UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF VIOLENT DEMONSTRATIONS ON ACADEMIC PERFORMANCE

AT TI AHMADIYYA SENIOR HIGH SCHOOL

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SEPTEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

I, VIDA ADJEI DANSO, declare that this project report, with 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 thesis was supervised in accordance with the guidelines and supervision of project report as laid done by the University of Education, Winneba.
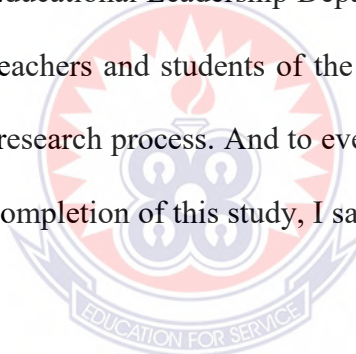
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ii

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DEDICATION

To my husband Frank Adjei Danso and daughter Vengila Adjei Danso.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The study examined the influence of violent demonstrations on academic performance in senior high schools, using TI Ahmadiyya Senior High School as a case study. The study was descriptive using a sample size of 210 respondents comprising staff, parents and students. Data was collected using questionnaires and analysed using the SPSS. The study identified the following as factors contributing to violent demonstrations in senior high schools: Inadequate infrastructure, Inadequate teachers, Drug and substance abuse, Inadequate feeding, Lack of effective teaching, Poor leadership, Excessive use of corporal punishment, Abdication of parental responsibility, Adolescent identity crisis, Culture of impunity in the society, and Student electoral system. The study observed that the most likely effect of demonstrations is the destruction to school property. Other significant effects include the loss of study time and school closure. The study found that violent demonstrations results in inability to complete entire syllabus resulting in poor performance, increased examination malpractice, and need to rely on extra tuition creating extra cost. The study identified the following as measures to prevent demonstrations in senior high schools: adequate infrastructure, adequate teaching and learning materials, Improved teacher-student ratio, Reviewing curriculum to address overload, Improved quality of feeding, Incorporating specialization and balanced curriculum, Strengthening guidance and counseling, Regular forums to have students' views heard, School management system should be participatory, and Effective parental guidance. Key recommendations included the need for functioning counseling units in senior high schools to help address student challenges before they get uncontrollable.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Many at time there have been so many complaints about student's behaviour such as demonstrations, fighting and bullying in schools by teachers, parents and the society. Misbehaviour has become a matter of concern to teachers and stakeholders of education in Ghana. This is because ones' misbehaviour has a great influence on his academic performance. It is therefore necessary for authorities to know and understand students' riots and demonstrations. Every day, around 50,000 people miss school without permission and four out of five secondary school students say some of their classmates regularly try to disrupt class (Clarke, 2002). Hardly a day passes without a report in the media of some irresponsible act both in school and outside the school.

Behaviour is purposeful and goal directed. It can be either good or bad; it can be normal or abnormal, according to societal norms. Behaviour is regarded as any activity of an organism which is either overt or covert. Overt behaviour is one that can be observed and its frequency recorded. In human beings behaviours can be triggered by a number of psychic, logical as well as environmental factors. Thinking, feelings mental processes (covert activities) and overt actions like talking aloud, laughing come under the term behaviour. Behaviour has been classified into two groups (bad and good). Good behaviour is classified under discipline and bad behaviour considered to be indiscipline.

From the point of view of Adesina (1990), indiscipline relates to all forms of unwanted behaviours within the school system. It could be a collective misbehaviour by a group of disgruntled students seeking to draw the attention of school authorities to some

1

grievances. This collective misbehaviour sometimes results in demonstrations and violence. On the other hand, individual misbehaviour is an offence committed by one person. This may take the form of refusal to attend classes, evading school gatherings, stealing, improper dressing, leaving school unceremoniously, overstaying exeat and forms of behaviour which defy laid down regulations. Misbehaviour can also be referred to as improper, wicked or normal activity that transgresses moral law.

According to Bishop (1980), children compete for uniqueness. If they are not able to attain this uniqueness in socially acceptable or constructive ways they will seek to attain it by any means possible. Bishop (1980) further explained that alternatively, when students do not achieve self-worth and belonging by obeying the rules and expectation of society, they choose any other behaviour, whether negative or positive, to attain this goal of 'uniqueness'. There are several factors that have contributed to the rampant misbehaviours of students.

Of late, prominent among the causes of indiscipline in Ghanaian schools is the importation of foreign materials into our society. These materials come in the form of foreign films. Most of these films portray behaviours that do not conform to the dictates of our culture, especially, films containing scenes of violence, armed robbery, sex, and sophisticated crime being screened on our local television screens. The advancement of technology has allowed the current society to get access to foreign television stations via satellite and the internet. The youth have become so addicted to foreign culture so much so that they now look down upon the good aspects of our culture which groom children to become disciplined and morally upright.

2

This sad turn of events constitutes a threat to the Ghanaian sense of decency and national security, especially if we consider the alarming rate of armed robbery, rape, and indecent exposure among other vices in the country. School is just not what it used to be any more as very few schools are able to maintain the same standards of behaviour. Indiscipline in school is certainly a matter of immediate concern to the teaching profession. There is a big task on teachers to enforce behaviour that can be considered to be good practice. The prevalence of verbal abuse, chaos, criminal activities, engaging in threatening behaviour in large groups, smoking and drinking alcohol in schools, substance misuse, begging, throwing missiles, assault etc. and all forms of unacceptable behaviour which if not checked could undermine social order and political stability.

Indiscipline behaviour is not only found in schools but it also abounds in our homes due to pampering, neglect, and over protection of children by some parents. Most parents are becoming more and more negligent, irresponsible and blind to their children's omissions and commissions in the performance of their duties both at home and in school. They feel reluctant to scold their children and are quick to jump to the defence of their children whenever they are found culpable of a crime or indecent behaviour at school and in the community. The horror of it all is the instances where some parents go to the extreme by chasing, arresting, or physically assaulting teachers who punish or discipline their children. These behaviours do not augur well for instilling discipline in children.

The former Vice President of Ghana, Alhaji Aliu Mahama also expressed concern when he said "The country's survival as an orderly society is under threat; it seems that we are at a neck breaking speed to the land of chaos" (Daily Graphic, Friday, August 2,

3

2002). In many cases, schools have seen a significant increase in staff turnover rates, which suggest that the problem of students' misbehaviour (indiscipline) has now become a significant problem not only for education more generally, but also the systems which formalize educational processes.

Therefore as part of the research study, consideration has been given to teachers' behaviour. Furthermore, as research programmers have focused primarily upon violence in schools, indiscipline has received, in comparison little attention, and thus becomes the main focus throughout. The study focuses on the causes of students' strike and the effect of their actions in the T. I. Ahmadiyya Senior High School.

1.2 Statement of the Problem

The pervasiveness of indiscipline in second cycle schools has prompted authorities to make the necessary efforts to address this problem they encounter every day in the various institutions. The problem of rioting among students has attracted the attention of national leaders as well as educationists at all levels. Apart from the general sense of unrest throughout the world due to the canker of indiscipline in the society, there are also fears that if the current spate of indiscipline is not nipped in the bud then the future of Ghana is at the brim of total despondency. In the face of these apprehensions, some people are also recommending that a new set of value is instilled in the youth, and the minimizing factors which contribute to student's dissatisfaction and indiscipline in the country. The situation is not yet beyond control and effective measures can restore a more normal attitude among students and the younger generation. On the other hand, failure to take effective steps at this stage can only lead to national disaster.

It is high time society was made aware that teachers and students have similar goals; the student's goal is to learn and the teachers' duty is to help them learn. This cannot be forgotten. However, lack of resources is causing frustration for both the students and teachers, thereby hampering effective learning and teaching. Teachers now seem more afraid of their students rather than the other way around. Teachers do not seem to realize that by giving in to their students demands they are only making them more uncontrollable and a menace to society. (www.ussonline.net/discipline). It is against this background that the researcher wants to examine the causes, effects of demonstrations and its possible solutions to the students of T. I. Ahmadiyya Senior High School on academic performance.

1.3 Objectives

The investigation is intended to

1. Examine the causes and effects of demonstrations at T.I Ahmadiyya Senior High School.

2. assess the level of influence of demonstrations on academic performance of students of T.I Ahmadiyya Senior High School)

3. suggest possible solutions of demonstrations on academic performance of students of T.I Ahmadiyya Senior High School)

1.4 Research Questions

1. What are the causes and effects of students' demonstrations either positively or negatively in the T. I. Ahmadiyya Senior High School?

2. To what extent have demonstrations influence the academic performance of students and its general effects on masters, and the school (T. I. Ahmadiyya Senior High School)?

3. How can demonstrations in T. I. Ahnadiyya Senior High School managed (controlled) or avoided?

1.5 Significance of the Study

It has been noted that importance of education and its effect on the socio-economic development of every country or nation can neither be underrated nor over emphasized. Hence the taste for the researcher to go into the influence of demonstrations on academic performance at T. I. Ahmadiyya Senior High School. The study will help create the opportunity for students, masters and school administration to appreciate a sustained and uninterrupted academic performance in the school. Academically, the study will serve as a relevant literature to fellow researchers and other relevant institutions

1.6 Delimitation

The scope of the study is delimited to students and teachers in T. I. Ahmadiyya Senior High School. The research study would mainly be based on the causes effects and solutions to students' behaviour in T. I. Ahmadiyya Senior High School. Few community members will be involved.

6

1.7 Definition of Terms

1. Bullying	**An attempt to put pressure on some one who is weaker.**
2. Misbehavior	Behavior that is not acceptable to other people.
3. Permission	When some one is officially allowed to do something.
4. Behavior	The things that a person or animal does.
5. Discipline	Way of training someone so that they learn to control their behavior and obey rules
6. Indiscipline	Lack of control in the behavior of a group of people with the result that they behave badly.
7. Authority	Power you have because of your position.
8. Demonstration	An event at which a group of people meet to protest.
9. Violence	Behavior that is intended to hurt other people physically
10. Strike	A period of time when a group of workers deliberately stop working because of disagreement about.
11. Punishment	Working conditions. Something that is done in order to punish someone
12. Performance	How well or badly a person does a particular activity.
13. Riot	If a crowd of people behave in a violent and uncontrolled way that is fighting and damaging cars and buildings.
14. Overt behavior	It is regarded as any activity that can be observed and its frequency recorded

1.8 Structure of the Study

The study is organized into five chapters. Chapter one serves as the introductory aspect of the study. Chapter two reviews literature relevant to the study. Various sections of the review are captured under their respective titles and sub-titles.

7

Chapter three looks at the research methods used or applied in conducting this study. It includes the research design, the population, sampling size and sampling procedure, data collection and methods, as well as the data types.

Chapter four presents the findings of the study and discussions. The fifth chapter concentrates on summarizing the findings, drawing conclusions and making recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature pertinent to the study. The review focuses on student indiscipline, with emphasis on demonstrations. Areas reviewed include the causes of student violence, effects of student violence, and measures to mitigate student violence. The review serves as a framework for analyzing the researching findings of this study.

2.1 Student Indiscipline

Reports on the problem of indiscipline and unrests in schools have been a common feature in the media for a long time. Muchemi (The Nation 2001, May 21) gave a chronological account of protests and destruction in public schools. According to Muchemi, the issue of unrests and indiscipline in schools is of great concern. It has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of prefects. The upshot was that student disturbance was negatively affecting academic performance. The report prepared by the Provincial Education Board (Central Province) indicated that indiscipline was rampant, not only in Central province but in the whole country.

The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries. There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Khaleej Times, 2006), where teaching methods were blamed for

9

the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline.

The standards of discipline were also reported to be deteriorating in India (India Parenting PVT online Ltd, 2007). According to this report, there was a need to find a lasting solution to the problem of indiscipline. It was concluded that a solution to the issue of indiscipline would make students education and schooling experience more productive. Cases of indiscipline have also been noted in England. The government then planned a crackdown on school indiscipline by giving schools powers to search pupils for weapons under new plans. According to the then Education Secretary, Hon. Charles Clarke, schools should be encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, UK version, 2004, Nov.18).

The schools in Botswana had their image marred by acts of student indiscipline. Some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol. A survey on a number of previous provincial schools also revealed that indiscipline had caused deterioration in academic performance (BOPA, 2006, July 6) UNESCO (1998) noted that unruly classrooms around the world had reached a very alarming proportion.

According to Rwamba (2004), a bullet in a school in Argentina wounded a thirteen-year-old pupil. In Springfield, USA, one student was reported dead and 30 wounded in a shooting associated with indiscipline, while in Kobe, Japan, a schoolchild was decapitated by a fourteen-year-old. Killings, physical attacks, robberies, attempted

10

arson and fights between children which ended in tragedies have been making headlines the world over. School violence that involves knives, baseball bats, marijuana, guns and even bombs has become common. Incidents are also reported from Mexico, Italy, Germany, India, Comoros and even Spain (UNESCO, 1998).

2.2 Cause of Demonstrations

According to Armstrong (2006), Vroom proposed that the action taken by an individual will lead to an outcome which can be rated as positive or negative. Together in school, the teachers expect the students to behave strictly what the rules and regulations states as a lot of input on guidance and counseling is expected to have been carried out by parents and the school. However they act contrary to the expectations of the teachers, then the students are considered to be behaving wrongly.

The indicators of effective expectance theory are; the stakeholders change the attitude towards good discipline and cooperation between all the stakeholders such that students, teachers and parents. Reduction of cases of school unrests, active participation in guidance and counseling, mature and responsible relationships and good performance index are noted.

The administration styles are very important. The way the administrators communicate with the students is very important. When the administration refuses to resolve students' grievances or listen to their points of view, the students become tense and stress builds up. If the tension becomes very intense something seemingly very trivial like badly cooked food, refusal to participate in an activities outside school or even a transfer of one of the teachers triggers the students to indulge in mass unrest.

11

The students who do not have the interest to learn and are indiscipline will influence other students negatively, while the disciplined students will influence the others positively. For example the poor performers do not want to be identified alone and therefore they are likely to influence others negatively in an attempt to belong, leading to indiscipline. Students who are good in academics and are well disciplined may act as mentors and in the process they are likely to influence others positively.

When the teacher do not cover the syllabus adequately, the students are likely to feel inadequately prepared for the examinations. This may lead the student into undisciplined behaviours so as to be sent home giving them an opportunity not to do the exams as scheduled and vice versa. For instance the students of Kiru Secondary School in Murang'a North District had not revised for the mock examinations and they had contributed some money to buy the examination, when they finally realized they could not get them they opted to go home (Maina et al., 2008).

According to Njoya (2008), parent mediates security, health, justice, orderly knowledge, affection and peace. In homes where there is a lot of violence between spouses or when parents are constantly absent from home, a sense of insecurity and lack of self-esteem develops in the children. This can cause a build up of tension in students to an extent that they release it through violence even in schools.

When the relationship between the administrator and the non-teaching staff is not good, the staff is likely to square their differences through the students. The students may be incited to intentionally disobey the school rules and regulations.

Students may abuse drugs, which may alter their feelings and emotions, causing physical discomfort, restlessness, lack of sleep, anxiety and impaired judgment, which can result in breaking of school rules and regulations.

The teachers may promote indiscipline by overstretching their pupils intellectually, particularly if they force the students to remain in class to cover the syllabus within a short period well after school hours, hence becoming fatigued. In some cases individual needs of learners are not addressed which causes frustration and the resultant acts of violence. In all these cases counseling can be used as an intervening variable to avoid the indiscipline caused by the students.

Rwamba (2004) argued that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. He suggested that there is a relationship between learning and indiscipline. Cognitive skills are crucial in terms of academic success, self-esteem, coping skills and overall resilience. In the absence of discipline, the learning and teaching process are hindered. Time is wasted and energy is misdirected to deal with issues emanating from unrest.

Other researchers such as Charlton and David (1993), also enumerate some causes of student violence. The causes of student violence are classified into the following categories: Biological, Environmental, Self-concept, Societal changes, Teacher related and Student related.

2.2.1 Environmental Factors

Environmental factors, according to Charlton and David (1993), include situations such as prolonged separation of children from their parents, thus muting the bonds of

13

intimate relationships. Family situation also include parental deprivation, disturbed and antisocial families, child abuse over permissiveness and others which may account for student misbehaviours, class differences, social disadvantages and peer influence are also environmental factors though Adentwi (1998) regards them as remote causes. From categorization it may be inferred that indiscipline may originate from the psychological dispositions of the individuals involved as a result of the two factors. Psychologists opine that the ideas we have, of ourselves play an important role in our performance at school.

Self-Concept

Fontana (1975) argues that positive self–concept allows us to value ourselves as competent and effective member or the community and this allows us to do things confidently and purposively. Negative self-concepts make us prone to act in ways that invite disapproval. Therefore self-concept plays an important role for all humans in their dealing with others and the environment. Parents have a measure of responsibility in ensuring that their children have positive self-esteem and therefore well-disposed to discipline. Ovard (1969) views that if parents fail in socializing their children appropriately, the teacher or principal, in acting loco-parents is limited in imposing discipline. Rebellions behaviour may thus have its root in the home situation.

2.2.2 Societal Changes

Millman, Schaefer and Cohen (1980), also identify that societal changes have made adult authority and leadership less secure. This has resulted in increased disrespect towards school authorities and in more violent acts against them. They went further to

explain that acts of indiscipline include "students openly refusing to comply with requests from a teacher and being impulsive and self-centred.

The larger social environment is sometimes responsible for the interactions that go on in schools. Economic hardships, low incomes, inappropriate school policies all have their effects on students, teachers and families with corresponding disciplinary implications. Gnagey (1968), see social changes as affecting discipline with changes in emphasis from rigorous applications of rules to being neglect and vice-versa.

The general view of students' misbehaviour cannot be well understood if specific related causes are not highlighted. The specific causes are teacher related and student related.

2.2.3 Teacher Related Causes of Student Violence

According to a report of investigations into students disturbances at St. Peter's Senior High School on16th February (2006), revealed the following as the main causes of disturbance by students. Three weeks prior to the disturbances, the senior prefect was found in the dormitory with other students and they were all punished (lashed). The students did not take kindly to this because they claimed the teacher's action undermined the authority of the prefect as their elected leader and spokesman.

Some prefects also complained of favouritism and over protection of some SSS 1 students by some staff members. A case in point was where a senior punished a junior for an offence but a member of staffs who happened to be the juniors relative demanded that the punishment should be suspended. Some seniors also complained that during grounds work a lot of the juniors ran to hide in the master's bungalows to avoid participation.

15

The prefects complained that the channels of communication between the student body and the administration had virtually collapsed. This had made it impossible for the students to get their grievances to the administration for redress. The students' representative council (SRC), for example, complained that their patron who is the headmaster of the school was not regular at their meetings to provide the needed guidance and direction.

The sudden attempts by school administration to instill greater discipline through the enforcement of rules and regulation contributed to the disturbances. Some teachers had of late been too harsh on them and punished them at the "least offence". For example, students who wore bathroom slippers or what is popularly known as "charlewote" were asked to remove them and to walk bare footed.

In recent times the view point in switching to recognizing that students are not the only source of indiscipline and that some teacher's behaviours are either indiscipline or induce indiscipline in students. According to Adentwi (1998), there is interpersonal relations behaviour as manifested in the use of abusive language on students, over familiarity with students, discriminating between students in the award of marks, praise and punishment, unfriendliness towards students, over-resistance as discipline and being too autocratic in class. Another type relates to self–comportment behaviour as displayed by smoking, drunkenness, soliciting girls from students, flirting, and sexual relation with students, undermining fellow teachers and superiors before students, unfairness in one's dealing with students and generally having loose morals. These may not be much regarded because they are committed by teachers who are supposed to impose discipline on students.

Adentwi, (1998), also identified three main categories of behaviours which students of a secondary school he studied, mentioned as constituting indiscipline on the part of their teachers:

Teaching and studies related behaviour-absenteeism, lateness to class, and ineffective teaching due to ill-preparation. Boredom in the teachers style and pace of presentation of lessons, laziness, digression from relevant topics or issues, overlooking misbehaviour in class, ineffective teaching due to incompetence, ill-preparation and inadequate control over subject matter, uninteresting presentation of lessons looking too timid when teaching, looking nervous in class while teaching, ineffective teacher control over the English language leading to ineffective delivery of subject matter, and giving too many test and assignments.

Interpersonal relations – using abusive language on students over familiarity with students; discriminating between students in the award of marks, praise and punishment, unfriendliness towards students, over insistence on discipline and being too autocratic in class.

Self-comportment behaviour – smoking, drunkenness, improper dressing, smelling of alcohol, soliciting girls from students, flirting (sexually) with students undermining fellow teachers and superiors before students, unfairness in one's dealing with students, having "loose morals".

2.2.4 Student Related Causes of Student Violence

Gnagey (1968) identified some students–related causes of misbehaviour as ignorance of the rules. He says "even if a student is presented with a neatly organized set

17

of bye-laws, he never really knows which statutes are operational and which are just on paper". P. Gnagey suggests that in their confusion students continue to try out the teacher to establish which rules would normally attract sanctions when violated. He suggests that guidelines to students conduct should be made explicit enough and consistently enforced to avoid infractions of school rules.

Robertson cited in Charles (1981) stated that it is useful to identify the benefits for the pupils who misbehave. The motive may be attention seeking, laziness or some deep psychological needs which has to be accounted for to arrive at a satisfactory explanation. Curvin and Mendler (1988) finger five specific cause of misbehaviour within schools. These include: student boredom due to lack of variation in schools, powerlessness in the face of what is perceived as relentless restriction on personal freedom which often breeds rebellion, improper comprehension of standards of acceptable behaviour as prescribed by teachers and administrators.

Most schools have rules on what not to do but rarely teach what to do. It is assumed that students know how to behave properly forgetting that this requires skill and training. It also include chronic behaviour problems in which students have negative perceptions of their ability to be successful in school. Such low opinion of their ability to be successful in school, such low opinion of abilities often translate into a self-fulfilling prophecy in which they fail because they behave they cannot pass. Not passing is considered a breach of school discipline (Curvin and Mendler, 1998).

2.2.5 Biological Causes of Student Violence

Blair, Budhani, Jones and Simpson (1975) studies of human behaviour attribute the causes of students' misbehaviour to the biological characteristics they poses, the kind of experiences they have and the social pressures operating on them at the moment.

The biological causes of misbehaviour according to Blair et al (1975) include adolescent and its related problems. Adolescence is a period of normal growth and development, a transition from childhood to adulthood and characterized by "storm and stress". Thus most adolescents face problems in adjusting to physiological changes and to adults social standards that sometimes prove extremely difficult for them as individuals. They get emotionally involved in thought and discussion and see things in a right or wrong perspective and this causes them to be highly critical of many institutions and customs. As a result, "they usually accept adult authority but they test it frequently and rebel if they find it unjust or without logic "they explain that this attitude of the adolescents usually affected discipline in a way when adults impose discipline and students reject".

2.2.6 Home Related Causes of Student Violence

In addition, Blair et al (1975), identify inadequate experience at home and an inability or difficulty in relating to adults as some factors, which cause maladjustment and inhibit the students from adjusting the norms and rules in the school environment. Owing to the inadequacies of personal adjustment within a student, his behaviour most often goes contrary to the school rules, which cause disciplinary problems. Blair et al. (1975), state further that not all acts of misbehaviour in the school are due to personal and

19

emotional maladjustment. They state that some problems students' faces are relatively well adjusted youngsters who, in order to satisfy their very normal needs, identify and associate with anti-social groups. Because of group pressures, they confirm to what is expected of them and thus eventually find themselves in difficulty.

Student's misbehaviour also sometime refers to the organizational set up of the school, its policies, programmes and practices of some individuals within it. All these play an important part in influencing students' reactions and whether the reactions will be negative or positive depends on the effectiveness of the leadership. Many writers support the settling up of rules and regulations in a school to guide students in their behaviour.

Examples are Gnagey (1968) and Asiedu-Akrofi (1978). They state that rules should be few, simple and consistently enforced. Thus, where these principles governing effective school rules are not followed the students may become confused about what is expected of them in terms of conduct and misbehaviour as a result. They further state that youth is a period of self – education and does not need rigidity. A well – attested fact that determines the nature of student's behaviour in a school is the school climate, or what is sometimes referred to as school ethics. Generally speaking, a school that is well noted for discipline in all aspects of school life is very likely to have a very good climate.

Asiedu-Akrofi (1978), believes that some of the disciplinary problems that occur in the school result from the failure of the school to provide appropriate guidance and counselling services to the students. He notes that "the phenomenal increases in school environment, the varied socio-economic backgrounds or the children who enter our schools, the rigid subject–centeredness of our school curricula and the glaring individual differences that mark school children tend to challenge the teacher.

20

Thus students may require guidance and counselling services to the students' activism, stresses on the mass media as being a cause of increased students' rebellion. He writes, that communication between youth cultures as well as increased student level had made the younger generations protect a matter of international concerns. Through the media, youthful rage and violence are brought into the living room, and through organized militant protests, students everywhere are assaulting traditional values.

Fontana (1975) again identifies the mode of examinations in the school as a factor leading to school indiscipline. Highly rated students who perform excellently in exams are cherished while low performer receives negative comments. Frustration of the academically less talented can make deviants in class.

2.3 Effects of Demonstrations

A correlation between discipline and good academic performance is studies that have been carried out. According to Ovell (2001), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Ovell quoted a number of studies which support this view.

Mumo (2004) in her research study on student unrests and indiscipline reported that discipline is considered vital for students' academic and social success. A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society. The society invests heavily in the education of its citizens. A positive correlation between discipline and academic

21

performance was found in this study showing that students that are well disciplined perform better academically. This finding is also similar to that of Eshiwani (1993).

According to Mwangi (2003), there is a correlation between school organisations where there is discipline and academic performance. Mwangi argued that a school's climate that is characterised by social rewards for academic excellence and where discipline and scholastic achievement are valued by the teachers and students has a direct influence on students' performance.

According to the Daily Nation (2002), students and teachers in schools affected by unrest find it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterises the aftermath of students' unrest strains further interaction amongst the people. The issue of emotional and psychological impact due to unrests in schools has not featured in various reports discussed so far. Akala suggested that there would be need for training of teachers in conflict management as opposed to use of force, which brings anger and resentment.

2.4 Measures for Controlling Student Violence

Anastasia (1982) saw Behaviour Modification as representing direct utilization of major learning principles in the practical management of behaviour change Tamakloe et al (1996) in an eight point step by step approach, pragmatically delineated strategies for achieving optimal discipline and thereby effectively maximizing desirable student learning outcomes in educational institutions.

22

Firstly moral education and character training with students helping to make rules and regulations, selecting their own leaders, choosing and appraising curricular goals and programmes are highly advocated.

Secondly, a system of grievance tabling and redress woven around students' representative councils and other school committees will ensure and encourage students to assume responsibility.

Thirdly, students excess emerges, (physical, mental and social) should be channeled into useful activities, hobbies and recreational commitment, sports festivals, exhibitions, debates, communal labour and in raising high the image and traditions of their institutions. The rest are, encouraging lively exchange of ideas among students and staff, ensuring free flow of information, getting teachers to command the respect of students so they wield authority effectively. All this, in the view of Adentwi (1998), is an attempt at placing a lot of premium on positive learning environment and good interpersonal relationship between teachers and students.

Tettey–Enyo (1995), also adds that if school authorities, staff and parents help students face up to problems and act with clear understanding of the consequences of their actions, students may resist the compulsion from whatever, source it comes, to act rashly and irrationally. This depends on favourable influences on the mind of students at home and in school. Part of this influence may come from the example of adults or from proper guidance and counselling. Authors of literature reviewed places premium on psychological factors as being key to effective discipline within schools and key to enhance favourable student outcomes but a lot of educationist also insist that

environmental factors are no crucial in attaining the above stated teaching and learning objectives.

2.4.1 Supportive Discipline

Supportive discipline is a psychological approach to disciplinary problems. It is a system of discipline which attempts to produce lasting changes in students' behaviour through the process of calling on them to make value judgment about disciplinary techniques. Notwithstanding the efforts teachers make to prevent misbehaviour, it must be noted that not all misbehaviour can be prevented. This is because as Charles (1981), p. 255 observes.

There are times when students become restless have difficulties, are seduced by attractive objects or fall under the spell of intriguing school mates and friends, and as a result, put up unacceptable behaviours. He advises that at first signs of incipient misbehaviour, teachers should implement techniques of supportive discipline which help students maintain self control and behave appropriately. Upon the basic principles of reason, respect and relevance in disciplinary techniques, Webster, (1968) provided guidance in the development of self-control which is the aim of supportive discipline. They are: students should be made aware of rules and regulations and the rationale for each rule, if misbehaviour takes place, teachers should discover the causes of such behaviour. This implies that the teacher should listen to the reasons which students give for their actions.

Again if a punitive action must be taken, it is important to remind the student of the reason behind his punishment. Student who has misbehaved should be addressed in

private regarding his conduct or the application of punishment because it is frustrating to a student to be crushed verbally in the presence of his or her peers. Punishment must be related to misbehaviour which the teacher is trying to extinguish.

2.4.2 Rewards and Punishments

Teacher can use other techniques of disciplinary control, including the use of rewards simply as "something (material and non-material) that appears desirable to the person concerned (P. 781). On the other hand, he defines punishment as something that appears positively undesirable ". He goes on to say that the value of a particular thing is a reward depends on the strength of the desire attached to it by the one for whom it is intended. In the same vein he explains that the potential or anything as a punishment depends on the strength of the feeling of aversion expressed towards it by the one supported to receive or suffer it.

According to Charles (1981), the use of rewards motivates and breeds self-concept that removes many of the causes of misbehaviour. When students hope for continued success and they get involved and become more interested in their work, "self–assurance grows and the student realize that good behaviour has worthwhile payoffs" for maximum effect of rewards psychologist like Charles (1981) recommend that:
Non-material rewards should be used since material rewards could result in difficulties soon as the desired behaviour occurs.

Rewards should be realistic. This means they should commensurate with the standards of behaviour such that they are desired by the student as good enough for the

25

behaviour expected of them. Rewards should be consistently used so that students will aim and work for them.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three looks at the research methods used or applied in conducting this study. It includes the research design, the population, sampling size and sampling procedure, data collection and methods, as well as the data types.

3.2 Research Approach

There are generally two approaches that can be adopted in a research or study. These are the qualitative and quantitative approaches. The study used both approaches, given that some of the objectives demanded the use of quantitative techniques whilst other objectives required the qualitative technique.

According to Bryman and Bell (2007), quantitative research is objective and measurable. On the other hand, the qualitative method is collecting, analyzing, and interpreting data by observing what people do and say. Sedmak and Longhurst (2010), argue that, the advantages of qualitative research are that it requires in-depth data which gives descriptions and explanations placed in a particular context, and as such can help in generation or revision of conceptual frameworks. One of the major advantages is that, apart from answering the initial research questions, qualitative research can provide answers to research questions not originally asked (Sedmak & Longhurst, 2010). On the other hand, quantitative research usually emphasizes quantification in the collection and analysis of data (Bryman & Bell, 2007).

3.3 Research Design

Malhotra (2007) describes a research design "as a framework for conducting business research. It can therefore be considered as the basic plan for conducting the data collection and analysis phase". The study used the descriptive research design. "A descriptive research method is used when the researcher wants to describe specific behaviour as it occurs in the environment" (Malhotra, 2007). The researcher finds this technique suitable because it has the ability to fit into both quantitative and qualitative research methodologies. This research design is also considered the best method for collecting information that demonstrates relationships and describe the phenomenon being researched in its state.

3.4 Study Population

Bryman and Bell (2007), describe a study population as the whole group that the research focuses on. The population for this study comprises parents, students and staff of the case institution-T.I Ahmadiyya Senior High School. The total population for all categories of respondents is stated in Table 3.1 below.

3.4.1 Sample Size and Sampling Procedure
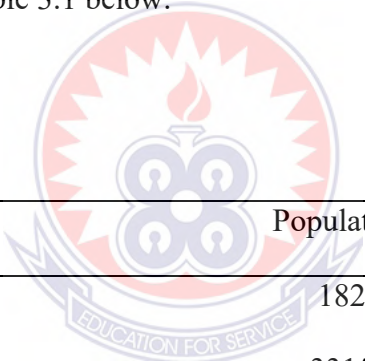
A total of 210 respondents were selected for the study. These were selected from the categories of respondents mentioned above. The study used both the stratified sampling method and the simple random method. When sub-populations vary considerably, it is advantageous to sample each subpopulation (stratum) independently. Stratification is the process of grouping members of the population into relatively

homogeneous subgroups before sampling. The strata were mutually exclusive: every element in the population was assigned to only one stratum. The strata were also collectively exhaustive: no population element can be excluded.

Subsequently random sampling was applied within each stratum in selecting the respondents. The justification for using a simple random sampling technique is based on the fact that simple random sample is an unbiased surveying technique. In other words, every object has the same probability of being chosen. This improves the validity and reliability of the study.

The sample selected comprised students, parents and staff. A breakdown of the sample size is presented in Table 3.1 below.

Table 3.1: Sample Size

Category of Respondents	Population	Sample size
Staff	182	70
Parents	3315	70
Students	3,320	70
Total	6817	210

Source: Field Data (2016)

29

3.5 Source of Data

The researcher collected data from both primary and secondary sources. The primary data were collected through the use of questionnaires administered personally by the researcher to respondents. The secondary data on the other hand were collected from both published and unpublished data on the subject under study.

3.6 Data Collection Instruments

The study used both the questionnaire and interview as tools to collect the necessary data from respondents. The questionnaire was divided into sections to address each of the selected objectives. The first section contained questions on demographic information of the respondents whilst the remaining sections addresses the objectives proposed. The interview method was also employed to collect data that the questionnaire will not be able to collect.
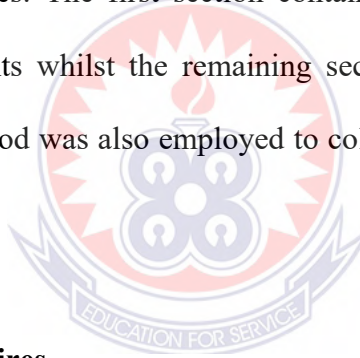
3.7 Pretesting of Questionnaires

Pretesting is a very important step in survey research. It is an absolutely necessary step to ensure all kinds of errors that are associated with survey research are reduced. It helps to improve the quality of data significantly. Pretesting was done on a small sample of respondents from the target population. After the pilot test, both the respondents were asked a series of questions regarding the survey as well as the process of data collection during the debriefing session. The debriefing sessions helped detect potential problems with the questionnaire design leading to ambiguity of words, misinterpretation of questions, inability to answer a question, sensitive questions, and many other problems

associated with the questionnaire as well as the process of administering the survey. This provided the researcher an opportunity to address some of the challenges to improve the objectivity in data collection.

3.8 Ethical Concerns

The study addressed ethical concern that pertains to the study. The necessary education of respondents was made before being involved in the study. Respondents were basically informed of the objectives of the research. This was to allow them to understand before consenting to partake in the study. Data collected did not include the names of the respondents. Importantly, the necessary measures were taken to ensure the confidentiality of responses obtained.

3.9 Data Analysis

The study used several techniques in analysing the findings relative to the research objectives. The first three objectives the researcher used mean and standard deviations derived from the various responses to interpret the results. This was facilitated by the Statistical Package for the Social Sciences (SPSS.). Basically, primary data generated by the study were edited and tested for consistency and reliability. The data were examined, categorized, tabulated and coded to address the research objectives and the research questions. The data were then edited and tallied in frequency table. The values corresponding to frequencies were then converted into percentages to facilitate analysis.

3.10 Profile of the Case Institution

T.I. Ahmadiyya Senior High School, Kumasi was established by the Ahmadiyya Muslim Mission, Ghana on 30th January, 1950. The first Headmaster of the School was Dr. S. B. Ahmad, an expatriate, who started the school with twenty-five students and seven teachers. Initially, the School made use of two classrooms belonging to the Ahmadiyya Primary School at Asafo in replica watches sale Kumasi. In 1953, the School was moved to its present location by the Ahmadiyya Mission.

The land for the present site was donated by Otumfuo Sir Osei Agyemang Prempeh II, the then Asantehene. The Asantehene also graciously and generously donated an amount of one hundred British pounds towards the construction of the first building. Maulvi Dr. Chairman, this is a clear indication that our honourable chiefs, since time past, have assisted greatly in the development and spread of education.

In 1956, the School which was run as a private institution by the Ahmadiyya Muslim Mission was absorbed into the public educational system. The School presented its first batch of candidates for the General Certificate Examination (G.C.E.) O' level examination in 1954 and recorded 100% passes. Since then, the forward match of the School in the academic and other fields began and has continued to this day.

Mission

The following constitute the mission of the school

1. Provide service to Humankind.

2. Provide services to Humankind through the provision of secular education.

3. Provide Religious and secular education with sound moral and spiritual values of the products of our school for all Ghanaians.

4. Our education is to develop mankind so it is open to all Ghanaians irrespective of sex, colour, race or faith.

5. Provide and enforce quality education in all subject areas.

6. Maintenance and enforcement of replica watches UK strict discipline.

7. Avoidance of inimical practice in the school eg. Bullying, drug addiction, immorality, obscenity, occultism and gangsterism.

8. Christian students in the school must be allowed to worship outside Sunday inter-denominational worship.

CHAPTER FOUR

PRSENTATION OF FINDINGS AND DISCUSIONS

4.1 Introduction

This chapter presents and analyses data gathered from the three categories of respondents used for the study. That is, it examines in detail the responses that were solicited from the various categories of respondents including parents, teachers and students. Findings are presented for each of the respondent categories and discussed subsequently under each of the research objectives.

4.2 Demographic Characteristics of Respondents

4.2.1 Gender of respondents

The gender distribution of the respondents is presented and analysed in this section. Table 4.1 (indicated below) illustrates the results in the study.
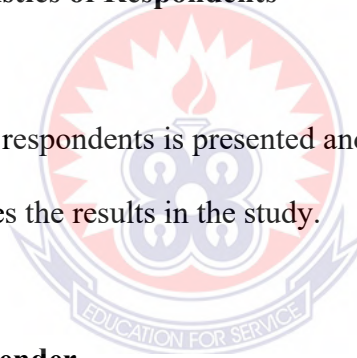
Table 4.1: Distribution by Gender

Category	Staff	Parents	Students
Male	41	38	35
Female	29	33	35
Total	70	70	70

Source: Field work, 2016

It can be observed from Table 4.1 that, 41 of the staff respondents were males while 29 were females. On the part of the parents, it is seen that 38 are males with the remaining 33 being females. Finally, looking at the student column, the table reveals an equal distribution of the respondents in terms of gender. Thus, it is evident that the males

generally dominated the respondents. The potential implication is that males show greater interest in student discipline than females in schools. Another probable explanation for the males' dominance may be linked to the fact that they were the dominant gender in all three categories of respondents selected for the study.

4.2.2 Age of respondents

The age of respondents on the other hand is also presented in this section. Table 4.2 illustrates the results on the distribution of respondents with respect to age.

Tables 4.2: Distribution by Age

Age group	Teachers	Parents	Students
Less than 20	-	-	68
21-30	12	-	2
31 – 40	33	7	-
41 – 50	17	33	-
Above 50yrs	8	30	-
Total	70	70	70

Source: Field work, 2016

Table 4.2 shows that majority of the staff in the school used as a case study are 31 years or older; with only 12 out of the 70 selected being 30 years or less. On the part of the parents, it is seen that only 7 out of the 70 selected were 40 years or younger; the remaining 63 were more than 40 years. As expected of the students, only about 2 were more than 20 years. The indication it provides however is that there are some students in the senior high schools who are over their teenage and more matured. Such students who

sometimes are more matured tend to be more influential; and would thus require better handling in order not to be a source of violent tendencies.

4.2.3 Respondent's Level of Education

Respondent's (teachers) levels of education were also assessed. Table 4.3 indicates the distribution of findings with respect to respondent's education level. From the Table 4.3, education level of more than half, 68.6% of the respondents were found to be first degree. Those with an HND education constituted 5.7% representing only 4 out of the 70 respondents involved in the study. Eleven (11) respondents on other hand representing 15.7% chose second degree and higher as their level of education whilst the remaining seven (7) respondents representing 10% of the total population responded to professional qualification as their level of education.

Table 4.3: Respondent's Educational Level

Level of education	Teachers	Parents
No formal education	-	9
HND	4	21
First degree	48	19
Second degree and higher	11	9
Professional qualification	7	12
Total	70	70

Source: Field Data (2016)

On the part of the parents however, evidence from the table 4.3 shows that majority were HND or First Degree holders. About nine of them had no formal education

while 12 had professional qualifications. The remaining 9 were second degree holders. It shows that there were respondents across the entire educational spectrum.

4.2.4 Respondent's years spent in the school

Staff respondents were also asked to indicate the number of years they had spent as staff in the school. This was considered relevant in justifying respondents' level of experience with the subject under study. Table 4.4 shows the breakdown in years respondents have spent in the teaching field.

Table 4.4: Respondent's Years Spent in the School

Years	Frequency	Percentage
Less than 3 years	25	35.7
4-6 years	13	18.6
7-10 years	8	11.4
More than 10 years	24	34.3
Total	70	100.0

Source: Field Data (2016)
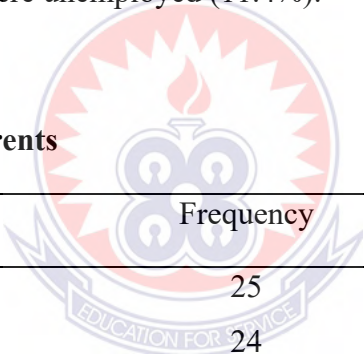
Table 4.4 indicates that, out of the 70 respondents captured in the research work, twenty-five (25) representing 35.7% responded they had been in the school for less than 3 years, thirteen (13) of the respondents also representing 18.6% responded that they have been in the school for about 3-6 years now. Eight (8) of the 70 respondents representing 11.4% said that they have been working in the school for about 7-10 years now whilst the remaining twenty-four (24) respondents representing 34.3% chose more than 10 years as the years spent in the school.

From the breakdown presented above it is seen that more than 65% of the respondents have been teaching for a minimum of 4 years. This is relatively significant to justify the extent of their knowledge on the subject and to a large extent reflect the validity of the responses in respect of the various issues.

4.2.5 Occupation of parents

Parents' occupation was also investigated into. Table 4.4 shows the breakdown in parents' occupation. From the table it is evident that majority of the parents (about 35%) were traders while a significant percentage (34.3%) were trained professionals. Also clear is that there were some who were unemployed (11.4%).

Table 4.5: Occupation of Parents

Occupation	Frequency	Percentage
Trader	25	35.7
Trained professional	24	34.3
Trained apprentice	13	18.6
Unemployed	8	11.4
Total	70	100.0

Source: Field Data (2016)

4.3 Factors Influencing Demonstrations in Senior High Schools

One of the key objectives of the study was to identify the factors influencing demonstrations in senior high schools. The study measured respondents perceptions of factors influencing demonstrations against probable factors identified in the literature.

38

Responses were measured using the Relative Importance Index (RII) technique to analyze the various responses.

The response categories ranged between 'Strongly Agree' to 'Strongly Disagree' which is subsequently divided into five point verbal-numerical scale. The verbal-numerical scale are strongly agree= 5, agree= 4, neutral= 3, disagree = 2 and strongly disagree = 1.

To determine the relative ranking of the factors, the scores were then transformed to important indices based on the following formula.

$$\text{Relative importance/difficulty index} = \frac{\sum w}{AN} \qquad (1)$$

Where "*W*" is the weighting given to each factor by the respondents, ranging from 1 to 5, *A* is the highest weight (i.e. 5 in the study) and *N* is the total number of samples. Based on equation (1), the relative importance index (RII) can be calculated ranging from 0 to 1.

The results are presented and analysed for each of the categories of respondents: staff, parents and students. Based on the analysis, a conclusion is drawn on the strength of the various factors analysed.

Results Obtained from Staff

Table 4.6 presents the various findings obtained in respect of the factors influencing demonstrations as perceived by the staff (both teaching and non-teaching):

Table 4.6: Staff Perception of Factors Influencing Demonstrations in Senior High Schools

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
Inadequate infrastructure	20	30	10	2	8	0.72
Inadequate teachers	31	28	11			0.85
Drug and substance abuse	40	20	8	2		0.88
Inadequate feeding	20	40	10			0.82
Lack of effective teaching	15	25	15	10	5	0.70
Poor leadership	25	35	10			0.84
Inadequate guidance and counseling	18	22	15	10	5	0.70
Poor school community relationship	25	25	12	8		0.79
Excessive use of corporal punishment	28	22	15	5		0.80
Abdication of parental responsibility	40	15	10	5		0.85
Adolescent identity crisis	30	25	10	5		0.82
Culture of impunity in the society	26	24	15	5		0.80
Student electoral system	30	15	20	2	3	0.79

Source: Field Data (2016)

From Table 4.6, it is evident that all the factors recorded RII values that are statistically significant. The highest possible RII value is 1. The closer the RII value to 1, the more significant the factor. This justifies the earlier assertion that all the factors recorded statistically significant values. The least RII recorded from the table is 0.72, in respect of the factor "Inadequate infrastructure" whilst the highest RII was recorded for the factor "Drug and substance abuse" (0.88).

40

The indication this provides is that from the perspective of staff of the school, all the factors in the table constitute significant contributory factors to demonstrations in Senior High Schools. They however identify drug and substance abuse as the most significant contributory factor to the problem. This leads the pack of other significant contributory factors including Poor leadership, poor infrastructure, etc.

Results Obtained from Parents

Table 4.7 below also presents findings obtained in respect of the factors influencing demonstrations as perceived by the parents:

Table 4.7: Parents Perception of Factors Influencing Demonstrations in Senior High Schools

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Inadequate infrastructure	31	28	11			0.85
Inadequate teachers	31	28	11			0.85
Drug and substance abuse	40	20	8	2		0.88
Inadequate feeding	31	28	11			0.85
Lack of effective teaching	30	25	15		5	0.84
Poor leadership	45	25				0.92
Inadequate guidance and counseling	18	22	15	10	5	0.70
Poor school community relationship	25	25	12	8		0.79
Excessive use of corporal punishment	28	22	15	5		0.80
Abdication of parental responsibility	25	20	15	10		0.77
Adolescent identity crisis	18	22	15	10	5	0.70
Culture of impunity in the society	26	24	15	5		0.80
Student electoral system	26	24	15	5		0.80

Source: Field Data (2016)

The table 4.7 also depicts parents' perception of the causes of demonstrations in senior high schools. The table indicates that the parents also acknowledge all the factors in the table as constituting significant contributory factors to the problem. They however identify school factors as being the most significant contributory factors. In this regard we find that the top three highest RIIs, representing the most significant factors, were recorded for the factors: poor leadership (0.92), poor infrastructure (0.85), and lack of effective teaching (0.84); with poor leadership leading the pack.

The implication of the findings from the parents is that, while they identify all the factors as being significant contributory factors, they largely also believe that the schools factors are more likely to lead to demonstrations than the other factors such as culture of impunity in the society or abdication of parental responsibility.

Results Obtained from Students

Table 4.8 also presents findings obtained in respect of the factors influencing demonstrations as perceived by the students:

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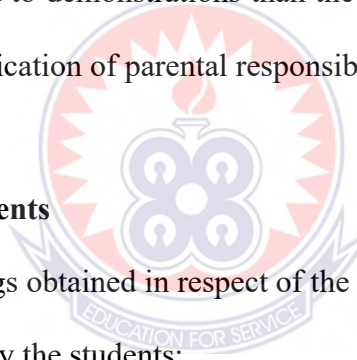
Table 4.8: Students Perception of Factors Influencing Demonstrations in Senior High Schools

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Inadequate infrastructure	40	15	10	5		0.85
Inadequate teachers	31	28	11			0.85
Drug and substance abuse	15	25	15	10	5	0.70
Inadequate feeding	18	38	14			0.81
Lack of effective teaching	26	24	15	5		0.80
Poor leadership	45	15	10			0.90
Inadequate guidance and counseling	18	22	15	10	5	0.70
Poor school community relationship	25	25	12	8		0.79
Excessive use of corporal punishment	30	25	10	5		0.82
Abdication of parental responsibility	15	25	15	10	5	0.70
Adolescent identity crisis	25	25	12	8		0.79
Culture of impunity in the society	15	25	15	10	5	0.70
Student electoral system	30	15	20	2	3	0.79

Source: Field Data (2016)

It is obvious, analyzing the responses from the students, that, the students' opinion is consistent with that of the parents. While they also acknowledge that all the factors are potential causes of demonstrations in schools, they also rate school factors are being the most significant contributory factors.

Thus, it is seen on the table that the most significant RIIs in respect of the factors poor leadership (0.90), poor infrastructure (0.85), excessive use of corporal punishment (0.82), inadequate feeding (0.81) and lack of effective teaching (0.80). On the other hand, the least significant factors they reported include adolescent identity crisis, student electoral system, and culture of impunity in the society which all recorded RIIs below 8.0.

A cursory observation of the three perspectives would reveal two important conclusions. In the first place staff, parents and students all agree to the fact that the list of factors identified in the table all constitutes statistically significant contributory factors to demonstrations in senior high schools. The point of departure however is that while staff identify society-related factors like drug and substance abuse, culture of impunity in the society, adolescent identity crisis and abdication of parental responsibility as constituting the most significant causes of demonstrations, parents and students also blame it more on school-related factors such as poor leadership, poor infrastructure and lack of effective teaching as the most significant factors.

The findings appear consistent with the position of Rwamba (2004) who argued that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. He suggested that there is a relationship between learning and indiscipline. In the absence of discipline, the learning and teaching process are hindered.

4.4 Effects of Demonstrations in Senior High Schools

Another key objective was to assess the effects of demonstrations in senior high schools. The study again applied the RII technique in measuring the various responses. As established under the first objective, the aim of using this technique was to identify the strength or weakness of the factors considered based on its RII. Findings obtained are here also presented and analysed for the various categories of respondents.

Results Obtained from Staff

The perception of staff in terms of the effects of demonstrations in senior high schools is depicted in Table 4. 9:

Table 4.9: Results Obtained from Staff on the Effects of Demonstrations in Senior High Schools

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree						
Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Destruction of school property	40	30				0.91
Loss of study time	35	35				0.90
Loss of lives	10	20	40			0.71
School closure	20	50				0.85
Poor staff morale	35	30	5			0.88
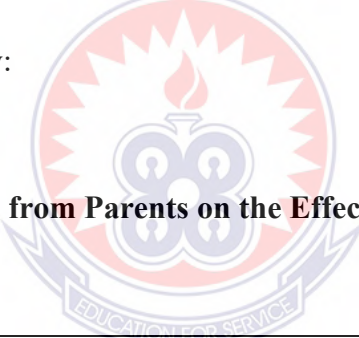
Source: Field Data (2016)

From the table, it is seen that all the factors listed constitute potential effects of demonstrations. This is respect of the strength of the RIIs recorded for each variable. The highest RII recorded was 0.91, in respect of the factor "destruction of school property". On the other hand, the least RII from the table is 0.71, also in respect of the variable "loss of lives. The indication is that, from the perspective of staff, while all can occur, the most likely effect of demonstrations is destruction to school properties while the least likely effect is "loss of lives".

Results Obtained from Parents

The perception of parents in terms of the effects of demonstrations in senior high schools is depicted in table 4. 10 below:

Table 4.10: Results Obtained from Parents on the Effects of Demonstrations in

Senior High Schools

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Destruction of school property	41	29				0.91
Loss of study time	33	37				0.89
Loss of lives	10	20	40			0.71
School closure	20	50				0.85
Poor staff morale	10	20	40			0.71

Source: Field Data (2016)

Analysis of the results from the parents show that all the factors are statistically significant, implying that they are all potential effects. A look at their RIIs shows the following: Destruction of school property (0.91), Loss of study time (0.89), Loss of lives (0.71), School closure (0.85), and Poor staff morale (0.71). From the RIIs it is see.n that the most significant is "Destruction of school property". It implies that parents share the same view as staff on the most significant effect of demonstrations. It reveals that this factor constitutes the most significant effect of demonstrations in senior high schools.

Results Obtained from Students

The perception of students in terms of the effects of demonstrations in senior high schools is depicted in Table 4. 11:

Table 4.11: Results Obtained from Students on the Effects of Demonstrations in Senior High Schools

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Destruction of school property	38	32				0.90
Loss of study time	34	32	4			0.88
Loss of lives	15	25	40			0.84
School closure	22	48				0.86
Poor staff morale	10	20	40			0.71

Source: Field Data (2016)

47

From the table above, it is seen that students' opinion of the effects of demonstrations is in line with the positions of both staff and parents. The results from the students show the following: Destruction of school property (0.90), Loss of study time (0.88), Loss of lives (0.84), School closure (0.86), and Poor staff morale (0.71). From the RIIs it is seen that the most significant is "Destruction of school property". It is thus obvious that the most likely effect of demonstrations is the destruction to school property. Other significant effects include the loss of study time and school closure. This is established from the perspectives of all three categories of respondents. It therefore appears to be the strongest challenge to schools when demonstrations occur. The study shows some consistency with several other studies. According to Mwangi (2003), there is a correlation between school organisations where there is discipline and academic performance.

4.5 Influence of Demonstrations on Academic Performance of Students

The study again made attempts to examine the influence of demonstrations on academic performance. The results compare the perception from all three categories of respondents: staff, parents and students. The aim was to establish the relationship between demonstrations and existing adverse relationship with students' performance. The results obtained were also generated using the relative importance index technique to be able to measure the strength of the perception relative to the various statements. Findings are presented below:

Results Obtained from Staff

The perception of staff in terms of the influence of demonstrations in senior high schools on student performance is depicted in Table 4. 12:

Table 4.12: Results Obtained from Staff on the Influence of Demonstrations on Academic Performance of Students

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Inability to complete entire syllabus resulting in poor performance	34	32	4			0.88
Increased examination malpractice	15	25	40			0.84
Need to rely on extra tuition creating extra cost	22	48				0.86

Source: Field Data (2016)

From table 4.12, it is seen that most staff consider all factors in the table as the influence violent trikes can have on the performance of students in senior high schools. It shows that when demonstrations are rampant it hinders the completion of syllabus which can result in poor performance. The perception further is that, failure to prepare adequately, resulting from the loss of study time, increase examination malpractice and also the need to rely on extra tuition.

This appears to be the common position shared by both parents and students as indicated on tables 4.13 and 4.14 below:

49

Table 4.13: Results Obtained from Parents on the Influence of Demonstrations on Academic Performance of Students

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Inability to complete entire syllabus resulting in poor performance	15	25	40			0.84
Increased examination malpractice	22	48				0.86
Need to rely on extra tuition creating extra cost	10	20	40			0.71

Source: Field Data (2016)

Table 4.14: Results Obtained from Students on the Influence of Demonstrations on Academic Performance of Students

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Inability to complete entire syllabus resulting in poor performance	22	48				0.86
Increased examination malpractice	10	20	40			0.71
Need to rely on extra tuition creating extra cost	15	25	40			0.84

Source: Field Data (2016)

50

From all three categories of respondent, it can be concluded that there is relationship between demonstrations and students' performance. The more violent the strike is the more negative the effect would be on students. Mwangi argued that a school's climate that is characterised by social rewards for academic excellence and where discipline and scholastic achievement are valued by the teachers and students has a direct influence on students' performance. It was also reported by Daily Nation (2002), that, students and teachers in schools affected by unrest find it difficult to restore working relationship after the unrest.

4.6 Measures to Prevent Demonstrations in Senior High Schools

The study finally tried to ascertain from the respondents, measures that can be taken to prevent violent trikes in senior high schools. The results compare the perception from all three categories of respondents: staff, parents and students. The results obtained were also generated using the relative importance index technique to be able to measure the strength of the perception relative to the various statements. Findings are shown in tables 4.15 (staff), table 4.16 (parents) and table 4.17 (students):

Table 4.15: Results Obtained from Staff on Measures to Prevent Violent in Schools

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Adequate infrastructure	20	30	10	2	8	0.72
Adequate teaching and learning materials	31	28	11			0.85
Improved teacher-student ratio	40	20	8	2		0.88
Reviewing curriculum to address overload	20	40	10			0.82
Improved quality of feeding	15	25	15	10	5	0.70
Incorporating specialization and balanced curriculum	25	20	15	10		0.77
Strengthening guidance and counseling	18	22	15	10	5	0.70
Regular forums to have students' views heard	25	25	12	8		0.79
School management system should be participatory	28	22	15	5		0.80
Effective parental guidance	40	15	10	5		0.85

Source: Field Data (2016)

Table 4.16: Results Obtained from Parents on Measures to Prevent Violent in Schools

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Adequate infrastructure	20	30	10	2	8	0.72
Adequate teaching and learning materials	31	28	11			0.85
Improved teacher-student ratio	40	20	8	2		0.88
Reviewing curriculum to address overload	20	40	10			0.82
Improved quality of feeding	15	25	15	10	5	0.70
Incorporating specialization and balanced curriculum	25	20	15	10		0.77
Strengthening guidance and counseling	18	22	15	10	5	0.70
Regular forums to have students' views heard	25	25	12	8		0.79
School management system should be participatory	28	22	15	5		0.80
Effective parental guidance	40	15	10	5		0.85

Source: Field Data (2016)

53

Table 4.17: Results Obtained from Students on Measures to Prevent Violent in Schools

key: SA-strongly agree, A-agree, NS-not sure, D-disagree, SD-strongly disagree

Statement	Frequency					RII
	SA =5	A =4	NS= 3	D = 2	SD = 1	
Adequate infrastructure	25	20	15	10		0.77
Adequate teaching and learning materials	18	22	15	10	5	0.70
Improved teacher-student ratio	40	20	8	2		0.88
Reviewing curriculum to address overload	20	40	10			0.82
Improved quality of feeding	15	25	15	10	5	0.70
Incorporating specialization and balanced curriculum	25	20	15	10		0.77
Strengthening guidance and counseling	18	22	15	10	5	0.70
Regular forums to have students' views heard	20	30	10	2	8	0.72
School management system should be participatory	31	28	11			0.85
Effective parental guidance	40	20	8	2		0.88

Source: Field Data (2016)

From the Tables, we find the RIIs recorded for each measure responded to by the various categories of respondents. Specifically, the following is observed:

Staff: adequate infrastructure (0.72), adequate teaching and learning materials (0.85), Improved teacher-student ratio (0.88), Reviewing curriculum to address overload (0.82), Improved quality of feeding (0.70), Incorporating specialization and balanced curriculum

54

(0.77), Strengthening guidance and counseling (0.70), Regular forums to have students' views heard (0.79), School management system should be participatory (0.80), and Effective parental guidance (0.85)

Parents: adequate infrastructure (0.72), adequate teaching and learning materials (0.85), Improved teacher-student ratio (0.88), Reviewing curriculum to address overload (0.82), Improved quality of feeding (0.70), Incorporating specialization and balanced curriculum (0.77), Strengthening guidance and counseling (0.70), Regular forums to have students' views heard (0.79), School management system should be participatory (0.80), and Effective parental guidance (0.85)

Students: adequate infrastructure (0.77), adequate teaching and learning materials (0.70), Improved teacher-student ratio (0.88), Reviewing curriculum to address overload (0.82), Improved quality of feeding (0.70), Incorporating specialization and balanced curriculum (0.77), Strengthening guidance and counseling (0.70), Regular forums to have students' views heard (0.72), School management system should be participatory (0.85), and Effective parental guidance (0.88).

The results show a common trend from the various responses. What is clear is that addressing demonstrations would depend on various factors which will require the contribution of parents, teachers and students; in addition to the society at large. While school factors such as improved leadership, improved learning and teaching environment, and are required, parents also have a significant role to play while the society must also instill the necessary discipline. Students on the other hand would also need to be

55

disciplined themselves and use proper channels instead of resorting to violence at the least dissatisfaction.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study was descriptive using a sample size of 210 respondents from three categories of respondents (parents, teachers and students). Respondents were selected using the simple random sampling technique. Data was collected with the questionnaire and analysed using SPSS. This chapter presents a summary of the findings in the study. The chapter also draws a general conclusion to the study and makes recommendations to address weaknesses identified.

5.2 Summary of Findings

Factors Influencing Demonstrations in Senior High Schools

Findings from the study showed that all three categories of respondents (staff, parents and students) identified the following as statistically significant contributory factors to demonstrations in senior high schools: Inadequate infrastructure, Inadequate teachers, Drug and substance abuse, Inadequate feeding, Lack of effective teaching, Poor leadership, Inadequate guidance and counseling, Poor school community relationship, Excessive use of corporal punishment, Abdication of parental responsibility, Adolescent identity crisis, Culture of impunity in the society, and Student electoral system.

The point of departure however is that while staff identify society-related factors like drug and substance abuse, culture of impunity in the society, adolescent identity crisis and abdication of parental responsibility as constituting the most significant causes

of demonstrations, parents and students also blame it more on school-related factors such as poor leadership, poor infrastructure and lack of effective teaching as the most significant factors.

Effects of Demonstrations in Senior High Schools

1. The study observed that the most likely effect of demonstrations is the destruction to school property. Other significant effects include the loss of study time and school closure. This is established from the perspectives of all three categories of respondents. It therefore appears to be the strongest challenge to schools when demonstrations occur.

Influence of Demonstrations on Academic Performance of Students

2. From the findings, it was revealed that the respondents consider the following as the influence violent trikes can have on the performance of students in senior high schools: inability to complete entire syllabus resulting in poor performance, increased examination malpractice, and need to rely on extra tuition creating extra cost. It shows that when demonstrations are rampant it hinders the completion of syllabus which can result in poor performance. The perception further is that, failure to prepare adequately, resulting from the loss of study time, increase examination malpractice and also the need to rely on extra tuition. From all three categories of respondent, it can be concluded that there is relationship between demonstrations and students' performance.

58

Measures to Prevent Demonstrations in Senior High Schools

3. The study identified the following as measures to prevent demonstrations in senior high schools: adequate infrastructure, adequate teaching and learning materials, Improved teacher-student ratio, Reviewing curriculum to address overload, Improved quality of feeding, Incorporating specialization and balanced curriculum, Strengthening guidance and counseling, Regular forums to have students' views heard, School management system should be participatory, and Effective parental guidance.

5.3 Conclusion

The study examined demonstrations by students in senior high schools, bringing into perspective the causes, effects and measures to mitigate them. Key findings were made and adequately discussed.

The study concluded that addressing demonstrations would depend on various factors which will require the contribution of parents, teachers and students; in addition to the society at large. While school factors such as improved leadership, improved learning and teaching environment, and are required, parents also have a significant role to play while the society must also instill the necessary discipline. Students on the other hand would also need to be disciplined themselves and use proper channels instead of resorting to violence at the least dissatisfaction.

5.4 Recommendations

Based on the various findings and weaknesses identified in the study, the following are recommended:

1. There is the need for functioning counseling units in senior high schools to help address student challenges before they get uncontrollable

2. Again, there is the need for effective leadership in senior high schools who are on top of issues and are seen making the needed efforts to address student challenges. This has been recommended because poor leadership emerged as one of the strongest causes of demonstrations in senior high schools.

3. Further, there is the need for forums to make student's voices heard. This will create the necessary atmosphere to enhance student-management collaboration and subsequently prevent acrimonious environment.

4. Finally, there is the need for adequate infrastructural support from government and stakeholders to facilitate effective teaching and learning in senior high schools. This will help address some of the issues that develop to the levels that make them explosive leading to demonstrations.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE (STAFF)

TOPIC: Students' Behaviour and Academic Achievement: A Case Study Of T.I Ahmaddiya Senior High School.

Introduction: This questionnaire is part of a study assessing students' behaviour and academic achievement. Kindly indicate your preference among alternative answers for each question by ticking in the appropriate box. Where alternative answers are not provided, fill in the gaps provided. Thank you for your contribution.

Section A: Background Information

Gender	Tick
Male	
Female	

Age	tick
21-30	
31-40	
41-50	
51 and above	

Level of education	Tick
Diploma	
HND	
First Degree	
Second Degree and higher	
Professional qualification	

Years spent in the Institution	tick
3 years and below	
4-6 years	
7-10 years	
More than 10 years	

65

Section B: Factors Influencing Strikes in Senior High Schools

On a scale of 1 to 5, indicate the extent to which you agree with the following as factors responsible for strikes in Senior High Schools?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Inadequate infrastructure					
Inadequate teachers					
Drug and substance abuse					
Inadequate feeding					
Lack of effective teaching					
Poor leadership					
Inadequate guidance and counseling					
Poor interpersonal relationship					
Poor school community relationship					
Overloaded curriculum					
Autocratic school administration					
Poor living conditions in schools					
Excessive use of corporal punishment					
Abdication of parental responsibility					
Adolescent identify crisis					
Culture of impunity in the society					
Student electoral system					

Section C: Effects of Strikes in Senior High Schools

On a scale of 1 to 5, indicate the extent to which you agree with the following as constituting the effects of strikes in Senior High Schools?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Destruction of school property					
Loss of study time					
Loss of lives					
School closure					
Poor staff morale					

66

Section D: Influence of Violent Strike on Academic Performance Of Students

On a scale of 1 to 5, indicate the extent to which you agree with the following as describing the effects of strikes on students' academic performance?

(Key: 5-Strongly Agree 4-Agree 3-Not Sure 3-Disagree 1-Strongly Disagree)

Statements	5	4	3	2	1
Inability to complete entire syllabus resulting in poor performance					
Increased examination malpractice					
Need to rely on extra tuition creating extra cost					

Section E: Measures to Prevent Violent strikes in Senior High Schools

On a scale of 1 to 5, indicate the extent to which you agree with the following as constituting measures for preventing violent strikes in senior high schools?

(Key: 5-Strongly Agree 4-Agree 3-Not Sure 3-Disagree 1-Strongly Disagree)

Statements	5	4	3	2	1
Adequate infrastructure					
Adequate teaching and learning materials					
Improved teacher-student ratio					
Reviewing curriculum to address overload					
Improved quality of feeding					
Incorporating specialization and balanced curriculum					
Strengthening guidance and counseling					
Regular forums to have students' views heard					
School management system should be participatory					
Effective parental guidance					

Any other comment

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67

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE (PARENTS)

TOPIC: Students' Behaviour and Academic Achievement: A Case Study Of T.I Ahmaddiya Senior High School.

Introduction: This questionnaire is part of a study assessing students' behaviour and academic achievement. Kindly indicate your preference among alternative answers for each question by ticking in the appropriate box. Where alternative answers are not provided, fill in the gaps provided. Thank you for your contribution.

Section A: Background Information

Gender	Tick
Male	
Female	

Age	tick
21-30	
31-40	
41-50	
51 and above	

Level of education	Tick
Diploma	
HND	
First Degree	
Second Degree and higher	
Professional qualification	
No formal education	

Occupation	tick
Trader	
Trained professional	
Trained apprentice	
Unemployed	

68

Section B: Perception of Factors Influencing Strikes in Senior High Schools

On a scale of 1 to 5, indicate the extent to which you agree with the following as factors responsible for strikes in Senior High Schools?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Inadequate infrastructure					
Inadequate teachers					
Drug and substance abuse					
Inadequate feeding					
Lack of effective teaching					
Poor leadership					
Inadequate guidance and counseling					
Poor interpersonal relationship					
Poor school community relationship					
Overloaded curriculum					
Autocratic school administration					
Poor living conditions in schools					
Excessive use of corporal punishment					
Abdication of parental responsibility					
Adolescent identify crisis					
Culture of impunity in the society					
Student electoral system					

Section C: Perception of Effects of Strikes in Senior High Schools

On a scale of 1 to 5, indicate the extent to which you agree with the following as constituting the effects of strikes in Senior High Schools?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Destruction of school property					
Loss of study time					
Loss of lives					
School closure					
Poor staff morale					

69

Section D: Perception of Influence of Violent Strike on Academic Performance of Students

On a scale of 1 to 5, indicate the extent to which you agree with the following as describing the effects of strikes on students' academic performance?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Inability to complete entire syllabus resulting in poor performance					
Increased examination malpractice					
Need to rely on extra tuition creating extra cost					

Section E: Opinion of Measures to Prevent Violent strikes in Senior High Schools

On a scale of 1 to 5, indicate the extent to which you agree with the following as constituting measures for preventing violent strikes in senior high schools?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Adequate infrastructure					
Adequate teaching and learning materials					
Improved teacher-student ratio					
Reviewing curriculum to address overload					
Improved quality of feeding					
Incorporating specialization and balanced curriculum					
Strengthening guidance and counseling					
Regular forums to have students' views heard					
School management system should be participatory					
Effective parental guidance					

Any other comment

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70

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE (STUDENTS)

TOPIC: Students' Behaviour and Academic Achievement: A Case Study Of T.I Ahmaddiya Senior High School.

Introduction: This questionnaire is part of a study assessing students' behaviour and academic achievement. Kindly indicate your preference among alternative answers for each question by ticking in the appropriate box. Where alternative answers are not provided, fill in the gaps provided. Thank you for your contribution.

Section A: Background Information

Gender	Tick
Male	
Female	

Age	tick
Below 15 years	
15—17 years	
18-20 years	
21 years and above	

Course of Study	Tick
Science	
Business	
General Arts	
Visual Arts	
Home Economics	

Residential Status	tick
Boarder	
Day Student	

71

Section B: Perception of Factors Influencing Strikes in Senior High Schools

On a scale of 1 to 5, indicate the extent to which you agree with the following as factors responsible for strikes in Senior High Schools?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Inadequate infrastructure					
Inadequate teachers					
Drug and substance abuse					
Inadequate feeding					
Lack of effective teaching					
Poor leadership					
Inadequate guidance and counseling					
Poor interpersonal relationship					
Poor school community relationship					
Overloaded curriculum					
Autocratic school administration					
Poor living conditions in schools					
Excessive use of corporal punishment					
Abdication of parental responsibility					
Adolescent identify crisis					
Culture of impunity in the society					
Student electoral system					

Section C: Perception of Effects of Strikes in Senior High Schools

On a scale of 1 to 5, indicate the extent to which you agree with the following as constituting the effects of strikes in Senior High Schools?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Destruction of school property					
Loss of study time					
Loss of lives					
School closure					
Poor staff morale					

72

Section D: Perception of Influence of Violent Strike on Academic Performance of Students

On a scale of 1 to 5, indicate the extent to which you agree with the following as describing the effects of strikes on students' academic performance?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Inability to complete entire syllabus resulting in poor performance					
Increased examination malpractice					
Need to rely on extra tuition creating extra cost					

Section E: Opinion of Measures to Prevent Violent strikes in Senior High Schools

On a scale of 1 to 5, indicate the extent to which you agree with the following as constituting measures for preventing violent strikes in senior high schools?

(Key: 5-Strongly Agree 4-Agree   3-Not Sure   3-Disagree   1-Strongly Disagree)

Statements	5	4	3	2	1
Adequate infrastructure					
Adequate teaching and learning materials					
Improved teacher-student ratio					
Reviewing curriculum to address overload					
Improved quality of feeding					
Incorporating specialization and balanced curriculum					
Strengthening guidance and counseling					
Regular forums to have students' views heard					
School management system should be participatory					
Effective parental guidance					

Any other comment

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73