

Institute for Christian Teaching
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**THE ROLE OF DISCIPLINE IN STUDENT ADMINISTRATION: SOME
IMPLICATIONS FOR ADVENTIST HIGHER EDUCATION IN GHANA.
THE CASE OF VALLEY VIEW UNIVERSITY.**

by

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The purpose of this paper is to analyze the administration of discipline with reference to Valley View University, a seminary for theology students, which has a business administration course added. This latter course attracts most students. As a tertiary institution, Valley View is accredited by the government of Ghana. The institution has its mission, among other things, to open its doors to qualified young people.

The task of this paper is to establish guidelines for the administration of discipline in the newly accredited university, with the hope that in the administration of discipline in its environment, Christian principles will not be compromised, and that teachers and administrators will chart a new relationship with students. In this analysis two disciplinary case studies of Valley View University will be presented.

Consider the following incident reported in the Daily Graphic of Ghana. "The police yesterday used tear gas, rubber bullets and hot water to disperse students who were demonstrating in front of the University of Ghana, against the implementation of the residential user fees" (Daily Graphic, August 26 1998). On the sixth of October 1998, the same paper reported that the University of Science and Technology reopened four days after it was closed following student disturbances.

The government has on many occasions come out with the statement that it alone could no longer bear the cost of tertiary education. There must be a cost sharing. Constantly increasing school expenditure inequities in the amount of revenue available per person to be educated, and a heavy property tax burden on individual citizens provided motivation for school finance reforms in this country. Burrup thought that reform in America gives reasons for increasing and changing enrollment and accelerating inflation (1978, 32). This is a comment on how educational cost to America, a financial giant, has problems with funding of schools. How much more will this drain African educational funding with all the present development problems? Will demonstrations be the solution?

How is the newly accredited Valley View university going to cope with the administration of discipline in an atmosphere charged with a different concept of academic freedom from its own? How will the young university maintain its mission and at the same time satisfy the great demand for tertiary education in Ghana? If the vision and mission of the administration of discipline in the University is impaired, then another pagan education with chocolate coating of Christianity will be established, as noted by Clark (Knight 1980, 199).

The disturbances reported in the media indicate the kind of environment from which Valley View University will be recruiting its students. Sadly the enrollment could gradually tip the balance of university ethos against Adventist students, forcing them to conform to a non-Adventist student standard. This is a problem that must be addressed urgently.

Definition of Discipline

What is Discipline? For purpose of this general survey of an organization like a school, discipline is defined as the process of inspiring confidence in the student's ability to achieve the goals of self-reliance and self-control under the discipleship of Christ (South Pacific Division Edset 11, 1996). Self-control and self-reliance are the major factors lacking in the behavior of our young people at the tertiary institutions in Ghana these days.

Objectives of Discipline

The objective for the existence of any organization is to achieve the goals for which it was established. And if for any reason such goals are not being achieved, there is the need to re-evaluate the whole organizational machinery through various means. Thus the objective of any administration of discipline, as the South Pacific Division Discipline Code (hereafter called SPD Code) puts it, is to establish and reinforce the will of the recipient for the achievement of organizational goals (1996, 1).

Another objective of discipline has already been stated in the definition of discipline, namely to develop student self-control and self-reliance. A third goal is to teach students how to love one another.

Rule Formation in an Organization

To achieve organizational goals, administrative orders are directed to particular cases and are used to correct existing inequalities and infractions. Pfittner and Presthus observed that rules and regulations are general prescriptions designed to meet future needs. They further stressed that the advantages of rules in an organization such as school is that they are easily amended and permit rapid adjustment to rapid changes in our society (1967, 482).

Rules do not only serve the interest of the administration but give guidelines for students to know their limitations and the expectations of the administration. As a guideline, rules should be stated in a positive manner that is clear and meaningful to all students. (SPD Edset 11 4, 1996). Not only should they be clear, but also be stated in positive language that establishes clear expectations of behavior (SPD Edset 11, 7). To reinforce this argument, Wood and Nicholson added that in order to insure more effective implementation of rules and regulations, those affected by the rules and regulations must be involved in their formulation. Teachers and students will more willingly accept rules and regulations to which they are committed (1979, 224). The SPD Code went further to say that where possible, students and parents should be involved in the process of the development of school rules so that there is a community ownership of the standard of behavior expected (SPD Edset 11, 4).

It is unfortunate that these principles of participation in the formation of rules by students and teachers or parents do not exist in schools in Ghana. These are some of the colonial

and cultural hangovers and some of the sources of student unrest in schools in Ghana.

Implications of Principles of Discipline for Valley View University

Valley View was started in 1979 as Adventist Missionary College (AMC) at Bekwai in the Ashanti Region to prepare students for seminary studies. It was upgraded to a junior college in 1983 and moved to Adentan, a suburb of Accra. In 1989 it was moved to the permanent site near Oyibi 31 kilometers on the Accra—Dodowa road, and renamed Valley View College (VVC).

In order for students to be awarded degrees, Valley View University was affiliated with Griggs University in Silver Spring, Maryland, USA. In 1997 the University was accredited by the National Accreditation Board of the Ministry of Education in Ghana to offer degree programs. Subsequently, the university was renamed Valley View University (VUU) to reflect its new status.

Valley View University came into existence at a time when tertiary education has become expensive. Also Adventists seeking admission to colleges and universities in Ghana have difficulties in coping with their Sabbath classes and examinations. Added to these problems is the moral aspect which has not been openly addressed. Under these circumstances, Valley View University became a haven from the deterioration of moral values and pressures on Adventist Youth.

Mrs. White was a well known Adventist writer on educational matters, including Christian discipline. Listed below is the part of the essence of her views on discipline:

1. The object of discipline is the training of the child for self-government and should be taught self-reliance and self-control.
2. Disobedience leads in the end to disaster and suffering. Any effort to break the will of a child is a terrible mistake.
3. The true object of reproof is gained only when the wrong doer himself is led to see his fault and his will enlisted for its correction. When this is accomplished point him to his source of pardon and power.
4. Seek to preserve his self-respect and to inspire him with courage and hope.
5. Teachers are to avoid, so far as possible, making public the faults or errors of a pupil. He will seek to avoid giving reproof or punishment in the presence of others.
6. He will not expel a student until every effort has been put forth for his reformation. But when it becomes evident that the student is receiving no benefit himself, while defiance or disregard of authority tends to overthrow the government of the school, and his influence is contaminating others, then, his expulsion becomes a necessity.
7. Yet with many the disgrace of public expulsion would lead to utter recklessness and ruin. In most cases, when removal is unavoidable, the matter need not be made public. By counsel and cooperation with the parents, let the teacher privately arrange for the student's withdrawal.
8. Every school should be a city of refuge for the tempted youth, a place where their follies shall be dealt with patiently and widely.

9. Love and tenderness, patience and self-control, will at all times be the law of their speech. Love and compassion will be blended with justice. When it is necessary to give reproof, their language will not be exaggerated, but humble.
10. Every true teacher will feel that should he err at all, it is better to err on the side of mercy than on the side of severity (1903, 287-97).

Ellen White's list is emphasizing the heart of redemptive discipline. Above all she is saying that genuine love and justice together create a foundation for discipline. There is also a strong emphasis on helping students see their faults and develop qualities of self-awareness and self-discipline which include self-control. Through all her work she upholds love and mercy as being above stern justice.

Within its Christian haven, Valley View University must also maintain discipline within the Christian perspective. It should be love oriented. When Jesus met the woman brought to Him taken in adultery, in the very act (John 8:4), He did not condemn her but said "Neither do I condemn thee, go and sin no more" (John 8:11). The woman felt the love radiating from Jesus and her repentance and transformation could be assured. Discipline should be love oriented.

Discipline in SDA colleges should also be redemptive not punitive as Jesus demonstrated in the parable of the lost sheep. "When he found it, he layeth it on his shoulders rejoicing in love." Jesus concluded the parable, "So like wise there will be joy in heaven over one sinner that repenteth" (Luke 15:4, 7). The purpose of discipline is to redeem, not to desire a punitive reward that might harden the offender. The primary purpose is to bring him or her back into the fold.

Discipline should also reflect the abundant grace of God for man, as Tucker stated:

God never compares us with others! He only compares us with Himself and says, 'believe on Me, and you will be saved'. He sets the standard in stone, as high as can be, and then He says, 'believe on me, and I will get you there' (1998, 10).

For me, that is the theology of teaching — "I will get you there." It is the teacher's responsibility to help students succeed.

The compassionate redemptive approach to discipline described above is an ideal for Valley View. This paper wishes to contrast the use of love as a disciplinary approach with harsher methods that appear prevalent in Ghanaian universities. For example in these universities, attitudes to dress standards, moral deterioration and behavior are things parents and guardians are not happy about.

Universities in Ghana are models. They set standards for the second cycle institutions like primary and secondary schools, standards of every kind. These second cycle institutions have harsh disciplinary codes with the principle that punishment is to reform. Such punishment should be severe enough to act as a deterrent to others (Ghana Education Service Disciplinary Code, 1).

Such behavior management has a harsh edge. From a Christian perspective, deterrence is only one side of the coin. There is also a need for students to learn how to make restitution, how to be responsible for behavior, and how to love others.

Some Factors Affecting Discipline Administration at Valley View University

In the administration of discipline at Valley View University many organizational factors must be considered. These factors include discipline in the context of Valley View University's mission statement, the Disciplinary Committee, accreditation and enrollments, and the due process in discipline administration. This will now be explained.

Mission Statement

In the Valley View University's Bulletin, it has the mission statement "to provide students, faculty and staff with an environment conducive to balanced development of the intellectual, spiritual, physical and social dimension of life in harmony with our Christian heritage and African culture." In the context of liberal arts and professional curricula, the college emphasis academic scholarship, vocational preparation and cultural understanding leading to a life of service to humanity (Bulletin, 7).

There is a question about how this statement relates to discipline administration at Valley View University. For this purpose, the key areas are balanced development of the spiritual, physical and social dimensions of life in harmony with our Christian heritage and African culture (Bulletin, 7). The statement implies that in the administration of discipline, it should be in harmony with our Christian heritage.

The African culture context referred to is also relevant in that African Culture has deep extended relations and a caring attitude. Therefore, the outcome of discipline does not only affect those involved directly, but others indirectly. The approach would seem to be that which always allows the student dignity no matter what the circumstance. Also, service is best taught in a climate of respect and caring concern which are elements of love.

Disciplinary Committee

One of the authorized Committees listed for National Accreditation Board was the Disciplinary Committee which was assigned the following duties:

- i. To give general direction and wholesome mental, moral and physical behavior,
- ii. To support the dormitory deans who are authorized to administer discipline for minor infractions or irregularities,
- iii. To deliberate on serious offenses and recommend appropriate disciplinary actions,
- iv. To study the effectiveness of regulations and the policies and recommend changes to the faculty.

In the administration of discipline, the Disciplinary Committee plays a vital role, with the responsibility to administer discipline from the Christian perspective. As the SPD Code puts it, discipline is to be seen as a learning mechanism exerted to bring about a greater degree of self-awareness of the claims that God has on each human being as a product of His creation and an object of His plan of salvation (1996, 1). This is the spirit of the mission statement as related to discipline.

As the committee evaluates serious offenses, their recommendation for appropriate disciplinary actions should consider what it means to be aware of God's claim on each human. Consider Tucker's statement in his article *Would Jesus Give an F?* He wonders if when we fall short, where Jesus writes that report. Jesus writes in the sand, where the first breeze can erase the evidence (1998, 10).

The Disciplinary Committee will be dealing with young people, some of who come from homes where power is valued more than reason or love, or where the culture as a whole reflects similar priorities (Kohn, 120). Not only do homes have an influence. As mentioned earlier, Ghana schools disciplinary codes have the concept that punishment is based on the principle that punishment is to reform, and that such punishment should be severe enough to act as a deterrent to others (Ghana Education Service Code, 1). There is no provision for leading the offender to see his or her fault.

Accreditation and Enrollment

Let us now turn to accreditation and enrollment. As already stated, Adventist youth have a problem in their admission to government tertiary institutions. After the granting of accreditation in 1997, the college changed its status to a university, so there was also a change in enrollment, shown as follows.

Enrollment at Valley View University:

Year	Status	Rate
1997/1998	Theology	31 or 35%
	Religion	31 or 36%
	Business	26 or 29%
	Baptized SDA	75 or 85%
	Non SDA	13 or 15%
Year	Status	Rate
1998/1999	Theology	26 or 17%
	Religion	36 or 24%
	Business	89 or 59%
	Baptized SDA	91 or 60.2%
	Non SDA	60 or 39%

The accreditation has also brought an increase in business administration students. The enrollment reflects, among other things, the demands of life and the job market. Not only is the job market changing the trends of enrollment, but also the non-Adventist population

has started to increase. If nothing is done, the balance will tip against the Adventist, a situation that could affect the existence of Adventists and what they stand for. Added to this, there may be disciplinary problems emanating from differences in values because each community or group has its own standards and values.

The largest catchment area for Valley View University is Ghana, where the tertiary institutions have created a distorted concept of academic freedom. Holmes asserted that academic freedom of inquiry for both teachers and students implies commitment to the word of God and responsibility to the church constituency a college serves (1997, 61). The exercise of this freedom should not infringe upon the principles the church stands for. It does not also give license to the new non-Adventist students to ignore dress codes and Adventist values. This is where the problem of administration of discipline has to be looked into in a Christian perspective. This perspective eliminates all forms of discrimination and bias in dealing with the student. Every student is deserving of justice and equity in the application of any form of discipline (SPD Edset 11, 1).

Due Process in Discipline Administration

Dismissal of personnel or students in any organization is seldom easy or pleasant. Generally, dismissal is undertaken with much reluctance. It is a matter of deep concern to every school system, one which deserves particular attention because it represents the loss of a considerable investment of time, money and effort, and often creates an unfortunate attitude towards the school system or the person directly or indirectly involved. On the other hand, elimination of unsuitable personnel from the school system is an imperative responsibility, one which must be exercised on behalf of the welfare of the organization as stated by Casterter (1976, 467).

Therefore, the process of discipline places responsibility on administration to justify and prove beyond doubt the necessity for dismissal or suspension. The Valley View University Disciplinary Committee has decided to discipline with love in a Christian manner, so that all due process must be exhausted before suspension or dismissal action is taken.

Some Case Studies

Case One — Redemptive Model

Before presenting the redemptive model, it will be appropriate to define redemptive discipline and counsel. The SPD Code defined redemptive discipline as that pattern of behavior which seeks to strengthen the will in making choices that will produce harmony and growth (SPD Edset 11, 1). Ginott advised that in discipline whatever generates hate must be avoided, and whatever creates self-esteem is to be fostered (1972, 148).

John is a young man newly admitted to one of the Seventh-day Adventist Colleges. He comes from an Adventist home. His father is an elder of the local church. All efforts to help John abide by the college rules become a problem for the dormitory dean. He goes

off campus without permission. He has been warned verbally by the Dean and warning letters are sent to him and his father. John is noted to be a bully in the college.

One afternoon, shouts and screams can be heard in the cafeteria followed by, "John! Stop it, Stop it!" John has knocked down a female student who refused to let him cross her path at the meal being served.

How do we handle John — a rebel?

There was no doubt in the minds of anyone that John was guilty. The Dean of Men called him to his office for discussion, but John would not say anything. He was later informed of the meeting of the Disciplinary Committee where he was expected to talk.

Prior to the meeting, the church pastor had called John to his office where he had talks with him for more than two hours. The pastor drew his attention to all efforts made to keep him in school, and to his refusal to accept any correction. The cafeteria scene was brought back to him. After the pastor had prayed with him, he requested to see the dean before the Disciplinary Committee sitting. His request was granted. There John apologized to the dean for refusing to answer him during their first encounter and asked permission to see the female student he had assaulted. On meeting the lady in the open John knelt down and apologized while the lady wept.

John really demonstrated spirit of repentance. John's heart had been reached. That is the essence of discipline.

At the Disciplinary Committee meeting, the dean informed members of his talks with John and the report from the female student about John's apology for his brutal action. Every member of the committee was taken back.

Though many members had anticipated suspension, John's repentant spirit and complete turn around had caused the committee to decide to show love by responding positively to John's repentant spirit. After all, the final goal of punishment is to bring the offender to realize his fault and restore him to his Maker.

The committee informed John about their decision to ask him to write a letter of apology to the female student and the Disciplinary Committee. It was a shock to John. He expected the suspension as the least punishment. He thanked the members and said in tears "I thought everybody hated me. I do not know that you have so much love for me. Thank you." He promised to continue to show respect for others' rights and desist from all acts of misbehavior.

We need to be aware that misbehavior and punishment are not opposites that cancel each other but on the contrary reinforce each other (Ginott 1972, 151). The pastor and others who met John reached his heart. The committee also responded positively to help restore John.

Case Two — Confrontation Model

A freshman, non-Adventist, off campus (day) student entered a class with a golden chain around his neck. He took the front seat, the only one empty. As he settled down the teacher asked him to remove the chain.

"Please, I'll see you after the class," came the response from the student. The teacher insisted. The attention of other class members was drawn to the unfolding scene. "Well, if you want me to remove the chain now, well, I, I, will not" came the answer and he sat erect, looking straight into the female teacher's face. The lady walked out to report. The student was sent for and when questioned about why he refused to obey the simple instruction, this was his reply. "I am not a small boy. I'm married with children. To ask me to remove the chain in front of the whole class was too much humiliation."

After some discussion related to his action, he removed the chain but refused to go back to the class. A few minutes dialogue with him saw him going back to class without the chain. It was an unfortunate incident for both of them - the teacher and the student. Ginott's counsel was whenever possible avoid attributing a minor infraction to deliberate defiance. Allow for a face saving exit. This maxim prevents many disciplinary problems (1972, 171).

This incident damaged the relationship between the teacher and the student for a long time. Though the teacher was counseled regarding the type of confrontation, the wrong message had already reached the students. Had the teacher called the student after the period and reminded him of the chain, she would have preserved her respect. No matter what the age of the student he or she will never accept humiliation before his or her fellow students. Christ's purpose is to redeem fallen man. What is our purpose? To cooperate with Him to bring fallen man to his Creator. There lies the test for Valley View University.

The Test For Valley View University

Valley View University has a distinctive role to play in the present educational program of Ghana. The distinctiveness comes with understanding that Valley View University will charter a new relationship for faculty, staff, and students and that discipline will be based on a Christian perspective. For Valley View University to be able to maintain its Christian world view in the classroom, it should be able to discipline with Christlikeness and offenders will be able to maintain self-respect, the aim is to change the attitude of those deprived of love to become loving and trusted students.

Tucker concludes that each of us may fail in life or we may succeed, but Jesus the Master teacher has set before us a path of continuous prosperity (1998, 9). Let us also help them succeed.

Summary and Conclusion

This paper has traced the role of discipline in student administration and some implications for Valley View University. As an accredited school, it has taken on a new mantle to administer discipline with Christlikeness. The faculty, staff and administration are being asked to follow their mission statement to bring true Christian education to the youth.

In conclusion, Valley View University can charter a new path in disciplinary administration so that those disciplined will be drawn closer to the source of pardon with love. This love does not exist in the national universities, and is a love that new students have started to experience. The faculty, staff and administrators have the capacity to reorient the new students to feel they are part of the university family and will invite others "to come grow with us."

Appendix One

GHANA EDUCATION SERVICE CODE OF DISCIPLINE FOR TRAINEE TEACHERS 1998

P R E F A C E

1. This code of discipline presupposes that every Teacher Training Colleges within the Ghana Education Service has a code of conduct spelt out in detail and indicating the sort of conduct expected of students.
2. It is the above-mentioned code of conduct that this code of discipline sets out to support.
3. The code of discipline is based on the principle that punishment is to reform. However, the punishment should be severe enough to act as a deterrent to others.
4. The purpose of this code is not to prescribe punishment for every offence committed but to provide a guide on the disciplinary measures that may deter students from committing offences and compel them to exercise self-control and self-discipline in their day-to-day activities. It may also serve as a guide to limits of sanctions, bearing in mind the humane approach authorities are expected to adopt in all matters relating to discipline in Teacher Training Colleges.
5. The setting up of Committees with students representation on them to deal with all aspects of school life is highly recommended. It is hoped that PTAs, SRCs, and other School Committees such as Food/Dining Hall /Canteen/Transport/Entertainment/Sports and Disciplinary Committees will help to maintain the desire discipline.
6. Above all, the co-operation of members of staff is much desired and all efforts must be made to cultivate mutual trust between the Principal, Staff and Students. It is expected that the experience, tact and firmness of the Principal will be brought to bear on all decisions.
7. Principals must ensure that all cases of indiscipline are thoroughly investigated by their Disciplinary Committees. In all these investigations students must be given a hearing.
8. Cases which in the opinion of the College authorities merit dismissal should be referred immediately to the Board of Governors. In the absence of a Board of Governors, the case should be referred to the District Director of Education. Decisions by the Board of Governors on dismissals are to be reported to the Director-General through the Director, Teacher Education Division for approval.
9. Under normal circumstances suspension should not exceed one month. A student on suspension will forfeit allowance for the period of suspension.
10. Principals should adhere to procedures regarding suspensions and dismissals. All appeals lie with the Director, Teacher Education Division in the first instance.

RECOMMENDED PUNISHMENT FOR OFFENCES

S/N	OFFENCE	ACTION
1.	Cheating in internal examination	Cancel paper and for the first offence - written warning and 2 weeks external suspension. Second offence - dismissal
2.	Drunkness/Smoking	First offence - 2 weeks external suspension and counseling. Second offence - dismissal
3.	Incitement to rioting/rioting	External suspension for 2 weeks for those pressurized into rioting. Dismissal for ring leaders (All students should be made to pay for cost of damage)
4.	Sexual misconduct	Dismissal
5.	Anonymous letters/documents/posters	First offence - written warning. Second offence - 2 weeks external suspension. Third offence - dismissal
6.	Deliberate distortion of facts/character assassination	First offence - 2 weeks external suspension. Second offence - dismissal
7.	Flouting of the authority of the Principal	First offence - 4 weeks external suspension. Second offence - dismissal
8.	Flouting the authority of staff	First offence - written warning. Second offence - 2 weeks external suspension
9.	Flouting the authority of Prefects and Seniors	First offence - verbal warning. Second offence - 2 weeks internal suspension. Third offence - 2 weeks external suspension
10.	Assault on members of staff and their dependants	Dismissal
11.	Substance possession (Wee, Cocaine etc)	Dismissal
12.	Substance abuse	Dismissal and reference to Psychiatric Hospital
13.	Termination of Pregnancy/Abortion	Counseling and withdrawal
14.	Breaking bounds/Truancy/Refusal to attend official functions	First offence - written warning. Second offence - 2 weeks internal suspension. Third offence - 4 weeks external suspension.
15.	Traveling outside defined town limits without permission	First offence - Right for exeat withdrawn. Second offence - 4 weeks external suspension. Third offence - dismissal.
16.	Leaving College under false pretense	First offence - 2 weeks internal suspension. Second offence - 2 weeks external suspension.
17.	Fighting	First offence - 2 weeks internal suspension. Second offence - 4 weeks external suspension. Third offence - dismissal.
18.	Petty theft	First offence - written warning with counseling (students is made to pay for stolen item and made to write an undertaking to be of good behavior). Second offence - 2 weeks of external suspension (again with restitution).

19.	Stealing	First offence - 2 weeks external suspension. Second offence - 4 weeks external suspension. Third offence - dismissal (with restitution in all cases).
20.	Failure to submit assignments or write examination without justifiable cause.	First offence - 2 weeks internal suspension (in addition be made to submit assignments). Second offence - dismissal.
21.	Refusal to do Teaching Practice	Dismissal
22.	Refusal to purchase prescribed books and learning materials.	First offence - written warning. Second offence - dismissal.

NB: Notwithstanding the code;

- i. Each case of indiscipline should be considered on its own merit.
- ii. Each college may have specific rules and regulations to suit its local circumstances, but such rules shall not contradict the code of discipline.
- iii. For the avoidance of doubt, all external suspensions shall attract loss of student allowance for the period of the suspension.

SPECIAL PROVISIONS

1. PREGNANCY

A student who becomes pregnant will be made to withdraw for a minimum period of one year. She must apply for re-admission.

2. REPETITION

- i. A student who misses a whole term's work shall be made to repeat his/her class. If absence is proved to be willful, the student shall pay a year's fees to be determined by the Board of Governors. If absence is due to illness, a medical certificate from a recognized hospital shall be produced before reinstatement. Such students shall continue to enjoy student allowance from the date of re-admission.
- ii. Repetition shall be allowed once only.

3. WITHHOLDING OF CERTIFICATE

When an offence occurs towards the end of a student's course, so that the normal provisions of the Code of Discipline cannot be applied for his/her punishment, a recommendation may be made for the award of a teacher certificate to the offender or release of results to be delayed for one year. Principals will have to remind the Teacher Education Directorate to arrange the reinstatement of the culprit.

**Ghana Education Service
14th September, 1998**

Appendix Two**DRAFT****UNIFIED CODE OF DISCIPLINE
FOR SECONDARY SCHOOLS/TECHNICAL INSTITUTES****PREFACE**

1. This code of discipline presupposes that every school has a code of conduct spelt out in detail and indicating the sort of conduct expected of every student in secondary schools and technical institutes in the country.
2. It is this code of conduct that the code of discipline sets out to support and enforce.
3. The code of discipline is based on the principle that punishment is to reform. However, the punishment should be severe enough to act as a deterrent to others.
4. The purpose of this code is not to prescribe punishment for every offence committed but to provide a guide on the disciplinary measures that may deter students from committing offences and compel them to exercise self-control and self-discipline in their day-to-day activities. It may also serve as a guide to Heads in applying limits of sanctions, in addition to the humane approach they are expected to adopt in all matters relating to discipline in school.
5. The setting up of Committees with student representation on them to deal with all aspects of school life is highly recommended. It is hoped that P.T.A.s and School Committees such as Food/Dining Hall/Canteen/Transport/Entertainment/Sports and Disciplinary Committees as well as Students Representative Council will help to maintain the desired discipline in schools.
6. Above all, the co-operation of members of staff is much desired and all efforts must be made to cultivate mutual trust between head, staff and students. It is expected that the experience, tact and firmness of the head of institution will be brought to bear on all decisions.
7. Heads must ensure that all cases of indiscipline are thoroughly investigated by their Disciplinary Committees. In all these investigations students must be given a hearing.
8. Cases which in the opinion of the school authorities merit dismissal should be referred immediately to the Board of Governors.
9. Decisions on disciplinary cases by the Board of Governors are to be approved by the Regional Director and reported to the Director-General.
10. Heads should adhere to procedures regarding suspensions and dismissals. All appeals lie with the Regional Director in the first instance.

SUGGESTED PUNISHMENT FOR OFFENCES:

	OFFENCE	ACTION
1.	Cheating in internal examinations	Cancel paper and for the first offence - suspension; Dismissal for subsequent offence.
2.	Drunkenness	First offence - suspension, Second offence - Dismissal
3.	Incitement to riot/Rioting	Dismissal
4.	Sexual misconduct	Withdrawal
5.	Anonymous letters/Giving false information	First offence - warning; Second offence - suspension; Third offence - dismissal
6.	Deliberate distortion of facts/character assassination	First offence - suspension; Second offence - dismissal
7.	Flouting the authority of the Head and other members of staff.	First offence - Caning; Second offence - suspension; Third offence - dismissal
8.	Assault on members of staff and their dependants.	Dismissal
9.	Assault on groups of students	First offence - suspension; Second offence - withdrawal from boarding or school.
10.	Wee possession, smoking and drug abuse.	First offence - suspension; Second offence - withdrawal with recommendation for Psychiatric Treatment.
11.	Pregnancy	Withdrawal and Transfer
12.	Termination of Pregnancy/Abortion.	Dismissal
13.	Breaking bounds.	First offence - Grounds work or cleaning after class; Second offence - withdrawal from boarding house.
14.	Traveling outside school town without permission	First offence - suspension; Second offence - withdrawal from boarding house.
15.	Leaving school under false pretences.	First offence - warning; Second offence - withdrawal from boarding house.
16.	Fighting	First offence - Grounds work; Second offence - suspension; Third offence - withdrawal.

17.	Petting theft	First offence - warning ; Second offence - withdrawal from boarding house.
18.	Stealing	First offence - suspension Second offence - dismissal.
19.	Failure to write examination without justifiable cause	First offence - warning; Second offence - strong warning; Third offence - withdrawal
20.	Irregularity at school/Truancy	First offence - warning with counseling; Second offence - withdrawal
21.	Flouting the authority of School Prefects or Seniors	First offence - warning; Second offence - grounds work; Third offence - withdrawal

NB:

- i. Under normal circumstances suspension should not exceed two weeks and caning should not exceed six strokes.
- ii. Caning must be administered by the head of institution or his/her representative and recorded.
- iii. Notwithstanding the above guidelines, each case should be considered on its own merit.

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