

Teacher Professional Development Needs Identification for Positive Behaviour Management in Ghanaian Schools

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Abstract

This article examines professional Development (PD) needs of Ghanaian Teachers on student behaviour management. The general thrust of this paper is to argue that if abusive disciplinary measures in Ghanaian Senior High Schools is to give way to positive behaviour management (PBM), staff needs identification and sustainable Staff Development programmes will have to be critically addressed. This will assist Ghana to achieve some of the goals of the Sustainable Development Goals. This qualitative-case study research provides the opportunity for identification of staff training needs, the desired staff development programmes for PBM and an argument for sustainable staff development programmes. This needs identification process as contained in this article has revealed a yawning skills gap regarding teachers and school leaders use of non-abusive disciplinary measures (i.e. PBM). Staff Development must be a continuous process anchored on the training needs of staff, if training is to achieve the desired results.

Keywords: Teacher, Training Needs, Professional Development, Positive Behaviour Management

1. Introduction

This article examines issues of staff development in Ghanaian High Schools emphasizing on staff development needs and training programmes regarding Positive Behaviour Management (PBM) in these High Schools. The concept of positive behaviour management requires the need for schools to demonstrate their ability to be responsive to the rights, dignity and self-esteem of students (Kyriacou 2014; Hayes et al. 2011; Brookfield 2006; Grundy & Blandford 1999 and Raths 1964). These issues form part of the core ingredients of PBM (Ibrahim, 2017; Raths 1964; Wolfe 1991; Black and William 1998; Grundy & Blandford 1999; Brookfield 2006; Hayes et al. 2011; Kyriacou 2014). The needs assessment as contained in this article and the resultant trainings are geared towards ensuring possible constructive change in Ghanaian High schools that can potentially eliminate abusive disciplinary measures in these schools. Abusive disciplinary measures have explained to include “dirty looks” (Kane, 2011:105), caning and so on (see Kane, 2011; Gunu, 2018).

The contextual background of the research showed the prevalence of violent/abusive disciplinary measures in Ghanaian High schools in the forms of caning; verbal assault (including insulting); ear pulling; showing of hostility towards students among other forms of punishment (Ibrahim, 2017; *UNICEF, 2014; Ghana Statistical service, 2012; Ghana Education Service [GES] Unified Code of Discipline for Secondary Schools/Technical Institutions (n.d)*). These forms of punishment and the need for PBM are examined through the Foucauldian Normalisation concept (Foucault, 1977, 1983, 2003a, 2003b; Ball, 1990; Baert 2005; Freie and Eppley 2014; Gore 1998). Foucauldian Normalisation refers to “a penal accountancy system” (Baert, 2005: 164) which permits a particular conduct of the student to be rewarded or punished which relies on the compliance of the student.

The construction of the notion of bad or good behaviour in Ghanaian High Schools by the teachers and the school is done within a specified institutionalized discourse, the discourse of school policy (school rules and regulations), the life time experiences of the teachers (schooling and job experiences) and the initial training and Continuous Professional Development of the teachers (see Ball, 1987).

Even though the punishment can be applied to an individual one wishes to discipline, it can affect the emotional and physical well-being of students in Ghanaian High schools (see Wolf, 1991; Straus, 1994; Keashly, 1997; Parsons, 1999; Straus, 2000; Gershoff, 2002; Simons, Simons, and Wallace, 2004; Middleton, 2008; Crenshaw and Lee 2009;). This article sets the tone and offers reflections and impetus for non-violent disciplinary measures in Ghanaian schools with the hope of ending disciplinary violence against students.

This article argues that an appropriate school training programmes for teachers, school management and staff should take cognizance of the skills gap among school staff in these institutions; this could be realised through needs assessment (see Jones et al., 1989; O'Sullivan, Jones, and Reid, 1988; Thompson and Sharp, 1994 and Day, 1999). It further argues that UN conventions (for example UN convention on the rights of the child) and world agendas (for example the Sustainable Development Goals (SDGs) and the likes should be considered in the professional development of teachers. This article therefore seeks to provide an opportunity to address some of the critical issues in the world agendas for example violence against children and young adults and improve teaching and learning in our schools (see Sustainable Development Goals 4.1 and 4.a). In this context 4.a talks about providing “... safe, non-violent, inclusive and effective learning environments for all”. The following research question was addressed to examine staff development needs for Positive Behaviour

Management in Ghanaian High Schools.

2. Research Question

What are the staff development needs for Positive Behaviour Management in Ghanaian High Schools?

3. Method

This section discusses the theoretical underpinning, research design for the research and the procedure adopted for the collection and analysis of the data. The research used a qualitative-case study research in four senior high schools in Ghana and draws its theoretical underpinning from Foucault's (1977) instruments of Normalisation (hierarchical observation, normalising judgements, and examination). They were employed in examining school discipline, training for teachers and the schools' ways of dealing with disciplinary matters.

Theories play a significant role in case study research (see Ball 1995; De Vaus, 2001; Bryman, 2015; Yin, 2018). This critical requirement was achieved using Foucault's concept of Normalisation as a tool for analysis. To identify the needs of the teachers regarding teacher initial training and CPD in respect of Positive Behaviour Management, an analysis of the semistructured interviews with respondents in four selected senior high schools in different parts of Ghana was done. Twenty-eight (28) respondents across the four senior high schools in Ghana were interviewed. In all, six research respondents were purposively selected from each school for in-depth interviews. These interviewees included school head teachers, senior housemasters, classroom teachers, and students.

The data used for this article was part of my PhD studies hence ethical clearance and permission were gotten from Keele University, UK and Ghana Education Service.

4. Literature Review

4.1 Use of terminologies

In this section, the article examined the use of different terms to refer to staff development. These terms include Continuous Professional Development (CPD), Professional Development, In-service Education and Training and Development. These terms are used interchangeably by researchers to denote the concept of staff development (see Turner and Mitchell, 2004; O'Sullivan, Jones, and Reid, 1988; Garrett and Bowles, 1997).

For instance, Garrett and Bowles (1997 cited in Turner and Mitchell 2004) describe training to mean a short-term programme designed for a specified group of people; staff development as a medium-term programme which could involve the entire staff in the school and professional development as long term and career-oriented programmes. Turner and Mitchell (2004) interpret the terminology "CPD" to mean a generic term which includes all the three concepts: training, professional development and staff development.

Also, O'Sullivan, Jones, and Reid (1988) explain that some researchers use the term "staff development" to mean in-service teacher education. These kinds of training activities are geared towards helping teachers to improve their work and be better prepared to manage work place challenges.

In addition, Turner and Mitchell (2004) recognises the proliferation of various terms in the CPD- related issues and indicate that CPD can be interpreted to mean the following:

- Staff development
- Professional development
- In-service training

In this article, the terms SD, CPD, PD, In-service training and training are used interchangeably to mean the same.

4.2 The Contextual Definition of Professional Development

In this section a contextual understanding of Professional Development is provided because needs assessment is an integral part of Professional development in schools (see Day, 1999 and Ibrahim, 2017).

Various definitions have been offered by different researchers regarding the concept of professional development. Day (1999), for example indicates that;

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (p.4).

Day (1999) indicates that this definition takes into consideration the value of research and needs assessment to improve teacher learning and development issues which makes it critical for me to draw on it as an essential guide to discuss professional development needs of Ghanaian teachers.

Vaughan (1983 cited in O'Sullivan, Jones, and Reid, 1988) describes staff development as providing the means which allows current research regarding school teaching and learning to be used in order to facilitate changes in the school. Dillon-Peterson (1981 cited in O'Sullivan, Jones, and Reid, 1988) also describes staff development as ensuring organisational development and improvement, paving the way for school improvement and individual growth for constructive school change.

Professional development when implemented based on the needs of the teachers can ensure enhanced teacher professional knowledge, desired changes in teaching and learning and enhanced classroom management (Rae and O'Brien, 2007; Goodall et.al, 2005; Day 1999). This kind of improved knowledge is described by Eraut, (1996: 1 cited in Day, 1999: 53) as "the knowledge possessed by professionals which enables them to perform professional tasks, roles and duties with quality". The critical knowledge required to ensure that the intended behaviour change occurs is often a big issue in our quest to make the change happen (Thompson and Sharp, 1994). This assertion underscores the need for staff development which allows appropriate and timely needs assessment, effective implementation and evaluation of the training programmes. Thompson and Sharp (1994: 85) state that "it is usually not only the children who need to change their behaviour for effective policy implementation, but staff will need to do so". This emphasises the need for teachers to be involve in CPD related programmes to ensure constructive change.

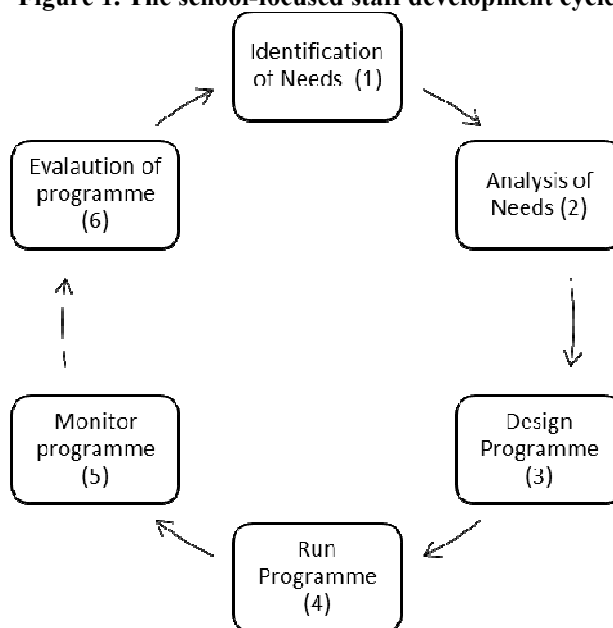
It is the expectation of this article that the suggested PD programmes which is based on needs identification of Ghana Education Service (GES) staff as contained in this article will support teachers "to create and sustain an inclusive learning environment for their pupils, which is engaging, exciting, and empowering, so that understanding, knowledge and skills are strengthened and advanced in a way that leads pupils to see that learning really is for life" (Door, 2014:2).

The UK National Commission of Inquiry into the Prevention of Child Abuse (1996 cited in Hendry, 1997) recommended training regarding abusive tendencies for those caring for others i.e. teachers. This recommendation was necessitated by reported cases of abuse and the need to curb those abuses. But it is essential to mention that the recommendation was not made in respect of a particular training programme. This article argues that needs identification in schools will assist to provide effective trainings in this sense. This article provides an opportunity in this direction for Ghanaian teachers, school leaders and initial teacher training institutions to adopt strategies that will help them to manage student behaviour devoid of abuses.

4.3 The professional Development Cycle

The staff development cycle makes it possible for me to highlight the critical requirement of needs identification before training. The cycle will also assist to present the steps required to make a successful professional development (PD) programme. Training should not be organised on the basis that others are organising so there is the need to do same or on the basis that there is budget for training their staff so there is the need to exhaust it; it is significant to find out whether it makes sense to organise the training or not. Drawing on O'Sullivan, Jones, and Reid (1988) this article presents the training cycle below.

Figure 1. The school-focused staff development cycle



Source: O'Sullivan, Jones, and Reid (1988: 9)

Figure 1 depicts the annual staff development cycle in schools. It is a six-stage cycle comprising the

following: identification of staff needs; analysis of staff needs; design of the Staff Development programme; implementation of the Staff Development programme; monitoring of the programme and Evaluation of the programme. This six-stage cycle is examined below:

Identification of staff needs: This process permits staff needs identification regarding all aspects of school life for the intended staff development programme. This process of evaluation is done taking into cognisance the potentials to enhance teaching and learning in the context of schools. Several methods can be used to achieve this objective. These include interviews, questionnaires, an evaluation by immediate boss, peer evaluation and other methods (see Jones et.al, 1989).

Analysis of staff needs: An analysis of the staff needs identified is critical for the design of staff development programmes. This process of analysis considers the potential contribution of training to “organisational performance” (Roscoe, 1995: 50) and capacity building issues. In this context, the responses of the research participants in the four schools were analysed and the teacher training programmes that potentially could reduce violent disciplinary measures were identified.

Design of the Staff Development programme: The design process allows the learning experiences or training content to be delivered in line with the needs identified. This design process is a response to the field data analysis (see O'Sullivan, Jones, and Reid, 1988) to address the staff development needs. Prioritising the needs and delivery of content is essential in developing the most appropriate content for delivery (Jones et.al, 1989 and O'Sullivan, Jones, and Reid, 1988). This article argues that appropriate content development is key for a successful training programme.

Implementation of the Staff Development programme: This process involves the delivery of the content of the staff development programmes. The implementation stage is informed by the needs identification, analysis, and design process. These processes are critical to ensure proper implementation of the training programmes because “poorly designed activities can set back teacher support and impair motivation” (see Jones et.al, 1989: 86). It is the position of this article that a properly designed staff development programme will be a motivating factor that can ensure the general success of the training programme.

Monitoring of the programme: The monitoring process allows the training manager/officer or staff development coordinator to develop appropriate tools to monitor the staff development issues (see Jones et.al, 1989). The monitoring process considers feedback from participants, facilitators and other significant stakeholders of the CPD programme.

Evaluation of the programme: The evaluation process is expected to be done at each stage of the training cycle. This process should not be postponed until the final stage of the programme (see O'Sullivan, Jones, and Reid, 1988). However, the general evaluation of the staff development programme is expected to be achieved at the end of the programme to avoid repeating the lapses identified by the participants, facilitators and organisers of the programme. This process can help shape the on-going or future staff development programmes.

5. Results and Discussion (Needs Assessment and Related Training Programmes)

The Needs assessment, critical analysis of these needs and the related training programmes are presented in the following:

5.1 Teacher initial training and CPD on student behaviour management

The data suggest a very serious confusion regarding teacher training on student behaviour management at the initial teacher training level and subsequent continuing professional development programmes regarding student behaviour management. No initial teacher training is specifically provided on student behaviour management specifically in teacher training institutions and no CPD programmes on behaviour management are organised for teachers. The responses of the respondents alongside the training needs are presented below;

1. **No in-service training course on student behaviour management;** The data in the four schools suggests that no in-service training is provided to enable school teachers and school management deal with student behaviour. All the research participants indicated that no in-service training is organised for them. The teachers attribute their current skills to the experiences they have acquired on the job. A teacher was clear on this issue in the following:
“... *GES is supposed to probably carry out workshops, but nothing is going on*” Ibrahim, 2017: 239).
2. **No initial training programme on student Behaviour Management;** The data in the four schools indicates that no initial teacher training course on students' behaviour management is available at the universities/colleges of education where teachers are trained. All the respondents had the feeling that they are not adequately trained to handle challenging behaviours of students in schools. The possible interpretation of this is that the emotional handling of students in cases of disciplinary measures is necessitated by this frustration. Therefore, in-service training programmes on behaviour management could solve this problem. A teacher demonstrated this in the following statement:

“I don't think I am well equipped, but I am doing it because ... I read a lot, so I try to help myself in that

direction, but I think we need some training” (Ibrahim, 2017: 239).

3. **Positive behaviour management skills;** The analysis of the data suggests that teacher skill regarding behaviour of students in the perspective of PBM is inadequate. PBM techniques equips the teacher with the skills to handle the challenging behaviour of the students without the use of violent disciplinary measures (see Raths 1964; Wolfe 1991; Black and William 1998; Grundy and Blandford, 1999). A teacher did not mice words regarding the significance when he stated that;

“... we are growing in the world that is also growing. We need to ... have in service training all the time, if not all the time but at least once in a year or twice in a year ... on how to handle the students” (Ibrahim, 2017: 239).

4. **The view that student behaviour cannot be managed without violent disciplinary measures (i.e. caning);** The data suggest that some of the Ghanaian teachers hold the view that student behaviour cannot be managed without caning. These teachers consider caning as the most effective means of maintaining school discipline and it is at the same time sanctioned by Unified Code of Discipline (n.d: 4). This Unified Code of Discipline permits the Head of institutions or his/her representative to administer six strokes when the student is to be caned and it must be recorded. But in all the four schools all the teachers were allowed to cane the students more than the six strokes as prescribed as part of the Behaviour Management process and no records were kept. This policy statement encourages corporal punishment.

One of the major difficulties of teachers in Ghanaian schools and in many African countries relates to how to manage student behaviour without resorting to the use of cane. A teacher in one of the schools stated that *“... now if you don't cane the student what punishment can you give to the student that will mould him that is reformative...” (Ibrahim, 2017: 118).*

5.2 Ghanaian teachers' views on the relevance of initial teacher training and Continuing Professional Development programmes on student behaviour management

Respondents generally agreed that staff development regarding behaviour management both at initial teacher training and in-service training levels are important as this will give the participants the opportunity to share experiences and practices. A respondent in one of the schools elaborated on the need to have training when he stated that;

“training in behaviour management is over necessary because that is the key that a teacher may receive to be able to handle the students very well...” (Ibrahim, 2017: 242).

The following are some of the other views of teachers:

“... if we have a training session ... it will help...” (Ibrahim, 2017: 241).

“Is very important because we need certain skills ... ” (Ibrahim, 2017: 241).

“It is necessary for all the teachers because we are managing the students for the future ... so, it will be very important for us to have some of the in-service in schools” (Ibrahim, 2017: 241).

The teachers themselves are convinced that continuing professional development is important in advancing their work therefore it will be a welcoming idea to engage them. Livingston (2012: 165) claims that “the reforms play a key part in the change process but are meaningless if teachers do not believe in them or do not have the knowledge, skills and support to put them into action in the classroom. It is unlikely that reforms will result in improvement in pupils' learning if teachers' individual learning needs in the process of change are not addressed”.

This article provides the opportunity to involve Ghanaian teachers to address their learning needs of students as part of the change process.

5.3 Contextualising the needs identification and analysis regarding alternative disciplinary measures for Ghanaian Teachers

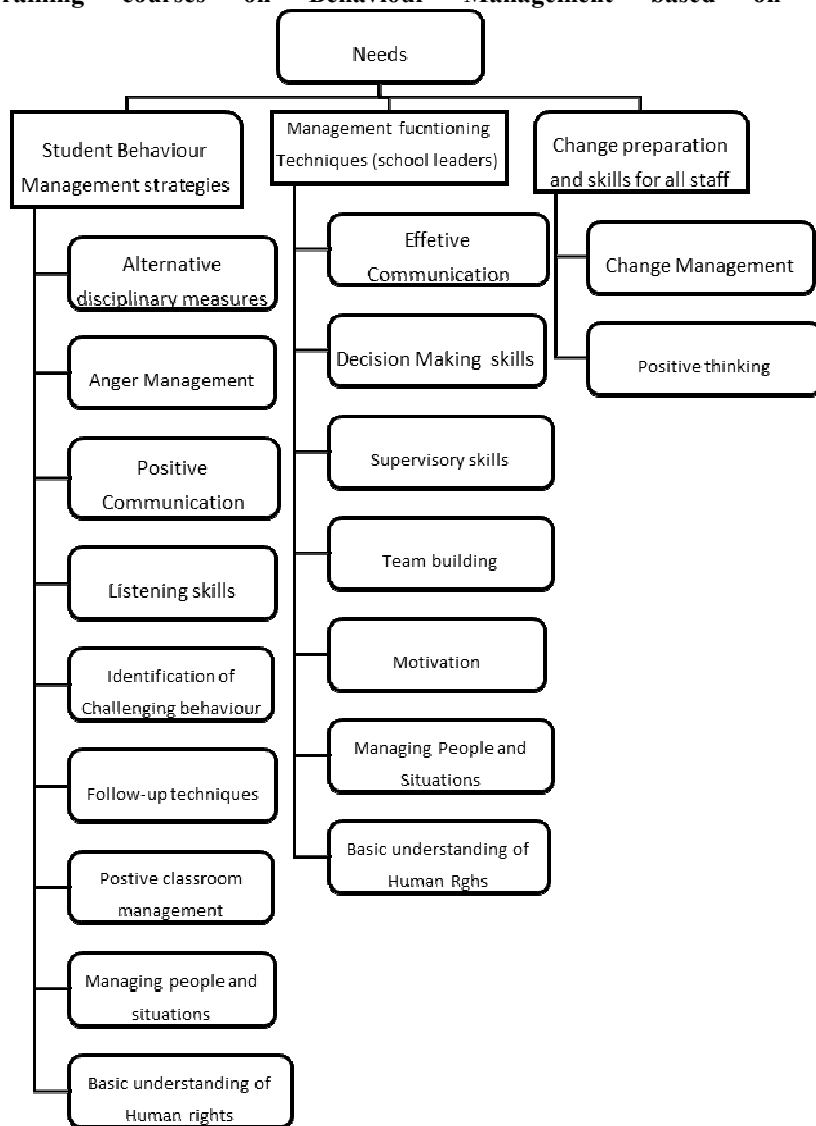
The needs identification of Ghanaian teachers and analysis presented in this section suggest the need to adopt non-violent alternative disciplinary measures in Ghanaian High schools. The analysis and discussion consider the engagement of all the school staff and school life situations as vital to ensure constructive change in the school (see Jones et.al, 1989). The identification of staff needs was made possible through the analysis of the field data (interviews and observations in the schools). This analysis unveiled the skills gap regarding the implementation of PBM in Ghanaian schools.

Researchers like Jones et.al (1989) and O'Sullivan, Jones, and Reid (1988) recognised interviews as one of the appropriate means of identifying staff needs. The analysis presented here is critical for Ghanaian teachers' staff development programmes and initial teacher training reformation in line with PBM strategies. In addition, this needs analysis will provide the needed impetus for the utilisation of human capital in schools to the benefit of the students and increase staff motivation and effective performance (Roscoe, 1995) regarding teaching and learning.

Contextually, this needs identification and subsequently the staff development programmes will facilitate the easy acceptance and implementation of PBM in Ghana and possibly entire Africa. The success of any staff

development programme depends on needs assessment (Goldstein, 1993; Jones et al., 1989; O'Sullivan, Jones, and Reid, 1988) hence the justification for these needs' identification and analysis. Using CPD to ensure constructive change in schools is grounded on the basis that it is not only the students who should change their behaviour, but the teachers also need to change their behaviour in order to provide better teaching and learning environment (Thompson and Sharp, 1994; Rose and Reynolds, 2007). Staff development programmes can help provide the opportunity for this kind of positive change (Thompson and Sharp, 1994 see also Bell and Bolam 2002; Buckley and Caple, 2004). Figure 1.2 below provides the courses in line with staff development needs.

Figure 2. Training courses on Behaviour Management based on Training Needs



Source: Ibrahim (2017: 271)

The above presentation in figure 2 consist of the training programmes based on the needs assessment. This provides the opportunity for improved initial teacher training and school CPD programmes in Ghana, as well as provide a positive means of Normalisation (see Baert, 2005; Foucault, 1977). This also has the potential to pave way for successful implementation of the alternative disciplinary measure leading to PBM. The following programmes were identified based on the needs identified:

1. Change preparation and skills development courses for all staff

The analysis of the data suggests that if the needed constructive school change is to occur regarding PBM, both teaching and non-teaching staff of the various institutions should go through this training programme. The essence is an awareness creation and the preparation of the staff of the various schools to ensure successful implementation of the PBM disciplinary measures as contained in this article. The following are the programmes for change preparation and skills:

- **Change management course;** if the needed change regarding PBM is to occur so as to enhance teaching and good learning environment, change management course is vital. This will support the successful

planning and implementation of this disciplinary approach in Ghanaian schools. Also, this programme should assist the participants to appreciate the ever-changing behaviour management strategies and the need to be abreast with issues of student behaviour management.

- **Positive thinking course;** This programme will ensure that staff of various institutions are reoriented to think that it is possible to maintain school discipline without physical abuse e.g. Caning. This programme will draw on the experiences of countries that have succeeded in maintaining school discipline without the use of violent disciplinary measures. It will provide the needed inspiration for staff to inject the appropriate efforts and commitment needed to make the switch from abusive disciplinary to PBM possible.

2. Management functioning techniques

In an effort to support school leaders to supervise the staff to implement PBM disciplinary measures successfully, these programmes are critical in achieving this effort. These programmes are presented below:

- **Effective communication programme;** The data of this research suggest poor communication between teachers and students and on the other hand between teachers and school leaders. Enhancing the communication skills of the staff will be essential to supporting school leaders, teachers and students to create an enabling environment to promote school learning and development. This article argues that effective communication can generate staff motivation and trust among the school staff.
- **Effective decision-making skills course;** Decision making is considered as an essential component of an organization. The data suggests that teachers and school leaders make decision regarding student behaviour management. These decisions affect the present and future lives of students and family members. This calls for the need for effective decision-making skills to be developed. For instance, disciplinary committees, teachers and school leaders make decisions ranging from caning to suspension of the student from school (indefinite or definite). Effective decision-making skills are needed to make quality decisions in these schools.
- **Supervisory skills course;** School managers need the skills of supervision to supervise the work of the teachers effectively. This kind of skills are needed to supervise the work of the teachers to perform in line the suggested paradigm shift in student behaviour management.
- **Team building and team work programme;** Working in a team can help the schools to achieve greater success. An organised school team is expected to implement school reforms effectively. This programme seeks to develop team building and team work techniques as part of the school context programme development and implementation.
- **Motivation course;** This programme seeks to equip school leadership with the needed knowledge and skills to motivate both students and teachers for better school discipline and to help create a good feeling about the teaching profession in Ghana. This article argues that raising teacher morale should be one of the main responsibilities of school leaders.
- **Managing people and situations course;** This programme would be able to support school leadership to enhance their skills to manage perceived difficult staff and students. It will also support teachers to manage perceived difficult colleagues and students. The daily routine of work requires managing people therefore if these skills are enhanced, management style and leadership abilities of school leaders and teachers will be developed in order to deal with the challenges in schools and develop confidence and negotiation skills of the staff to carry out their daily routine of work.
- **Basic understanding of Human Rights course;** Developing the skills and knowledge of classroom teachers and school leadership on basic understanding of Human Rights create an awareness of the rights of the students. This course will help minimise the violation of human rights in Ghanaian schools.

3. Positive Behaviour Management programmes

The courses discussed in this part can help promote issues of PBM in Ghanaian schools. These programmes include;

- **Alternative Disciplinary measures;** Developing the skills of teachers in the use of alternative disciplinary measures. These alternative disciplinary measures include praising students appropriately; verbal and non-verbal techniques; assessing and dealing with the special needs of students, the skills to ignore some of the conduct of the students, skills in referral issues, the skills to scan the classroom to identify potential problems, the skills to engage the students appropriately in the classroom, developing the capacity of teacher to develop and manage democratic grievance procedures and other skills pertinent to PBM in schools. These skills are needed by teachers to function both in the classroom and outside the classroom. These skills have the potential to replace the physical and emotional abusive punishments students experience.
- **Anger management course;** The data suggest that some of the abuses occurred as a result of teacher anger. This course would prepare teachers to deal with the emotional stress related to managing student behaviour in Ghanaian schools. This article argues drawing on Ibrahim (2017) that teacher anger could lead to stressful

conditions on the part of the teachers and parents. Anger coping skills will be significant in the management of student behaviour (see Hemphill and Hargreaves 2009).

- **Positive communication course;** The data of this research revealed issues of poor communication between the students and the teachers. It suggests that some of the teachers do not know how to communicate to students effectively. This creates tension between the student and the teachers. Developing these positive communications skills will assist to enhance a good relationship between teachers and students as well as other significant stakeholders in the school system.
- **Listening skills course;** Developing the listening skills of teachers will go along to sharpen their positive behaviour management skills. Listening to students to get their side of the issue before a decision is taken is essential to make a balanced decision regarding disciplinary issues. All the students complained that any time they are accused of committing a crime, teachers do not listen to them before punishing them. It is therefore, significant to develop listening skills of teachers and school leaders. This potentially could lead to better delivery of justice.
- **Identification of challenging behaviour course;** The ability of teachers and school management to identify the challenging behaviours of students is one of the best means of dealing with the issue. Therefore, the development of skill is important in the management of student behaviour. This skill will also go a long way to enhance positive classroom management skills of teachers (see Kyriacou 2014).
- **Follow-up techniques course;** Follow-ups on student challenging behaviours and follow-ups with parents are the skills to be developed in this programme. The development of this skill is essential to ensure that student behaviour receives the needed attention it requires.

6. Connecting the Needs Assessment and the Training Courses to the Theoretical Focus of this Article

The theoretical underpinning for this research is Foucault's concept of normalisation (see Foucault, 1977, 2003a, 2007). This concept of normalisation as it is conceptualised in this article functions through "three instruments of disciplinary power" (Ball 1990:95). These instruments are Hierarchical observation, Normalising judgment and Examination (Foucault 1977; Ball 1990). Foucault (2007:57) states that "... the operation of disciplinary normalisation consists in trying to get people, movements, and actions to conform to this model, the normal being precisely that which can conform to this norm, and the abnormal that which is incapable of conforming to the norm".

As a way of contextualising these instruments, **Hierarchical observation** permits the arrangement of series of activities to supervise/monitor the students. The network of observational activities allows the students to be classified as good or bad students (see Freie and Eppley 2014; Gore 1998). The courses identified to improve the observational networks of school management, teachers and student leaders in line with PBM include Identification of challenging behaviour course, Positive thinking course, Effective and positive communication programme, Supervisory skills course, Basic understanding of Human Rights course and positive classroom management techniques courses.

Normalising judgment provides an avenue for declaring a specific conduct of student good or bad behaviour using a certain standard (Foucault, 1977; Foucault, 2003a). Determining what is normal or abnormal is significant in any organised learning environment (see Kyriacou 2014; Hayes et al., 2011; Strahan et al., 2005; Jambor, 2001; Walby 1998). Foucault (1977:304) states that;

"the judges of normality are present everywhere. We are in the society of the teacher-judge, the doctor-judge ... it is on them that the universal reign of the normative is based; and each individual, wherever he may find himself, subjects to it his body, his gestures, his behaviour, his aptitudes, his achievement".

The courses identified to improve the normalising judgement of school management, teachers and student leaders in line with PBM include Supervisory skills, managing people and situations, Basic understanding of Human Rights, Listening skills, Follow-up techniques and positive classroom management courses.

Examination implements the outcome of hierarchical observation and normalising judgement by way of punishing deviant behaviours using the approved standards (Ball 1990; Foucault 1977). Foucault (1977:184) states that "the examination combines the techniques of an observing hierarchy and those of a normalising judgement... that makes it possible to qualify, to classify and to punish. It establishes over individuals a visibility through which one differentiates them and judges them".

The courses identified would improve the strategies use by school management, teachers and student leaders in line with PBM include Effective decision-making skills course, Supervisory skills course, Motivation course, managing people and situations course, Basic understanding of Human Rights course, Alternative Disciplinary measures, Anger management course, Listening skills course, Follow-up techniques and positive classroom management.

These instruments send a signal of power play in the school. The formal power (school management and teachers legitimised power) and informal power (students non-legitimised power). These school actors exhibit different powers in different ways (Delamont, 1983; Silva & Neves, 2007). The critical issue of the informality

of the power of the students is what makes it very dangerous in the sense that one might not be able to tell when the students will be reacting to the actions or inactions of those with the formal power. These reactions of the students could affect teaching and learning in school. This sometimes comes in the form of student riots, demonstration and the likes leading to the destruction of school and personal properties.

These courses identified should be utilised as a way of promoting Positive Behaviour Management as it has the potential to minimise violent school disciplinary measures and riots by the students. In the following the article discusses how the training courses could improve the skills of the teachers.

7. How the Training Programmes Identified above can lead to Positive Behaviour Management (PBM)

It is hoped that the training programmes as contained in this article would enhance the potentials of teachers in the following forms of handling students; the skills to praise the student for good conduct, verbal and non-verbal techniques, time-out techniques, ability to assess the needs of students, skills in providing recess/free time, knowledge on the selected conduct of the student to be ignored, the ability to scan the classroom to spot emerging student behaviour problems, skills in providing after school intervention, proper engagement of students in the classroom, skills in the withdrawal of privileges or conferring privileges on students, providing democratic grievance procedure in the school among other skills (see Jambor, 1988). In the following the article discusses the significance of Professional Development in promoting PBM in Ghana.

8. Importance of PD in Promoting Positive Behaviour Management in Ghana

An investment in the PD of Ghanaian teachers by Ghana government (GES) is vital if improved teacher performance is to occur. This PD programmes will afford the teachers an opportunity to dialogue on best practices to provide better school learning experiences for students. It is in this sphere that Livingston (2012:165) claims that “in a changing world teachers need to keep learning to revise and enhance their knowledge and skills, and teaching and learning approaches, in order to provide an education”.

The PD programmes as suggested in this article will support Ghanaian teachers to sharpen their knowledge, skills for managing student behaviour in the new ways and offer an avenue for policy review to provide an understanding for PBM in Ghanaian schools. CPD programmes will create the needed confidence, appropriate sense-making and enhance the knowledge of teachers in difficult school context (Thomson, Lingard and Wrigley, 2011; see also Parsons, 1999; O'Brien and Hunt, 2005 and Jones, 2011).

The kind of knowledge and skills teachers acquire in CPD related programmes helps to bring about school effectiveness, raise the standards of student achievement (O'brien and Macbeath, 1999), permit easy application of the knowledge, enhance teacher professionalism and bring about constructive changes in schools that will allow the teacher to gain “emancipation” (Rae and O'Brien 2007; Hopkins 2002: 32). This form of emancipation is described by Hopkins (2002: 32) as “some degree of self-worth through the excise of professional judgement”.

9. Limitations of the Study

The study is associated with some limitations. These limitations are stated in the following: the study draws its sample from four schools. This did not allow perspectives of other stakeholders like parents, to be taken into consideration. This would have permitted wider perspectives on issues regarding Positive Behaviour Management CPD courses in schools.

10. Suggestions for Further Research

Further research should seek to take into consideration the views of other stakeholders in education like parents. Also, this study employed the qualitative approach further research of similar discussion should seek to use the quantitative approach in a broader context and sample respondents from more than four schools.

11. Conclusion

In this article, the needs of Ghanaian teachers regarding PBM have been examined. Based on this needs assessment the research recommends some PD programmes that should be incorporated into the initial teacher training and CPD programmes. Also, an all-inclusive national training policy on behaviour management need to be established and practiced. This kind of training should be tied to the renewal of teaching licenses of Ghanaian teachers on yearly basis.

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