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VIOLENCE AGAINST SENIOR HIGH SCHOOL TEACHERS IN THE WA MUNICIPALITY: PREVALENCE AND CONSEQUENCES

AKILU ALHASSAN

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VIOLENCE AGAINST SENIOR HIGH SCHOOL TEACHERS IN THE WA MUNICIPALITY: PREVALENCE AND CONSEQUENCES

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A Project Report in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba in partial fulfilment of the requirements for the award of Master of Arts (Educational Leadership) degree.

AUGUST, 2016

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DECLARATION

STUDENT'S DECLARATION

I, **AKILU ALHASSAN,** declare that this Project Report, with exception of quotations and references contained in the published works which have been identified and duly acknowledged, is entirely my 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 Project Report was supervised in accordance with the guidelines on supervision of the dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **PROFESSOR FRANCIS OWUSU MENSAH**

SIGNATURE:……..

DATE:……..……

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Finally, I pay gratitude to Allah for keeping alive and in sound health, for giving me strength, knowledge and resources to put up this project report.

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DEDICATION

I dedicate this project to my wife, Mrs. Hadija Osman and my adorable kids: Mazeeda Akilu and Ismat Akilu.

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ABSTRACT

The purpose of this study was to investigate the prevalence and consequences of violence directed at teachers in Senior High Schools in the Wa Municipality. The study adopted an applied research using a cross-sectional survey design. Primary data were collected from a cross-section of teachers in the Wa Municipality. Seventy-seven (77) teachers across different schools were contacted and their ideas used for this survey. The total population of teachers in the selected municipal schools where this research was conducted is one hundred and fifty-two (152) and seventy-seven (77) sample size of respondents. The selection of those schools was purposive; based principally on numerous complaints of violence against teachers. The study utilized a questionnaire to collect data and to elicit information on the characteristics of respondents. Also, instrument-triangulation was applied resulting in the use of both survey questionnaires and unstructured interviews. The data were analyzed using tabulation and charts. Information on demographic characteristics of respondents was analyzed by means of tabulation and charts. Microsoft Excel was used to analyze some of the information. The findings highlighted that teachers experienced violence in a number of different forms ranging from verbal abuse, attacks on internet base platforms, physical abuse, intimidation, threats among others. A number of different perpetrators were found to abuse teachers including students, parents, colleagues, strangers, and others. In accordance with the findings the present research recommends that the Ministry of Education and other relevant agencies should consider as a matter of urgency to establish functional and competent guidance and counseling departments in all secondary schools. Also, teachers should be educated on the need to relate well with their students.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Violence against teachers is as old as education itself. It is also a worldwide phenomenon. In 1996, the World Health Organization declared violence a worldwide public health concern, defining it broadly as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation (WHO Global Consultation on Violence and Health 1996).

Violence in schools is a unique public health problem because it primarily affects students and young adults, and the negative consequences undermine the primary purposes of education put simply, the presence or even the threat of violence significantly inhibits teaching and learning (NSBA 1993; Gorski & Pilotto 1993; Shakoor and Chalmers 1991; CDC 2004).

Many violence prevention programs and curriculum expands the definition of violence to include visual, verbal, or physical acts that are intended to harm, demean, or infringe on another's civil rights. Many times we then think of violence against teachers as acts of violence that are committed in the school. Such violence may occur on the school property, on a teacher's way to or from school, or in traveling to or from a school-sponsored event (Kopka, 1997).

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Teachers not only face experiences of violence, intimidation and bullying from students but also from other staff members, those in managerial roles and from parents. Such experiences can have profound effects upon teachers and may affect their work and wellbeing. Such problems are a worldwide issue and one that is often overlooked. They can also impact heavily upon the educational experiences of young people, as period of leave taken by teachers due stress caused by such experiences may interrupt the continuity of teaching and also may affect the teachers ability deliver classes enthusiastically and effectively. "It should also be noted that where bullying exist, the whole school atmosphere can be affected resulting in a climate of fear, intimidation and low morale" (ESRI 2000).

According to Esteve (2000) profound social changes have affected the relations between teachers and pupils. In the past he reports that the teacher has all the privileges and the authority, the pupil had only duties and could suffer all kinds of humiliation. "This was manifestly unjust, but equally unjust is the situation in which pupils verbally, physically, or psychologically attack teachers or their fellow pupils when the arbitration mechanisms designed to correct injustice do not function" (Esteve 2000). Esteve (2000) also believe that many teachers and staff have not found satisfactory ways to organize a peaceful social environment that offers respect to everyone including staff and pupils.

In the United States, between 1996 and 1999, nine mass shootings took place in schools that ended in 35 dead and 76 wounded. Of this, 5 deaths were teachers and 15 wounded (Grapes, 2000). Around Africa, teachers are often beaten, killed or have their properties burnt down during violent-students' demonstrations (Adu, 2000).

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When talking about violence in the school environment, what is most often discussed is violence affecting students, but what is rather neglected is the fact that teachers are increasingly subjected to harassment by their students and parents. In their schools, teachers are most often exposed to traditional forms of violence, i.e. physical, verbal and social. Physical violence is defined as deliberate, repeated or one-time rough infliction of pain and/ or body injuries by another person that involves potential risk of physical harm and consequences of which may or may not be visible (WHO, 2006; Bilić et al., 2012).

Verbal violence is the most common form and it is defined as deliberate use of inappropriate and harsh words to hurt another person. Students use it, as well as parents, mostly directed to teachers in order to express their discontent. It involves demoralization of the victim, name-calling, insults, ridicule, humiliation, contemplation, and disregard of results. Social (relational) violence includes saying untruths about the victim in order to humiliate and undermine his/her dignity. It is expressed by ignoring, avoiding, gossiping, refusing collaboration, and sabotaging teacher's work (Kauppi, Pöröhölä, 2012). Social violence can be expressed directly or indirectly. Thanks to the advance of modern technology, electronic violence is becoming more present and is defined as intentional infliction of pain and injury, in order to damage the reputation, status and dignity of the victim, i.e. the teacher, by using electronic devices and their modalities, especially mobile phones, Internet and increasingly popular social networks. What especially contribute this form of violence is anonymity and the feeling that the perpetrator would not be revealed. Violent activities can happen at any time and from any electronic device, so it is justified to discuss continuous violence from an unknown location, which is seen as “pervasive”.

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The victim is always available to the perpetrators and there are minimal chances for them to defend themselves from inappropriate content, as well as for the perpetrator to be discovered. This information are spread easily and at uncontrolled speed, they are available to a large number of people and remain long recorded on web-sites, which makes this form of electronic violence very harmful (Bilić, 2007). Steffgen & Ewen (2007) believe that lack of empathy is a risk factor for electronic bullying. A lack of direct contact with the victim in virtual world is a possible reason for greater cruelty, as the suffering of the victim does not appear obvious.

Teacher victimization has been understudied and has received limited attention by media and formal authorities (Espeleage et al, 2010). American Psychological Association emphasized that despite the severity of the problem, there is not much known about factors leading to teacher victimization and further research is needed to better understand the particulars of teacher victimization (APA 2014). Thus, this study aims to contribute to the issue by dealing with one of the common types of school violence directed at teachers- and explaining the extent of prevalence and consequence of the problem.

1.1 Problem Statement

Of recent, violence against teachers is creeping into the social structure of many schools resulting in unhealthy student-teacher relations. School violence has been an important topic in the realm of education in the last decade, and many different acts of violence in schools have been witnessed. Most of these acts of violence have been perpetrated by students of those schools. Schools are dealing with threats, students

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bringing weapons to school, and, in some cases students using those weapons in the schools (George, 2002). These issues lead us to wonder what are the thoughts and feelings of a child that would bring a weapon to school or make such threats. Schools are looking to find answers. Schools are scrambling to find ways to keep their staff safe and their buildings intact. No matter how it gets accomplished, students, staff, parents, and administrators want safe schools (Maja et al, 2013). In Ghana, one very important aspect of the ill effects of violence which has escaped our attention is the violence perpetrated against teachers.

Generally, teachers suffer from the various known forms of violence like assault, rape, slander and death. The Ghana National Association of Teachers has, in recent times, complained about other subtle forms of violence, like defecation in classrooms by community members, and the deliberate exposure of genitals by some males to unsuspecting female teachers. There is an example in Ada Foah where a man goes round knocking on the doors of female teachers at night and then intentionally showing off his genitals to them when they respond to his knocking (*Ghanaian Times*, July 11, 2013). This is a form of violence that has never been spoken about in Ghana, but the emergence of it means something must be done to arrest the canker now.

The effects of violence on people are universal and must be condemned, but the far reaching implication of violence against teachers is considered a threat to our quest to achieve the Millennium Development Goals (MDGs) and the Education for All (EFA) goals and its cascading effects on the nation's psyche (George, 2002).

Teachers are very vulnerable to violence due to the peculiarities of their working environment. Many young female teachers work in rural and underserved communities.

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Usually these locations are so remote that not only do they lack basic necessities like water and electricity but also ancillaries like police stations and clinics.

Many of these teachers face the prospects of adjusting to life far away from their homes. The locations of these communities are such that access is hindered due to unmotorable roads and lack of adequate lighting. Teachers are rendered vulnerable because they get trapped by mobs in the event of any unrest or agitation (Maja et al, 2013).

The lack of safe accommodation also contributes to the problem of violence against teachers. Most rural communities where teachers work lack the requisite facilities to house teachers. Most rooms or houses rented out to teachers are either weak structurally or lack amenities like toilets and bathrooms (George, 2002).

Many of such houses do not have good locks to keep intruders away. There have been stories when some unscrupulous landlords give out room keys to vulnerable female teachers whiles they keep the duplicate key ostensibly to visit them at night when they think nobody is watching.

Another factor that makes Teachers prone to abuse is the isolation of schools and the lack of security on school compounds. Teachers are on record to have suffered abuse because they prevented communities from using the school compound either as thoroughfares, as markets or as animal ranches (George, 2002).

Teachers suffer violence from encroachers on school lands or the use of school compound as grounds for mining or winning sand. All these stem from the fact that no thought of security of pupils and teachers went into planning and designing and the location of those schools.

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Language barrier can foster feuds between teachers and community members. Many teachers are posted to communities with different languages from what they (teachers) speak. They are left to use the English language or a corrupted form of the predominant language spoken in the area. The famous phrase: "you will be posted to places where your services are needed most", means that some teachers are posted to communities where they can neither speak nor understand the language spoken by the people (George, 2002).

This barrier to effective communication can be a recipe for misunderstanding, hence engender violence against teachers. Schools are noted to be the bastions of discipline. Teachers have suffered violence in the discharge of this aspect of their duty. In days past, the schools are noted for disciplining pupils and students as such even domestic misdemeanors are referred to the school for proper redress. Times have changed and now parents rather show aggression towards teachers who discipline their children. There may be excesses committed by teachers in their effort to keep their pupils in line. Some parents take advantage of these minimal excesses to visit violence on poor teachers, even though there are channels through which such excesses can be addressed (Bushman, 2001).

The recent phenomenon of attacking teachers because of the poor performance of pupils during exams is preposterous. Teachers bear the brunt of parents and community members when their children fail in their exams. Teachers are easy targets because they are in the frontlines of the educational battle, but many forget that teachers are only responsible for only a fraction of what goes into effective learning, teaching and passing exams.

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Teachers are considered as 'elites' in most rural communities so they are considered to be people who have the wherewithal to do anything they want. The show of arrogance by some teachers and the disrespect for norms of the communities in which they teach also contribute to their falling into the snare of violence (Bushman, 2001).

Many teachers have been accused of chasing people's wives, interfering in chieftaincy disputes and squandering monies kept in their custody. While these behaviors are condemnable, communities have no business taking the law into their own hands. There are laws regulating how such incidents should be handled, as such people should not resort to taking the law into their own hands.

The harm caused by violence against teachers is the same as the effects it has on any other individual but what is of utmost concern is how it affects the output of teachers and the education of children in our communities.

First, violence or the threat of it results in teachers refusing to accept postings to such violent prone communities. Even when they accept postings to such places, they seldom stay for long, leading to instability of the educational establishments.

Violence against teachers has the tendency to affect their psychological disposition. Teachers humiliated in the presence of pupils will live them and get them scarred for life with effects on their professional delivery. Teachers in violent prone areas are always apprehensive and can hardly concentrate on their work. This emotional instability affects how they teach and how they enforce discipline in the schools (Bushman, 2001).

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Teachers who suffer violence are likely to shirk the disciplinary aspect of their mandate. There is the tendency of teachers in violence prone areas to allow their pupils to behave anyhow. They will relax issues like lateness to school, improper dressing and enforcement of submission of exercises and homework (George, 2002).

These are issues that call for disciplinary action, but in situations where teachers are afraid, they are most likely to gloss over such infractions to the detriment of the pupils. This has dire implication for discipline not only in these communities but also the entire nation. In order to halt this dangerous trend of violence against teachers, stakeholders must ensure that there is strict enforcement of laws regarding violence and assault.

1.2 Purpose of the Study

The purpose of this is to investigate the prevalence and consequences of violence directed at teachers in the Wa Municipality, and will also consider possible measures that can be put in place to eliminate violence against teachers in schools.

1.3 Specific Objectives

Specifically the study seeks to,

i. Find out the nature of violence against teachers in the Wa Municipality.

ii. Identify the causes of violence against teachers

iii. Identify the consequences violence against teachers in the school community.

iv. Formulate recommendations aimed at eliminating violence against teachers.

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1.4 Research Questions

i. Are there any incidences of violence against teachers in the Wa Municipality?

ii. What are the causes of violence against teachers?

iii. What are the consequences of violence against teachers in schools in the Wa Municipality?

iv. What can be done to eliminate violence against teachers in schools?

1.5 Significance of the Study

This study will provide relevant data on violence against teachers and show the extent to which the problem is affecting teacher attendance and work in schools. The research will be highly relevant to government, civil society groups, policy think tanks, State agencies, policy makers and researchers in dealing with issues of education and teacher efficiency at work.

The outcome of this research would be particularly useful to heads of schools and Parent Teacher Associations (P.T.As). It contains valuable recommendation on how to improve upon school security and teaching and learning. In addition, it would add to scientific knowledge and aid teaching and learning.

1.6 Delimitation of the Study

The researcher narrowed the study to only three schools in the Wa Municipality which is the biggest administrative capital of the upper west region.

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1.7 Study Limitation

The research covers only three (3) selected schools in the Wa Municipality of the Upper West Region of the Republic of Ghana. Therefore, chances are that the research outcome may not hold valid in some other geographical settings.

1.8 Organization of the Study

The research report is organized into five (5) chapters. Chapter One (1) is the general introduction of the report, containing the background of the study, problem statement, purpose 0f the study, specific objectives research questions, significance of the study, delimitation , limitations, and organization of the study. Chapter Two (2) contains the literature review. Chapter Three (3) presents the methodological frame work and profile of the study area. Chapter Four (4) contains data presentation and discussion of findings. Chapter Five (5) is the final chapter of the research report and contains the summary of the principal findings, conclusion and recommendations for policy making.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of relevant related literature. It consists of theoretical review and empirical review. Teachers are increasingly becoming the focus of violence not from among students but disturbingly from the larger communities in which they work. Literature suggests that the problem is a global phenomenon.

2.1 Theoretical Review

Various Researchers have used major criminological theories to explain the nature and causes of school violence either against teachers or students. Swearer et al. (2006) noted that theoretical understandings of school violence have benefited in recent years from a shift from an individualistic approach to understanding why teachers become victims to examining the social contexts in which victimization occur. There is a rich history within criminology research linking social disorganization and violence at the neighborhood level (Sampson & Groves 1989; Sampson et al. 1997; Veysey & Messner 1999), and recent research indicates this is a fruitful area of theory for examining adolescent violent victimization (Kaylen & Pridemore 2008) and arrest rates (Lee & Schulenberg 2007). In addition, the relationship between institutionalized anomie, strain and violence has been examined in terms of adult criminality (Messner & Rosenfeld 1994; Messner et al. 2008), but not school violence. Violence against teachers appears several forms including Bias-based hate crimes, acts of racism, racial profiling,

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racketeering (i.e., extortion, bribery), assault, physical force, physical or psychological abuse or torture, hitting or injury (Espelage & Horne, 2008; Volokh & Snell, 1998; Ozdemir, 2012; Köknel, 1996; American Psychological Association, Center for Psychology in Schools and Education, and.; The North Carolina Department of Juvenile Justice and Delinquency Prevention's Center for the Prevention of School Violence, 2002).

Existing Criminological Theories: Social Disorganization Theory

Influenced by Park and Burgess' (1925) social ecological approach whereby crime is linked to neighborhoods, not individuals, racial or ethnic groups, or some biological or cultural shortcoming, Shaw & McKay (1942) studied criminality at the neighborhood level, specifically the breakdown of norms due to rapid social change at the neighborhood level. Social disorganization theory posits that these characteristics lead to the breakdown of community controls and ties to normative institutions, which leads to higher rates of crime in disorganized neighborhoods and schools (Shaw & McKay 1942). Rather than asserting that crime was the result of deviant immigrant or racial/ethnic cultures, they argued that any ethnic or racial group living in a socially disorganized urban neighborhood would experience higher rates of crime and violence. They found that "delinquency areas" were urban neighborhoods characterized by residential instability, ethnic heterogeneity and poverty. According to Shaw and McKay, these structural factors led to the development of a deviant subculture of violence, particularly with respect to child care, education and family life. In contrast to normative values, violence is considered an acceptable method of interaction in "delinquency areas" due to

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the structural characteristics of high-crime urban neighborhoods that lead to the development of a cultural value system conducive to violence. The characteristics of social disorganization, poverty, heterogeneity, and population mobility can explain school violence, which in the U.S. has been shown to be more prevalent in disorganized urban areas (Fingerhut 1993; Snyder & Sickmund 1995). Schools are often characterized by a high degree of mobility and heterogeneity and, like neighborhoods; schools characterized by disorganization may be more prone to violence due to the breakdown in social control at the school and national levels.

Merton's Anomie Theory

Merton (1938) re-conceptualized Durkheim's concept of anomie. To Durkheim (1893), anomie was the breakdown of norms due to rapid social change associated with modernization and the shift from mechanical to organic solidarity and increasing functional differentiation in the division of labor. Anomie could result in suicide if individuals' desires were not regulated and left unfulfilled (Durkheim 1897). Merton theorized that violence and crime are the result of individuals' and groups' adaptations to a disjunction between cultural goals deemed desirable in a given society and the normative institutionalized (structural) means for achieving the goals. In most societies, the most important goal is the accumulation of wealth, and the legitimate institutionalized means of achieving that goal is getting a job. Since some individuals have blocked access to the opportunity structure for achieving the goal of monetary success, they experience frustration, alienation and strain. To Merton, anomie results in deviance when either too much emphasis is placed on the goals, or the available means are inadequate to reach the

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goals; in other words, anomie results from blocked opportunities to normative success (Merton 1938). In the school context, the socially valued goal may be excellence in achievement scores, which is a way for students to secure future jobs and therefore monetary success in many nations. Like social disorganization theory (Shaw & McKay 1942), Merton's anomie theory could explain the higher rates of criminality among people in lower socioeconomic strata, since their opportunities for successfully achieving the goal of making money through the legitimate means of working are limited. This strain can be applied to the problem of school violence cross-nationally. While concerns about making money may not necessarily apply to juveniles, standardized achievement tests can be conceptualized as a source of strain applicable to youth violence in schools.

Institutional Anomie Theory and Social Support

Merton's theory has also been extended by Messner & Rosenfeld's (1994) institutional anomie theory which argues that crime and violence results from our cultural values of achievement, individualism, universalism and the fetishism of money. These values form the basis of the "capitalist" ideology, in which economic success is of primary importance and supposed to be available universally. The capitalist ideology purports that everyone has an opportunity for success, which exerts pressure on rich and poor individuals alike to make money, often by any means necessary. At the same time, the ability for non-economic institutions (such as schools, families, churches, etc.) to exert social control is undermined by the dominance of the economic institution, thus enabling criminality. Notably, a competitive school environment where individual achievement is stressed has been found to promote aggressive behavior (West 1975).

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Institutional anomie theory (Messner & Rosenfeld 1994) can help explain school violence by pointing out how the economic institution has devalued and penetrated the educational institution, which has in turn made accommodations for the economy. A teacher without money is therefore of no value to a rich student or parent. Standards-based education reform (such the free compulsory universal basic education) can be seen as a way in which the educational institution has been undermined by the economy- in the interest of enhancing human capital to create a desirable workforce; standards of education have been increasingly stressed. The emphasis on standardized testing undermines the traditional social control found in schools, fostered by teacher-student and teacher-parent-student relationships. Rather than democratic principles of pragmatism that informed education policy in the 1930's, which was concerned with educating a holistic, moral individual (Hickman & Alexander 1998), education increasingly serves the interests of the economy rather than individuals. Now the teacher has less control over students in the classroom.

In cross-national study of adult violence outside of the school context, Institutional Anomie is rarely tested in the manner initially theorized by Messner & Rosenfeld (1994; 2001), but a related theoretical concept has emerged- social support. Since according to Institutional Anomie Theory, the strength of non-economic pro-social institutions (i.e. schools, families, etc.) should buffer the relationship between inequality and violence, the conceptualization of "social support" has emerged to enable researchers to measure the cohesion of non-economic groups. Where social support is higher, rates of violence are lower. In cross-national homicide studies, social support is generally conceptualized as the level of social cohesion in a social aggregate, typically as shared

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values and the willingness to aid others (Pridemore & Trent 2010). It is measured numerous ways- often as welfare provisions provided by the government, the cohesion of communities, neighborhoods, and kinship networks, and has found empirical support in cross-national studies of adult violence (Altheimer 2008; Pampel & Gartner 1995; Pratt & Godsey 2002; 2003; Messner & Rosenfeld 1997). In the present study, since the aggregate groups under investigation are schools and nations- school and national-level measures of support for the institutions of education and the family may be particularly relevant to the investigation of school violence.

Macro-level strain/anomie theories (Merton 1938; Messner & Rosenfeld 1994) can add to the study of school violence. Students cross-nationally may be more likely to experience strain due to a disjunction between culturally valued goals and institutionalized means for achieving those goals (Merton 1938), mainly due to the increasing emphasis placed on standardized achievement scores and devaluation of non-economic institutions. In addition, it is important to consider social support, and support for the institutions of education and the family in particular, may relate to school violence.

Resource Deprivation Theories: Relative Deprivation

Studies of school violence using TIMSS 1995 data linked math achievement score variation to cross-national differences in levels of school violence (Akiba et al. 2002; Baker et al. 2005). In other words, inequalities in the educational system were found to be predictive of school violence at the national level. Theoretically, this links resource deprivation to school violence. This is not surprising considering cross-national studies of

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adult violence have consistently found national-level measures of absolute and relative resource deprivation to be predictive of cross-national differences in homicide rates (Pridemore & Trent 2010). Relative deprivation is usually measured by the Gini coefficient as income inequality within nations and is the most consistent predictor of adult homicide rates at the national level (Pridemore & Trent 2010). Numerous studies have found a significant positive relationship between the Gini coefficient and school violence (Cole & Gramjo 2009; Stamatel 2009; Bjerregaard & Cochran 2008a, 2008b; Jacobs and Richardson 2008; Lin 2007; Chamlin & Cochran 2006; Lim, Bond & Bond 2005; Van Wilsem 2004; Fajnzylber et al. 2002; Lederman et al. 2002; Messner, Raffalovich & Shrok 2002; Gartner 1990; Messner 1989, 1985, 1980; Kick & LaFree 1985; Avison & Loring1986; Krahn, Hartnagel & Gartrell 1986; LaFree & Kick 1986; Hansmann & Quigley 1982; Braithwaite & Braithwaite 1980; Krohn 1976).

Additional measures of relative deprivation have also been found to significantly predict cross-national homicide rates. For example, the ratio of income of the richest to poorest 20 percent (Altheimer 2008; Pratt & Godsey 2002; 2003), the percentage of the nation's wealth held by the richest 20 percent (Lee & Bankston 1999; Lee 2001) and the ratio of income of the richest 10 percent to the poorest 20 percent of nations' populations (Neapolitan 1994; 1996) all significantly predict cross-national homicide rates. The link between macro-level economic inequalities and micro-level acts of violence has been theorized in terms of social psychological frustration-aggression dynamics (Agnew 1999; Hansmann & Quigley 1982; Messner 1989). That is, economic inequality leads some individuals to experience poverty in comparison to the relative privileges of others. This macro-level inequality causes frustration and a sense of injustice that leads to aggressive

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and violent behavior at the micro-level. However, Chamlin & Cochran (2005) argued that theories of economic inequality such as relative deprivation theory are reductionist, offering social-psychological explanations for macro-social phenomenon. At the school level, math achievement score variation represents the existence of wide variation between high and low scoring students. Thus it is a school-level measure of relative deprivation. The relationship between school-level inequalities and violence is particularly important to study. The famous "Coleman Study," conducted in the U.S. in 1966 in response to the Civil Rights Act of 1964 found persistent inequalities in educational opportunities along lines of social class, race, religion and national origin (Coleman 1966). Subsequent research has confirmed glaring inequities in educational institutions in most countries. (i.e. Kozol 1991), so it is important to determine the effect of educational inequalities on levels of school violence.

Absolute Deprivation

Compared to studies of relative deprivation theory, relatively few researchers have examined the effects of poverty, or absolute deprivation, on rates of violence. Those that have either found a positive relationship (Conklin & Simpson 1985; Jacobs & Richardson 2008; Pridemore 2008; Wolf 1971) or relationships that were not statistically significant (Cole & Gramajo 2009; Groves et al. 1985; Lee & Bankston 1999). Recent studies have shown that model misspecification and the failure to control for poverty in cross-national studies of homicide rates could render the relationship between relative deprivation and national levels of violent crime spurious (Paré & Felson 2010; Pridemore

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2010; 2008). Since poverty is an aspect of social disorganization theory, I consider it as a measure of absolute deprivation simultaneously.

An Integrated Macro-Level Theory of School Violence

Social disorganization and macro-level anomie/strain theories need to be integrated to explain school violence. Following to the basic tenets of social disorganization theory, violence can be highest in schools with limited resources (i.e. poverty), and high levels of heterogeneity. Schools with these characteristics would theoretically develop a competing value system wherein violence is valued as a way to solve problems and interact. This theoretical relationship can exist at the national level as well, drawing on cross-national research that has tested the effects of absolute deprivation, or poverty, on adult homicide rates (Pridemore 2008; 2010; Pridemore & Trent 2010). Merton's (1938) strain theory can be applied to school violence as well.

According to this perspective, when the means to attain a socially valued goal, such as making money, or, more applicable to the school setting, getting good grades or high scores on standardized tests, are blocked, violence can occur. Again, schools that lack resources result in blocked opportunities for conventional success, leading to strain and the potential for higher levels of violence. In addition, schools that have a high degree of variation between high and low scoring students, a school-level measure of relative deprivation, may indicate that the avenues for academic success are blocked for some students, leading to higher levels of strain and violence. Measures of relative deprivation at the national level may be indicative of Merton's (1938) concept of strain, explaining levels of school violence at the national level as well. Institutional anomie

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theory asserts than an over-emphasis on economic goals at the macro-level undermines the ability of normative social institutions such as families and schools to enact social control and prevent violence. In the school context this means that schools that place a high level of importance on standardized testing, which is increasingly a tool that functions to determine students' future economic success will exhibit higher levels of violence due to traditional forms of social control being undermined. In a context where economic goals are emphasized to the exclusion of traditional values of courtesy and respect, violence is more likely. Since standardized testing is being instituted in education systems worldwide, one can argue that this indicates the valuing of an economic goal; to what degree standardized test scores predict violence at the school and national levels is an empirical question. In countries where divorce rates are low and educational expenditures are high, there should be lower levels of institutional anomie and thus lower levels of violence. Conversely, nations characterized by high divorce rates and low education expenditures should have more school violence since these non-economic institutions are weakened, and indicate lower levels of social support. Taken together, measures of social disorganization and strain/anomie theories, including standardized test scores, seem to offer the best explanation for school violence in a global context.

Predictors of Violence: Interactional and Social-Ecological Theories

Psychology is well suited to provide policymakers with evidence-based findings that address the complex social-interactional bases of violent behaviors and reduce the prevalence of teacher victimization. Within this perspective, it is important to recognize that teachers can be victims of, witnesses to, and perpetrators of violence in schools. It

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may be helpful to consider how teacher victimization can be understood better through the lenses of interactional and social-ecological theories.

Interactional Perspective

Despite the complexity of factors often associated with violence directed at teachers, conceptualization from an interactional perspective could capture the stream of behavioral processes as they occur and allow for directed intervention. From a pragmatic perspective, human behavior may not always seem predictable; however, the ABC (antecedent-behavior-consequence) model provides a structured process-oriented mechanism to better understand and prevent violence directed toward teachers (LaVan & Martin, 2008). The ABC model posits that knowing and understanding the antecedent-behavior- consequence contingency allows identification of specific response triggers on the basis of repeated observation and evaluation of data for immediate intervention. Specifically, factors in a person's internal or external environment that precede and trigger violent behavior are considered antecedents, or A. Behaviors, B, are the reactions of that person in response to internal or external stimuli, which lead to consequences, C, actions or series of events that flow from responsive behaviors. The ABC model empowers teachers to uncover predictable patterns in student behavior for expedited effective intervention. From a prevention standpoint, it is necessary to identify the contextual and individual factors that allow violence directed toward teachers to occur in the first place.

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On the basis of findings from several studies, the effectiveness of teachers' classroom management skills is a strong indicator of the extent to which student violence is directed toward teachers. For example, Shore and colleagues, in a series of investigations, have examined the reciprocal relationships between teachers and students with severe emotional disturbance (e.g., Gunter, Denny, Jack, Shores, & Nelson, 1993; Gunter, Jack, DePaepe, Reed, & Harrison, 1994; Shores, Gunter, & Jack, 1993; Wehby, Symons, & Shores, 1995). Their findings support previous research by Emerson and Howard (1992) suggesting that aggressive student behavior is more likely in classrooms where there is no programmed reinforcement schedule (Wehby et al., 1995). Teacher–student relationships that are characterized by conflict are also predictive of aggression. For example, Stipek & Miles (2008) examined associations among student aggression, teacher–student relationships, and academic achievement among 403 children who were followed from kindergarten or first grade (ages 6 to 7 years) through fifth grade (ages 10 to 11 years).

In their findings, the effect of general student aggression on student achievement was partially mediated by teacher–student conflictual relationships, suggesting that student aggression was associated with less achievement only when the aggression was met with conflict between the teacher and student. The interactional perspective was particularly evident in a recent large-scale study of violence against teachers conducted in Canada. Wilson and her colleagues (Wilson et al., 2011) examined violence against teachers using a large sample of Canadian teachers. Results indicated that consequences for teachers (as measured by reports of physical symptoms, emotional symptoms, and negative effects on teaching) were strongly predicted by threatening behaviors that

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occurred in school settings. These researchers distinguished between covert violence (e.g., being called names, having one's reputation tarnished, experiencing student behavior aimed at intimidating teachers) and overt violence (e.g., being threatened with a weapon, personal damage to property). The strongest predictor of physical symptomology, emotional symptomology, and negative impact on teaching was the number of covert experiences of violence; overt violence was a significant, albeit weaker, predictor of negative teacher impact and physical symptoms and was unrelated to emotional symptoms. These findings suggest that one important component of future research is the need to examine both covert and overt violence experiences when assessing the impact of violence on teachers' functioning.

Social-Ecological Theory

A dominant theory in violence research that may shed light on violence directed toward teachers is the social-ecological framework. This theoretical framework of human development posits that individual attitudes and behaviors are shaped by a range of nested contextual systems including family, friends, school, work, community, and social environments (Bronfenbrenner, 1976, 1979; Espelage, Low, & De La Rue, 2012).

These family, friend, and work contexts with which individuals have direct contact are referred to as the microsystem. The interaction between components of the microsystem is referred to as the mesosystem. Teacher–student relationships and teacher–parent conferences are examples of mesosystems. The exosystem is the social context with which the individual does not have direct contact but which affects him or her indirectly through the microsystem. Examples related to the study of violence directed

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toward teachers might include school policies related to student conduct, such as zero tolerance policies. The macrosystem may be considered the outermost layer in an individual's environment. This layer comprises abstract influences such as cultural values, customs, and laws. The macrosystem impacts the individual through its indirect influence on the exosystem, mesosystem, and microsystem. Finally, the dimension of time or the historical context included in this framework is the chronosystem. This system can impact the individual through external events (e.g., promotion or pregnancy) or internal events (e.g., teacher stress or burnout). It also can impact the individual through social and cultural trends. When examining the antecedents of violence directed at teachers, investigators have largely focused on the characteristics of students who demonstrated violent behavior toward teachers, the characteristics of teachers who were targeted, and school- and community-level predictors of violence directed toward teachers.

In the only comprehensive examination of predictors of victimization among teachers, Gottfredson et al. (2005) attempted to draw upon individual, school, and community factors. This study included a nationally representative sample of teachers and students from 254 middle and high schools. Drawing upon social control theory (Hirschi, 1969) and social disorganization theory (Sampson & Groves, 1989), the study assessed a wide range of potential influences of teacher victimization, including communal school organization, student bonding, and neighborhood characteristics.

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2.2 Empirical Review

2.2.1 Incidences and Causes of Violence against Teachers

School is a part of society, and as our society becomes increasingly violent, so do our schools (Saunders, 1994). According to Kenney and Watson (1999): Forty years ago, surveys of public school teachers indicated that the most pressing classroom problems were tardiness, talkative students, and gum chewing. Complaints that are far more serious are currently heard from teachers, administrators, and students about the presence of drugs, gangs, and weapons on campus and the threat of assault, robbery, theft, vandalism, and rape. Juvenile violence was at one time considered a social problem, and was dealt with by law enforcement and the judicial system. Violence among youth has become more prevalent in the schools, and is now recognized as a major public health problem. This problem must be addressed by administrators, educators, family and community members, lawmakers, and health care professionals (Kopka, 1997).

According to Day, (1996) school violence is a problem that is growing. A survey by the National League of Cities reveals that teachers were seriously injured or killed because of school violence. Thirty-eight percent of the seven hundred cities surveyed said there had been a noticeable increase in school violence in the past five years. Only 17 percent of the cities stated violence had decreased or was not a problem. One fourth of the cities reported deaths of teachers and students related to school violence or hospitalization of a teacher due to school violence in the last year. Kopka (1997) stated that 1994 statistics from the U.S. Department of Justice state that nearly three million crimes occur on or near the 85,000 school campuses in the United States every year. That is roughly 16,000 incidents each school day. Juveniles are most likely to commit crimes

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between 3 p.m. and 6 p.m., peaking from the end of the school day until dinner time (Kopka, 1997).

In 1993, 720 school districts responded to an American National School Boards Association survey entitled "Violence in the Schools" (Kopka, 1997, p. 8). The results of the survey are as follows: 82 percent of schools reported an increase of violence over the past five years, and 60 percent of the schools reported incidents involving weapons. Three-fourths of the schools surveyed reported that their schools had dealt with violent student on teacher attacks in the past year; and of that group, 13 percent reported a shooting or knifing (Kopka, 1997).

According to Goldstein & Conoley (1997) in the National Center for Education Statistics reported in 1991 that nearly one out of five schoolteachers in the United States stated that students verbally abused them. Eight percent of the teachers reported that a student physically threatened them, and two percent were physically attacked by students the previous year (Goldstein & Conoley, 1997).

Respondents to the 1995 "Annual Gallup Poll of the Public's Attitude toward the Public Schools," ranked the following as causes of increased violence in schools as very important: the increased use of alcohol and drugs by youth; the easy availability of weapons; the growth of youth gangs; a breakdown of the family; schools lacking ability to discipline; and, an increased portrayal of violence in the media (Kopka, 1997). According to the American Psychological Association, the strongest predictor of future violence for a child is a history of violence, including being a victim of abuse. Home life is seen as one of the main causes for violence. The American family has changed. Day (1996) stated, "Currently, 57 percent of children under the age of six have two working

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parents or a single parent". Many of these children are unsupervised until a parent comes home. As stated earlier, juveniles are most likely to commit violent crimes and other criminal acts between 3 p.m. and 6 p.m. (Kopka, 1997). Along with that, there are other family problems that may lead to violence such as, divorce, drug abuse, poverty, unemployment, illness, and family violence (Day, 1996).

Children can also learn to be violent. If they witness acts of violence on someone else or are abused themselves they are more likely to model such behaviors in the future. These children may never see an adult restrain their anger, or control his or her impulses, and these children often do not experience nonviolent discipline, it is seen as a natural way of life (Day, 1996). "Teenage friends who model violent behavior are an even more powerful influence on young people than adult models" (Day, 1996, p. 21). There has been research conducted to determine if there is a connection between criminal behaviors and lower than average IQ. "The average IQ of convicted criminals is ninety-two, ten points lower than the average for law-abiding citizens. IQ scores are particularly low among repeat offenders" (Day, 1996, p. 28). Another indicator in children is fearless or impulsive behavior. When they show this in their younger years, they are more likely to be aggressive and violent as an adult.

Are these things determined by biology or the child's environment? Some researchers feel that children who have low IQs and are impulsive may enter a downward spiral of failures and that may lead them to a life of crime. Most violence is caused by a small amount of men who are repeatedly violent. Five to six percent of young boys are committing half or more of all the serious crimes. As for having any biological basis, some researchers have suggested that some abnormal levels of noradrenalin and serotonin

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might be to blame for some violent behaviors, and there may be a genetic defect that may cause a person's brain to produce excess quantities of these chemicals (Day, 1996).

According to Goldstein & Conoley (1997) the nature of governance and leadership in a school can have a major connection with the violence that takes place inside its walls. A principalship style of leadership that is firm and fair has been shown to be related to low levels of student aggression. Schools experiencing high levels of student aggression tend to be schools that have a high level of arbitrary leadership and severe disciplinary actions. Some schools may say that the violence level is high because they no longer have the ability to discipline the students as they used to. In response to school violence, some teachers want better enforcement of school rules, more authority and more support from the parents, principals and other administrators to deal with the problem immediately in the classrooms. They would also like to see stiffer penalties for serious offenses and the use of alternative settings for students who are disruptive to the class and need to be removed (Wright, 2000).

School size is another connection to school violence. There is a higher per-capita violence rate in a larger school. According to Goldstein & Conoley (1997) this may come from the idea that it is easier to identify students in smaller schools, and that in larger schools may have more severe consequences, nonparticipation in governance, impersonality, and crowding. Crowding in schools has a big connection to school violence. Acts of aggression tend to take place in areas where it is more crowded such as stairwells, cafeterias, and hallways. Some other areas where violence tends to take place are in bathrooms, entrances and exits, and locker rooms.

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A cause of violence in the schools may be sheer boredom of the student. According to Day (1996): If schools were always challenging, perhaps there would be less school crime, but as it is, many students are bored by school-either because the work is too hard or because it is too easy. Students then may seek other challenges-often illegal ones. One researcher went so far as to say that the wonder is not why some students commit crime, but why many do not. (p. 90) Students seem to agree that boredom can lead to school violence (Day, 1996).

Drugs are another cause for school violence. Where there are drugs and drug dealing there is a high risk for violence. Crime rates are highest at schools where illegal drugs and alcohol are easily obtained. There are some illegal drugs that are very strongly associated with displays of aggression and can trigger violent outbursts (Day, 1996). Kopka (1997) stated: Many cite the availability of crack cocaine, which became readily available in the mid-1980s, as a key probable cause of youth violence both in and out of school. With the advent of crack, drug dealing became a well-paid and violent business for many juveniles.

There may also be a link between psychiatric drugs and school violence. There is some evidence that confirms a close relationship between the use of prescribed psychotropic drugs and the use of illegal drugs, including heroin and cocaine (O'Meara, 2000). "Twenty-eight years ago the World Health Organization, or WHO, concluded that Ritalin was pharmacologically similar to cocaine in its pattern of abuse and cited Ritalin as a Schedule II drug-the most addictive in medical usage" (O'Meara, 2000, p. 53). Many believe that there is sufficient evidence that connects prescription psychotropic drugs to violence being carried out by school-age children. Physicians rather than erring on the

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side of caution by reducing their prescriptions, they are now even prescribing to infants and toddlers (O'Meara, 2000).

Anger not only has many definitions, but it also has many characteristics that describe it. Some definitions view anger in a positive light, while others see it as negative. According to The American Heritage College Dictionary (1993), anger is defined as "a strong feeling of displeasure or hostility". According to Capozzoli & McVey, (2000) the definition of anger is "a feeling of indignation and hostility that involves complex emotions and depends on how we evaluate events and/or situations. Our own thought processes perpetuate anger". Anger among students is yet another cause of school violence which consequently affects teachers.

It should however be stated that, as at the time of conducting this research, no more than news reports on violence against teachers in Africa and Ghana in particular were available. Most of the research that has been conducted in this area is from US and other European countries. There has been no circulated researched work on the problem beyond what Ghanaian news papers reveal. This is one of the factors that motivated this research. This can be evidenced from the table below.

2.2.2 Consequences of Violence against Teachers in Schools

Experiencing unpleasant situations in a work place cannot be productive, or supportive, especially if it includes violence. Teachers who are experiencing violence in school find it difficult to spread a positive and safe environment in their classrooms. It has a negative effect on their health. Studies on the effect of stress regarding teaching profession show that it grows with increase in students' indiscipline in the classroom and

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can lead to a burnout (McCormick, Barnett, 20011; Kauppi, Pöröhölä, 2012). Professional burnout can be described as a set of negative feelings that are a consequence of an individual's unsuccessful struggle with stress, with physical and emotional exhaustion, negative attitudes and very low productivity (Houston, 2001; Grujić, 2011). Stress is a main cause of professional burnout and it occurs when a teacher perceives his work environment and certain situation as threatening. Source of stress can vary by category, with stress being a result of: environmental behavior of students and colleagues, physical and technical conditions of work, occupational roles, poor interpersonal relationships, and atmosphere that students and colleagues bring into school (McGrath, 1976; Friščić, 2006). As a result, teacher's concentration and motivation decrease, which is very important for high quality of work- teaching students. "In teachers who use strategies focused on emotions while dealing with stress, a sense of insecurity, anxiety, depression, and a feeling that they are not able to accept the stress is going to be more powerful. In addition, they will often express psychological symptoms such as physical exhaustion, weakness, rapid fatigue, and trouble concentrating on work (Grgin et al., 1995; Brkić, Rijavec, 2011, p.221).

The costs of violence against teacher are high and have a negative impact not only on teachers, but on students, taxpayers, and school systems as well. For example, teacher victimization may result in lost wages, lost instructional time/productivity, increased workman's compensation payments, litigation costs, negative publicity for the school, and negative student behavioral and academic outcomes (Levin, Belfield, Muenning, & Rouse, 2006; No Child Left Behind [NCLB], 2001). Given these significant costs, research is urgently needed that assesses the types of violence that may occur, as well as

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incidents that are perpetrated by individuals in a range of roles, such as students, parents, and colleagues. Identifying and monitoring violence against teachers is important and allows for a broader ecological understanding of victimization in school settings. Teachers play a role in the cognitive, social, and behavioral development of students, and greater understanding of teacher victimization rates and subsequent lessening of such rates will have benefits to both teachers and students. In order to effectively intervene in schools, we need to first understand the nature and extent of teacher victimization.

Teachers who use confrontation focused on emotions, deny facts and their consequences, refuse to accept the worst- the truth and act as if what happened is not important (Lazarus, Folkman, 2004; Brkić, Rijavec 2011). Sometimes a long-term exposure to stress and job dissatisfaction can result in leaving the teaching profession. A research (Otero Lopez, Santiago, Gódas et al., 2008) conducted in Spain proves that students' jamming behavior, their indiscipline and lack of cooperation is positively associated with exhaustion and dissatisfaction. Kokkinos (2007) has also confirmed in his research that students' indiscipline is a significant factor in creating professional burnout. However, research has shown that a level of burnout of teachers is low and very low (Koludrović, Jukić, ReićErcegovac, 2009). A study (Dzuka, Dalbert, 2007) shows that students' violent behavior is often a reason for teachers' stress. Regardless of whether it is mild, moderate or severe, violence against teachers is not normal. It is associative, and it should be approached to as such. We have to find the cause of perpetrators' violent behavior and stop the chain of abuse. "What we need to find is a social solution to antisocial behavior." (Coloroso, 2004).

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2.2.3 Suggestions to Curb Violence against Teachers in Schools

Teachers can affect students' reactions with their approach and way of working. Good preparation, interesting content presentation and good communication with students, with specifically given boundaries of acceptable behavior, together with the teacher being an example through creating a pleasant working atmosphere, will help in the prevention of undesirable student's behavior.

School violence is a concern for teachers regardless of their amount of experience. And when it comes to identifying potential incidents of school violence, it has been found that at least one other student knew that the event was going to occur. If teachers are able to tap into this, then acts of violence within the school can be prevented. MajaLokmić et al, 2013, suggested the following as ways to curbing violence against teachers in schools.

- Responsibility is not limited to the classroom – Most teachers feel that their responsibility beings when they enter their classroom and ends when they leave it. Instead of sitting at the desk between classes, it is ideal to stand at your door at the beginning of the day, during class changes, and at the end of the day in order to monitor the halls. Violence acts can be identified and stopped.
- Maintain a prejudice-free classroom – This means keeping the classroom free of stereotypes and any kind of prejudice. If any prejudices should be left outside of the classroom and the school. The classroom is supposed to be a safe place for everyone.
- Get involved with anti-violence organizations – Many schools have student-led anti-violence organizations that both students and teachers can join. You can

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become a club sponsor and use the opportunity to learn more about the violence occurring in the school and ways to prevent it.

- Listen to idle-chatter – Every classroom experiences a little downtime, which is a great opportunity for teachers to listen to the chatter going on in the room. When grading papers or catching up on other work, try to listen to what the students are talking about in order to identify anything that could potentially lead to violence.
- Change in behavior – Pay close attention to changes in student behavior. These changes include depression, sudden lack of interest in class, outbursts, and any other behavioral changes.
- Encourage discussion – Initiate a discussion in class regarding violence and get input from the students on how to prevent it.
- Participate in school-wide initiatives – By participating in initiatives that focus on preventing violence and responding to emergencies, you will become aware. You can also work on ways to prevent violence within the school.
- Get parents involved – Just as you need to communicate with your students regarding violence and ways to prevent it, parents need to become involved as well.

Also, Day (1996) suggested that Parents, chiefs, school authorizes and governments must collaborate to end violence against teachers. For him, legislation and public education are all essential to curbing the problem.

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Table 2.1: Empirical Study Review for this Research

S/N	Author	Date	Country	Topic	Methodology	Findings	Conclusions
1	Jack N. Kondrasuk	2005	USA	Violence affecting school employees	Questionnaires	It was found that respondents, mainly administrators from suburban elementary and middle schools, stated there was little violence against employees	The incidents of violence reported in this study did not confirm initial perceptions of high rates of violence against school employees
2	Teresa Bellflower	February, 2010.	USA	Examining the perceptions of school violence through views of middle school students, parents and country members.	Qualitative case study	Bullying is a factor in school violence Parents felt that school violence is more prevalent now than 10 years ago Parents belief that the safety of students is the responsibility of administration and police department	The researcher concluded that we must take initial thoughtful, realistic and logical steps to respond to the problems that we are facing in our schools by developing effective prevention and responsive strategies
3	Chia Wei	September, 2011.	USA	Violence against educators	Qualitative and Quantitative	The study helped to estimate physical assault and non physical violence among educators	The study provided information about factors associated with increased and decreased risks for violence against educators.
4	Chelcie Zimmer	April, 2012.	USA	The experience and psychological impact of school	Questionnaires and interviews were used	The research aided in the understanding of rural experiences which a	Violence against teachers within the rural Alberta school environment is a

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				violence on rural Alberta teachers		typically assumed to be less an issue than urban	serious social and psychological issue which can no longer be over looked.
5	Brian R. Johnson and Shannon M. Barton-Bellessa	2014	USA	Consequences of school violence: personal copying and protection measures by school personnel in their personal lines	Qualitative and Quantitative	The study found that the fear of victimization both violence and property crimes among rural school staff is relatively Regardless of gender, only a small number of staff reported using personal protection measures eg. alarm systems, self defense training and other measures.	In practical application, res of this nature can provide school administrators with an understanding of the safety concerns that school personnel may have away from work place
6	Ciana O' Dowd Lernihan	September, 2011.	Ireland	An exploration into extent of violence experienced by secondary school teachers.	Qualitative and Quantitative methods	Teachers being verbally abused appears to be an ongoing issue Teachers experiencing threatening and intimidating behavior from students	The research Project has attempted to gain an after insight into teachers ' experiences of violence and intimidation
7	Rami Benbenishty and Ron Avi Astor	February, 2011.	Israel	Making the case for an international perspective on school violence:	Qualitative	The study found clear differences in which in the way the term bullying was understood by parents	There is a clear need to form a global collaboration, perhaps through UN or WB, in

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				Implications for theory, Res., Policy and Assessment			order to address this significant global social problem of school violence.
8	Hilmi Sungu	2015	Turkey	Teacher victimization in Turkey: A review of the news on violence against teachers	Qualitative research	It was found out that students, parents school managers, other teachers working at the same schools committed violent actions against teachers	It was concluded that in order to prevent violence at schools teachers, school managers,, parents and students should behave responsibly in resolving conflicts.
9	Yasemin Yavuzer	May, 2012.	Turkey	Teachers' responsibility in preventing school violence: A case study in Turkey	Qualitative research	Teachers were aware of their responsibilities in preventing school violence They felt responsible for the prevention of school violence They were also knowledgeable on how to prevent violence.	Teachers need to have programs that could improve classroom management that would give skills to teachers as how to cope with violence.
10	Syed Imran Haider and Nasim Khan Mashud	March, 2014.	Pakistan	Knowledge, attitude and practices of violence. (A case study of university students in Pakistan)	Interviews	Most of the students reported that they got to know about violence either through personal experience or by mady Many others said their peer group provided them	The results of the study show that the demographic variables are playing an important role on education of the individuals.

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						with information. Gender also turned to be a very influential fact in Pakistani society	
11	Omato	2010	Kenya	School rules, regulations and child delinquency.	Quantitative	Expulsion was an effective disciplinary measure when use responsibly.	However, was an effective disciplinary measure when use responsibly.
12	Kerosi	1987	Kenya	The influence of discipline in schools achievement.	Quantitative	Students with violent behaviours needed guidance and counseling.	However, students with violent behavior needed guidance and counseling.
13	Daily Nation	2001	Kenya	New Torn of school punishment: pupils kneel down as alternative type of punishment.	Quantitative	Corporal punishment including kneeling heavy manual labour slapping and smaking were humiliating, demeaning and degrading	However, corporal punishment were humiliating, demeaning and degrading.
14	Ojwang	2005	Kenya	Causes and effects of students in rest.	Quantitative	Prosecution can be dealt through other appropriate authorities and corrective measures.	However, prosecution can be dealt through other appropriate authorities and corrective measures.
15	Faula	2004	Nigeria	"Management of student crisis in secondary schools in Ado-Ekiti local government area of Ekiti state"	Quantitative	Students who violently attacked their teachers should be punished in order to serve as deterrent to others.	However, students, who violently attacked their teachers should be punished to serve as deterrent to others.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter contains two sections. The first section presents the geographical and socio-economic characteristics of the study area. The demographic characteristics of the study area are shown in this section as well. The second section deals with the methodology. This examines the process of field work and why some methods were used. The methods used herein are partly responsible for the findings.

3.1 Study Area

The Wa Municipality has been selected for this study. One of the reasons for the selection of this area is the many complaints of violence against teachers that have been reported in the area. It is without doubt that there is an upsurge in the use of violence against teachers. Such violence is perpetuated by students, parents, community members, colleague teachers etc.

Wa Municipality is located in the southeastern part of the Upper West region. The capital is **Wa**. The municipal shares boundaries with Nadowli District to the north, the East, with Wa East. The municipal also Shares borders with Wa west to the West. It has a landmass of about 1,078km², which lies between latitudes 9º 55”n and 10º 25”n and longitude 1º 10”w and 2º 5”w. The municipal assembly also shares boundaries with Sawla-Tuna-Kalba districts to the south.

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3.2 Research Design

Research design refers to the overall plan employed by the researcher to obtain answers to research questions and for testing the hypothesis formulated (Agyedu, Donkor & Obeng, 2010). It constitutes the blueprint for the collection, measurement and analysis of data. It is the strategy for a study and the plan by which the strategy is to be carried out.

This is an applied research conducted using a cross-sectional survey design. Primary data was collected from a cross-section of teachers in the Wa Municipality. Seventy-seven (77) teachers across different schools were contacted and their ideas used for this study.

3.3 Population

Population refers to the complete set of individuals (subjects), objects or events having common observable characteristics in which the researcher is interested in studying (Agyedu et al., 2010).

The total population of teachers in the selected Municipal schools where this research is been conducted is ninety-five (95). Out of these, 67 are males while 28 are females. The selections of those schools were purposive; based principally on complaints of violence against teachers.

3.4 Sample and Sampling Techniques

A sample has been chosen for the study because it would be virtually impossible to study the entire population due to constraints of time and costs. However, the sample

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must be representative of the population from which it is drawn. The sample size for the study was seventy-seven (77) respondents.

Purposive and convenient sampling procedures were used in selecting the sample. The selection of schools for the study was based on a purposive sampling but the individual teachers selected to complete the sample size has been based on convenient sampling processes. Teachers in the selected schools who were available and willing to answer the research questionnaires were considered.

3.5 Research Instruments

Having regard to the complexities involved in education studies, a single data collection method cannot be used (Wart, 1993).The most effective approach to the study is to employ a combination of methods which have been extensively described and employed elsewhere by known education researchers (Wangwe, 1999; Wadha, 2009; Williams,1987; Wickham, 2006; Freeman,2010). Wickham (2006) used questionnaires to study violence in Tanzanian schools and his results were considered valid. Day (1996) used a similar method to study violence in American schools. Lamolla in 2005 also used similar methods including the examination of relevant documents.

Considering the above, the researcher employed the following research instruments:

1. Survey Questionnaires: Structured Survey questionnaires were administered to selected teachers in the Wa Municipality.
2. Unstructured interviews were also used to close gaps in the data collection process.
3. Examination of records specifically school log books and attendance books.

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3.6 Validity and Reliability Evidence

To ensure the reliability and validity of the study outcome, greater care has been taken in selecting a research design and data collection instruments. The survey questionnaires were first designed and pre-tested in three (3) schools. After this pre-testing modifications were made to a number of questions to enhance clarity and consistency.

Also, Instrument triangulation has been applied; resulting in the use of both survey questionnaires and unstructured interviews. The use of one data collection technique to cross check (verify) and substantiate the results of another is known as triangulation. The purpose of triangulation is to provide a basis for convergence on the truth. Thus, by combining multiple data collection technique, investigators hope to overcome the bias that comes from the use of a single data collection technique (Agyedu et al., 2013).

Teachers as a group has been selected purposefully (purposive sampling) for the study but individual teachers who took part in the study were chosen based on a convenient sampling procedure.

3.7 Data Collection Procedure

The survey questionnaires were divided into two major parts; Part A and Part B. Part A questions were used to elicit information on the characteristics of the respondents. Part B questions were centered on the research objectives. Part B has five sub-divisions addressing all five research questions and objectives. The first division dealt with incidences of violence against teachers. Teachers were asked whether they have ever

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been victims of violence. Here, participants used use a three-point likert-type scale (2=frequently, 1=Sometimes and 0= Never) to respond to questions.

After all these, unstructured interviews were used through asking relevant and probing questions in collection of more data. The same participants responded to these interviews. School log books were examine to identify incidences of recorded violence in schools. Teacher attendance books were also checked to information on teacher attendance.

3.8 Data Analysis Plan

The data were analyzed using the following:

i. Tabulation and charts have been used to analyze and categorize the data. Information on characteristics of the respondents; such as age, educational attainments, gender, years in the service have been analyzed by means of tabulation and charts.

ii. Microsoft Excel was used to analyze some of the information, compute correlation and produced diagrams.

In presenting the data both qualitative and Quantitative methods are used. According to Derbile (2003) and Gilbert 2006, there has been the polarization along the lines of qualitative and quantitative methods of data presentation in any discipline, either in natural or social science. Proponents of quantitative method argue that human behavior in the social science, like the physical phenomena in the natural science can be quantified in attributes (Bacho, 2001; Derbile, 2003; Gilbert, 2006).

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Straus and Corbin (1990) and Haque (2000) defined quantitative research methodology as the type of research that generates findings arrived at by statistical procedures. By the end of 1970s, scholars began to realize the need for both methods in the field of research since no one method answer all the questions let alone provide insights on all issues (Gilbert, 2006).

3.9 Ethical Consideration

No persons or person has been harmed or would be harmed as a result of this work. Data collected from individuals has been presented in aggregates and the privacy of respondents is respected.

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CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents the findings of this work. It contains the demographic characteristics of the respondents such age distribution, gender, and qualifications. Also, the chapter contains the answers to the research questions put out under chapter one of this report. In analyzing the data collected, tables were used in the presentation of data. Microsoft Office Excel has been used to produce charts and Tables.

4.1 Demographic Characteristics of Respondents

4.1.1 Age Distribution of Respondents

Most of the respondents contacted for this study were between the ages of 20-30. They consisted of 62.3% of the total sample. Those found within the ages of 31 to 40 were 36.4 % and ages 41 to 50 were 1.3 %. This indicates that there are more young people working as teachers in the Wa Municipality. Table 4.1 shows the age distribution of the sampled teachers.

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Table 4.1: Demographic characteristics of Respondents (N = 77)

Variable	Frequency	Percentage %
Age		
20-30	48	62.3
31-40	28	36.4
41-50	1	1.3
Gender		
Male	63	81.8
Female	14	18.2
Educational Levels		
SSSCE/WASSCE	1	1.3
Diploma	29	37.7
Degree	32	41.6
Postgraduate	15	19.4

Source: Field Survey, 2016

4.1.2 Gender Distribution

With regards to gender majority of the respondents were males. Females made up of only 18.2% of the total sample whiles males consisted of 81.8 %. This shows a male dominated work force. (Refer to table 4.1.)

4.1.3 Educational Levels of Respondents

Relating to educational levels of respondents those with Bachelor degree were 41.6% up to 37.7% of the teachers contacted had a Diploma in Basic Education. Another 19.4% had a postgraduate qualification. Table 4.1 shows the qualifications of workers contacted for the study.

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Figure 4.1 represents information on the number of years in the service.

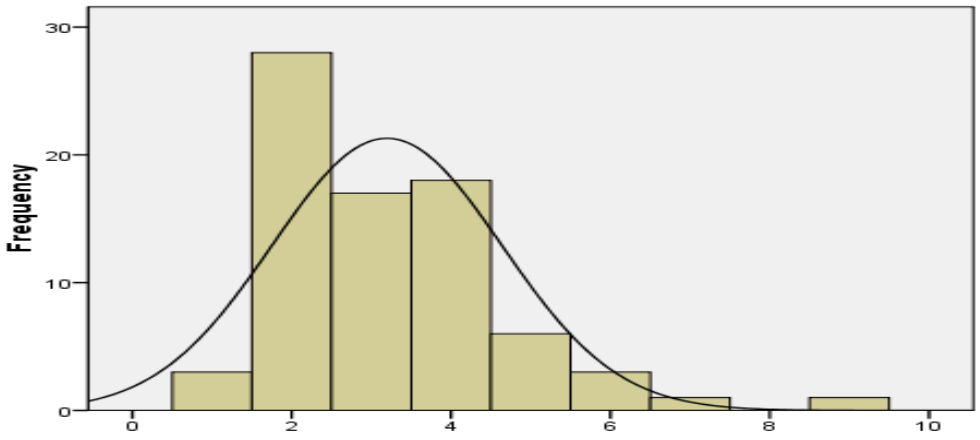

Figure 4.1: Years in Service

4.1.4 Years in Service

As shown in figure 4.1 it was realized that only 1.3% of the teachers contacted have worked with the GES for up to 9 years. Majority of the workers have only worked there for about 2 years; that is 36.4% of the sample.

4.2 Analysis of Main Data

Research Question One: Are there any incidences of violence against teachers in the Wa Municipality?

To find out information on incidences of violence, teachers were asked "Have you ever been a victim of violence due to your work as a teacher? A significant number (77.9 %) of the respondents interviewed answered "yes". Another (22.1 %) answered "No". At a school in Wa Islamic Senior High School in the Wa Municipality, a teacher had this to say "as for violence, it occurs all the time. A colleague teacher was beaten by nasty boys

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last year and I have been stoned before…..we suffer a lot". Most violence against teachers occurs within the school environment or on the teacher's way home.

Table 4.2: Incidence

Response	Frequency	Percent
Yes	60	77.9
No	17	22.1
Total	**77**	**100.0**

Source: Field Survey, 2016

Table 4.2 contains the information on the incidences of violence against teachers within the sampled respondents. This finding is in agreement with the survey conducted by the National League of cities which reveals that teachers were seriously injured or killed because of school violence (Day, 19960).

Table 4.3 presents the offence types.

Table 4.3: Offence type

Offences	Frequency	Percent
obscene remarks	2	2.6
obscene gestures	2	2.6
verbally threatened	16	20.8
Intimidated	3	3.9
internet victim	16	20.8
theft of property	4	5.2
damage to personal property	1	1.3
objects thrown at	10	13.0
physically attacked (No doctor)	3	3.9
physically attacked(Doctor)	1	1.3
weapon pulled	2	2.6
Total	60	78.0
Missing	17	22.0
Total	**77**	**100.0**

Source: Field Survey, 2016

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From Table 4.3 a number of offences are commonly perpetuated against teachers. These offences include obscene remarks and gestures, verbal threats, intimidation, internet abuse, property damage among others. However, verbal abuse and attacks on internet base social media platforms were the major offence type totaling 41.6 % of respondents affected by school violence. About 13.0 % had objects thrown at them. The occurrence of teacher victimization was not directly recorded using a measure of frequency, but rather, by teachers' indication that they experienced the offense. It is necessary to note that the selection of various perpetrators is not synonymous to the number of times one is victimized. For example, although a participant may have selected student and parent within the verbal threat category, the number of times the teacher may have been verbally threatened by a student or a parent is unknown. For this reason, teacher responses were not used to report the frequency of specific forms of victimization.

The finding that verbal abuse and internet attacks are the major offence type perpetrated against teachers are in line with those deduced by Goldstein & Conoley (1997) in the National Center for Educational Statistics reported in 1991 that nearly one out of five school teachers in the United States stated a student verbally abuse them.

4.2.1 Causes of Violence against Teachers

Research Question two: **What are the causes of violence against teachers in schools in the Wa Municipality?**

Teachers were asked to identify a set of activities that mostly trigger violence. These activities included academic activities, social activities, extra curricula activities,

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disciplinary activities among others. However, all the respondents selected the activities presented in Table 4.4. Disciplinary activities and extra curriculum activities were found to be the main sources of violence against teachers representing a total percentage of 49.4.

Table 4.4: Causes of Violence

Causes	Frequency	Percent
Academics	10	13.0
Social activities	11	14.3
Extra curricula activities	19	24.7
Disciplinary activities	19	24.7
Total	59	76.6
Missing	18	23.4
Total	**77**	**100.0**

Source: Field Survey, 2016

This finding contradicts that of Kopka (1997), who states that respondents to the 1995 'Annual Gallup poll of the public's attitude toward the public schools', ranked the following as causes of increased violence in schools as very important: the increased use of alcohol and drugs by youth; the easy availability of weapons; the growth of youth gangs; a breakdown of the family; schools lacking ability to discipline; and an increased portrayal of violence in the media.

In looking at the side of the perpetrator of violence, Students were found to be the main perpetrators of violence against teachers making up of 39 % of the responses. Parents were the second highest representing 22.2 %. Table 4.5 contains the data.

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Table 4.5: Perpetrator

Perpetrator	Frequency	Percent
Student	30	39.0
Parent	17	22.1
Colleague	9	11.7
Stranger	2	2.6
Other	2	2.6
Total	60	77.9
Missing	17	22.1
Total	**77**	**100.0**

Source: Field Survey, 2016

This finding concurs with that of George (2002), who states that most of these acts of violence have been perpetrated by students of those schools, schools are dealing with threats, students bring weapons to school, and some cases students using those weapons in the schools.

4.2.2 Consequences of Violence against Teachers

Research Question Three: **What are the consequences of violence against teachers in schools in the Wa Municipality?**

The data collected has confirmed a number of these prepositions. A teacher in Wa Senior High Technical has the following to say when asked a question about the consequences of violence against teachers…. " I often leave school early whenever I hear threats of violence direct at me in school…..these violence often occur after closing… but when you run away before closing, you are safe…". Of all the teachers who responded to the questionnaire, 24.7 % of teachers leave school prematurely in fear of one form of violence or the other. Table 4.6 indicates the consequences of violence against teachers in schools.

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Table 4.6: Consequences

Consequences	Frequency	Percent
Loss of days of work	16	20.8
Leaving school prematurely	19	24.7
Loss of instructional time	11	14.3
Medical care by school	2	2.6
Disciplinary action taken	6	7.8
loss of property	2	2.6
bodily injury	3	3.9
Other	1	1.3
Total	60	77.9
Missing	17	22.1
Total	**77**	**100.0**

Source: Field Survey, 2016

The finding that teachers leave school prematurely in fear of one form of violence or the other negates those established by Dzuka & Dalbert (2007), who observe that students' violent behavior is often a reason for teachers stress. The finding that teachers lose days of work as a result of violence is confirmed by that of Levin, et al,(2000) and No Child Left Behind[NCLB] (2001), who state that teacher victimization may result in lost instructional time/productivity, increased workman's compensation payment, litigation cost, negative publicity for the school; and negative student behavior and academic outcomes.

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4.2.3 Eliminating Violence against Teachers in Schools

Research Question Four: What can be done to eliminate violence against teachers in schools?

Table 4.7 presents data on ways of curbing violence against teachers.

Table 4.7: Ways of curbing violence against teachers

Mitigation measures	Frequency	Percentage (%)
Expulsion	38	49.4
Suspension	15	19.5
Guidance and Counseling	10	13.0
Corporal punishment	6	7.8
Prosecution	5	6.5
Pardoned	3	3.8
Total	**77**	**100**

Source: Field Survey, 2016

4.2.4 Expulsion

The results in Table 4.7 revealed that (49.4%) representing 38 respondents suggested expulsion as a mitigation measure against violence. This finding is similar to the revelation made by Omato (2010), upon a study on school rules, regulation and child delinquency in Sochio Secondary School observed that expulsion as a disciplinary method when used responsibly were acceptable and effective in the management of students discipline in secondary schools.

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4.2.5 Suspension

Suspension is indispensable in addressing challenges of students' violence against teachers. The results in Table 4.7 revealed that (19.5%) representing 15 respondents felt that suspension will reduce violence. These findings does not corroborate with the argument of Day (1996). In a study suggested that parent and public education are all essential to curbing the problem. In his opinion, suspensions were not effective at all.

4.2.6 Guidance and Counseling

On the aspect of guidance and counseling, available literature identified is another aspect that contributes to ameliorate students' violence against teachers. The results generated from the study showed that (13%) representing 10 respondents accepted guidance and counseling as a solution to curbing violence directed at teachers in the Wa Municipality. Kerosi (1987) in the concern to investigate the influence of discipline in schools achievement postulated that guidance and counseling services is effective. He argued that guidance and counseling usually evokes images of self esteem and students with violent behavior needed professional guidance and counseling to help them lead normal life. (Refer to Table 4.7).

4.2.7 Corporal Punishment

Table 4.7 showing results on how corporal punishment was rated as the forth effective disciplinary method. (7.8%) representing 6 respondents of the entire sample respondents indicated corporal punishment. In a study conducted by Daily Nation (2001) about new thorn? of school punishment. He debunked that corporal punishment including

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kneeling, heavy manual labor, slapping and smacking were humiliating, demeaning and degrading disciplinary methods.

4.2.8 Prosecution

As shown by the study results in Table 4.7 (6.5%) representing 5 respondents indicated that prosecution is the best way to stop violence against teachers. Ojwang (2005) conducted a study into the causes and effects of students' unrest in Rachuonyo District in Kenya. The study showed that prosecution as a solution to violence against teachers can be dealt through other appropriate authorities and corrective measures. Where there is no positive change, the last resort or action is to treat the case as an intolerable offence instead of court sentence.

4.2.9 Pardoned

Results generated from the data gathered showed that (3.8%) representing 11 respondents acknowledged that students who physically assault teachers should be pardoned. This finding contradict that made by Falua (2004), upon a study on management of students' crisis secondary schools in Ado-Ekiti Government Area observed students who violently attack their teachers should be punished in order to serve as deterrent to others(Refer to table 4.7).

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is the final chapter of this report. It contains the summary of the major findings. It also contains the conclusions made, recommendations and suggestions for further research.

5.1 Summary of Findings

The purpose of this study was to investigate the prevalence and consequences of violence directed against teachers in the Wa Municipality. The study adopted a quantitative approach to investigate the prevalence and consequences of violence. The subjects of the study were seventy-seven (77) teachers.

5.1.1 The nature of violence against teachers in the Wa Municipality.

- The result of this study shows that 77.9% of the teachers have experienced violence from their students during the school years, which determines violence against teachers more as a rule than an exception.
- However, 22.1% of the respondents said they have never experienced violence against them as teachers.
- On offence type, verbal abuse and attacks on internet base social media platforms were the major offence type representing 20.8% while 13% had objects thrown at them. It is very likely that because of teachers strictness in maintaining discipline

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in the classroom students post inappropriate content against them on social networks.

5.1.2 To identify the causes of violence against teachers.

Majority of the respondents representing (49.4%) acknowledged that disciplinary activities and extracurricular activities were found to be the main sources of violence against teachers whiles (27.3%) of respondents also felt that academics and social activities were the next causes of violence against teachers.

5.1.3 To identify the consequences of violence against teachers in the school community

A total of (24.7 %) of teachers identified leaving school prematurely in fear of one form of violence or the other, (20.8%) indicated loss of days from work.

5.2.4 To formulate recommendations aimed at eliminating violence against teachers

- The results revealed that (49.4%) representing 38 respondents suggested expulsion as a mitigation measure against violence.
- The study also revealed that (19.5%) representing 15 respondents felt that suspension will reduce violence.
- The results generated from the study showed that (13%) representing 10 respondents accepted guidance and counseling as a solution to curbing violence directed at teachers in the Wa Municipality.

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- (7.8%) representing 6 respondents of the entire sample respondents indicated corporal punishment as a way of preventing violence.
- It was also revealed that (6.5%) representing 5 respondents indicated that prosecution is the best way to stop violence against teachers.
- Results generated from the data gathered showed that (3.9%) representing 3 respondents acknowledged that students who physically assault teachers should be pardoned.

5.2 Conclusion

The study concluded that there were incidences of violence against teachers in the Wa Municipality. These offences include obscene remarks and gestures, verbal threats, intimidation, internet abuse, property damage among others. The study also concluded that verbal abuse and attacks on internet base social media platforms were the major offence type. This means violence against teachers in the Wa Municipality need to be addressed by all the stakeholders in education.

The study further concluded that extra-curricular activities, disciplinary activities, social activities and academics were the causes of violence against teachers. Looking at the side of the perpetrator of violence against teachers was found to be students, parents, colleagues and strangers. Furthermore, the study concluded that teachers leave school prematurely, loss of days of work, loss of instructional time, loss of property, bodily injury among others as a result of violence against teachers.

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Finally, the study concluded that expulsion, suspension, guidance and counseling, corporal punishment, prosecution, and pardoned were the appropriate mitigation measures to prevent violence against teachers.

5.3 Recommendations

As in any educational system, teachers play a critical role, being at the frontline in the transmission of knowledge. This study recommends that

i) The Ministry of Education, Ghana Education Service should formulate and implement approaches to examine prevalence, correlates, the outcomes associated with violence directed at teachers.

ii) Government should establish a National Registry of Incidents of violence directed against Teachers. Despite interest and concerns over violence in schools, most schools and districts have been unable to identify a reliable source of information regarding the incidence and prevalence of acts of violence committed against teachers by students, parents, and other school staff. This knowledge is necessary for estimating the human as well as financial costs of such acts to society and for establishing a method for monitoring and investigating the nature and extent of this problem for prevention and intervention efforts.

iii) The Ministry of Education and other relevant agencies should consider as a matter of urgency to establish functional and competent guidance and counseling departments in all secondary schools to help address students' problems. School

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authorities should complement rewards students good behaviours and to encourage them to behaved.

iv) The Wa Municipal Directorate of the Ghana Education Service should form conflict resolution teams in the municipality to assist schools adopt existing official conflict resolution strategies for resolving conflict in the senior high schools. Teachers should be counseled on the need to relate well with the pupils and their attention drawn to the fact that teachers and students are interdependent in the field of education.

v) Existing conflict resolution mechanisms in the schools should be revived so that parents would be educated on the proper ways of addressing their grievances. School authorities, teachers should remove all barriers of communications and relate well with the parents, students so that they feel part of the school system.

vi) The Ministry of Education and the Municipal Directorate of the Ghana Education Service, Civil Society Groups, Religious Bodies, and Human Rights Activists should develop a disciplinary policy that correct the student's rightly without having bad effects such as giving corporal punishments.

vii) The schools administrators must act quickly to attend to student's requests and reach a dialogue about issues pertaining to student's welfare. The administration should prevent problems rather manage crisis.

viii) Students should be educated on the need to take part in extracurricular activities in schools. They should also be educated on the importance of discipline which will translate into academic success or achievement.

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5.4 Suggestions for Further Research

The following areas should be investigated to enrich the field of research.

1. The impact of guidance and counseling in shaping students behaviour could be a topic of interest.
2. A qualitative research on violence against teachers in senior high schools can highlights the reasons of such violence.
3. More research is necessary to fully understand the impact of school violence in the Wa Municipality and how to best cope with it and prevent it.
4. Researchers should also examine violence against teachers in other parts of the Wa Municipality, other districts and the rest of the country to increase generalizability.
5. This study encourages teacher insight into prevention methods they felt would be most useful in managing violence against teachers. It would be important for further research to address whether or not implementation of these measures impact on rates of violence and the sense of safety and security teachers felt. It will also be important for further research to continually sample teachers suggestions for these methods, as they will have to change as the type of violence experienced changed.

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APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

P. O. Box 1277
Kumasi

June 23, 2016

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION: ALHASSAN AKILU
INDEX NO: 7141770077

This is to confirm that Alhassan Akilu is an MA student pursuing a programme in Educational Leadership at the Department.

Alhassan is currently engaged in a research on "*Violence against Teachers in the Wa Municipality: its Prevalence and Consequences.*" as part of the requirements for the award of Master of Arts Degree.

We should appreciate any courtesies that you could extend to him as he gathers data for writing the Project Work.

Thank you.

REV. FR. DR. FRANCIS K. SAM
Head of Department

University of Education,Winneba http://ir.uew.edu.gh

APPENDIX B

QUESTIONNAIRE

'Violence against teachers in the Wa Municipality: prevalence and consequences'

Dear Sir/Madam,

I am a Student of the University of Education conducting a study on violence against teachers in the Wa Municipality. I hope you will take a few minutes to complete this questionnaire as your views will help complete this work.

Please be assured that any information you provide will be confidential and all data will be presented in aggregate form.

Personal details are requested purely for comparative purposes**.**

Part A: [Characteristics of Respondents]

1) Gender Male [ ] Female [ ]
2) Age 20…1….. 20-30, …2…. 31-40,…3.. 41-50,…4. 51-60,…5. < 60 …6.
3) Marital status. Married 1, Single 2, Divorced 3, widow/widower 4, Separated 5
4) Highest educational Qualification. SSSCE/WASSCE 1, D.B.E 2, B.Ed 3, B.A/B.Sc 4, Other 5, Specify……..
5) How many years have you been working as a teacher?

Number of years in service	1	2	3	4	5	6	7	8	9	10+
Mark (*where applicable)*										

6) Have you ever been a victim of violence due to your work as a teacher?

Yes [ ] No [ ]

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Part B: ***[Incidences, causes, consequences and recommendations]***

6) Teacher Victimization by Offence Type

Offence Type	**Applicable or Not tick(√) when applicable and when not applicable (x)**
Harassment: Obscene Remarks	
Obscene Gestures	
Verbally threatened	
Intimidated	
Internet Victim	
Property Offence: Theft of property	
Damage to personal property	
Physical Offence: Objects thrown	
Physically attacked(no doctor)	
Physically attacked(doctor)	
Weapon pulled	

7). Offence type and Perpetrator

Offence Type	**Perpetrator**				
	Student	**Parent**	**Colleague**	**Stranger**	**Other**
Harassment: Obscene Remarks					
Obscene Gestures					
Verbally threatened					
Intimidated					
Internet Victim					
Property Offence: Theft of property					
Damage to personal property					
Physical Offence: Objects thrown					
Physically attacked(no doctor)					
Weapon pulled					

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8). What was the cause of the attack?

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9). Which of these mostly result from teacher attack?

Consequences	**Applicable/ not**
Loss days of work	
Leaving school prematurely	
Loss instructional time	
Medical care by school	
Disciplinary action taken against perpetrator(s)	
Loss of property	
Bodily injury	
Other…, if other specify……..	

What should be done in our schools and communities to stop violence against teachers?

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Remarks

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