UNIVERSITY OF EDUCATION, WINNEBA

EFFECT OF ALTERNATIVE DISCIPLINARY APPROACH ON STUDENT DISCIPLINE: THE CASE OF ST. AUGUSTINE'S SENIOR HIGH SCHOOL

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A dissertation in the Department of Educational Foundations, Faculty of Educational Studies, University of Education, Winneba, submitted to the School of Graduate Studies in partial fulfillment of the requirements for the award of the degree of Post Graduate Diploma of Education (PGDE) in the University of Education, Winneba.

JANUARY, 2023

DECLARATION

Candidate's Declaration

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

Signature: ……………...…………….

Date: ……………………………………

Supervisor's Declaration

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

Supervisor's Name: ……………………………………………………

Signature: …………………………………………………..………………

Date: ……………………………………………………..……………

DEDICATION

This dissertation is dedicated to my lovely daughter, Magnificence Aba Ohenewa Ampiah. Daddy loves you, baby girl.

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The Almighty God deserves all the Glory for his benevolent and abundant grace showered on me in completing this programme.

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GLOSSARY/ABBREVIATION

BOLTECH – Bolgatanga Technical Institute

CCT – Coalition of Concerned Teachers

CHASS – Conference of Heads of Assisted Secondary Schools

CRC - Convention on the Right of the Child.

CTVET - Coalition of Technical and Vocational Education Training

GES – Ghana Education Service

GNAT – Ghana National Association of Teachers

MoGCSP – Ministry of Gender, Children and Social Protection

OWASS – Opoku Ware Secondary School

PHMA – Prestea-Huni Valley Municipal Assembly

SHS – Senior High School

TVET – Technical-Vocation and Educational Training

B.Ed. – Bachelor of Education

B.Sc. Ed. – Bachelor of Science in Education

P.G.D.E – Post Graduate Diploma in Education

M.Phil. Ed. – Master of Philosophy in Education

ABSTRACT

Many stakeholders in Ghana's educational sector are troubled by the seemingly high level of indiscipline in Ghana's pre-tertiary schools, especially the Senior High Schools (SHS). The purpose of this study was to examine the effect of alternative disciplinary approach (GES Positive Discipline toolkit) on student discipline in St. Augustine's SHS in the Prestea-Huni Valley Municipality. After six years of banning corporal punishment in pre-tertiary schools and four years of implementing the GES toolkit, it was expedient to assess its impact on student discipline. This study used the descriptive survey design and applied the homogeneous purposive sampling procedure to obtain a sample size of 30 teachers out of a population of 64 teachers. The researcher designed questionnaire which was used for data collection. The study used descriptive statistics such as frequencies, means, standard deviation and percentages to analyze its data. The study found that student discipline was worse after the introduction of the GES toolkit. The GES toolkit had a negative impact on student discipline in St. Augustine's SHS. The study showed that the low level of knowledge of teachers on the GES toolkit led to a low level of regularity and efficiency of usage of the toolkit by teachers, thus producing a low level of student discipline in the school. The study recommends that both GES and school management of SHS should educate teachers on the GES toolkit to enhance their regularity and efficiency of usage to generate a positive impact on student discipline in the SHS.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The primary objective for establishing a school is to train the hands, hearts and heads of individuals. In other words, the main aim of schools is to develop the cognitive, affective and psychomotor skills of learners to become functional in the society socially, politically and economically (Ofori, 2018). These fundamental objectives of education cannot be achieved without discipline. Discipline is thus an important key that ought to be well explored and understood because it carries with it the potency of getting things done as and how they ought to be done. Discipline is an indispensable tool in every endeavour of life. It seems to be the adhesive force that keeps things moving and progressing without falling off.

Simba, Agak and Kabuka (2016) citing Ouma, Simatwa, and Serem (2013), noted that researchers do appreciate that discipline is an important component of human behaviour and that without discipline an organisation cannot function well towards the achievement of its goals. Corporal punishment is defined by the *New World Encyclopedia* as the "forced pain intended to change or punish a person's behavior" (New World Encyclopedia, 2017).

Collins English Dictionary defines discipline as the quality of being able to behave and work in a controlled way which involves obeying particular rules or standards (Collinsdictionary.com., 2022). The HiNative platform defines discipline as the "training that makes people more willing to obey or more able to control themselves,

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often in the form of rules, and punishment if these are broken, or the behaviour produced by this training" (Hinative.com., n.d).

Considering the etymology of the word "discipline", the Merriam-Webster Dictionary, notes that it comes from *discipulus*, the Latin word for pupil which also provided the source of the word disciple. Since the word discipline deals with study, governing one's behaviour, and instruction, it is in order to conclude that the meaning in English relates to education (Merriam-webster.com., n.d).

This etymology of the word "discipline" helps us to understand that though the term "discipline" has been used for a long time to be related to punishment, the word primarily deals with how people can be educated and instructed to conform to appropriate norms, rules, standards, and principles expected of the one being disciplined. The essence of discipline is thus to help people conform to particular, prescribed or expected standards.

Again, Hammarfelt (2018) citing Krishnan (2009) noted that the word discipline comes from the Latin word *discipulus* (pupil) and from *disciplina* (teaching). This means that to be disciplined is to follow instructions and be obedient to authority.

According to the Ministry of Education and Human Resource Development (1999) School Management Guide, discipline is a system of training that enforces change of mind and character so that an individual is guided to make a reasonable decision in a reasonable manner.

Therefore, any action, deed or behaviour that is considered wrong, unacceptable and improper within a societal set up is an act of indiscipline (Omote, Thinguri & Moenga, 2015).

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A major concern to educators, parents and students in general from time immemorial has been student discipline. The school environment is increasingly becoming dangerous: occasionally some teachers and students in urban and rural schools are robbed or physically attacked. Some experience injuries serious enough to require medical attention (Sackey, Amaniampong & Abrokwa, 2016). Discipline is in essence a pre-requisite if teaching and learning will be successful (Eshetu, 2014).

A disciplined student is one whose behaviour and actions conform to the standards prescribed by the rules and regulations of the school (Ali, Dada, Isiaka & Salmon, 2014). Simba, Agak, and Kabuka (2016) citing Gitome, Katola and Nyambwari (2013) noted that where there is good discipline, there is improved academic performance.

Njorge and Nyabuto (2014) clearly indicated that student discipline is extremely crucial for students' academic performance.

School violence and ineffective disciplinary practices have become perennial problems in public schools (Devine, 1996, cited by Nelson, 2002). Hence indiscipline is a major challenge to schools, communities, and the country as a whole.

In Ghana, acts of indiscipline begin right from the basic school to the tertiary level. Indiscipline acts among students have existed as long as formal education itself has existed (Agyekum, Awudu, Boadu, Buabema & Osei, 2011).

Gyan, Baah-korang, McCarthy and McCarthy (2015) citing Frimpong (2003), noted that it is an underestimation to say that proper discipline produces great achievement, and as a result, disciplined students excel academically. They further noted, however, that it is a pity to know that disciplinary problems have become the order of the day in Ghanaian Senior Secondary Schools.

Charlton and David (1993) refer to the Senior High School as the educational level at which indiscipline is prevalent.

Maintaining discipline is difficult, but maintaining discipline in a school setting is even more difficult, especially in the Senior High School. Students in Senior high school are very difficult to handle concerning discipline for varied reasons. First, most of these young people usually in their teens are rarely considered mature to take responsibility for certain kinds of grievous offenses they commit. On the other hand, they are in their adventurous stage in life where they seek to do or try out anything that excites them just to discover the outcome, without considering the imminent cost and consequence to their own lives and their future.

Secondly, disciplinary problems and practices do not exist in a vacuum but are part of the developing sociological landscape (Nelson, 2002). An exacerbation of the above-mentioned challenge is the changes in the sociological landscape in the world, more specifically in Ghana. The changes in the socio-economic and cultural set up of a group of people greatly affect the disciplinary structure and system of that society.

In a typical Ghanaian community, each child belonged to the entire community hence all the elders and adults treated the children as their own, by a collective responsibility of raising the children into morally, and socially acceptable adults. The raising of children in the traditional Ghanaian society was a communal responsibility or obligation.

Due to the continual sociological changes in the family set up in our country, from a largely extended family system with a communal obligation of raising children, to an independent nuclear family system where children have a new consciousness of being submissive to only their parents; they have developed a sense of independence with

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regard to discipline, since they consider their parents as the ones qualified to discipline them. Moving into the Senior High schools with such mentality is a major challenge for teachers and administrators to deal with.

Thirdly, the advocacy for child rights has toughened students to behave as they wish or desire since they are aware of new rules and regulations, for instance, from GES. The President of CHASS in his speech at Bolgatanga last year indicated that CHASS was not against the banning of corporal punishment and the promotion of child rights, but was expecting adequate and appropriate measures to limit the access of their rights and to ensure discipline, compliance and respect for authority in the Senior High Schools (Dailyguidenetwork.com., 2021).

A further compounding of the problem is the exposure of these young people to new lifestyle, new and foreign mindset, extraneous concepts that promote indecency, immorality and violence resulting in gross indiscipline. These accumulated complications enumerated above make the handling of student discipline at the SHS quite challenging.

The Ghana Education Service totally banned the use of corporal punishment in pre-tertiary schools in February 2017 and reiterated same on 10th January, 2019 (CoverGhana.com.gh., 2021).

Corporal punishment in Ghanaian schools include caning, kneeling, spanking, hopping etc. The most predominant in Ghanaian schools is caning.

After the ban on corporal punishment, GES further directed that all teachers adopt the Positive Discipline Toolkit and the measures laid out in the Headteachers' Handbook (Appendix 2) when dealing with student disciplinary issues (CoverGhana.com.gh., 2021).

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GES views the adoption of the Positive Discipline Toolkit as part of its effort aimed at Promoting a safe and protective learning environment for children (Ghana Education Service directive, 2019).

The Positive Discipline Toolkit contains four levels of broad measures to help instill and correct bad behaviour. These are; Proactive measures, early detention/prevention measures, Corrective measures and rehabilitative measures (Ghana Education Service, 2016).

These measures are named in a progressive manner, from the preliminary measures to the advanced measures. The various levels, demonstrate a progressive approach in handling disciplinary issues based on the gravity of the issue.

One of the priority goals for the adoption and implementation of the Positive Discipline Toolkit is to develop the children's own self-discipline (Ghana Education Service, 2016).

Glossary look at the disciplinary situation in Ghana appears to be giving a negative impression on the state of student discipline in our Senior High Schools. Recent events give parents, teachers and the society a cause to worry. A few recent issues regarding student discipline in the SHS are detailed below. All these disciplinary issues are very recent issues which have occurred between the years 2021 and 2022, thus after the ban on corporal punishment.

At the Three Town SHS at Denu in the Ketu South Municipality, the I.C.T teacher was stabbed for preventing the final year Visual Arts student from bullying a Juniour student on Wednesday 11th August, 2021 at about 12:50 pm behind the school's I.C.T Laboratory. In the same school, just about four days after the first incident, two students attacked the school's security man on Sunday 15th August, 2021 at about

10:30 pm. The two students hired thugs to beat up and kidnap the security man, but he managed to escape. One of the students was arrested and put before court (Modernghana.com., 2021)

About forty-five (45) students of Abuakwa State College have been suspended indefinitely by the management of the school for engaging in acts of violence. They formed a group called "Above the Law" which resulted in gangsterism on campus. They organized gang meetings in the school, possessed and used lethal weapons, and fought with these weapons on campus. According to a letter dated 15th December, 2021 and signed by the headmaster, while explaining the basis for expelling these students indefinitely, he noted that the actions of these students if unchecked will lead to breakdown of discipline in the school. The action of suspending the forty-five students therefore had to be taken to serve as a deterrent to all the students (Ghanaweb.com., 2021).

On the 12th of August, 2022 at 4:00 am, the Chaplain of Opoku Ware School (OWASS) received a call that three students have been arrested by officers of the Ghana Police Service for snatching a taxi cab. When a delegation from OWASS arrived at the Police station, they were able to identify the three students. These students had already been evicted from the boarding house due to their bad behaviour. The Management of OWASS revealed that the three who are in the grips of the Police for alleged armed robbery are unrepentant deviants (MyNewsGh.com., 2021). These three students of OWASS were all final year students and were aged between 17 and 19 years (Tawiah, 2022).

On the 3rd of August, 2022, allafrica.com reported a story from Bolgatanga Technical Institute (BOLTECH), titled, "Boltech Closed Down After Students' Violent Protest".

It should be clarified that Boltech, though a second cycle institution, together with all other second cycle technical and vocational institutions are under the Technical-Vocational Education and Training (TVET). Four students of Boltech were arrested for engaging in examination malpractice during their Coalition of Technical and Vocational Education Training (CTVET) examination. When their colleague students heard about the arrest of their friends they went on rampage, attacking teachers and vandalizing properties. Five cars, and several motorcycles belonging to teachers were destroyed. Due to this break down of disorder, the regional minister upon consultation with the headteacher and key staff members of the school, had to closed down the school (Dabang, 2022).

Were these students not implying that they are somewhat above the law? Were they not trying to prove a point that even when they flout rules and regulations, they must not be held responsible and accountable? If unchecked, are we not heading towards an era where there will be regular uproars, destructions and disruptions even when the law is being rightfully administered? If indiscipline in SHS and other second cycle institutions continue in this fashion, are we not heading into a ditch, as a country?

Recent disciplinary issues have ranged from armed robbery, beating of teachers, sometimes killing of teachers and fellow students. Others have included the destruction of school and private properties etc. SHS students are now being arrested by officers of the Ghana Police Service and arraigned before courts on a regular basis. Some of these disciplinary cases or issues are at the level that is disheartening, unimaginable and unacceptable.

1.2 Statement of the Problem

According to Devine (1996), violence in schools and the ineffective disciplinary strategies to address student discipline in schools, have become perennial problems in public schools. In Kenya, Corporal punishment was legalized in the year 1980 and was banned in the year 2001 (Ndembu 2013). He noted at the time of his research that corporal punishment had been banned for over eleven years but indiscipline in schools remains a major concern. After corporal punishment was banned, there was neither preparation nor provisions of alternatives for the teachers to apply in maintaining discipline in schools (Ndembu, 2013).

Ndembu (2013) citing Awour (2008) noted that after corporal punishment was banned in Kenya, in 2001, teachers came up with their own alternative methods of instilling discipline among the errant students. The teachers adopted disciplinary approaches such as manual work, suspension, sending for parents, pastoral teachings but mostly guidance and counselling (G & C) to students who defy school rules and regulations. Parents considered these disciplinary approaches as being friendly, mild and rational since they produce a conducive environment for teaching and learning. Corporal punishment was banned without any preparation or provision of alternatives for the teachers from the Ministry of Education (Ndembu, 2013).

Ndembu (2013) noted that irrespective of the teachers in Kenya adopting their own alternative disciplinary approaches in dealing with disciplinary issues in senior high schools in Kenya, the rate of indiscipline in the Secondary Schools has been on the rise.

If the Ministry of Education of Kenya did not accompany their ban on corporal punishment with approved and authorised regulations for alternative disciplinary

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approach outlined for implementation, then we may agree with Ndembu when he says that there have been increased cases of indiscipline at the secondary school level in Kenya (Ndembu, 2013).

Policies are as good as the regulations that are formulated to ensure the efficiency, sustainability and success of those policies. Banning corporal punishment in Kenya, without an authorized, specified and approved alternative disciplinary approach was like proposing a solution without a well cut-out, laid down procedure and methodology for implementing the solution. The implementation of a solution is as important as the solution itself. In fact, a good solution without an effective and appropriate implementation will nullify the solution.

In the case of Ghana, the ban on corporal punishment was followed by the adoption of alternative disciplinary approach called the Positive Discipline Toolkit to replace corporal punishment, as a means of maintaining discipline. This alternative disciplinary approach comprises of the proactive, early detection, correctional and rehabilitative measures.

Irrespective of this prescribed and well laid down disciplinary approach, there appear to be multiplicities of disciplinary cases of grievous dimensions in our Senior High Schools.

The Conference of Heads of Assisted Secondary Schools (CHASS) is seeking a new door of discourse on the issue of indiscipline in the SHS. At the 59th annual conference of CHASS at Bolgatanga in 2021, the president of CHASS, Alhaji Yakub A. B. Abubakar, noted that indiscipline among students was on the rise especially in the Senior High School and Technical Schools (Ghanaian Times, 2021).

Alhaji Abubakar speaking on the theme "Discipline in our schools and the child rights: The fate of the school head", noted that Ghana needs to develop its own disciplinary rules regarding students' behaviour and desist from adopting policies of other jurisdictions which were not applicable in the country. Though CHASS clearly declares it is not against the ban on corporal punishment, the President further noted that the banning of corporal punishment had given rights to the students, especially those in SHS to misbehave and break school rules and regulations with impunity. CHASS therefore proposed to the government to conduct broad stake holder consultations with a sense of the Ghanaian cultural values to address the rising indiscipline in the Senior High Schools (Daily Guide Network, 2021).

If the gatekeepers and the chief disciplinarians at the SHS have these statements to make and such a proposal for the government, then there is the need to take a look at the Alternative Disciplinary Approach (GES Positive Discipline Toolkit) introduced by GES and to assess its effect on student discipline in the Senior High Schools.

After the ban on corporal Punishment in 2017 and the introduction of the Positive Discipline Tool Kit in 2019, there is the need to assess the effectiveness of the disciplinary approach on student discipline in the SHS. After six years of banning corporal punishment and four years of introducing the GES Positive Discipline Toolkit (Alternative Disciplinary Measure) it is worth researching into its effect on student discipline.

It is this assessment that will give us clues to the effectiveness or otherwise of the direct effect of the Alternative Disciplinary Approach (The GES Positive Discipline Toolkit) on student discipline in the Senior High Schools in Ghana.

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Since a study on a national level is an enormous task, this study will focus on the effect of the Alternative Disciplinary approach (GES Positive Discipline Toolkit) on student discipline in St. Augustine's Senior High School in the Prestea-Huni Valley Municipality in the Western Region of Ghana.

1.3 Purpose and Objectives of the Study

The purpose of this study to find out the effect of the GES Positive disciplinary toolkit on student discipline in St. Augustine's SHS in the Prestea Huni Valley Municipality. The study seeks to find out if the implementation of this toolkit, as the main disciplinary measure by GES, has led to a decline or rise in student discipline in St. Augustine's SHS.

Based on the stated purpose, this study has three main objectives:

1. To find out the level of knowledge of teachers with regard to the Positive Discipline Toolkit (Alternative Disciplinary Approach) introduced by GES.
2. To find out from the teachers about the regularity and efficiency of their implementation of the Positive Discipline Toolkit with regard to student discipline in the school.
3. To examine the effect of the implementation of the Positive Discipline Toolkit on student discipline in St. Augustine's Senior High School.

1.4 Research Questions

This study seeks to answer these three main questions:

1. What is the extent of the knowledge of teachers on the GES Positive Discipline Toolkit?

2. How often and efficient have the teachers applied the GES Positive Discipline toolkit in their line of duty?

3. What is the effect of the application of the Positive Discipline Toolkit on student discipline in St. Augustine's Senior High School?

1.5 Significance of the Study

This study is very important because it seeks to uncover how directives, instructions and regulations are as effective and efficient as the mechanisms, methods and approaches used to implement them. The success of directives is based on the methodology of implementing those directives. After six years of banning corporal punishment and four years of implementing the GES Positive Discipline Toolkit (Alternative Disciplinary Approach), there should be a means of assessing how effective this alternative disciplinary approach has been in curbing indiscipline in Senior High Schools. No such research has ever been conducted in St. Augustine's Senior High School, not to talk of the remaining two SHS in the Municipality. This study will be a pace setter in this line of research in our municipality and can serve as a motivation for a comprehensive and comparative study of the effect of the Positive Discipline Toolkit (Alternative Disciplinary Approach) on student discipline in the Senior High Schools in Prestea-Huni Valley Municipality or even within the Western Region of Ghana and beyond. This study is a scientific approach to gaining a better understanding of the student disciplinary status of St. Augustine's Senior High School and to explore the necessary actions to be taken based on the findings of this study.

1.6 Delimitation of the study

This study only focused on one senior high school in the Prestea-Huni Valley Municipality. Also, the Alternative Disciplinary Approach in this study is focused on,

and only limited to the content of the GES Positive Toolkit. So, only the recommendations contained in the toolkit were analysed, irrespective of the number of other alternative disciplinary approaches which may be in current use throughout the world. The sample size was limited due to the choice of the purposive sampling procedure, by which only teachers who have taught for at least 6 years in the school were the ones who qualified to be included in the sample size. This means that the remaining teachers could not form part of the sample size for this study. Due to this sampling procedure, neither the headteacher nor his assistants could participate in this research since they have all spent less than six years in the school.

1.7 Limitations of the study

Since the focus of this study was to assess the effect of the Alternative disciplinary approach on student discipline in St. Augustine's SHS in the Prestea-Huni Valley Municipality, the findings are only limited to this school, leaving out the two other Senior High Schools in the Municipality. The quantitative approach poses a limitation on this study based on how much data could have been accessed through interviews, observation etc. The focus and nature of this study did not take into consideration a detailed interview of key officers such as the Guidance and counselling coordinators, or administrators, disciplinary committee members etc. If any of these officers were involved as respondents in this study then it was because they met the sampling criteria of this study, thus they have taught in the school for six or more years. To have had a sampling procedure that strategically engaged all these important officers in their own capacities and in their specialized fields could have added more detailed data to this study. Notwithstanding, no research covers every detail. Every research has to some extent a narrow focus to make its objectives achievable. Although there

are varied limitations, this study by its carefully chosen approach, was set on a good course to meet its desired objectives irrespective of its limitations.

1.8 Definition of Terms

Alternative Disciplinary Approach: In this study, the alternative disciplinary approach refers to the Positive Discipline Toolkit introduced by GES to substitute corporal punishment in pre-tertiary schools in Ghana.

Discipline: In this study, the word "discipline" is used to demonstrate one's conformity to rules, regulations, norms and standards. In the context of education, in this study, "discipline" refers to students conforming to the set rules, regulations and standards set by schools and the Ghana Education service.

Student discipline: The term "student discipline" refers to the level of conformity to rules, regulations and standard set by schools and regulatory agencies for senior high school students.

Effect: In this study the word "effect" refers to the impact of the alternative disciplinary approach (GES toolkit) on student discipline in SHS.

Corporal punishment- In this study, aside the general definition(s) of corporal punishment, the term is used contextually to refer to the physical pain or harm inflicted on a student with the intention of correcting bad behaviour.

1.9 Organisation of the study

This study comprises of five chapters. Chapter one consists of the background to the research, the statement of the research problem, the purpose and objectives of the study, the research questions, the definition of key terms used in this study and the organisation of the study. Chapter two deals with the literature review in relation to

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corporal punishment and student discipline. Chapter 3 examines the methodology chosen for this study. Chapter four discusses the results and findings of the research while the final chapter involves the summary of findings, conclusion, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines available literature on the issue of student discipline. The matter of student discipline is so crucial because it is today's student that becomes tomorrow's leader. Hence the current state of the student's discipline will definitely determine the future state of the leader's discipline when he or she occupies a high and influential position. The subject of student discipline has always and continues to be a matter of grave concern.

This chapter will uncover a brief history of Corporal Punishment. This chapter shall also cover some relevant issues concerning the introduction of the ban on Corporal punishment by GES in pre-tertiary schools in Ghana. It discusses some disciplinary theories and practices in current use, as well as some School-Wide alternative disciplinary interventions. It then explores the details of the Positive Discipline Toolkit which is the Alternative Disciplinary Approach approved by GES for maintenance of discipline in pre-tertiary schools in Ghana. It further explores a scholarly work on teachers' perception on the ban on corporal punishment. This chapter ends with an indication of what appears lacking in existing literature with regard to student discipline in the face of the Positive Discipline toolkit authorized by GES for maintenance of discipline in pre-tertiary schools.

2.1 Brief History of Corporal Punishment.

In the first part of this section of the Literature review, I will heavily rely on an article from U.K Essays, dated 20th September, 2021 and titled "*History of Corporal Punishment"* (UKEssays, 2018). The second part of this section will examine current issues on corporal punishment.

According to the above-mentioned article, "Corporal or bodily punishment is the deliberate use of force anticipated to cause pain or harm for correction, discipline, changing bad behavior or in sole faith of bringing up the child." This physical harm can be in the form of hitting, whipping etc. Corporal Punishment usually refers to a systematic way of inflicting pain whether in legal, home or school settings without causing death. Corporal punishment has been used right from the medieval times for punishment that did not require capital punishment, exile or banishment. The gradual growth in humanitarian ideals and values have led to the abolishment of these practices in most of the western countries and replaced with prison sentences, or fines and penalties.

Corporal punishment is not a recent phenomenon. Historians and scholars in the field of education trace it back to ancient civilisations. Historically, physical punishment was generally used in the early times of Moses, in laws of Sparta, Troy, Athens, and many other Greek states. It was also practiced in medieval Christian church traditions especially Judaism. Corporal punishment was confirmed as early as the 11th Century in ancient Israel. By the 18th Century, the whole idea of corporal punishment was under attack as being ineffective in correcting bad behaviour, leading to a decline in its use. In England, the use of corporal punishment reduced in the 20th Century and was finally eradicated in June, 1948.

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In modern society, corporal punishment still serves as a method of discipline in various countries and communities across the world, though most western countries have abandoned it. Corporal punishment in Modern society is categorized into three sections; Domestic Corporal punishment (found within family settings), Educational Corporal punishment (found in educational settings, and mainly executed on students) and Judicial or Legal Corporal punishment (which are corporal punishment prescribed by the laws of a people or group or a country).

2.2 The Ban on Corporal Punishment in Ghana and Related Issues

As recent as 1977, the supreme court of the United States of America upheld the use of corporal punishment, though some States had already banned its use (Nelson, 2002).

There is currently a move across the world to ban all forms of corporal punishment.

In Kenya, corporal punishment was legalized in 1980 and was banned in the year 2001 (Ndembu, 2013).

In fact, in Africa; South Sudan, Kenya, Tunisia, The Republic of Congo, Benin and Togo have all completely banned corporal punishment in all settings (Kyei-Gyamfi, 2011).

Currently, 63 countries in the world have completely banned corporal punishment in all setting in their countries (endcorporalpunishment.org., nd). It should be noted that 28 countries, including Ghana, have committed themselves to enact laws to fully ban corporal punishment in all settings (endcorporalpunishment.org., nd).

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On 5th February, 1990, Ghana made history by becoming the first country to ratify the United Nations Convention on the Right of the Child (CRC). It was this ratification that largely influenced the enactment of the Children's Act of 1998 (ACT 560).

Boakye (2001) noted that corporal punishment had been administered in Ghana's educational system before and after independence. In the 1970's, GES partially banned corporal punishment in schools, but permitted the headteacher or any teacher appointed by the headteacher to execute corporal punishment, with the goal of reducing the abuse of corporal punishment by teachers.

In February, 2017, the Ghana Education Service banned the use of corporal punishment in all pre-tertiary schools in Ghana and reiterated the same in January, 2019.

2.3 The Ban on Corporal Punishment and the Law

It is worth exploring briefly, GES ban on corporal punishment in the face of the current legal regime (laws) in Ghana. Selasi Kuwornu worked on a brief but beautiful article worth exploring. The article is titled "*GES, the Law and the Ban on Corporal Punishment*", dated March 11th, 2019 and published by Ghana Law Hub (Kuwornu, 2019). In this article, Kuwornu raised the issue of how the Director of Guidance and Counselling Unit of GES, Ivy Kumi, on Citi TV's programme "The Point of View", had urged parents to take on teachers who cane their children since it amounts to assault on their children.

Section 31 (I) of The Criminal Offences Act, 1960 (Act 29) provides that force or harm may be used on the ground of an "authority to correct a child, servant or other similar person, for misconduct" (The Criminal Offences Act, 1960).

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Also, Article 13 (2) of the Children's Act, 1998 (ACT 560) which is the country's most comprehensive law on children, allows for reasonable and justifiable use of corporal punishment (The Children's Act, 1998).

These two critical legal regimes prove that GES has no legal grounds for criminalizing corporal punishment in schools. As of now, the ban on corporal punishment in schools is not legal but is only an administrative directive to all pre-tertiary schools. Therefore, an admonishing by the Director of Guidance and Counselling Unit of GES that parents should take teachers on, as to a legal tussle, will be dead on arrival, unless the application of the corporal punishment breached the requirements of the existing laws, if not then no legal consequence will befall a teacher who administers corporal punishment, except an administrative penalty from GES.

Just as Kuwornu noted in his article, "placing a ban on corporal punishment without a legislative amendment to Act 29 may not have the effective force of law needed to enforce the ban. This is because, going by a hierarchy of norms, a legislation passed by Parliament overrides a directive of a government agency operating under a ministry".

Section 32 of the Criminal offences Act (ACT 29) makes provision for "General Limits of Justifiable Force or Harm". Kuwornu, making reference to the two provisions under Section 32 of the Criminal Offences Act (Act 29), ends his article by noting that, "as it stands now, a breach of the ban may not necessarily lead to a conviction for the offence of assault so long as it can be argued that the punishment was justifiable and reasonable. Disciplinary proceedings by the GES Disciplinary Committee may be all that a teacher will face".

In the face of the legal regime that legalizes corporal punishment in Ghana, UNICEF and the Ministry for Gender, Children and Social Protection (MoGCSP) are taking steps in line with the Convention for the Right of the Child (CRC), by making proposals and requests for the total ban of all forms of corporal punishment in Ghana. In their 2018 Policy paper, their chief and foremost recommendation was that, "MoGCSP as the lead government institution on children should immediately commence the process of amending the Criminal Offences Act, 1960 (Act 29) and the Children's Act, 1998 (Act 560) as recommended by the CRC Committee… and as promised by the Government of Ghana itself to expressly prohibit corporal punishment in all its forms and settings" (Corporal Punishment in Ghana: A position paper on Legal and Policy issues, 2018).

2.4 Response of Stakeholders Towards the Ban

Government policies work effectively when there is appropriate stake holder engagements and involvement in the introduction and implementation of such policies. The total ban on corporal punishment announced by the Ghana Education service in February 2017 seemed to have come as a surprise to most critical stakeholders in Ghana's educational system. This section takes a brief look at the responses of various stakeholders after the introduction of the ban.

2.4.1 Religious Leaders/Organisations

The Church is a major stakeholder in education in Ghana. The contribution of the church to Ghana's education is phenomenal, especially when it comes to the Senior High Schools. Most of the prominent and the best Senior High schools in Ghana are Missionary Schools; from Mfantsipim (Methodist Church), Wesley Girls (Methodist), St. Augustine's College (Catholic), Adisadel College (Anglican), to the Presbyterian

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Boys Senior High School (Presbyterian Church) etc. The Church has been instrumental in the fortification of education in Ghana, in fact some of these schools have been in existence for hundreds of years. At the heart of these Christian based schools is discipline. Several more churches are also making impact in the lower levels of the Basic Schools. How are these Christian based schools responding to the ban on corporal punishment when most of them believe that it is an integral part of disciplining children?

Bulmuo (2017) noted that, in response to the ban on corporal punishment by GES, a prominent religious leader in the Ashanti Region of Ghana condemned the ban as being against God's laid down principles for the disciplining and upbringing of children.

The Rt. Rev. Samuel K. Asabutey, the Methodist Diocesan Bishop of Accra called on the GES to reconsider its ban on corporal punishment. According to him, the ban will breed indiscipline and cause a breakdown in discipline in schools. He noted that placing a total ban on caning will be counter-productive and will have dire consequences on general discipline among students (Aklorbortu, 2019).

2.4.2 Education Think Tank

An Education think tank, Eduwatch, has suggested that the ban on corporal punishment by GES is contributing to the rise of indiscipline in schools. This statement came at the back of the story of the stabbing of a student of Konongo Odumase Senior High School by another student. There is also a growing trend of students attacking teachers. The Executive Director of African Education Watch (Eduwatch) has called for a dialogue among GES, teachers and Teacher Unions over a possible review of the directive. He noted that teachers do not feel motivated to instill

discipline in the students after the ban. He recommends that GES finds a way to stir the interest of teachers in instilling discipline in the students (Abdul-Rahman, 2021).

2.4.3 Teacher Unions

The responses of the Teacher Unions are crucial in this dialogue because the teachers are the main stakeholders in every educational system.

The Coalition of Concerned Teachers (CCT) has advocated that the ban on corporal punishment is contributing to indiscipline in schools. The Coalition of Concerned Teachers is calling for the government to review the ban on corporal punishment. At a press conference in Accra on Tuesday 16th November, 2021, the president of CCT, King Ali Awudu expressed concerns over the growing indiscipline in schools leading to death of some teachers. He noted that although the group is against the abuse of corporal punishment by certain teachers, it still remains an integral tool in disciplining students. The president noted that, "it is an undeniable fact that the Ghanaian child is becoming more indisciplined as a result of the ban on corporal punishment…"Mr. King Ali Awudu, on behalf of CCT, requested for a broader stakeholder engagement to reconsider the decision of GES to ban some types of corporal punishment in pre-tertiary schools (GhanaWeb, 2021).

The President of the Ghana National Association of Teachers (GNAT), Philippa Larsen, has called on the Ghana Education Service to reintroduce corporal punishment in pre-tertiary schools in Ghana. GNAT believes that the reintroduction of corporal punishment will help restore discipline among students. This call comes on the back of multiple disciplinary issues occurring in many schools especially the senior high schools in Ghana (Appiah-Dolphyne, 2020).

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When the ban was introduced, the President of NAGRAT admonished his colleagues to follow the new directive and save themselves from disciplinary actions by the GES, though he believes that corporal punishment is a good means to maintain discipline. When asked about the fact that most western countries have abandoned corporal punishment long ago, Angel Carbonu was clear that Ghana should contextualize its own way of improving discipline and not to import foreign style. He noted that, disciplining a child needs to be put in a social context. It should reflect the kind of society we find ourselves in. So, the importation of western society's mode of discipline will not necessarily be workable in our environment because it will not produce the same outcome. We should therefore find a workable way of correcting deviants in our society because discipline is societal, cultural and traditional specific (Lartey, 2019).

It is clear that none of the three main Teacher Unions in the pre-tertiary system heartily supports the ban on corporal punishment. This is terribly worrisome. If the teachers who are to instill discipline in the pre-tertiary schools are in unison against the ban on corporal punishment, then it is a big blow to government's directive to adopt the Positive Discipline Toolkit. The question is, "who are those going to adopt this new disciplinary approach when they are not in favour of it?". The government should as a matter of urgency engage in serious stakeholder discussions on the way forward to maintaining discipline in pre-tertiary school especially the SHS.

2.4.4 Conference of Heads of Assisted Secondary Schools (CHASS)

CHASS through its President in the 59th annual conference, asked the government to engage in a new forum to discuss the issue of corporal punishment and student discipline. He noted that Ghana needs to develop its own disciplinary rules regarding

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student behaviour and desist from adopting policies of other jurisdictions which are not applicable to the country (DailyGuideNetwork, 2021).

2.4.5 Conclusion

Yeboah (2020) noted that, in reaction to the implementation of the policy to abolish corporal punishment including caning in Ghana, various stakeholders in education including parents, teachers, religious leaders and teacher unions stirred up public debates on the perceived consequence of education devoid of caning for Ghanaian children.

One of the pitfalls of the ban on corporal punishment in relation to maintaining student discipline could be attributed to the lack of consultations with relevant stakeholders in the pre-tertiary educational sector. These stakeholders play critical roles in the implementation of educational policies and goals. The government's ability to capture these stakeholders through relevant interactions should have been the first step in ensuring successful policy implementation. The opposite may be responsible for the disciplinary down turn we see in most senior high schools.

2.5 Some Disciplinary Practices in Current Use

This section will examine some current disciplinary measures and practices in current use to address the problem of indiscipline among students. This section will heavily rely of Faye Nelson's Doctoral Dissertation, "*A Qualitative Study of Effective School Discipline Practices: Perception of Administrators, Tenured Teachers, Parents in Twenty Schools*", submitted to the School of Graduate Studies at the East Tennessee State University in 2002.

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Faye Nelson, in a well-researched work put across some Disciplinary Theories that are in current practice in order to promote student discipline in schools. These theories captured by Nelson from pages 19 to 24 in his doctoral dissertation are elaborated below. Other scholarly works in line with these theories are appropriately referenced.

2.5.1 Lee Canter's Assertive Discipline

Nelson (2002) made reference to Canter (1992) regarding his Assertive Discipline theory. The key to Assertive Discipline is to 'catch' students demonstrating good behaviour and to recognize and support them to put up such good behaviour and to appreciate them day in and day out. Canter's Assertive Discipline approach is actually a Positive Discipline approach. It means that this theory primarily focuses on good behaviour and explores ways of positive reinforcement of positive behaviour.

Canter (1987) recommended a three-step cycle of behavioral management as a means to establishing positive discipline (assertive discipline) system. First, when teachers require students for specific directions, they must teach the students the specific behaviour expected from them. Secondly, teachers must use Positive repetition to reinforce the students' behaviour when they are able to follow the instructions. At the third stage, if a student keeps misbehaving after the teacher has gone through the two fundamental stages mentioned above, then the teacher can apply negative consequences.

Lee Canter, in his book "*Assertive discipline teachers plan book plus: Vol. 1*", noted that Parental support for teachers is crucially important for the disciplinary efforts of the teachers. Absence of such parental support leads to frustrations on the part of the teachers (Canter, 1984). Carter's Assertive discipline approach admonishes teachers to design discipline plans suitable for individuals with serious behavioral challenges.

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Canter noted that, the general classroom disciplinary plan does not work for all the students and school administrators are admonished to undertake necessary training for teachers to develop strategies to handle students with severe challenges and to adopt a proper assertive discipline management system which works for the individuals involved.

The Assertive Discipline approach indulges educators to refrain from focusing only on negative behaviour but also prioritize and reinforce positive behaviour. As positive behaviour is constantly applauded, rewarded and appreciated it may be a motivating factor for students with bad behaviour to yield towards a good behaviour. We always think that it's bad behaviour that sways many off. However, an efficient utilization of Lee Canters Assertive Discipline can cause good behaviour to become attractive to students with bad behaviour.

As we try to deal with or correct the negative behaviour, we must also be determined to reward, applaud and encourage positive behaviour for the purpose of reinforcement and making it attractive for others to follow suit.

Chris Drew, in an article on 4th July, 2022 identifies eleven key features of the Assertive Discipline Theory. They are as follow:

a) The right of the student to learn

b) The right of the teacher to teach

c) Teachers must be in control as the adult in the classroom and has the responsibility and duty to control the classroom environment.

d) Clear boundaries must be set by the teacher as to the acceptable and unacceptable behaviour in the class, as well as the exact corrective measures to be taken when students do not respect the boundaries.

e) Positive Reinforcement: Positive reinforcement through recognition, public acknowledgement and rewards for positive behaviour of students in the full view of all students in the class.

f) Positive Repetition: Positive repetition through repetition of instructions and repetition of the expected positive behaviour required in response to that instruction.

g) Firm consequences: Though the focus is on positive discipline, when students overstep stated boundaries after positive repetitions, then consequences must follow. The consequences must have already been stated and known by the students and applied equally to all students who cross set boundaries.

h) Behaviours should be taught through modelled and direct instruction. Teachers should be a model of positive and respectful behaviour at all times so that students can see and emulate.

i) It is possible to teach difficult students.

j) Proactive Discipline is better than Reacted Discipline: Proactive discipline involves anticipating poor behaviour and making a plan to prevent it from occurring. Reactive discipline involves waiting for a student to misbehave before devising a disciplinary response. Proactive discipline is better than Reactive discipline.

k) Teachers should build relationships with students: Discipline in the classroom is easily achieved when students trust and respect their teachers. Teachers can gain trust through personal involvement with the students, by getting to know them personally, spending time with them in one-on-one conversations, helping meet their academic needs etc. When students trust their teacher, they easily follow and respect the teacher.

These keys are noteworthy and very relevant principles that can help maintain discipline among students.

2.5.2 William Glasser's Choice Therapy

Faye Nelson secondly makes reference to William Glasser's Choice Therapy. Previously, Glasser called it the Control Theory but now calls it the Choice Theory. The Choice Theory seeks to explain both the Psychological and Physiological behaviour. It should be understood that a person's physiology influences his or her psychology. An individual's biological make-up affects his or her mentality and activity. Glasser asserts that an individual chooses all of his or her behaviour to satisfy a fixed number of "inherited needs" which are common to all people. Glasser has identified five inherited needs which include: love, power, freedom, fun and survival (Glasser, 1993). Glasser explains that these needs are built into one's genetic structure right from birth and one must devote all behaviour to attempt to satisfy them. "Quality is anything that is consistently satisfying to one or more of these basic needs" (Glasser 1993, p.19).

What Glasser seeks to say is that, when an individual engages in an act repeatedly then that act or behaviour is being entertained by the individual because it is fulfilling one or more of the five inherited needs enumerated above.

2.5.3 Harry Wong's Classroom Strategies.

Thirdly, Faye Nelson refers to Harry Wong's Classroom Strategies. Harry K. Wong and his wife Rosemary stressed on the importance and effectiveness of classroom strategies. Harry and Rosemary suggested that the three most important student behaviour that must be taught in the first days of school are: discipline, procedures and routines (Wong & Wong, 1998).

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"The effective teacher invests time in teaching and procedures, knowing that this will be repaid multifold in the effective use of class time…" (Wong & Wong 1998, p.143). The most successful classes are those in which the teacher has a clear idea of what is expected from the students and the students have a clear idea of what the teacher expects from them.).

Again, Wong and Wong (1998) noted that class rules should include clear expectations of appropriate student behaviour and they should be posted before the first day of school. Clear communication to the students and parents in both verbal and written form about expected and appropriate behaviour is important. They note that it is easier to maintain a good behaviour than to change an inappropriate behaviour that has become established. When this approach is used on a school wide basis the students know what is expected of them and they respond accordingly. Harry Wong's Classroom Strategies emphasize the fact that school and student discipline begin in the classroom hence appropriate measures must be set in the classroom setting to regulate and influence the kind of behaviour that teachers and school administrators expect from students.

2.5.4 Alfie Kohn's Caring Communities

A fourth theory that Faye Nelson addresses, which will be our last for this section, is the Alfie Kohn's Caring Communities. Kohn (1996) criticized many discipline practices and suggested that a school should be treated as community. He further noted that students who are able to participate in making decisions at school are more committed to decision making and to democracy. Kohn advocates for less teacher control in the classroom. He explained that when one looks inside the classrooms of

teachers who are less controlling and more inclined to support the autonomy of the students, students become self-confident, and more interested in learning.

Kohn (1996), noted that six ingredients should be involved in classroom management. They include (a) Purpose, (b) non-restrictiveness (c) flexibility, (d) development appropriateness, (e) presentation style, and (f) student involvement.

Kohn suggests that important issues such as class rules, disciplinary actions and what constitutes an acceptable and unacceptable behaviour should be discussed and accepted by the entire class. He advocates for a situation where class meetings provide an opportunity for students to make decisions.

According to Kohn (1996), a classroom or school should be as a community that could be known as a place in which students feel cared about and are encouraged to care about one another. The students experience a sense of togetherness, shared values, and mutual respect among themselves and for their teachers. They think in the plural (collectively) rather than being individualistic.

Some of the most important works on formulating, researching and implementing the concept of Caring Communities has been done in connection with an elementary school programme called Child Development Project (Battistich, Solomon, Watson, Solomon, & Schaps, 1989; Kohn, 1990; Solomon, 1992; Watson, 1989). Staff of the Child Development project worked in eight school districts, within and beyond California to promote the social, moral and intellectual development of students.

Kohn's Caring Community theory is a beautiful piece that brings out the confidence, abilities and interests of students to bare as well as creating a sense community and belonging for students. It will however face huge challenges in certain countries and areas, if students will be involved in setting rules, regulation and determining what

constitutes acceptable behaviour. The final decisions by the students may be far from achieving any disciplinary success in the classroom or the entire school. In some jurisdictions, it is appropriate for the authorities to guide the students to set rules in line with the objectives and goals of the school and the expectations they have concerning the students.

These four theories; The Assertive Discipline Theory, William Glasser's Choice Therapy, Harry Wong's Classroom Strategies and Alfie Kohn's Caring Communities are very crucial and relevant theories which can help to deal with school and student discipline. However, the application of these theories must be contextualized based of the goals/objectives of the school, the kind of students, the kind of parents, the quality of the teaching and administrative staff of the school, so as to produce a tailored, precise and fitting approach in dealing with discipline in schools. Effectiveness of any procedure is enhanced by the context within which the procedure is applied. A straight-forward, generalized application of the theories may not prove to be effective.

2.6 School-Wide Alternative Discipline Interventions

Jean-Pierre and Parris (2018) in their article, *Alternative School Discipline Principles and Interventions: An overview of the literature",* identified some five School-wide disciplinary interventions which will be briefly explored in this section. This section relies heavily on the work of Jean-Pierre and Parris (2018).

2.6.1 Authoritative School Discipline model

The Authoritative School Discipline model is derived from the authoritative parenting style model introduced by Diana Baumrind.

Baumrind (1966) introduced three prototypes of child rearing; Permissive, Authoritarian and Authoritative. The Permissive Parent behaves and acts in a non-

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punitive way, allowing the self-regulation of the child without externally defined structures. The Authoritarian Parent controls the child's behaviour according to certain standards and restricts the child's autonomy (Baumrind, 1966). The Authoritative Parent rather combines both Permissive and Authoritarian Parenting models. This model simultaneously encourages behavioural compliance and psychological autonomy to promote prosocial behaviour, respect of adult and independent reasoning (Baumrind).

Likewise, the Authoritative model of school discipline combines structure and support (Gregory & Cornell, 2009). Gerlinger & Wo (2016) noted that structure refers to the consistent and fair enforcement of school rules, while support is founded in the care and attention provided by adults. This model suggests that schools should move away from the extreme "get tough or zero tolerance" approach, as well as move away from the other extreme "caring and supportive" approach (Gregory, Skiba, & Noguera, 2010).

Support (positive teacher-student assistance) combined with a high sense of structure (supervision of students, enforcement of school rules) can be more effective than the punitive measures (Gerlinger & Wo, 2016). Aside the advantages of this model, one disadvantage of this model is that it is primarily a preventive measure, hence it does not adequately address frequent behavioural issues.

2.6.2 Democratic or Student-driven school discipline model

It is a student-driven reform of school discipline, where authority from adults is delegated to students in the school (Jean-Pierre & Parris, 2018). By relinquishing authority to students, these students become more responsible by adopting measures to prevent indiscipline while addressing the behavioural challenges of their own

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colleagues in school. By this sense of responsibility for their own colleagues, students develop leadership skill, develop a sense of responsibility and maturity. This model can allow students to create and participate in a student-led Disciplinary Committee (Hantzopoulos, 2011). Proponents of Democratic Schools suggest that students will acquire leadership skills, civic virtues and be conversant with democracy as they practice this model (Cuevas & Kralovec, 2011).

With this model, if teachers are unwilling to relinquish their authority to students, this model will fail.

2.6.3 Restorative Practices in education model.

Restorative practices in education are derived from the restorative justice model which has mostly been examined in criminological studies (Ryan & Ruddy, 2015).

Restorative Justice can be defined as a process that involves those who have a stake in a specific offense and to collectively identify and address harms, needs and obligations in order to heal and put things right (Zehr, 2002). In this model, misconduct is seen as fracture in the relationship that exists between a student and the school community rather than being merely a breach of norms (Evans, Lester & Anfara Jr., 2013).

This harm or fracture is not corrected by punitive measures but by restitution. Restitution is defined as a way to create conditions that assist people to fix their mistakes and to become a more strengthened member of the group (Gossen, 1988). Restitution provides the avenue where students can repair their relationships through consensual forum and find ways to amend their mistakes and learn from those mistakes.

Jean-Pierre and Parris (2018) noted that restorative practices can include a preventive component (to prevent conflict) in a school, as well as a responsive component (to repair relationship). As a preventive component, students can learn about the importance of empathy, emotional and social skills and conflict resolution skills. The school can adopt restorative language and curriculum that emphasize the value of building relationships among students in school (Dubin, 2015; Martin, 2015). The responsive component involves a circle with the individual(s) harmed and the offender(s) in an interaction led by a trained facilitator with the goal for restitution and a consensus to be reached (Dubin, 2015; Stewart Kline, 2016).

This model makes students very reflective of their actions, especially the consequences of their conducts on the lives of others. It builds empathy in students for each other.

However, the restorative practices are time consuming, and some issues handled with this approach may last for years.
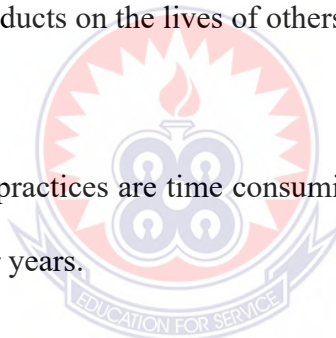
2.6.4 Strength-based approach or the empowerment model

In this model, empowerment refers to the process where the personal, interpersonal and political power of individuals, families and communities are greatly enhanced so that they can take appropriate actions to improve their conditions/situations" (Gutierrez, 1995).

This model proposes that disciplinary interventions should be built on the strengths of the marginalized students rather than their weaknesses (Day-Vines & Terriquez, 2008).

For this model to be successful, there ought to be a culturally responsive curriculum and pedagogies that builds on the strengths of all students (Jean-Pierre & Parris, 2018).

This model cautions educationists not to only focus on the weakness of the students but rather focus on their strengths, which when well-developed may overshadow those weaknesses.

2.6.5 Positive Discipline Model

"The Positive Discipline model is drawn from cognitive-behavioural and systems theories and is probably the most researched and empirically assessed school-wide intervention" (Jean-Pierre & Parris, 2018). The Positive Discipline has several names such as "Positive Behavioural Support" (PBS), "School-Wide Positive Behavioural Support" (SWPBS), and "Positive Behavioural Intervention and Support" (PBIS).

Positive Discipline model has the potential to foster self-regulation, self-discipline and greater inner locus of control (Bear, 2011). Some goals of the Positive Discipline model include:

1. Development of students' character and the promotion of adequate behaviours which in turn can result in an improved school climate (Olley, Cohn, & Cowan, 2010).

2. Positive Discipline Model seeks to prevent inappropriate behaviour and increase students' access to academic instructions (Vincent, Swain-Bradway, Tobin, & May, 2011).

Core principles of this model include the following:

1. Teaching and reinforcement of Positive Behaviour. Positive behaviour is that which is accepted as the standard for practice and has good and quality effects on the individual and those who benefit from that behaviour.

2. Examining the motives of students' misconduct. This model does not only focus on students' misconduct but even more, on the motives behind the misconducts. If those wrong motives can be corrected, the misconduct will automatically be corrected as well.

3. Consistent and relevant consequences for misconduct are prescribed by this model.

4. Constant access to instruction is highly advocated by this model so that students know what to do and what is expected of them at any given time (Olley et. al., 2010).

These principles are applied with a system of rewards for adequate behaviour and consequences for misconduct (Jean-Pierre & Parris, 2018).

The Positive Discipline Model has some disadvantages:

1. It is predominantly used in elementary and middle schools hence its effectiveness in high schools is yet to be established (Warren, Bohanon-Edmonson, Turnbull, Sailor, Wickham, Griggs & Beech, 2006)

2. In some cases, this model has been shown to be ineffective for students with frequent behavioural issues (Jean-Pierre & Parris, 2018).

3. Rewards and consequences may encourage compliance and conformity with external motivation while failing to promote self-regulation and the development of an internal locus of control (Jean-Pierre & Parris, 2018).

This is the model that has been adopted by the Ghana Education Service and dubbed the "GES Positive Discipline Toolkit".

2.7 Brief Examination of the G.E.S Positive Discipline Tool Kit.

This section of literature review undertakes a general overview of the content of the Positive Discipline Toolkit which is the broad disciplinary approach to maintaining discipline in the pre-tertiary schools in Ghana.

It is worth exploring the toolkit in other to understand its purpose, goals and objectives, as well as the practical measures laid down in the toolkit for the maintenance of student discipline. Details under this section are all derived from the GES Positive Discipline Toolkit 2016 document, any detail foreign to this document shall be appropriately referenced.

The Positive Disciplinary approach according to GES is part of the efforts aimed at promoting a safe and protective learning environment for children.

What is Positive Discipline about? This document explored nine details that comprise the definition of Positive Discipline.

- (a) Positive Discipline is using proactive, preventive and corrective measures
- (b) It seeks to create an environment in which children are supported to learn and explore
- (c) It involves clear consistent communication
- (d) Consistent reinforcement of expectations, rules and limits
- (e) It focuses on encouragement and problem-solving
- (f) Teaches children and guide their behaviour whiles respecting their right to healthy development, protection from violence and participation in their learning

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(g) It focuses on long-term solutions

(h) Develops children's own self-discipline and their life-long skills

(i) It is about teaching non-violence, empathy, self -respect, human rights and respect for others.

This toolkit also outlines some elements/features of Positive Discipline to include;

(a) Mutual respect: Demonstrating good behaviour by treating others with respect and kindness.

(b) Encouragement: to identify efforts made and encourages improvement.

(c) Problem solving: Works with learners to solve problems; teaches problem-solving skills.

(d) Understanding: Aims to understand the behaviour of students and address the root causes of bad behaviour.

(e) Teaching: Focuses on teaching children to behave better rather punishing poor/bad conduct.

(f) Communication: Asks questions, listens and establishes consequences.

The document also addresses misconceptions of Positive Discipline and indicate the right perspectives, a few of which are listed below:

(a) Positive Discipline is not about hitting children but, helping children to succeed, giving information and supporting their growth and development.

(b) It is non-violent but rather respectful

The toolkit provides levels of graduated approaches in solving disciplinary problems of students. By this the toolkit outlines four disciplinary measures.

1**. Proactive Measures (Level 1)**: This proactive approach involves measures that govern general expected behaviour from both teachers and students. For instance, school rules book for students, classroom rule book to govern and influence behaviour in class. These measures are to ensure that there is an aforementioned expected rules and standards to which all students must conform. This is a preventive disciplinary measure with the motive of preventing students from forming or developing bad character.

Encouragement can be a tool used under proactive measure to acknowledge, applaud and reward good behaviour so it becomes attractive for others to follow.

A classroom statement of expected behaviour can be repeated or recited by students on regular basis to remind them of the attitude and standards of behaviour expected of them.

This approach does not wait till bad behaviour occurs but is put in place as a proactive measure to prevent the occurrence of bad behaviour.

2. **Early Detection and Intervention (Level 2)**: This is the second level of disciplinary measure outlined in the toolkit. This measure seeks to identify bad behaviour early enough in order to map out strategy to address it. It is good to address wrongs at early stages and that is exactly what this approach does.

It involves a scheduled meeting between the teacher and the student involved, for a conversation. The teacher then explains to the student and indicates the behaviour observed and offers advice to the student on reasons why he/she should do otherwise (exhibit a good behaviour). The teacher cautions the student and refers the student to the consequences of continuing in that bad behaviour. The teacher takes the student

through the early intervention procedures laid out in the toolkit which ends with entry of further infractions into the log book.

3. **Corrective Measures (Level 3)**:   This is necessary for students whose attitude persist after the second level of early detection and intervention (level 2). Students at this level start with a transformative reflection of the infractions committed after having gone through level 2. The child/student is taken through some corrective measures outlined in the toolkit.

4**. Rehabilitative Measures (Level 4)**: When a student's bad behaviour persists after going through the three levels of progressive discipline, then rehabilitative measures will be applied in this final stage. Such measures include withdrawal of responsibilities (like special positions held by the student), or withdrawal of some special privileges. Other rehabilitative measures prescribed by the toolkit includes counselling for the student, letter to parents as well as the involvement of parents in finding solution to the student's bad behaviour.

The Proactive, Early Detection and Prevention, Corrective and Rehabilitative measures are the four levels of progressive disciplinary measures prescribed in the GES Positive Discipline Toolkit for maintaining discipline.

2.8 Scholarly Work on Teachers' Perception on the Ban on Corporal Punishment.

This section of the Literature review takes a close view of a scholarly work by Douglas Yeboah, a lecturer at the University of Cape Coast. Yeboah conducted research in Cape Coast Metropolis on the topic, "*Teachers' Perception of the abolition of caning in Ghanaian schools"* in the year 2020. The details below shall reflect the findings of Yeboah in this important and current research.

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He used a descriptive quantitative survey method, the sample size was 60; 29 males and 31 females, who were teachers selected from public basic schools in Cape Coast Metropolis. A questionnaire method was used for collecting the survey information. The questionnaire contained 13 items; three on demographic information and ten on teachers' perceptions about caning in schools. The findings of the ten items or statements put before the respondent are shared below.

Yeboah (2020), shared these findings:

1. The responses to the statement that "students should be caned as a corrective measure", were as follow: 15% of the respondents strongly agreed, and 48.3% agreed, making a total of 63.3% supporting caning as a disciplinary tool for correcting bad student behaviour. This shows that majority of the respondents are in favour of caning as a corrective measure. Yeboah noted that this finding contradicts the finding by Mwai, Kimeni & Kiposi (2014) who in a similar study in Kenya reported that a majority of the teachers (respondents) disagreed that corporal punishment should be used to correct deviant behaviour.

2. The response to the statement that, "caning is the most effective method of correcting children" showed the following: 33.3% disagreed and 21.7% strongly disagreed. Thus 55% of respondents disagreed that caning is the most effective method of correcting children.

   This demonstrates that, among the respondents, though majority of them are in favour of caning they still believe that other measures are very important in curbing indiscipline. Yeboah noted that this finding accords with Canter (1989) cited by Agbenyega (2006).

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3. In their response to the statement, "when caning in schools is abolished, school children will be out of control of teachers", the following were obtained: 18.3% responded that they strongly agree, 31.7 % agreed, thus a total of 50% of respondents believed that without caning, teachers would not be able to control children in schools. However, 30% disagreed while 11.7% strongly disagreed, making it a total of 41.7%of the respondents disagreeing with that statement.

4. The response to the statement, "caning in schools should be allowed by Ghana Education Service', and the following were the outcome: 21.7% strongly agreed and 55% agreed, making a total of 76.7% of respondents agreeing that caning should be allowed in schools by GES.

5. The following were the outcomes to the statement, "when caning is allowed in schools, students will learn better,": A total of 51.7% either agreed or strongly agreed as compared to a total of 35% who disagreed or strongly disagreed. This showed that majority of the respondents believe that caning compels the students to learn.

   Yeboah noted that this finding is consistent with Agbenyega (2006) who indicated that one of the motives behind the use of corporal punishment in Ghanaian schools was to motivate students to learn and improve academic standards.

6. On the statement, "caning should be used when other non-hurtful measures fail", this was the result: 25% strongly agreed and 55% agreed, making a total of 80% as compared with a total 18.3% disagreeing and strongly disagreeing. This shows that most teachers (respondents) are against

banning of caning, and believe that caning should be administered when other corrective measures fail.

7. On the statement, "caning in school makes the school an uncomfortable place for children", 8.3% strongly disagreed, 30% disagreed (a total of 38.3% disagreeing). 8.3% remained neutral, 48.3% agreed while 5% strongly agreed (a total of 53.3% agreeing to the statement). Though majority of the respondents believe that caning creates an uncomfortable environment for the children, they still approve caning as a disciplinary tool in schools.

8. Responding to the statement, "teachers should be allowed to cane with discretion", 15% strongly agreed while 58.3% agreed (a total of 73.3% agreeing to the statement). Meanwhile, 8.3% were neutral, a total of 18.3% disagreed or strongly disagreed. Thus, majority of teachers are in favour of caning with discretion.

9. Responding to the statement, "teachers who hurt students physically should be sanctioned", a total of 18.3% either strongly disagreed or disagreed, while 18.3% remained neutral. A total of 63.3% agreed or strongly agreed. Thus, most of the teachers approve of sanctions for colleague teachers who cause harm to students. This finding shows some sense of care and responsibility on the part of the teachers, with regard to the fact that though they approve caning in schools, they do not approve of the abuse of caning as a disciplinary tool to the detriment of the child.

10. Regarding the statement, "if caning was allowed, I would like to use it more often to discipline students", 16.7% strongly agreed and 36.7%

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agreed, a total of 53.4% respondents in favour on the statement. However, 6.7% were neutral, while a total of 40% agreed or strongly agreed.

This shows that majority of the teachers are willing to adopt caning if allowed by GES.

In concluding his research, Yeboah (2020) noted that, "on the basis of the finding of this study, I can conclude that most teachers in Ghana are not in support of the policy of the Ministry of Education to abolish caning in Ghanaian schools, and they would prefer that caning be continued in schools, but administered by teachers in a way that would not cause injury to students."

2.9 What appears lacking in existing literature

As I conclude on the Literature review for this study, a short fall in existing literature is noteworthy. The author after extensive research into current literature has not yet been exposed to literature that examines the current state of student discipline in the light of the actual content and prescriptions of the Positive Discipline Toolkit to assess its direct impact on student discipline.

If an approved disciplinary approach (the Positive Discipline Toolkit) has been prescribed as the instrument and mechanism for maintaining discipline in the pre-tertiary educational system, then it is time to scrutinize this disciplinary mechanism and its mode of implementation as against the level of discipline in the pre-tertiary schools, especially the SHS which is of importance to this study.

No one seemed to have focused on this important issue, or maybe not that I have come across in the available Ghanaian literature. Most of the available Ghanaian literature focus on the ban of corporal punishment itself, like Yeboah (2020), or the causes and measures to improve discipline, like Gyan, Baah-Korang et al. (2015) or

the effects of indiscipline, like Agyekum, Awudu et al. (2011) or the growing state of indiscipline in schools, like Ofori (2018).

Why are we not looking into the functionality and effectiveness of the GES Positive Discipline Toolkit in Ghanaian schools, especially in Senior High Schools?

In the GES letter dated 10th January, 2019 which reiterated the ban on corporal punishment and introduced the Positive Discipline Toolkit, the Management of GES directed all teachers in pre-tertiary schools (public and private) to immediately adopt the Positive Discipline Toolkit together with other sanctions prescribed in appendix 2 of the Head Teachers' Handbook (2012) edition as "measures for correcting pupils and students in schools."

If the Positive Discipline Toolkit is considered the main tool for maintaining discipline, then while studying about the state of discipline, we ought to examine how this tool is assisting in maintaining discipline or otherwise. After four years of its introduction, its effectiveness is worth examining in the face of the current state of discipline. Aside scrutinizing the disciplinary tool, its implementation approach is also worth looking into.

This study takes the bold step of filling this gap in existing literature.

2.10 Summary

This chapter attempted covering literature related to student discipline in schools with a look at relevant literature that relate to student discipline. It concluded with the need to make effort to assess the impact of the current GES Positive Discipline Toolkit (Alternative Disciplinary Measures) on student discipline in senior high school to ascertain its effectiveness.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides details of the research methodology used by the researcher for the conduct of this study. The chapter explains the research design used for the study, the research method for data collection, the research population, the sample size and sampling procedure. Issues of the validity and reliability of the research instrument are discussed, whiles ethical issues in this research are also considered. This chapter ends with the data analysis procedure adopted for this study.

3.1 Research Approach and Design

Research approaches are birthed from research orientations, paradigms or worldviews. The researcher's worldview is influenced by how he or she perceives truth and reality, thus influences how the researcher investigates same. This important factor influences the research approach that the researcher adopts for the study. Creswell (2014) considers a worldview or paradigm as a "general philosophical orientation about the world and the nature of research that a researcher brings to a study" (p. 35) and also suggests that researchers should make explicit their philosophical orientation/worldview from which they approach the study. This study stems from a positivist worldview, as positivists undertake research that needs to identify and assess causes and effects (Creswell), as reflected in the purpose of this study. From a positivist orientation, the quantitative approach was adopted for this study. Quantitative research involves a systematic search into a phenomenon through the collection of relevant quantifiable data by applying certain statistical,

mathematical, and computational techniques (Fleetwood, 2023). It entails the process of gathering and analyzing numerical data which seeks to find averages, identify patterns and make predictions (Bhandari, 2023). It is usually used in the natural and social sciences. The quantitative approach is rightly suited for this study since it is best placed to investigate cause-and-effect relationship which is the focus of this study; as it examines the effect of the Alternate Disciplinary approach (GES Positive discipline toolkit) on student discipline in the SHS.

The descriptive survey design was adopted, from the quantitative approach, for this study. Descriptive research describes the characteristics of the problem, phenomenon, situation or group under study. The goal of descriptive research is to explore the background, details and existing patterns in the problem to fully understand it (Vijayamohan, 2022). Descriptive research involves gathering data that describes events and then organizes, tabulates, depicts and describes the data collection (Glass & Hopkins, 1984).

Descriptive studies are aimed at finding "what is", so observational and survey methods are frequently used to collect Descriptive data (Borg & Gall, 1989).

When something is surveyed, it is viewed comprehensively and in detail (Denscombe, 2010). Surveys are used best when the researcher wants factual information relating to groups of people: what they do, what they think, who they are (Denscombe, 2010).

The method of research which concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationships or trends invariably is termed as "descriptive survey" (Salaria, 2012). Simply, a descriptive survey describes or documents current conditions and attitudes (Wimmer & Dominick, 2013).

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Descriptive survey is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. It is not simply about amassing and tabulating facts but involves proper analysis, interpretation, comparisons, identification of trends and relationships (Aggarwal, 2008). Gay (1992) is of the view that descriptive surveys are very useful and helpful when researching into educational problems.

In trying to find out the impact of the Alternative Disciplinary Approach on student discipline in St. Augustine's SHS, the Descriptive Survey design was considered as most appropriate for this study.

3.2 Study Area

St. Augustine's S.H.S is located in the Prestea-Huni Valley Municipality. The Prestea-Huni Valley Municipal Assembly (PHMA) is one of the Administrative Districts in the Western Region and located at the South Western part of Ghana. It was carved out of the then Wassa West District in the year 2008 by the Legislative Instrument (L.I) 1840. The administrative capital is Bogoso. PHMA has a land area of approximately 1,376 square km. The Prestea-Huni Valley Municipality constitutes about 6% of the land area of the Western region.

PHMA shares boundaries with eight other districts. It shares boundaries with Wassa Amenfi East and Wassa Amenfi Central districts in the North, Wassa Amenfi West district to the west, Elembele district to the south, Tarkwa Nsuaem Municipal to the south, Mpohor and Wassa East districts to the east, and shares a boundary to the northeast by Twifo-Ati Mokwa District in the Central Region (Phma.gov.gh., 2018)

3.3 Research Population

A research or target population refers to the group of people the result of the research should apply (Whitley & Kite, 2012). In this research, the research population is the teaching staff of St. Augustine's S.H.S which is sixty-four (64) teachers.

3.4 Sample Size and Sampling Procedure

The researcher adopted a purposive sampling procedure for this research work. This is the sampling approach the researcher deemed suitable for this research.

Purposive sampling refers to a group of non-probability sampling techniques in which units are selected on purpose (Nikolopoulou, 2022). The main goal of purposive sampling is to identify the cases, individuals or communities best suited to helping you answer your research question (Nikolopoulou).

The basic principle of sampling is that it is possible to produce accurate findings without the need to collect data from each and every member of the survey population (Denscombe, 2010).

Thus, out of the Population of sixty-four (64) teachers, the researcher applies a purposive sampling to obtain a sample size of thirty (30) teachers for this study. Since the overall goal of this research according to the title of the research is to find the effect of the alternative disciplinary approach on student discipline in St. Augustine's S.H.S; it means that the respondents who qualify to partake in this study must have been teaching in the school before the ban on corporal punishment and should still be teaching in the school. The reason is that, for there to be a good and fair judgement on the current state of discipline in the school, the respondents should have observed the disciplinary state of students both before the ban on corporal punishment and after the

introduction of the Positive Discipline tool kit. Therefore, teachers who qualify for this task should have been in the school for at least six years. It is for this reason that the researcher, more specifically, adopted the homogeneous purposive sampling strategy to sample only teachers who have been in the school for at least six (6) years. The author, specifically, adopted the homogeneous purposive sampling procedure, where 30 teachers were sampled for this study. A homogeneous purposive sampling is a purposive sampling technique that aims to achieve homogeneous sample; that is a sample whose units (example people) share the same or similar characteristics or traits (Laerd Dissertation, n.d). The researcher identified teachers with the same characteristic or quality that is extremely relevant to the research, that is, the number of years spent in the school by a respondent (teacher) should be at least six years in order to have the capacity to compare the pre-corporal ban state of student discipline to the current state of student discipline. This was the criteria for the homogeneous purposive sampling procedure used in this study.

Regarding purposive sampling, Denscombe (2010) notes that the sample is hand-picked for the research on the basis of relevance to the issues being investigated and also on the basis of privileged knowledge or experience about the topic. These two bases raised by Denscombe summarize the researcher's choice of a purposive sampling procedure, and more specifically a homogeneous purposive sampling approach.

3.5 Data Collection Instrument and Procedure

Research methods are tools for data collection such as questionnaires, interviews, observation and documents. They are the types of equipment that allow relevant data to be collected (Denscombe, 2010). The researcher used the questionnaire method as the research instrument for data collection in this study.

Questionnaires are effective instruments for acquiring factual information about practices and conditions of which the respondents are presumed to have knowledge and enquiring into opinions and attributes towards the subject (Yeboah, 2020).

The use of survey strategy is often linked to the use of questionnaires as a method of data collection because the survey strategy and the questionnaire method of collecting data tend to work well together (Denscombe, 2010).

The researcher designed the questionnaire and divided them into four sections; demographic data and three other sections which contain the three research questions intended to help achieve the three main objectives for this study. Section A of the questionnaire comprised the demographic data of respondents. Section B explored the knowledge of teachers concerning the Positive Discipline Toolkit introduced by G.E.S. The Section C took a look at the regularity and efficiency of the use of the Positive Discipline Toolkit (Alternative Disciplinary Approach). The section D looked at the effect of the application of GES toolkit (Alternative Disciplinary Approach) on student discipline on St. Augustine's S.H.S. The introductory portion of the questionnaire explained the purpose of the questionnaire and enjoined respondents to provide their candid opinion on the statements provided in the questionnaire.

In order to sample teachers and administer the questionnaire, the researcher sought from the school's administration data relating to teachers and the time of their posting

to the school. Based on this data, the researcher was able to determine number of years of teaching in order to identify 30 teachers who have taught in the school for at least six years and meet the sampling requirement justified through the homogeneous purposive sampling procedure. These teachers were briefed by the researcher on the purpose and relevance of the study. All 30 teachers voluntarily agreed to partake in the study. The respondents were briefed on the nature of the questionnaire and all ethical issues relating to the study. After this briefing, questionnaires were administered on individual basis to the respondents, hence they were not done together in a particular place. This approach promoted independence, honesty and avoided any form of external influence on the respondents. The researcher collected all questionnaires from each respondent right after completion.

All the statements provided in the questionnaire were in the affirmative and the respondents were to show their level of agreement or disagreement with the statements. The respondents were all highly educated with the least academic qualification of a first degree hence the questionnaire method was well suited for them because they could easily read to comprehend and equally respond without the need for any assistance, thus increasing the level of confidentiality and anonymity for the respondents.
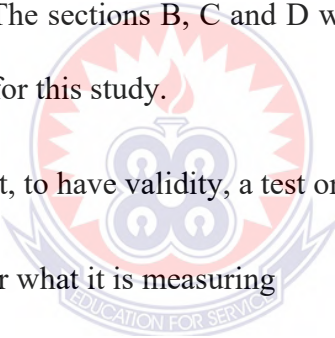
Respondents were asked to respond to some statements to show or indicate their level of agreement with the statements. The Likert scale with regard to level of agreement was used in this questionnaire. The Likert Scale was designated as follow: Strongly Disagree (SD) = 1, Disagree (D)= 2, Neutral (N) = 3, Agree (A) = 4 and Strongly Agree (SA) = 5.

3.6 Validity and Reliability

A test's validity refers to how accurately or effectively it measures what it was designed to measure (Phelan & Wren, 2005). A test is valid when it succeeds in measuring what it is expected to measure (Fawcett, 2013). In quantitative research you have to consider the reliability and validity of your methods and measurements (Middleton, 2022). If a method measures what it claims to measure and the results correspond to real-world values, then it can be considered valid (Middleton).

Bhandari (2022) notes that Face Validity is about whether a test appears to measure what it is supposed to measure. Face validity is concerned with whether a measure seems relevant and appropriate for what it is assessing on the surface. Face validity is important because it is a simple but first step to measuring the overall validity of a test or technique (Bhandari). The sections B, C and D were carefully designed to achieve the three main objectives for this study.

Bhandari (2022) noted that, to have validity, a test or technique should be:

(1) Clearly relevant for what it is measuring

(2) Appropriate for the participants and

(3) Adequate for its purpose.

Content Validity refers to the degree to which a measure seems to cover the entire range of meaning within a concept (Rubin & Babbie, 2016). According to Middleton (2022), content validity asks the question, "Is the test fully representative of what it aims to measure?" To produce valid results, the content of a survey or measurement must cover all the relevant parts of the subject it aims to measure. If some parts are missing from the measurement, the validity is threatened (Middleton).

Kraska-Miller (2014) has affirmed that face validity is established by a panel, likewise Jackson (2016) has affirmed that content validity is also established by a panel.

Based on the recommendations of Kraska-Miller (2014) and Jackson (2016), the face and content validities of the questionnaires were ascertained by the Head of Department and some senior staff members of the Department of Social Sciences of St. Augustine's S.H.S.

A test is considered reliable when it can produce the same or similar results repeatedly. Reliability refers to a test's ability to produce consistent results over time (Silverstein, 2019). The Cronbach Alpha Test was used to check the reliability of the research instrument. The Cronbach Alpha test measures the internal consistency between items in a study. The coefficient of reliability from the Cronbach's Alpha test was 0.794, demonstrating that the research instrument is reliable.

3.7 Ethical Considerations

Permission was sought from the school authorities to conduct the study in the school. Respondents were shortly briefed on the goal of the research and encouraged to be as candid as they could. The respondents were assured of confidentiality and anonymity. No portion was provided for the respondents' names which was the first step in assuring them of their anonymity. The respondents were properly briefed before they began answering the questionnaires so that there was no need for them to have personal contact with others or the researcher when answering of the questionnaire. This was to ensure that their answers were based on their personal convictions and nothing else.

3.8 Data Processing and Analysis

Data completed from the field were exported into SPSS version 20.0. The SPSS was used to analyse the data using descriptive statistics such as frequencies, percentages, means and standard deviation.

3.9 Summary

This chapter addressed the Methodology used for this study. In this study the Descriptive Survey design was used. Out of a teacher population of 64 teachers, a Homogeneous Purposive Sampling approach was used to obtain a sample size of 30 teachers (respondents). The respondents were teachers from St. Augustine's SHS who have been teaching for at least the past six (6) years in the school.

A questionnaire was used as the research instrument and all necessary conditions were met in ensuring that there is anonymity of respondents as well as meeting ethical, validity and reliability standards. The SPPS version 20.0 was used to analyse the data and to generate the appropriate results. The next chapter (Chapter four) considers the findings of this study

CHAPTER FOUR

RESULTS/FINDINGS

4.0 Introduction

This chapter examines the results and findings of the study conducted with the questionnaire designed by the researcher. The research was conducted with a sample size of 30 teachers.

The overall goal was to find out the effect of the Alternative Disciplinary approach (GES Positive Discipline Toolkit) on student discipline at St. Augustine's SHS. Data obtained from the completed questionnaires was analysed using descriptive statistics – means, standard deviations, frequencies and percentages, which were generated in SPSS version 20.0.

This study had three research questions, and the outcomes of the research questions were analysed and interpreted to discover the findings of this study.

This chapter begins with results of the demographic data of the respondents, then addresses how the outcome of the research was analysed, and follows with the various findings of this study from the three research questions.

4.1 Demographic Characteristics

The research instrument used (questionnaire) collected some relevant demographic data from the 30 respondents (teachers) in the first section of the questionnaire. Table 1 shows the demographic characteristics of the respondents (teachers) regarding some five variables as seen in the heading of the table.

Table 1: Demographic Characteristics (Sex, Years of Teaching, Highest Qualification, Professional Teacher Status, and Professional Certificates).

Variable	Item	Frequency	Percentage %
Sex/Gender	Male	23	76.7
	Female	7	23.3
Years of Teaching	6 years-10 years	15	50.0
	11 years-15 years	7	23.3
	16 years-20 years	8	26.7
Higher Qualification	Bachelor's Degree	18	60.0
	P.G.D. E	2	6.7
	Master's	10	33.3
Professional Teacher	Yes	19	63.3
	No	11	36.7
Professional Certificate	Diploma in Education	3	10.0
	B.Ed.	7	23.3
	B.Sc. Ed	2	6.7
	P.G.D. E	3	10
	M.Ed.	3	10
	M.Phil. Ed.	1	3.3
		30	100

Source: Field Survey (2022)

The discrepancy in the sample size for the variable "Professional Certificate" is due to the fact that in the sample size, there are 11 teachers (36.7%) who are not professional teachers, hence brings the number of professional teachers to 19 (63.3%). The greater

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number of teachers being professional teachers indicate that the majority of the respondents are well conversant with the nature of the teaching profession.

The teachers (respondents) were made up of 23 males (76.7%) and 7 females (23.3%), hence the males form the majority of the respondents. The data shows a highly educated sample size; 60% hold Bachelor's degree, 6.7% hold PGDE, while 33.3% of the teachers hold master's degree. The years of teaching in the school were categorized into three (6-10 years, 11-15 years and 16-20 years). A total of 15 teachers (50%) of respondents have taught from 6-10 years, 7 teachers (23.3%) have taught between 11 to 15 years, while 8 respondents (26.7%) have taught between 16 to 20 years in the school. This shows that the teachers (respondents) are very experienced. Table 2 provides details on the last variable in the demographic data of the respondents. It addresses the subject taught by the teachers (respondents).
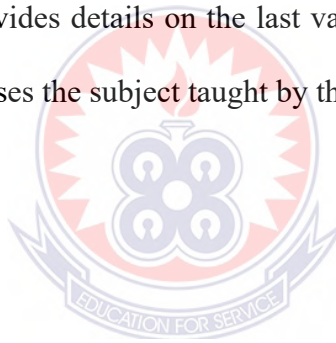
Table 2: Demographic Characteristics of Subjects Taught by Teachers According to Departments.

Departments	Subjects	Frequency	Percentage %
Social Sciences	Economics, Geography, History, Christian Religious Studies, Social Studies.	7	23.33
Agriculture	Animal Husbandry, Agricultural Science	2	6.70
Mathematics	Mathematics	6	20.00
English	English	5	16.70
Science	Physics, Chemistry, Integrated Science	5	16.70
Business	Business Management, Accounting	2	6.70
Home Economics	Clothing, Food and Nutrition	2	6.70
Information Communication Technology	I.C. T	1	3.33
		30	100

Source: Field Survey (2022)

Table 2 shows the Departmental allocations of the subjects taught. There are 8 departments in St. Augustine's SHS as noted in Table 2. The sampling procedure focused mainly on sampling respondents (teachers) who had taught for 6 years and above in the school, so that they are well placed in comparing the disciplinary status of students in the school before the ban on corporal punishment to the current status of student discipline. The sampling procedure didn't consider sampling teachers based on subject areas or department. However, the results show that the sample size was

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highly representational since each department had at least a teacher representing it. Since the school is comprised of departments, having at least a teacher as respondent from each department is a sign that there is fair representation as well as balanced input, based on their responses. This result affirms one of the important characteristics of a good sample size, that, "an ideal sample size must be representative of the population corresponding to its properties" (Mistry, 2021).

4.2 Analysis and Discussion of the Research Questions

The research instrument for this study made use of the Likert scale for soliciting responses from teachers on the three research questions of this study. The Likert scale was designated as follows: Strongly Disagree (SD) = 1, Disagree (D)= 2, Neutral (N) = 3, Agree (A) = 4 and Strongly Agree (SA)= 5. Teachers were to respond to statements by ranking each statement from a scale of 1 to 5 showing their level of agreement with the statements.

To establish the criteria value, the mean of the scores on the Likert scale was calculated by adding the scores on the Likert scale and dividing by the number of scores on the scale (1+2+3+4+5= 15/5 = 3.0). The criteria value is thus 3.0. Mean values below the criteria value (M<3.0) are low, while mean values above the criteria value (M>3.0) are high. This implies that mean values of statements from 0 to 2.90 are considered low. A mean value of 3.0 is considered moderate, while mean values from 3.1 to 5.0 are considered high.

4.3 Research Question 1: What is the extent of the knowledge of teachers on the GES Positive Discipline Tool Kit?

This question sought to find out the level of knowledge of teachers (respondents) on the GES Positive Discipline Toolkit (Alternative Disciplinary Measures) implemented by the GES to replace corporal punishment. Since the toolkit is the substantive measure for maintaining discipline in the SHS, the teachers should be knowledgeable about it.

Table 3: Means and Standard Deviations for the Knowledge of Teachers on the G.E.S Positive Discipline Toolkit.

Statements	Mean	Standard Deviation
I am fully aware of the G.E.S Positive Discipline Toolkit (The Alternative Disciplinary Approach).	3.17	1.053
I know at least 3 alternative disciplinary measures in the toolkit.	2.93	1.311
I can state at least 3 alternative disciplinary measures in the toolkit.	2.87	1.224
I have attended a training workshop on the G.E.S Positive Discipline Toolkit.	1.40	0.498
G.E.S organized a stake-holder consultation with teachers to provide the rationale behind the new toolkit.	1.33	0.479
The school administration has organized a local forum to explain to teachers the details and relevance of the new disciplinary measures.	1.33	0.479
Average Mean/Standard Deviation	2.17	0.840

Source: Field Survey (2022). Key = M= Mean.

The statements in this Likert scale were carefully coined. The first statement requests respondents to demonstrate their own view on how much knowledge they think they possess concerning the GES toolkit. However, the statements from 2 to 6 were carefully crafted to check the response to the first statement. Statements 2 and 3 delve into the details of the toolkit to assess the knowledge of respondents on the toolkit. Then statements 4 to 6, explores the major mediums through which knowledge of the toolkit could and should have been gained. The mean values for all the statements from 2 to 6 were low (Mean< C.V (3.0)), with the exception of the mean for the first statement which was high (M=3.17> C.V (3.0)). This implies that most of the respondents believed that they were highly knowledgeable about the GES toolkit. However, the measures put in place to ascertain their level of knowledge, thus statements 2 to 6, produced mean values that were lower than the criteria value. In fact, the average mean for research question 1 was 2.17 (M=2.71< C.V (3.0)) which is low.

This average mean of 2.17 shows that the teachers (respondents) have a low level of knowledge regarding the GES positive Disciplinary Toolkit which they ought to use to maintain student discipline in St. Augustine's SHS.

This finding is contrary to Nobes & Hussin (2021) who found that teachers' knowledge about basic principles for discipline management was high. They also found that the level of teacher Skills towards Disciplinary Management Strategies was also high.

Nobes & Hussin (2021) further noted that "the findings show that there is no difference in terms of the level of knowledge and skill level of teachers either in terms

of gender demographics or duration of service as a teacher". This shows that the level of discipline management of teachers in this study was very high"

Table 4: Frequencies and Percentages of the Knowledge of Teachers on G.E.S Positive Discipline Toolkit.

Statements	SD	D	N	A	SA
	Freq	**Freq**	**Freq**	**Freq**	**Freq**
	%	**%**	**%**	**%**	**%**
I am fully aware of the G.E.S Positive Discipline Toolkit (The Alternative Disciplinary Approach).	2(6.79)	6(20.00)	9(30.00)	11(36.7)	2(6.70)
I know at least 3 alternative disciplinary measures in the toolkit.	4(13.39)	10(33.3)	4(13.30)	8(26.70)	4(13.30)
I can state at least 3 alternative disciplinary measures in the toolkit.	4(13.39)	10(33.3)	4(13.30)	10(33.3)	2(6.70)
GES organised a training workshop on the Positive Discipline Toolkit.	18(60.0)	12(40.0)	-	-	-
G.E.S organized stakeholder consultations on the toolkit.	20(66.70)	10(33.30)	-	-	-
The school administration organized a local forum on the toolkit.	20(66.70)	10(33.30)	-	-	-

Source: Field Survey (2022)

Key-SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree, % = Percentage, Freq = Frequency

As indicated earlier, statements 4 to 6 were carefully designed to assess the mediums through which knowledge of the GES toolkit were to be transmitted to teachers

(respondents). The researcher carefully coined these statements to ascertain if teachers (respondents) had gained knowledge of the toolkit through training workshop organised by GES, a consultative forum to discuss the rationale for the introduction of the new toolkit or a local forum organised by the school administration to educate teachers on the GES toolkit.

The results from table 4 shows that all 30 respondents (100%) either disagreed or strongly disagreed with all three statements that sought to check the mediums for the transfer of knowledge to teachers from GES or from the local school administration. This means that not a single officially structured approach had been adopted by the GES or the school administration to train the teachers on the disciplinary toolkit and how to apply them.

This finding that there was no official training of teachers on the GES toolkit is affirmed by Kubeka (2018) in his research in South Africa. He noted that though a document (Alternatives to corporal punishment: A guide for educators) existed, there had been no formal training or workshop for teachers on how to implement the alternative measures. Narain (2006) confirms Kubeka's finding in South Africa that though the documents were available there was no training or workshops to equip teachers to know, understand and implement the new disciplinary measures. In Kenya, in 2001, corporal punishment was banned without any preparation or provision of alternatives for the teachers from the Ministry of Education (Ndembu, 2013). With Kenya's scenario, even the document on the Alternative Disciplinary measures was not provided, not to think of training and workshops for the teachers. How are teachers expected to implement what they neither know nor understand? Though African countries are making strides in banning corporal punishments and introducing alternative disciplinary measures, their efforts are thwarted by their own

neglect for the training of teachers who are the chief implementors of these new disciplinary measures.

It is therefore not strange that the data showed that the knowledge of teachers on the GES toolkit was low, because they never had any formal training on the GES Positive Discipline toolkit.

4.4 Research Question 2: How often and efficient have the teachers applied the GES Positive Discipline Toolkit in their line of duty?

This question sought to ascertain the regularity and efficiency of the use of the GES Positive discipline toolkit based on the knowledge of the teachers on the toolkit. The knowledge of teachers on disciplinary measures should definitely affect how often and how efficiently they implement the disciplinary measures.
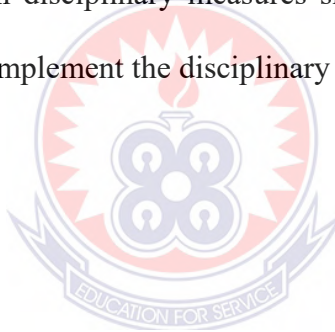
Table 5: Means and Standard Deviations of Regularity and Efficiency of the Use of G.E.S Positive Discipline Toolkit.

Statements	Mean	Standard Deviation
I apply the alternative disciplinary measure every day.	2.63	0.99
I apply the alternative disciplinary measure every week.	2.70	1.055
I apply the alternative disciplinary measure severally every month.	2.67	1.028
These alternative disciplinary measures produce better results than corporal punishment.	2.10	1.155
Students are more cooperative and responsive to the new measures.	2.17	1.117
Students are more cooperative and responsive to corporal punishment.	4.0	0.743
Average Mean/Standard Deviation	2.71	1.014

Source: Field Survey (2022)

Key = M = Mean

Statements 1, 2 and 3 which were to assess the regularity of the use of the alternative disciplinary measures, all scored low mean values; M= 2.63, M= 2.70 and M= 2.67 respectively, which are lower than the criteria value (C.V) of 3.0. If the regularity of the use of the alternative disciplinary measures was low, then its level of efficiency will definitely be low.

The result shows that teachers are convinced that students are more responsive to corporal punishment than the alternative disciplinary measures. The statement,

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"Students are more co-operative and responsive to corporal punishment" scored a mean of 4.0 which is high (M= 4.0> C.V (3.0)). This demonstrates that most teachers in St. Augustine's SHS still believe that corporal punishment is a more effective tool in maintaining student discipline.

This finding is consistent with the finding of Yeboah (2020) who noted that a total of 63.3% of teachers (respondents) in his study supported caning as a disciplinary tool for correcting students' unacceptable behaviours. Though Yeboah (2020) found that canning (corporal punishment) was not the most effective way of disciplining children, he also found that a majority of teachers (76.7%) desired permission for caning to be allowed in Ghanaian schools.

This shows the strong perception of Ghanaian teachers that corporal punishment is more effective than the alternative disciplinary measures.

It is obvious from the data that a lot of teachers in Ghana have a low preference for the alternative disciplinary measures.

This finding is in consonance with that of Agbenyega (2006), who found that caning was the most preferred and most common form punishment in both inclusive project schools and non-project schools in Ghana.

This finding is however contrary to the finding of Mwai, Kimeni and Kipsoi (2014) who reported in a study conducted in Kenya that a majority of the teachers disagreed that corporal punishment should be used to correct deviant behaviour. Also, Ndembu (2013) in his study in Kenya found that 60% of the Deputy Principals were opposed to corporal punishment, just as 80% of the counsellors also opposed the re-introduction of corporal punishment.

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The average mean for the second research question is 2.71 which is low (M= 2.71 < C.V (3.0)). This implies that there is a low level of regularity and efficiency in the usage/application of the GES Positive Discipline toolkit by teachers in St. Augustine's SHS.

It is obvious that the low level of knowledge of teachers on the alternative disciplinary approach (GES toolkit) had influenced the low level of regularity and efficiency of use of the disciplinary measures.

This finding is contrary to what Kubeka (2018) found in South Africa, where data revealed that a majority (54%) of teachers used oral reinforcement as a form of disciplinary measure and 36% used nonverbal punishment, while only 7% applied corporal punishment. In South Africa most teachers regularly and efficiently applied the alternative disciplinary measures.

4.5 Research Question 3: What is the effect of the application of the Positive Discipline Tool Kit on student discipline in St. Augustine's Senior High School?

This research question sought to find out how the application (regularity and efficiency) of the GES Positive Discipline toolkit by teachers impacted student discipline in St. Augustine's SHS.

It was to find out the effect of the regular and efficient use of the GES toolkit by teachers on the level of discipline of students in the school. The results for Research question 3 is seen in Table 6 below.

Table 6: Means and Standard Deviations of the Effect of G.E.S Positive Discipline Toolkit on Student Discipline in St. Augustine's S.H.S.

Statements	Mean	Standard Deviation
I prefer the alternative disciplinary measure to corporal punishment.	2.50	1.25
Student discipline in school was better before the ban on corporal punishment.	3.87	1.22
Student discipline in school was worse before the ban on corporal punishment.	1.87	0.94
Student discipline is better in school now due to the adoption of alternative disciplinary measures.	2.03	0.72
Student discipline is better in school now but not due to the adoption of alternative disciplinary measures.	2.50	0.97
Student discipline would have been better if corporal punishment was in force.	4.13	0.86
Average Mean/Standard Deviation	2.81	0.993

Source: Field Survey (2022)

Key = M = Mean.

Only two of the six statements had high mean values under Research question 3.

The first statement, "I prefer the alternative disciplinary measure to corporal punishment", scored a mean of 2.50 which is low (M=2.50 < C.V (3.0)). This shows that the teachers rather prefer corporal punishment to the alternative disciplinary measures. This reaffirms the finding under research question 2 that teachers in St. Augustine's SHS prefer corporal punishment to the alternative disciplinary measures.

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Statements 2 and 3 of this research question are different sides of the same coin. The two statements were intended to check the consistency of the response of teachers with regard to the level of discipline before the ban on corporal punishment. The mean value for statement 2 was 3.87 which was high (M=3.87 > C.V (3.0)) indicating that the teachers are convinced that the disciplinary status of the school was higher before the ban on corporal punishment.

Statements 4 and 5 both scored low mean values; 2.03 and 2.50 respectively, which are both below the C.V (3.0) proving that student discipline is worse after the ban on corporal punishment and the subsequent introduction of the GES toolkit to replace corporal punishment.

This is affirmed by calls by teacher unions in Ghana over the past few years for a reintroduction of corporal punishment, review of the current policy, or a dialogue on the way forward in addressing disciplinary issues in the pre-tertiary schools, especially in the SHS.
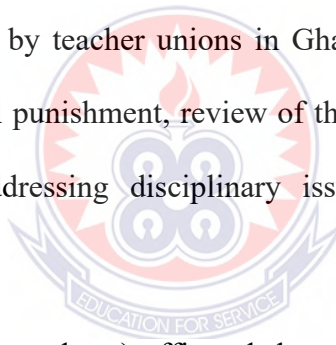
Most of the teachers (respondents) affirmed the statement that, "Student discipline would have been better if corporal punishment was in force". This statement scored a mean value of 4.13 which was very high (M=4.13 > C.V (3.0)). This implies that the teachers are of the opinion that corporal punishment could have been a better approach to maintaining high level of student discipline in the school.

The average mean score for research question 3 was 2.81 which is low (M=2.81 < C.V (3.0)).

This shows that the level of student discipline in St. Augustine's SHS is low, as has been shown from the mean values of statements 4 and 5.

This third research question was to examine the effect of the GES Positive Discipline toolkit on student discipline in St. Augustine SHS.

If the level of student discipline is low (M=2.81 < C.V (3.0)) and the regularity and efficiency of the GES toolkit by teachers is also low (low (M= 2.71 < C.V (3.0)), then it is obvious that the low level of regularity and efficiency of the application of the GES toolkit had led to the low level of student discipline in St. Augustine's SHS since the GES toolkit is now the basic tool for maintaining student discipline in the SHS.

Africa Education Watch has affirmed that there is a rise in student indiscipline due the ban on corporal punishment (GhanaNews, 2021) and suggested that there be consultations between the GES and teacher unions to address the current disciplinary issues in schools, especially SHS.

The Coalition of Concerned Teachers (CCT) attributes the increasing level of student indiscipline in Ghanaian schools to the ban on corporal punishment (GhanaWeb, 2021). The CCT has noted that "it is an undeniable fact that the Ghanaian child is becoming more indisciplined as a result of the ban on corporal punishment and its related disciplinary measures…" CCT has also made appeal for the review of the current policy (GhanaWeb, 2021). Similar requests have been made by GNAT (GhanaWeb, 2020) and CHASS (Ghanaian Times, 2021) due to the rise in student indiscipline, especially in SHS in Ghana.

These instances show that there is a major problem with the nature and approach of the implementation of the GES Positive Discipline toolkit. A proper implementation would produce better disciplinary results in the pre-tertiary schools, especially the SHS.

Comparing the three average means for research questions 1, 2 and 3 (M= 2.17, 2.71 and 2.81 respectively) shows that a low level of knowledge by teachers on the GES toolkit led to a low level of regularity and efficiency of usage of the GES toolkit by the teachers, resulting in a low level of student discipline in St. Augustine's SHS.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study sought to find out the effect of the alternative disciplinary approach (GES Positive Discipline toolkit) on student discipline in St. Augustine's SHS.

This chapter summarizes the findings of this study, entails the conclusion for this study, captures the recommendations and ends with suggestions for further studies

5.1 Summary of Findings

This study produced the following findings:

1. Teachers in St. Augustine's SHS have low level of knowledge on the GES Positive Discipline toolkit (Alternative Disciplinary approach) which has been implemented by GES for the maintenance of discipline in pre-tertiary schools.

2. No official training of any sort had been given by the Ghana Education Service to the teachers concerning the GES toolkit; no seminars, no training workshop, no consultations with teacher unions to provide the rationale for the GES toolkit and no local forum by the school administration to educate teachers on the GES toolkit. This demonstrates a poor implementation of the GES Positive discipline toolkit by not training the teachers who are to implement this alternative disciplinary approach.

3. Teachers in St. Augustine's SHS are of the opinion that students are more responsive to corporal punishment than the alternative disciplinary approach (GES Positive discipline toolkit).

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4. There was a low level of regularity and efficiency of the use of the GES Positive Discipline toolkit by teachers. This can be attributed to the low level of knowledge of teachers on the GES toolkit.

5. The level of student discipline in St. Augustine's SHS was higher before the ban on corporal punishment.

6. The current level of student discipline in the school is worse after the ban on corporal punishment and the subsequent introduction of the GES toolkit as the tool for maintaining discipline.

7. The teachers in St. Augustine's SHS believe that student discipline would have been better in the school if corporal punishment was still in force.

8. The implementation of the GES Positive Discipline toolkit had a negative impact on student discipline in St. Augustine's Senior High School since student discipline is worse after implementation. This is due to the low level of knowledge of the teachers on the GES toolkit which affected their regularity and efficiency in the usage of the GES toolkit in maintaining discipline.

9. A comparative analysis of the average mean values for research questions 1, 2 and 3 shows a direct relationship among the level of knowledge of teachers on the GES toolkit, the regularity and efficiency of use of the GES toolkit by teachers, and the effect of the application of the GES toolkit on student discipline in St. Augustine's SHS. In this study it was found that all three factors were low when the average means were compared to the criteria value of 3.0. This means that, the low level of knowledge of teachers on the GES toolkit produced a low level of regularity and efficiency of usage of the GES toolkit by the teachers, which eventually produced a low level of discipline in St. Augustine's SHS.
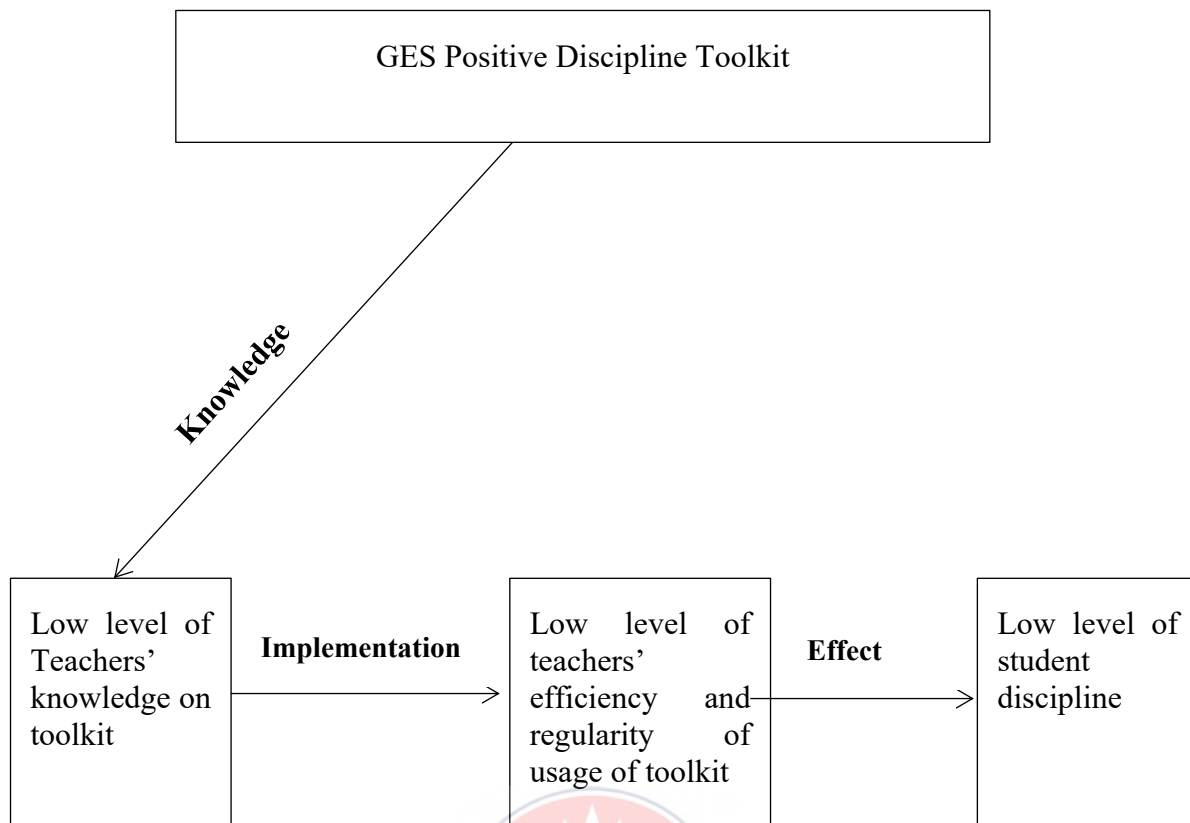
Fig. 1: A diagrammatic representation of the average means of the findings on the research questions.

Source: Field Survey (2022)

Figure 1 is obtained through the comparison of the average mean values of research questions 1, 2 and 3 of this study. This diagram provides a general overview of the findings of this study in line with the purpose of the study. It is thus concluded that the implementation of the GES toolkit has resulted in a low level of student discipline.

This figure can be considered as a model regarding the Effect of the GES Positive discipline toolkit on student discipline in St. Augustine's S.H.S. It can serve as a guide for subsequent researchers who seek to undertake similar studies.

5.2 Conclusion

In this study, the research questions and objectives were designed with a consequential effect in the intent of the researcher.

While the first research question sought to find out the extent of the level of knowledge of teachers in St. Augustine's SHS, it was not done in isolation. It was anticipated that the level of the Knowledge of teachers on the GES toolkit would influence or determine the regularity and efficiency of the usage of the GES toolkit by the teachers. Then, the regularity and efficiency of the use of this toolkit will translate into maintaining student discipline in St. Augustine's SHS.

The research findings indicated that the average mean for statements under Research question 1 was low (M=2.17 <C.V (3.0)). Also, the average mean values for Research Questions 2 and 3 were also low; (M=2.71 <C.V (3.0)), and (M=2.81 <C.V (3.0)) respectively.

Since the knowledge of teachers on the GES Positive Discipline toolkit was low, just as the efficiency/regularity of use of the tool kit, and the level of student discipline were all low, it can be concluded that there is a direct relationship among these three factors. The low level of Knowledge of teachers on the GES toolkit led to a low level of efficiency and regularity of the use of the toolkit, which eventually resulted in the low level of student discipline in St. Augustine's SHS.

This means that a change in the level of knowledge of teachers on the GES Positive Discipline toolkit will impact the efficiency/regularity of use of toolkit as well as the level of student discipline in the same direction.

An intentional and strategic effort to increase the level of knowledge of teachers on the GES toolkit will improve the regularity and efficiency of the use of the toolkit, and consequently result in a high level of student discipline in St. Augustine's SHS.

The overall goal of this study, as reflected in the topic of this study was to find out the effect of the Alternative Disciplinary Approach (GES Positive Discipline toolkit) on student discipline in St. Augustine's SHS.

Since the results of the study showed that student discipline was better before the ban on corporal punishment, and a further finding proves that student discipline is now worse after the ban on corporal punishment, and the implementation of the GES Positive Discipline toolkit in the school, then we can conclude that the implementation of the Alternative Disciplinary Approach (GES toolkit) has had a negative effect on student discipline in St. Augustine's SHS. This negative effect on student discipline could be fundamentally attributed to the low level of knowledge of teachers on the GES toolkit and their inability to regularly and efficiently apply it. However, it should be understood that the Positive Disciplinary Measures do not necessarily produce negative effects on student discipline, rather the level of knowledge of those implementing the measures and the level of regularity and efficiency of the implementation of these alternative measures account for the kind of effect that will be seen in students' discipline.

5.3 Recommendations

Based on the findings of this study and the conclusion of the study, the following recommendations are worth considering:

1. For the GES Positive discipline toolkit to become an effective tool for maintaining school discipline, there ought to be a re-evaluation of the mode of

implementation. Solutions are as important as their mode of implementation. A bad implementation nullifies a good solution. Major stakeholders such as leadership of the teacher unions, parents, heads of schools and teachers in general were not consulted in any way when it was implemented. The Ghana Education Service must develop a new strategy for implementation of this new disciplinary approach in order for it to achieve desired results in pre-tertiary schools if they intend to maintain this disciplinary approach in pre-tertiary schools in Ghana.

2. Effective and continual education of teachers on the GES Positive Discipline toolkit by the Ghana Education Service will enhance the level of knowledge of teachers which will have rippling effect on the regularity and efficiency of the application of the GES toolkit by teachers, and that will produce high level of student discipline in the Senior High Schools.

3. In the absence of the official organisation of trainings and workshops by GES for teachers concerning the GES toolkit, the school leadership of Senior High Schools in Ghana should create local avenues for such education to be given to their staff in their own schools in order to maintain a high level of discipline in the senior high schools.

4. The lack of substantial support for the GES toolkit by key stake holders such as the teacher unions, Education think-tanks, CHASS, and teachers in general necessitates the organisation of a National Consultative forum for a detailed deliberation on the appropriate model of disciplinary intervention which is contextualized to succeed in our socio-cultural setting.

5. It is expedient that "Discipline Management" be taught as a compulsory course for teachers who undertake professional development programmes in

our universities. This will ensure that teachers are well endowed and well positioned with current and effective disciplinary management skills and practices that will make them agents of maintaining discipline in schools.

5.4 Suggestions for Further Studies

1. This study focused on St. Augustine's SHS in the Prestea-Huni Valley Municipality in the Western Region of Ghana. Further studies can be conducted in the two remaining senior high schools in the municipality to ascertain if the same or similar findings would occur. If similar findings do not occur then the findings in this study may be considered exclusive to St. Augustine's SHS with respect to this municipality.

2. The sampling procedure used in this study might have limited the inputs that could have come from other teachers who could have made a good impact but could not meet the criteria of the homogeneous purposive sampling procedure. Further studies in this or similar topic can adopt a different sampling procedure that would allow the researcher to broaden his or her net to receive enough data from both teaching and non-teaching staff, and if possible, the students in the school.

3. Also, a mixed method could be adopted so that Disciplinary Committee records in the school can be part of the data collected, the Headteacher, the assistants, the Guidance and Counselling coordinator, the school chaplain and several important administrative staff can be interviewed to gain more information on the disciplinary status of students in the school.

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APPENDIX

UNIVERSITY OF EDUCATION
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL FOUNDATIONS

QUESTIONNAIRE FOR TEACHERS OF

ST. AUGUSTINE'S SENIOR HIGH SCHOOL

I am a Post Graduate Diploma in Education Student in the Department of Educational Foundations of the University of Education, Winneba. I am conducting a Research on the topic: **"EFFECT OF ALTERNATIVE DISCIPLINARY APPROACH ON STUDENT DISCIPLINE: THE CASE OF ST. AUGUSTINE'S SENIOR HIGH SCHOOL".** You are kindly requested to share your candid thoughts and opinion on the three main sections (B to D) of this questionnaire.

All details provided by respondents on this questionnaire are highly confidential and your anonymity is highly assured. This questionnaire will require less than 15 minutes to complete. Please tick (√) or circle the appropriate response based on the instructions provided at each portion of the questionnaire.

Thank you for your kind co-operation.

SECTION A: Demographic Data

Please tick or fill in where appropriate

1. Gender
   A. Male   (   )   B. Female (   )

2. How   long   have   you   taught   in   this   school?

   …………………………………………………………………………

3. Which subject do you teach?...

4. What is your highest Qualification?..

5. Are you a Professional Teacher?

   A. Yes (   )   B. No (   )

6. If you are a Professional teacher, which professional certificate do you hold?
   (Tick where appropriate).

   (   ) Diploma in Education

   (   ) B.Ed.

   (   ) B.Sc. Ed.

   (   ) PGDE

   (   ) M.Ed.

   (   ) M.Sc. Ed.

   (   ) M.Phil. Ed.

   (   ) Ph.D Ed.
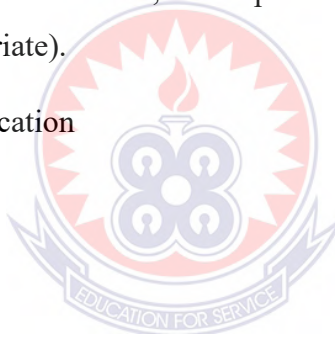
SECTION B: Knowledge of Teachers with regard to the Positive Discipline Toolkit (Alternative Disciplinary Approach) introduced by G.E.S.

Kindly use the Likert scale to demonstrate the extent of your agreement to the statements below. The scale is as follows:

Strongly Disagree (SD)-1, Disagree (D) =2, Neutral (N) = 3, Agree (A) = 4 and strongly Agree (SA) = 5.

Please show your level of agreement by circling one of the five figures for each statement.

No.	Statement	SD	D	N	A	SA
1	I am fully aware of the GES Positive Discipline Toolkit (the alternative Disciplinary Approach)	1	2	3	4	5
2	I know at least 3 alternative disciplinary measures in the toolkit	1	2	3	4	5
3	I can state at least three alternative disciplinary measure in the toolkit	1	2	3	4	5
4	I have attended a training workshop on the GES Positive Discipline Toolkit	1	2	3	4	5
5	GES organised a stake- holder consultation with teachers to provide the Rationale behind the new toolkit.	1	2	3	4	5
6	The School Administration has organised a local forum to explain to teachers the details and relevance of the New Disciplinary Measures?	1	2	3	4	5

SECTION C: The Regularity and Efficiency of the usage of the Alternative Disciplinary Measures.

Kindly use the Likert scale to demonstrate the extent of your agreement to the statements below.

The scale is as follows: Strongly disagree (SD) = 1, Disagree (D) = 2, Neutral (N) = 3, Agreed (A)=4, Strongly Agree (SA)=5.

Please show your level of agreement by circling one of the five figures for each statement.

No.	Statement	SD	D	N	A	SA
1	I apply the alternative disciplinary measures every day	1	2	3	4	5
2	I apply the alternative disciplinary measures every week	1	2	3	4	5
3	I apply the alternative disciplinary measures severally every month	1	2	3	4	5
4	These alternative disciplinary measures produce better results than corporal punishment	1	2	3	4	5
5	Students are more cooperative and responsive to the new Measures.	1	2	3	4	5
6	Students are more cooperative and responsive to Corporal Punishment.	1	2	3	4	5

SECTION D: Effect of the use of the Alternative Disciplinary Measures on student discipline

Kindly use the Likert scale to demonstrate the extent to which you agree with the statements below

The scale is as follows: Strongly disagree (SD)=1, Disagree (D)=2, Neutral (N)= 3, Agree (A) =4, Strongly Agree (SA)=5.

Please show your level of agreement by circling one of the five figures for each statement.

No.	Statement	SD	D	N	A	SA
1	I prefer the alternative disciplinary measures to corporal punishment	1	2	3	4	5
2	Student discipline in the school was better before the ban on corporal punishment	1	2	3	4	5
3	Student discipline in the school was worse before the ban on corporal punishment	1	2	3	4	5
4	Student discipline is better in the school now due to the adoption of the alternative disciplinary measures	1	2	3	4	5
5	Student discipline is better in the school now but **not** due to the adoption of the alternative disciplinary measures	1	2	3	4	5
6	Student Discipline would have been better if corporal punishment was in force.	1	2	3	4	5