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Teachers' and students' stake in developing disciplinary strategies in schools: The case of two public Junior High Schools in Ghana

Abstract

Ensuring discipline in schools is the duty of all stakeholders in education. However, teachers are sometimes left alone to bring about effective discipline in schools. The study therefore aim at identifying teachers' disciplinary measures as well as procedures involved in carrying them out and exploring children's experiences and perceptions of these measures in the Effutu Municipality. Two (2) research questions guided the study. The study was a case study using the qualitative approach. Thirty six respondents comprising twelve teachers and twenty-four students from two Public Junior High Schools were sampled using the purposive, stratified and simple random sampling techniques. Data was gathered through interviews and observations which were analysed thematically. The study findings revealed that, the physical and psychological measures such as caning, kneeling, frog jumping, hooting and sending pupils out of class were applied by teachers in response to various offences committed by students. The study also revealed that both teachers and students accepted corporal punishments and punitive measures in general as a normal feature of the school system. There was the firm belief among teachers and students that corporal punishments helped to establish order and decorum in the classroom. It is therefore recommended that cooperative disciplinary measures as compared to punitive and harsh disciplinary measures could be used to inspire children and GES should monitor appropriate disciplinary measures and procedures used by teachers. School counsellors should also research on effectiveness of disciplinary programs and evaluate its impact on students..

Introduction

Good discipline allows children to do their best in academic attainments and also leads to the effective achievement of the goals of the school and the aspirations of the community. Roberts (1983) has indicated that one of the major sources of the considerable stress that teachers experience is disruptive behaviour on the part of children. Since most teachers cannot ignore students' inappropriate behaviours, both within and outside the classroom, they adopt various measures intended to prevent, suppress and redirect misbehaviour. When teachers apply various discipline techniques, they hope not only that misbehaviour will cease, but that students will internalize self-discipline and display it in the classroom and elsewhere. Thus, if a student impairs the teaching and educational process, the teacher can apply such an educational measure as he or she deems suitable to bring about a change of behaviour.

Among other things, the teacher is charged with the responsibility of helping his students to modify or shape their behaviour to conform to accepted pattern and standard. Indiscipline may be seen in terms of disorderly conduct or disruption of discipline. The usual strategies in the early stages of socialisation are the giving of rewards and punishments for desirable and undesirable behaviour. The success or failure of this dual approach depends to a large extent on the teacher's philosophy of discipline. In as much as the authority and role of the teacher as manager of children's behaviour in the school environment is unquestionable, the issue worth considering is how it is done. Swift (1999) has stated:

> *We cannot ignore inappropriate behaviour; certainly, a lesson must be taught. But*
> *there is the difference between hurting emotionally or physically to try to teach a*
> *lesson or simply teaching a lesson (p.28).*

Swift, therefore, draws attention to the need for teachers to seriously consider and adopt means of promoting good student behaviour other than intimidation and punishment. Thus, there is need for teachers to consider the inherent dignity of children as human beings when they adopt all kinds of measures they consider appropriate to changing disruptive behaviour on the part of students.

Statement of the Problem
There are many misconceptions about the relationship between school discipline and teachers' disciplinary measures. Effective school discipline strategies seek to encourage responsible behaviour and to provide all students with a satisfying school experience as well as to discourage irresponsible behaviour.

Although officially in Ghana many schools have extremely rigid code of behaviour, in practice, it appears many teachers find the students unmanageable and do not enforce discipline at all. On the flip side there may be others who may impose strict standards of discipline backed up with beating and whippings. In schools, where class size is typically 40 to 50 students, it appears maintaining order in the classroom can divert the teacher from instruction, leaving little opportunity for concentration and focus on what is being taught (Mensah, 2009).

Teachers are keenly concerned with maintaining pleasant, well-mannered behaviour in their classrooms. Therefore, there are times when they must use some form of discipline in order for class time to remain interesting and productive. However, some of the measures teachers adopt to manage misbehaviour are inappropriate and can seriously lead to violations of the rights of children.

Even though disciplinary measures adopted by teachers pertaining to student discipline in schools may be common and familiar to most people in Ghana, there are little empirical evidence of its exact nature and extent of its pervasiveness in Public Ghanaian schools. Teachers sometimes use unacceptable form of punishments which are inappropriate, hence the need to explore what pertains in school within the Effutu Municipality of Ghana.

Purpose of the Research
The study specifically aimed at an exploration of how teacher's disciplinary measures are carried out within Public High Schools in Ghana. In addition students' experiences and perceptions on the procedures involved implementing disciplinary measures are also explored.

Research Questions
1. Which disciplinary measures do teachers in the Effutu Municipality adopt in response to students' misbehaviours in the Junior High Schools?
2. What are the experiences of students in the Effutu Municipality on teachers' disciplinary measures applied on them?

Theoretical Review
The Concept of Discipline and Punishment
In relation to character development, discipline has been explained variously. Generally, it is 'to train to obey implicitly an order', 'to train to behave in accordance with rules and regulations' (Teacher Education Division, 2007, p. 98). Swift (1999), states that discipline, truly is about teaching. Thus a child in need of discipline always creates an opportunity for learning. True discipline according to her must therefore ask the questions, "What lessons needs to be learned here?" and "How best can I teach this child?" The description of discipline by James and Hyman as noted by Wayson (1984) quite affirms the view of Swift (1999). They defined discipline as the "slow bit by bit time consuming task of helping children to see the sense in acting in a certain way" (p.18).

Wolfgang (1995) in his view described discipline as, "What teachers do to help students behave acceptably in schools" (p.3). It is therefore directly tied to misbehaviour. Thus where there is no misbehaviour, no discipline is required. Discipline is therefore intended to prevent, suppress and redirect misbehaviour.

Closely related to the concept of discipline is punishment. Although discipline and punishment are sometimes used interchangeably (Rogers, 1992), punishment according to Swift (1999) is different from discipline. Punishment by definition, she indicates, is doing something ugly or hurtful to another because we do not like what he did. Discipline, she indicates is a teaching period while punishment is based on revenge or hurting to make a point. Punishment according to Swift therefore includes:
- Social pain; taking away unrelated privileges, objects and freedoms.
- Emotional pain; verbal assaults, name calling, belittling, attacks on self-esteem and value.
- Physical pain; slapping, shaking, pushing, spanking, etc.

Swift's further indicated that punishment is a more specific notion than discipline and at least three criteria must be met if we are to call something a case of punishment. These are:
- Intentional infliction of pain or unpleasantness
- By someone in authority
- On a person as a consequence of a breach of rules on his or her part.

From the discourse, it seems to suggest that both discipline and punishment attempt to correct behaviour. However, both differ in their modes of application; punishment uses pain as a means to an end but discipline does not. Punishment rarely educates and stops misbehaviour; rather it simply causes the student to respond passively out of resentment (Wolfgang, 1995). A true discipline principle on the other hand leads to self-discipline, changes and improves present behaviour as well as teaches each child what he or she needs to learn to function as an emotionally healthy, humane and responsible adult (Swift, 1999). Thus Philips, Weiner and Haring (1960) as cited in Chaitey (2012), observed that, "We should not, from a modern scientific view point equate discipline with punishment" (pp.23). However, it is advocated that discipline is equated with properly directed learning, with guidance, with control, with direction and purpose.

Punishment as a Form of Discipline
In fact, evidence suggests that schools using punishment practices alone promote more anti-social behaviour than those with a firm, but fair discipline system (Mayer, 1995; Skiba & Peterson, 1999). Research shows clearly that schools using only punishment techniques tend to have increased rates of vandalism, aggression, truancy, and ultimately school dropout (Mayer, 1995). For students with chronic problem behaviour these negative practices are more likely to impair child-adult relationships and attachment to schooling rather than reduce the likelihood of problem behaviour.

Over the years, the infliction of corporal punishments on recalcitrant children has been an accepted method of promoting good behaviour and instilling the notion of responsibility and decorum into the

heads of mischievous students (Chianu, 2007). But the desirability and effectiveness of corporal punishments have been called to question in recent times.

Contemporary Views to School Discipline
It is well known that comparatively strict disciplinary practices have governed the classroom until recently. This strictness was epitomized by the belief that children were innately evil, born with 'original sin' that must be purged from them (Kellet, Robinson & Burr, 2004). The modern concept of discipline therefore advocates that all those who have the responsibility should find creative ways of disciplining children in order to help them develop healthy lifestyles that are a reflection of respect for human rights (Dadzie, 2008).

Despite the general notion of the need to treat the child humanely and the fact that violent discipline is an abuse of their rights, that is punishable by law, Clarizio (1976), observed that many teachers still use out dated and psychologically unsound disciplinary measures with physical force and corporal punishment of various sorts being used more than the situation warrants. Agbenyegah (2006) confirmed this assertion in a research report on "teachers' perception on corporal punishment as a method of discipline in elementary schools".

Another strategy teachers' use to maintain discipline is by demotivating students in front of others. Dornyei (2005: 143) defines demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an on-going action". Teachers may use harsh language, threat students to complete their work on time and criticize students, which may lead to less class participation or behaviour problem among students. Sonn (2002) believes that positive discipline is the best form of discipline as it focuses on positive aspects of behaviour in the class, reinforcing good behaviour through rewards and involve learners in decision-making about rewards and punishment.

Methodology
Research Design
Descriptive research design was adopted for this study. According to Christensen, Johnson, and Turner, (2010) descriptive research is designed to obtain pertinent and precise information concerning the current status of a phenomenon and where possible draw valid conclusions from facts discovered. It is restricted not only to fact finding but also results in the formulation of important principles of knowledge and solutions to significant problems.

Population and Sample
In this research, the population comprises all the JHS school teachers and students in the Effutu Municipality. The Effutu Municipality has Nineteen (19) public Junior High Schools in three Circuits namely West, East and Central. At the JHS level there is an estimated 3,100 students of which 1,796 are males and 1,304 are females. The JHS teacher population in the municipality stands at 189 (Effutu Municipal Directorate, 2012/2013). The sample for this research was twelve (12) teachers and twenty-four (24) students from two selected JHS schools.

Sampling Techniques
The researcher used both probability, stratification, and non-probability, purposive sampling techniques to select the sample for the study. Probability and non-probability sampling, according to Powell and Connaway (2004), enhances the likelihood of accomplishing this objective and also provides methods from estimating the degree of probable success. The two schools used in the research were purposively selected. School 'A' was in the Western Circuit and School 'B' in the Eastern circuit of the municipality. In each school, the researcher used purposive and simple random sampling to select the respondents. Since teachers were directly in charge of the classrooms and were

therefore directly responsible for managing behaviours or otherwise of the students through the use of various disciplinary measures, they were selected for the research.

Stratification and purposive sampling techniques were used in selecting the students. In the Stratification, the population was first organized by class. The various classes (JHS 1 to JHS 3) formed the groups, after which the researcher selected the individual subjects from the classes purposively on students who have had the experience that support the objective of the study since each student once fallible is likely to be a recipient of the teacher's disciplinary measure in class.

Instrumentation
Two main instruments of data collection were adopted for this study. These were interviews and observations. In this study both teachers and students selected were interviewed. Thirty-six (36) individual interviews were conducted using semi-structured interview guide. Semi-structured interviews used were because they offer a versatile way of collecting data and can be used with all ages. Moreover, it allowed the interviewer to use probes with a view to clearing up vague responses, or asking for elaboration in case of incomplete responses (Welmann & Krugar, 2001).

Observation, as a method of gathering data, involves systematically watching, noting down points and sometimes interacting with the phenomenon. Babbie (2007) observes that, by going directly to the social phenomena under study and observing it as completely as possible, researchers can develop a deeper and fuller understanding of it. The researcher used non-participant observation to observe disciplinary measures adopted by teachers in response to supposed misbehaviour on the part of the students as well as the spontaneous response of the students to the measure used.

Pilot Study
A pilot study was conducted in one of the JHS schools in the municipality precisely within the central circuit that is not included in the sample. The aim was to identify any ambiguities in questions and to find out if the questions are not too difficult for the respondents. It was also to find out the extent to which teachers were comfortable in answering some of the questions. Four (4) students and two (2) teachers were involved in the pilot study. Observations were done in the classrooms of the two teachers interviewed.

Trustworthiness of Research Instruments
Triangulation enhances the strengths and weaknesses of one's data collection techniques, as the strengths of one approach can compensate for the weaknesses of another. After the interviews, observations were conducted to cross-check some responses given by both teachers and students. To an extent some questions earlier asked were rephrased differently in latter questions so as to check the exact views of respondents based on the consistency of the responses. Member checking was also used to determine the accuracy of the instruments. Member checking according to Creswell (2009) implies that the researcher takes back parts of the polished product such as the themes, the case analysis, the cultural description and so forth to the interviewee for affirmation. And in this case, the researcher took the final report of specific themes back to participants to determine whether what transpired during the interview session was recorded accurately.

Data Analysis
For consistency, the researcher sought an interface between data from the interviews conducted and the personal observations made. The researcher analysed the data that emerged during the study through thematic analysis which focuses on identifiable themes and patterns of behaviour. Thus, data obtained from individual interviews and observations were analysed by identifying common themes from respondents' description of their experiences (McMillan and Schumacher in White, 2005). Similar ideas were grouped together to form sub-themes.

Findings
The findings from the study were based on the interviews conducted with both teachers and students in the selected schools. From the analysis, the following themes came out strongly:

Teachers' Disciplinary Measures in Response to Student Misbehaviour
Teachers' use of disciplinary measures was based on behaviours exhibited by students and it was school specific. Measures and misbehaviours exhibited are outlined in Table 1 and are categorized into physical, and psychological/verbal experiences.

Table 1: Measures identified by respondents

SCHOOL A	SCHOOL B
Physical Violence	
1. Caning	1. Caning
2. Kneeling	2. Kneeling
3. Weeding	3. Weeding
4. Uprooting tree stumps	4. Uprooting tree stumps
5. Kneeling and raising of hands	5. Kneeling and raising of hands
6. Frog jumping	6. Frog jumping
7. Students standing whilst teaching.	7. Students standing whilst teaching.
8. Collecting and rearranging stones	
9. Planting of flowers and watering it.	
10. Digging the ground and refilling it	
Psychological / Verbal Violence	
1. Sacking students from the classroom	1. Sacking students from classroom
2. Being hooted at	2. Being hooted at
3. A whole class being made to pay for lost item	3. A whole class being made to pay for lost item
4. Warning	4. Warning
5. Delaying students in class when others are on break	

Source: Fieldwork, 2014

Physical Violence
Canter and Canter (2002) posit that physical violence is the intentional use of physical force against a child that either results in or has a high likelihood of resulting in harm to the child's health, survival, development or dignity. In response to disciplinary measures teachers adopted in reaction to various offences committed by students, a JHS two mistress of five years teaching experience responded that "students are made to stand, raise their hands as well as kneel and to an extent delay offenders a while in the classroom whiles others go on break".

A JHS three teacher of two years teaching experience admitted that
> *I used the cane very often for offenders but stopped after being reported by the*
> *students to their parents, hence reported me to the headmistress of the school.*

Thus in place of caning, he indicated that for most offences, he made student to stand or better still stand in front of the chalk board. However, while some teachers may want to use caning as a disciplinary measure, a JHS one teacher of eleven years teaching experience indicated that

> *I did not like using cane and therefore whenever I realized that the misbehaviour of my students were unbearable, all I do is just to send that particular student out of my class to deter others from engaging in such.*

Similarly, a JHS one teacher of 3 months teaching experience in School 'B' said that,

> *Sometimes he asked the class prefect to write names of those who disturb in his absence. On return he made them uproot tree stumps on a new school field the school was constructing.*

Collaborating to what the teachers said, students confirmed by recounting specific disciplinary measures meted to them and the circumstances surrounding the issuance of the measure. Recounting

> *I was made to collect already arranged stones with a friend and rearrange it. I, that is we, were not given the opportunity to explain ourselves. What actually happened was that, my friend had passed a paper to me in class while the teacher was teaching. Unfortunately the teacher saw us and perhaps thought we were up to something and hence the disciplinary measure given us* (JHS 2 student in School A).

This, excerpt provide evidence to the fact that disciplinary measures differ depending on the misbehaviour observed as was the case with what the teachers said. Another student said

> *I was once made to weed a portion on the school compound. My offence was that I could not answer a question that was asked by the teacher after he had finished teaching. Genuinely, I had no slightest idea about the answer to the question. I wonder if not knowing something merits a disciplinary measure* (JHS 1 female student).

As a follow-up to the question of what disciplinary measures teachers adopted in response to various offences committed by students, teachers were asked to identify and explain which disciplinary measures identified were most effective at stopping misbehaviour and ensuring orderliness in the classroom. Most teachers responding to this question identified various corporal punishments as most effective.

Among the measures given by teachers interviewed were caning, uprooting of tree stumps, kneeling and collecting already arranged stones under a tree and rearranging them. Thus, of the 12 teachers interviewed, only one identified the writing of sentences as most effective. A JHS two teacher of eleven (11) years teaching experience had this to say

> *A black child uses his common senses when you beat the buttocks. So for me, sometimes you beat them for them to be smart. My father who was a military man once sent me to school for being stubborn and in front of my father, I was caned six lashes. Later, when I got home he also caned me, for as he put it "I had disgraced him." Since then I changed and that has made me what I am.*

Even though as per the excerpt, above, it was a good strategy to adopt, it appears that the kind of punishment was dependent on the experience in terms of number of years of teaching as to what strategy was preferably. To this a JHS three teacher of 12 years teaching experience felt asking a child to kneel is most effective. He indicated that when a child kneels, he or she does not write and since everyone is writing, it makes him or her behave well next time. He further made a rather interesting statement, to the effect that the use of the cane is equally effective. He said:

> *A teacher, and for that matter a classroom teacher without cane is like a shepherd without a rod.*

The cane, according to him, silences the students and puts them on their toes to behave themselves. In support, a JHS 2 teacher of 11 years teaching experience interviewed in School 'A', buttressed the use of the cane as most effective by saying:

> *Caning is very good. Even in the secondary schools students are caned. What about the military and the police who are slapped during training?*

Another corrective measure that came out strongly from the study is about the use of physical strength and loss of contact hours. In addition some misbehaviour is corrected when the student's body is

inflicted with pains it turned out to deter misbehaviour. A JHS 3 teacher in School 'B' identified uprooting of tree stumps as most effective, explained further that since the students spend about three hours on the field uprooting trees, thus missing classes, it serves as a deterrent to other students. However, the use of the cane and other measures likely to induce pain in students was thus popular with teachers as some gave personal experiences to buttress their usage.

Psychological / Verbal Violence
Psychological violence, which includes verbal violence, is the kind of violence that is inflicted upon a person through insults, name-calling, ignoring, isolation, rejection, threats, emotional indifference and belittlement, among others that can be detrimental to a child's psychological development and well-being (Canter, & Canter, 2002).
A JHS 3 boy in School 'A' recounted his experience:

> *I was sent straight out of class being paraded from one lower class to another to be*
> *hooted at just for scoring a lower mark in an English exercise for which in the view*
> *of the teacher, even a pupil in basic 4 could have excellently passed. Even though I*
> *felt extremely bad, disgraced and humiliated, I embraced it as part of the school's*
> *way of life.*

A twelve year old JHS 1 female student had this to say on a measure she felt was unfair:

> *I was sent out of the classroom just because a student insulted me and I also*
> *insulted her back.*

Moreover, she said, she was not asked to explain her action. She, however, said that she preferred to be caned to being sent out of class. When asked why she preferred being caned to being sent out of class, she said:

> *When you are sent out of class you lose whatever the teacher teaches.*

Experiences of Students on Teachers' Disciplinary Measures
Students' Personal Experiences on overreaction
Overreaction to behaviours by teachers was one of the issues that strongly came out of the analysis. This behaviour always made teachers punish without finding out how misbehaviour has occurred, one teacher added. A JHS 2 teacher of twelve years teaching experience in school "A" admitted having overreacted to an action. According to him a boy was reported to him by his colleagues as having insulted her. Just as the boy was being reported, a different person came and reported the same boy. Instead of asking the boy for his version, he caned him. Later he realized it was not the boy's fault and he regretted. According to him he called the boy and apologized.

Students felt some of the disciplinary measures meted out to them were misplaced and irrelevant hence could not positively reform them. From the analysis, when students were asked to narrate disciplinary measures meted to them which they felt were unfair and to explain why they thought so, a 13 year old JHS 1 student said;

> *I was once caned by the teacher for scoring zero in a Mathematics exercise. I was*
> *not in school when the topic was taught. I felt that since I was absent with*
> *permission, I should have been spared.*

Similarly, a 14-year old JHS 2 female student said, "I was caned for talking in class", when according to her, "I had not talked". She saw it as unfair because, "the whole class was caned for talking" by the teacher. To her, "the teacher should have inquired to know those who were talking rather than caning all of them in the class".

Emphasising on the wrong use of omnibus punishment, a 15 year old JHS 3 female student in School A recounted as "unfair when the class teacher caned the whole class for making noise in his absence. Although she indicated she was not making noise". When asked how she wished to have been treated, she had this to say;

> *The teacher should have asked of those who were making noise instead of punishing all of us. It is absolutely unfair that I was punished for something I was not a part of but for the mere fact that I was part of the class.*

A 15 year old JHS 2 boy in school 'B' also recounted his ordeal of "having to stand on one leg in half kneel position for about half an hour". He described it as unfair "because he experienced extreme pain in the leg". This to an extent just caused physical pains but did not actually solve the problem. There could be other measures rather than standing on one leg in a half kneel position.

> *Kneeing in front of the class could shy students from repeating an undesirable behaviour but for the pain it causes, it rather hardens some of the students…*(16 year old JHS 2 girl in School 'A")

Discussion

The research found that various kinds of punishment were meted out by teachers' especially corporal punishment in the selected schools in response to supposed student misbehaviour and offences. Responses of teachers and students during the interviews as well as the observation sessions indicated the acceptance and usage of various corporal punishments such as caning, removal of tree stumps, kneeling, Frog jumping, sit-ups, and weeding, with the most frequently used being caning.

These kinds of punishment, Maadabhushi (2010), described as physical punishments. He indicated further that punishment of such kinds leads to anger, resentment and low self-esteem. In instances when some teachers and students showed their dislike for one measure, the alternative they suggested was corporal in nature, except that in their view the alternative suggested was less intense and of lesser physical effect. Not only were these measures used by teachers, but they were convinced of their effectiveness. Thus, confirming the research finding of Agbenyegah (2006), in a study of corporal punishments in selected schools in the Greater Accra Region of Ghana. He reported that a greater number of teachers indicated their unwillingness to discontinue corporal punishments because, to them, it was very effective.

The study's findings, however, revealed the common use of corporal punishment in both the urban and rural schools. The observation made by Cairns (1987), is worth considering in this context. He indicated that what constitutes misbehaviour and the way a teacher responds to it is "often a function of a particular teacher's tolerance level or the standards set by a particular school" (Cairn as quoted in Weinstein &Mignano, 1997:101).

Even though suggestive literature has discussed the negative effects of corporal punishments on children, teachers and most students in this study justified its use as helping to create orderliness and comportment in the classroom as a way of reforming the students. What probably may have influenced this thinking by teachers is that most corporal punishments are easy to use and moreover it brings about the behaviour from the negative behaviour of students. From the study, it was obvious that with children, the fear of punishment may make them behave well at a time but may not necessarily internalize self-discipline even when the tool of punishment is removed. Thus, learners are under threat of punishment which may affect how they learn to behave appropriately, not because it is the right way to act, but simply to avoid being punished.

Conclusion

The seemingly acceptance of corporal punishments and other punitive measures from students' perspective may be attributed to the fact that such punishments may not be new to them. The majority of them may have grown up in an environment where such measures were used on them. Research has shown that when children grow up in an environment where violent behaviour is common, it renders many more likely to accept violence in the school environment (Johnny, 2006). However, just because the victims accept the conditions they find themselves do not warrant the continuous use of such measures.

Recommendations

It is therefore recommended that:

- The role of the teacher needs to be redefined, not in an authoritarian way, but rather as leading learners toward self-discipline. Cooperative disciplinary measures as compared to punitive and harsh disciplinary measures could be usedto inspire children to make smart choices and develop positive behaviour.
- School and Classroom disciplinary approaches should be a major component during Ghana Education Service (GES) monitoring exercises so as to put teachers on their toes with respect to appropriate disciplinary measures and procedures.
- Teachers and parents may use Parent Teacher Association (P.T.A) meetings to discuss appropriate disciplinary measures needed for students both at home and in the schools.

Implication for School Counsellors

School counsellors can play a critical role in addressing the real need for more effective approaches to discipline in the schools. Counsellors are to:

1. Explore, develop, and implement classroom guidance and small group activities, as well as individual and group counselling interventions that can help students to better understand and adjust to classroom rules and expectations for behaviour.
2. Research and document the effectiveness of disciplinary programs in the schools and evaluate the impact of these programs on students and their learning environment.

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