UNVERSITY OF EDUCATION, WINNEBA

TEACHERS' UNDERSTANDING AND PRACTICE OF CLASSROOM

DISCIPLINE PRINCIPLES IN GARU AND TEMPANE DISTRICTS

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DECLARATION

STUDENT'S DECLARATION

I, URSULA ABIBATU AZABU, declare that this Project Report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: …………….………………..

DATE: ………………………………………...

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

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DEDICATION

To my late father and mentor, Mr. Moses Musah Azabu. Rest in Peace Dad.

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ABSTRACT

Teachers are by statutes and board regulations in a unique way charged with the direct responsibility for maintaining order in schools. Quite often, teachers use strategies that tend to give more power to themselves such as rules, regulations, punishment and rewards, to maintain order to the exclusion of students' own efforts such as, students' learning to self-regulate their behaviour based on their own experiences. The study investigated teachers' understanding and practice of classroom discipline principles in basic schools in the Garu and Tempane districts. The study employed a quantitative descriptive survey design. Seventeen (17) female teacher respondents were purposively selected, while simple random sampling techniques were used to select forty-three (43) male teachers. Data were collected using a self- designed questionnaire. The data were subjected to frequency and percentage analysis to address all the three research questions. Based on the analysis, the study revealed that majority of teachers' understood classroom discipline in behavioural terms (i.e, the imposition of external controls to compel students to put up the desired behaviour). Specifically, teachers tended to use classroom rules and regulations as their major means of ensuring discipline in class. Again, teachers' seemed to employ more behaviourist principles to a larger extent than constructivist principles. The overall findings were, therefore, that teachers' understand and practice classroom discipline from the behaviourist point of view. It is suggested that the Ministry of Education, the Ghana Education Service and the District directorate of education should organise in-service courses to sensitise teachers about the efficacy and application of constructivist concepts and principles of classroom discipline.

CHAPTER ONE

INTRODUCTION

Background to the Study

The school is an important institution established by society for educating, instilling good morals, reinforcing discipline and modeling the character and behaviours of learners to become responsible adults and future leaders of the society. For this reason, instilling classroom discipline is a priority in both the school's curricular and extra-curricular activities and an indispensable aspect of school effectiveness.

In time past, discipline was seen as a collective effort by all members of the society (parents, family members, community members, etc). People believed that better discipline was a cure for a number of societal ills including juvenile crimes(Charles, 2002). In recent times, it is no longer seen as a collective responsibility but left unto individuals responsible for the upbringing of the youth. The duty / responsibility most often falls primarily upon the shoulders of the classroom teacher (Othanel Smith, 1969).

The nonchalance of society towards issues of discipline today has resulted in several indiscipline challenges severely damaging and permeating all facets of the society such as lawlessness, fighting, arm robbery, kidnapping, rape, assault, brutal killings and attacks, vandalism, violence, child abuse as well as sexual harassment. In line with this, student disciplinary problems / misbehaviour such as absenteeism, rowdyism, strikes, lateness, stealing, bullying and attacks on teachers have also become common and severely damaging the learning climates of schools today (Gallup and Elam, 1988). The indiscipline phenomenon in schools is quite unfortunate for the simple reason that, effective teaching

and learning can only be realized in an orderly, safe and congenial school environment with minimum disruptions rather than in an atmosphere of lawlessness and chaos.

Indeed the need to maintain a safe, orderly and disciplined school environment cannot be over-emphasised. Some researchers have stated that, other efforts to improve schools will not be effective without an orderly, safe and peaceful classroom atmosphere and in a disorderly classroom, the opportunity to learn is severely compromised (Adentwi, 1998). Again, teachers now spent most of their time and energies maintaining discipline than in instruction (the main task of their work) because of too many disturbances. Students do not also have peaceful minds to concentrate on their studies and other activities. These invariably have had serious effects on teachers' performance, students' learning outcomes and the ability of schools to provide adequate knowledge to students to become future leaders and adults in the society.

Being aware of these numerous implications of classroom disciplinary problems on classroom interaction processes, School authorities and teachers make frantic efforts on a daily basis to create the right school environment for effective teaching and learning.

Most often, teachers establish rules and regulations enforced by rewards and punishments as strategies to maintain discipline in class. If students comply to rules, rewards, praises, positive reinforcement are employed but when students break or violate any of the rules, corporal punishments, suspensions, referrals and withdrawals are used. It is common knowledge that, such traditional strategies of classroom discipline have not had a positive effect on disruptive classroom behaviour. Also, these strategies tend to view the processes of classroom discipline as clearly directed by the teacher through the use of

rewards and punishments(external discipline) without teaching students to be responsible in managing their own behaviour and learning(internal discipline).

It must be stated that, there is sufficient evidence in the literature that suggest that in the Western world, school authorities and educators in their efforts to control student misbehaviours have began understanding classroom discipline to include the involvement of students in decisions of classroom disciplinary problems. As a result, they are implementing classroom discipline strategies that teach values and ethics such as, respect, honesty, responsibility, integrity, moral autonomy and self-discipline through the participation and involvement of the student rather than the application of rules enforced by punishments and rewards (Schmidt, 1996).

According to Charles (2002) most educators now make evident a new thrust in discipline - one that emphasises bringing in students as partners in deciding on matters of class behaviour and instruction. Schneider (1996) described the Educational Responsibility Programme used in New York States schools as one that teachers strive to organise their disciplinary programmes to meet students' needs, offer choices, focus on improvement and provide value for efforts. Othanel Smith (1969) states that in the Western world the system of discipline has moved from forced to persuasion and thence in the direction of self-control. Wade (1997) also stated that when students misbehave teachers help them reflect on their behaviour, consider its effects and decide how to proceed from that point.

This paradigm shift in the understanding and practices of classroom discipline strategies favours the constructivist principles of classroom discipline. The proponents of constructivist discipline hold that discipline comes from within a person (internal discipline) and not from outside (external discipline). Therefore, teachers in their efforts to

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maintain classroom discipline should assist, guide and help students to reflect on the causes of their misbehaviours and the effects it will have on them in the future to make meaning for themselves to correct their misbehaviours.

It must be noted that, empirical research studies in Ghana that considered teachers' understanding and practices of the constructivist classroom discipline strategies in basic schools appear to be absent even though there is evidence of classroom indiscipline such as inattention, rude and arrogant behaviours in Ghanaian schools (Adentwi, 1998). Also, there is no research studies known to the present researcher which has comprehensively studied teachers' understanding and practice of classroom discipline in basic schools in the Garu and Tempane districts of the Upper East Region of Ghana. However, a study by Ofosu-Dwamena (2008) that surveyed teachers and students perception of discipline in teacher training colleges in the Eastern Region suggested the use of other alternative strategies to misbehaviour control based on self-discipline rather than corporal punishment.

The primary aim of this research work was to find out teachers' understanding and practice of classroom discipline principles, to what extent teachers practice constructivist classroom discipline principles in addressing indiscipline behaviours in classrooms and teachers' rating of various teacher leadership behaviours as a means of classroom discipline using selected Junior High Schools in the Garu and Tempane districts as case study.

Statement of the Problem

Classroom discipline is crucially important since it creates a safe and fun learning environment and helps to model students to become responsible adults in the future. Throughout the world today, classroom discipline has been identified by various authors

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and researchers(Gallup and Elam, 1988) as one of the problems facing schools and has become an issue of concern for educationists, parents, social reformers, teacher unions, political leaders, policy - makers, the press and the entire public. It is evident that effective teaching and learning will be achieved in a classroom that is well disciplined and free of interruptions whereas an indiscipline classroom will interrupt teaching and learning and affect the quality of instruction.

Quite often, teachers point to students as the cause of indiscipline in class whereas the students also blame teachers as being the cause of much misbehaviour in class (Adentwi, 1998). However, if change is to occur in the educational system as far as classroom discipline is concerned, teachers need to have the right attitude, insights and understandings about the nature, causes and remedies of classroom indiscipline. In the same way, students need to appreciate and recognised their proper role in maintaining effective classroom discipline (Adentwi, 1998).

Most often, teachers understand their role in classroom discipline to be how to ensure students compliance with school rules and regulations and to modify students behaviour through the use of rewards and punishments. These strategies are known to secure quick response to disciplinary measures by way of curtailing indiscipline, but only in the short run and are inferior to more positive approaches in changing behaviour (Skinner, 1968). It is also known that punishment, especially corporal punishment is very detrimental to the health and well-being of children (Gershoff, 2002). This has led to the policy of banning corporal punishment in schools in many countries including Ghana, though a casual visit to a school will reveal that many teachers still engage in corporal punishment.

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There is perhaps, the need for teachers to shift their strategies of discipline from the authoritarian traditional approach of rules and regulations enforced by means of rewards and punishments to helping students to overcome their indiscipline behaviours by themselves. This approach could be a more sustainable way of ensuring discipline in our schools. The literature(Fields and Boesser, 2002; Charles, 2002; Jones and Jones, 1990) seems to suggest that constructivist discipline could be a better means of helping students to become self-disciplined in a sustainable way. Such an approach requires that students learn to self- regulate their behaviour based on their own experiences (internal discipline) under the guidance of the teacher rather than merely following rules and regulations (external discipline).

There is therefore the need for a systematic appraisal of teachers' understanding and practice of classroom discipline principles in ensuring discipline in schools. The core issues for this study are, what are teachers' understanding of classroom discipline? to what extent do teachers' practice constructivist classroom discipline principles?, what are teachers' rating of various teacher leadership behaviours as a means of classroom discipline in Junior High Schools? With particular reference to the Garu and Tempane districts of the Upper East Region of Ghana.

Purpose of the Study

The purpose of the study is to assess teachers' understanding and practice of classroom discipline principles using selected Junior High Schools in the Garu and Tempane Districts as case study.

Objectives of the Study

The aim of this study is to assess teachers understanding and practice of classroom discipline. The core objectives of the study are categorized into three main dimensions which include the following:

- To assess teachers' understanding of classroom discipline

- To evaluate the extent Teachers in Junior High Schools in the Garu and Tempane Districts practice constructivist classroom discipline principles in schools.

- To find out teachers' rating of various teacher leadership behaviours as a means of classroom discipline.

Research Questions

The study attempted to address these formulated research questions:

1. What are teachers' understanding of classroom discipline?

2. To what extent do teachers' in Junior High Schools in the Garu and Tempane Districts practice constructivist classroom discipline principles?

3. What are teachers' rating of various teacher leadership behaviours as a means of classroom discipline?

Significance of the Study

It is hoped that the findings of the study will unravel some of the varied perceptions or understandings of teachers about classroom discipline processes in schools. Teachers will understand the responsibilities expected of them in helping to prevent or deal effectively with indiscipline in the classroom.

Again, the study will provide some information about the need to move classroom discipline strategies to a more constructivist approach in the schools. Teachers will consider the possibilities of moving away from traditional principles of classroom discipline based on behaviour modification towards constructivist classroom discipline principles which lead to self-discipline on the part of students.

Furthermore, the findings of the study will be used to provide professional development training on constructivist classroom discipline strategies to both pre –service and in-service teachers of basic schools in Ghana. Moreover, the study will prove instrumental to the Ministry of Education and Junior High Schools authorities in formulating policies and programmes on classroom disciplinary strategies.

Again, the study will add to existing knowledge in discipline and serve as a reference material for Teachers, school authorities, Curriculum Planners, institutions of Teacher Education, the district education directorates on future studies about classroom discipline. Finally, the study suggests areas of further research.

Delimitations of the Study

The research was conducted in twelve out of the thirty public Junior High Schools in the Garu and Tempane districts. These schools were selected to represent the rural and urban schools because upon casual observation the researcher had a haunch these schools seem to practice classroom discipline differently.

Again, the two districts were originally together until they were separated from each other recently for the purposes of effective governance and administration. Six schools each were selected from each district.

Limitations of the Study

Teachers who were selected initially felt reluctant to answer the questionnaire with the excused that they had no time. Respondents were not given the chance to respond to their own open-ended questions since it was not provided.

The use of questionnaire was not the best method to establish the response of the respondents because their response to the questionnaire might not reflect what they actually practice in the classroom.

Also, vertical related issues of the study such as gender differences in dealing with classroom discipline, rural - urban classroom discipline strategies and nature, teachers' understanding of classroom discipline base on professional qualification and number of years of teaching were not considered due to time, space and resource constraint.

Again, students understanding of discipline strategies especially efforts they make to change their own misbehaviours could have as well be looked at.

Lastly, other districts in the region: Bawku, Pusiga, Talensi, Bongo etc, could have been covered to be able to tell teachers perception and practice of constructivist classroom discipline in the whole Upper East Region for generalisation.

Definition of Terms

Understanding: An awareness, perception, conception or intuitive insight into the truth of something which helps individuals to make a distinction between processes, issues in question.

Discipline: Carey (1994) defines it as "correcting, shaping, or refining the mental facilities or moral character of an individual" cited in (Saunders & Goddard, 2010, p.5)

Behaviour: Charles (2002) defines it as "everything people do, good or bad, right or wrong, helpful or useless, productive or wasteful" (p.2)

Misbehaviour: It refers to behaviours which are willfully and inappropriate for the situation it occurs.

Constructivism: A learning theory based on the assumption/idea that knowledge is actively constructed by the learner. In essence it involves a process whereby learners *construct their own reality or* at least interpret it based upon their perceptions of experiences(Vygotsky, 1978)

Classroom discipline: Adentwi(1998) define it as the prevalence of order within the setting wherein teaching and learning take place with a minimum of misbehaviour for the purposeful attainment of objectives of the school.

Practice: The implementation of some acquired idea or knowledge. To put an idea to use.

Principles: Basic generalisation that is accepted as true and that can be used as a basis for reasoning.

Organisation of the Study

The study consists of five Chapters, Chapter one deals with the background to the study, the statement of the problem, research questions, purpose of the study, significance and organization of the study.

In Chapter two the researcher reviewed related literature on some theories and models of discipline, teachers' understanding of classroom discipline principles, Teachers' practice of principles of classroom discipline, teachers' rating of teacher leadership behaviours in disciplinary control.

Chapter three describes the research methodology used in the study, the research design, the population sample and sample procedures, data gathering instruments data collection procedures and analysis.

Chapter four describes the research findings and chapter five presents the summary of the findings, conclusions and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the theoretical, conceptual and empirical perspectives from which the study is carried out are discussed. The focus primarily, is to bring to light the principles of constructivism by sharpening its theoretical and conceptual focus and to contrast its

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principles with other theories and models of classroom discipline to provide leverage in relation to classroom discipline. The related literature is reviewed under the following sub-headings:

Theories of Classroom Discipline

1. Behaviourist theory
2. Cognitivist theory
3. Humanist theory
4. Constructivist theory

Some models of classroom Discipline.

1. Shaping Desired Behaviour discipline model.
2. Assertive Discipline model.
3. Managing Lessons and Class discipline model.
4. Behaviour as Student Choice discipline model.
5. Democratic Discipline model.
6. Humanist discipline model
7. Constructivist Discipline model.

Teachers' understanding of classroom discipline

Teachers' practice of classroom discipline principles.

Teachers' rating of various teacher leadership behaviours as a means of classroom discipline.

Empirical Studies of a shift to constructivist classroom discipline principles.

Theories of Classroom Discipline

Behaviourist Theory

The Skinnerian theory establishes that behaviour that is rewarded tends to be repeated, while behaviour that receives no rewards tends to be eliminated, therefore in maintaining discipline, one generally rewards good behaviour and punishes bad behaviour (Phillips 1998, 13). Skinner believes that consequences (in other words, what happens to the individual after performing an act), shape an individual's behaviour. When students are reinforced with rewards and punishments, they tend to behave appropriately. This theory is focused on reinforcement and reward than punishment. This reflects the mechanistic world view. For mechanistic theorists, behavioural change comes about when an external force acts upon an object that is inherently at rest.

Terms such as operant behaviour, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcements are used by Skinner to describe the various ways of reinforcing a desirable behaviour in students (Charles 1989, 35-37). According to Van Wyk (2000, 22), Skinner described *Operant behaviour* as a purposeful, voluntary action(teacher ignoring student who misbehaves) *Reinforcing stimuli* (Reinforcers) as rewards that the individual receives directly after performing an appropriate behaviour; if used in a systematic way, they influence an individual's behaviour in a desired direction (asking class mates to clap for a good behaved student). *Schedules of reinforcements* he described as reinforcement produced on an ongoing basis (teacher always given pens to well behaved students) *Positive reinforcement* as the process of supplying a reward that the learners favour (teacher giving good report of students to

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their parents) all rewards can thus be seen as reinforcement and *Negative reinforcement* as taking away something that the learners like(teaching denying a student his break).

The behaviourist theory of discipline further identifies reinforcers as either primary, secondary, social and activity. Primary reinforcers include such things as food and protection and learners do not necessarily have to like them. Secondary reinforcers are reinforcers that students have learned to like which include praise, money and the opportunity to play. Social reinforcers refer to desirable interactive experiences with other people for example learners. They include praising, smiling, patting on the back, hugging and kissing. Finally, activity reinforcers that are enjoyable things to do; e.g. going out to play, having recess and going on a field trip. This theory seems to be well known and popular among teachers. Its principles are most commonly practiced by teachers and school authorities in managing classroom discipline in schools.

Cognitivist Theory

Pioneers in this field are the Gestalt psychologists, Köhler and Wertheimer. This is a psychological approach, which utilises overt behaviour as a clue for deducing what goes on in the mind of students (Gage & Berliner 1992). Cognitivist theory try to comprehend the kind of thinking associated with the particular content to be learned. They make a serious attempt to determine what goes on in the minds of learners, so that they can understand how they read or understand classroom discipline and instructions (Gage & Berliner, 1992).

Cognitive scientists in the field of education study the types of behavioural problems that require different kinds of student cognition. They maintain that if teachers

understand how successful/unsuccessful learners think about these problems, teachers can teach them to think in better ways. Simultaneously, as teachers and educators, we can learn to instruct students in more appropriate ways with the aim of promoting problem solving, transfer of learning, and to encourage cognitive processing of information for better and more effective decision making.

The cognitivist theory place special emphasis on the thinking processes of the learner and consider the learner's active participation not just as responding to circumstances, but as organising and re-organising incoming information in processes of thinking and problem solving. Learning means using mental structures to process information (Tuckman 1992). Cognitivist theorists put themselves into the mind of the learner and try to figure out how information is transformed, stored and retrieved in problem solving. Teachers are therefore encouraged to put themselves in the minds of students to help understand misbehaviours in class for a better solution.

Humanist Theory

Most important humanist authors that shaped this theory were Carl Rogers and Abraham Maslow whose works were mostly orientated on understanding of personality (David, 2015). The theory was developed since the 1960s as a contrast to cognitivist and behaviourist and the perception of a human being as an object in scientific inquiry. Humanism starts from the belief in inherent human goodness and contrasts biological approaches, which claim human behavior and cognition are determined by experience and prior events. Humanists emphasize importance of responsibility for individuals actions,

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present moment, worth of every individual, and happiness through self-achievement as the ultimate living goal.

Furthermore, the theory suggests that learning is a natural desire, a mean of self-actualization and development of personal potentials. The importance of learning therefore lies in the process not outcome. Learners should have more control over the learning process, which should be based on observing and exploring and the teacher should be a role-model encouraging the learner and provide him with reasons and motivation for every new part of the learning process (Rogers, & Freiberg, 1994)

According to DeCarvalho, (1991) humanism is more concerned with personal development which can be fostered by learning, more than with dealing with the results of knowledge acquisition or underlying physical and mental processes. All the other paradigms, when observed in framework of educational practice attempt to quantify learning and knowledge by breaking it up into measurable but often meaningless pieces often out of any context. They associate learning with the classroom and a number of hours, classes, courses, number of textbooks and lectures and finally tests and grades, but very few real life experiences fit into this concept, especially since they aren't measured by grades. Humanism on the other hand associates learning with their own needs in order to achieve self-actualization.

Constructivist Theory

Constructivist theory is grounded in the research of Jean Piaget, Vygotsky, the Gestalt psychologists, Bartlett and Bruner as well as the educational philosophy of John Dewey at the beginning of the 18th century. It is an assimilation of both the behaviourist and cognitive ideals. Prawat and Floden, (1994) states that constructivist theory is based

on the assumption that knowledge is actively constructed by the learner and involves a process whereby learners construct their own reality or at least interpret it based upon their perceptions of experiences. Fleury (1998) also states, it is a range of ideas about the production of knowledge and its construction by groups and individuals.

In general the theory attempts to explain how a desirable behaviour is achieved by students constructing understanding for their misbehaviours in classroom. Students built private understanding of reality through problem solving with others and learning occurs because of the reciprocal effects of assimilation (fitting a new experience into an existing mental structure) and accommodation (revising an existing structure for integrating the new experience into constantly forced to attain equilibrium between them (Abdal- Haqq, 1998). Therefore, students construct their own understanding of discipline problems through their experiences and built knowledge of strategies to solve their disciplinary problems through interpreting and reflecting on their experiences. This reflects the organismic world view. For organismic theorists, behavioural change is inherent in the living organism itself rather than extremely driven.

Myers and McKillop (1996) contend that the knowledge that students build depends upon what they already know, which depends on the kinds of experiences that they have had, how they have organized those experiences into knowledge structures, and what they believe about those experiences. Brewer and Daane (2003) says, constructivism is a theory according to which each student builds knowledge from the inside, through his mental activity, in the environment. According to Kamii (1999), knowledge is constructed from the inside, in interaction with the environment, rather than internalizing it directly from the outside. Prawat (1995) indicates that constructivist discipline involves a dramatic

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change in the focus of discipline putting the learners' own efforts to understand at the centre of the educational enterprise.

It must be noted that, what particular a society calls knowledge does not represent some absolute or ultimate truth, but are simply the most viable interpretation of the experimental world. Meaning is seen as rooted in, and indexed by experience. Therefore, what the teacher considers as the strategy for solving or correcting a student's discipline problem may not really be what is needed. In other words, constructivist theory seeks to help students learn from experiences. Hughes and Carell (1995); Lasser (1994) state that, this theory represents a multi-component approach that is increasingly seen in primary, secondary, and tertiary prevention programmes for school discipline problems. Teachers are to assist students construct knowledge and to reflect and interpret his/ her behaviour which will enable the student to correct the misbehaviour by the self.

Some Models of Discipline

The following are brief descriptions of some models of modern discipline. According to Charles (2002) modern discipline consist of techniques that entice, persuades and assist students, rather than relying on intimidation and punishment to force student compliance. The philosophical underpinnings, psychological assumptions and understanding of the role and function of education in these models vary greatly, as do their degree of comprehensiveness (Steere 1988).

Shaping Desired Behaviour Discipline Model (B. F. Skinner and Followers)

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In maintaining discipline one generally rewards good behaviour and punishes bad behaviour (Phillips, 1998, 13). The shaping desired behaviour model of discipline takes its starting point from the fact that behaviour that is rewarded tends to be repeated, while behaviour that receives no rewards tends to be eliminated. Duke and Meckel (1980) posits that proponents of this model believe that consequences (in other words, what happens to the individual after performing an act) shape an individual's behaviour. The model therefore focuses on reinforcement and reward in changing students behaviour in schools. Reinforcers are like rewards; if used in a systematic way, they influence an individual's behaviour in a desired direction (Charles 1989).

Skinner, described reinforcers to include verbal approval, smiles, "thumbs up," high grades, free reading time, goodies, prizes and rewards. Behavior can be maintained by irregular reinforcement and conditioned by its consequences or strengthened if followed immediately by reinforcement. Also, Behavior is weakened if it is not reinforced. ("Extinction.") or if it is followed by punishment.

Some of the principal teachings of this model are;

1. Much if not most of our voluntary behaviour is shaped as we receive reinforcement immediately after we perform a task

2. Most reinforcing stimuli, if they are to have an effect on behaviour, must be received soon after the behaviour occur.

3. Constant reinforcement provided every time a student performs a desired act, helps new learning become established.

4. Behaviour that are not reinforced soon disappear

5. Punishment often has negative effects in behaviour modification and hence not used in the classroom

The goal of this model to discipline is to decrease the frequency of misbehaviour and replace it with good behaviour (modify student behaviour by reinforcers).

Assertive Discipline Model (The Canters)

Assertive discipline model provides a system of dealing with behaviour at the time it occurs, through a plan that makes the learners responsible for his or her behaviour and resulting consequences Steere (1978,). The Teacher in this model has a clear sense of how students should behave in order for him/her to accomplish his/her teaching objectives.

Carter and Canter (1998), the proponents of this model described some key ideas that form the core of assertive discipline in school which include:

- Students have rights and that they need a caring teacher who will provide warmth attention and support.
- Educators also have rights; they must teach in an environment that is conducive to learning and enjoy support from both parents and learners.

Assertive discipline model is premised on the notion that the teacher's attitude influences his/her behaviour that in turn influences learners' behaviour hence teachers should be able to communicate to the learner what is wrong and provide a model of good behaviour.

This model cannot be described as purely behaviourist in nature, but does contain certain elements of a behaviourist approach. They popularised the concept of rights in the

classroom; the rights of the students to have teachers who help them in a clam, safe environment and the right of a teacher to teach without disruption.

Again, the model focuses on establishing a classroom climate in which needs are met, behaviour is managed humanely, and learning occurs as intended. This can be achieved by attending closely to students' needs, formalising good class rules of attention, talking helpfully with students who misbehaves and establishing a sense of mutual trust and respect.

Some of the principal teachings of this model are;

1. Today students have clear rights and needs that must be met if they are to be taught effectively.

2. Teachers have rights and needs in the classroom as well.

3. The most effective teachers are those who remain in control of their class whiles remembering their roles.

4. Today's teachers must both model and directly teach proper behaviour.

Assertive discipline model has identified varied types of teachers in schools in an assertive environment which include, those who allow themselves to be pushed around and manipulated by learners termed as Non-assertive educators; those who impose control in an arbitrary manner known as ; hostile educators Assertive educators, on the other hand, believe in their abilities and their right to use them to foster learning (Duke and Meckel 1980).

Assertive educators also know when and how to instill good behaviour. Being assertive is different from being aggressive – the goal of assertive discipline is to foster in

educators a feeling that they are in control in the classroom. The assertive approach is based on the philosophy that the teacher knows the way.

Managing Lessons and the Class Discipline Model (Jacob Kounin)

Teaching and discipline were seen as separate entities of education. However, Kounin (1971), the proponent of the improving discipline through lesson management model of discipline identified an interconnection between ways of teaching and control of behaviour: teaching influences discipline. The best way to maintain discipline is to keep students actively engaged in class activities while showing them individual attention. He placed emphasis on how teachers could manage students, lessons, and classrooms so as to reduce the incidence of misbehaviour.

Kounin (1976) focused more on the behaviour of the educator and what the educator should be doing to achieve the desirable behaviour in learners and recommends two techniques that can be used to address learner misbehavior. He terms them as "withitness" and "overlapping".

He describes "withitness" as the educator's attribute of having eyes at the back of his or her heads. The educator must be able to know and see what is happening in his or her class even if he or she is busy with something else. An educator who is "with-it" knows what is going on in the classroom at all times. Overlapping is the ability to attend to two things at the same time. For example, an educator may be helping a small group of learners and also observe that members of the class are not engaging in what is expected.

Some of the principal teachings of this model are as follows:

1. Teachers need to be attentive to all aspects of the classroom.

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2. Effective teachers keep students attentive and actively involved.

3. Teachers should be able to attend to two activities at the same time.

4. Activities should be enjoyable and challenging.

5. Good lesson momentum helps students on track.

6. Smoothness in lesson presentation helps keep students involved.

Kounin concluded that, teachers personality (traits) has little to do with classroom control.

The primary goal of this model of discipline is to keep students actively engaged in class activities while showing them attention and to use organization and planning to produce good classroom management and discipline.

Behaviour as Student Choice Discipline Model (William Glasser)

The model states that all behaviour is an attempt by individuals to satisfy needs that are built into the genetic structure of the brain. In short, all motivation is internal and not external, meaning that motivation is directed from the brain, which makes it cognitive in nature (Palmatier 1988).

Also, the model focuses on students acknowledging their behaviors as responsible or irresponsible and asserts that such behavior will help the student make logical and productive decisions in the classroom. No one can compel or bribe a person into doing quality work (Palmatier 1998). Students choose to behave as they do; nothing forces them. Misbehaviour of students is therefore a bad choice made by students whiles appropriate behaviour is a good choice. The teachers role in discipline consists of continually helping

students to make better behaviour choices. Glasser urges teachers to formulate class rules and consequences and involve students in the process.

There are 4 ways or practices within this discipline model that teachers can use to attain discipline in the classroom:

i) Looking: Here the teachers' responsibility is to observe the student and the situation. The educator reflects on past disciplinary actions that he or she may have used, and implements a new course of action, ii) Questions: In this step the teachers responsibility is to ask the student who is misbehaving various questions that allow the student to reflect on his or her behaviour, iii) Commanding/Reinforcing: This is where the teacher can confront the behavior and put an end to it. Through this procedure one can begin to create a behavioral plan with the student. The teacher must help create this plan but remind the student that they are responsible for their actions, and must engage in the consequences that both the student and teacher have created and iv) Acting and Isolation: If the previous steps do not change the exhibiting behavior, here the teacher is to isolate the student from classroom activities.

Some of the principal teachings of this model are;

1. Students are rational beings who choose to behave as they do.

2. Teachers can think of behaviour choices as good or bad, depending on their outcomes.

3. The teachers' role in discipline is to help students to understand and make good choices.

4. Every class should have an agreed - upon printed set of rules

5. Teachers should accept no excuses for student misbehaviour.

Democratic Discipline Model (Rudolf Dreikurs)

Harlan (1996, 24) states the social discipline model approaches discipline from a cognitivist point of view by holding that behaviour is reasoned and goal directed. The underlying belief of this model is that learners want to belong, to be accepted, and that they are able to choose right from wrong behaviour.

Dreikurs, the proponent of the improving discipline through democratic teaching model sees the prime goal (that of belonging) as an underlying motivator of student behaviour, and identifies the mistaken goals (such as attention, power, and revenge) that students turn to when unable to achieve the primary goal of belonging. Student behaviour is goal directed and people learn best through concrete experiences (Duke & Meckel 1980, 18). Dreikurs (1971) claims that, the key to correcting behavioural problems lies in exploring with the learner the goals prompting the learner's conduct hence a student should be given a chance to make his/her own choices, being fully aware of the consequences of these choices.

The consequences should be logically related to the rightness or wrongness of the choice using and following democratic procedures that allow learners to contribute in the formulation of rules of classroom behaviour. Once the rules are established, the consequences of obeying or disobeying them can be determined. For Dreikurs every learner can attain his/her place in life but needs the active help of the adult (Wolgang & Glickman 1988). As for the educator's behaviour, Dreikurs assumes that the best classroom manager is the educator because he/she has the psychological skills to change learners' behaviour. He urges that educators and students should collaborate to formulate rules of classroom

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behaviour and should link these rules with logical consequences. He gave encouragement a very strong role in how teachers should speak with students to achieve discipline.

Some principal teachings of this model are as follows;

1. Discipline at its best is defined as self-control, based on social interest.

2. Good discipline occurs best in a democratic classroom and not in an autocratic or permissive classroom.

3. When students are able to gain a sense of belonging in the class, they often turn to the mistaken goals.

4. Teachers should learn how to identify mistaken goals and deal with them.

Humanist Discipline Model

Humanist discipline model sees classroom discipline as a philosophy approach that believes learning is viewed as a personal act to fulfill one's potential (Rogers, & Freiberg, 1994). Humanism, a paradigm that emerged in the 1960s, focuses on the human freedom, dignity, and potential. Central to humanistic psychology is self-concept, comprising three fundamentals: self-image (conceptualizing how we behave and perceive our actions); ideal-self (our idealized understanding of ourselves, including our goals and aspirations) and self-esteem or self-worth.

Humanistic psychologists highlight that self-actualization, or reaching one's full potential, is achieved through congruence between self-image and ideal-self: we feel a higher sense of self-worth when our behavior is consistent with our self-image as well as our ideal-self. According to Simply Psychology.com, "unconditional positive regard," particularly during childhood, increases a person's likelihood of self-actualization.

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A central assumptions of humanism, according to Huitt (2001) are;

1. People act with intentionality and values.

2. It is necessary to study a person as a whole, especially as an individual grows and develops over the lifespan.

3. The study of the self, motivation, and goals are areas of particular interest.

4. In humanism, discipline is student centered and personalized.

5. The educator's role is that of a facilitator.

6. Affective and cognitive needs are key

7. The humanistic model emphasizes individuality and self-determination.

8. Behavior is understood from the perspective of the actor rather than the observer

Key proponents of humanism include Carl Rogers and Abraham Maslow. A primary purpose of humanism could be described as the development of self-actualized autonomous people and the goal is to develop self-actualized people in a cooperative, supportive environment

Constructivist Discipline Model

Constructivist discipline model is different from many other models of classroom discipline. It is a more natural, relevant, effective and empowering framework for classroom discipline. Unlike other discipline models which are based on the philosophies that improving classroom discipline is by the power and authority of teachers and school authorities, the constructivist ague that students discipline is improved as students attempt to construct knowledge and make meaning or sense of their experiences (Fields & Boesser, 2002).

Constructivist model describes philosophy of classroom discipline as one that considers the individual student's understanding, knowledge, experiences, reflection and interaction with the environment in the system of discipline. As students construct their own understanding and knowledge of the world through experiencing things in the environment and reflecting on those experiences they make a change in their behaviour (Perkins, cited in Driscoll, 2005).

The Teacher in this model is aware that students' have prior behaviour experiences both at home and from interacting with the environment and built on them in order for him/her to accomplish his/her discipline objectives. Fields and Boesser described some key ideas that is believed to form the core of constructivist discipline in school which include:

1. Students construct meaning from their experiences;

2. Student behavior is dependent on their understanding ;

3.   Guidance is necessary for meaningful discipline

4. Students build their own understanding.

5. Students are allowed some moral autonomy.

Constructivist discipline is founded on the premise that we all construct our own understanding of the world we live in, through reflection of our experiences and knowledge is constructed by the individual through his/her interactions with the environment (Murphy, 1997). Therefore, teachers are to allow students to create interpretations of things base on their experience and inquire about students' understandings of a behaviour before sharing their own understanding of those behaviours.

As well, teachers should guide students to learn responsible behaviors by making many of their own decisions and choices as possible; both poor and good choices. This will

help them to learn from their mistakes as well as their successes. Constructivist discipline can be achieved by allowing students to work on solving their problems and not to be controlled or follow rules and regulations. Teachers are to focus on teaching the student to think critically about his/her misbehavior, help students to construct socially productive behavior rules and values for themselves, act as facilitators rather than prescribers of rules for all discipline problems are not alike.

Some of the principal teachings of this model are;

1. Teachers always strive to help children understand why a behaviour is desirable or undesirable when a misbehaviour occurs.

2. Teachers discipline strategies addresses the cause of misbehaviour to get a better cure and prevent its further recurrence.

3. Teachers provide several choices for students to select the best for themselves instead of imposing a choice on them.

4. Teachers build a mutual relationship with the students.

5. Today students should be encouraged to learn from their experiences since students tend to learn best the lessons learned through their experiences especially from analyzing their mistakes or indiscipline acts.

6. Students are building, comparing, sharing, debating and reflecting on knowledge from his/her experiences to transform his/her behavior.

7. Students are provided with opportunities to explore and learn some personal interests and giving some personal freedom or autonomy during classroom discipline.

8. Students therefore are not to be controlled or follow prescribed rules and regulations, but are to be helped, guided and allowed to make meaning to their misbehavior from their experiences.

The basic goals of constructivist model of classroom discipline are viewed in line with management of student behavior through the guidance, helping and molding of the teacher for students to achieve traits such as confidence, obedience, caring and kindness in them. Teacher's guidance is necessarily indefinite and is seen as assisting or facilitating the construction of powerful knowledge. Regardless of the rules and regulations or what is being enforced, constructive processes operate and students reflect and form their own knowledge as they interact with others until a desired one emerges.

Teachers' Understanding of Classroom Discipline

One of the two most important factors which will influence the effectiveness of teachers in maintaining discipline in the classroom is teachers' understanding of the nature, causes and remedies of classroom discipline in schools. Teachers' understanding of classroom discipline principles in the literature refers to the overall view (philosophy) of teachers' of the processes of classroom discipline (Charles, 2002).

A teacher's understanding of classroom discipline acts as a framework through which the teacher views and interprets classroom discipline. This will obviously affect the teacher's adoption of certain disciplinary strategies and influence how he / she practices the adopted strategies in achieving good student behaviour. Charles (2002) further says

that practice is guided by philosophy and understanding encapsulates meaning and give direction to how one thinks and practice.

There are varied views, interpretations and understandings to classroom discipline for teachers in the field of education suggested in the literature. According Oxford learners Dictionary cited in Kidan (2016) classroom discipline is viewed as the practice of training students to obey rules and orders in the classroom and punishing them if they don't. Othanel Smith (1969) emphasised this interpretation by stating that, the procedures, including rules, by which order is maintained in a school are referred to teachers as discipline. Mbiti (2007) cited in Kidan (2016) states that classroom discipline is a training that develops self - control, moral capacity or disposition of a student which is ingrained into the human personality. Again, Mwangi (2006) also cited in Kidan (2016) states that classroom discipline is a set of procedures design to eliminating behaviour that compete with effective learning.

Charles (2002) outlines four different understandings/views/philosophies of teachers on the concept classroom discipline:

1. Classroom discipline is making students behave themselves in class through the use of tactics (measures) such as rules and regulations.

2. Classroom discipline is shaping desired students behaviours with punishments and rewards (reinforcers).

3. Classroom discipline is identifying and correcting causes of misbehaviour with dignifying classroom interventions by students and teachers

4. Classroom discipline is helping students get along together by building mutual relationship among students in class.

It must be noted that, Charles' third and fourth understanding/views/ philosophies of classroom discipline outlined above represents and describes the constructivist view of classroom discipline. Emphasis of this concept is on responsible behaviour on the part of students themselves rather than on external teacher punitive disciplinary controls.

Bear (2010) states that classroom discipline is viewed as the management of student behavior and development of student self-discipline. He noted that by understanding classroom discipline in this regard teachers have two aims; i) to help create and maintain a safe, order and positive learning environment , which often requires the use of discipline to correct misbehaviour and ii) to teach or develop student autonomy and responsible self-discipline. Self-discipline he explained to be using discipline strategies that emphasises responsible behaviour, student self-regulation, self-control, and self – realization on the part of the students themselves for development. That is, students own efforts in achieving discipline.

Fardouly (2001) described teachers view of classroom discipline as enabling an individual to acquire the desired behavior through shaping his/her behavior with various reinforcers and stimulus such as punishments and rewards. Koutselini (2002) also further states that, teachers view classroom discipline as the use of power regulations in classrooms, grouping of homogeneous student behaviour and employing disciplinary systems of rewards and punishments to check students' misbehaviour in class.

Wolfgang et al.,(1999) discussed teachers' views of classroom discipline as the required action by a teacher or school official toward a student(or group of students) after

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his / her (or their) behaviour disrupt the ongoing educational activity or breaks a pre-established rule or law created by the teacher, the school administration or general society. Wolfgang goes on to say that, this view of classroom discipline has two main goals; i) to ensure the safety of students and staff and ii) to create an environment that can contribute to purposeful learning.

For the American Federation of Teachers(2000) there are two views of classroom discipline: many educators view classroom discipline as a prevention concept(preventive discipline) that is, stopping student behaviour before it gets started and an intervention concept(corrective discipline), that is, trying to reshape students behaviours in schools after it gets started. However, most teachers (novice and experienced), express more interest on how to stop students' misbehaviour than how to prevent it.

Furthermore, a casual interaction with some teachers by the researcher suggest that many teachers view classroom discipline as enforcing classroom standards, rules and regulations to facilitate classroom management, student learning and minimising disruptions in the classroom. Any action of a student that does not conform to these standards, rules and regulations attracts a penalty most often corporal punishment.

For the purpose of this study, the researcher has conceptualised classroom discipline as, *a positive way of eliminating students misbehaviour in a classroom through the guidance of a teacher for effective teaching and learning that will build high moral behaviour standards in students for a better society and future.*

Teachers' practice of classroom Discipline Principles

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There is no single principle or the best approach available to teachers for managing misbehaviour in classrooms and the few represented in the literature are spotty and confusing. Factors such as differences among teachers, students and school context account for this. Kidan (2016) states that teachers compose for themselves strategies to fit their personality, philosophy of discipline, the reality of their students, the school and community and do not use the same strategy with all students. However, they may have certain tendencies to favour certain strategies than others which are linked with the professional issue of power and control. Most often teachers make decisions as to which strategy will be best for a particular student base on their experiences with their students and intimate knowledge they have of them.

Reading through the literature, the most common strategy of maintaining classroom discipline appears to be punishment. According to Othanel Smith (1969) teachers use punishment most often to deter conduct in violation of regulations than the use of other means of classroom disciplinary control. Punishment as defined by American Academy of Pediatrics (1998) is the application of a negative stimulus to reduce or eliminate a behaviour. They further stated that punishment has two types typically used: punishment involving verbal reprimands and disapproval, and punishment involving physical pain, as in corporal punishment.

Othanel Smith (1969) identified most forms of punishments severely and frequently practiced in classroom to include; reprimands (rebukes), detention, withdrawal of privileges, spanking, expulsion, assignment to special tasks, sending the student from classroom, giving student a special seat, sending student to the principal and reducing student's grades.

Again, American Academy of Pediatrics (1998) in a policy statement document identified some forms of corporal punishment used in schools as follows; pulling a student's hair, jerking a student by the arm, striking a student with an object and shaking a student inappropriately with anger.

Adentwi, (1998) also outlined other forms of punishment practiced in classrooms as: a reduction in grades, fines, warning by teacher, referrals to the headmaster, confiscation of student property, sanctions by peer mates, assigning of extra work, reprimands, writing of lines, making students stand up in class, writing of bad comments in students terminal report, asking students to bring parents to school for a verbal report on his conduct, placing the student under strict surveillance, deliberate ignoring a student, verbal abuse and asking a student to do a piece of manual work.

Furthermore, Kidan (2016) also identified the following forms of punishment used to correct students disciplinary problems in class; social isolation, demotion, putting placards around the offenders neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, standing and facing the black board, suspension, weeding of a parcel of land, carrying stones, watering trees, scabbing the lavatories, restitution, rustication, change of placement, asking a student to leave the class and detention or keeping students after school.

It must be noted that, punishment or punitive behaviour by the teacher may elicit aversive student behaviour rather than lead students to engage in proper classroom conduct (Symonds, 1956). Again, Buckley and Walker (1970) observed that although punishment gets quick results, they tend to be short-lived with students pretending to behave only in

the actual presence of the teacher imposing the punishment afterwards go back to the same misbehaviour in the absence of the teacher.

Another classroom disciplinary control strategy, perhaps, the oldest, is the use of classroom rules and regulations. Othanel Smith (1969) states that the older form of school discipline maintained order by rules and regulations enforced by penalties.

Also, Way (2011) posited that for schools to control student behavior, authorities establish principles, rules and regulations sometimes in collaboration with parents for students to comply and if students break these rules they are subjected to discipline. Adentwi (1998) citing writers such as Gnagey, 1969, Fontana 1986, Mcginnis, Frederick and Edwards, 1988, also emphasised that, as part of teachers' strategies for dealing with classroom indiscipline, effective schools and individual teachers set up classroom rules which serve as the code of conduct in class and are accompanied by procedures which are expectations for behaviour.

The researcher defines rules as the prescribed and obeyed standards of the classroom accepted by both students and teachers to avoid disruptions and make the classroom comfortable. Classroom rules and regulations may, for example, define the expected standards of clothing(school uniform), timekeeping(reporting, breaks and closing times), social conduct (asking for permission before leaving the seat, prompt and leave, raising the hand to answer questions, apologising for a wrong) and work ethics(punctuality, attendance and absences).

It is important to state that, classroom rules and regulations are necessary and all students must become aware of them and be encouraged to obey them for, rules do not only serve to prevent student misbehaviour in class but also serve as standards against which

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the conduct of both teachers and students may be compared and remedial actions taken where necessary (Adentwi, 1998).

However, most often classroom rules are designed to catch students misbehaving for them to be punished rather than provide guidelines that help students examine their own behaviour and meet their personal and academic needs. Again, students, inputs, involvement and decision in setting up classroom rules and regulations is absent. Lastly, most classroom rules are not clearly stated and enforced consistently by teachers thereby causing confusing in the minds of students, hence difficult to obey. Classroom rules should be simple, specific, clear, and measurable (Allen, 2010). According to Eric Digest (1992) orderly schools usually balance clearly established and communicated rules with a climate of concern for students.

The use of rewards is another disciplinary control strategy in the classroom employed by teachers. Renard (2017) states that in order to stimulate learning and to promote good behaviour, lots of teachers use rewards for students. Teachers recognised and reward (reinforce) desirable behaviours in class. A reward is anything which entices a student to put up an acceptable behaviour. There are two classification of reward; material rewards, that is, anything that cost money (tangible) which include, toys, books and candies, and social rewards that is, non-monetary (intangible) form of rewards such as affection, praise, attention, hugs and kisses.

Adentwi (1998) identified the following as the most common forms of rewards both tangible and intangible used in the classroom; giving students money, food, drinks, pencils, pens, exercise books, story books, candies, a hug from the teacher, a smile from the teacher, a complement from the teacher, clap from the class, good marks, special responsibilities,

special certificate of merits, teacher attention, teacher praise, encouragement, good terminal report, testimonials, privileges, stars, good comments on exercise books and "token economies". Renard (2017) also identified, praising individuals or group of students, drawing on the chalkboard, using the teachers chair and desk, pick a game at recess, sit with a friend, take a homework pass, be a teachers' helper for the day, choose any class job as examples of rewards used in the classroom.

It is believed that, rewards help maintain classroom discipline by drawing learners attention to standards, keep them involve and interested in their work and help them build upon current achievements by raising their confidence. Also, rewards are used to encourage student's good behaviour and help to get them to do more of the things that teachers want them to do. Above all, rewards are used to increase self-esteem, promote good behaviour and improve teacher-student relationship in the classroom. Teachers should however be cautioned that, students can become addicted to rewards before they put up a desirable behaviour and after a while, rewards can become devalued in serving its purpose and be seen as bribes.

Based on research and demonstrated to work practices effective in preventing and correcting students classroom behaviour problems, American Federation of Teachers, AFT (2000) identified two broad classroom strategies practiced in managing the aggressive behaviour of students in the classroom; prevention and intervention techniques. The Federation explained prevention strategies as strategies that minimise the chances that a problem will occur and such strategies include, creating a structured predictable environment base on routines and well established schedules and arrangements and constant monitoring of student behaviour. On the other hand, intervention techniques are

strategies that focus on stopping the behaviour after it occurs and such strategies include, teaching students alternative behaviours such as social skills training to help students develop good relationships with others, molding the way, practicing the skills through role - play and reinforcing acceptable performance of the skill, teaching students anger control strategies such as self - instruction, relaxation skills and social problem solving.- management training, and teaching students to recognise the triggers that ignite their anger. They belief that student behaviour problems can be checked either by prevention or correction.

Kounin (1970) cited in Adentwi (1998) also identified the following teacher used strategies; moving smoothly from one activity to another, maintaining students involvement in instructional activities, stimulating students' interest, effectively holding student's attention throughout the lesson, having classroom awareness (withitness), constantly scanning the classroom, anticipating students' needs, better prepared, introduce variety of teaching strategies, well organised lessons and organise classrooms to minimise restlessness and boredom. He described teachers who maintained classroom discipline with such strategies as successful teachers.

According to Yaroson and Zaria (2004) another long-term discipline control strategy practiced in the classroom is the development and teaching of moral values. As Barbara (1999) noted that teachers teach values, norms and good societal behaviours to promote good attitudes in students that will help them to become responsible of their misbehaviours in class. They explained moral values as the building of consistent set of values and ideas which can become a basis for making personal decisions about behaviour in relation to other people and society. Morality has to do with the student making the own

decision than obedience and acceptance in special lessons or standards. Some of the moral values, attitudes and norms taught in the classroom as a way of controlling misbehaviour include, sharing, good manners, empathy, respect, courtesy, self-control, decency, study habits, reasoning, discussions, behaving according to principles, social etiquette and social roles and responsibilities.

These behaviours of moral values are taught to students through modeling by teachers, shaping skills, teacher attentions and encouragement, short plays, role-playing, group work, debates, drama created by the students' denoting a particular moral lesson.

Another most significant strategy in handling students' classroom conduct problems is guidance and counselling. Ayieko (1988, cited in Mikaye, (2012) says guidance and counselling plays a pivotal role in students' behaviour management and correction in schools and couselling can be used both as a curative measure and to avert and/or correct indiscipline among students.

Othanel Smith (1969) states that, in the complicated conditions of the classroom, teachers refer difficult cases of indiscipline to school counselors rather than deal with them. Guidance and counselling is a process by which teachers and the entire community help students to apply values which make discipline and make positive choices by making clear link between their(students') behaviour and consequences (Mikaye, 2012). School counselors are professionally trained teachers and therapists who work in the school with the role revolving around employing new skills to aid/help the student to understand his/her problem and together work out a correction plan for the growth and development of the student.

Some of the behaviours that students are guided on include, self-awareness, peer pressure, relationships, personality difference, intra and interpersonal conflict resolutions and freedom. Counselors are highly supportive of school's response to discipline and handles discipline as a more preventive fashion in a positive and essentially non punitive manner by consulting about students discipline problem.

It is evident that, when students indiscipline issues and their causes(input) are professionally addressed using guidance and counselling (process), the discipline behaviour expected of students (output) is achieved (Mikaye, 2012).

Again, it is through guidance and counselling that students remained disciplined and focused in life as indicated by Collins(2002) in Mikaye, (2012) that through guidance and counselling students are assisted to be disciplined and become able to deal with challenges and realities they face in their academic, social and physical environment.

A further classroom discipline strategy suggested in the literature is teachers guiding students to learn to correct their misbehaviour from experiences as they interact with others (Perkins, cited in Driscoll, 2005). It is believed that discipline does not change behavior on its own unless the students deploy it with understanding and relate it with the experiences. Teachers therefore provide guidance, create and help students to make meaning out of their experiences to situations of misbehaviour in classroom.

Fields and Boesser (2002) identified strategies that teachers use to guide, create and help students to make meaning out of their experiences to include, student-centered approaches to discipline, programs that emphasize prevention of behavior problems, positive school climates, social–emotional competencies, good teacher-student relationship, provide opportunities for students to explore and learn some personal

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interests, giving students some personal advices /support and responsibilities, moral autonomy during classroom discipline, utilizing disciplinary actions for student to reflect and learn about consequences, encourage behavior that is acceptable for the classroom, promoting positive correction of questionable behavior within the classroom dynamics, helping students to learn to own one's bad behaviour and instilling collective values.

Driscoll (2005) argued that behaviour that students can usefully deploy should be developed and teachers should hold students in their zone of proximate development in the context of meaningful activities such as providing enough help, coaching, guidance and creating opportunities for them to identify and understand their misbehavior and have a change.

Emphasis of these strategies is on self-discipline, self- regulation, positive self-concept, self-actualization and moral autonomy to create responsible citizens in the society. What constitutes a correction in students' disciplinary problem is the use of knowledge to create interpretations of a situation base upon experiences and interactions.

It is common knowledge that, students' behaviour is influenced by so many factors and causes. These factors and causes need varied and appropriate strategies/principles of discipline that best suit the misbehaviour to correct or prevent them. An effective discipline system must contain three vital elements - a learning environment characterised by positive teacher - student relationship, a strategy for systematic teaching and strengthening of desirable behaviour and a strategy of decreasing or eliminating an undesirable, ineffective behaviour (American Academy of Pediatrics, 1998).

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Teachers' rating of various teacher leadership behaviours as a means of classroom discipline

There is never one style of leadership behaviour for teachers - all schools work differently. Teacher leadership behaviour is often defined as a set of behaviour practices that enhance effective teaching and learning in the classroom (Killion et al, 2016). Effective leadership is greatly accepted as being a key component in achieving classroom discipline.

It has being consistently argued that the quality of leadership matter in determining the quality of teaching in the classroom (Fullan, 2001). Leadership is separated from person, role and status and concerns primarily with enhanced leadership behaviour roles and decision making powers as well as the relationships and the connection among individuals within the school.

Teachers have various levels of classroom leadership behaviour qualities and assume a wide range of roles to support schools in different ways. These leadership qualities are used most often to describe teachers.

Adentwi (1998) identified four (4) teacher leadership behaviours (style) to include, the democratic teacher, the autocratic teacher, the Laissez-faire teacher and Matinee idol teacher. He described the democratic teacher as the teacher who allows students to participate actively in lessons, is firm and interested in students welfare. These type of teachers possess the right combinations of task and relationship dimensions in the style of leadership which is proven to be necessary for effective teaching and learning.

The autocratic teacher is the teacher who is very strict, and punishes for the slightest misbehaviour, overly directive and assertive. This teacher's strictness in exacting

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obedience from his students causes frustrations in students. Also, this type of teacher focuses much on attention towards academic work (the task dimension of style of leadership) and not relationships.

The laissez-faire teacher is the type of teacher who does not dictates any rules and wants students to learn on their own. This type of teacher recognise that students need some bite of autonomy to become creative in problem solving and inventive.

The Matinee idol teacher is the type of teacher who is smart looking and who likes playing with some students but usually neglects other students in the class. This type of teacher lacks the maturity and tact necessary for effective instruction to take place and may sometimes lack control and if care is not taken be made a play toy for his students.

Again, Gnagey (1968) identified three (3) kinds of teacher leaders as the absolute dictator, the "Matinee Idol" and the nonentity. He explained that a teacher is said to play the absolute dictator if he keeps his class so strictly under his control that the students are virtually not allowed to use their personal judgement and initiative in doing anything in class. Such teacher takes delight in dictating every co conceivable action that a student in his class is permitted to take. With such leadership style, defiance in schools can either occur in his presence or happen when he is absent.

A "Matinee Idol" on the other hand is the type of teacher who is so much admired by a section of his class for certain personality characteristics of his that he may become a play toy for them. This type of teacher often creates little jealousies in class by thoughtlessly flirting with a section of the class and paying scanty attention to others.

The nonentity is also the type of teacher who is so much influenced by "progressive" notions about class control and literary does not set limits at all as to what is

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permissible in class. Such a leader is likely to allow students to virtually use their initiative in almost every activity the class undertake.

It must be noted that, each of the teacher leadership behaviours (styles) are aligned to some demonstrated leadership qualities by the teacher which are used to describe the teacher. These qualities influences greatly classroom process depending on how well teachers exhibit them in class. Othanel Smith (1969) identified some of the key teacher leadership behaviour qualities that can influence classroom discipline to include;

Clarity; teachers should be clear of their actions, rules, behaviours management strategies, goals, philosophies, values, reactions etc, to remove doubts in the minds of students which induces frustration and disruptive behaviours. This he supported with the studies of Kounin and Gump(1958) that stated that, in terms of discipline, clarity of control techniques(denoting the deviance and telling the child how to stop it) is apt to be successful in securing and maintaining appropriate behaviour without noticeably affecting pupil worry and anxiety.

Roughness; this teacher behaviour quality he added increases worries and anxieties as manifested in disruptive conducts of students. When teachers do not handle classroom activities smoothly, students are most likely to be worried. This behaviour situation can cause disruptions in the class.

In explaining firmness as teacher behaviour in class, Othanel, says, techniques of control that exhibit a high degree of firmness lead to conformance on the part of on-looking students who are themselves inclined toward deviant behaviour.

The above identified qualities of teacher behaviour he added depending on how they are directed towards the student can cause students to either become worried and

disruptive, try their own brand of misbehaviour and may vacillate between conforming and nonconforming.

According to Stoops and Stoops(1954), teachers leadership behaviour that can maintain classroom discipline include; planning and motivating interesting meaningful lessons, develop student self-discipline as rapid as possible by leading each student to make his/her own decisions rather than to rely on the teacher, reinforce good behaviour by rewarding students in public, teacher disciplining his own manners such as, honesty, his voice, disposition, fairness, punctuality, love for all students to serve as example for students, avoid threats, snap judgment and useless rules, be consistent, fair and firm, work closely with parents, recognise that students have limited attention spans and if behaviour problems cannot be solved in the classroom, seek the help of counsellours and administrators.

It must be stated that when teachers set positive classroom climates, attitudes and activities they will influence the discipline in the classroom and establish good interpersonal relations between them and students and between themselves especially those with less integrative patterns of behaviour. In order to create a safe, discipline and orderly classroom atmosphere for effective teaching and learning to achieve the goals of the school, the leadership style, attitude and behaviour of the teacher in classroom processes should promote the achievement of discipline in classrooms.

Empirical studies for the practice of constructivist discipline principles

For centuries now, the popular understanding of classroom discipline centred more on teacher controlled practices of rules and regulations enforced through punishments and

rewards. Classroom discipline was focused on teachers clearly directing the process of discipline. However, several misgivings from different writers and researchers show that these understanding and practices of classroom discipline have negative implications on students' life and have not effectively changed students' behaviour in class. (Gershoff, 2002). For instance, Vargas (1970) made an observation that punishment provides negative emotional consequences and an inappropriate model of behaviour control and does not teach students alternative methods that may be used to prevent future misbehaviour.

It is evident that most modern writers of classroom discipline have shifted the emphasis of student disciplinary control to a more natural, critical and constructivist approach and broadened the focus to include students involvement in classroom discipline decisions processes and construction of knowledge through reflecting on experiences. Charles (2002) identified that most educators now make evident a new thrust in discipline - one that emphasises bringing in students as partners in deciding on matters of classroom behaviour and instruction.

Again, Blank and Kershaw, 1996 cited in Charles, (2010) state teachers should allow more students decision making in discipline, an option that is gaining favour everywhere. Fields and Boesser (2002) opine that the best alternative to discipline is the constructivist approach, that is; helping students learn from their experiences and from reflecting on those experiences.

This new emphasis is based on the belief that students should be part of decision making process of their discipline. It further notes that students desirable behaviour can be achieved through self-regulation and teachers assisting students to construct knowledge from their experiences to deal with their disciplinary problems. As Jonnasen (1994)

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indicated the concept implies that students are part of solving their own indiscipline behavior using their experiences.

It must be noted that when students are part of making decisions about their misbehaviour as well as solving them, their feeling and emotions are positively changed. As Burton, (1998) indicated that where students are allowed responsible inputs into decisions about their behaviour and learning, students' feelings and emotions are brought to the fore as teachers implement cooperative democratic climate in the classroom.

A major characteristic of the constructivist principles of classroom discipline is the teaching of values, ethical behaviour, decision making, conflict resolution, self - discipline, understanding, knowledge construction, the use of experiences, moral autonomy, mutual respect, identification of root cause of misbehaviour, mutual trust, inner control and self-worth rather than prescribing rules and regulations enforced by rewards and punishments (reinforcers). Effective discipline according to Freiberg (1996) is one which combines instructional effectiveness with student self-discipline and developed cooperatively with the teacher.

Constructivist approach to discipline is a recent development in the search for appropriate and effective approach to discipline in schools. The concept is not so known among many teachers and for that matter not patronized well enough by teachers to meet indiscipline challenges in schools.

There is a need for teachers to move beyond behaviourist/traditional classroom discipline approaches or management, which has proven to be less effective over the period, and to adopt this appropriate alternatives strategies of classroom discipline. This alternative is neither a recipe nor a different technique for getting mindless compliance.

Rather, it leads to the development of self-discipline and positive principles of correcting indiscipline behavior in students.

In Ghana, the Ghana Education Service and its partners have placed a ban of the traditional approaches to classroom discipline such as punishment and giving priority to "positive discipline" approaches. The emphasis urges teachers to treat students with respect and dignity whiles encouraging personal development and self- discipline. These positive discipline strategies can be associated with constructivist approaches to discipline in schools.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

Introduction

This chapter presents the procedures and techniques that were employed to carry out the study. It describes the research design, the population, the sample and sampling procedures, the instruments that were used to collect the data, development of the questionnaire, validity and reliability of the instruments, data collection procedure and data analysis.

Research Design

The descriptive survey design was used for the study. Gay (1987) stated that, a descriptive survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or two variables. Data in descriptive survey is usually collected through the use of self-completion or postal

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questionnaire, interviews (structured or unstructured), standardized tests of attainment or performance, attitude scales and observations.

The descriptive survey design was considered the most appropriate for the research since teachers' understanding and practice of classroom discipline principles from twelve basic schools in the Garu and Tempane districts are to make generalisations to the entire basic schools teacher population in the two districts. This type of research is non-experimental because it studies relationships between non-manipulated variables in a natural setting in answering questions pertaining to the research. The research described, analysed, and interpreted teachers' understanding and practice of classroom discipline principles in twelve selected basic schools in the Garu and Tempane districts of the Upper East Region.

Population

Mertens (2005) defines population as the group to whom a researcher wants to apply the results of the research. In line with this definition, the target population for the study was teachers in Garu and Tempane districts. The districts have approximately 307 teachers in thirty (30) public Junior High Schools and eleven circuits. Out of the total number of teachers, 47 are females and 260 are males. Also, 284 teachers are trained and 23 teachers are untrained (Districts Education Directorate) The population for the study was made up of teachers in twelve Junior High Schools in the two districts. Taking into consideration the large number of teachers in the districts and the few resources at the disposal of the researcher, the sample was limited to only sixty teachers from the selected

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schools. Ideally, the researcher should have used all the teachers in the two districts to enhance generalization of the outcome or of the study.

However, Best and Kahn (1989) states that, to study a whole population to arrive at generalizations would be impracticable, if not impossible. In view of this reason, the researcher deemed it appropriate to make the study more manageable and practicable by using an accessible population.

Sample and Sampling Procedure

The purposive sampling method was used to select all females teachers in the surveyed schools whiles the simple random sampling was used to select the male teachers for the sample size. The purposive sampling was necessary since the female population in the surveyed schools were less and the researcher wanted a substantial number of female responses. A total of sixty (60) teachers from Presby, Sumaduuri, Holy Angels, Garu catholic, Gbanterago , Garu D/A, Barbaoka, Kugroago, Gabgiri, Islamiya, Tuobong and Tempane Junior High Schools were selected as respondents for the sample population. Six schools were selected from each district.

In each selected school, 5 teachers from form 1,2 and 3 were selected including all females if any in the schools. All the 60 respondents representing (100%) of the 60 teachers sampled, responded to and returned the questionnaire to the researcher. The returned questionnaire were thoroughly vetted by the researcher to ensure that they had been responded as required and to identify any inconsistencies in the answers for corrections. After a careful scrutiny, all of the questionnaires were found worthy of inclusion in the study.

Other stakeholders were not selected as part of the study because it is teachers who are the direct and immediate educational leaders who implement and manage discipline behaviours in the school. The effects of student misbehaviour is most tagged to teachers first.

Research Instrument(s)

Based on the literature review on classroom indiscipline and techniques of instrument development, the major issues on understanding of discipline and classroom disciplinary control were identified. A questionnaire was designed by the researcher following the procedures outlined since there is no instrument found by the researcher that measures teachers understanding of principles of constructivist classroom discipline (Adentwi, 1998). The initial items were constructed by identifying classroom disciplinary issues and ideas frequently found in the literature and some were suggested by the purpose of the study while others were modifications from scales constructed by Adentwi (1998).

The questionnaire was made up of four major sections: (A) background of respondents, (B) teachers' understanding of classroom discipline, (C) teachers' practice of classroom discipline principles/strategies, (D) teachers' rating of various teacher leadership behaviours as a means of classroom discipline. The last three sections were deliberately design to conform to the sub-problem specifications outlined under the purpose of the study.

Section (A) of the instrument consisted of 1 item dealing with demographic data of teachers. There are also 3 additional items having to do with, qualification, number of years of teaching and the location of the school.

Section (B) of the instrument contained 4 items designed to measure teachers' understanding of the concept "classroom discipline". The section has several understanding of classroom discipline items basically plotted on the Likert - type scale and helped to address research question one (1)

Section (C) of the instrument consisted of 50 items design to measure teachers' practice of classroom discipline principles. Questions in this sections were on a four (4) point statements ranging from; to a very large extent, to a large extent, to a limited extent and not at all. This section helped provide answers to research question two (2)

Section (D) of the instrument was made up of 20 items. These items measure teachers' rating of various teacher leadership behaviours as a means of classroom discipline. The section also consisted of several items rated on a four-point scale ranging from excellent, good, satisfactory and poor. Data collected in this section addressed research question three (3).

The questionnaire contained only close- ended items. The close-ended items were designed along the Likert-type scale. The reason is that the Likert -type scale is easier to construct and score. In addition, it has been found to be the most suitable type of instrument for the measurement of attitudes and perceptions(understanding) which allows the subject to indicate the degree or intensity of feeling, and permits greater spread of variance in a given statement. The Likert -type scale were largely made up of positive statements showing a favourable response on the part of the respondents though a few ones were deliberately worded in the negative way to check "response set".

The preliminary questionnaire was drafted and presented to the researcher's supervisor for suggestions and revision. Some relevant corrections were made on some questions. A pilot study was carried out to check for reliability of the instrument using six teachers in Nomboko JHS, who were not part of the sample for this research. The reliability of the instrument was also tested using SPSS Software, Cronbach's Apha (α) and to determine the reliability coefficient of the questionnaire. From the analysis, Cronbach's Alpha (α) is 0.62.

Data Collection Procedure (s)

The researcher personally administered the questionnaire in all the twelve schools for the study on 18th February, 2019 during normal school hours. The reason being that, the researcher wanted to ensure more cooperation from respondents and high rate of returns of the questionnaire. A letter was written by the Head of depart, UEW which was delivered to school heads. In the letter (Appendix A), the purpose of the study was stated and cooperation of the school authorities were sought. The researcher obtained permission and support from the teachers of the schools to conduct the study.

The questionnaire was personally delivered to the teachers. In some instances the researcher stayed and collected the completed questionnaire and in other instances teachers were asked to give them to the headteacher. The researcher sent sixty (60) questionnaires to the field to gather primary data from the teachers. All of the 60 questionnaires sent to gather the data were retrieved. Therefore, the analysis of the study was based on 100% response rate.

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Data Analysis

Data analysis began with the coding of the questionnaire to make it easy for data entry and analysis. Statements that were positive were given values such as 4 - Strongly Agree; 3 -Agree; 2 - Disagree; and 1 - Strongly Disagree and also reversed for negative statements as fellows; Strongly agree - 1, Agree - 2, Disagree - 3, Strongly Disagree - 4. Strongly agree and agree were but together as positive responses whiles strongly disagree and disagree were also put together as negative responses.

The coding process was repeated for the other responses on the various scales in the instrument. Data was first entered in to the spread sheet using excel before it was transferred to a different statistical package for analysis using the Statistical Package for Social Science (SPSS).

Being a descriptive sample survey, descriptive statistical tools such as tables of frequencies and percentages were carefully employed to show distribution of responses. Tables were used to show responses to make issues clear and give quick impression of values without having to read long sentences. The tables of frequencies and percentages were carefully interpreted to answer the research questions.

Ethical Consideration(s)

Permission was sought from the teachers who took part in this research through their head teachers to conduct the research.

Participants were furnished with accurate and complete information on the aims and procedures of the research work so that they fully understand and make firms decision

whether to participate or not. Respondents were assured that the study was strictly for academic purpose and that utmost confidentiality would be observed.

In order for the researcher and others readers not to be able to identify a given response from a respondent, the questionnaires used in this study were anonymously coded and therefore could not be traced back to individual teacher.

CHAPTER FOUR

PRESENTATION AND DISSUSSION OF THE RESULTS

The purpose of this study was to find out teachers' understanding and practice of classroom discipline principles and teachers' rating of various forms of teacher leadership behaviours as a means of classroom discipline in the Garu and Tempane districts.

This chapter presents the analyses and interpretations of data collected from the respondents (teachers) through a self administered questionnaire. The data was analysed research question by research question using frequencies and percentages which were tabulated. In each table the item by item percentages and frequencies of responses were calculated. The value of each table was rated using 4 point Likert-type scales such as, Strongly Agree, Agree, Strongly Disagree, Disagree for responses on Teachers' understanding of classroom discipline. Strongly Agree and Agree responses were analysed together as Agreed responses whiles Strongly Disagree and Disagree responses were analysed together as Disagreed responses.

Also, the scale, to a very large extent, To a large extent, To a limited extent and Not at all were used to rank responses especially on Teachers' practice of classroom discipline strategies/principles. To a very large extent and To a large extent responses were

analysed together as To a large extent responses whiles To a limited extent and Not at all were put together as To a limited extent responses.

Again,the scale, Excellent, Good, Satisfactory and Poor were used to rank responses on Teachers' rating of various teacher leadership behaviours as a means of classroom discipline.

Sixty questionnaires were distributed to the teachers and all were returned. A description , analysis and interpretation of important aspects in addressing the research questions followed each table.

Background Information of respondents

The analyses of results relating to the background of the respondents for the study included; Gender, Qualification, Number of years taught and Location of the school. Item by item frequencies and percentages of these data are presented in Tables 1 - 4.

Table 1: Distribution of Teachers used in the study by Gender

Gender	Frequency	Percentage (%)
Male	43	72
Female	17	28
Total	60	100

Source: Primary Data

The analyses on data from Table 1 indicated that 43(72.0%) of the total respondents were males rand 17(28.0%) were females of the selected respondents who formed the total sample size of 60(100%) teachers. The views of more male teachers than female teachers were sampled because there are more male teachers in the schools than female teachers.

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Table 2: Distribution of Teachers used in the study by Qualification

Qualification	Frequency	Percentage (%)
Masters (MA, Msc, M.Ed., M. Tech, MBA, M.phil)	4	7
Bachelors (BA, Bsc, B.Ed B. Tech., BBA)	20	33
Diploma	35	58
3 – year Post sec, Cert. 'A'	1	2
Total	60	100

Source: Primary Data

Based on the the above table, 4 (7.0%) of the teachers had Masters degree (MA, Msc, M.Ed., M.Tech, MBA, and M. Phil, 20(33.0%) had Bachelors degree (BA, Bsc, B.Ed B. Tech., BBA). Thirty-five (58.0%) teachers had Diploma certificate and 1(2.0%) teacher had 3 – year Post sec, Cert. 'A'. most of the teacher respondents 35(58.0%) in the districts were diploma holders.

Table 3: Distribution of Teachers used in the study by number of years taught in the basic school

Number of years taught	Frequency	Percentages (%)
Less than one year	10	17
1 -5 years	20	33
6 - 10 years	18	30
Above 10 years	12	20
Total	60	100

Source: Primary Data

Analysis on table 3 indicated that, 10(17.0%) were not experienced and have spent less than one year teaching in the basic school. Also, 20(33.0%) were with little experience and have taught between 1- 5 years in the basic schools. Again, 18(30.0%) were relatively experience having taught between 6-10 years and 12(20.0%) were experienced and have taught above 10years in the basic schools. The major 20(33.3%) group is teachers who have taught between 1-5years.

Table 4: Distribution of Teachers used in the study by location of school

Location of School	Frequency	Percentage (%)
Urban	25	42
Rural	35	58
Total	60	100

Source: Primary Data

The data in table 4 revealed that 25(42.0%) schools are located in the urban areas of the districts and 35 (58.0%) have their schools located in the rural areas of the districts. Urban areas as used in the study refer to the areas within the districts capitals whereas rural areas refer to the areas outside the districts capitals. The researcher concluded that majority 35(58.0%) of the schools in the districts are located in the rural areas; areas outside the district capitals.

Teachers' understanding of classroom discipline

The data were on Teachers' understanding of classroom discipline. A 4 - point Likert -type scale response was provided to teachers with 4 statements indicating the level

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of agreement. These statements were formulated to constitute both the behaviourist and constructivist perspectives/ views of classroom discipline. Statements 1 and 3 formed the behaviourist views of classroom discipline reflecting external discipline whereas statements 2 and 4 formed the constructivist views of classroom discipline reflecting internal discipline. As indicated earlier, responses on Strongly Agree and Agree were analysed together as Agreed responses and Strongly Disagree and Disagree also put together as Disagreed responses. Item by item frequencies and percentages of the data are presented in Table 5.

Research Question 1: What are teachers' understanding of classroom discipline?

The analysis of results in relation to this question was based on 4 items. Item by item frequencies and percentages of the data are presented in Table 5.

Table 5: Item by item frequencies and percentages of teachers' understanding of classroom discipline

Meaning of Classroom Discipline	Opinions / Responses				
	SA	A	D	SD	Total
1. I understand classroom discipline to be the use of rules and regulations enforced by rewards in class.	20 (33.3)	38(63.3)	1(1.7)	1(1.7)	60(100)
2. I understand classroom discipline to be molding an individual to acquire the desired behavior in order to manage the behaviour effectively in class.	23(38.3)	25(41.7)	8(13.3)	4(6.7)	60(100)
3. I understand classroom discipline to be using disciplinary actions such as corporal punishment to help to correct misbehaviour in class.	31(51.7)	14(23.3)	6(10.0)	9(15.0)	60(100)
4. I understand classroom discipline to be creating an environment which facilitates an individual to construct knowledge, learn from his experiences of a situation to correct misbehaviour in class.	11(18.3)	9(15.0)	30(50.0)	10(16.7)	60(100)

Source: Primary Data; n= 60.   K<u>ey:</u> **SA**: Strongly Agree; **D:** Disagree; **A:**   Agree;

SD: Strongly Disagree.

Analyses of the data in table 5 indicated that the highest percentage score was expressed in respect of item 1, the statement that I understand classroom discipline to be the use of rules and regulations enforced by rewards to correct misbehaviour in class. Fifty-eight(96.7%) teachers responded that they agreed with the statement and 2(3.3%) teachers disagreed to the statement.

The second highest percentage score was on item 2, the statement that I understand classroom discipline to be molding an individual to acquire the desired behavior in order to manage the behaviour effectively in class. Forty – eight (80.0%) teachers agreed to the statement whereas 12(20.0%) disagreed to the statement.

Teachers scored item 3, the statement that I understand classroom discipline to be using disciplinary actions such as corporal punishment to help correct misbehaviour in class, in the third highest position had percentage scores of 45(75.0%) teachers agreed to the statement and 15(25.0%) disagreed to the statement.

With regards to item 4, the statement that I understand classroom discipline to be creating an environment which facilitates an individual to construct knowledge, learn from his experiences of a situation to correct misbehaviour in class, 20(33.3%) agreed to the statement whiles 40(66.6%) disagreed.

On research question one (1), the data revealed, therefore, that majority of teachers' agreed with the behaviourist understanding of classroom discipline stated under this segment of the study. Teachers' showed more preference and tendency to agree with items

1(I understand classroom discipline to be the use of rules and regulations enforced by rewards to correct misbehaviour in class)and 3(I understand classroom discipline to be using disciplinary actions such as corporal punishment to help correct misbehaviour in class). These items and their statements are behaviourist in perspective (external discipline).

Teachers also agreed 48(80.0%) with item 2, the statement that classroom discipline is molding an individual to acquire the desired behavior in order to manage the behaviour effectively in class. The least agreement scores 20(33.3%) were recorded with item 4, the statement that classroom discipline is creating an environment which facilitates an individual to construct knowledge, learn from the experiences of a situation to correct misbehaviour in class. These two statements are constructivist in perspective (internal discipline). Teachers however showed lesser 20(33.3%) preference and tendency to agree with item 4 but rather much 48(80.0%) tendency and preference for item 2.

It must be noted however that, though teachers agreed to constructivist views of classroom discipline stated in item 2, on the whole, it appears from the data above that, teachers understand classroom discipline more from the behaviourist perspective(the use of rules and regulations enforced by rewards and punishment; discipline as an external control directed by the teacher) than from the constructivist perspective(creating an enabling environment to facilitate knowledge construction in students to reflect and solve their problems by themselves; discipline as an internal strategy led by the students own self).

To state this point more forcefully and clearly, the percentage scores pertaining to the two perspectives of discipline, behaviourist/ external discipline (items 1 and 3) and

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constructivist/ internal discipline (items 2 and 4) were combined and averaged. The findings after these operations are presented in Table 6.

Table 6: Percentages of responses on the two perspectives of classroom discipline Expressed by Teachers.

Perspectives of classroom discipline	Agreed	Disagree	Total %
Behaviourist/ external discipline	85.9	14.1	100
Constructivist/ internal discipline	56.7	43.3	100

Source: Primary Data

Data in table 6 above indicated that the majority of teachers' agreed to both perspective behaviourist and constructivist expressing notions of external and internal classroom discipline respectively. However, teachers expressed higher agreement score in respect of behaviourist perspective than the constructivist perspective. Thus, 85.9% of the teachers indicated they agreed with the behaviourist perspective as against 56.7% who agreed to the constructivist perspective of classroom discipline. This means that teachers believed highly that some amount of externally imposed control (in the form of rules and regulations enforced by punishments and rewards) are necessary to get students to put up good behaviour. Again, 14.1% of disagreed to the behaviourist perspective as against 43.3% for the constructivist perspective implying that comparatively more teachers do not hold the notion that classroom discipline was constructivist(in the form of creating an environment that helped, guided students to correct their misbehaviours in class) expressing the concept of internal discipline.

On the whole, base on face-value judgment, teachers' preferred the behaviourist perspective of classroom discipline (external discipline) to constructivist perspective of classroom discipline (internal discipline). The preference for the behaviourist perspective

of classroom discipline seems to support the findings of Koutselini (2002) that teachers understand classroom discipline as the use of power regulations in classroom and employing disciplinary systems of rewards and punishments to check students misbehaviour in class.

In conclusion, the findings on research question one (1) above appear to suggest that teachers' understanding of classroom discipline is largely from the behaviourist (external discipline) perspective. Therefore, teachers in the twelve schools surveyed in the study viewed classroom discipline to be a teacher directed concept (behaviourist perspective) and are more inclined to practice classroom discipline principles that are based in getting students to comply to rules and regulations with penalties being enforced to deter misbehaviour.

Teachers' practice of classroom discipline strategies / principles

The data on this segment consisted of fifty items of various classroom discipline strategies/principles scored on a 4 - point Likert -type scale indicating the level of extent of practice of the strategies. Twenty- five of the items were behaviourist classroom discipline strategies/principle and the other 25 items were constructivist classroom discipline strategies/ principles.

For the purposes of easy analyses, the responses were separated into two tables; namely, tables 7a and 7b. Table 7a was on responses and analysis of teachers' practice of behaviourist classroom discipline strategies/principles whereas table 7b was on responses and analysis of teachers' practice of constructivist classroom discipline strategies/principles. As stated earlier, responses of To a very large extent and To a large

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extent were analysed together as To a large extent responses whiles that of To a limited extent and Not at all were put together as to a limited extent.

Research Question 2: To what extent do teachers' in Junior High Schools in the Garu and Tempane Districts practice constructivist classroom discipline principles?

Analyses of results relating to this question were based on 50 items. Twenty-five of behaviourist principles and twenty-five of constructivist principles. Item by item frequencies and percentages of the data are presented in Table 7a and 7b.

Table 7a: Item by item frequencies and percentages on Teachers' practice of behaviourist classroom discipline principles

Behaviourist Classroom Discipline Principles	Opinions / Responses			
	TVLE	TLE	TLME	NAA
1. I use punishment such as canning to correct bad behaviour in my class.	28(46.7)	14(23.3)	3(5.0)	15(25.0)
2. I sometimes recommend suspension for serious student misbehaviour in class.	6(10.0)	10(16.7)	27(45.0)	17(28.3)
5. I set classroom rules (such as prompt and leave) to check students movement in class.	23(38.3)	19(31.7)	16(26.7)	2(3.3)
7. I rebuke students for misbehaviour in class.	21(35.0)	18(30.0)	14(23.3)	7(11.7)
9. I make students to sit near my desk under my strict surveillance to correct misbehaviour in class.	15(25.0)	23(38.3)	18(30.0)	4(6.7)
12. I write bad comments on students terminal report for bad behaviour in class.	12(20.0)	25(41.7)	19(31.7)	4(6.7)
16. I detain students to work after school for their misbehaviour in class.	3(5.0)	38(63.3)	15(25.0)	4(6.7)
18. I make students repeat writing the same sentence several times to help them do their homework and class exercises every time.	10(16.7)	13(21.7)	22(36.7)	15(25.0)
20. I sometimes ask students to weed a piece of land by way of correcting misbehaviour in class.	22(36.7)	11(18.3)	15(25.0)	12(20.0)
22. I write bad comments on students assignments to help them do the right thing in class.	5(8.3)	13(21.7)	24(40.0)	18(30.0)
23. I invite students' parents to give a verbal report on their bad behaviour in class.	10(16.7)	21(35.0)	20(33.3)	9(15.0)

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24. I make students run round the school block a number of times to correct misbehaviour .	20(33.3)	15(25.0)	17(28.3)	8(13.3)
26. I make students to scrub the school toilet and urinal to correct misbehaviour in class.	28(46.7)	14(23.3)	12(20.0)	6(10.0)
29. I ask students to kneel down and raise their hands to correct misbehaviour.	29(48.3)	11(18.3)	6(10.0)	14(23.3)
32. I deprive learners from an enjoyable activity in class to correct misbehaviour.	28(46.7)	10(16.7)	16(26.7)	6(10.0)
33. I pull the ears of students and make them jump like a frog.	3(5.0)	14(23.3)	35(58.3)	8(13.3)
37. I ask students who misbehave in class to leave the class for a while.	22(36.7)	13(21.7)	17(28.3)	8(13.3)
38. I make students to pick stones for their misbehaviour in class	25(41.7)	14(23.3)	16(26.7)	5(8.3)
39. I make students to dig pits for their misbehaviour.	29(48.3)	14(23.3)	13(21.7)	4(6.7)
40. I ask students to clear bushes within the school to correct misbehaviour	24(40.0)	16(26.7)	6(10.0)	14(23.3)
41. I ask students to do a piece of manual work during their free time.	22(36.7)	13(21.7)	6(10.0)	19(31.7)
47. I do not call students who misbehave and raise their hand to answer questions.	6(10.0)	12(20.0)	30(50.0)	12(20.0)
48. I make students to stand and face the blackboard in class when they misbehave	22(36.7)	16(26.7)	18(30.0)	4(6.7)
49. I ask students to water trees in the school when they misbehave.	10(16.7)	23(38.3)	17(28.3)	10(16.7)
50. I asked students to bring firewood to the school to correct misbehaviour.	2(3.3)	2(3.3)	40(66.7)	16(26.7)

Source: Primary Data ; **n= 60.** <u>**Key**</u> **:** **TVLE :**To a very large extent; **TLE**: To a large extent; **TLME**: To a limited extent; **NAA**: Not at all

The results in table 7a indicated that item 39(I make students to dig pits for their misbehaviour) being a form of punishment, emerged as the most practiced form of classroom discipline strategy/principle. Forty – three (71.7%) of the total respondents indicated that they practiced the principle to a large extent and 17(28.3%) practiced the principle to a limited extent. Other related forms of punishments practiced to a large extent were items 1 and 26. The statements that, I use punishment such as canning to correct bad behaviour in my class and I make students to scrub the school toilet and urinal to correct

misbehaviour in class respectively received the second highest ratings. Forty-two (70.0%) teachers practiced these principles to a large extent whereas 18(30.0%) practiced the principles to a limited extent. Similarly, items, 7, 9, 12, 16, 23, 29, 32, 37, 40, 38, 41, 24, 20, 48 and 49 were also other forms of punishment practiced in the study and are analysed below;

With regards to item 12, the statement that, I write bad comments on students terminal report for bad behaviour in class, 37(61.7%) teachers indicated they practiced this principle to a large extent and 23(38.3%) said they practice the principle to a limited extent. Whereas writing bad comments on students' terminal reports attracted very high rating in the study, a paradoxical situation had to do with item 22, I write bad comments on students assignments to help them do the right thing in class. This item attracted low percentage score from respondents. Eighteen (30.0%) teachers indicated they practiced the principle to a large extent and 42(70.0%) showed the principle was practiced to a limited extent. The difference in the findings of these two could be that, perhaps, teachers find it to be too tedious to be writing comments on students assignments. On the other hand, teachers perhaps had the tendency to write on the terminal report because it is required of them for summative purposes. What is really important for curriculum and instructional improvement is the comments on students assignments.

Furthermore, in respect of item 16, the statement that I detain students to work after school for their misbehaviour in class, 41(68.3%) teachers indicated they practiced this principle to a large extent and 19(31.7%) practiced this principle to a limited extent. Again, items 29 and 40 with the statements that, I ask students to kneel down and raise their hands to correct misbehaviour and I ask students to clear bushes within the school to

correct misbehaviour respectively, recorded 40(66.7%) teachers claiming to practice them to a large extent whiles 20(33.3%) practiced them to a limited extent.

Also, Items 7 and 38 with the statements, I rebuke students for misbehaviour in class and I make students to pick stones for their misbehaviour in class respectively were analysed as 39(65.0%) teachers showed they practiced them to a large extent and 21(35.0%) practiced them to a limited extent. Thirty-five (58.3%) teachers indicated that they practice item 41, I ask students to do a piece of manual work during their free time to a large extent with 25(41.7%) practicing it to a limited extent.

Again, items 20 and 49 with the statements, I sometimes ask students to weed a piece of land by way of correcting misbehaviour in class and I ask students to water trees in the school when they misbehave respectively, had same number of responses. Teachers indicated that 33(55.0%) practiced these principles to a large extent whereas 27(45.0%) practiced the principles to a limited extent.

Equally same responses were showed towards items 9, 32 and 48 with the statements, I make students to sit near my desk under my strict surveillance to correct misbehaviour in class, and I deprive learners from an enjoyable activity in class to correct misbehaviour respectively. The data indicated that 38(63.3%) teachers practiced the principles to a large extent and 22(36.7%) practiced the principles to a limited extent.

For items 24 and 37, that is, I make students run round the school block a number of times to correct misbehaviour and I ask students who misbehave in class to leave the class for a while respectively indicated 35(58.3%) teachers practiced these principles to a large extent and 25(41.7%) practiced these principles to a limited extent.

Lastly, analysis on item 23 with the statement I invite students' parents to give a verbal report on their bad behaviour in class indicated that 31(51.7%) teachers practiced this principles to a large extent and 29(48.3%) practiced this principle to a limited extent. The findings on these forms of punishment under the behaviourist classroom discipline strategies such as (digging pits, canning, weeding, scrubbing urinals, running round school block kneeling down, etc) mentioned, appear to support earlier observations by Othanel Smith (1969), Adentwi (1998) and Kidan (2016) where teachers are said to be practicing such forms of punishments to correct misbehaviour in class. The essence is for the punishment to deter conducts in violation of classroom regulations.

Furthermore, percentage scores was high on item 5 with the statement I set classroom rules (such as prompt and leave) to check students movement in class. Forty – two (70.0%) of total respondents indicated that they practiced this principle to a large extent and 18(30.0%) responded they practiced this principle to a limited extend. This item reflected the use of classroom rules as a classroom control measure. This findings of teachers' setting classroom rules to check students movement in class as a behaviourist classroom discipline strategy corroborates the findings of Othanel Smith (1968), Way(2011) and Adentwi(1998) where the use of classroom rules was seen as perhaps the oldest classroom disciplinary control strategy that has been practiced by teachers and school authorities.

Again, analyses of the data indicated that the least classroom discipline principles that were practiced either to a limited extent or not at all were, items 2,18,33,47 and 50 with the statements, I sometimes recommend suspension, making students to repeat writing the same sentences several times, pulling students ears and making them jump like a frog,

not calling students who misbehave to answer questions and asking students to bring firewood to the school. All these are forms of punishment in schools.

By way of summary, item by item percentage analyses of the data in the table above clearly reveled that teachers practiced most of the behaviourist classroom discipline principles that were stated in the study to a large extent. Just a few ones were not practiced or practiced to a limited extent. These findings give the researcher the impression that, the most practiced behaviourist classroom discipline strategies stated in the study appeared to be common and known among the teachers in correcting students misbehaviours. This lends credence to Adentwi (1998), Othanel Smith (1969) and Kidan (2016) identified forms of punishments and rules most commonly practiced as classroom discipline strategies/principles in schools.

Table 7b: Item by item frequencies and percentages on Teachers' practice of constructivist classroom discipline principles

Constructivist Classroom Discipline Principles	Opinions / Responses			
	TVLE	TLE	TLME	NAA
3. I provide appropriate possible choices for students to make their own choices on matters of discipline in class.	16(26.7)	12(20.0z)	18(30.0)	14(23.3)
4. I create opportunities for students to take responsibility for their own decisions on discipline in class.	13(21.7)	18(30.0)	21(35.0)	8(13.3)
6. I plan classroom rules and regulations with students for mutual acceptance to check misbehaviour in class.	17(28.3)	16(26.7)	23(38.3)	4(6.7)
8. I give students the chance to use their initiative in handling their own affairs and take responsibility for my actions in class.	6(10.0)	14(23.3	24(40.0)	16(26.7)
10. I help students to identify and deal with the root cause of misbehaviour on their part in class.	19(31.7)	13(21.7)	24(40.0)	4(6.7)
11. I praise students who put up good behaviour in class.	44(73.3)	9(15.0)	7(11.7)	0(0.0)

13. I refer students to the headmaster or guidance and counseling coordinator to deal with students' misbehaviour in class.	19(31.7)	16(26.7)	20(33.3)	5(8.3)
14. I deliberately ignore students engaging in bad behaviour to make them desist from it in class.	4(6.7)	9(15.0)	20(33.3)	27(45.0)
15. I keep students on task by given exercises thereby leaving them no time to misbehaviour in my class.	16(26.7)	23(38.3)	13(21.7)	8(13.3)
17. I discuss my methods of discipline in the classroom with students for general acceptance in class.	13(21.7)	18(30.0)	12(20.0)	17(28.3)
19. I group students in class assignments to build mutual relationship in them.	11(18.3)	26(43.3)	19(31.7)	4(6.7)
21. I praise groups of students who excel in group task to serve as an example for others to emulate in class.	33(55.0)	24(40.0)	3(5.0)	0(0.0)
25. I teach lessons that arouse students interest in order to keep students actively involved in class to prevent misbehaviour.	22(36.7)	14(23.3)	13(21.7)	11(18.3)
27. I introduce variety of teaching strategies such as questioning and role play into lessons presentation to keep students active to prevent misbehaviour in class.	34(56.7)	13(21.7)	8(13.3)	5(8.3)
28. I give responsibilities to students in class by allowing them to contribute in class decisions of teaching and learning.	13(21.7)	16(26.7)	30(50.0)	1(1.7)
30. I give learners a "good talking to" in private to correct misbehaviour.	13(21.7)	28(46.7)	11(18.3)	8(13.3)
31. I decide on targets to be achieved with students and work with them to achieve them.	27(45.0)	19(31.7)	11(18.3)	3(5.0)
34.I collaborate with students to determine the consequences of violating classroom rules.	9(15.0)	16(26.7)	18(30.0)	17(28.3)
35. I plan classroom activities in advance before the first day in school to minimise misbehaviour.	20(33.3)	18(30.0)	19(31.7)	3(5.0)
36. I recognised and reinforce desirable behaviour of students in class.	25(41.7)	21(35.0)	12(20.0)	2(3.3)
42. I attempt to change the student misbehaviour through logical appeal or persuasion.	14(23.3)	24(40.0)	20(33.3)	2(3.3)
43.I take my time and listen to students explanations to their misbehaviours and give some advice for a change.	32(53.3)	22(36.7)	6(10.0)	0(0.0)
44. I in a friendly way remind students of their obligations (to learn) and request cooperation in class.	32(53.3)	20(33.3)	8(13.3)	0(0.0)

	TVLE	TLE	TLME	NAA
45. I encourage students to help each other especially in class exercise by paring them weak and intelligent students to a sit.	24(40.0)	20(33.3)	10(16.7)	6(10.0)
46. I offer help to students to overcome their obstacles by letting them know I have faith in them.	16(26.7)	32(53.3)	7(11.7)	5(8.3)

Source: Primary Data ; **n= 60.** <u>**Key**</u> **: TVLE :**To a Very Large Extent; **TLE**: To a Large Extent; **TLME**: To a Limited Extent; **NAA**: Not At All

The results in table 7b indicated that item 21 with the statement I praise groups of students who excel in group task to serve as an example for others to emulate in class emerged as the most highly practiced constructivist classroom discipline principle. Fifty – seven (95.0%) of the total respondents indicated that they practiced this principle to a large extent and 3(5.0%) showed they practiced the principle to a limited extent. A related practice, is item 11 with the statement I praise students who put up good behaviour in class. This received the third highest percentage score. Fifty-three(88.3%) teachers responded they practiced this principle to a large extent whereas 7(11.7%) responded they practiced the principle to a limited extent. The findings on these two classroom discipline principles of teachers' praising either a group or individual student(s) seem to support earlier observation by Renard (2017) that teachers praised students or groups of student as a form of intangible reward to correct misbehaviour in class. Perhaps the importance of the praise is that it serves as an effective motivational strategy for academic work and influences other students to put desirable behaviours.

Furthermore, the percentage scores on responses were also high for item 43, the statement that I take my time and listen to students explanations/reasons to their misbehaviours and give some advice for a change. This statement was rated in the second position by teachers. Fifty-four (90.0%) stated that they practiced this principle to a large extent and only 6(10.0%) indicated that they practiced this principle to a limited extent. Another related practice is captured in item 46, which states "I offer help to students to

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overcome their obstacles by letting them know I have faith in them" was rated sixth. Forty –eight (80.0%) teachers indicated that they practiced this principle to a large extent and 12(20.0%) practiced the principle to a limited extent. The findings of teachers' taking time, listening to students' explanations to misbehaviour to give advice and helping students to overcome their obstacles as a constructivist classroom discipline strategy appears to support Fields and Boesser (2000) identified classroom discipline strategies teachers practice as a form of guiding and helping students to overcome their misbehaviours in class.

The fourth most practiced principle of classroom discipline under this aspect of the study was item 44 with the statement I in a friendly way remind students of their obligations (to learn) and request cooperation in class. Fifty-two (86.7%) teachers stated that they practiced it to a large extent and 8(13.3%) practiced it to a limited extent. The findings in this item conform with the perspective of The Canters assertive discipline model that focuses on teachers establishing a classroom climate by talking helpfully with students who misbehave and establishing a sense of mutual trust and respect.

With regards to the item 27,the statement I introduce variety of teaching strategies such as questioning and role play into lessons presentation to keep students active to prevent misbehaviour in class), 31(I decide on targets to be achieved with students and work with them to achieve them), 36(I recognised and reinforce desirable behaviour of students in class) and 45(I encourage students to help each other especially in class exercise by paring them weak and intelligent students to a sit), about 70% teachers indicated they practiced them to a large extent. Item 27 findings conforms with the observation by Kounin(1970) who observed that teachers who were successful in maintaining classroom discipline practiced strategies such as using variety of teaching strategies to stimulate

students' interest with the involvement of students in instructional activities to check misbehaviours.

Furthermore, teachers' responses indicate that items 15, 19, 25, 30, 35, and 42 were endorsed by 60% of the respondents as classroom discipline strategies that were practiced to a large extent. That is: I keep students on task by given exercises thereby leaving them no time to misbehaviour in my class, I group students in class assignments to build mutual relationship in them, I teach lessons that arouse students interest in order to keep students actively involved in class to prevent misbehaviour, I give learners a "good talking to" in private to correct misbehaviour, I plan classroom activities in advance before the first day in school to minimise misbehaviour and I attempt to change the student misbehaviour through logical appeal or persuasion. These are classroom teaching strategies practiced by teachers to make the classroom interesting and to keep students attentive in class. The findings on the items are consistent with Kounin (1970) findings that, successful teachers who maintained discipline in class were found to be practicing several different teaching strategies such as planning lessons, stimulating students interest and effectively holding students' attention.

Also, items that were rated 50% of the total respondents and practiced to a large extent included items 4 (I create opportunities for students to take responsibility for their own decisions on discipline in class), 6 (I plan classroom rules and regulations with students for mutual acceptance to check misbehaviour in class), 10(I help students to identify and deal with the root cause of misbehaviour on their part in class), 13 (I refer students to the headmaster or guidance and counseling coordinator to deal with students' misbehaviour in class and17(I discuss my methods of discipline in the classroom with

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students for general acceptance in class). Item 13 supports the findings of Othanel Smith(1969) who is of the opinion that teachers refer difficult cases of indiscipline to school counsellours rather than deal with them.

Finally, majority of teachers indicated that they practice to a limited extent items 3, 8, 14, 28 and 34. That is; I provide appropriate possible choices for students to make their own choices on matters of discipline in class, I give students the chance to use their initiative in handling their own affairs and take responsibility for my actions in class, I deliberately ignore students engaging in bad behaviour to make them desist from it in class, I give responsibilities to students in class by allowing them to contribute in class decisions of teaching and learning and I collaborate with students to determine the consequences of violating classroom rules. Percent scores on these items were:

Twenty-eight (46.7%) teachers indicated that they practiced item 3 to a large extent whiles 32(53.3%) practiced the principle to a limited extent. Fifty (83.3%) teachers practiced item 8 to a limited extent whereas 10(16.7%) practiced the principle to a large extent. For item 14, a majority of teachers, 47(78.3%) indicated that they practiced the principles to a limited extent with 13(21.7%) teachers practicing the principle to a large extent. In respect with item 28, out of the total respondents, 29(48.3%) showed that they practiced the principle to a limited extent and 31(51.7%) practiced the principle a large extent. Thirty-five (58.3%) teachers practiced item 34 to a limited extent whiles 25(41.7%) practiced to a large extent.

In summary, item by item percentage analyses of the data on table 7b revealed that teachers practiced to a large extent most of the Constructivist classroom discipline strategies /principles that were stated in the study.

Overall, analysis of the data in respect of research question two(2) seems to indicate that, majority of teachers practiced to a large extent items of both the behaviourist and constructivist strategies /principles of classroom discipline. However, items of the behaviourist strategies practiced to a large extent were greater in number than the constructivist strategies /principles. Thus, 14 items of behaviourist strategies out of the 25 items were practiced to a large extent as against 11 items indicated for the constructivist. This implies that, teachers preferred and practiced the behaviourist strategies /principles of classroom discipline. Also, 11 items of the behaviourist strategies /principles of classroom discipline were practiced to a limited extent as against 14items of the constructivist implying that comparatively, more items of the constructivist strategies /principles of classroom discipline were largely not preferred and practiced.

On the whole, teachers practiced behaviourist strategies/ principles of classroom discipline than the constructivist. This findings on research question two(2) is consistent with the findings of Charles, (2002)that teachers are more comfortable in assuming an authoritarian role in the classroom with their punitive classroom strategies. If teachers are to replace their **behaviourist** ideas about discipline with a more **constructivist** approach that are more effective, they have to receive clear instructions on how to do so (Emphasis added).

In conclusion, the findings on research question two (2) above clearly suggest that teachers' practiced constructivist classroom discipline principles to a limited extent but rather practiced behaviourist classroom principles to a larger extent.

Teachers' rating of various teacher leadership behaviours as a means of classroom discipline

The data on this segment were on teachers' rating of various teacher leadership behaviours as a means of classroom discipline. A 4 - point Likert -type scale response was provided to teachers with 20 statements indicating the level of rating. Ten (10) of the items were on various autocratic teacher leadership behaviours and the other 10 items were on various democratic teacher leadership behaviours

For the purposes of easy analyses, the responses were separated into two tables; namely, tables 8a and 8b. Table 8a was on responses and analysis of various autocratic teacher leadership behaviours whereas table 8b was on responses and analysis of various democratic teacher leadership behaviours.

Research Question 3: what are teachers'rating of various teacher leadership behaviours as a mean of classroom discipline?

The Analysis of results in relation to this question was based on 20 items. Item by item frequencies and percentages of data are displayed in Table 8a and 8b.

Table 8a: Item by item frequencies and percentages of teachers' rating of various autocratic teacher leadership behaviours as a means of classroom discipline.

Autocratic type of teacher(according to leadership behaviour)	Opinions / Responses			
	E	G	S	P
1. I am that type of teacher who is very strict and expect students to follow rules.	21(35.0)	16(26.7)	20(33.3)	3(5.0)
5. I am that type of teacher who takes charge of all activities in the classroom.	6(10.0)	23(38.3)	21(35.0)	10(16.7)
10.I am that type of teacher who rewards students for good behaviour/conduct, and get them to behave properly in class most of the time.	40(66.7)	12(20.0)	6(10.0)	2(3.3)
11. I am that type of teacher who punishes students for misbehaviour, for them to quickly put up good behaviour/ correct their mistakes in class most of the time.	20(33.3)	25(41.7)	13(21.7)	2(3.3)
13. I am that type of teachers who shut students down when they want to make a decision in class.	2(3.3)	4(6.7)	47(78.3)	17(11.7)
14. I am that type teacher whose role is directive, rooted in authority.	4(6.7)	10(16.7)	27(45.0)	19(31.7)
15.I am that type of teacher who does not accept student's autonomy and initiative.	4(6.7)	4(6.7)	28(46.7)	24(40.0)
17. I am that type of teacher who express outburst (shout) towards student misbehaviour.	3(5.0)	9(15.0)	32(53.3)	16(26.7)
19. I am that type of teacher who dictates and boss my students around in class.	3(5.0)	7(11.7)	38(63.3)	12(20.0)
20. I am that type of teacher who do not avail myself for students to talk their private issues any time for help.	2(3.3)	7(11.7)	44(73.3)	7(11.7)

Source: Primary Data n= 60. **Key:** **E:** Excellent; **S:** Satisfactory; **G:** Good; **P:** Poor

As indicated in table 8a, item by item analysis was made for teachers' rating of various autocratic teacher leadership behaviours as a means of classroom discipline.

I am that type of teacher who is very strict and expect students to follow rules; concerning this item, teachers indicated 21(35.5%) excellent, 16(26.7%) good, 20(33.3%) satisfactory and 3(5.0%) poor. It therefore meant that the teacher who is strict and enforces

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rules for students to follow or obey, in other words, the autocratic teacher, emerged as an excellent 21(35.5%) teacher in classroom discipline. It must be noted that usually, this type of teacher appears to cause worries and anxiety leading to frustrations and indiscipline in students due to his overly directive and assertive behaviour and his strictness in exacting obedience from his students. However, his leadership style may have been be preferred to be excellent because of the autocratic leader's ability to focus attention towards the academic task of the class (finishing the syllabus).

I am that type of teacher who takes charge of all activities in the classroom; from the total teacher respondents, 6(10.0%) excellent, 23(38.3%) good, 21(35.0%) satisfactory and 10(16.7%) poor. According to most of the teachers 23(38.3%), teacher who takes charge of all the activities in the classroom emerged as a good type of teacher. However, learning is an active and not absorptive process, therefore, students need to participate actively in classroom activities. Classrooms are dynamic settings with a host of interactive, mutually reinforcing influences on student development and behaviour. The best way to maintain discipline is to keep students actively engaged in class activities while showing them individual attention (Kounin, 1978).

I am that type of teacher who rewards students for good behaviour / conduct, and get them to behave properly in class most of the time; in this case, teachers respond ed 40(66.7%) excellent, 12(20.0%) good, 6(10.0%) satisfactory and 2(3.3%) poor. The analysis showed a majority 40(66.7%) of the teachers rating this type of teacher as an excellent teacher. It is common knowledge that many teachers practice reward systems in the school hence the reason for this kind of rating for the statement.

I am that type of teacher who punishes students for misbehaviour, for them to quickly put up good behaviour/ correct their mistakes in class most of the time; teachers ratings were, 20(33.3%) excellent, 25(41.7%) good, 13(21.7%) satisfactory and 2(3.3%) poor to this item. The highest rating 25(41.7%) was for the teacher who punishes students is a good type of teacher. Punishment is the most common strategy of behaviour control. So, it is not surprising majority of the teachers rated good for this type of teacher

I am that type of teachers who shut students down when they want to make a decision in class; concerning this statement, teachers rated 2(3.3%) excellent, 4(6.7%) good, 47(78.3%) satisfactory and 7(11.7%) poor. Majority 47(78.3%) of teachers considered this type of teacher as a satisfactory teacher. This is to suggest that, students' decisions should be allowed in class.

I am that type of teacher whose role is directive, rooted in authority; in reference to this, teachers rated 4(6.7%) excellent for the statement, 10(16.7%) good, 27(45.0%) satisfactory and 19(31.7%) poor. Majority 27(45.0%) of teachers rated this type of teacher as a satisfactory teacher. Teachers perceive classroom discipline to be the use of power and authority to rule students to obey rules and instructions.

I am that type of teacher who does not accept student's autonomy and initiative; teachers rated 4(6.7%) excellent to the item, 4(6.7%) good, 28(46.7%) satisfactory and 2(40.0%) poor to the statement. Majority 28(46.7%) of teachers rated this type of teacher as a satisfactory teacher. However, students' autonomy and initiative is necessary in classroom processes for students to bring out the best in them and be assisted in their weakness.

I am that type of teacher who express outburst (shout) towards student misbehaviour; respondents rated 3(5.0%) excellent for this item, 9(15.0%) good, 32(53.3%) satisfactory and 16(26.7%) poor. The percentage rating 32(53.3%) for satisfactory is higher with regards to the statement.

I am that type of teacher who dictates and boss my students around in class; teachers response indicated that, 3(5.0%) rated this item excellent, 7(11.7%) good, 38(63.3%) satisfactory and 12(20.0%) poor. The analysis indicated that a teacher who dictates and boss students around is a satisfactory type of teacher leadership style. This type of teacher determines activities and their actions and pushes students around with them in class.

I am that type of teacher who do not avail myself for students to talk their private issues any time for help; teachers response showed 2(3.3%) excellent to this statement, 7(11.7%) good, 44(73.3%) satisfactory and 7(11.7%) poor. Satisfactory was rated high to the statement, that is 44(73.3%) of the respondents.

By way of summary, item by item percentage analyses of the data in the table above clearly reveled that majority of teachers rated either excellent, good or satisfactory for the autocratic type of teacher leadership behaviour.

Table 8b: Item by item frequencies and percentages of teachers' rating of the democratic teacher leadership behaviour as a means of classroom discipline

Democratic type of teacher (according to leadership behaviour)	Opinions / Responses			
	E	G	S	P
2. I am that type of teacher who does not dictate any rules because I want my students to learn on their own.	5(8.3)	18(30.0)	14(23.3)	23(38.3)
3.I am that type of teacher who is firm and interested in students behaviours.	4(6.7)	7(11.7)	39(65.0)	10(16.7)
4. I am that type of teacher who is interested in my student's welfare and allow them to participate actively and freely in lessons and other activities.	4(6.7)	14(23.3)	41(68.3)	1(1.7)
6.I am that type of teacher who has great confidence in my students and give them a lot of respect.	18(30.0)	16(36.7)	23(38.3)	3(5.0)
7.I am that type of teacher who allows students to make their own decisions, and get them to behave properly in class most of the time.	15(25.0)	9(15.0%)	16(26.7)	20(33.3%)
8. I am that type of teacher who helps students to take responsibility for their own actions, to enable them learn to behave well in class most of the time.	16(26.7)	26(43.3)	10(16.7)	8(13.3)
9. I am that type of teacher who praises students for good behaviour, for them to act properly in class most of the time.	46(76.7)	10(16.7)	4(6.7)	0(0.0)
12. I am that type of teacher who encourages students to reflect on the consequences of their own behaviour to discover knowledge by themselves in class	22(36.7)	23(38.3)	12(20.0)	3(5.0)
16. I am that type of teacher who mold(show the right example) for students to follow.	4(6.7)	22(36.7)	32(53.3)	5(8.3)
18. I am that type of teacher who maintain my composure and show students I sincerely wants to help in correcting misbehaviour.	18(30.0)	10(16.7)	30(50.0)	2(3.3)

Source: Primary Data ; n= 60. **Key:**   **E:** Excellent; **S:** Satisfactory; **G:** Good; **P:** Poor

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As indicated in table 8b, item by item analysis was made for teachers' rating of various democratic teacher leadership behaviours as a means of classroom discipline.

I am that type of teacher who does not dictate any rules because I want my students to learn on their own; base on this item teachers rated 5(8.3%) excellent, 18(30.0%) good, 14(23.33%) satisfactory and 23(38.3%) poor. Majority 23(38.3%) of the teachers rated this type of teacher poor. However, students need some measure of autonomy to bring out their creativity to solving problems.

I am that type of teacher who is firm and interested bout my student's behaviours; with regards to this statement teachers rated 4(6.7%) teachers excellent, 7(11.7%) good, 39(65.0%)satisfactory and 10(16.7%)poor. The analysis indicated that majority 39(65.0%) of teachers rated this type of teachers as a satisfactory teacher.

I am that type of teacher who is interested in my student's welfare and allows them to participate actively and freely in lessons and other activities; from this statement, 4(6.7%)teachers rated excellent, 14(23.3%) good,41(68.3%)satisfactory and 1(1.7%) poor. It can be realised that, majority, 41(68.3%) see this type of teacher as a satisfactory type of teacher leadership behaviour This implies that, the teacher who is interested in his/her students welfare and allows students to participate actively and freely in lessons and other activities, in order words, the democratic teacher is a satisfactory type of teacher.

I am that type of teacher who has great confidence in my students and give them a lot of respect; teachers rated that 18(30.0%) excellent, 16(26.7%) good, 23(38.3%) satisfactory and 3(5.0%) poor. The analysis show that the highest percentage 23(33.3%) of teachers rated this type of teacher satisfactory.

I am that type of teacher who allows students to make their own decisions, and get them to behave properly in class most of the time; on this statement, 15(25.0%) excellent, 9(15.0%)good, 16(26.7%) satisfactory and 20(33.3%)poor. The highest percentage 20(33.3%) from the analysis showed that teachers rated this type of teacher as poor type of teacher .

I am that type of teacher who helps students to take responsibility for their own actions, to enable them learn to behave well in class most of the time; teachers respondent indicated that, 16(26.7%) excellent, 26(43.3%) good, 10(16.7%) satisfactory and 8(13.3%) poor. Analysis of the data indicated that, majority 26(43.3%) of teachers rated this type of teacher as a good type of disciplinarian style. Responded good.

I am that type of teacher who praises students for good behaviour, for them to act properly in class most of the time; regarding to this item, teachers response indicated 46(76.7%) excellent, 10(16.7%) good, 4(6.7%) satisfactory and no response for poor. According to the data most 46(76.7%) of the teachers rated this teacher type as an excellent type of teacher behaviour. Therefore, praising students (positive reinforcement) is a necessary tool in getting students to act properly in class.

I am that type of teacher who encourages students to reflect on the consequences of their own behaviour to discover knowledge by themselves in class; in reference to this item teachers stated that, 22(36.7%) excellent, 23(38.3%) good, 12(20.0%) satisfactory and 3(5.0%) poor. Most teachers 23(38.3%) rated good for this type of teacher. It is important for teachers to encourage students to reflect on the consequences of their behaviours to build self-discipline and positive self-concepts to fix their misbehaviour especially in the long term.

I am that type of teacher who molds (show the right example) for students to follow; with regards to this, teachers stated 4(6.7%) excellent for this statement, 22(36.7%) good, 32(53.3) satisfactory and 5(8.3%) poor. Majority 32(53.3%) of the teachers rated this type of teacher a satisfactory one.

I am that type of teacher who maintain my composure and show students I sincerely wants to help in correcting misbehaviour; in reference to this item, teachers stated that 18(30.0%) excellent for this item, 10(16.7%)good, 30(50.0%) satisfactory and 2(3.3%) poor. Majority 30(50.0%) of teachers responded rated this type of teacher a satisfactory teacher.

In summary, item by item percentage analyses of the data in the table above clearly reveled that majority of teachers rated either good or satisfactory for the democratic type of teacher leadership behaviour as a means of classroom discipline control.

CHAPTER FIVE

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SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to assess teachers' understanding and practice of constructivist classroom discipline principles in twelve selected Junior high Schools in Garu and Tempane districts. The study attempted the following research questions:

1. What are teachers' understanding of classroom discipline?

2. To what extent do teachers' in Junior High Schools in the Garu and Tempane Districts actually practice constructivist classroom discipline principles?

3. What are teachers' rating of various teachers leadership behaviour as a means of classroom discipline?

Based on this, a descriptive sample survey was carried out in twelve selected schools in the two districts. Using a questionnaire which was designed by the researcher with the support of the supervisor. This questionnaire was pilot tested using 6 teachers (4 males and 2 females). The population of the study consisted of 60 teachers made up of 43 males and 17 females including headteachers of the selected schools. The female teacher population were selected using purposive sampling method to ensure the inclusion of as many as female teachers as possible since they were in the minority in the accessible population on the other hand, the male teacher population was selected by means of simple random sampling method. The researcher personally administered the questionnaire and immediately retrieved the answered questionnaire. As a result, there was 100% return rate.

The raw data was tallied, tabulated and quantitatively analysed on the various questions item by item. Description of the data were through the use of frequencies and percentages.

Key Findings

1. Majority of teachers appear to understand classroom discipline from the behaviourist perspective - i.e, the use of rules and regulations enforced through the administering of punishments and rewards. This means, in other words, that only a minority of teachers tended to view classroom discipline as creating an environment that enables individual learners to construct their own meanings, learn from their experiences to correct misbehaviour on their part.

2. Teachers practiced to a very large extent behaviourist classroom discipline principles such as the enforcement of classroom rules and regulations through the use of rewards and punishment and praising students either as individuals or in groups for good work done.

3. Common forms of punishment practiced included, digging pits, canning, rebuking, weeding of a piece of land, running round the school block, scrubbing the school toilet, kneeling down, asking student to leave the class, picking stone and depriving students of an enjoyable activity, clearing brushes within the school, doing a piece of manual work during free time and standing and facing the black board.

4. Teachers practiced to a limited extent constructivist classroom discipline principles such as, referring students to headmaster or guidance and counselling coordinators to deal with bad behaviours, deliberately ignoring students engaging in bad behaviours, involving students in the formulation of classroom rules and regulations, etc.

5. Teachers rated more favourably the autocratic leader as far as his role as a disciplinarian is concern to be the best leadership behaviour as a means of classroom discipline.

Conclusions and Implications

From the key findings of the study, tentative conclusion could be drawn upon the basis of the literature adduced in the study.

Firstly, the teachers largely understand and practiced classroom discipline from the behaviourist perspective - i.e, the use of rules and regulations enforced through the administering of punishments and rewards and only practiced constructivist classroom discipline to a limited extent. The finding is consistent with the different understandings/ philosophies outlined by Charles (2002, p.225) Othanel Smith(1969), Adentwi(1998) and Way(2011). However, the aim of discipline is to educate and nurture values of tolerance, respect and self-discipline in the learner rather than to victimize, seek revenge or belittle him/her.

Finally, teachers rated the autocratic type of leader as far as his role as a disciplinarian is concern to be the most favourable leadership behaviour as a means of classroom discipline.

Recommendations

Classroom indiscipline is a challenging problem that needs to be studied comprehensively in basic schools in the Garu and Tempane districts and elsewhere in Ghana. Based on the above findings and conclusions, the researcher wishes to make the following suggestions.

1. In view of the banning of corporal punishment by the government of Ghana recently, there is the need to educate teachers about the negative effects of behaviourist classroom

discipline and the relative superiority of constructivist discipline in enhancing the behaviour of students and their academic achievement. Indeed, both pre-service and in-service teachers need to be exposed to the literature on constructivist classroom discipline and sensitised about the importance and efficacy of this model of discipline in enhancing students behaviour in class and academic achievement.

2. The pre-service teacher training programme should be structured in such a way that tutors will model the practice of constructivist classroom discipline on day to day basis. This is the surest way of changing "the culture of behaviourist classroom discipline" which seems to predominate in the schools.

3. The Ghana Education Service (G.E.S) and the education directorate of the Garu and Tempane districts should organise In -Service Education and Training (INSET) on the practice of constructivist classroom discipline.

4. The District Education directorate of the G.E. S should ensure that school heads monitor and supervise teachers under their control to avoid the use of corporal punishment and other behavioural modification strategies and rather adopt constructivist or "positive discipline" as directed by the G.E.S.

5. Government of Ghana through the Ministry of Education should conduct sensitization campaigns to educate all stakeholders on the need to participate in the discipline of children in and out of school as a measure to reduce the increased rate of student indiscipline in the country. Parents and Teachers Associations (PTAs) should be charged to take an active interest in and to cooperate with the schools in matters of discipline.

6. The School Management should organize seminars and fora for students on the importance of discipline. In such a workshop, teachers and other experts can share with
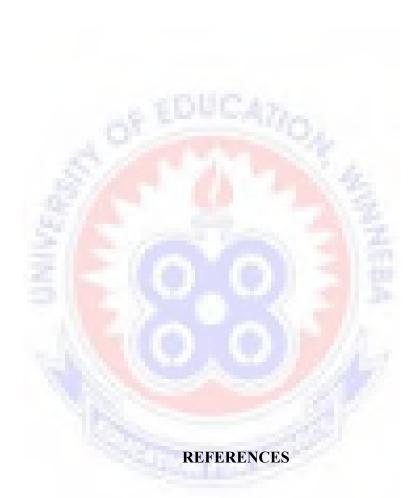
students on real life experiences on self-discipline strategies and other students persuaded to emulate.

7. Teachers should examine their actions and classroom routines to ensure that they conform to standards and not inadvertently increase misbehaviours in class.

8. Teachers should be good models for their students always and have a genuine interest and positive outlook to help students.

Suggestions for Further Research

1. A study on teachers' competence in handling classroom routines using rules and regulations to enhance classroom discipline in schools.

2. A study on gender differences in perception of classroom indiscipline in selected basic schools.

3. A study on rural-urban differences of classroom indiscipline in rural and urban schools.

4. A study on the relationship of constructivist classroom discipline on students disciplinary behaviours in basic schools.

5. A study to investigate the effectiveness of community involvement in school discipline using selected Basic schools in the Garu District.

6. A study to investigate the relationship between teachers' practice of constructivist principles of classroom discipline and student academic achievement.

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APPENDIX I

UNIVERSITY OF EDUCATION, WINNEBA – KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR TEACHERS

This research is about teachers' understanding and practice of classroom discipline principles in basic schools. The questionnaire is designed to elicit information for the purpose of project work writing at University of Education, Winneba, Kumasi campus in partial fulfillment of the award of an M.A degree. It is hoped that it will normally take between 25-30 minutes of your time to complete. Please answer the questions as objectively as possible. Please be assured that any information you provide will be treated as completely confidential and your anonymity is guaranteed. It is hoped that your efforts will contribute to the success of the study.

Thank you.

QUESTIONNAIRE FOR TEACHERS

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SECTION A

Background information

Please tick (√) the appropriate response applicable to you.

1. Please indicate your gender

   [   ] Male [   ] Female

2. Qualification

   [   ] Masters (MA, Msc, Med., M. Tech, MBA, M.phil)

   [   ] Bachelors (BA, Bsc, Bed B. Tech., BBA)

   [   ] Diploma

   [   ] 3 – year Post sec, Cert. 'A'

   [   ] Others……………………………………………………………

3. For how long have you been teaching in the basic school?

   [   ] Less than one year

   [   ] 1 -5 years

   [   ] 6 – 10 years

   [   ] Above 10 years

4. Where is your school located?

   [   ] Urban area

   [   ] Rural area

SECTION B

Teachers' understanding of classroom discipline of classroom discipline

Please, tick (√) the box that best expresses your considered opinion on each of the following understanding of classroom discipline.

Meaning of classroom discipline	Strongly Agree	Agree	Disagree	Strongly Disagree	Official Use
1. I understand classroom discipline to be the use of rules and regulations enforced by rewards in correct students misbehaviour in class.					
2. I understand classroom discipline to be molding an individual to acquire the desired behavior in order to manage the behaviour effectively in class.					
3. I understand classroom discipline to be using disciplinary actions such as corporal punishment to correct misbehaviour.					
4. I understand classroom discipline to be creating an environment which facilitates an individual to construct knowledge, learn from his experiences of a situation to correct misbehaviour.					

SECTION C

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Teachers' practice of classroom discipline principles / strategies

To what extent do you practice the following classroom discipline principles / strategies in your class? Indicate by a tick (√)

Classroom discipline principles / strategies	To a very large extent	To a large extent	To a limited extent	Not at all
1. I use punishment such as canning to correct bad behaviour in my class				
2. I sometimes recommend suspension for serious student misbehaviour in class.				
3. I provide appropriate possible choices for students to make their own choices on matters of discipline in class				
4. I create opportunities for students to take responsibility for their own decisions on discipline in class.				
5. I set classroom rules (such as prompt and leave) to check students movement in class.				
6. I plan classroom rules and regulations with students for mutual acceptance to check misbehaviour in class				

7. I rebuke students for misbehaviour in class				
8. I give students the chance to use their initiative in handling their own affairs and take responsibility for my actions in class.				
9. I make students to sit near my desk under my strict surveillance to correct misbehaviour in class.				
10. I help students to identify and deal with the root cause of misbehaviour on their part in class.				
11. I praise students who put up good behaviour in class				
12. I write bad comments on students terminal report for bad behaviour in class				
13. I refer students to the headmaster or guidance and counseling coordinator to deal with students misbehaviour in class.				

14. I deliberately ignore students engaging in bad behaviour to make them desist from it in class.				
15. I keep students on task by given exercises thereby leaving them no time to misbehaviour in my class				
16. I detain students to work after school for their misbehaviour in class				
17.I discuss my methods of discipline in the classroom with students for general acceptance in class.				
18. I make students repeat writing the same sentence several times to help them do their homework and class exercises every time.				
19. I group students in class assignments to build mutual relationship in them.				
20. I sometimes ask students to weed a piece of land by way of correcting misbehaviour in class.				

21. I praise groups of students who excel in group task to serve as an example for others to emulate in class.				
22. I write bad comments on students assignments to help them do the right thing in class				
23. I invite students parents to give a verbal report on their bad behaviour in class.				
24. I make students run round the school block a number of times to correct misbehaviour.				
25. I teach lessons that arouse students interest in order to keep students actively involve in class to prevent misbehaviour.				
26. I make students to scrub the school toilet and urinal to correct misbehaviour in class				
27. I introduce variety of teaching strategies such as questioning and role play into lessons presentation to keep				

students active to prevent misbehaviour in class.				
28. I give responsibilities to students in class by allowing them to contribute in class decisions of teaching and learning				
29. I ask students to kneel down and raise their hands to correct misbehaviour.				
30. I give learners a "good talking to" in private to correct misbehaviour.				
31. I decide on targets to be achieved with students and work with them to achieve them.				
32. I deprive learners from an enjoyable activity in class to correct misbehaviour.				
33. I pull the ears of students and make them jump like a frog				
34.I collaborate with students to determine the consequences of violating classroom rules				

35. I plan classroom activities in advance before the first day in school to minimise misbehaviour				
36. I recognised and reinforce desirable behaviour of students in class				
37. I ask students who misbehave in class to leave the class for awhile.				
38. I make students to pick stones for their misbehaviour in class				
39.I make students to dig pits for their misbehaviour				
40. I ask students to clear bushes within the school to correct misbehaviour				
41. I ask students to do a piece of manual work during their free time.				
42. I attempt to change the student misbehaviour through logical appeal or persuasion.				
43. I take my time and listen to students explanations to their misbehaviours and give some advice for a change.				

44. I in a friendly way remind students of their obligations (to learn) and request cooperation in class.				
45. I encourage students to help each other especially in class exercise by paring them weak and intelligent students to a sit				
46. I offer help to students to over come their obstacles by letting them know I have faith in them				
47. I do not call students who misbehaves and raise their hand to answer questions.				
48.I make students to stand and face the blackboard in class when they misbehave				
49. I ask students to water tree in the school when they misbehave				
50.I asked students to bring firewood to the school to correct misbehaviour				

SECTION D

Teachers' rating of various teacher leadership behaviours as a means of classroom discipline

Please, indicate by a tick(√) how you will rate the following behaviours with regards to the type of teacher you are in maintaining discipline in your class.

Type of teacher(according to leadership behaviours)	Excellent	Good	Satisfactory	Poor
1. I am that type of teacher who is very strict and expect students to follow rules				
2. I am that type of teacher who does not dictate any rules because I want my students to learn on their own.				
3. I am that type of teacher who is firm and interested about my student's behaviours.				
4. I am that type of teacher who is interested in my student's welfare and allows them to				

participate actively and freely in lessons and other activities.				
5. I am that type of teacher who take charge of all activities in the classroom				
6. I am that type of teacher who has great confidence in my students and give them a lot of respect				
7. I am that type of teacher who allows students to make their own decisions, and get them to behave properly in class most of the time.				
8. I am that type of teacher who helps students to take responsibility for their own actions, to enable them learn to behave well in class most of the time.				
9. I am that type of teacher who praises students for good behaviour, for them to act properly in class most of the time.				
10.I am that type of teacher who rewards students for good behaviour / conduct, and get them to behave properly in class most of the time.				
11. I am that type of teacher who punishes				

students for misbehaviour, for them to quickly put up good behaviour/ correct their mistakes in class most of the time.				
12. I am that type of teacher who encourages students to reflect on the consequences of their own behaviour to discover knowledge by themselves in class				
13. I am that type of teachers who shut students down when they want to make a decision in class.				
14. I am that type of teacher whose role is directive, rooted in authority				
15. I am that type of teacher who does not accept student's autonomy and initiative				
16. I am that type of teacher who mold(show the right example) for students to follow				
17. I am that type of teacher who express outburst (shout) towards student misbehaviour				
18. I am that type of teacher who maintain my composure and show students I sincerely wants to help in correcting misbehaviour				
19. I am that type of teacher who dictates and				

boss my students around in class				
20. I am that type of teacher who do not avail myself for students to talk their private issues any time for help.				