have to pause, think before I act ... if you don't take time you overact ...'*

#### **b) Tell the students your personal policies in the classroom and at beginning of the term**

**T11D:** *'... anytime I am in class or when I am beginning a term, I tell them my policies because I will not come and wait for you to come and I will teach you. You should wait for me. And mostly when you are in class and students, small time they are going to urinate,*

*they are going to drink water, all are disruptions. So I tell them “don’t let me enter before you and if I enter, don’t go out ...’.*

**c) Listen to the student explanation before you administer punishment**

**T12D:** *‘... one occasion I punished a student to do something, I asked him to kneel down and the student refused. So, I asked the student to go and empty the gutter but later on the student explained that whilst I was talking they were two, he thought that I was talking to another colleague not he himself. So, when he said that I was a little bit ashamed of myself for giving that punishment’.*

**A. Summary findings on incidence of over-reaction in disciplinary matters;**

- In the process of managing student behaviour teachers and school management often over-react due to emotions (anger) and error in judgment (T1A, T4B, T5B, T7C, B2B, B3C, B4D, T2A and T6B).
- In all the instances of over-reaction of teachers it has led to the teacher administering abusive punishment to students (T1A, T4B, T5B, T7C, B2B and B3C).
- It was realised that teachers in the process of managing student behaviour often over-reacted in dealing with student behaviour in the following ways;
  - When a teacher is annoyed, especially when the student refuses to follow the instructions of the teacher, s/he is caned and sometimes the student is asked by the teacher to put his/her head on the table in the classroom in order to be slapped (T1A).
  - Teachers come to school with their personal problems from home and a little annoyance from the students leads to over-reaction hence abusive punishment,

Teachers do not apologise to students for error in judgement leading to abusive punishment (T4B).

- When a student is late to class or when a student walks into the classroom inappropriately (based on the discretion of the teacher) it annoys the teacher which makes him to slap the student (T5B).
- Teachers out of anger or frustration in their inability to control the class can walk out of the classroom in the course of the lessons (T8C).
- Some teachers over-react to student behaviour to the extent of beating the students to unacceptable level (T7C).
- The senior house masters who chair the disciplinary indicated that individual teachers or disciplinary committee sometimes over-react in punishing a student but because the recommendation of the committee goes to the head of the institution s/he checks the excesses or otherwise (B2B and B1A).
- The failure of the students to speak the truth known to the senior house masters or the disciplinary committee (the politics of the truth) can provoke them to over-react in punishing the student (B3C).
- Individual teachers over-react in punishing students especially if they have personal problems or issues with the student or they just want to use their power to deal with a particular student based on their personal biases (B4D).
- Some teachers have their personal policies which are not supposed to be breached by the students they therefore inform them about these personal policies which attract punishment when they are breached (T11D).

- One of the means of avoiding over-reaction in disciplinary matters is that individuals should not act immediately when they are annoyed, you pause and think before you act (T10).
- Listening to the explanation of the student before you administer punishment. This helps to avoid mistakes and regrets of punishing the wrong person or issuing wrong punishment (T12D).

In this third part of the chapter I examine incidence of over-reaction against the students by School Management and Teachers, in the fourth part (5.5) I will examine forms of violent/abusive disciplinary measures against the students.

## 5.5 Forms of violent/abusive disciplinary measures against the students

In this section, a summary of the forms of violent disciplinary measures according to the responses of the respondents are presented. Table 5.2 deals with the physical violence whilst table 5.3 deals with 5.4 with emotional violence.

### 5.5.1 Forms of violent/abusive disciplinary measures

**Table 5.2: Forms of Physical violence against the students**

Item (violence)	School			
	A	B	C	D
Slapping (including beating)	-	+	+	
Caning	+	+	+	+
Students kneeling down	+	+	+	+
Destruction of phones	-	+	-	-
Doing domestic work for teachers			+	+
Bullying among students	+	+	+	+
Slashing of weeds	+	+	+	+
Digging a pit	+			

**Source: Field Work 2015. Source: Field Work 2015. (+) = Prevalent and (-) = not Prevalent**

**Table 5.3: Forms of emotional violence against the students**

Item (violence)	School			
	A	B	C	D
Making a student stand in front whilst teacher is teaching	-	-	+	-
Sacking students from class	-	-	+	+
Stigma of suspension	+	+	+	+
Letting the students stand up when found sleeping or talking	-	+	-	-
Destruction of phones	-	+	-	-
Stigma of dismissal				+
Isolation of students	+	-	-	-
Verbal assault (including insulting)			+	+

**Source: Field Work 2015. Definition: (+) = Prevalent and (-) = not Prevalent**

The following are some of the excerpts of the responses of the interviewees (teachers and students) regarding some of these abuses and how they can be curtailed;

This student narrates one of the instances where a teacher was annoyed and he administered an abuse punishment against one of the students in classroom by slapping the student and another instance the teacher walked away when he was supposed to be teaching because of the absence of white board maker;

**S4B:** *'...a master gave assignment and some students refused to do the assignment. So, when he came and was calling out some were misbehaving and he slapped one student. He even grew angry. Also another master came and the class monitor didn't bring marker, the master became angry and went out until we apologised before he started coming again'.*

This student summarises these abusive disciplinary measures in her school in the following;

**S5C:** *'When the students break rules and regulations the type of punishment or work they give to them is too much, a human rights activist will tell you that you are infringing on students' rights. They beat up the students, give them some sort of punishment that is not good at all. So, they can substitute another punishment especially in my school'.*

#### **5.5.2 The way forward in solving abusive punishment: views of some teachers and students**

The following responses were offered by the respondents:

- **Advice**

**T12D:** *'What works well for me is advice, some of the students when you turn to be harsh on them they turn to rebel ...'.*

- **Collective responsibility**

The students in the following responses indicated that behaviour management is a collective responsibility;

**S6C:** *'... teachers and students' responsibility in the school if teachers are serious students will also be serious so the teachers are supposed to guide the students. We are not saying they should cane us or shout at us but they are supposed to guide us, the students are like sheep in front of the teachers, you are supposed to guide them show them where they are*

*supposed to go if the teachers do it in the nice manner students will probably listen to them but if you do it in the harsh manner students will not fear you as who you are'.*

**S3B:** *'It is a collective responsibility between the teachers and the students, if the teachers are not serious it will also make the students reluctant. The students sometimes need some guidance and other things if teachers don't tell them you are supposed to do this or advise them on what they are supposed to do they will not be able to do something that will help them do their academic work'.*

- ***Exercising care in administering punishment***

In the following response, the student thinks that care is required in handling the students;

**S8D:** *'Punishment will be given to you when you break school rules. But some special care is needed, some are matured enough to reason for themselves, it is not necessary to be strict on all the students'.*

- ***Teachers maintaining good relationship with students***

In the following response, the student thinks that maintaining good relationship is important in the management of student behaviour;

**S5C:** *'Also teaching and learning doesn't necessarily mean being strict on the student but rather being free with the students. Students should ask questions if they are not asking questions in the course of teaching when you ask them questions that will prompt them to answer; that is going to promote good behaviour management'.*



### **5.5.3 Abuse of discretionary powers**

The teachers use some disciplinary measures in the account of the teachers and students as presented in the above (5.3.2; 5.4; 5.5 and in Chapter Four 4.6; 4.7), like slapping or beating of the students, asking students to kneel down whilst teaching goes on, making a student stand in front of the class whilst teacher is teaching, letting the students stand up when found sleeping or talking, destruction of students' phones, isolation of students, verbal assault (including insulting) and a host of others.

In this fourth part (5.5) of the chapter I examined forms of violent/abusive disciplinary measures against the students, in the next part (fifth part 5.6) I will examine classroom teachers' skills and the expectations of policy.

## **5.6 Classroom Teachers' Skills and the Expectations of Policy**

### **5.6.1 Introduction**

The analysis presented in this section is intended to answer the fifth research question; **How do Ghanaian High School teachers' behaviour management skills match the expectations of policy?**

From the data and the analysis of the behaviour management policy documents (see 4.4) it is clear that the policy prescriptions on behaviour management do not require teachers to have any form of training to be able to handle students' behaviour. Teachers' initial trainings from the institutions of teacher training regarding classroom management are those supporting trained teachers to manage student behaviour.

The teachers discussed their skills regarding behaviour management in the light of teacher professionalism which is presented in 5.6.2; 5.6.3 and 5.6.4. Englund (1996) demands that professionalism should help to shape teacher education hence the need to consider this

discussion as an important part of the research. Drawing on Shain and Gleeson (1999) in their UK research: *Under new management: changing conceptions of teacher professionalism and policy in the further education sector* and using Foucault's concept of power, my approach seeks to analyse and understand the professional work of Ghanaian teachers in management of student behaviour. The data is analysed in the context of behaviour management policy in Ghana, Ghana's international commitment as contained in the SDGs and in line with PBM principles of dignity and self-esteem of students. The analysis therefore explores the changing professional cultures with the aim of giving students a better learning experience in schools.

I present below in **5.5.4** the way teacher professionalism is constructed by my respondents in the context of Ghana which might fall within one of the context of the definitions stated in **2.8**.

### **5.6.2 Teacher Professionalism in Ghanaian context**

In the context of my research the concept of a professional teacher is constructed to mean someone who possesses skills and knowledge in education as a result of training and certification in education from the College of Education (Diploma or Certificate in education) or the university (B.Ed or PGCE/PGDE). This professionalism is meant to denote the ability to apply the skills and knowledge acquired in the teacher training institutes. The following are some of the responses of the interviewees regarding their understanding of the concept professional. These responses are chosen to show how simplistic respondents think going through university education on its own makes one automatically a professional teacher. From my own experiences, I know this to be the reality. Ghanaian researchers like Etsey claim that professional qualification in Education is vital since the absence of these

qualifications can lead to poor class control and related disciplinary issues (Etsey 2007).

Two assistant headteachers of school B and C indicate this notion in the following excerpts:

**A3C:** *'... most of our teachers are professionals and once they have gone through teacher training, university work ... they should know ... what to do and what not to do ...'*

**A2B:** *'... they are professionals and they have gone through the training ...'*

The respondents' perspectives seek to construct a 'professional' and 'professionalism' in the teaching enterprise as representing the notion of skills and knowledge as result of teacher training and qualification. This kind of notion seeks to construct certain powers of expertise around the professional teachers in Ghana. Hoyle (1995:59) indicates that 'in political discourse professional has come to connote skill, efficiency, reliability ...'. I argue that a construction of teacher professionalism should be based on value judgement and positive rationality that promotes human dignity and self-esteem in line with the demands of PBM.

Indeed, Ball (1987:135) states that this type of image that they want to carve for themselves is 'an ideology, a deliberate mystification to enhance the status and protect the practice of the professional teacher'. Unfortunately, in Ghana today as it is in many other countries, the image of these teacher professionals, to put it in the description of Ball (1987:135) 'has become bettered' with the constant criticism of the teachers for the happenings in the school (including students' riots, vandalism, indiscipline, exam failure, exam leakage etc.) with the media which is the main platform for the citizenry leading the efforts of branding the teachers as Ball (1987:135-136) describes it 'uncaring, improperly trained, resistant to change, politically suspect and mercenary; in short, 'unprofessional'. The identity, so useful at times to its claimants, is now used to chastise them'.

The reality that emanates from the data seem to suggest that there is a serious confusion regarding training on Behaviour management at the initial teacher training level and subsequent continuous professional development programmes regarding student behaviour management. The responses of the interviewees are presented in table 5.4.

The data also established that no in-service training is organised for the teachers and senior house masters to aid them in the management of student behaviour. They rely on the initial training at the University or training college. Some of the teachers depend on their experiences and only one teacher (T6B) who is the library master attended a workshop organised by a non-governmental organisation for managing students in the library. Find below some of the responses of the respondents to illustrate the point regarding the type of skills acquired:

**Table 5.4: Type of Skills acquired for the management of student behaviour**

<b>Kind of training</b>	<b>Respondents</b>
No training on student behaviour management	B2B, B3C, B4D, T2A, T9C, T10D, T11D
Training at the initial teacher training.	B1A, T1A, T3A, T4B, T5B, T7C, T8C, T12D
In-service training	T6B
Individual experiences	B1A

Table 5.4 shows that seven of the respondents indicated that they do not have training on student behaviour management at all, eight respondents indicated that they had training at the initial teacher training, one person indicated that he got his skills from an in-service training and one person indicated that he relies on his personal experiences.

### 5.6.3 Foucault's Theoretical Position and Teacher Professionalism

Several researchers and writers think that Foucault, most especially *Discipline and Punish; the Birth of Prison* (1977), has contributed immensely to the concept of professionalism. Notable amongst them are Freidson (1986), Freidson (1994), Hilferty (2008) and Bourke, Lidstone and Ryan (2015). Freidson (1994) for instance acknowledges the contribution of Foucault to the concept of professionalism but thinks it is not comprehensive. He states that 'it is clear that he was in fact concerned with professionalism, for the professions are the agents which create and advance the knowledge embodied in disciplines, and their members project that knowledge into human and state affairs' (Freidson, 1994:7).

On the other hand, Hilferty (2008) and Bourke *et al.* (2015) looked at the concept of professional in the light of Foucauldian power arguments. Bourke, Lidstone and Ryan (2015) study was drawn on Foucault's power as the analytical framework for their research to look at how the prevailing conceptions of professionalism mirror 'old and new' methods which allow disciplinary power to function in the daily activities of practicing teachers.

Hilferty (2008:161) explored teacher professionalism in the light of 'an enacted discourse of power' utilizing Foucauldian discourse of power. Key to his study is an appreciation of professionalism as a practice that impacts the way teachers make an effort to influence the quality and nature of their daily routine of work. His study was presented in three dimensional issues of structure, agency and culture as influencing the discursive practices. Hilferty (2008:163), drawing on Layton (1984), states that 'power is implicated in the enactment of professionalism because, at its core, professionalism is a discourse that seeks increased power as the end in view'. Also, Hilferty (2008) seeks to show that Foucault's conception of power is an instrument that shapes professional activities. In the sense that

Foucault's conception of power is an 'ever-present' characteristic of human interaction. The enactment of professionalism is achieved through power. In keeping with this phenomenon, 'power is defined as both relational and productive – without power, nothing is achieved' (Hilferty, 2008:164).

It is also worth mentioning that Burrell (1998:24) in his Foucauldian analysis indicates that 'professionalism and discipline go hand in hand'. Depending on which part of the ladder that you are standing that may determine your possible interpretation of Foucault's position on professionalism.

Foucault (2003a:252-3) in the following shows how power functions regarding the body;

*'in general terms still, we can say that there is one element that will circulate between the disciplinary and the regulatory, which will also be applied to body and population alike, which will make it possible to control both the disciplinary order of the body and the aleatory events that occur in the biological multiplicity. The element that circulates between the two is the norm. The norm is something that can be applied to both a body one wishes to discipline and a population one wishes to regularize'.*

Drawing on Foucault (1977) my conceptions of how power functions in the schools and the pedagogical sites are presented in figure 5.4 below.

**Figure 5.4. My conception of how power functions in my context in the schools and classrooms.**

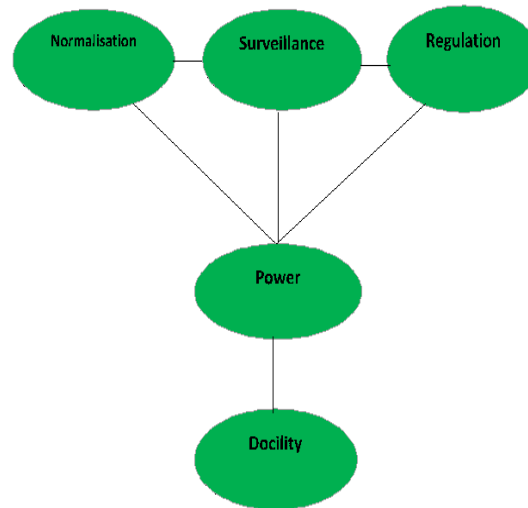


Figure 5.4 shows that in the context of my own research the usage of power by teachers and school management is manifested in three Foucauldian instruments of normalisation (see 5.1), Surveillance (see 6.5) and Regulation (see 4.4). This power is exhibited in various schools and classrooms which has the potential to create docility in an effort to produce perceived disciplined students.

From my findings, it appears that the imperfect conditions are the abuses and physical punishment that are experienced in the Senior High Schools in Ghana as a result of power imbalance. The suggested improvement is the concept of PBM which goes with alternative disciplinary measures as contained in this research (see 6.7). These kinds of arguments fit into Evans (2008:34) explanation that;

*‘there needs to be some degree of match in relation to recognition both of the imperfect situation and a specific proposed improvement strategy, since each of these will be*

*incorporated into any conception of the professionalism that is needed to rectify matters, and of the professional development required to effect this professionalism’.*

Confronted with the urgent need to redefine behaviour management in Senior High Schools in Ghana both in practice, teacher professionalism and policy, I suggest that this discussion is vital in reshaping the policy shift in order to encourage PBM in schools. Such a shift seems essential in reducing abuses in Ghanaian schools.

GES should ensure that proper Teacher training, recruitment and continuing professional development is put in place as an opportunity to improve teacher professionalism in schools. The discourse of teacher professionalism is vital in ensuring PBM in Senior High Schools in Ghana. Evets (2009) states that the discourse of professionalism is a powerful tool of ‘social control at macro, meso and micro levels’ (Evets 2009:20) which is important in this context for my analysis. The types of professionalism are considered in **5.6.4** I will draw on that to lead the discussion towards finding a model that fits into my theoretical perspective.

#### **5.6.4 Type of Professionalism that fits my Foucauldian Theoretical Position**

In this section, I intend to talk about types of professionalism and at the same time argue for the kind of professionalism that fits my Foucauldian theoretical position. Several types of professionalism have been identified by researchers. Among them are: Hargreaves and Goodson (1996:4-24) identified the following: classical professionalism, flexible professionalism, practical professionalism, extended professionalism, complex professionalism and postmodern professionalism (as a futuristic agenda); Davies (1996:673) & Whitty 2008:44-46) democratic professionalism or new professionalism;



Fullan and Hargreaves (1996:13) interactive professionalism, Whitty (2008:41) collaborative professionalism; and Hilferty (2008:161) enacted professionalism.

I argue that 'democratic professionalism' (Davies 1996:673) is the one that I wish to stand for in this discussion. I hope that this type of professionalism will have the potential to promote sharing of professional authority and autonomy of students towards ensuring PBM in schools.

#### **5.6.4.1 Democratic Professionalism**

'Democratic professionalism' or 'new professionalism' (Davies 1996:673) is vital in dealing the powers of professionals. It ensures participation of students and parents in issues concerning learning in schools, most especially involvement of students in the making of decisions to guide their conduct in the classroom as part of the democratic process of decision making. Davies (1996) finds democratic professionalism as a significant concept for 'changed policy context and as a solution to some of the problems of professional power' (Davies, 1996:673). In my context the opportunity to deconstruct the prevailing traditional skills set of managing student behaviour towards reorienting and promoting PBM in Ghanaian Senior High Schools is central.

Whitty (2008:29) argues that recent thinking in professionalism places 'greater emphasis on the role of other stakeholders, even within the classroom'. Therefore, an important stakeholder like the student in Ghanaian Senior High School I think should be given the opportunity to participate in the making of decisions affecting them in the classroom.

Whitty (2008:29) also makes the point that democratic professionalism 'seeks to demystify professional work and forge alliances between teachers and excluded constituencies of

students, parents and members of the wider community, with a view to building a more democratic education system and ultimately a more open society'. Democratic professionalism allows the voices of the students to be heard whilst at the same time providing an avenue for active engagement of the stakeholders including students, parents and community members (Whitty, 2008).

In the wake of global conventions and treaties which seek to commit nations to the promises contained in these documents like the SDGs, countries should be willing to honour promises made in those documents. Part of these promises are the SDGs (especially goal 4.c) which calls for teacher training in developing countries like Ghana where this research was conducted. To the extent that goal 4.c is calling for international cooperation for teacher training in developing countries like Ghana. This may be an indication of the need to improve teacher professionalism in developing countries so as to ensure better experience for students and improve teaching and learning.

Drawing on Shain and Gleeson (1999:446 & 459) I am envisaging 'deprofessionalization and reprofessionalization' in the domains of PBM as it is the same case in my context to ensure a paradigm shift in the management of student behaviour. Also, I argue that there is the need for Ghanaian teachers and researchers in education to think both globally and locally, and then to act locally. Shain and Gleeson (1999:446) in their research revealed that 'deprofessionalisation proceeds alongside reprofessionalisation as part of an ongoing 'politics of knowledge, power and social organisation' in their context which I am envisaging in my context too if the change is to occur. In this instance, to put it in the description of Shain and Gleeson (1999:459), 'old professionalism' is repackaged both in practice and policy to give way for the transition to PBM.

### **5.6.5 Skills of teachers regarding behaviour management/discipline**

The analysis in 5.6.2 and in this section, shows that teacher skill is inadequate in dealing with behaviour of students in the light of PBM. In addition, the absence of initial teacher training on behaviour management as some of the respondents indicated in their responses compelled me to make an attempt to delve further into the skills training of the teachers and school leadership (the headmasters/mistress or their assistant and senior house masters/mistress). The following question was asked: **(Do you feel the teachers are adequately trained to handle student behaviour?)**.

All the respondents felt that they are not adequately trained to handle challenging behaviours in schools. This has resulted in the emotional handling of students in cases of disciplinary measures. This may be an indication that the emotional handling of students partly emanates from the challenges of initial teacher training and continuous further education programmes or in-service training on behaviour management. A few of the excerpts of the interviewees are presented below to give a representative indication of the plight of the teachers who are expected to maintain discipline in their schools. These excerpts are direct and to the point:

**T1A:** *'... we are growing in the world that is also growing. We need to advance, or at least to have in service training all the time, if not all the time but at least once in a year or twice in a year ... on how to handle the students'*.

**T4B:** *'... GES is supposed to probably carry out workshops but nothing is going on'*.

**B3C:** *'I don't think I am well equipped but I am doing it because of my level of education ... I read a lot, so I try to help myself in that direction but I think we need some training'*.

Ghana government (GES) needs to invest in the professional development of teachers. The idea of continuous professional development is very important in helping teachers to dialogue and provide better learning experiences for students. Livingston (2012) discusses the recognition of the fact that 'in a changing world teachers need to keep learning to revise and enhance their knowledge and skills, and teaching and learning approaches, in order to provide an education' (p.165) which is relevant to the needs of the students. Moreover, in this era of changes in social and technological life, teachers in Ghana cannot continue to be unresponsive in the wave of these positive changes.

Despite Ghanaian public expenditure challenges, the government should ensure that staff development programmes or continuous professional development (CPD) which is relevant to the classroom and school situations, takes cognizance of the existing teacher skills, experience and knowledge whilst at the same time reviewing the teacher training curriculum to provide an understanding of PBM. In the context of initiating reforms in behaviour management in Ghanaian schools, organisational democratic professionalism is vital for behaviour management which is part of the entire management system in schools (Evetts 2009). This kind of organisational professionalism is 'achieved through increased occupational training' (Collins, 1979, 1981 cited in Evetts, 2009:24). Countries in recent years provide education (teaching and learning) in an effort to help improve students' 'confidence and ability in knowledge creation, sense-making and application of knowledge in different contexts. Changes to the way teachers support learners and learning means that teachers need to be supported in learning to 'teach' in different ways' (Livingston, 2012:162).

Teachers who are able to work with professional knowledge developed out of professional training are able to ensure effective changes in school (Thomson, Lingard and Wrigley,

2011) that has the potential to benefit students. This staff development programme identified in the needs analysis (see 6.6) will enable teachers to enhance their skills, enhance professional judgement, and engage in professional dialogue as well as attain the needed 'emancipation' as Hopkins (2002:32) puts it. Emancipation in this sense will allow the teachers to attain 'some degree of self-worth through the exercise of professional judgement' (p.32).

I argue that a comprehensive national training policy on behaviour management should be developed and tied to the renewal of teaching licences which should be done on a yearly basis.

#### **5.6.6 Views on the relevance of continuous professional development programmes on student behaviour management (Do you think training in behaviour management is necessary?)**

Respondents were unanimous about the need for staff development regarding behaviour management both at initial teacher training and in-service training level to share experiences and practices. The following are some of the excerpts of the responses that elaborated on the need to have training:

**B2B:** *'... if you are not trained for a particular field your output might not be the best especially when it comes to disciplining students ...'*

**B4D:** *'... if we have a training session ... it will help...'*

**T1A:** *'... it is necessary because we are now handling children or students who now see the world as if they were born before their parents because they think they know everything'*

**T4B:** *'Is very important because we need certain skills ...'*

**T6B:** *'Training in behaviour management is over necessary because that is the key that a teacher may receive to be able to handle the students very well... a teacher needs to be equipped with certain skills therefore the training is essential for teachers...'*

**T7C:** *'It is necessary for all the teachers because we are managing the students for the future so if you don't have the skills to manage the behaviour it will be difficult. So it will be very important for us to have some of the in-service in schools'*

The teachers themselves are convinced that continuous professional development is important in advancing their work therefore it will be a welcoming process to involve them.

Livingston (2012:165) indicates that;

*'the reforms play a key part in the change process but are meaningless if teachers do not believe in them or do not have the knowledge, skills and support to put them into action in the classroom. It is unlikely that reforms will result in improvement in pupils' learning if teachers' individual learning needs in the process of change are not addressed'*

The staff needs analysis which can help ensure this PBM is presented in **6.6**.

In this part of the chapter I have examined classroom teachers' skills and the expectations of policy, in the last part of the chapter (5.7) I will examine teacher perception of the causes of perceived bad behaviour of students in schools.

## 5.7 Causes of perceived bad behaviour of students in schools (what do you think are the causes of bad behaviour?)

In this section, I present the views of the teachers regarding causes of perceived bad behaviour in school. This is presented in figure 5.5 followed by the excerpts of their responses.

**Figure 5.5 Causes of misbehaviour**

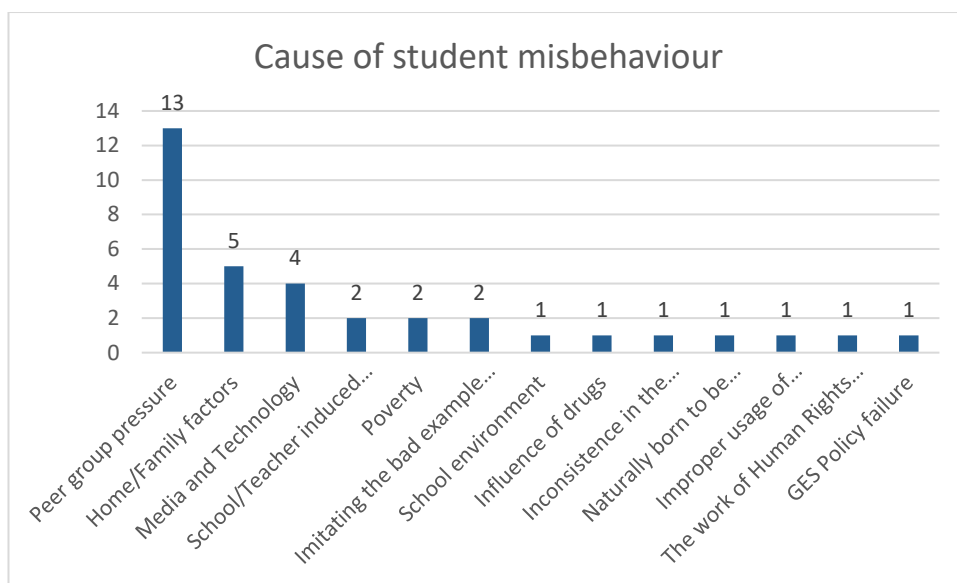


Figure 5.5 shows that peer group influence tops the list of the causes of perceived bad behaviour in schools with 13 respondents (B2B, B4D, A1A, A2B, A3C, B3C, A4D, T1A, T2A, T3A, T5B, T11D and T12D), Home/family factors 5(B4D, A4D, T4B T6B and T7C), Media and technology 4(B3C, A4D, T12D and A2B), School/Teacher induced misbehaviour 2(T6B and B3C), Poverty 2(T6B and A2B), Imitating the bad example of others within and outside the school 2 (T1A and T12D), School environment 1(B3C), Influence of drugs 1(A4D), Inconsistency in the administration of school disciplinary measures 1(T2A), Naturally born

to be stubborn 1(T1A), Improper usage of instructional time 1(T2A), The work of Human Rights advocates 1(T9C) and GES Policy failure (T10D).

### **1. Peer group pressure or influence**

**B2B:** *'Generally, I will say peer group influence ...'.*

**B4D:** *'... peer pressure ...'.*

**A1A:** *'... parents seem not to be so much concerned about their children or their wards behaving very well so when they move out and they get to the secondary school they mix out with their colleagues from other place and that peer influence makes them to misbehave'.*

**A2B:** *'One of them is peer influence, some of them come from homes which are well disciplined but when they come to mix with others they misbehave ...'.*

**A3C:** *'Peer group; the friends they make; the schools they attended before, is like carry over, they started at that early stage and brought it here and they try to continue but we are not allowing them to grow with that because it would not benefit them'.*

**B3C:** *'... peer grouping ...'.*

**A4D:** *'... some too they come from peer influence ...'.*

**T1A:** *'... the students are troublesome, all over the country ... you cannot say they do not know why they are here, they know their left from their right, what they should do and what not to do but it is just that some follow peer groups ...'.*

**T2A:** *'... people are coming from different societies so when they come together you know that Peer group influence will be one ...'.*

**T3A:** *'Generally, the cause of bad behaviour of students is peer pressure ...'.*



**T5B:** *'Peer influence ... lack of discipline or sanctions for bad behaviours'*.

**T11D:** *'Some of them are peer influence... so sometimes, they just feel like doing it or a friend will start and then they will join'*.

**T12D:** *'There are several factors causes one of them is peer pressure ...'*.

## **2. Home/family factors**

**B4D:** *'... some of them is also bad training from home ... then some of them, if they have a broken home, it is a single-parent home taking care of the child and if you are not someone who sits down or you are not firm, they can go wayward'*.

**A4D:** *'It is a marriage of factors ... some carry from the family to school ...'*.

**T4B:** *'... they come here with their characters from home, we don't know how they are being handled at home...'*.

**T6B:** *'Bad behaviour can come from ...parents...'*.

**T7C:** *'the cause of bad behaviour we have in our schools I can say originates from our homes. The moral fabrics in the families are now dying out, people are not being kept well in the house, when they come to school which confines them it becomes very difficult for them to cope with the system and some of them go astray'*.

## **3. Media and technology**

**B3C:** *'The causes are many and varied the media, technology ... and the society at large ...'*.

**A4D:** *'... I think modern technology is to be blamed they get a lot of information from the internet and not all the information ... is good for them ...'*.

**T12D:** *'... another one is the mass media especially the television station they see so many characters let me set a typical example of one musician who smoked wee in public at the*

*time he was performing... so when behaviours like that are shown in the mass media those who are there embrace it and some of these students think that it is good ... so when they come to school they want to exhibit such behaviour sometimes they even adopt the names of such individuals and they want to live by their example so it is one of the factors’.*

**A2B:** *‘... some too out of watching films, some of them go on to copy certain behaviour which are not in line with our school rules and regulations...’.*

#### **4. School/Teacher induced misbehaviour**

**T6B:** *‘Bad behaviour can come from school, teachers, students, ... For example, students will misbehave when there is no chalk or marker for the teacher to teach them this type of misbehaviour is caused by the school because they have not provided enough teaching and learning materials, the school, the teachers and students all have their role to play’.*

**B3C:** *‘... teaching and learning facilities ...’.*

#### **5. Poverty**

**T5B:** *‘...poor background, and lack of discipline or sanctions for bad behaviours’.*

**A2B:** *‘... some too out of their needs if they are lacking certain things they try to think of having them by all means so in a way they don’t conform with the school rules and regulations ... they have varied behaviour based on their background’.*

#### **6. Imitating the bad example of others within and outside the school**

**T1A:** *‘... and another is just imitating others, not necessarily friends but other people you will see someone doing something that if he goes free, especially if no punishment is there to stop they will also try to copy the same behaviour ...’.*

## **7. The school environment**

**B3C:** *'... the school environment ...'*

## **8. Influence of drugs**

**A4D:** *'... I think sometimes some also act on the influence of drugs so these are some of the causal factors'.*

## **9. Inconsistency in the administration of disciplinary measures**

**T2A:** *'... When the school and staff are not consistent with their punitive measures of course that can also be situation where there will a gap, you know people will always explore gaps ...'*

## **10. Naturally born to be stubborn**

**T1A:** *'... some are also there that is how they were created to be stubborn, when they are in the house they do that and then they go free they will bring it to the gathering they find themselves ...'*

## **11. Improper usage of instructional time**

**T2A:** *'... when instructional time is not used properly once people idle you expect that they will go array so you realise that once this thing is not tightened people will exploit it ...'*

## **12. The work of Human Rights advocates**

**T9C:** *'The cause of students' misbehaviour is as a result of human right advocates...'*

## **13. GES Policy failure**

**T10D:** *'... the causes I will say the policies of GES'.*

## **5.8 Observational findings**

### **5.8.1 Analysis**

### **5.8.2 Implementation of disciplinary policies**

In the management of student behaviour, both in the classroom and in the school, it was observed that the implementation process in some cases is associated with violent disciplinary measures (physical and emotional) (see appendix 11). The findings of these observations were used to corroborate the data from the interviews (see 6.1) and some cases offered contrasting positions (see 4.4). In this section, issues of physical and emotional abuses are highlighted, even though the data in this section was an integral part of the overall analysis and discussion in this thesis. Find below the analysis:

### **5.8.3 Physical abuses**

The following were the key highlights of the observational findings:

#### **I. It was observed that issues of physical abuses are wide spread in the four schools:**

The physical abuse most especially in the form of caning was wide spread in all the four schools. Indeed, caning is a significant part of the behaviour management in all the participating schools.

In terms of the nature of caning, teachers cane students on different parts of their bodies (including buttocks) and in different places in the school. In school C for instance students who came late were caned at the entrance of the school. From my personal observation ladies were those who suffered the most, as some parts of their bodies especially the buttocks were the worst hit parts. In terms of the literature, it is evident that this phenomenon affects the dignity and self-esteem of students (see Raths 1964; Black and William 1998; Grundy & Blandford 2006; Hayes et al. 2011; Kyriacou 2014).

## **II. Experience of physical harm affects the learning environment:**

The kind of experience that students go through in the school influences the overall learning experience of the student and the schooling culture (Baker 1998). This is interconnected with the right, dignity and self-esteem of the student which are the core ingredients of the concept of positive behaviour management which my research seeks to explore (see Raths 1964; Black and William 1998; Grundy & Blandford 2006; Hayes et al. 2011; Kyriacou 2014). My observation revealed that students were made to carry stones, kneel on the sand, slash of weeds, and have their ears pulled as part of the punishment. Such punishment can inflict unimaginable injury, if possible death of the student (Simons, Simons and Wallace 2004; Straus & Stewart 1999; Straus 1994; Straus 1991; Gil 1975). This requires attention in the policy reforms and practice if the intention is to support these young students to have a fulfilling life.

### **5.8.4 Emotional abuses**

Verbal and non-verbal emotional issues were observed in the four schools. These include showing of hostility towards students, verbal assault (including insulting), asking students to do 'dirty work' in the school (for example cleaning of gutters), harsh criticisms of the students among others. Indeed, I could observe signs of frustration and annoyance on the faces of students who suffered from these issues. In school B for instance, each time I was in the school, students were in the gutters working or weeding, whilst their colleagues were in the classroom learning. Indeed, this seems to be possibly the most un-noticed part of the plight of the students. Emotional pains or injury inflicts greater consequences on the students (Gelles 1997; Keashly 1997; Wolfe 1991).

### **5.8.5 Issues of corroboration**

The nature of physical and emotional abuses was corroborated in the interviews with students and some staff in the four schools. For instance, the claim of the students that some of the teachers are harsh on them (see for example 5.5.2) is one of such examples.

### **5.8.6 Contrasting observation (interviews and policy documents)**

The policy document on behaviour management stipulates that students should not be caned for more than six strokes and the records of the caning should be kept. The policy also gives the right to cane to the headteacher or his or her assigned representative. However, observation revealed that the policy prescription is not followed as it was established in the four schools that students were caned more than the prescribed six strokes and no record of these canings were kept. Also, all the teachers could cane the students at their own will.

## **5.9 Concluding Statement**

In this chapter (Chapter Five) using Foucault's concept of Surveillance analysis of teachers supervising and monitoring student behaviour is done. The work of school disciplinary committees is examined in this chapter. Other vital findings in this chapter include school leadership and student behaviour management, students' perceptions of the disciplinary measures prescribed by policy and implemented by classroom teachers, incidence of over-reaction against the students by school management and teachers, forms of violent/abusive disciplinary measures against the students and classroom teachers' skills and the expectations of policy. The next chapter (Chapter Six) will discuss the findings contained in the analysis in chapters Four and Five and offer some detailed

recommendations at the end which could provide potential pointers for constructive change in policy and practice in Ghanaian Senior High Schools.

## **Chapter Six**

### **Discussion**

#### **6.0 Introduction**

The Sustainable Development Goals (SDGs) (see **4.4.1.1**) explicitly require teachers to be more responsible than currently for using education to provide as Townsend (2011:182) puts it 'a global experience, where people work together for the betterment of themselves, each other, the local community and the planet as a whole'. Drawing on the analyses presented in Chapters Four and Five, this chapter discusses some of the main findings and explores the potentials for Positive Behaviour Management (PBM) in Ghanaian Senior High Schools. The discussion is organised under the following headings: abusive punishments (physical and emotional); characteristics of the students in Ghanaian High schools; consequences of exposing students to various abuses; reasons for the existence of abusive punishment in Ghanaian schools; interests served by school punishment in Ghanaian context; and, finally, a staff needs analysis regarding alternative disciplinary measures.

#### **6.1 Abusive punishments (Physical and Emotional)**

In this section, the kind of abusive punishment prevalent in Senior High Schools in Ghana is discussed. This discussion is important in highlighting the excesses of school leaders and classroom teachers' implementation of the disciplinary policy. Recently there has been an intensive effort by the government of Ghana to make Senior High Schools conducive places for work and studies, by committing more resources in rehabilitating the existing SHSs and establishing new community SHSs (myjoyonline.com 2016) but I argue (see tables **6.1**, **6.2**



and **6.3**) that these investments will not yield the needed results if schools still allow the abuses, both physical and emotional, of students to persist in our schools.

Based on the available literature (see for example Straus 2000; Gershoff 2002; Zolotor, et al., 2008) I have argued in **2.7.3** that the possible result of corporal punishment (CP) is physical abuse and sometimes physical and emotional abuse. Some of the available accessible research on Ghanaian schools (e.g. Agbenyega 2006) seeks to pin these abuses to corporal punishment. I think this attribution to corporal punishment alone is insufficient to stand the test of time and academic scholarship (see **6.1.1** and **6.1.2**). I reiterate that the mere description of these abuses as corporal punishment on its own entrenches the practices that result in these abuses against students. Therefore, corporal punishment in this instance is operationally a sub-set of the physical and sometimes emotional abuses students experience in Ghanaian schools. The litany of physical and emotional abuses in Ghanaian schools which this study has revealed and which are not part of corporal punishment are listed in tables **6.1**, **6.2** and **6.3**.

Gershoff (2002) for instance argues that punishments that do not result in major physical injury to the persons (e.g. caning, slapping and similar physical actions) can be considered as corporal punishment but in instances of the risk of injury (e.g. beating or kicking) is referred to as physical abuse. However, in instances where caning, slapping, weeding etc. risk or result in physical injury, it upgrades to physical abuse. It is also worth mentioning that emotional abuse could also be experienced when the student is humiliated or intimidated in the form of public punishment and related treatment in the school. The types of abusive punishment discussed in this section are physical abuse and emotional abuse. They are explained in the following two sections (**6.1.1** and **6.1.2**).

### **6.1.1 Physical abuse**

Drawing on the works of Gil (1975), the National Commission of Inquiry into the Prevention of Child Abuse in Great Britain (1996), Walby (1998), Gershoff (2002) and Freeman & Saunders (2014) as presented in **2.7** I would describe physical abuse as the persistent actions of school leaders and classroom teachers which harm the students in the form of physical injury and bodily pain. This description is important in order to situate this discussion in the right context.

Adults hitting or assaulting another adult is punishable in the courts in Ghana, however, corporal punishment and physical abuse are permissible in the schools no matter the age of the student. What is more serious for me, as Straus (2000) submits, is that ‘about 20% of children live in poverty, compared to 94% who experience CP’. This is a signal that the world agenda, i.e. the SDGs must be given the needed attention to prevent these abuses.

Find below in table **6.1** the list of physical abuses students’ experiences in Ghanaian SHSs. The identification and association of these actions to physical abuse are based on a review of literature that identified those actions as being such. I have therefore provided the sources in table **6.1** to support the claim.

**Table 6.1 Forms of Physical violence against the students**

No.	Nature of abuse	Method of data collection	References
1.	Digging a pit for rubbish dumping	Interview	Based on Straus' (1991) and Gil's (1975) description
2.	Making the students carry stones	Interview and observation	Based on Straus' (1991) and Gil's (1975) description
3.	Slapping	Interview	Simons, Simons and Wallace (2004), Baron and Neuman (1996), Straus (1994) Wolf et al. (1991) and Straus (1991).
4.	Beating (including kicking)	Interview	Simons, Simons and Wallace (2004), Baron and Neuman (1996), Straus (1994), Straus (1991) and Wolf et al. (1991).
5.	Caning	Interview, observation and policy analysis	Simons, Simons, and Wallace (2004), Straus (1994), and Straus (1991).
6.	Students kneeling down on stones/sand	Interview and observation	Based on Straus' (1991) and Gil's (1975) description.
7.	Slashing of weeds (weeding)	Interview and observation	Based on Straus' (1991) description.
8.	Ear pulling	Observation	Based on Straus' (1991) and Gil's (1975) description.

**Source: Field Work 2015.**

### 6.1.2 Emotional Abuse

An identification of the characteristics of the construct of emotional abuse is important in this section since this is considered as an abstract phenomenon which poses a challenge for its identification. In doing this analysis I draw on propositions of Keashly (1997) regarding what constitutes emotional abuse, i.e. that which is listed in the following:

Emotional abuse includes verbal and non-verbal modes of expression. Behaviours are emotionally abusive when:

- they are of a recurrent nature or part of a pattern of behaviours
- they are not welcome by the victims and unwanted
- they do not meet the standard of suitable conduct towards others
- they result in damage or injury to the individuals
- the actor intends to cause harm to the target or when the actor is in the position to control the behaviour itself
- the abuser is in a more influential position relative to the target (adapted from Keashly, 1997:96-109).

Emotional abuse in Ghanaian schools is seen in the form of non-verbal and verbal actions. I argue that this emotional abuse is one of the most serious prevalent abuses in Ghanaian schools which has not received the needed attention from researchers and advocacy groups, hence the significance of this research in an attempt to highlight the consequences of these issues. Gelles (1997) posits that the consequences of emotional abuse on individuals are greater than the consequences associated with physical abuse. Researchers hold the view that abuse should not be defined only in terms of physical acts to persons

but also in respect of the emotional impact. These physical and nonphysical (emotional) abuses have a long-term impact on victims (Wolfe, 1991).

Find below (tables 6.2 and 6.3) the list of emotional abuses students experience in Ghanaian SHSs. It is classified into verbal and non-verbal abuses. The identification and association of these actions to emotional abuse are based on a review of literature that identified those actions as being such. I have therefore provided the sources in tables 6.2 and 6.3 to support the claim.

**Table 6.2 Verbal Emotional abuses**

**Table 6.2: Forms of verbal emotional abuse against the students**

No	Verbal abuse	Method of Data collection	References
1.	Angry outburst	Interview and observation	Keashly's (1997) and Gil's (1975) description.
2.	Showing of hostility towards students (harsh)	Interview and observation.	Keashly's (1997) and Gil's (1975) description.
3.	Verbal assault (including insulting) for example ' <i>stop the donkey behaviour</i> ' <b>T10D</b>	Interview and observation	Keashly (1997), Baron & Neuman, (1996), Wolf et al. (1991) and Björkqvist, Österman and Hjelt-bäck (1994)

4.	Unnecessary blame of students	Observation	Keashly (1997) & Björkqvist, Österman and Hjelt-bäck (1994)
5.	Name calling in the presence of others	Interview and observation	Keashly (1997) Björkqvist, Österman and Hjelt-bäck (1994) & Wolf et al. (1991).
6.	Harsh criticisms of the students	Observation	Keashly (1997) & Österman and Hjelt-bäck (1994).
7.	Asking students to do 'dirty work' in the school (for example cleaning of gutters)	Interview and observation	Keashly (1997), Simons, Simons, and Wallace (2004) and Wolf et at. (1991).
8.	Threat	Interview	Keashly (1997), Simons, Simons and Wallace (2004), Björkqvist, Österman and Hjelt-bäck (1994), Wolf et al. (1991) and Gil's (1975) description.
9.	Cursing a student	Observation	Keashly's (1997) and Gil's (1975) description
10.	Excessive shouting	Observation	Baron and Neuman (1996) and Wolf et al. (1991), Keashly (1997) and Gil's (1975) description.

Source: Field Work 2015.

**Table 6.3: Forms of non-verbal emotional abuse against the students**

No	Non-verbal Abuse		References
1.	Hostile eye contact	Interview and observation	Keashly (1997), Björkqvist, Österman and Hjelt-bäck (1994).
2.	Ignoring the concern of the student	Observation	Keashly (1997), Björkqvist, Österman and Hjelt-bäck (1994).
3.	Isolation	Interview and observation	Björkqvist, Österman and Hjelt-bäck (1994) and based on Keashly's (1997) and Gil's (1975) description.
4.	Stigma of suspension	Interview	Based on Keashly's (1997) and Gil's (1975) description.
5.	Stigma of dismissal	Interview	Based on Keashly's (1997) and Gil's (1975) description.
6.	Emotional pains of phone destruction in the presence of student and his/her colleagues	Interview	Based on Keashly's (1997) and Gil's (1975) description.
7.	Emotional pains of slapping	Interview	Keashly (1997), Simons, Simons, and Wallace (2004) & Straus (1994).
8.	Emotional pains caning	Interview	Keashly (1997), Simons, Simons, and Wallace (2004) & Straus (1994).

9.	Refusal to be listened to	Interview	Björkqvist, Österman and Hjelt-bäck (1994).
10.	Punished on non-existing rule	Interview	Björkqvist, Österman and Hjelt-bäck (1994).
11.	Public humiliating punishment	Interview	Keashly (1997), Simons, Simons, and Wallace (2004), Björkqvist, Österman and Hjelt-bäck (1994) & Wolf et al. (1991).
<b>Forms of public humiliating punishment</b>			
i.	Making students stand outside the classroom whilst teaching goes on		
ii.	Punishing students by making them to stand or kneel down in or outside the classroom whilst teaching goes on		
iii.	Making students run around the school building if caught sleeping whilst teacher is teaching		
iv.	Caning students at public gatherings in the school		
v.	Sacking students from class whilst teaching goes on		
vi.	Public caning of the student		

Source: Field Work 2015.

## 6.2 Characteristics of the Students in Ghanaian High Schools

### 1. Age and sex

The SHSs students in Ghana are made up of both boys and girls. There are both mixed and single sex schools in Ghana. This research was conducted in four mixed (boys and girls)



state schools. The age range in the SHS in Ghana start at an average age of 16 to 18, which means it is a mixture of children and adolescents. The research is, therefore delivering dual support for both children and adolescents. The fact that the Ghanaian school population (SHS) is made up of both adolescents and children and at the same time considering the fact these adolescents are in a transition to adulthood, going through these abusive punishments means that Ghanaians should brace themselves up for a longer consequence for the democratic future of the country (see **6.3**). I argue that this prevalence should be a concern to many who are genuinely interested in peace building and proper upbringing for young people.

## ***2. Less powerful and vulnerable***

The teacher wields much power in the classroom and determines what appropriate behaviour is. The students are expected to respect the teacher's authority by following the instructions of the teacher and are at the same time susceptible to physical and emotional harm in the school.

### **6.3 Consequences of Exposing Students to various Abuses**

There are several consequences associated with the kind of abusive punishment students go through in Ghanaian schools among them are the following:

#### ***1. It affects the physical health of the students***

The students complained that some of the punishment inflicts pain on them and makes them fall ill. Caning, slashing of weeds (weeding), carrying of stones, digging of pits, beating etc. were among those identified as causing physical health-related problems. For instance,

it was discovered that caning inflicts pain on the students and leaves marks on the body of the victims and this affects the female students most especially. All the student respondents stated that corporal punishment should be stopped because it is not good and inflicts pain on the body.

The media has reported on these hazards on several occasions. For instance, the example with which I opened this thesis, from 05/05/15, when it was reported that a student who was punished to weed a portion of land died as a result of the injuries he sustained from the use of the cutlass; the implement that was used to slash the weeds (myjoyonline.com, 2015).

## ***2. It results in emotional suffering of the students***

Some of the punishments administered in High Schools in Ghana lead to emotional pains. Among those that were identified included public humiliation, excessive shouting, angry outburst, insulting, destructions of students' mobile phones in the presence of student and his/her colleagues, among others. Indeed, it was discovered for instance that public humiliation, excessive shouting, and insulting lower the level of confidence of students and reduce the enthusiasm of students in the participation of teaching and learning activities. From available literature, it impacts on the self-esteem and dignity of the student, which in its totality brings about depressed mood, resentment, helplessness, anger, school violence, tension in the school, hostility and affects the relationship and trust between the students and the teachers (Keashly, 1997; Simons, Simons, and Wallace, 2004; Straus 1994; Wolf et al., 1991; Straus 1991), thereby creating a feeling of wanting to revolt against school authority. In Ghanaian schools, incidence of revolt has led to violence and the subsequent destruction of the school and personal properties of teachers and stalls academic work (myjoyonline.com, 2013). In addition, students think that physical abuse which is part of

the daily routine of school discipline frustrates them and this often affects their academic work.

### ***3. It increases school dropout resulting in increased crime rates***

The findings of the research revealed that students who are unable to secure school admission from other schools upon dismissal from their current school had to stop schooling, which in turn led to them engaging in social vices. In addition, some students who are suspended indefinitely from the school lose interest in attending school again, thereby increasing the number of school drop-outs and crime rates (see **4.6.2**).

### ***4. Suicidal thinking***

Dismissal from schools can make a student think of committing suicide. A student narrating the ordeal of the colleagues who were dismissed from school indicated that if she should face a similar situation she will commit suicide. This explains the point that school authorities need to reconsider the issues of the stigma associated with the type of punishments that they give to students. Some of these punishments are causing invisible damage to their persons.

### ***5. Aggression as means of resolving problems***

To recap, it was realised that the personal experiences of teachers as part of their schooling in childhood and adolescence make them think that a teacher's action, i.e. caning and similar abuses are appropriate as disciplining measure. It is possible that students who have been abused may possibly accept similar methods as a legitimate means to resolve any conflict in any confrontation with other people like their children, spouse, or students. In line with existing literature (see Gelles 1997; Jampor 2001; Simons, Simons and Wallace 2004; Straus & Kantor 1994; Welsh 1978), the possible consequence of this aggressive

attitude of teachers is that the students are taught the use of aggression as the means of resolving a problem hence student vandalism and riots in the Senior High Schools in Ghana. Straus (1994:9) indicates that 'corporal punishment may serve to legitimise other forms of violence'. If physical abuse or corporal punishment is used as an appropriate means of what Straus (1994:9) describes as a 'morally correct end' apart from the immediate pain that is experienced by the victim it sends a strong signal that if someone is doing something inappropriate and all attempts to get the person stop that activity fails, physical punishment is deemed as the appropriate means to correct the person.

#### ***6. Unending abuse of others (adults and children)***

Some of the teachers posited that they have been able to succeed in their careers because they were caned when they were students. The cycle of violence is therefore attributable to the fact that teachers in Ghana as part of their schooling experienced these kinds of abuses which have now been constructed to be part of the culture of upbringing. The ideological build-up which goes into this thinking is basically attributed to what Ball (1987) describes as the image of the teaching profession and role of the teacher which the teachers themselves formed whilst they were students.

#### ***7. Emotional abuse is the most serious form of the abuses in Senior High Schools***

Among the consequences of the various abuses, I argue that emotional abuse was the worst of the two. For instance, students in the case of emotional abuse contemplated suicide. Also, I argue that the physical injuries individuals are inflicted with as a result of physical punishment is visible and can be assessed and treated in most cases but it is difficult to assess the emotional damage to individuals, most especially where the victim does not want to disclose the kind of harm caused to him/her or where the victim intends to suffer the consequences of the emotional torture silently. This goes a long way to affect

the self-esteem and social skill of individuals (see Wolf 1991; Crenshaw and Lee 2009; McGee & Wolfe, 1991) making emotional abuse the most destructive in terms of its impact on the individual than the physical abuse.

#### ***8. Affects the dignity and self-esteem of Individuals resulting in low confidence***

The trauma that individuals suffer due to these abusive punishments and maltreatment results into feelings of powerlessness and weakened self-esteem on the part of the victims (Straus & Kantor 1994). Physical punishment affects what Straus (1994:10) describes as 'humane values'. Also, children and adolescents can suffer what Crenshaw and Lee (2009:143) describe as an assault on the 'dignity and self-esteem' of individuals. This is an invisible emotional injury that can result in violent acts. Crenshaw and Lee (2009:143) state that 'assaults on the self-esteem of our youth can lead in extreme cases to a demoralizing cycle that culminates in violent behaviour'. Also, Wolfe (1991) indicates that child abuse affects the child's adaptation to his/her environment as time goes on. Maltreated children are likely to have had poor opportunities to learn appropriate adaptive skills, their reported levels of social competence, self-esteem, and problem-solving abilities are understandably diminished.

The feeling of low self-esteem and its accompanying lack of self-confidence creates a sense of inadequate 'self-coherence' (Harter, 1998:148), low self-importance and feeling of inadequate support from relations like peers, parents etc. (Harter, 1998). I argue that this discussion possibly points to the fact that the forms of disciplinary measures we use in Ghanaian schools impair creativity and problem-solving skills, because of the feeling of inadequate self-worth. Therefore, the quest for reforms in policy, teacher professionalism and practice cannot be so urgent in any time than now if Ghana is to be part of the global economy and competition. The assertion of O'Brien (2012) that education reforms are

required by teachers and schools 'in order that school students become creative, flexible, problem-solving team players for the new knowledge economy' (O'Brien, 2012:149), supports this clarion call which is for me a central point of my own research.

As a final point, I think it is possible to say that poor behaviour management in Ghanaian High schools of the sort which brings about violent discipline resulting in student riots in schools can lead to exclusion and increase in criminal activities.

#### **6.4 Reasons for the existence of abusive punishment in Ghanaian schools**

##### **1. *Trivialising the chronicity of abusive punishment***

The chronicity of the abuses is clothed in the mere description of the abuses (physical and emotional) as corporal punishment as I have argued in **6.1.1** and **6.1.2**. In addition, poor recording keeping in hospitals about those abused in school discipline, the absence of a facility to deal with the emotional abuse that victims have suffered in schools and the unwillingness of some of the victims to report to hospitals except in critical times are among the factors exacerbating the plight of these victims. The findings of the research suggest that physical and emotional abuses are epidemic requiring urgent steps from the state to help bring about practice and policy reforms.

##### **2. *Cultural acceptability***

The use of the disciplinary measures like caning etc. which in many instances involve physical and emotional abuses is widely accepted among the teachers as an appropriate means of a disciplinary measure. Some of them hold the view that they went through the same process of punishment and that requires that others should experience same in order

to be good citizens. I argue that teachers must be supported to appreciate the harm it causes on individuals.

### **3. *School policy accommodation of corporal punishment***

The school disciplinary policy prescription permits caning as the legitimate means of disciplining the student. The analysis of the policy prescriptions in **4.4** suggest that the teachers are granted excessive powers which are all contributory factors for perpetuating this violence against students.

### **4. *The feeling that punishment should be painful, deterrent and reformative***

Some teachers hold the view that punishment must be painful, and in the light of the policy document on school discipline, they are oriented to think that punishment should be deterrent and reformative (see **4.4.1.2**). I argue, on the basis of the teachers' responses (**5.1** and **5.3.1**) and available literature (see **6.3**) that such a position fuels these abuses.

### **5. *Inadequate literature about the extent of abusive punishment and Positive Behaviour Management in Ghanaian context***

The literature on discipline in Ghanaian context seems to concentrate on corporal punishment which often fails to offer alternative disciplinary measures for reforms thereby turning the wheel to square one. The absence of literature on positive alternatives is making it challenging for schools and teachers to handle challenging behaviour in schools.

### **6.1. to 6.4. Conclusion regarding abusive punishment**

Drawing on Foucault's (1977) work and his *lectures at the Collège de France, 1975-1976*, as well as Ball's theoretical works (including Ball's 1987 theory on micro-politics of the school), I have been able to deconstruct the notion that punishment must not be painful and severe in order to achieve its objective (see **4.6.3.2(9)** and in **6.1.1.1/2**). Also, I have shown clearly

in 6.1.1.2 that the issues of reformation, severity and flouting the authority of the teachers as touted in the disciplinary policy are ambiguous and give overwhelming discretionary powers to teachers. This kind of power promotes abusive punishments, therefore requiring 'dissolution' (Ball, 2013b: 217). In addition, it is a demonstration of the fact that the current forms of disciplinary measures in High Schools in Ghana have been successfully deconstructed as being abusive. I have therefore offered positive alternative disciplinary measures in 6.7 to try to ensure that students have a better experience in the Ghanaian schools in order to explore their potential. It is significant to state that schools cannot afford to be reserved as a hub for carrying out abuses against these innocent students. Making schooling a very painful experience to these students will not serve the purpose of education. Ghana must work assiduously to remove its name from the list of nations practising this inhuman punishment by banning all forms of abusive punishments.

### **6.5 Interests Served by school punishment in Ghanaian context**

The lingering question that needs to be answered is: whose interest is the punishment supposed to be serving?

In attempting to answer this question it is vital for me to state that I consider the student's construct of whose welfare punishment is serving to be essential, since the students are significant stakeholders in this enterprise of teaching and learning and in accepting and appreciating the role of the teachers and school management.

I argue that behaviour management and punishment in schools constitute a complex combination of interest relating to the interest:



- of the teacher to have serene classroom environment to demonstrate his/her efficiency
- of the school to project itself as a disciplined school
- of the nation/society to have well behaved citizenry
- of the student to be given the opportunity to explore his/her talents in a school environment, without fear or intimidation.

Therefore, striking a balance between these needs is paramount. The interest of the students should not be sacrificed to satisfy other competing interests. Hence the need to reconsider the abusive punishments students are expected to endure in the schools since this has the potential to affect the interest of the students and that of the nation/society as I have argued in **5.5**.

For instance, students being humiliated publicly in the name of punishment have the potential to mar the relationship between students and teachers. Such students, to use the description of Black and William (1998:9) 'retire hurt', filled with disappointment and resentment, sometimes feeling unfairly treated, a state of affairs which may have an implication for their subsequent behaviour and self-esteem. This can lead the affected students to build their self-esteem in different ways by establishing and leading the formation of informal groups within the school (Black and William 1998:9) which may have the potential to destabilise teaching and learning leading to violent confrontations in the schools and sometimes leading to the burning down of school properties.

The findings of my research suggest that teachers are interested in fulfilling their goals and needs rather than pursuing the welfare of the students and the nation/society. I argue that

a compromise position is needed to ensure that a balance between these needs is struck for the general welfare of the key stakeholders involved.

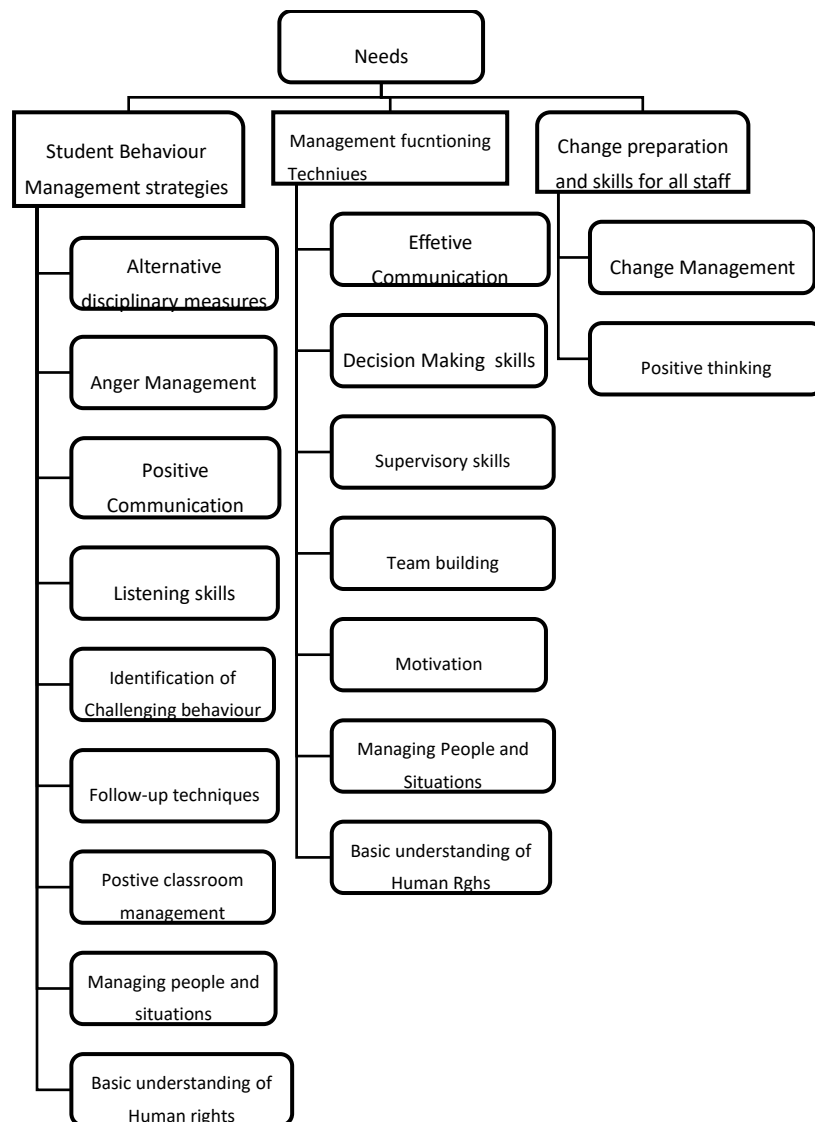
### **6.6 Needs identification and analysis regarding alternative disciplinary measures**

The needs analysis presented in this section is based on the quest to adopt the suggested alternative disciplinary measures as presented in **6.7.1 to 6.7.4** and taking into consideration the involvement of the entire school staff and aspects of school life in the quest to ensuring any constructive change (Jones et al. 1989). The needs were identified through the analysis of the field data and the subsequent recognition of skills gap as needs identification could be done through interviews and other methods (Jones et al. 1989; O'Sullivan, Jones, & Reid, 1988). This analysis is an effort to help fill the skills gap for the existing teachers' staff development programmes or continuous professional development (CPD) and to reform initial teacher training to conform with PBM strategies. The essence of this needs analysis is to provide an opportunity for staff development programmes to make an important contribution regarding effective performance (Roscoe, 1995) of the teachers in respect of teaching and learning in the school. Also, the establishment of training needs will provide the needed information for effective utilization of resources. The needs analysis also provides the basis for training which is essential in this instance to ensure an effective implementation of the alternative disciplinary measures.

The goal of staff development programmes is to help in the acceptance and implementation of the alternative disciplinary measures presented in **6.7.1-6.7.4**, which, drawing on Grundy & Blandford (1999) and Hayes, Richardson, Hindle, and Grayson (2011) I describe as PBM. It is clear that the goal of any staff development programmes cannot be

achieved without needs assessment (Goldstein, 1993; Jones et al., 1989; O'Sullivan, Jones, & Reid, 1988). Also, it is worth mentioning that it is not only the students who should change their conduct but the teachers also need to change their behaviour for effective implementation of policies, staff development programmes will be essential to achieving this positive change (Thompson & Sharp, 1994). It will, therefore, be inappropriate for me to call for staff development programmes without needs assessment; hence this provision. Find below in figure 6.1 the identified training needs.

**Figure 6.1. Behaviour management training needs identified**



The following as presented in figure 6.1 constitute the critical needs for initial teacher training and CPD programmes in order to ensure successful adoption and implementation of the alternative disciplinary programmes towards the road leading to PBM. It is ideal for the existing teaching and non-teaching staff of the various institutions. The following programmes were identified:

### **1. Change preparation and skills for all staff**

The analysis of the disciplinary policy prescription (see 4.4) and the data (see 6.1 and 5.5) show that change has to occur if the desire for PBM is to be achieved. This programme is should be geared towards preparing the teaching and the non-teaching staff of the various institutions to ensure successful implementation of the PBM programmes. It is ideal for existing teaching and non-teaching staff of the various schools. They are as follows:

- ***Change management;*** change management programme is important in order to ensure the re-engineering and successful implementation of positive disciplinary measures which will allow the nation to derive the needed benefits associated with it. The critical issues relating to the ever-changing behaviour management techniques should be highlighted in order to win the support of the staff towards the implementation process.
- ***Positive thinking;*** positive thinking programmes will be required to reorient the minds of staff that it possible to manage student behaviour without the use of physical abuse e.g. Caning. This is important to assure the staff that other countries have succeeded in this drive and Ghana can be successful if the needed support and commitment are given.

## **2. Management functioning techniques**

These programmes are important to ensure that the school leaders act appropriately in supporting and supervising the staff to implement the changes in disciplinary measures successfully. They are as presented in the following:

- ***Effective communication***

The empirical study revealed that the communication between school leaders and between teachers on one hand and students, on the other hand, is very poor. So, it will be prudent if this skill is enhanced for effective management of students' behaviour. Appropriate follow-up regarding information will be key in the management of student behaviour. Drawing on my experience as a teacher and teacher educator I argue that effective communication will improve and maintain staff motivation, trust, confidence and a good working relationship among key stakeholders of the school.

- ***Decision making skills***

Decision making is part and parcel of the routine of work in the school. Management and teachers alike make decisions regarding the behaviour of the students which goes a long way to affect their future life. It will, therefore, be important for this skill to be developed considering the fact the work of the disciplinary committee is essential in making decisions regarding disciplinary issues.

- ***Supervisory skills***

School leaders' supervision of teachers is an essential ingredient towards getting the teachers to perform in accordance with the proposed paradigm shift in student behaviour management. As a former head of a department in the secondary school, I argue that this

programme will help school leaders to support teachers to perform their duties whilst ensuring PBM in the schools, provide management skills, time management and leadership skills.

- ***Team building***

An effective team is definitely needed in order to persecute any positive changes, therefore, team building techniques should be considered as an essential ingredient in the school setup.

- ***Motivation***

School leadership should be equipped with the needed skills to be able to motivate both students and teachers to ensure better discipline in schools, whilst at the same time feeling good about the teaching profession. Boosting the morale of teachers should be one of the cardinal responsibilities of school leadership.

- ***Managing people and situations***

Managing people and situation is key in this process. Managing difficult staff and students should be part of the daily routine of schools' leaders work. Developing these skills will enhance management and leadership abilities of school leaders and give them the needed confidence and negotiation skills to carry out their daily activities.

- ***Basic understanding of Human Rights***

Building skills in a basic understanding of Human Rights for both school leaders and classroom teachers will help create an understanding of the rights of the students. This course is important for both teachers and school management in order to minimise the violation of human rights in the schools.

### **3. Positive Behaviour Management programmes**

This relates to the courses that can promote issues of PBM in the schools. Among them are;

- **Alternative Disciplinary measures**

Various alternative disciplinary measures as discussed in **6.7.1-6.7.4** will be needed by the teachers for effective functioning within and outside the classroom to replace the physical and emotional abusive punishments of students.

- **Anger management**

This programme should prepare the teachers to face the emotional challenges associated with managing student behaviour. From my personal experience the kind of anger teachers experience can lead to stressful situations on the part of the teachers and parents. Anger coping skills are essential in the management of student behaviour. Hemphill and Hargreaves (2009) recognise the importance of anger management training in student behaviour management. Anger is a powerful emotion which can affect the positive relationship between teachers and students in one hand and teachers and parents, on the other hand, this at the same time has the potential to bring about severe disruptive behaviours on the part of the student (Rogers, 2015).

- ***Positive communication***

It was discovered that the communication between the students and the teachers is very poor. Some of them alluded to the fact that some of the teachers do not know how to communicate to students at all. Therefore, building this skill will go a long way to support the teachers and enhance a cordial relationship between teachers and significant stakeholders.

- ***Listening skills***

Listening to students to get their side of the story is always important in making decisions which affect them. All the students complained that any time they are considered to have committed a crime the teachers do not want to listen to them before punishing them. It is, therefore, important to develop this listening skill in the teachers.

- ***Identification of challenging behaviour***

An effective identification of the challenging behaviour is the surest way to deal with behavioural problems in schools. Therefore, this skill is key in managing student behaviour. Positive classroom management skills are important components of managing behaviour which should be part of staff development programmes.

- ***Follow-up techniques***

Follow-ups in respect of students' challenging behaviour and follow-ups with parents. This skill should be developed in the teachers in the entire enterprise of student behaviour management.

## **6.7 Exploring Alternative Disciplinary Measures; the road towards Positive Behaviour Management (PBM)**

### **6.7.1 Introduction**

In this section, I discuss alternative disciplinary measures which can replace the abusive punishment as discussed in 5.3.1 as part of the process of achieving PBM. The claim of the teachers and school management that the most effective punishments are suspensions, caning, public punishment at a school gathering, dismissal from school and manual work arranged in order of their preference (see table 4.5 and figure 4.7), calls for a concern since



all these punishments bring about physical and emotional abuse of the students. Little wonder the students in my study are requesting an end to some of these punishments such as dismissal of students from school, caning, suspensions (external and indefinite), manual work, e.g. Weeding.

I argue that the role of the teacher regarding behaviour management (including challenging behavioural problems) has moved beyond what Blyth and Cooper (1999:115) describe as 'see and tell' so that the student could be suspended or dismissed from school (as these are the most prevalent situations in Ghanaian secondary system) to proactive measures of identifying challenging behaviours, suspensions, involving parents and other significant stakeholders.

Some of the teachers indicate that they cannot manage student behaviour without caning them (see for example **4.4.1.2** (ii) and **6.1.1.1**). The possible interpretation of this perception is that the lack of alternative means of managing student behaviour is the result of this kind of thinking. This section offers the alternatives as part of the Positive Behaviour Management process. These ways of managing student behaviour do not require further funding from governments or the establishments of projects but require a paradigm shift in policy and practice, including teacher training. However, an operational definition is required of the kinds of punishment or disciplinary measures that can ensure Positive Behaviour Management. This definition will provide the principles that underpin this concept. The ideal definition is offered in **6.7.2**.

### **6.7.2 Operational definition of punishment**

Based on a review of literature on PBM (e.g. Raths 1964; Wolfe 1991; Black and William 1998; Grundy & Blandford 2006; Brookfield 2006; Hayes et al. 2011), I will describe punishment in the realm of PBM as the construction and implementation of a policy framework which permits actions of school leaders and teachers in the forms of effective engagement of students in the classroom. Such implementation will draw on sanctions in the form of withdrawal of privileges, denial of involvement of the student in a desired activity, and identification and management of needs of students as a proactive measure or a consequence that accompanies the occurrence of a perceived misbehaviour in an effort to minimise its rate and the possibility of an occurrence of such perceived misbehaviour. All such sanctions should take into consideration the rights, dignity and self-esteem of the student.

This description serves as a guiding principle to enable me to present alternative disciplinary measures in **6.7.4.1** and **6.7.4.2**. The goal of PBM, as I have revealed in this study, is to shift the emphasis away from the mentality that punishment must inflict pain on students in order to be effective and to debunk the notion that it will deter others from committing the same crime. That goal should, at the same time, be that school leaders and teachers should concern with developing the self-confidence and self-concept of students and respecting their rights and dignity.

### **6.7.3 Major guidelines for promoting Positive Behaviour Management (PBM)**

I present below the key guidelines that I think can promote PBM in schools if incorporated into the behaviour management style of various institutions. This is based on the analysis

of the data and review of related literature on behaviour management. They are presented below:

**1. *Punishment should not cause emotional or physical injury and should not gradually increase its intensity***

Punishment should not cause any emotional or physical damage to the students (see Keashly 2016; Simons, Simons and Wallace 2004; Gershoff 2002; Straus 2000; Walby 1998; Straus 1994; Straus 1991; Wolfe 1991) if it is intended to support students regarding teaching and learning activities. Making gradual increase in punishment makes the student adjust to the punishment which reduces the effectiveness of the punishment (Heitzman, 1983). The philosophy that 'if you do it again the consequences will be more severe' (Heitzman, 1983:18) is not effective.

**2. *A list of students' complaints should be kept to ascertain patterns and causes of dissatisfaction***

Drawing on my experience as a teacher, I think keeping a list of students' complaints will be essential in identifying the patterns of issues of concern to the students and possibly their causes thereof. I argue that this is essential in order to nip the issue in the bud. In most cases the root cause of the problem is not tackled thereby allowing the reoccurrence of the issue. The list will be essential in dealing with the root cause of the problem. Also, identifying the root cause of the problem could help to deal with the same issue proactively thereby preventing the problem from escalating and from manifesting itself in greater magnitude.

### ***3. Regularly ask students about their feelings***

It will be ideal for classroom teachers to try and find out regularly from the students about their feelings relating to teaching and learning as well as issues affecting them. This will give the teacher the opportunity to identify suspicions and behavioural challenges and to deal with them appropriately in order to prevent future problems. The study of Jambor (2001) reveals that students' feelings and self – esteem were emphasised by teachers in their daily dealings with the students alongside being fair, understanding, consistent and caring for the students.

### ***4. Reduce the positive applause of punishment***

If a student refuses to do a punishment and earns the approval of the school mates or classmates for defying the teacher, s/he will continue to defy the teacher no matter the intensity of the punishment (Heitzman, 1983). There is, therefore, the need to ensure a reduction of the rate of this kind of positive consequences involving the punished behaviour by providing an alternative punishment. Regarding students' disobedience of the teacher, an appropriate means of receiving an approval from the classmates should be offered for the student. In case, of non-availability of an alternative, the student should be provided with other options where same rewarding consequences could be attained without being punished (Heitzman, 1983).

### ***5. Emotional calmness on the part of the teacher***

Emotional calmness on the part of the teacher is vital in handling the students. An emotional reaction from the teachers could be seen as a reinforcement by the students; seeing a teacher upset can be rewarding to some (Haydn 2007; Tamakloe, Amedahe and

Atta 2005). In some instances, the teacher is accused of picking on a particular student to settle personal scores (Association of Educational Psychologists (AEP) 1983; Haydn, 2007; Tamakloe, Amedahe and Atta, 2005).

#### **6. *Avoid punishment that may lead to public ridicule of students***

It has been established in the analysis (see **4.6.3.2 and 4.7**) that punishing students at school public gatherings is one of the most effective means of managing student behaviour. Regarding this type of punishment Heitzman (1983:20) states that in instances where students are;

*‘constantly singled out for punishment, they may be avoided or ridiculed by their classmates. Such peer reactions are not desirable if we are attempting to foster an environment based on positive interaction. Punishment may have a negative influence on the self-concept or perception of the environment. What people report about themselves or their environment after punishment is likely to be negative, particularly if the punishment is directed at the individual rather than at the behaviour’.*

#### **7. *Crime-free school is an illusion***

Grundy & Blandford (1999:5) state that ‘the realisation that bad behaviour is not a temporary phenomenon is an important redefinition’. Drawing on this I argue that the mentality that the behaviour of the students will be reformed and others deterred from committing the same crime so that we could have crime-free schools is an illusion. Therefore, teachers must brace themselves up for this challenge. Schools in Ghanaian education system are always quick to apply sanctions without taking into consideration the conditions of the students and the teachers’ methodological approach.

8. Striking a balance between being supporting students and challenging students to achieve the learning task (Brookfield, 2006). Teachers are expected to provide support services to students whilst at the same time challenging them to develop academic and social skills (Brookfield, 2006).
9. It is significant for the teacher to know that some of the hostilities that s/he experiences from students are more often not directed to him/her as a person, the students may be using the teacher as a conduit to launch his frustration and anger (AEP, 1983).

***10. Abandon the myth that perceived bad behaviour among students will be extinct***

Some of the conditions which contribute to the prevalence of the perceived bad behaviour among students in Ghanaian Senior High Schools will continue to exist. This means that whilst it is part and parcel of the educational system, we must as a matter of significance learn to manage the behaviour whilst at the same time ensuring that the rights, dignity and self-esteem of these students are safeguarded. Continuing policy reforms will be essential to cope with these challenges, Ball, Maguire & Braun (2012:118) state that 'Policy, in the area of behaviour, in our schools always seemed to be not finished, or about to be changed'.

Misbehaviour cannot be avoided even in the well-taught lesson. This is a recurring phenomenon that needs the concerns of teacher and constant update of Behaviour Management skills. This responsibility of managing student behaviour could be stressful if the teachers are not well equipped (Muijs and Reynolds, 2011).

***11. Consistency and standard of the disciplinary measures***

School leaders and classroom teachers should be consistent in administering school punishment. The field data reveals some level of inconsistent regarding the administration

of punishment in Ghanaian schools (see **4.6.3.1(14)**). Some of the students complained of unknown school rules used by the teacher. I argue that school leaders and classroom teachers should deliberate together with the student on standards of appropriate behaviour with the hope of achieving some level of consistency in the manner of treating student behaviour. It is established in the literature that undesirable behaviours that are punishable should attract the needed punishment if it occurs. Administering punishment occasionally is likely to accelerate the occurrence of the perceived bad behaviour and students are likely to resist it because of its inconsistent application (Heitzman 1983; Kyriacou 2014).

Muijs and Reynolds (2011:124) indicate that 'if the use of reward and punishment is inconsistent, it will be perceived by pupils as unjust and arbitrary, and can lead to a resentment that may ultimately lead to more rather than less misbehaviour'.

### ***12. Rationale for avoiding insulting students***

My empirical work indicates that teachers should avoid insulting students. Some of the students indicated that the way they are treated is dehumanising and that at least they deserve some form of dignity relating to the way teachers communicate with them. Brookfield (2006:275) indicates that 'a negative comment from us can be remembered by students for months, even years, as deeply wounding...'.

### ***13. Immediacy of school punishment***

It is expected that school punishment is administered immediately following the occurrence of the perceived misbehaviour. This allows both the teacher and the student to know which behaviour s/he is punished for (Heitzman, 1983). I argue that allowing the

punishment to delay could lead to a feeling of victimisation and a feeling of arbitrariness on the part of the teacher.

**14. A gentle reminder of what is required of the students (AEP, 1983)**

The teacher should regularly remind students about the rules and regulations of the school. This kind of reminder could be in the form of repeating the classroom ground rules to the students, quick polite reminders of the school rules at school gatherings and sticking these rules on their books (AEP 1983; Muijs and Reynolds 2011; Kyriacou 2014).

**15. Minimise negative generalisation of punishment**

In some instances, punishment has the potential to cause generalisation regarding students' attitude towards teachers, which can mar the relationship between the students and the teachers. For instance, a student who is verbally abused for seeking clarification of the teaching content in the classroom can develop some kind of hostility towards the school teachers and school leadership (Heitzman, 1983:20).

**16. Seek the cooperation of the students**

Teachers in their attempt to maintain school discipline should strategically persuade the students to cooperate with them. This will help minimise abusive punishments in the form of caning, slapping etc. as a result of emotional outburst. This can be achieved through participatory decision making in the classroom and dialoguing for some compromise decisions in the school. Some of the punishments administered in Ghanaian secondary schools seem to be unreasonable. For instance, students in the final year of St. Mary's Boys Senior High School in the western region of Ghana were punished to weed a portion of the school premises or leave the school as a punishment for rejecting 'unwholesome' food



(Citifmonline.com, 2016). Teachers and school leaders should move away from assuming the military-like commander posture in the classroom and in the school.

### ***17. Explain the reason for not punishing***

The teacher should provide reasons for not punishing the student for a perceived misbehaviour. Also, provide reasons if it is harmful to others in the school, this will guide the said student about actions that are not in consonance with the school rules and regulations (Heitzman, 1983).

### ***18. Democratic school culture***

I argue that developing a democratic culture in the school is essential in achieving PBM. This discussion is achieved in detail in **5.6.4.1**.

### ***19. Inviting people to speak to students on topics of interest***

The research reveals that opinion leaders are often invited to deliver character education in the schools but I argue that owing to the diverse religious beliefs in the schools in Ghana, religious leaders should not be involved in this exercise. Individuals in the communities with proven track records of having lived a better life style should be invited to do the delivery irrespective of their religious affiliation or beliefs.

## **6.7.4 Positive disciplinary measures/techniques**

### ***6.7.4.1 Introduction***

Based on the analysis of the field data and review of related relevant literature on disciplinary measures in countries where abusive punishments have been banned (for example, Jambor 2001 in his research in Norway), I present below the alternative disciplinary measures to abusive disciplinary measures with the hope of promoting PBM in

Ghanaian schools. Whitty (2008:28) states that ‘there are some increasing similarities between the education reforms being introduced in different parts of the world and we can learn from each other’s approaches to, and understandings of, teacher professionalism’.

In the light of the analysis presented in Chapter Four, Five and Six, I argue that PBM has the potential to improve student-teacher relationship in schools, minimise violent and abusive discipline, reduce school drop-out, suspensions, and dismissals. This section explores the alternative disciplinary measures that seek to promote human rights, dignity, and self-esteem. I reiterate the arguments advanced in 6.6 that changes in teacher training and CPD programmes for teachers regarding these alternative disciplinary measures will be essential in order to bring about proactive management strategies. Hemphill and Hargreaves (2009:9) state that;

*‘Providing all teachers with training in proactive student management strategies can both increase teacher confidence in addressing issues in their classrooms and reduce the likelihood of students being sent to administrators. Ongoing support for professional development activities can assist teachers to increase knowledge and skills and assist them to remain up-to-date with effective classroom management strategies’.*

The following are the various techniques;

#### **6.7.4.2 General techniques of positive disciplinary measures (see also 7.3 for general recommendations)**

##### **1. Praise**

The operational definition of praise in the context of this research refers to the favourable comments of the teachers to show an approval of student behaviour whether social or academic behaviour. The research reveals that praise was identified by some school leaders as an appropriate means of reward for students but it was used in a restricted manner hence its fullest potentials could not be realised (see **4.6.3.2 (i)** and **4.7**). This section, therefore, highlights the power of praise in PBM and how it can be used in the wider context of managing student behaviour. Praise is more detailed of the teacher's response than the feedback or affirmation which the teacher gives (Brophy, 1981).

Available research shows that praise is an effective tool for PBM. For instance, Jambor (2001) in his study revealed that praise was tremendously popular among teachers and school leaders in Norway in the management of student behaviour. It was used either as an individual isolated reward and in most cases in front of classmates or as a reward for the entire class as a group. Also, Reinke, Herman and Stormont (2013) in their study revealed that praise was found to be an effective means of classroom management. Relationship building with the students and praise enable the teacher to manage the classroom effectively and proactively (Marchant & Anderson 2012; Muijs & Reynolds 2011). This has the potential to stimulate appropriate behaviour and reinforce its occurrence (Marchant & Anderson, 2012:24). Therefore, regular teacher use of praise can support what Marchant & Anderson (2012:24) describe as 'a positive, supportive environment in classrooms and schools'.

Researchers have categorised praise into verbal (Brophy 1981; Kalis, Vannest & Parker 2007; Reinke, Lewis-Palmer & Merrell 2008; Partin et al. 2009; DeLuca 2010; Bani 2011; Jenkins 2015; Simonsen, Myers & Jenkins (2015) and non-verbal/physical behaviours for example written praise (Peterson-Nelson 2008; Nelson et al. 2009; Bani 2011; Jenkins 2015). Nelson et al. (2009) in their study revealed that the use of written praise reduced office disciplinary referrals (ODRs), hence the need for teachers to explore this option in order to support the students.

However, some studies have demonstrated that disruptive behaviours occur and continue to persist if verbal praise is used as the only management strategy in the classroom by the teacher (Hancock, 2000). Praise as an important tool can be utilised by Ghanaian schools if the skills regarding praise are fully explored. Irwin et al. (2004:59) state that 'praise is a very effective motivation for students, especially in developing countries, because it does not cost anything and teachers do not have to expend their meager salaries to purchase material incentives such as pencils or erasers'. There are several strategies for encouraging students to put up appropriate behaviour in the classroom but all these depend on the students' need for recognition, student praise helps to achieve (AEP 1983; Diamantes 1992).

I consider below the pitfalls of praise and how teachers can make praise effective in order to promote PBM.

#### ***A. Pitfalls of praise***

The following constitute some of the pitfalls of praise;

- ✓ Over-praising (Rogers 2015; Muijs & Reynolds 2011; Hancock 2000) or exaggerated praising (Barnes, 1999), for example, if a student feels that s/he does not deserve the

award of excellent, the student in question will consider this as a mockery, therefore the two should be avoided.

- ✓ Absence of praise (Chalk & Bizo, 2004; Barnes, 1999); under-utilization or absence of praise does not motivate the students to put up an appropriate behaviour as praise is described as the mediator of motivation (Hancock, 2000).
- ✓ Student dependency on praise: some teachers avoid praise for fear that students will develop some dependence on praise or on others for approval which has the potential to impair their sense of creativity as students will be more interested in pleasing the teacher rather than finding solutions to the problem (Burnett, 2002; Larrivee, 2002).
- ✓ Students who do not receive praise could develop a feeling of disappointment culminating into a thinking of negative evaluation of themselves (Larrivee, 2002).

#### ***B. Enhancing the effectiveness of praise***

Praise is an essential tool and can be used for students of all ages (Bear, 2013) but older students will ignore praise if it is perceived invalid (Hancock, 2000), therefore, tapping the full potentials of praise will help in the promotion of PBM in Ghanaian schools.

Larrivee (2002) states that there are three goals for delivering praise to students these are:

- ‘enhancing performance or achievement of learning goals
- promoting appropriate behaviour or positive values, and
- helping students to feel good about themselves’ (p.78).

The relationship between these goals is that when praise is offered for students for exhibiting an appropriate behaviour deemed to be non-academic, like sitting properly in the classroom, picking the rubbish from the staff common room and so on. This has the potential to inspire students to obey school rules and reduce office disciplinary referrals (Marchant & Anderson, 2012). This, therefore, points to the fact that, to put it in Hancock

(2000:384) description, 'an important mediator in the development of students' motivation in the classroom' and in the school.

Praise is considered to be an essential ingredient of PBM as it helps to raise the self-esteem of students, provide encouragement to the student, promoting closer relationships (between teachers and students) and serves as an effective tool for enhancing both academic performance and student behaviour (Brophy, 1981; Barnes 1999; Pinter, Kamps, Wendland and Culpepper, 2006; Nelson et al. 2009; East & Thrush 2015; Grinstein & Kronrod, 2016). In fact, the bane of positive teaching relies on praise (Kyriacou, 2014). Praise increases positive behaviour of students and inspires the student to continue doing what s/he was praised for doing (Nelson et al. 2009; Grinstein & Kronrod 2016). For praise to be effective in the positive management of students' behaviour the following has to be observed:

- ✓ Praise has to be effective in the form of being recognised by the student, repeated in nature, positive, specific to the target (calling the student attention to the appropriate behaviour), contingent (happening instantly after the appropriate behaviour) and consistent (Williams, 2012; Marchant & Anderson 2012; Simonsen, Myers & DeLuca 2010; Hancock 2000).
- ✓ Coffee & Kratochwill (2013) guidelines could make praise effective. They stated that teachers should;
  - name the student who is to be praised
  - use various praise words
  - specifically, describe the behaviour warranting praise
  - use a genuine tone to increase credibility
  - praise most students in private (depending on the student's preference)

- deliver individualised praise and
- attribute student success to effort, persistence, and ability' (Coffee & Kratochwill, 2013:5)
- ✓ Comments of praise should be connected directly to the skills or behaviours that the teacher desires to increase (Partin et al. 2009; Brophy 1981).

## **2. Verbal Reprimands**

Verbal reprimand when it is done devoid of anger and confrontation could be one of the non-abuse punishments. The findings of the research suggest that teacher anger (5.4) was one of the means that led to the abuse of students in managing student behaviour in Ghanaian schools. Verbal reprimand has long been identified as means of correcting the student behaviour (AEP 1983 and Kamps, Wendland and Culpepper, 2006). For instance, Jambor, 2001) in his study in Norway revealed that verbal reprimands either individually or as a group were used by the majority of teachers. Bear (2016) also underscores the importance of verbal reprimand in the management of student behaviour. However, a clear distinction must be made between non-abuse verbal reprimand and verbal assault (where the teacher looks insulting).

Kyriacou (2014) in order for reprimands to be effective and at the same time will not undermine PBM it should sparingly complement skilful teaching in the classroom. Among the guidelines offered by Kyriacou to help make reprimands more effective include the following:

- the teacher should target correctly;
- avoid anger
- the teacher should be firm and avoid pleading

- avoid confrontations
- criticise the behaviour and not the personality
- state rules and rationale
- be consistent

### **3. *Non-verbal Techniques/ Reprimands***

From my field observation, it was realised that some of the teachers used eye contact to inspire, motivate and determined students who were prepared to contribute to the discussion in the classroom. Spreading the eye contact in the classroom was noticed to be a contributory factor towards having a successful lesson.

Eye contact is a vital tool for managing student behaviour but teachers should not prolong the eye contact on one student (Rogers 2015; Kyriacou 2014). Battersby (2009:3) states that 'studies have shown that a speaker who looks at an audience is received more favourably and perceived as being more credible, qualified, and confident'.

A distinction must be made between hostile eye contact which defeats the purpose of PBM and favourable eye contact which is geared towards promoting a positive learning climate in the classroom and the school. Eye contact is identified as one of the non-verbal techniques of handling student behaviour (Jambor, 2001). When a student is engaged in an inappropriate behaviour the teacher is expected to maintain eye contact with the student until suitable behaviour returns (Muijs and Reynolds, 2011).

### **4. *Letter of explanation***

If two or more people are involved in a disruptive behaviour it could be ideal to ask the students to write letters explaining what happened, how it started, the seriousness of the



issue at stake, and the potential punishment for the students who were involved in the perceived misbehaviour. Engaging the students in the writing process will occupy the potential fighters. These letters could be sent home for signatures of parents (Diamantes 1992 and Jambor, 2001).

#### **5. *Time-Out in order to move the students from the view of their colleagues***

If the behaviour of the students is so severe and requires that s/he should be moved out of the view of their colleagues. S/he should be put in a separate classroom to be designated for such purposes. The student should be informed calmly that by his/her conduct is to complete his/her work in another room. If the student argues or feels that s/he is not treated fairly, assure him/her that it will be discussed later but now s/he has to report to the time-out room.

If the details of the time-out plan are explained in advance and the location of the room is known, then the system will work without students feeling that they have to save face and exchange words with the teacher. A cooperative teacher should be assigned to host time-out students until everyone involved has cooled off and can discuss the situation. So, instead of sacking the student from the classroom to wander around in the school as the research has revealed this will be a more positive option (AEP 1983; Diamantes 1992; Jambor, 2001).

#### **6. *Needs of students***

Identifying and working with teaching and learning needs of students is vital. The form master needs to play a special role in the tracking of students' needs. Teachers should be trained for this purpose to support students in class and in small sessions. Black and William (1998:2) state that;

*‘teachers need to know about pupil’s progress and difficulties with learning so that they can adapt their work to meet their needs – needs which are often unpredictable and which vary from one pupil to another. Teachers can find out what they need in a variety of ways – from observation and discussion in the classroom, and from written work of pupils whether done as homework or in class’.*

It is clear that one might not be able to know what is in the minds of the students, an effort should, therefore, be made to meet the supposed needs which are determined by interacting with the student him/herself and his/her peers.

### **7. Recess/free time**

Giving students recess or free time (Diamantes 1992; Jambor 2001) which is not common in Ghanaian schools, is used by schools and teachers in Norway as a reward for putting up an appropriate behaviour (Jambor, 2001). Students could also be punished involving missing part of or an entire recess (Jambor, 2001).

### **8. Ignoring the conduct**

If the perceived misbehaviour will not cause any problem to the student and colleague student, it can on a sound reasoning be ignored (AEP, 1983). Some of the behaviour that can be ignored includes sulking, looking at the ceiling, prolonged frown etc. (Rogers, 2015). Muijs and Reynolds (2011:118) state that;

*‘it might be better to ignore minor misbehaviour altogether, as correcting every single occurrence of misbehaviour will disrupt lesson flow and may worsen classroom climate as pupils could perceive the teacher as being overly authoritarian. However, it is important to maintain a large degree of consistency in deciding which minor*

*misbehaviour not to correct. If this is not the case, pupils will see the teachers' intervention as arbitrary, and may start to become more resistant'.*

9. Referral to senior teacher or another teacher or higher authority (AEP, 1983:6; Jambor, 2001:222). The teacher should always be prepared to seek assistance from other members of staff when faced with a challenging behaviour beyond his/her ability (Kyriacou, 2014).

#### **10. Scanning the classroom to spot emerging problems**

One of the effective means of handling behaviour problems in the classroom is to continuously scan the classroom whilst teaching goes on in order to spot any emerging behavioural problems. Another way of handling this issue is to invade what Muijs and Reynolds (2011:118) describe as 'the physical space' of the students by drawing closer to the student or slightly touching the said student whilst continuing with the teaching activities without disrupting the lesson (Muijs & Reynolds 2011; see also Kyriacou 2014). In all these instances calmness is expected on the part of the teacher; the teacher should not over-react in his or her dealings with the students (Muijs and Reynolds 2011; Haydn 2007; AEP 1983).

#### **11. After school intervention**

This is the situation where individuals spend time after class to do specific work or come to school early to carry out a specific work (Jambor, 2001; AEP 1983), but it should be the work that is within the context of PBM. For instance, using the time to write essays, sentences and explanation such as the reasons for the perceived misbehaviour (Muijs and Reynolds 2011; Kyriacou 2014). In some instances, it could be ideal for the students to stay

after school or after the lesson to discuss with the teacher about the problems which could be causing the perceived misbehaviour (Muijs and Reynolds, 2011).

### **12. Contracts**

This involves promising a student that if s/he is able to maintain the perceived good behaviour for a specified period of time s/he will be rewarded. This reward could be in the form of a certificate for good behaviour or allowing the student(s) to spend time with a desired activity like using the school computer or tangible rewards like erasers etc. The real focus in this instance is on the interest to maintain the desired behaviour and not just providing an award (Kyriacou, 2014).

### **13. Proper engagement of students in the classroom**

Teachers should engage the students rather than sack them from class or any other punishment that will send them out of the classroom whilst teaching goes on. The teacher should make the lesson in the classroom interactive and interesting. This is achieved when the classroom environment is supportive and task-oriented (Rogers 2015; Kyriacou 2014; Haydn, 2012; Jambor, 2001); maintaining eye contact with the students (Battersby, 2009); nodding your head in appropriate circumstances to show attentiveness and understanding whilst smiling to show a sign of enthusiasm for the work (Battersby, 2009), so as to attract the attention of the students.

Conroy et al. (2009:18) indicate that 'creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviours from occurring'. Coming on the back of this positive climate is an effective teaching style which could improve the behaviour of

students in the classroom because some of the misbehaviours are caused by poor teaching (Muijs and Reynolds, 2011). Also, allowing the students to 'engage in activities that better meet their needs, may be one way to help prevent misbehaviour before it occurs' (Muijs and Reynolds, 2011:115).

#### **14. *Withdrawal of privileges or conferring privileges on students***

Withdrawal of student privileges as a way of punishment helps to minimise the occurrence of some behavioural problems (Kyriacou, 2014; Muijs & Reynolds, 2011). Apart from the school parents should be encouraged to withdraw privileges like computer games, miss a recess etc. (Bear 2016 and AEP 1983). On the other hand, to reward the student privileges like teacher's helper, the leader of the line could be conferred on the student (Jambor, 2001).

#### **15. *Contact with parents* (AEP, 1983:4; Jambor, 2001:222)**

When the behaviour of the student becomes an issue of concern the school/teachers would have to inform the parents/guardian about the behaviour of the student (Kyriacou, 2014 & Association of Educational Psychologists (AEP, 1983). The AEP (1983:4) also indicates that 'all forms of school-parent contact should be fostered and encouraged to the full, thereby aiming to prevent the formation of barriers such as feelings of alienation which can often arise'.

#### **16. *Counselling***

Offering counselling to students (see **4.6.3.2 (iv)**) is one of the means teachers use to sustain good behaviour and discourage bad behaviour in schools in Ghanaian Senior High Schools. The students see this to be a better option for managing student behaviour. However, I

argue that counselling alone cannot manage student behaviour effectively, there is therefore, the need to explore other options indicated in this section to manage student behaviour. AEP (1983:4) states that 'counselling has been used to great advantage in many schools, being usually interwoven with the general discipline of the school'.

17. Democratic grievance procedure in the school (AEP, 1983) will be an appropriate opportunity for students and parents. This will enable the students and parents to seek redress from the school in times that they are dissatisfied with school decisions.

18. Achievement assembly to boost the self-esteem of awardees; from my personal knowledge, I know that some schools in UK organise achievement assembly to award certificates and tangible items like books to students. This is a good practice which needs to be embraced in Ghanaian schools.

19. Yellow/red cards; showing cards to students regarding their conduct if it becomes necessary, will provide the student in question an indication of his/her behaviour level which may require an amendment in order to avoid the number of cards that s/he gets.

20. Feelings card; the feeling cards will enable the teacher to know the emotional status of the student and how to deal with him or her.

***21. Managing suspensions and dismissal of students from schools as a form of punishment***

Suspension and dismissal of the students from school might affect the schooling or learning opportunities of the students. Efforts must, therefore, be made to explore the various options available in order to support the student to overcome his/her challenges regarding their behaviours. The field data revealed that instructional time is lost when the students are on suspension because internal suspension requires that a student stays away from the

classroom and at the same time doing some type of manual work whilst a student on indefinite or external is required to stay away from school and at the same time prevented from attending class. In all these situations, instructional time is lost.

Despite the fact that some of the respondents (teachers) thought that suspension was an effective disciplinary measure. The studies established that suspension is not the panacea for managing student behaviour. This finding is in keeping with the claim of Fenning et al. (2016:105) that 'a myriad of evidence collected over many years indicate that suspensions are not effective in their desired outcome of reducing undesirable behaviours'. The use of suspension, in turn, is associated with even more serious societal problems. Hemphill and Hargreaves (2009:9) indicate that 'teachers play a crucial role in preventing challenging student behaviour and reducing office referrals that precede school suspensions'.

There are several alternatives to school suspension, drawing on Hemphill and Hargreaves (2009), I indicate that behavioural contracts stating the conditions under which a student is allowed to stay in school when the situation demands s/he should be suspended, is one of the alternatives. Some of the terms of the conditions could include terms such as seeking counselling, training on anger management, taking away some student privileges like not allowing the student to participate in an excursion or any desired activity and any other relevant assistance that can allow the student to continue his academic opportunities.

I argue that students should be suspended if all the options are explored and their behaviours seem to threaten the safety of others in the school and the teaching and learning processes. Hemphill and Hargreaves (2009:9) state that 'if school suspensions are used they can be reserved for behavioural transgressions that threaten the physical and

emotional safety of the student engaging in challenging behaviour, other students or school staff'.

The school however needs to consider suspension in the light of the following ways:

1. the learning, emotional and social effects on the student, the school community and the nation as a whole (Department of Education and Early Childhood Development, 2009 cited in Hemphill and Hargreaves, 2009).
2. working with parents/guardians to organise adult supervision of the student at home for the period of the suspension (Hemphill and Hargreaves, 2009).
3. providing school learning task for students to complete whilst at home and inspiring parent support to encourage the students to work at home and making follow-up with the student when s/he comes back from the suspension (Hemphill and Hargreaves, 2009).
4. reintegration of the students coming back from suspension into the school community should be done by the schools with the support of the teachers (Riordan, 2006 cited in Hemphill and Hargreaves, 2009).

Whilst appreciating the fact that suspension is regarded by school leaders and teachers as an effective disciplinary measure. This can help get rid of the student in the school and provide short term benefits but what should be of concern should be both short term and long term benefits. I argue that sometimes poor assessment of the factors that cause the misbehaviour either in the classroom or in the school is the result of suspensions and dismissals of students from schools. Biesta (2009) argues that judgements teachers make in their daily business in the school should not be about looking for 'the most effective means to achieve certain ends' (Biesta, 2009:185) but an assessment of the 'means'



themselves which requires a suitable 'value judgement' regarding the appropriateness of the approach in an attempt to achieve your aim.

The values that are needed to arrive at such judgements are generally applicable to all the professions. Whilst appreciating the fact that education is not different from the other professions, recognition of the fact that 'education adds a further dimension to teachers' professional judgement' (Biesta, 2009 :186) is essential in assessing the impact of their actions on students' learning and creative development. Schools/teachers should move beyond the thinking on what happens immediately when teachers administer these abusive punishments to the future impact of these punishments.

Generally, I have clearly demonstrated in chapters Four, Five, Six and seven that the kinds of punishments in Ghanaian High Schools are ridden with abuses. I have therefore offered some guidelines and alternative disciplinary measures in Chapter Eight with the hoping of promoting PBM. This is clear that reforms in policy, teacher professionalism and practice will be required to ensure this kind of PBM. Kohn (1999:93) states that 'anyone who has itemised what is wrong with our schools and knows why these things are wrong – is already looking at a blueprint for change'. Behaviour management is one of the main discourses of schooling and its policy prescriptions must be taken seriously (Ball, Maguire & Braun, 2012). 'Policy studies as a field is inextricably linked to the process of change' (Rizvi and Lingard, 2010:1).

#### **6.7.4.3 Traits teachers should develop to promote Positive Behaviour Management in school**

The following are the traits, drawing on relevant literature (for example Sutherland, 2010; Battersby, 2009; Brookfield, 2006; Harrington, 1955) as a response to the challenges

teachers (face based on the field data) regarding PBM in Ghana. This section is important in order to help the teachers practice PBM.

***I. Regularly express empathy to students when the need arises***

As part of the process of building positive relationship with the students, the teacher should always express empathy to the students when the need arises. The distinction between sympathy and empathy should be drawn in this instance. Drawing on Wirtz, Sar & Duff (2016), Broomhead (2013), Sutherland (2010), and Eisenberg & Strayer (1990), I think sympathy can be described as supporting the students against school authority or your co-teacher. Whilst empathy involves the feelings for the student plight, listening, and appreciating the views of the students. For instance, Eisenberg & Fabes (1998:702 cited in Sallquist et al., 2009) define empathy ‘an effective response that stems from the apprehension or comprehension of another’s emotional state or condition, and that is identical or very similar to what the other person is feeling or would be expected to feel’. Empathy is essential since it forms an important aspect of socio-emotional development of individuals (Sallquist et al., 2009). I argue that the absence of empathy for students’ negative emotions could exacerbate the problems students are facing.

***II. Students should be treated as the most significant part of the school***

Students should not be treated as the most unwanted species in the school. Teachers need to recognise the fact that students are very important part of the school. They therefore, need to be supported to achieve their potentials. A student in school B states that ‘... *some teachers are harsh on the students ...the teachers should have good relation with the students ...*’ **S4B**.

### ***III. Wear a smiling face in the classroom***

My classroom observation indicates that school leaders and teachers in Ghanaian High Schools need to work on their skills of wearing smiling face, as majority of the respondents (11 out of 20) poorly exhibited these skills in their dealings with the students. Smiling is said to be one of the key characteristics of a good teacher (Harrington, 1955). I argue that wearing a smiling face in the school and in the classroom gives the students the confidence that all is well. They would be willing to approach the teacher for discussions on critical issues affecting them as students. Battersby (2009) states that facial expressions of individuals can show different types of emotions such as anger, happiness, surprise, happiness and so on. There is, therefore the need for the teacher to manage this issue of wearing a smiling face effectively so as not to send a wrong signal to the students.

### ***IV. Lead by example***

The classroom teacher should exhibit good leadership qualities in the school that will persuade the students to conduct themselves in an appropriate manner; the teacher is expected to serve as a role model for the students. In some of the instances that I have observed in the classroom, the teacher looked very confrontational. Conroy et al. (2009) state that teachers' response to students' behaviour in the classroom determines the tone for the classroom environment. If a teacher adopts a hostile and combative approach towards the students in the classroom, the students are likely going to return a combative response and an increase in the display of challenging behaviour.

**V. *Go the extra mile to help minimise behaviour challenges***

The teacher should always do something extra within the confines of school policy prescription to manage the behaviour of students. The teacher should be prepared to go at all length to ensure that the students have the best experience as they go through this life-time experience.

**VI. *The teacher should keep and follow-up on his/her promises***

The teacher should not make promises to students and parents that s/he cannot keep. The parents should be informed regularly about the steps school leaders and teachers are undertaking to resolve issues. Brookfield (2006) states that the teacher should not make promises to students that s/he can't be kept. They should not tell students that 'all viewpoints are welcome in a discussion and then shut some down because they seem too harmful or irresponsible in your view' (Brookfield, 2006:276).

**VII. *When a student is making a complaint listen without interrupting***

Observing student-teacher interaction outside the classroom I realised that some of the teachers kept on interrupting students any time they were making complaints/talking without listening to the views of the students. I argue based on my experience as a teacher and teacher educator when students are making complaints they do not want to be interrupted or dominated by the teacher in the discussion. It is always important for teachers to allow students to talk and to express themselves in order to avoid any perceptions that the teacher is bias against them or not interested in their welfare.

### ***VIII. The teacher must respond with suitable emotions***

The emotions of the teacher in dealing with students are very critical. The teacher, therefore, needs to be careful and supportive regarding his attitude towards the student. The teacher must respond with appropriate emotions that will assure the students that they are important members of the school. The teacher should send a signal of positive love, concern and a caring attitude.

### **6.8 Concluding statement**

This chapter (Chapter Six) discusses the key findings in chapters Four and Five in the light of my theoretical orientations. Key topics for discussions includes abusive punishments (physical and emotional), characteristics of the students in Ghanaian High Schools, consequences of exposing students to various abuses, reasons for the existence of abusive punishment in Ghanaian schools, interests served by school punishment in Ghanaian context, needs identification and analysis regarding alternative disciplinary measures and exploring alternative disciplinary measures; the road towards PBM. In the next chapter (Chapter Seven) summaries of the findings, conclusions and recommendations are contained.

## Chapter Seven

### Summary, Conclusions and Recommendations

In outline, this chapter material is presented in three stages. The first stage consists of summaries, implications, conclusions and recommendations which may assist to address violent discipline in Ghanaian High Schools. The second stage deals with the limitations of the study and the third contains suggestions for further research.

#### 7.1.0 Introduction

I present the implications, conclusions and recommendations as being potentially key in the production of new knowledge. To recap, the research was aimed at exploring the issues surrounding how disciplinary policy is conceptualised and implemented in Ghanaian High Schools with a view to recommending possibilities for constructive change. The research was organised using the Foucauldian and Ball's theoretical orientations; Foucault's 3 concepts of Regulation, Normalisation and Surveillance were instrumental in this regard. These concepts were drawn from Foucault (1977), *Discipline and Punish; the Birth of Prison* and his lecture series at the Collège De France (for example Foucault 2007, *Security, Territory, Population: lectures at the Collège de France*; Foucault 2003a, *Society must be defended: lectures at the Collège de France*). The analyses and discussions in Chapter Four, Chapter Five and Chapter Six which form the basis for summaries, conclusions and recommendations in this chapter were constructed to address issues of behaviour management policies and practices in Senior High Schools in Ghana. In 7.1.1 below I provide the summary of the main findings to be followed by the conclusions and the recommendations aimed at exploring potentials for Positive Behaviour (PBM) in Ghanaian High Schools.

### **7.1.1 Summary of the main findings**

The analysis of the qualitative data involved twenty-eight respondents (school leaders, teachers and students) from four sample Senior High Schools in Ghana. The data was collected through observations, interviews and analysis of documents. The multiple methods of data collection enabled me to do a triangulation of the data to examine the epistemological and ontological constructions which govern behaviour management in Senior High Schools in Ghana with the hope of exploring potentials for PBM in policy and practice. The summaries of the findings are provided below in line with the original research questions posed at the beginning of the research in **1.4**.

The following were the research questions relating to behaviour management policies and practices in Senior High Schools in Ghana that I judged needed to be answered in order to go as far as I could in this small study to achieve my aim:

#### **1. What are classroom teachers' perceptions of the effectiveness of current disciplinary policies?**

- I. The findings of the research suggest that majority of the teachers and school management hold the view that the policy document on school discipline is inadequate to deal with disciplinary issues, is obsolete and riddled with implementation challenges (see **4.4.2.1** and figure **4.5**). Generalising from my results to the national picture, because all the schools derive their individual school disciplinary policy from the same mother disciplinary policy from GES, perhaps the analysis of the data suggests that the victims of violent disciplinary measure in Ghana are indeed victims of an outdated disciplinary policy and missing links in teacher training and recruitment.

- II. The analysis of the data in **4.4.1.2 (1(vii))** suggest that majority of the respondents indicated that the policy on suspension/exclusion is inadequate, old and needs improvement to be in line with modern schooling culture. Yet the analysis of the data in **4.7** revealed that suspension of students is leading the list of the most effective disciplinary measures against students.
- III. The analysis of the data and the policy documents in **4.4.1.2 (1(i)), 5.1.1.1 (7)** and **6.4 (4)** suggests that the disciplinary policy prescriptions have made the policy with the intention of bringing about undefined reformation and deterrence; the reality of the situation is the creation of an illusory purpose of punishment in schools in the sense that the expectations of the policy in respect of reformation and deterrence are ambiguous. This has reflected the ways in which teachers in my study talk and act in process of managing student behaviour. So, when the teacher refers to 'reformative punishment', s/he is acting on the disciplinary prescriptions.
- IV. It emerged from the analysis of the policy documents in **4.4.1.2 (1(i))** and the data in **4.6.3.1** and **6.4 (4)** that the disciplinary code seeks to project the notion that punishment needs to be severe in order to be deterrent. The concepts of severity of the punishment and deterrence are thus married together in the disciplinary policy document. The issues of reformation and severity of the punishment as contained in the policy document are ambiguous as a target to be achieved in practice, and subjective, allowing arbitrary interpretation of these terms by school teachers and management, which then presents a recipe for abuse and excessive exhibition of discretionary powers. The policy is short of indicating specific elements of reformation, and the nature of the severity of punishment which allows teachers' emotional reactions to the behaviour of the students without any hope or evaluation



of the unknown elements of reformation that are touted in the policy. Also, the analysis of the data in **4.6.3.1(13)** and **6.4 (4)** revealed that teachers think that punishment must be painful - the student must feel the pain in his body, in order to deter the person and others from committing the same crime. The teachers' thinking is in keeping with the dictates of the policy prescription.

- V. It emerged from the content analysis of the policy documents on behaviour management (Code of Discipline) and individual school policy documents (**4.4, Appendix 7A, 7B, 7C & 7D**) that the focus of the policy documents is on punitive disciplinary measures with very little on alternative measures. Suspension-oriented cum dismissal-oriented method of managing student behaviour was the key feature of this management process.
- VI. The analyses of the policy in **4.4.1.2 (1(ii) & 4.4.1.2 (1(iii))** and the data in **4.7(i)** suggest that the policy prescriptions for behaviour management as found in Code of Discipline and implemented by teachers are far from the road towards achieving the UN Sustainable Development Goals (SDGs) (the global goals) as they promote violent discipline such as caning, and grants excessive discretionary powers to teachers such flouting the authority of teachers in the policy documents leading to further violent abuses of students. As discussed in **4.4** the SDGs are grounded in the Universal Declaration of Human Rights, international human rights treaties, and related world convention and treaties (UN 2015). These prescriptions of the policies and actions of the teachers violate these treaties.

**2. How are disciplinary policy measures implemented by school leaders?**

**and**

**3. How are disciplinary policy measures implemented by classroom teachers?**

In this part, summaries of research questions two and three are provided together because they both deal with implementation of disciplinary policy measures by school leaders and classroom- teachers. This has been possible because of the interconnectivity of the role of the teachers and school leaders. The summary findings are presented below:

VII. The analysis of the data in **4.7** revealed that caning is viewed by the teachers as one of the most effective and quickest means of disciplinary measures. Such corporal punishment is sanctioned by the Code of Discipline when it permitted maximum six strokes to be administered by the Headteacher or his/her representative. Records of canings are expected to be kept (Unified Code of Discipline, n.d:4) (see **4.4.1.2 (1(ii))**). However, the spirit and letter of this policy statement is not followed; as it was established in the four schools through observation that students were caned more than the six strokes as prescribed and no record of these canings were kept. All the teachers are allowed to cane students as part of the process of managing students' behaviour.

VIII. It emerged from the research (**4.6.3.2** and **4.7**) that the methods used to sustain good behaviour and discourage bad behaviour among students are: public punishment and recommendation, character education, signing of bond of good behaviour, strict enforcement of school policies, offering advice and counselling to students, teacher exhibiting professionalism and exemplary life style, teacher maintaining eye contact in the classroom and cautioning students. Disciplinary power

in this sense is keenly directed to the body in an attempt to transforming it to conform to the set standard.

IX. The analysis of the data in **4.7** revealed that five most effective disciplinary measures against students in order of priority to be suspension of students from school, caning of students, public punishment of students at a school gathering, dismissal or withdrawal from school and manual work (in the form of weeding, digging of pits for dumping rubbish etc.). Ironically it also revealed that some students are happy to be suspended from school either on external or definite suspension so that they could have the opportunity to stay away from school, whilst in some instance it led to the premature termination of some students' education. The analysis of the data in **4.4.1.2 (1(ii))** revealed that some of the teachers cannot manage student behaviour without caning them; the possible interpretation of this perception is that the lack of alternative means of managing student behaviour is the result of this kind of assumption that the cane must necessarily be used in managing student behaviour.

#### X. **Violent discipline in my context**

- The analyses and discussions of the data in **4.4.1.2 (1(ii)), 5.3.2, 5.4, 5.5.1, 5.5.1, 6.1.1** and **6.1.2** in the four Senior High Schools revealed pervasive violent measures in the forms of physical violence and emotional (verbal and non-verbal). These forms of violence are explained below:
  - forms of physical violence against the students, consist of slapping (including beating), caning, students kneeling down on stones/sand, public destruction of student phones, doing domestic work for teachers, slashing of weeds, digging a pit, carrying stones, kicking and ear pulling (see **6.1.1**)

- forms of verbal emotional abuse against the students include showing of hostility towards students (harsh), verbal assault (including insulting), unnecessary blame of students, name calling in the presence of others, harsh criticisms of the students, asking students to do 'dirty work' in the school (for example cleaning of gutters), threat, cursing a student, and 'excessive' shouting (see **6.1.2**)
- forms of non-verbal emotional abuse against the students include hostile eye contact, ignoring the concern of the student, isolation, stigma of suspension, stigma of dismissal, emotional pains of phone destruction in their presence, emotional pains of slapping, emotional pains caning, refusal to be listened to and punishment on non-existing rule (see **6.1.2**)
- forms of public humiliating punishment consist of making students stand outside whilst teaching goes on, punishing students by making them stand or kneel down in or outside the classroom whilst teaching goes on, making students run around the school building if caught sleeping whilst teacher is teaching, caning students at public gatherings in the school, sacking students from class whilst teaching goes on, making a student stand in front of the class whilst teacher is teaching (see **6.1.2**).

#### **4. How do classroom teachers' skills match the expectations of policy?**

The following is a summary of the main findings:

- XI. The implications from the data and the analysis of the behaviour management policy documents (see **4.4** and **Appendix 7A**) are that current policy prescriptions on behaviour management do not require teachers to have any form of training to be able to handle students' behaviour. Teachers think that (see **5.6**) the initial

institutional training regarding classroom management are those supporting trained teachers to manage student behaviour. The reality that emanates from the data in 5.6 seems to suggest that there is a serious confusion regarding training on behaviour management at the initial teacher training level and subsequent continuous professional development programmes in respect of student behaviour management, as teachers were not sure about the kind of training received regarding the management of school discipline.

XII. The data in 5.6 established that no in-service training is organised for the teachers and school leaders to aid them in the management of student behaviour they rely on the initial training at the University or training college, some of the teachers rely on their experiences. The data in 5.6 revealed that teacher skill in the four schools is inadequate in dealing with behaviour of students in the light of PBM.

XIII. It emerged from the data in 5.6 that all the respondents in the four schools felt that they are not adequately trained to handle challenging behaviours in schools. The possible interpretation is that the emotional handling of students in cases of disciplinary measures, as the data in 5.4 establishes, is as a result of these issues of training. This may be an indication that the emotional handling of students partly emanates from the challenges of initial teacher training and continuous further education programmes or in-service training on behaviour management.

XIV. The analysis of the data in 5.6 revealed that the respondents' perspectives seeks to construct a 'professional' and 'professionalism' in the teaching enterprise as representing the notion of skills and knowledge as result of teacher training and qualification (B.Ed; PGCE/PGDE; Certificate) and seeks to construct certain powers of expertise around the professional teachers.

**5. What are students' perceptions of the disciplinary measures prescribed by policy and implemented by classroom teachers in their schools?**

The following is a summary of the main findings:

**XV.** The analysis of the data in **5.3.1** suggests that in most cases students do not get the opportunity to explain themselves when they are accused of committing minor offences; an opportunity was only given after the punishment has been completed. In serious offences students are referred to disciplinary committees of the schools to defend themselves (see **4.6.3.1(7)**, **4.7(2)** and **5.1.2**). In some cases, the disciplinary committees expect the students to admit to the truth known to them and not the truth as the student perceives it, thus creating a scene of 'present yourself for your punishment to be determined' (see **5.4(2) B3C**).

**XVI.** The analysis of the data in **5.3.2** suggests that students in the four schools think that dismissal of students from school, caning, suspensions (external and indefinite), manual work (for example weeding), destruction of students' mobile phones and punishing students during class hours should be stopped. Some of the students at the High Schools in Ghana are self-sponsored they therefore toil and sweat to get money to cater for their educational needs.

**XVII.** The analysis and discussions in **5.3.2 (S2A)** and **6.3 (4)** suggest that students have the potential to commit suicide as a result of the pain of dismissal from school. Students who are unable to secure admission from other schools upon dismissal from school have stopped schooling making them to engage in social vices. Some of the

students suspended indefinitely from school also lose the interest to attend school again (see **5.3.2 (S2A)**).

XVIII. The analyses in **4.6.3.2 (1) S4B)** and **5.3.2 (S3B)** suggest that in one of the four-schools' students who are caught with mobile phones in school are always punished in the form of internal suspension with hard labour alongside asking the student to destroy the mobile phone at a school gathering. This kind of punishment of asking the students to destroy their own mobile phones as a punishment affects the students emotionally.

## **6. Auxiliary findings**

Other peripheral but integrated findings regarding behaviour management include the following:

XIX. The analysis of the data in **5.7** suggests that majority of the respondents in the four schools attributed perceived misbehaviour of students to external factors in the environment. These include peer group pressure or influence, home factors, media and technology, school/teacher induced misbehaviour, poverty, the school environment itself, influence of drugs, inconsistency in the administration of school disciplinary measures, improper usage of instructional time, and GES Policy failure.

XX. The analysis of the data in **4.6.2 (5 & 6)** suggests that staff think that behaviour not properly managed in school results in indiscipline on our roads, in work places and the increase in crime rate in Ghana.

XXI. Regarding the micro-politics of school leadership, the analysis of the data in **5.2.1** suggests that political-authoritarian leadership is common in the institutions of the study. The final decisions (punishments) regarding serious offences in the school is approved by the head of the institution. School leaders in my study tried to assert

their leadership, which requires teachers to follow the instructions of the head without opposing the head in matters relating to the overall running of the school. An open opposition to the views and instructions of the head of the school will be viewed to be, to put it in Ball's (1987:110) description, 'as signifying a major breakdown in the normal political process'.

Little opportunities existed for students and teachers to express their native opinions or interest except those contained in the school policy prescriptions as interpreted by the school and at the discretion of the head of the institution as defined by him or her as the legitimate. Indeed, the code gives the head such a power. The position of the head in matters of discipline is paramount. In all the cases it is difficult for the student to have a discussion with the head of the institution.

### **7.1.2 Implications**

In this part of the chapter the implications of the findings are presented in the following:

1. The inadequate and obsolete nature of the school discipline policy sounds a bell for policy reforms. In this era of global wind blowing towards the elimination of violence in all its forms including violent discipline as manifested in the SDGs (UNICEF, 2014 and UN 2015), the policy reforms or reviews are eminent. Obsolescence of the school disciplinary policy is enough a justification to review the policy on behaviour management in schools. Students are the people suffering from the inadequacies and obsolescence of the policy prescriptions. As the policy does not protect their dignity and self-esteem (see the discussion in **6.3 (7)** and see Wolf 1991; Crenshaw and Lee 2009; McGee & Wolfe, 1991) I think there is sufficient justification for policy changes.



Regarding the review of the policy and practices, issues of PBM must be the watch terms because it has the potential to eliminate violence in all its forms.

2. The policy on suspension of students dominates the policy prescriptions and practices in Senior High Schools in Ghana yet teachers think that these suspensions cannot be an antidote to behaviour problems in Senior High Schools in Ghana (see also Fenning et al. 2016:105). The policy is deemed as old and inadequate to deal with student disciplinary issues requiring constructive change. Exclusion from schools brings into question whether mainstream schooling should be provided (Munn et al. 2000) as students deemed misbehaving are thrown out of the school for the communities to deal with the problems. Schools are part of the means through which education is extended to members of the community to nurture individuals in the community therefore exclusion from school is paradoxical (Parsons, 1999) most especially in the manner that it is done in Ghanaian high schools. I have provided alternatives to school's suspensions in **6.7.4.2 (20)** which can help in this direction.
3. The disciplinary policy prescriptions indicating that punishment should be severe, deterrent and reformative create an opportunity for the teacher to arbitrarily interpret these terms to perpetuate his/her abusive or violent disciplinary measures. Ingredients of deterrence and reformation are not specified in the policy documents giving the teacher the opportunity to determine these elements.
4. The notion that punishment needs to be severe in order to be deterrent may be difficult to achieve as issues of severity are subjective and open to different interpretations and actions. The specific elements of severity of punishment and reformation are not indicated. In keeping with my Foucauldian theoretical

orientation punishment need not be painful to achieve the desired results (Marshall 1996).

5. The emphasis of school punishment on punitive punishment leaving out the other alternative sanctions creates the room for the violent disciplinary measures. Exploring the other positive alternative sanctions which this research seeks to do is the best way to handle these issues (see **6.7**).
6. As Ghana has been an active participant in this UN goal development and promotion since 2012 (GDPC, 2015), it could be argued that such promotion of violence and abuse is a wake-up call for Ghana to match her actions with her words. The difficulty teachers face is how to discipline students without caning them. I have therefore explored alternative sanctions in **6.7**.
7. Sanctioning of student caning by the policy documents and deemed by teachers as the quickest means of disciplinary measures will not end violent discipline soon unless serious measures including policy re-engineering and change in teacher training are implemented to curtail such a situation.
8. The methods used to sustain good behaviour and discourage bad behaviour among students in the form of public punishment and recommendation at school gathering inflicts some kind of emotional pains on the students (Keashly, 1997; Clark, 2010; Simons, Simons, and Wallace, 2004; Straus, 1994). Disciplinary power in this sense is keenly directed to the body in an attempt to transforming it to conform to the set standard no matter the circumstances.
9. Given that the most effective disciplinary measures against students in order of priority are suspension of students from school, caning of students, public punishment of students at a school gathering, dismissal or withdrawal from school

and manual work (in the form of weeding, digging of pits for dumping rubbish etc.), it is reasonable to say that all these punishments inflict physical and emotional pains on student (Gil, 1975; Gershoff, 2002; Clark, 2004). In some instances, it revealed that some students are happy to be suspended from school either on external or definite suspension so that they could have the opportunity to stay away from school whilst in some instance it led to the premature termination of some students' education.

10. Violent discipline in my context are in the forms of physical and emotional (verbal and non-verbal) harm to the students (Keashly, 1997; Clark, 2010; Simons, Simons, and Wallace, 2004; Straus, 1994). Adults hitting or assaulting another adult outside the school is punishable in the courts in Ghana, however, corporal punishment and physical abuse e.g. caning are permissible in the schools no matter the age of the student. Violent discipline makes the individual victims feel ill-treated and wanting to resist the authority of teachers, increases violence, vandalism, and puts the health of individual students at risk (Clark, 2010; Simons, Simons, and Wallace, 2004; Straus, 1994). Use of these violent disciplinary measures is one of the sources of tension between the students and the teachers.

11. The current policy prescriptions on behaviour management do not require teachers to have any form of training to be able to handle students' behaviour. This is a recipe for disaster. There is the need for Continuous Professional Development programmes regarding student behaviour management, as teachers were not sure about the kind of training received regarding the management of school discipline at the initial teacher training.

12. Findings revealed that teacher skill in the four schools is inadequate in dealing with behaviour of students in the light of PBM and that none of the respondents in the four schools felt that they were adequately trained to handle challenging behaviours in schools. On the back of these revelations it can be assumed that continuous teacher professional development will help to extend the professional knowledge of teachers (Day 1999).
13. Teachers in my context relate teacher skills and professionalism to knowledge and qualification. I think David Hargreaves' study which led to reforms in England (Day 1999) offers a paradigm shift that requires a move away from the traditional teacher authority to building relationship with students, colleague teachers and parents (Hargreaves, D., 1994).
14. Students' voice in matters affecting them is key in order to ensure proper nurturing of these students (Whitty, 2008). Teachers should always give the students the opportunity to explain themselves before any punishment is issued to them. Teachers should be open-minded in dealing with the students as this will create confidence and a feeling of better treatment (Simons, Simons, and Wallace, 2004; Whitty, 2008).
15. The school policy should be reconstructed to provide an opportunity for emotional feelings of students to be managed. Among the consequences of the various abuses, emotional abuse appeared in my context to be the worst. For instance, a student in the case of emotional abuse contemplated suicide. Issues of emotional pains go a long way to affect the self-esteem and social skill of individuals (see Wolf 1991; Crenshaw and Lee 2009; McGee & Wolfe, 1991) making emotional abuse the most destructive in terms of its impact on the individual than the physical abuse.

XXII. The difficulty in access the headteacher by the students might not help the school improvement programmes. The headteacher should have an open day at least once in a week to allow the students to access him/her without any hindrance.

### **7.1.3 Conclusions**

From the similarity of my finding with press reports on violence towards students, I am suggesting that the usage of power by teachers and school management in general in Ghanaian schools and at the pedagogical sites in the context of my own research can be made visible by the use of three Foucauldian concepts of Normalisation (see. 5.1), Surveillance (6.5) and Regulation (see 4.4); The three concepts of Foucault were successful in achieving their targets as analytical tools. Drawing on Foucault (1997) the three concepts enabled me to construct the notion of disciplinary power of Ghanaian school leaders and teachers in the four schools. The utilisation of power allows teachers to interpret the disciplinary policy to determine the appropriateness of a student behaviour and to administer punishment to the student (see the analysis in 4.4 and 4.5). In matters of serious offences, the school leadership is involved in the final decision making regarding the punishment. In all these matters, it is the teacher who determines the appropriateness and seriousness of the offence (see 5.1.2).

My findings suggest that the imperfect conditions are the abuses in the forms of physical and emotional (verbal and non-verbal) harm that students experience in the Senior High Schools in Ghana. On the basis of this violent discipline students experience, three critical dimensions are offered as being capable of shaping the discourse of PBM in the contemporary schooling culture in Ghana. These are the considerations for the rights,

dignity and self-esteem of students in management of student behaviour (Raths, 1964; Wolfe, 1991; Grundy & Blandford, 2006; Hayes et al. (2011).

Drawing on Raths, (1964); Wolfe, (1991); Black and William, (1998); Grundy & Blandford (2006); Brookfield (2006); Hayes et al. (2011), I developed an operational definition of PBM as the construction and implementation of a policy framework which permits actions of school leaders and teachers in the forms of effective engagement of students in the classroom. Such implementation will draw on sanctions in the form of withdrawal of privileges, denial of involvement of the student in a desired activity, and identification and management of needs of students as a proactive measure or a consequence that accompanies the occurrence of a perceived misbehaviour in an effort to minimise its rate and the possibility of an occurrence of such perceived misbehaviour. All such sanctions should take into consideration the rights, dignity and self-esteem of the student.

Other conclusions that be drawn from my research include the following:

- 1) My findings lead me to say that the idea of flouting authority of teachers and prefects as enshrined in the Code of Discipline is an 'open cheque' given to school management, teachers and colleague students without stating the limit of their powers. This is one of the sources of the wide range of discretionary powers at the disposal of teachers in Ghanaian Senior High Schools in the management of student behaviour. This has potential to promote abuses in the name of 'flouting' their authority which the SDGs abhors. The discretionary powers allocated to the teacher by the policy are explicitly wide.
- 2) My empirical research (see **4.6.2.1** and table **4.2**) revealed the dominant micro-penalties of time (lateness to class and school gatherings), of behaviour (not paying

attention in class, students going out when class is in session without permission, refusal to do class exercises, eating and drinking in class and passing unnecessary comments whilst class is in session and going to town without exeat) of speech (talking, making noise in the class and using mobile phones in class) and of the body (sleeping in class) invokes punishment from the teachers and school authority in Ghanaian Senior High Schools.

- 3) The findings of the research discovered the following reasons for the existence of abusive punishment in Ghanaian schools: the chronicity of abusive punishment has been trivialised, schooling culture in Ghana has accepted corporal punishment, school policy has accommodated corporal punishment, there is a feeling amongst teachers that punishment should be painful, deterrent and reformative, and there is inadequate literature about the extent of abusive punishment (physical and emotional) and PBM in the Ghanaian context.

#### **7.1.4 My findings and existing literature**

In this part I consider other empirical studies in Ghana which have a bearing on my findings in the following:

- Contrary to the claim of Irwin et al. (2004) that the corporal punishment is a 'colonial-style schooling' (p.58) this research did not find any relationship between the current culturally accepted means of school discipline and colonial administration which is in keeping with Agbenyega's (2006) findings.
- The findings of this research suggest that teachers of different religious backgrounds especially the two main religions in Ghana; Christianity and Islam are involved in violent discipline of students including corporal punishment contrary to the findings of

Agbenyega (2006) that the Holy Bible is referenced as a source to justify corporal punishment in schools.

#### **7.1.5 Recommendations (should be read together with 6.7)**

From the above conclusions, I make the following recommendations, detailed examination of these recommendations are in 6.7, therefore it should be read together to provide the lead towards PBM in Ghana:

1. Reconstruction of behaviour management policies in High Schools to reflect the demands of PBM and in line with contemporary school culture should be initiated by GES.
2. Alternative sanctions which I have explored in **6.7** should be adopted. Also, if it becomes necessary for the student to be suspended, these students and their parents should be given the opportunity to challenge or appeal against the suspensions or exclusions from the schools; this will help the natural course of justice. Also, if a child is suspended from school for one week or more an alternative means of education should be arranged. This calls for a collaboration between the schools, the social welfare department and the metropolitan, municipal and district assemblies. Establishment of student referral units under the department of social welfare for student behaviour related cases that cannot be managed in the schools will be helpful in this direction.
3. The disciplinary committee and the office of the senior house master should undergo transformations both in functions and names to reflect the changing trends in managing behaviour in schools.



4. Issues of severity, reformation and deterrence as they are captured in the policy document are unambiguous and could lead to abuse of the students as the interpretation of these terms are left for determination by the teachers and school leadership.
5. Serious efforts must be made in teacher training and Continuous Professional Development to project the notion that punishment must not be severe or painful in order to serve its intended purpose, as this will potentially reduce the tendencies of violent discipline.
6. Efforts should be made both in policy and practice as explored in **6.7** to minimise punitive disciplinary measures in schools. The policy should be seen to project the alternatives to punitive measures as a way of pinning teachers and school leaders to the alternative measures.
7. Ghana government must honour its promises as contained in the SDGs, as this could help reduce violent discipline in Ghanaian schools.
8. Violent discipline in all its forms including caning must be deleted from behaviour management policy documents in schools, as this is abused by teachers in Ghanaian schools. Also, public punishment of students at school gathering like caning students should be stopped as these types of punishments unleash emotional pains on the students.
9. Newly trained teachers should be given the opportunity to go through one-year internship under an experienced teacher who is trained in PBM and practices same before they are licensed to teach. I also think that training on behaviour management among others should be the basis for the renewal of teaching license in every two years.

In Ghana, there is no renewal of teaching license; I think the time to start this process is now.

10. The policy prescription should specify the kind of skills required on the part of teachers to manage student behaviour. Teacher initial training and staff development of teachers should take the dimensions of PBM (as presented in 6.7 in a very detailed form).
11. An avenue should always be created for students to explain themselves to teachers when they are accused of committing a crime. Student-teacher relation and student-teacher communication should be improved to create an enabling environment for teaching and learning in the school.
12. Moreover, in the case of the students facing exclusions (dismissal or withdrawal) from school, arrangements should be made between schools to ensure the transfer of these students in question to an available school of their choice, this should be done in collaboration with the parents.
13. Parenting education programmes should be introduced. This is an attempt to improve the quality of family. In our context individuals could be encouraged by government by introducing incentives like free text books to encourage parents or would be parents to attend. In some circumstances individuals with poor parenting skills could be referred by the family tribunal to these classes or centres.
14. The marking of the register at every lesson should be encouraged and taken seriously. It should not be left in the hands of the class monitors. However, students should be given the opportunity to sign in when they come to class and sign out when the school is closed.

15. Students should be given the opportunity to participate in the making of decisions affecting them in the classroom, this will create a feeling of ownership for the school rules.

## **7.2 Research limitations and researcher's response**

The research was conducted in four schools in three out of ten administrative regions in Ghana, even though there were no significant differences in teacher responses and practices across the three regions. As a result of the small sample size generalising the research beyond the four schools where this research was organised might not adequately give a balanced picture. But this is a potential indication that teacher training and policy reconstruction aimed at PBM will provide opportunities for PBM in Ghana. It is for these reasons that future research should be done in all Senior High schools in all the regions in Ghana.

Besides, case study research has been under scrutiny for issues of validity especially construct validity with potential subjectivity on the part of the researcher (Demetriou in Wilson, 2013). Yin (2014:45 and 118) proposed three remedies to counteract these issues of construct validity which has been a guide for this research. These are:

- 'using multiple sources of evidence' (p. 45)
- 'establish chain of evidence' (p. 45)
- having a draft case study report reviewed by key informants.

On issues of multiple sources of evidence, my research relied on interviews, observation and analysis of documents as multiple sources of evidence are recommended by Yin (2014) when one is doing case study research. Regarding chain of evidence, Yin (2014) states that an opportunity should be provided for an external observer to 'able to trace the steps in

either direction (from conclusions back to initial research questions or from questions to conclusions)'. This my research has demonstrated these values from Chapter One to Chapter Seven. Regarding the review by key participants, I allowed the respondents to review the transcripts emanating from the interviews except those who expressly refused to do the review. By these arrangements I have been able to remedy the limitations associated with construct validity.

On issues of external validity, it is valid to say that case research 'cannot provide a basis for making statistically valid generalisations beyond that particular case study' (De Vaus 2001:237). De Vaus (2001:237) states that 'case studies do not strive for this kind of external validity'. Drawing on De Vaus (2001) I argue that this kind of validity is not the concern of this research.

De Vaus (2012:147) makes a distinction between statistical generalisation and theoretical generalisation by indicating that 'statistical generalisation involves generalising from a sample to a population' whilst 'theoretical generalisation involves generalising from a study to a theory, rather than to a population. It relies on the logic of replication'. Replication is an important issue in case-study research (De Vaus 2001). Yin (2014:40) thinks that 'having some theory or theoretical propositions will later play a critical role in helping you to generalise the lessons learned from your case study'. Replicability in case study research depends on a theory-driven related research and units of analysis (Yin, 2014; De Vaus 2001). My research has been a theory based which I think potentially could minimise the limitations associated with issues of external validity.

### **7.3 Suggestions for Further Research**

I think that further research on PBM that should involve as many Senior High Schools as possible in all the regions of Ghana is needed. A productive way forward would be that in such research, there should be a concentration on one of the ingredients of PBM namely rights, dignity and self-esteem of students in the school, so as to have a more focussed discussion.

Also, this research was conducted within the confines of behaviour management policies in Ghana, a comparative research between Ghana and countries that have abolished violent discipline could be of benefit. It will also be of value if parental violent disciplinary measures or corporal punishment in Ghana are investigated, as this will help to provide a holistic approach to violent disciplinary measures in Ghanaian schools.

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## Appendix 1

Ibrahim M. Gunu,  
Keele university,  
RI Social Science,  
Newcastle-Under-Lyme,  
ST5 5BG.  
E-mail: m.ibrahim@keele.ac.uk

*Today's date*

Dear Parent,

### **LETTER OF INFORMATION**

I am a PhD student in Education at Keele University and lecturer, faculty of Education, University for Development Studies. I write to inform you about my intention to conduct research as part of my doctoral degree. The main objective of this research is to explore the issues surrounding how discipline is maintained in the name of behaviour management in Ghanaian schools.

The research will involve observation of only teachers in the classrooms. This has no any consequences which are related to your child/children or any other staff in the school.

In the event that you object to the observation that involves your child (ren) or you wish to ask questions you can contact me using the following contact details; Ibrahim M. Gunu 020xxxxxxx or m.ibrahim@keele.ac.uk.

The Ghana Education service and the headmaster/mistress have given the approval for the conduct of this research.

Yours faithful,

.....  
Ibrahim M. Gunu

KEELE UNIVERSITY  
RESEARCH INSTITUTE OF SOCIAL SCIENCE AND HUMANITIES  
INTERVIEW GUIDE FOR TEACHERS (SEMI-STRUCTURED)

***Please repeat the information that the responses are kept anonymously and treated confidentially.***

**Make sure consent is obtained**

**Section A: Behaviour management**

1. What is your understanding of behaviour management/school discipline?
2. How do you view disruptive behaviour within your school and across the nation?
3. What makes you to think that?
4. Which actions of students in class would you consider as misbehaviour?
5. Do you feel Ghana Education Service has the necessary processes or policy in place to address behaviour problems across the country?
6. Do you have an effective early identification system to deal with misbehaviour? /proactive measures.
7. What do you do to sustain good behaviour and discourage bad behaviour?
8. What do you think are the causes of bad behaviour?
9. What do you consider to work well in how disruptive behaviour is managed in schools and do you think it needs improvement?
10. What is the implication of break down in behaviour management?

**Section B: skills of teachers to manage student behaviour**

11. Have you got training in Behaviour Management/school discipline?
12. If yes, what type of training
13. Do you think training in Behaviour Management/school discipline is necessary?
14. Have you been attending in-service training on Behaviour Management/school discipline programmes? And how often?
15. Do you think the number of times for the in-service training is adequate?
16. Do you feel well equipped to manage student behaviour? Why?
17. Do you attend meetings to deliberate on behaviour management/school disciplinary issues in schools?
18. If yes, How often and where?

**Section C disciplinary measures**

19. Which disciplinary measures/sanctions do you use?
20. What offences do students commit to merit disciplinary measures/sanctions in class and in school?
21. What factors do you consider when administering punishment?
22. Are there occasions when you thought you overacted in a disciplinary action against a student or group of students?
23. Which disciplinary measures do you think are most effective? And why?
24. Please narrate an event which made you take a major disciplinary measure against a student or group students?
25. Which specific disciplinary measure did you adopt for the case in question?
26. What was the reaction of the student or group of students?
27. What alternative measures have you tried apart from those punishments identified above?

## Appendix 2

28. What are your views on involving students in the making of rules, especially those pertaining to their behaviour in the classroom?

### **Section D: school and external agencies as well as suspension/exclusion**

29. Does the school's discipline policy permit the use of suspension/ expulsion as appropriate sanction?
30. How effective do you consider the school/G.E. S's guidelines and procedures in relation to school exclusions to be?
31. What improvements do you think could be made to the suspension/exclusion policy and process?
32. Do Teachers work in partnership with parents to encourage positive behaviour throughout the school?
33. Does the school have access to external support when a student displays challenging behaviour?
34. Do you have a referral system in place?
35. How effective is the referral system in your school?

### **Section E: the role of the school leadership in student behaviour management**

36. What is your view about the accessibility and approachability of the headmaster and the senior house master?
37. What is the degree of autonomy given to the teachers and behaviour management coordinator/senior housemaster/mistress?

### **Section F: Bio-Data**

38. Gender: Male [ ] Female [ ]
39. Years of teaching experience: [ ] less than one year  
[ ] 1 – 2 years  
[ ] 3 – 4 years  
[ ] 5-6 years and beyond  
[ ] 7 years and beyond
40. Please offer any other comments about Positive Behaviour Management that in your opinion would lead to further improvement in this area.

**Thank the respondents for participating in the interview**

KEELE UNIVERSITY  
RESEARCH INSTITUTE OF SOCIAL SCIENCE AND HUMANITIES  
INTERVIEW GUIDE FOR SCHOOL MANAGEMENT (SEMI-STRUCTURED)

***Please repeat the information that the responses are kept anonymously and treated confidentially.***

**Make sure consent is obtained**

**Section A: the role of the school leadership in student behaviour management**

1. What is your understanding of behaviour management/school discipline?
2. How do you view disruptive behaviour within your school and across the nation?
3. What makes you to think that?
4. What support do you give to teachers to effectively manage behaviour?
5. Composition and work of school disciplinary committee?
6. Mention five serious offences in your school
7. How do you deal with serious offences?
8. Do think you are accessible/approachable? Why?
9. What is the degree of autonomy given to the teachers and the senior house masters/mistress to manage student behaviour?
10. Does the staff feel a strong sense of loyalty to the school and feel they are valued?
11. Do you think the staff is confident in dealing with incidents of misbehaviour?
12. Do you feel the teachers are adequately trained to handle student behaviour?

Why?

13. Do you feel Ghana Education Service has the necessary processes or policy in place to address behaviour problems across the country?
14. Do you have an effective early identification system to deal with misbehaviour? /proactive measures.
15. What do you do to sustain good behaviour and discourage bad behaviour?
16. What do you think are the causes of bad behaviour?
17. Kindly take me through behaviour management system in the school.
18. What do you consider to work well in how disruptive behaviour is managed in schools and do you think needs improvement?
19. What is the implication of break down in behaviour management?

**Section B: disciplinary measures**

20. Which disciplinary measures/sanctions do you use?
21. What offences do students commit to merit disciplinary measures/sanctions in class and in school?
22. What factors do you consider when administering punishment?
23. Are there occasions when you thought you overacted in a disciplinary action against a student or group of students?
24. Which disciplinary measures do you think are most effective? And why?

25. What are your views on involving students in the making of rules, especially those pertaining to their behaviour in the classroom?

**Section D: school and external agencies as well as suspension/exclusion**

26. Does the school's discipline policy permit the use of suspension/ expulsion as appropriate sanction? Why?
27. How effective do you consider the school/G.E.S's guidelines and procedures in relation to school exclusions to be?
28. What improvements do you think could be made to the exclusion policy and process?
29. Do you work in partnership with parents to encourage positive behaviour throughout the school?
30. Does the school have access to external support when a student displays challenging behaviour?
31. Do you have referral system in place?
32. How effective is the referral system in your school?

**Section F: skills to manage student behaviour**

33. Have you got training in Behaviour Management/school discipline?
34. If yes, what type of training
35. Do you think training in Behaviour Management/school discipline is necessary?
36. Have you been attending in-service training on Behaviour Management/school discipline programmes? And how often
37. Do you think the number of times for the in-service training is adequate?
38. Do you feel well equipped to manage student behaviour? Why?
39. Do you attend meetings to deliberate on behaviour management/school disciplinary issues in schools?
40. If yes, How often and where?

**Section G:**

**Bio-Data**

41. Gender: Male [ ] Female [ ]
42. Years of teaching experience: [ ] less than one year  
[ ] 1 – 2 years  
[ ] 3 – 4 years  
[ ] 5-6  
[ ] 7years and beyond

43. Please offer any other comments about Positive Behaviour Management that in your opinion would lead to further improvement in this area.

**Thank the respondents for participating in the interview**

KEELE UNIVERSITY  
RESEARCH INSTITUTE OF SOCIAL SCIENCE AND HUMANITIES  
INTERVIEW GUIDE FOR STUDENTS (SEMI-STRUCTURED)

***Please repeat the information that the responses are kept anonymously and treated confidentially.***

**Make sure consent is obtained**

***Please note: students' questionnaires are designed for year 18 years and older.***

**SECTION A: SAFETY AND BEHAVIOUR MANAGEMENT**

1. Which aspects of school life promote or do not promote effective behaviour management/school discipline
2. What is your general concern about behaviour management/school discipline?
3. Are you aware of school rules and regulations?
4. Do you have mentors?
5. What is your view about student and staff mentors?
6. How are you handled when the rules are broken in school?
7. How accessible and approachable the headmaster and teachers are?
8. Do you enjoy coming to the school? Why?
9. What do you enjoy the most about coming to school? Why?
10. How well do your colleagues behave in lessons? Why?
11. Does poor/bad behaviour ever stopped you or affected your learning?
12. What would you do if someone make you feel unhappy in school?
13. Who makes sure that you are safe in school?
14. Which disciplinary measures are used by your teacher and the school?
15. What offences do you commit to merit such measures?
16. Please, narrate any recent disciplinary measure applied on you? Were you given the opportunity to explain yourself? d. What lesson did you learn from that disciplinary measure?
17. Do you think punitive disciplinary measures will prevent you from misbehaving? Why?
18. Which forms of disciplinary measures do you think should be stopped? Why?
19. Describe how you want to be treated when you put up any kind of misbehaviour?
20. How do you feel about corporal disciplinary measures? Mentioned those still in practice?

**Section B: Bio-data**

21. Gender:        male (        )                      Female (        )
22. Age:            (        ) 18  
                              (        ) 19                      (        ) 20 years
23. Class
24. Please offer any other comments about Positive Behaviour Management that in your opinion would lead to further improvement in this area.

**Thank the respondents for participating in the interview**





**CONSENT FORM (FOR INTERVIEWS)**

**Title of Project:** *Teachers' involvement in positive student behaviour management in senior high schools.*

**Name and contact details of Principal Investigator:** *Ibrahim M. Gunu, Keele university, RI Social Science, Newcastle-Under-Lyme, ST5 5BG, e-mail: m.ibrahim@keele.ac.uk*

**Please tick box if you agree with the statement**

- 1. I confirm that I have read and understood the information sheet dated 11/01/15 for the above study and have had the opportunity to ask questions.
- 2. I understand that my participation is voluntary and that I am free to withdraw at any time.
- 3. I agree to take part in this study.
- 4. I understand that data collected about me during this study will be anonymised before it is submitted for publication.
- 5. I agree to the interview being audio recorded.

Name of participant	Date	Signature

Researcher	Date	Signature

**CONSENT FORM (FOR OBSERVATION)**

**Title of Project:** *Teachers' involvement in positive student behaviour management in senior high schools.*

**Name and contact details of Principal Investigator:** *Ibrahim M. Gunu, Keele university, RI Social Science, Newcastle-Under-Lyme, ST5 5BG, e-mail: m.ibrahim@keele.ac.uk*

**Please tick box if you agree with the statement**

1. I confirm that I have read and understood the information sheet dated 11/01/15... (Version no 1.3) for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time.
3. I agree to take part in this study.
4. I understand that data collected about me during this study will be anonymised before it is submitted for publication.
5. I agree to be observed in the classroom teaching.

\_\_\_\_\_  
Name of participant                      Date                      Signature

\_\_\_\_\_  
Researcher                      Date                      Signature

To: .....

Date: .....

**Information Sheet (students 18+ years)**

**Study Title:** *Teachers' involvement in positive student behaviour management in senior high schools in Ghana.*

**General objective of the Research;**

The main objective of this research is to explore the issues surrounding how discipline is maintained in the name of behaviour management in Ghanaian schools.

**Invitation**

You are being invited to consider taking part in this research, which involves an Interview for you. You can decline to participate in this interview. This project is being undertaken by Ibrahim M. Gunu ([m.ibrahim@keele.ac.uk](mailto:m.ibrahim@keele.ac.uk)) under the supervision of Dr. Victoria Door (email: [v.m.door@keele.ac.uk](mailto:v.m.door@keele.ac.uk)); It is an interview of approximately **30 minutes** to take place in a mutually agreed upon location in the school, Participation in this study is voluntary.

Before you decide whether or not you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please take time to read this information carefully and discuss it with friends and relatives if you wish. Ask me if there is anything that is unclear or if you would like more information.

**Why have I been invited?**

You are being invited to take part in this study because you are a student in the Senior High School in Ghana who is 18+ years and can provide the requisite information to help improve behaviour management in Ghanaian schools.

**Do I have to take part?**

You are free to decide whether you wish to take part or not and that you need not supply any person (including myself, the headmaster, teachers and any other person) or education directorate/institution with any reason for your decision. If you decide to take part in this voluntary exercise you can withdraw from this research at any time without assigning any reason. If you do decide to take part please inform the researcher about your decision using the reply slip to be deposited in a big envelope which is kept with the senior prefect/girls prefect in the school by the stated date or by email to me at [m.ibrahim@keele.ac.uk](mailto:m.ibrahim@keele.ac.uk).

**What will happen if I take part?**

If you decide to take part, you need to fill in the reply slip to be followed by signing of two consent forms; one is for you to keep and the other is for our records. Then a suitable time will be made to interview you which will be audio recorded semi-structured interview with the researcher in your school and transcribed verbatim for analysis.

**What are the benefits (if any) of taking part?**

Taking part in this study would help contribute to research into the general development of behaviour management in schools, which has the ultimate aim of making schools a better place to live, learn and work.

**What are the risks (if any) of taking part?**

There are no any disadvantages or risks to you in taking part in the study.

**How will information about me be used?**

The results (including anonymised direct quotes) will be included in the final research report and will subsequently be presented to Keele University for a PhD qualification. No individual person or school will be identified in quotes, reports, presentations or summaries. The data collected will not be retained for use in future.

**Who will have access to information about me?**

All personal information that I collect about you during the course of the research will be kept strictly confidential and no one outside the project will be allowed access to it. Every effort will be made to ensure all schools and participants remain anonymous. Myself and my supervisor are the only people who will have access to those data. The school/headmaster/education directorate will not have access to transcripts of interviews and completed observation schedules but will of course have access to the finished thesis; all responses will be coded and anonymised so that participants cannot be identified.

Data (hardcopies of documentation and electronic material) will be stored securely in a locked filing cabinet in my office at the University for Development Studies in Ghana and at Keele University in England. Such data will contain no personally identifiable information about you or your school. Hard and soft data will be contained in a locked briefcase on transportation between countries. Other soft copies will be kept on a secure external drive/USB stick to which only myself and my supervisor will have access. No email or web correspondence will contain any identifiable data. All original data and documents pertaining to your observations and interviews will be destroyed in September 2016 after the analysis and interpretation or it may be destroyed earlier at the request of the participant.

I do however have to work within the confines of current legislation over such matters as privacy and confidentiality, data protection and human rights and so offers of confidentiality may sometimes be overridden by law. For example in circumstances whereby I am concerned over any actual or potential harm to yourself or others I must pass this information to the relevant authorities. Whilst noting the absence of data protection law in Ghana this issue is explained in the light of the following legal framework;

- Data protection Act 1998 in UK shall guide the conduct of this research.
- In respect of the issue of privacy, the constitution of the republic of Ghana Article 18 (2) guarantees individuals of their privacy which shall be protected in the course of this research.

**Who is funding and organising the research?**

The study on teachers' involvement in positive student behaviour management in schools is a project for a PhD degree in Education for myself, Ibrahim Mohammed Gunu, lecturer at Faculty of Education in Ghana. I have been granted a scholarship by the Commonwealth Commission to do this PhD.

**Who has reviewed the study?**

This research has been reviewed and given approval by Keele University Ethical Review Panel and thence Ghana Education Service.

**What if there is a problem?**

If you have a concern about any aspect of this study, you may wish to speak to me, as the researcher and I will do my best to answer your questions. You should contact me, Ibrahim Mohammed Gunu on [m.ibrahim@keele.ac.uk](mailto:m.ibrahim@keele.ac.uk). Alternatively, if you do not wish to contact the researcher(s) you may contact my supervisor Dr. Victoria Door, [v.m.door@keele.ac.uk](mailto:v.m.door@keele.ac.uk), 01782 733122.

If you remain unhappy about the research and/or wish to raise a complaint about any aspect of the way that you have been approached or treated during the course of the study, please write to Nicola Leighton who is the University's contact for complaints regarding research at the following address:-

Nicola Leighton  
Research Governance Officer  
Research & Enterprise Services  
Dorothy Hodgkin Building  
Keele University  
ST5 5BG  
E-mail: [n.leighton@uso.keele.ac.uk](mailto:n.leighton@uso.keele.ac.uk)  
Tel: 01782 733306

**Contact for further information**

If you have any questions or require any further information, either now or at any time during the study, please contact me (Ibrahim .M. Gunu) at [m.ibrahim@keele.ac.uk](mailto:m.ibrahim@keele.ac.uk) or Tel: 07500752546. Alternatively, you can contact me in writing at the Research Institute, Social science, Keele University, Staffordshire ST5 5BG.



To: .....

Date: .....

### **Information Sheet (subject teachers)**

**Study Title:** *Teachers' involvement in positive student behaviour management in senior high schools in Ghana.*

#### **General objective of the Research**

The main objective of this research is to explore the issues surrounding how discipline is maintained in the name of behaviour management in Ghanaian schools.

#### **Invitation**

You are being invited to consider taking part in this research, which is in two parts:

- Two lesson observations where I can observe how the teacher carries out behaviour management strategies, and
- Interviews for three subject teachers (one each from Business, Science and Arts departments, specifically language teacher in the Arts department). You can decline to participate in one of them or both. This project is being undertaken by Ibrahim M. Gunu ([m.ibrahim@keele.ac.uk](mailto:m.ibrahim@keele.ac.uk)) under the supervision of Dr. Victoria Door (email: [v.m.door@keele.ac.uk](mailto:v.m.door@keele.ac.uk)).

Before you decide whether or not you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please take time to read this information carefully and do feel free to ask me if there is anything that is unclear or if you would like more information.

#### **Why have I been invited?**

You are being invited to take part in this study because you are a professional teacher who has the requisite experiences and roles in behaviour management in the classroom and the school as a whole.

#### **Do I have to take part?**

You are free to decide whether you wish to take part or not and that you need not supply neither your headmaster/mistress nor myself with any reason for your decision. If you decide to take part in this voluntary exercise you can withdraw from this research at any time without assigning any reason. If you do decide to take part please inform the researcher about your decision using the reply slip to be deposited in a big envelope in the staff common room provided by the researcher or by email ([m.ibrahim@keele.ac.uk](mailto:m.ibrahim@keele.ac.uk)).

#### **What will happen if I take part?**

If you decide to take part, you need to fill in the reply slip to be followed by signing of two consent forms; one is for you to keep and the other is for our records. Then a suitable time will be made for two lesson observations to be followed by interviews, which will be

audio recorded semi-structured interview with the researcher in your school and transcribed verbatim for analysis.

**What are the benefits (if any) of taking part?**

Taking part in this study would help contribute to research into the general development of behaviour management in schools, which has the ultimate aim of making schools a better place to learn and work.

**What are the risks (if any) of taking part?**

There are no disadvantages or risks to you in taking part in the study. In the case of there being an evident breach of the professional teachers' code of conduct in the classroom, I would be obliged to report the incident to the headmaster/mistress.

**How will information about me be used?**

The results (including anonymised direct quotes) will be included in the final research report and will subsequently be presented to Keele University for a PhD qualification. No individual person or school will be identified in quotes, reports, presentations or summaries. The data collected will not be retained for use in future.

**Who will have access to information about me?**

All personal information that I collect about you during the course of the research will be kept strictly confidential and no one outside the project will be allowed access to it. Every effort will be made to ensure all schools and participants remain anonymous. Myself and my supervisor are the only people who will have access to those data. The school/headmaster/education directorate will not have access to transcripts of interviews and completed observation schedules but will of course have access to the finished thesis; all responses will be coded and anonymised so that participants cannot be identified.

Data (hardcopies of documentation and electronic copies) will be stored securely in a locked filing cabinet in my office at the University for Development Studies in Ghana and at Keele University in England. Such data will contain no personally identifiable information about you or your school. Hard and soft data will be contained in a locked briefcase on transportation between countries. Other soft copies will be kept on a secure external drive/USB stick to which only myself and my supervisor will have access. No email or web correspondence will contain any identifiable data. All original data and documents pertaining to your observations and interviews will be destroyed in September 2016 after the analysis and interpretation or it may be destroyed earlier at the request of the participant.

I do however have to work within the confines of current legislation over such matters as privacy and confidentiality, data protection and human rights and so offers of confidentiality may sometimes be overridden by law. For example in circumstances whereby I am concerned over any actual or potential harm to yourself or others I must pass this information to the relevant authorities. Whilst noting the absence of data protection law in Ghana this issue is explained in the light of the following legal framework;

- Data protection Act 1998 in UK shall guide the conduct of this research.
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**Who is funding and organising the research?**

The study on teachers' involvement in positive student behaviour management in schools is a project for a PhD degree in Education for myself, Ibrahim Mohammed Gunu, lecturer at Faculty of Education in Ghana. I have been granted a scholarship by the Commonwealth Commission to do this PhD.

**Who has reviewed the study?**

This research has been reviewed and given approval by Keele University Ethical Review Panel and thence Ghana Education Service.

**What if there is a problem?**

If you have a concern about any aspect of this study, you may wish to speak to me, as the researcher and I will do my best to answer your questions. You should contact Ibrahim Mohammed Gunu on [m.ibrahim@keele.ac.uk](mailto:m.ibrahim@keele.ac.uk). Alternatively, if you do not wish to contact the researcher you may contact my supervisor Dr. Victoria Door, [v.m.door@keele.ac.uk](mailto:v.m.door@keele.ac.uk), 01782 733122.

If you remain unhappy about the research and/or wish to raise a complaint about any aspect of the way that you have been approached or treated during the course of the study please write to Nicola Leighton who is the University's contact for complaints regarding research at the following address:-

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To: .....

Date: .....

**Information Sheet (headmasters/mistresses and senior house masters/mistresses)**

**Study Title:** *Teachers' involvement in positive student behaviour management in senior high schools in Ghana.*

**General objective of the Research**

The main objective of this research is to explore the issues surrounding how discipline is maintained in the name of behaviour management in Ghanaian schools.

**Invitation**

You are being invited to consider taking part in this research, which involves Interviews for you. You can decline to participate in this interview. This project is being undertaken by Ibrahim M. Gunu ([m.ibrahim@keele.ac.uk](mailto:m.ibrahim@keele.ac.uk)) under the supervision of Dr. Victoria Door (email: [v.m.door@keele.ac.uk](mailto:v.m.door@keele.ac.uk)).

Before you decide whether or not you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please take time to read this information carefully and do feel free to ask me if there is anything that is unclear or if you would like more information.

**Why have I been invited?**

You are being invited to take part in this study because you are a headmaster/mistress or senior house master/mistress who has the requisite experiences and roles in behaviour management in the school.

**Do I have to take part?**

You are free to decide whether you wish to take part or not and that you need not supply any person (including myself) or education directorate/institution with any reason for your decision. If you decide to take part in this voluntary exercise you can withdraw from this research at any time without assigning any reason. If you do decide to take part please inform the researcher about your decision using the reply slip to be deposited in a big envelope in the staff common room provided by the researcher or by email ([m.ibrahim@keele.ac.uk](mailto:m.ibrahim@keele.ac.uk)).

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If you decide to take part, you need to fill in the reply slip to be followed by signing of two consent forms; one is for you to keep and the other is for our records. Then a suitable time will be made to interview you which will be audio recorded semi-structured interview with the researcher in your school and transcribed verbatim for analysis.

**What are the benefits (if any) of taking part?**

Taking part in this study would help contribute to research into the general development of behaviour management in schools, which has the ultimate aim of making schools a better place to learn and work.

**What are the risks (if any) of taking part?**

There are no disadvantages or risks to you (as the headmaster/mistress or senior house master/mistress) in taking part in the study.

**How will information about me be used?**

The results (including anonymised direct quotes) will be included in the final research report and will subsequently be presented to Keele University for a PhD qualification. No individual person or school will be identified in quotes, reports, presentations or summaries. The data collected will not be retained for use in future.

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I do however have to work within the confines of current legislation over such matters as privacy and confidentiality, data protection and human rights and so offers of confidentiality may sometimes be overridden by law. For example in circumstances whereby I am concerned over any actual or potential harm to yourself or others I must pass this information to the relevant authorities. Whilst noting the absence of data protection law in Ghana this issue is explained in the light of the following legal framework;

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at Faculty of Education in Ghana. I have been granted a scholarship by the Commonwealth Commission to do this PhD.

**Who has reviewed the study?**

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**What if there is a problem?**

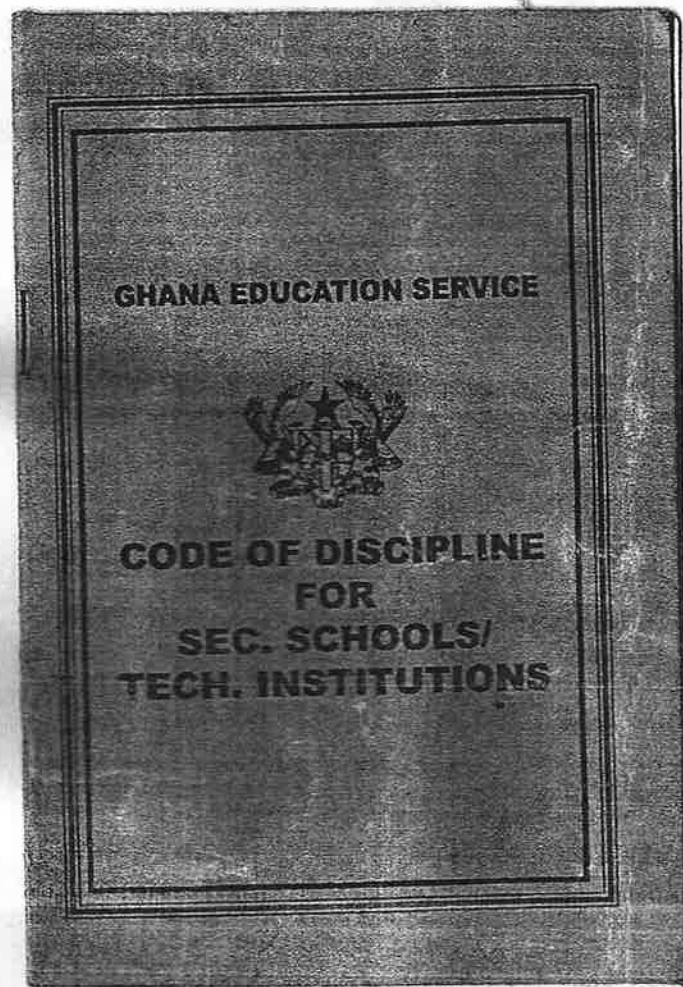
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**UNIFIED CODE OF  
DISCIPLINE  
FOR SECONDARY SCHOOLS/  
TECHNICAL INSTITUTIONS**

**GHANA EDUCATION SERVICE  
UNIFIED CODE OF DISCIPLINE  
FOR SECONDARY SCHOOLS/TECHNICAL  
INSTITUTIONS**

1. This code of discipline is based on the principle that punishment is to reform. However, the punishment should be severe enough to act as a deterrent to others.
2. The purpose of this code is not to prescribe punishment for every offence committed but to provide a guide on the disciplinary measures that may deter students from committing offences and compel them to exercise self-control and self-discipline in their day-to-day activities. It may also serve as a guide to Heads in applying limits of sanctions, in addition to the humane approach they are expected to adopt in all matters relating to discipline in schools.

1

3. The setting up of Committees with student representation on them to deal with all aspects of school life is highly recommended. It is hoped that P.T.A. and School Committees such as Food/Dining Hall/Canteen/Transport/Entertainment/Sports and Disciplinary Committees as well as Students Representative Councils will help to maintain the desired discipline in schools.
4. Above all, the co-operation of members of staff is much desired and all effort must be made to cultivate mutual trust between Head, Staff and Students. It is expected that the experience, tact and firmness of the Head of institution will be brought to bear on all decisions.

5. Heads must ensure that all cases of indiscipline are thoroughly investigated by their Disciplinary Committee. In all these

2

investigations, students must be given a hearing.

6. Cases which in the opinion of the school authorities merit dismissal should be referred immediately to the Board of Governors. In the absence of a Board of Governors, the case should be referred to the District Education Officer.

7. In accordance with the constitution of the Boards of Governors for Senior Secondary Schools, Heads of institutions are responsible for the maintenance of discipline in their institutions and in the exercise of these powers to seek approval of the Board of Governors. However, decisions by the Board of Governors on dismissals are to be reported to the Director-General through the Regional Director for approval.

3

8. Under normal circumstances suspension should not exceed two weeks.

9. Caning should not exceed six strokes and must be administered by the Head of institutions or his/her representative and recorded. Caning at School Assemblies should be avoided.

4

**RECOMMENDED PUNISHMENT  
FOR OFFENCES**

<u>OFFENCE</u>	<u>ACTION</u>
1. Cheating in internal examination	- Cancel Paper and for the First Offence - Suspension; Dismissal for subsequent Offence.
2. Drunkenness	- First Offence - Suspension; Second Offence - Dismissal.
✓ 3. Incitement to riot/Rioting	- Suspension (for those pressurised in rioting); Dismissal (for ring-leaders) Parents should be made to pay for cost of damages
✓ 4. Sexual mis-conduct	- Withdrawal. (Dismissal for cases of rape).

5

5. Anonymous letters giving false information	- First Offence "Warning"; - Second Offence - Suspension.
6. Deliberate distortion of facts/Character assassination	- First Offence - Suspension; - Second Offence - Dismissal.
✓ 7. Flouting the authority of the Head and other members of Staff.	- First Offence - Caning; Second Offence - Suspension; Third Offence - Dismissal.
8. Assault on members of Staff and their dependants	- Dismissal
✓ 9. Assault on groups of Students.	- First Offence - Suspension Second Offence - Withdrawal.

6



- 10. Wee possession, smoking and drug abuse - First Offence - Suspension; Second Offence - Dismissal  
Recommendation for Psychiatric Treatment, if necessary).
- 11. Pregnancy - Withdrawal and Transfer
- 12. Termination of Pregnancy/ Abortion - Dismissal
- 13. Breaking bounds/ Truancy, including refusal to attend classes or official functions. - First Offence - Manual work with counselling; Second Offence - Suspension; Third Offence - Withdrawal
- 14. Travelling outside school/town without permission - First Offence - Suspension Second Offence - Withdrawal (from Boarding House)  
7

**XXXX SENIOR HIGH/TECHNICAL SCHOOL  
UNIFIED CODE OF DISCIPLINE FOR SECONDARY  
SCHOOLS /TECHNICAL INSTITUTIONS  
RECOMMENDED PURNISHMENT FOR OFFENCES**

OFFENCE	ACTION
1. Cheating during Internal Examination	Cancel paper and for the first offence suspension; dismissal for Subsequent Offence.
2. Drunkenness	First offence - Suspension. Second offence - Dismissal.
3. Incitement to riot/rioting	Suspension (for those pressurized in Rioting Dismissal (for ring leaders) Parents should be made to pay for cost of damages.
4. Sexual misconduct	Withdrawal (dismissal for cases of rape).
5. Anonymous letters giving false information	First offence - Warning. Second offence - Dismissal.
6. Deliberate distortion of facts/Character assassination	First offence - Warning. Second offence - Dismissal.
7. Flouting the authority of the Head master and other members of staff	First offence - Caning. Second offence - Caning. Third offence - Dismissal.
8. Assault on members of staff and their departments	Dismissal.
9. Assault on group of students	First offence - Suspension. Second offence - Dismissal.
10. Wee possession smocking and drug abuse	First offence - Suspension. Second offence - Dismissal. Recommendation for Psychiatric Treatment if necessary.
11. Pregnancy	Withdrawal and Transfer.

Appendix 7B (School A)

12. Termination of Pregnancy Abortion	Dismissal.
13. Breaking bounds/ Truancy including refusal to attend classes or official functions	First offence - Manual work with counseling. Second offence - Suspension. Third offence - Withdrawal.
14. Traveling outside school/ Town without permission	First offence - Suspension. Second offence - Withdrawal (from Boarding house).
15. Leaving school under false pretences	First offence - Warning. Second offence - Suspension. Third offence Withdrawal.
16. Fighting	First offence - Manual work. Second offence - Suspension. Third offence - Withdrawal.
17. Petty Theft	First offence - Warning. Second offence - Withdrawal from Boarding house with restitution in all cases.
18. Stealing	First offence - Suspension. Second offence - Dismissal with restitution in all cases.
19. Failure to write examination	19. First offence - warning (and in addition to be made to write the exam papers).
20. Flouting the authority of School	20. First offence - Warning. Second offence - Manual work. Third offence - Withdrawal.
21. Bleaching, painting of finger nails and using chemicals on the hair	21. First offence -Manual work Second offence- Suspension

***NB: Notwithstanding the above guidelines, each case should be considered on its own merit.***

**SCHOOL: RULES**

**AND**

**REGULATIONS**

2

**UNIFIED CODE OF DISCIPLINE FOR SENIOR HIGH  
SCHOOL/TECHNICAL INSTITUTION  
RECOMMENDED PUNISHMENT FOR OFFENCE / ACTIONS**

1. **Cheating in internal examinations:** First offence, too repeat Class Dismissal for subsequent offence.
2. **Drunkenness:** First offence, Suspension, Second offence, Dismissal.
3. **Wee possession, smoking and drug abuse:** Dismissal (Recommendation for psychiatric treatment, if necessary).
4. **Incitement to riot/rioting:** Suspension (for those pressured into rioting) Dismissal (for ring-leaders parents should be made to pay for damages).
5. **Sexual misconduct:** withdrawal. (Dismissal for rape cases).
6. **Anonymous letters giving false:** First offence, warning second offence, suspension, third offence dismissal.
7. **Flouting the authority of the head and other member of staff:** First offence, Caning, second offence, suspension, third offence, dismissal.
8. **Deliberate distortion of facts, character assassination:** first offence, suspension, second offence dismissal.
9. **Assault on members of staff and their dependants:** dismissal.

3

## Appendix 7C (School B)

10. **Assault on group of students:** First offence suspension second offence withdrawal from school.
11. **Pregnancy:** withdrawal and transfer.
12. **Termination of pregnancy/abortion:** Dismissal.
13. **Breaking bounds/truancy including refusal to attend classes or official functions:** First offence, manual work with counseling. Second offence, suspension. Third offence withdrawal.
14. **Traveling outside school town without permission:** First offence, suspension. Second offence, withdrawal (from boarding house/school).
15. **Leaving school under false pretense:** First offence, warning. Second offence, withdrawal (from school).
16. **Fighting:** First offence, manual work. Second offence, suspension. Third offence, withdrawal.
17. **Petty theft/pilfering:** First offence, warning. Second offence, withdrawal from school (with restitution in all cases)
18. **Stealing:** First offence suspension second offence dismissal (with restitution in all cases)
19. **Failure to write examination without justifiable cause:** withdrawal.
20. **Flouting the authority of school prefects or seniors:** First offence manual work. Second offence, withdrawal from school.
21. **Carrying food from dining hall to dormitory:** First offence manual work.  
Second offence enrolled as day student.
21. **Carrying food from dining hall to dormitory:** First offence manual work. Second offence enrolled as day student.
22. **Failure to attend evening prep (studies):** First offence manual work. Second offence, enrolled as day student.
23. **Making unnecessary noise to disturb the peace of the school:** First offence manual work. Second offence enrolled as a day student.
24. **Failure to attend classes:** First offence manual work. Second offence withdrawal.
25. **Doing anything likely to tarnish the image of the school:** to be considered on its own merit.
26. **Bleaching of the skin and using chemicals in the hair, finger nails etc.:** manual work, suspension.
27. **Failure to wear prescribed school uniform**
  - (a) Manual labour
  - (b) Suspension withdrawal.

**NAVRONGO SENIOR HIGH SCHOOL**

**RULES AND REGULATIONS, AND RECOMMENDED**

**PUNISHMENT FOR OFFENCES**

- 1. **CHEATING IN INTERNAL EXAMINATIONS:**  
First offence, cancellation of paper; second offence, dismissal
- 2. **DRUNKENNESS:** First offence, suspension; Second offence, dismissal.
- 3. **INCITEMENT TO RIOT/RIOTING:**  
Suspension (for those pressurized into rioting), and dismissal (for ring leaders). Parents should be made to pay for cost of damages.
- 4. **SEXUAL MISCONDUCT:** Withdrawal from boarding house (if boarder) and ground work or suspension (if day student).
- 5. **ANONYMOUS LETTERS GIVING FALSE INFORMATION:** First offence, suspension.  
4
- 6. **DELIBERATE DISTORTION OF FACTS/ CHARACTER ASSASSINATION:** First offence, suspension. Second offence, dismissal.
- 7. **FLOUTING THE AUTHORITY OF THE HEADMISTRESS/ OTHER MEMBERS OF STAFF:** First offence, caning and ground work. Second offence, suspension. Third offence, dismissal.
- 8. **ASSAULT ON MEMBERS OF STAFF AND THEIR DEPENDENTS:** Dismissal.
- 9. **ASSAULT ON A STUDENT/GROUP OF STUDENTS:** First offence, suspension. Second offence, withdrawal from boarding house (if boarder) and caning plus ground work (if day student(s)).

- 10. WEE POSSESSION, SMOKING AND DRUG ABUSE:** First offence, suspension. Second offence, dismissal, (recommendation for psychiatric treatment, if necessary).
- 11. T E R M I N A T I O N O F PREGNANCY/ABORTION:** Dismissal.
- 12. BREAKING BOUNDS / TRUANCY INCLUDING REFUSAL TO ATTEND SCHOOL OFFICIAL FUNCTIONS:** First offence, manual work with counseling. Second offence, suspension. Third offence, withdrawal from boarding house/dismissal.
- 13. TRAVELLING OUTSIDE SCHOOL TOWN WITHOUT PERMISSION:** First offence, suspension. Second offence, withdrawal from boarding house.
- 14. LEAVING SCHOOL UNDER FALSE PRETENSES:** First offence, suspension. Second offence, withdrawal from boarding house.
- 15. FIGHTING:** First offence, manual work. Second offence, suspension. Third offence, withdrawal from boarding house/ dismissal (with resolution in all cases)
- 16. STEALING:** First offence, withdrawal from boarding house/dismissal.
- 17. FAILURE TO WRITE EXAMINATION WITHOUT JUSTIFIABLE CAUSE:** First offence, warning, (and in addition made to write the examination and bear the cost). Second offence, withdrawal from school.
- 18. FLOUTING THE AUTHORITY OF SCHOOL PREFECTS OR SENIORS:** First offence,

- manual work. Second offence, suspension.  
Third offence, withdrawal from school.
- 19. REFUSAL TO ATTEND PREPS/CLASSES:** First offence, warning. Second offence, ground work. Third offence, withdrawal from boarding house.
- 20. FOUND IN THE DORMITORY DURING CLASSES /PREP HOURS WITHOUT JUSTIFIABLE REASON:** First offence, ground work. Second offence, suspension. Third offence, withdrawal from boarding house/suspension (if day student).
- 21. EATING AFTER 10:00PM:** First offence, warning. Second offence, ground work. Third offence, suspension.
- 22. DISOBEYING PREP OVER/LIGHT OUT:** First offence, ground work. Second offence, suspension. Third offence, withdrawal from boarding house.
- 23. BULLYING:** Indefinite suspension.
- 24. IMPROPER DRESSING:** First offence, seizure of dresses and warning. Second offence, ground work/suspension.
- 25. UNAUTHORISED USE OF OTHER STUDENTS' PROPERTY:** First offence, ground work. Second offence, suspension.
- 26. UNNECESSARY NOISE MAKING AFTER LIGHT OUT AND CAUSING ALARM:** First offence, warning. Second offence, ground work. Third offence, suspension.
- 27. UNLAWFUL EATING OF OTHER STUDENTS' FOOD /SENDING MORE THAN ONE BOWL TO DINNING HALL TO COLLECT FOOD:** First



offence, ground work. Second offence, suspension. Third offence, withdrawal from boarding house.

**28. PILFERING OTHER STUDENTS' PROPERTY / FORCEFUL (ILLEGAL) USE OF OTHER STUDENTS' PROPERTY:** First offence, warning. Second offence, ground work. Third offence, suspension.

**29. OBSERVING PREP TIME IN A DIFFERENT CLASS:** First offence, warning. Second offence, ground work.

**30. DISTURBING DURING PREP/CLASSES:** First offence, warning. Second offence, ground work.

**31. SPOILING SCHOOL PROPERTY:** Student to pay for the cost of the property in all cases. First offence, removal from boarding house

and caning (if day student). Second offence, suspension. Third offence, withdrawal from the school.

**32. ABSENCE FROM SCHOOL GATHERINGS:** Punishment for rule 12 will apply.

**33. RECEIVING/MARKING TELEPHONE CALLS DURING CLASSES/ PREP HOURS:** First offence, warning. Second offence, ground work. Third offence, suspension.

**34. POSSESSION AND USE OF MOBILE PHONES/ELECTRICAL GADGETS:** Seizure of items in all cases. First offence, ground work. Second offence, suspension. Third offence, withdrawal from the school.

**35. REMOVING CLASSROOM / DINING HALL FURNITURE OUT AND LEAVING THEM TO THE VAGARIES OF THE WEATHER:** First

offence, ground work. Second offence, suspension. Third offence, withdrawal from the school.

**36. FOUND IN THE OPPOSITE SEX'S DORMITORY:** First offence, ground work/suspension. Second offence, withdrawal from the boarding house.

**37. STUDENTS WHO COME IN OR PICKED UP BY VEHICLES AT THE DORMITORY:** First offence, ground work. Second offence, suspension.

**38. ENTERTAINING VISITORS ON NON-VISITING DAYS / AFTER VISITING HOURS:** First offence, warning. Second offence, ground work. Third offence, suspension.

**39. POSSESSION OF OFFENSIVE WEAPONS / KEEPING OF BICYCLES / MOTORBIKES IN THE DORMITORY/PROTECTING OTHERS**

**OTHER STUDENTS/HOSTING VISITORS:** First offence, ground work. Second offence, punishment for RULE 7 will apply.

**40. BOARDING STUDENTS RENTING ROOMS:** Withdrawal from the boarding house.

**41. STUDENTS MOVING INTO THE BOARDING HOUSE WITHOUT AUTHORISATION:** First offence, warning and sending home. Second offence, indefinite suspension.

## Appendix 7E (School C)

**xxxx SENIOR HIGH SCHOOL****CODE OF DISCIPLINE FOR STUDENTS**

<b>NO.</b>	<b>OFFENCE</b>	<b>SANCTIONS</b>
1.	Examination Malpractices (Internal)	Cancellation of Paper and Internal Suspension for not less than Two Weeks in Hard Labour. Any subsequent offence will attract withdrawal
2.	Refusal To Write Examination (s)	a) Student Scores Zero Marks in Paper(s) not written b) Any Subsequent Refusal to Write, he or she shall be Withdrawn from the School.
3.	Anonymous Letters/Giving False Information	Suspension/Withdrawal from school
4.	Deliberate Distortion of Facts/Character Assassination.	1 <sup>st</sup> Offence: Caning and Signing of Bond 2 <sup>nd</sup> Offence: Withdrawal from School
5.	Fighting	Suspension/Withdrawal
6.	i) Assault on Group of Students/A Student ii) Assault on Member of Staff and /or their Dependent(s)	i) Suspension/Withdrawal ii) Withdrawal from the School
7.	i) Flouting the Authority of School Prefect or Seniors i) Flouting the Authority of the Head and Other Members of Staff	1 <sup>st</sup> Offence: Caning/warning Bond and Counselling 2 <sup>nd</sup> Offence: Withdrawal from School Caning/Suspension/Withdrawal
8.	Incitement of Riot/Rioting	Suspension of those who Rioted Dismissal (for ring leaders) Parents should be made to pay for cost of damaged items
9.	Petty Theft	1 <sup>st</sup> Offence: Warning/Manual Labour/Counseling 2 <sup>nd</sup> Offence: Withdrawal (with restitution in all cases)
10.	Stealing	Suspension/Withdrawal Culprit to pay back cost of stolen item(s)/Counselling.
11.	Drunkenness & Cigarette Smoking	Suspension/Withdrawal
12.	Marijuana (Wee) Possession/Smoking	Dismissal & handed over to police (also, recommendation for Psychiatric checkup if necessary)
13.	Breaking Bounds	Caning/Suspension/Withdrawal
14.	Leaving School Under False Pretence	Suspension/Withdrawal
15.	Travelling Outside School Under False Pretense	Suspension/Withdrawal

Appendix 7E (School C)

16.	Sexual Misconduct (Including Lesbianism/Gay)	Withdrawal (Dismissal for Cases of Rape; refer to Police)
17.	Pregnancy	Withdrawal from School and Transfer
18.	Termination of Pregnancy	Dismissal
19.	Late Return from Vacations/Mid-Term/Exeat etc.	Internal Suspension with graduated manual labour according to the number of days spent After 7 Days: Deboardinization/Withdrawal
20.	Possession of Lethal Weapons, e.g. Knives, Pistols, Guns, Bows and Arrows and Other Offensive Weapons	Confiscation/Seizure and Dismissal Refer to Police
21.	Use or Possession of Unauthorized Attire/Footwear	1 <sup>st</sup> Offence: Confiscation with warning/Punishment 2 <sup>nd</sup> Offence: Suspension/Deboardinization
22.	Refusal to Participate in Approved School Activities (Classes/ Prep/ Dining/ Entertainment etc.)	1 <sup>st</sup> Offence: Punishment with warning 2 <sup>nd</sup> Offence: Suspension 3 <sup>rd</sup> Offence: Withdrawal/Dismissal
23.	Bullying/Molestation	Suspension/Withdrawal
24.	Extortion/Gambling	Refund/Suspension/Withdrawal
25.	Willful Destruction/Damage of School Property	Replacement/Dismissal
26.	Anti-Social Behavior e.g. Disrespect and Insolence towards School Authorities e.g. Insult, Cat-calls, Hooting, use of obscene Language/Songs etc.	Suspension/Withdrawal
27.	Use of Unauthorized Electrical Appliances e.g. Stove, Radio, Cassette Players	1 <sup>st</sup> Offence: Confiscation/Internal Suspension Hard Labour 2 <sup>nd</sup> Offence: Confiscation & Indefinite Suspension
28.	Cooking in Dormitory	1 <sup>st</sup> Offence: Confiscation/Internal Suspension Hard Labour 2 <sup>nd</sup> Offence: Removal from Boarding House.
29.	Punishment by proxy i.e. Where a punished offender invites another person to do his/her punishment.	Suspension of offenders and Invitee
30.	Receiving Visitors at Unapproved/Unauthorized times and Places	1 <sup>st</sup> Offence: Internal Suspension in Hard Labour & Bond

Appendix 7E (School C)

		2 <sup>nd</sup> Offence: Deboardinization/Indefinite Suspension
31.	Unlawful Harboring of Visitors	1 <sup>st</sup> Offence: Internal Suspension in Hard Labour & Bond 2 <sup>nd</sup> Offence: Withdrawal /Dismissal.
32.	Indecent/Improper Dressing	1 <sup>st</sup> Offence: Immediate correction to a decent/acceptable level 2 <sup>nd</sup> Offence: Internal Suspension in Hard Labour & Bond 3 <sup>rd</sup> Offence: Withdrawal
33.	Visiting Staff Residence Without Permission	1 <sup>st</sup> Offence: Internal Suspension in Hard Labour & Bond 2 <sup>nd</sup> Offence: Withdrawal
34.	Secret religious Activities/Occultism	Summarily Dismissal
35.	Destruction of Flowers/Plants/Economic Tress	Suspension
36.	36 Use of Mobile Phone	Confiscation & Suspension
37.	Forging of Signatures	Withdrawal
38.	Tempering With Wiring System (Illegal Connection)	Withdrawal
39.	Trading (in any form)	Confiscation/Warning/Withdrawal
40.	Use of Unauthorized Routes	Suspension/Withdrawal

I have **read** and **understood** the Code of Discipline for students of XXX

Senior High School. I **accept** and **will abide** by the code.

STUDENT'S NAME: .....

SIGNATURE: ..... DATE: .....

ADMISSION NO. .... CLASS: ..... HOUSE: .....

PARENT'S NAME: .....

SIGNATURE: ..... DATE: .....

# GHANA EDUCATION SERVICE



REPUBLIC OF GHANA

In case of reply the  
number and date of this  
letter should be quoted

My Ref. No.: EP.241/GES/NR/VOL.6/23

Regional Education Office  
P.O. Box 4, E.R.  
Tamale.

Tel. No.: 037 - 2023165  
Fax No.: 037 - 2024716

Your Ref. No.....

23<sup>rd</sup> September, 2014

## **PERMISSION TO UNDERTAKE RESEARCH**

I write to inform you that, approval has been given Mr. Ibrahim Gunu the bearer of this letter who is a PhD Student in Education at Keele University and a lecturer in the Faculty of Education, University for Development Studies who is seeking for permission to conduct research in your school as part of his Doctoral Degree programme.

The main objective of his research is to explore the issues surrounding how discipline is maintained in the name of behaviour management in Ghanaian Schools.

The research will involve observation and Interviews (teachers/classroom meetings).

Please grant him all assistance he will need to carry out his research.

Thank you.

PAUL A. APANGA (MR.)  
REGIONAL DIRECTOR (NR)

**TO WHOM IT MAY CONERN**

# GHANA EDUCATION SERVICE

*In case of reply, the number and date of this letter should be quoted.*

*Our Ref GES/KNM/424*

*Your Ref.....*

*TEL N<sup>o</sup>. 03822-22160,*

*Fax: 0382-22378*

*Email: kassenanankana@yahoo.co.uk*



GOVERNMENT OF GHANA

KASENA-NANKANA MUNICIPAL  
EDUCATION OFFICE  
P.O. BOX 56  
NAVRONGO

6<sup>th</sup> February, 2015

**PERMISSION TO CONDUCT RESEARCH AT NAVRONGO SENIOR HIGH  
SCHOOL AS PART OF A DOCTORAL DEGREE PROGRAMME  
(MR. IBRAHIM M. GUNU)**

In line with the above caption, I wish to inform you that permission has been granted to Mr. Ibrahim M. Gunu to conduct his research at Navrongo Senior High School. I will also want to plead with you to give him the necessary assistance needed.

Attached is the letter requesting for permission with all the detail information for your attention and necessary action.

Thank you.

  
**AUGUSTINE G. AYIREZANG  
MUNICIPAL DIRECTOR**

cc: Mr. Ibrahim M. Gunu  
U.D.S  
Navrongo

**GHANA EDUCATION SERVICE  
TECHIMAN MUNICIPALITY**



Republic of Ghana

In case of reply the number and date  
of this letter should be quoted

Tel. No: 0352522628  
Email: techmuedu2012@gmail.com

My Ref. No. GES/TEM/134/v2  
Your Ref. No:

Post Office Box 12,  
Techiman, B/A,  
Ghana.

4<sup>th</sup> February, 2015

**PERMISSION**

The bearer of this letter Mr. Ibrahim M. Gunu, a PhD student at Keele University and Lecturer University for Development Studies has been granted permission to use your institution as his case study for his project work.

I would be grateful if your outfit could grant him the necessary assistance.

Thank you.

A handwritten signature in black ink, appearing to read 'Philip Obeng-Adjei'.

**PHILIP OBENG-ADJEI (VERY REV)  
MUNICIPAL DIRECTOR  
GES- TECHIMAN**





## RESEARCH AND ENTERPRISE SERVICES

21<sup>st</sup> January 2015

Ibrahim Mohammed Gunu  
Social Sciences RI  
Keele University

Dear Ibrahim,

**Re: Teachers' involvement in positive student behaviour management in senior high schools in Ghana**

Thank you for submitting your application for review. I am pleased to inform you that your application has been approved by the Ethics Review Panel. The following documents have been reviewed and approved by the panel as follows:

Document	Version	Date
Summary Proposal	1.1	11/01/2015
Letter of Invitation	1.2	11/01/2015
Information Sheet – subject teachers	1.3	11/01/2015
Consent Form – interviews	1.4	11/01/2015
Consent Form – for use of quotes	1.5	11/01/2015
Reply Slip	1.6	11/01/2015
Interview Topics	1.7	11/01/2015
Consent Form – Observation	1.8	11/01/2015
Information Sheet – Students	1.9	11/01/2015
Letter to Ghana Education Service	1.10	11/01/2015
Letter to heads of institutions	1.11	11/01/2015
Letter to parents	1.12	11/01/2015
Information Sheet - management	1.13	11/01/2015

If the fieldwork goes beyond the date stated in your application, you must notify the Ethical Review Panel via the ERP administrator at [uso.erps@keele.ac.uk](mailto:uso.erps@keele.ac.uk) stating ERP1 in the subject line of the e-mail.

If there are any other amendments to your study you must submit an 'application to amend study' form to the ERP administrator stating ERP1 in the subject line of the e-mail. This form is available via <http://www.keele.ac.uk/researchsupport/researchethics/>



**RESEARCH AND ENTERPRISE SERVICES**

If you have any queries, please do not hesitate to contact me via the ERP administrator on [uso.erps@keele.ac.uk](mailto:uso.erps@keele.ac.uk) stating ERP1 in the subject line of the e-mail.

Yours sincerely

A handwritten signature in cursive script that reads 'Heidi'.

pp

**Dr Jackie Waterfield**  
**Chair – Ethical Review Panel**

CC RI Manager

KEELE UNIVERSITY

RESEARCH INSTITUTE OF SOCIAL SCIENCE AND HUMANITIES

**OBSERVATION GUIDE**

Class:

Date of observation:

Time:

Subject/venue:

Kind of misbehaviour/offence	Observed cause of student misbehaviour	School/Teacher's Response to student misbehaviour/Disciplinary measure	Response of student to teachers' disc. measure

**School observation report**

The findings in part of the report relates to the individual teachers in the classroom in various schools.

<b>Schools</b>	<b>Observations</b>	
<b>School A</b>	<b>Perceived Misbehaviour</b>	<b>Teacher's response</b>
<b>T1A</b>	Lateness to class	Unnecessary blame of students
	Talking in the classroom	Student asked to leave the classroom
	Student reading a book whilst the teacher is teaching	The teacher took the book from the student
<b>T2A</b>	<ul style="list-style-type: none"> <li>• Lateness to class</li> </ul>	Students asked not to come inside the classroom
	<ul style="list-style-type: none"> <li>• Eating in the classroom</li> </ul>	Student asked to stop eating
	<ul style="list-style-type: none"> <li>• Talking in the classroom</li> </ul>	Unnoticed
	<ul style="list-style-type: none"> <li>• Student doing different things whilst the teacher is teaching</li> </ul>	Unnoticed
<b>T3A</b>	<ul style="list-style-type: none"> <li>• Lateness to class</li> </ul>	Students asked to kneel in front of the laboratory
	<ul style="list-style-type: none"> <li>• Student asked to stop eating</li> </ul>	Unnoticed

Appendix 11

	<ul style="list-style-type: none"> <li>Excessive clearing of throat</li> </ul>	No response from the teacher
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Schools	Observations	
School B	Perceived Misbehaviour	Teacher's response
T4B	<ul style="list-style-type: none"> <li>Teaching whilst student is reading.</li> </ul>	Unnoticed
	<ul style="list-style-type: none"> <li>Excessive coughing.</li> </ul>	No response from the teacher
	<ul style="list-style-type: none"> <li>Lateness to class</li> </ul>	No response for the first observation. Student cautioned in the second observation
	<ul style="list-style-type: none"> <li>Student talking whilst the teacher is teaching</li> </ul>	Unnoticed
T5B	<ul style="list-style-type: none"> <li>Teacher teaching whilst a student is doing something else</li> </ul>	Unnoticed
	<ul style="list-style-type: none"> <li>Extreme lateness (25-30mins)</li> </ul>	Student is caned

Appendix 11

	<ul style="list-style-type: none"> <li>• Sleeping in the class</li> </ul>	Student asked to stand in front of the class
<b>T6B</b>	<ul style="list-style-type: none"> <li>• Lateness to class</li> </ul>	Students cautioned
	<ul style="list-style-type: none"> <li>• Students talking</li> </ul>	Unnoticed
	<ul style="list-style-type: none"> <li>• Student banging a door</li> </ul>	No action

<b>Schools</b>	<b>Observations</b>	
<b>School C</b>	<b>Perceived Misbehaviour</b>	<b>Teacher's response</b>
<b>T7C</b>	Talking in the class whilst teacher is teaching	Student asked to stand up
	Lateness to class	Student asked to kneel outside the classroom
	Student reading whilst teacher is teaching	Teacher took away the book in first observation and in the second observation it was unnoticed
	Sleeping in the classroom	Stand asked to stand up
<b>T8C</b>	Student leaves the classroom without permission	No response from the teacher
	Student moves his table to make noise	Student cautioned to stop
	Student doing different things whilst the teacher is teaching	Unnoticed

Appendix 11

<b>T9C</b>	Student sleeping	In the first observation, the student was asked to stand up and in the second observation the teacher woke up the student and cautioned him
	Student reading another book	Unnoticed
	Unnecessary coughing	No response from the teacher

Schools	Observations	
<b>School D</b>	<b>Perceived Misbehaviour</b>	<b>Teacher's response</b>
<b>T10D</b>	Students laughing	Teacher insults them; <i>'stop the donkey behaviour'</i> .
	Student walks out of the classroom without permission	No response from the teacher
<b>T11D</b>	<ul style="list-style-type: none"> <li>• Dragging the table in the class</li> </ul>	No response
	<ul style="list-style-type: none"> <li>• Lateness to class</li> </ul>	No action/ response
	<ul style="list-style-type: none"> <li>• Extreme lateness (25-30 mins)</li> </ul>	No action/ response
<b>T12D</b>	<ul style="list-style-type: none"> <li>• Sleeping in the classroom</li> </ul>	Student asked to stand-up in the class
	<ul style="list-style-type: none"> <li>• Students Laughing whilst teacher is teaching</li> </ul>	Student asked to stop
	<ul style="list-style-type: none"> <li>• Student walks out without permission</li> </ul>	No response from the teacher

## Appendix 11

	<ul style="list-style-type: none"> <li>• Student doing something else whilst the teacher is teaching</li> </ul>	Un-noticed by the teacher
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### School wide observation

**Procedure:** School wide observations were made on issues relating to implementation of school discipline as at the time of the visits.

School wide observations of teachers	Observations (disciplinary measures)
School A	<ul style="list-style-type: none"> <li>• Teachers caning student 7 to 10 strokes for misconduct (in front of the staffroom and the other at the classroom block).</li> <li>• Students kneeling on sand/stones</li> <li>• Slashing of weeds (weeding)</li> <li>• Angry outburst</li> <li>• Showing of hostility towards students</li> <li>• Verbal assault (including insulting)</li> <li>• Unnecessary blame of students</li> </ul>



	<ul style="list-style-type: none"> <li>• Name calling in the presence of others</li> <li>• Harsh criticisms of the students</li> <li>• Excessive shouting</li> </ul>
<b>School B</b>	<ul style="list-style-type: none"> <li>• Teacher caning a student for misbehaviour</li> <li>• Student found during class hours cleaning the gutter</li> <li>• Slashing of weeds (weeding)</li> <li>• Angry outburst</li> <li>• Showing of hostility towards students</li> <li>• Asking students to do 'dirty work' in the school (for example cleaning of gutters) Asking students to do 'dirty work' in the school (for example cleaning of gutters)</li> </ul>
<b>School C</b>	<ul style="list-style-type: none"> <li>• Students cane for lateness to school over 7 strokes</li> <li>• Slashing of weeds (weeding)</li> <li>• Angry outburst</li> <li>• Showing of hostility towards students</li> <li>• Verbal assault (including insulting)</li> <li>• Unnecessary blame of students</li> <li>• Asking students to do 'dirty work' in the school (for example cleaning of gutters)</li> </ul>
<b>School D</b>	<ul style="list-style-type: none"> <li>• Teacher caning a student for misbehaviour (over six strokes)</li> <li>• Students punish to carry stones</li> </ul>

## Appendix 11

	<ul style="list-style-type: none"><li>• Ear pulling</li><li>• Angry outburst</li><li>• Showing of hostility towards students</li><li>• Verbal assault (including insulting</li><li>• Unnecessary blame of students</li><li>• Asking students to do 'dirty work' in the school (for example cleaning of gutters)</li><li>• Cursing a student</li><li>• Excessive shouting</li></ul>
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