Ashesi University College

Peer Bullying Culture in An All-Male Senior High School in Cape Coast: Impacts on Business Leadership in Ghana

By

Richard Cliff Ekumah

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Supervised by: Dr. Stephen Emmanuel Armah

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Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's signature: ……………………………………

Candidate's name: Richard Cliff Ekumah

Date: April 18, 2018

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation, laid down by Ashesi University College.

Supervisor's signature: ………………………………………..

Supervisor's name: Dr. Stephen Emmanuel Armah

Date: ………………………………

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me to successfully undertake this project.

Abstract

The study sought to investigate whether the peer bullying culture in an all-male senior high school in Cape Coast is related to business leadership and job performance of these students post high school. Specifically, the study explored the various ways in which the bullying-like behaviors in Adisadel College influenced the likelihood of students to transform into successful business leaders after completing high school. The main question adopted for the study was: are there any relationships (positive or negative) between the peer bullying culture in high school, job performance and successful business leadership operations in Ghana?

An exploratory research was adopted in answering the question of the study. Through this, a sample of one hundred and thirty (130) old students of Adisadel College who constituted those in active employment and those schooling at the tertiary level were used for the phase one of the study. Interviews, which constituted the second phase of the study, was conducted with twenty (20) business leaders from the same school, to answer the research question.

Findings indicated that there is a positive relationship between the experience of the bullying-like behaviors as a tradition in Adisadel College and its influence on successful leadership operations in Ghana. However, the exhibition of bullying-like behaviors should be understood in the context of the environment in which it operates, as it could have severe detrimental effects in some other instances.

Keywords: peer bullying culture, business leadership, business environment, all-male senior high school, Ghana, productivity, job performance

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LIST OF ACCRONYMS

Acronym	Meaning
UN	United Nations
WHO	World Health Organization
ILO	International Labour Organization
AMA	American Medical Association
EU	European Union
FDI	Foreign Direct Investment
GSHS	Global School-based Student Health Survey
CDS	Centers for Disease Control and Prevention
NGOs	Non-Governmental Organizations
CSOs	Civil Society Organizations
JHS	Junior High School
SHS	Senior High School
NIH	National Institute of Health
BECE	Basic Education Certificate Examination
WASSCE	West African Secondary Schools Certificate Examination
GIPC	Ghana Investment Promotion Center
GES	Ghana Education Service

DEFINITION OF TERMS

Bullying - is the use of superior strength, position of authority (by virtue of experience, tenure) or influence to intimidate someone, typically to force them to do something.

Business environment - is the sum of all external and internal factors that influence the operations of a business.

Business leadership - is the ability of a company's management to set and achieve challenging goals, take swift and decisive action, outperform the competition, and inspire others to perform well.

Competitor - is an organization or country engaged in commercial or economic competition with others.

Customer - is a person who buys goods or services from a shop or business.

Supplier - a person or organization that provides something needed such as a product or service.

Adisco - the short form of Adisadel College.

Santaclausian – a current or former student of Adisadel College.

Homoing - a situation carried out to initiate and introduce freshmen especially to the traditions of the school.

Chop Box - a wooden box in which students keep their belongings especially provisions.

CHAPTER 1: INTRODUCTION

1.1 Background and Overview

Businesses do not operate in a vacuum. Their operations are influenced by several factors that are prevailing in the business environment (Kemal, 2010). The successful operation of any business organization anywhere is dependent on several factors including bullying in that environment. Bullying is, however, not always overt and may be subtle in nature. In fact, the literature on the effect of bullying on business success in Africa is limited and that in part motivated this study.

The factors influencing business success can be internal or external. The internal factors are those factors that exist in an organization and have a direct bearing on the business (Malcolm, 2010). These factors are generally controllable by the business in question and include the employers, employees and the interaction between them; the organization's mission and vision; the value system; customer relationships strategy; management of finances and many other activities of the organization. On the other hand, the external factors are those factors outside the organization and are not easily controlled by the organization (Malcolm, 2010). These factors constitute the macro environment and include the political, ecological, social, technological, legal and economic factors in a nation.

Bullying, which forms part of the interaction among workers and their superiors can be viewed as an internal factor that influences business success even though it is subtle in nature (Akella, 2016 as cited in Carbo, 2009). According to Akella (2016), empirical data supports the argument that bullying in the workplace is an autocratic control measure, which allows the manager to maintain his or her authority over his or her employees. Since business leaders typically

try to exert influence on employees to create success, it is reasonable to surmise that there is a link between bullying and business leadership. Hambrick (2007) claims in the *Upper-Echelon Theory* that characteristics such as the educational background and the career experiences greatly influence the business leaders' interpretations of the situations he or she faces and, in turn, affecting his or her choices. Besides, the experiences and characteristics of executives can be used as valid, albeit incomplete and imprecise, proxies of executives' cognitive frames (Hambrick and Mason, 1984).

Consequently, it is reported that the background and characteristics of a top business executive yield a strong prediction of strategic behavior in an organization (Finkelstein, 1992). As an illustration, Finkelstein (1992) specifies that the greater the proportion of top management team members with finance backgrounds, the more acquisitions companies would make.

In a similar vein, the argument could be made that individuals that experienced or were exposed to a culture of bullying in high schools may be influenced in terms of choices and actions in the future by the bullying experience. This could translate into an individual exhibiting a 'bullying-like' behavior when he or she assumes a business leadership position or quite possibly the reverse.

At the same time, students who in one way or the other might have perpetrated bullying or have been victimized by bullying often also assumed leadership positions in high schools. These individuals were entrusted with various leadership roles to play and were expected to deliver results in the end. In most cases, students' leaders are given the power to be in control of school affairs in the absence of teachers. This situation illustrates leadership at work in the face of bullying in high schools.

Granted that bullying may have a bearing on business leadership, the current consensus, however, among researchers seems to point to the fact that bullying, in whatever forms it takes and the perspective it stems from has a negative connotation on business performance (Akella, 2016; Chafra & Erkutlu, 2014; Regnaud, 2014; Salin, 2001; Yamada, 2008).

According to the International Labour Organization (2006), the problem of bullying is severe and has reached a high epidemic level in some regions, affecting business operations. In particular, it is reported that in Madrid, Spain, about 26% of surveyed workers experienced bullying within 12 months of employment; of that group 52.5% were bullied solely by superiors, 18.4% were bullied solely by coworkers, and 7.1% were bullied by both (Regnaud, 2014). The situation is said to have slowed down work performance according to the study.

Despite bullying being associated with business performance, in developing countries such as Ghana where markets are imperfect, and information is incomplete, it is unclear what specific factors (internal or external) are generally effectual to success in the operation of a business in that environment. Apart from well-established factors such as competitors', suppliers' and customers' threats and the internal interaction among workers that are generally known to affect businesses, it can be indicated that there are certain factors that are specific to a country that affects the successful operation of a business. For instance, the unreliable supply of electricity in Ghana hindered the smooth operation of certain businesses in the country (Fiawoo, 2016). This is to say that instability in the distribution of power in the Ghanaian economy is a specific factor in the country that affects the success of a business operation.

An internal, employer-employee and business environment related factor that has received less attention in literature in terms of affecting business success, and likely demonstrated through

business relationships and leadership, is the issue of bullying in senior high schools experienced by employers and employees. According to Mullvain (2016), bullying occurs when one is exposed repeatedly over time to negative verbal and physical actions in a situation. This definition is inferred from Dan Olweus, who is believed to be the pioneer of bullying research.

The act of bullying can be categorized into direct bullying, which can be physical as well and indirect bullying, which can also be emotional (Osman, 2013). Tambawal and Umar (2017), also notice that bullying can be physical, verbal or emotional and is usually repeated over a period.

Physical bullying includes causing physical injuries, punching, shoving, slapping, attacking, fighting, debagging and among others. Verbal bullying comes in the form of name calling, diverting foul language at the target, harassment, tormenting, commenting negatively on someone's look, clothes, and body. People are also bullied emotionally when malicious rumors are spread about them. Harassment, provocation, whispering to another in front of someone, getting certain people to gang up on others and many more are all forms of bullying (Tambawal and Umar, 2017). All the actions mentioned comes into play because of the inequalities in society, where for instance, some groups of people are favored as compared to others in a situation and others are also given superior power as compared to others.

Correspondingly, Mullvain (2016) notes that a bullying relationship exists whenever there is an imbalance of strength or power in a situation. Because of the imbalances in power in societies and schools, bullying continues to exist in one way or the other. Power tends to corrupt people when they have the chance to wield it. The imbalance of power between juniors and seniors in high schools perpetuates bullying in the system.

In like manner, Antiri (2017), attests to bullying as being cyclical in nature and mentions that the practice has usually been cyclical as those who had been bullied would also start to bully others and, in the end, victims often become perpetrators. The motivation for this cyclical nature of bullying is the notion that the tradition goes on and there is no need to end it. In this sense, people who have been bullied before, take it upon themselves to bully others probably because they were waiting for their turn to do so. Bullying in some senior high schools in Ghana is now believed to be a practice which has become a convention for every student to go through (Antiri, 2017).

Even though bullying is said to exist in most senior high schools in Ghana (Odumah, 2013; Mohammed, 2015; Anton-Erxleben, Kibriya and Zhang, 2016), there appears to be less attention focused on the phenomenon as there is limited available literature on the subject (Antiri, 2017; Abakah, 2015). This situation exists especially in assessing the impacts bullying has on successful business leadership operation in Ghana.

According to Godwin (2008), allowing bullying behavior cannot only have detrimental effects on the individual being victimized, but it can also have a negative impact on the organization overall. A story is told of Al Dunlap, a Chief Executive Officer of Sunbeam, who during his tenure berated the current executives of the firm through the exhibition of bullying-like behaviors. The situation as indicated by Godwin (2008) led to a high turnover of top-level management and Sunbeam lost over $898 million. In addition, the firm had a drop in the share price from $53 per share to $6 per share, which ultimately led to Al Dunlap being fired (Godwin, 2008). This situation explains why and how bullying may impact a business organization.

Considering that there are a few research studies conducted on the subject at hand in Ghana, the researcher was motivated to investigate the bearing the peer bullying culture in senior high schools has on business leadership in Ghana.

1.1.1 The Secondary School System in Ghana

The secondary school system in Ghana is operated in two phases. There is the Junior High School (JHS), which is for three (3) years and the Senior High School (SHS), which follows the JHS for three (3) years. The duration of the SHS was four (4) years some time ago but changed in 2013 from 4 years to 3 years because of the change in government in Ghana. One needs to write a Basic Education Certificate Examination (BECE) at the JHS level to enter the SHS level. The qualification into the SHS level depends on the results one produces in the BECE. At the end of SHS, one needs to also write the West African Senior Secondary Certificate Examination (WASSCE) to qualify for tertiary education in Ghana.

The study is focused on the SHS level in Ghana, where bullying commonly exists (Antiri, 2015; Odumah, 2013; Abakah, 2015) and how the culture of peer bullying develops and affects one in the future in terms of doing business. According to Owusu et al. (2011), the World Health Organization (WHO) with assistance from the US Centers for Disease Control and Prevention (CDS) conducted a study using Global School-based Student Health Survey (GSHS) in Ghana. The study reported on the prevalence of bullying victimization among a nationally representative sample of SHS students in Ghana. This in part influenced the choice of the SHS level for the study.

There are about 500 senior high schools in Ghana of which each graduate about 300 – 800 students annually (Antiri, 2015). Some secondary schools have boarding facilities, where some of

the students live in dormitories in the school throughout the term. These schools are mostly publicly owned with a few private ones.

Apart from the senior high school system in Ghana being largely dominated by the public boarding schools, the country has day schools as well. Under the day school system, students stay at home and attend the schools. Besides, the high school system is either single sex-based; where there are all-males' and all-females' high schools, or mixed sex-based; where both males and females are in the same school.

Most of the prestigious senior high schools in Ghana which operates on the system described are single-sex schools based in Cape Coast, which is in the Central Region of Ghana. Examples of these schools are Adisadel College, Mfantsipim School, Wesley Girls, Holy Child, St. Augustine College, University Practice Secondary School and among others.

1.1.2 The Emergence of Bullying in Ghanaian Senior High Schools

As specified, bullying exists in one way or the other in most senior high schools in Ghana (Odumah, 2013; Anton-Erxleben, Kibriya and Zhang, 2016) although there are few research studies on the phenomenon. As such, it can be stated that the schools in Cape Coast are no exception to the peer bullying phenomenon in senior high schools in Ghana. According to Abakah (2015), individual attributes, young people's perception, and the school environment set the ground for bullying in Ghanaian high schools. For instance, bullying is examined as a phenomenon that is part of children's interaction within a socio-cultural context where bullying is broken out into social processes under certain circumstances (Abakah, 2015 as cited in Eriksson, 2001; Swearer and Doll, 2001). In relation to this, an example was given in Ghana where the local

community of the case study school, the school environment, and the peer group constitute a socio-cultural framework within which 'bullying-like' meanings are understood.

Comparatively, the hierarchical culture in Ghana is marked by authoritarianism (Dunne and Ananga, 2013), which is believed could also encourage 'bullying-like' behaviors among people (Abakah, 2015). As MacDonald and Swart (2009) specifies, whenever there is a culture that encourages and celebrates perceived strength and dominance, that culture breeds bullying.

Additionally, Ghana has patriarchal culture wherein females are perceived as inferior to males (Adinkra, 2012). In most cases, such beliefs are carried into the school environment with many male students trying to maintain their dominance over female students (Olweus, 1993; Smith and Sharp, 1994). Dunne and Leach (2005) also postulate that most subordinate positions in Ghana are mostly occupied by female students in highly gendered institutions. This situation paves the way for female students to be routinely subjected to violence in such male-dominated institutions.

Because of the patriarchy characterizing the Ghanaian society and its relation to bullying (Dunne and Ananga, 2013), this paper uses Adisadel College, a prestigious, all-male Ghanaian senior high school in Cape Coast as the case of the study. In relation to that, the paper focuses on whether the peer bullying culture in Adisadel College, has a positive or negative consideration on graduates venturing into business leadership and at the same time operating their businesses successfully in the future. This situation will somewhat help delve deeper into the perception about peer bullying worldwide.

The paper employs an exploratory research design and uses both quantitative and qualitative data collection techniques in gathering information needed for the study. Data is obtained from old students from the school under consideration, who resides and operates in the

Greater Accra Region of Ghana. Expressly, the data was gathered from people who in one way or the other have experienced the system of peer bullying to examine the impacts of bullying on business leadership in the country.

1.2 Research Problem

A notion held by graduates of some high schools in Ghana is that success in operating a business is linked to the kind of training gained in high school. Popular among these speculations is the notion of bullying, where it is believed that it can make one tough in the business environment because of the challenging situations it exposes students to. As Abakah (2015) revealed in *Boys' Perspectives of Peer-Bullying in Ghanaian Secondary Schools*, actions of bullying were not construed as negative acts. Rather, those 'bullying-like' behaviors tended to be normalized and viewed as a 'natural' way in which children (students) mature, grow up and become tough in performing their task in the future. The bullying culture is also hypothesized to build camaraderie among those who are being bullied, like what happens in the military.

On one hand, like military training, bullying supposedly builds character and endurance, both useful attributes in conducting business. The study by Abakah (2015) further proposes that the informal sociocultural conventions dictated a hierarchical environment where boys (men) were placed on a socially advantageous platform that also expected them to be tough and to hide their vulnerabilities in any situation encountered.

At the same time, bullying can also undermine the self-esteem and confidence of the person being bullied, retard academic performance and inhibit the network of contacts that one needs to flourish in the social contest and in business (Stone, 2009; Farmer, 2011; Mullvain, 2016).

In like manner, Tambawal and Umar (2017) claim that bullying in schools is a phenomenon that has serious psychological consequences for victims and some of the consequences include low psychological well-being, poor social adjustment, psychological distress and physical illness. Besides, victims of bullying exhibit fear and tension in society, refusing to go to the school, isolate themselves, affecting their friendliness and among others (Tambawal and Umar, 2017).

Although a lot of research has been conducted to show the negative impacts of bullying on an individual's life in general, it is unclear whether the situation applies verbatim to Ghana. Particularly, it is unclear whether bullying undermines one future chance of assuming business leadership and undertaking a business operation successfully in Ghana. Besides, the issue of peer bullying culture in high schools making one tougher in the pursuance of business leadership in the future is also unclear in the Ghanaian context. In fact, enough studies have not been conducted in the Ghanaian context to determine the impact bullying has on an individual especially with regards to undertaking a business venture successfully and pursuing business leadership in the future.

Hence, the problem this research seeks to address is whether the peer bullying culture in Adisadel College has a significant impact on one's business leadership potential in Ghana. In this sense, the study will attempt to understand whether bullying in high schools, has a significant influence on the individual in doing business in Ghana after one graduates from the system.

1.3 Research Question

The following is the main question the paper will be based on:

- Are there any relationships (positive or negative) between the peer bullying culture in high school, job performance and successful business leadership operations in Ghana?

1.4 Research Objectives

The main objective of the research is to consider the impact that peer bullying culture in an all-male senior high school in Cape Coast has on business leadership in Ghana. Moreover, the following objectives are developed as well to guide the study.

- To examine the relationship (positive or negative) between bullying and doing business in Ghana.

- To ascertain whether bullying influences the future job performance of either the victims or perpetrators in Ghana.

- To investigate the bearing bullying has on future business leadership in Ghana.

1.5 Research Purpose

The study will investigate the contributions bullying makes on the propensity to enter a business venture in Ghana and to thrive in the business environment by taking risks and enduring in the system. Any connections between the bullying culture of the school attended and job performance will also be investigated.

Additionally, the study will make connections to certain issues in the Ghanaian society especially the issue of the training of graduates after completion of national service in a military fashion. The news has it that the National Service Secretariat is pushing for every graduate to undergo six-months military training after completing a one-year national service (myjoyonline.com 2017). This situation is meant to ensure a sense of discipline and responsibility in graduates, which sheds light on the topic at hand. As indicated earlier, bullying is believed to build a sense of discipline, character, and endurance, which are useful attributes in conducting

business. As such, a national issue of that sort will be incorporated in the study to consider its usefulness in conducting business in Ghana.

1.6 Research Relevance

The study is relevant because it would help in enacting and shaping certain policies regarding the training of students in high schools and beyond. For instance, one can consider the training of graduates in the military faction as announced in August 2017 by the National Service Secretariat. Although it may have sounded surprising when the National Service Secretariat broadcasted the news, it could be justified as a laudable policy considering the disciplinary intentions it has for graduates. This situation is what the study intends to explore to make conclusions and recommendations.

Bullying on the other hand in high schools in Ghana has a similar motive of instilling a sense of discipline in students. Both forms of training received from the military and the bullying system in some high schools are believed would help one in the business environment to succeed. This is because both the military and some high schools in Ghana where bullying-like behaviors take place operate on the principle of obeying before complaining. The policy on military training for graduates and many other policies could somewhat be formulated and shaped because of this research. Moreover, apart from contributing to the literature, the study will go to an extent of justifying why or why not peer bullying, in whatever forms it may take, might be important or detrimental to policymaking in the Ghanaian educational system.

1.7 Theoretical Framework

The theory that will form the basis of this research is the Upper-Echelons Theory. This theory has it that an organization reflects its top executives, and that chief executive officers'

background characteristics can be used to predict organizational outcomes (Hambrick & Mason, 1984). In other words, the theory indicates that organizational outcomes which include strategic choices and performance levels are partially predicted by managerial background characteristics. This theory operates on two assumptions. The assumptions are (1) executives act based on their personalized interpretations of the strategic situations they face, and (2) this personalized construal is a function of the executives' experiences, values, and personalities (Hambrick & Mason, 1984).

Moreover, the theory stipulates that if one wants to understand why organizations do the things they do, or why they perform the way they do, one must consider the biases and dispositions of their most powerful actors, which is the top executives. Some of the characteristics identified with the top executives are their functional tracks, other career experiences, education, socioeconomic roots, financial position and group characteristics. These characteristics are primarily categorized into the experiences, values, and personalities of the executives, which constitutes one's demographic information and is believed to greatly influence their interpretations of the situations they face and, in turn, affect their choices (Hambrick, 2007).

This theory was chosen because it uses a leaders' experiences, educational background and socioeconomic roots, which relates to bullying in the context of this study to inform one about the effectiveness of leadership in the choices leaders make, which relates to business leadership in the current study. In other words, the theory provides some form of evidence regarding bullying as an experience and an educational background situation influencing a business leaders' choices and effectiveness in an organization. Besides, the efficacy of the demographic data of the business leader as the theory reveals has been demonstrated in numerous research studies of the relationship between managerial characteristics and organizational outcomes (Bantel and Wiersema, 1992).

Thus, it is reported that the background and characteristics of a top executive yield stronger predictions of strategic behavior when the differing amounts of power of top management team members are accounted for (Finkelstein, 1992). For instance, Finkelstein (1992) found out that the greater the proportion of top management team members with finance backgrounds, the more acquisitions companies would make. This statement goes a long way to show that an experience of bullying can influence the choices and actions of an individual in the future when such a person assumes business leadership position.

1.8 Organization of the study

The study is organized in five chapters. Chapter one introduces the study by providing the background to the study and stating the problem and objectives set for this study. Chapter two focuses on the literature review while chapter three describes the methodology applied in conducting the study. Chapter four provides the findings of the study while the final chapter, chapter five, also summarizes the findings and makes conclusions and recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter dives into and analyzes various contributions that have been made in relation to the topic. The chapter is divided into various sections including the global nature of bullying, the reasons why bullying occurs, the impacts associated with bullying, bullying at the workplace. Also, bullying in the Ghanaian context, the business environment in Ghana, bullying and business leadership in Ghana were examined in this chapter. Although the study focuses on Ghana, a wider perspective will be analyzed on the various sections to gain a broader picture before relating and narrowing it down to the Ghanaian context.

2.2 The Global Recognition of Bullying

Bullying is believed to be a phenomenon, which has gained a global consideration. For instance, Bosumtwi-Sam, Dunne, Owusu, and Sabates (2013) indicates that the widespread nature of bullying has gained a recognition by the international declarations and treaties directed at protecting children from all forms of violence. Some of these international declarations and treaties as specified by Bosumtwi-Sam et al. (2013) includes the United Nations (1989) *Convention on the Rights of the Child*; the World Health Organization (1999) *Violence Prevention: An Important Element of a Health Promoting School*; and the United Nations (1994) *Declaration on the Elimination of Violence against Women*. The involvement of these widely known global organizations in the contentions on bullying presupposes that the idea of bullying is a widely recognized activity, which affects everyone in one way or the other in society.

Moreover, Farmer (2011) also postulates that bullying as a global phenomenon has gained the attention of both government and non-governmental organizations like the Amnesty International and Save the Children, all over the world. The act of bullying continues to increase at an unprecedented widespread rate around the world. Similarly, Osman (2016) declares that bullying is something that has been prevalent in society for generations and therefore, can be regarded as a practice that is not specific to a particular society or race. Observing what has been stipulated so far, one can argue that the various findings support one another and reaffirms the widespread nature of bullying.

It is worthy to also note that even though bullying continues to spread all over the world, the act is generally perceived as violent in a society, which affects everybody in one way or the other. According to Bosumtwi-Sam et al. (2013) this act of violence occurs in every country of the world and cuts across class, education, income, age, and ethnicity, it is manifestly multi-dimensional, culturally defined and context specific. Besides, Stone (2009) discovers in a report by the National Institute of Health (NIH) that as many as one in seven students report that they have been victimized by bullying in the United States, affecting their studies. Also, a report by the American Medical Association (AMA) proposes that almost 11% of students in the United States in grades 6 through 10 reported that they were frequent victims of bullying (Stone, 2009) which hindered their academic life.

Evidently, bullying is a widespread phenomenon all around the world and as a violent act, although not always the case, causes harm to people in society. However, it will be worthy to consider specific areas that bullying takes place in society. One of such areas, which forms the next section of this chapter is the workplace.

2.2 Bullying at Workplaces

The act of bullying occurs in many places of which the workplace is not an exception. Bullying in the workplace as defined by Salin (2001) is any negative act that occurs repeatedly and persistently towards one or several individuals, which involve a victim-perpetrator dimension creating a hostile work environment. Farmer (2011) also states that workplace bullying is a situation involving the consistent exposure to persistent, oppressive, offensive, abusive, intimidating, malicious, or insulting behavior by a manager/supervisor or a co-worker. From the definitions given for workplace bullying, one can observe that bullying in the workplace is most likely to exist whenever there are power imbalances, which forces people to do things.

It is said that the act of bullying is increasingly being recognized internationally as a serious issue in the work environment. Farmer (2011) claims that a report by the United Nations International Labor Organization (ILO) specified that workplace bullying as a subject is reaching epidemic levels with its attendant consequences based on a survey finding of 15 European Union countries. The situations described here makes one realize that bullying in the workplace is a common practice with its attendant consequences. Similarly, Salin (2001) asserts that bullying is a relatively widespread phenomenon and that even highly educated employees in managerial or expert positions are also subjected to such behavior. This assertion is supported by the empirical studies conducted by Salin (2001) among Finnish business professionals of a nationwide professional organization for employees holding a university degree in business studies. In the study, Salin (2001) discovered that after defining bullying to the participant, although about 91.2% of the respondents reported that they had not been bullied during the past 12 months of employment, many claimed they have witnessed the act and it affected them indirectly (Salin, 2001).

Although in some cases workplace bullying may help managers exercise some form of control over their subordinates (Akella, 2016), it is believed that if it is allowed to escalate beyond a certain level, it leads to stress, depression, and employee turnover (Akella, 2016). In like manner, it has been firmly established that workplace bullying is a relatively common phenomenon with several negative outcomes for both targets and bystanders, including reduced wellbeing, health, job satisfaction, and commitment, as well as increased absenteeism and intentions to leave the workplace (Parzefall and Salin, 2010). This situation makes it clear that bullying in the workplace is somewhat a powerful control weapon that managers could use to control and manipulate their employees with serious long-term detrimental effects.

Notwithstanding, bullying in the workplace in some cases makes it possible for managers to exercise control over employees to increase productivity within the business processes (Akella, 2016). Bullying is described as a political tactic, which is exercised for the achievement of personal or organizational goals and it is a rational form of behavior selectively employed by managers to influence behaviors and performance (Akella, 2016 as cited in Hutchinson et al. 2010). In a similar manner, Godwin (2008) discovered that bullying in the workplace tends to have a positive impact on the individual in the short term. After conducting interviews with eight professional workers to discover the impact bullying has on job performance, Godwin (2008) noticed that most of the respondents made an initial attempt, directly after the bullying event, to fix the behavior that triggered the bully to berate the individual. This in part was influenced by the possibility of avoiding any future occurrences of such berating behavior to ensure a smooth work process. The next section looks at the bullying culture in the school environment.

2.3 Bullying in the School Environment

Another environment in which bullying takes place is the school environment, especially the high school environment where many are teens and young adults. As stipulated by Tambawal and Umar (2017), bullying in schools is a pattern of behavior in which an individual is hurt or humiliated by another person through repeated aggression, where the victim generally has less power than the bully. Likewise, Mullvain (2016) sees bullying in the school environment as an act that occurs when an individual is exposed repeatedly over time to negative verbal and physical actions on the part of one or more students.

The definition of bullying adopted for this study is the use of superior strength, position of authority (by virtue of experience, tenure) or influence to intimidate someone, typically to force them to do something. This act tends to be more prevalent in senior high schools as compared to the other levels of the educational ladder because more often than not seniors are given the mandate to supervise the juniors in the high school system in the absence of teachers. Seniors are also given the opportunity to take control and handle certain school functions. Through this, the seniors may use their superior strength, position or influence to intimidate the juniors to do certain things forcefully, all in the name of getting a job done.

Dillion and Lash (2005) also noted that bullying is mostly committed by individuals who have an advantage in power over their victims in the school environment. Besides, according to Owusu et al. (2011), the World Health Organization (WHO) with assistance from the US Centers for Disease Control and Prevention (CDS) conducted a study using Global School-based Student Health Survey (GSHS) in Ghana. The study reported on the prevalence of bullying victimization among a nationally representative sample of SHS students in Ghana (Owusu, et al., 2011).

Bullying, in whatever forms it takes is said to be a prevalent activity in the school environment. Through the conduction of a qualitative research in 2017, Tambawal and Umar (2017) believe that bullying is rampant in secondary schools in Nigeria and it is difficult to discover a secondary school today that is devoid of bullying. In relation to bullying being seen in almost every secondary school as claimed by Tambawal and Umar (2017), a report by the Journal of the American Association mentioned that out of more than 15,000 public school students surveyed in the United States, nearly 30 percent said they have been involved in bullying occasionally as either perpetrators or victims (Tambawal and Umar, 2017). A similar situation is seen in the United Kingdom and Australia, where students attest to the incidents of bullying in their school environment (Tambawal and Umar, 2017). Besides, bullying is said to be a problem with which many schools around the world are struggling (Mullvain, 2016). As an example, Mullvain (2016) notes that Dan Olweus identified using the *Bully/Victim Questionnaire* that over 5,000,000 American students in Grades 1-9 are involved in bullying problems in a given school year. This is due to the fact that students mostly watch and play some video games that depict violence, which they tend to practice.

Although bullying is prevalent in the school environment and it poses a challenge to many schools, it is worth noting that bullying in schools comes in various forms. As specified by Mullvain (2016) and Abakah (2015), students are most of the times bullied physically, that is, through punching, pushing and kicking. They are also bullied verbally through name-calling, insults, and mockery and socially through gossips, spreading rumors and social exclusion and electronically, which is similar to verbal or social bullying conducted over the internet.

2.4 Reasons for Bullying in the School Environment

People engage in various practices for different reasons and the phenomenon of bullying is no different. The act of bullying occurs for many reasons in the school environment. Some of the reasons that could potentially create bullying situations are racial, cultural, religious, physical and other forms of diversity which encourages an 'us' versus 'them' scenario. The study by Abakah (2015) also reveals that bullying manifests in schools because of individual attributes, young people's perceptions, intergenerational factors, social learning theory and the school environment.

Moreover, in conducting a qualitative research in selected senior high schools in Ghana by interviewing 354 respondents, Antiri (2015) discovered that the main factors that bring about bullying were: bullying was a tradition in the school (25.0%); the desire for control and power (20.3%); the attitude of school authorities and teachers towards bullying in the schools (18.0%); bullying was used for entertainment or for fun (15.2 %); drug abuse (8.6%); and to gain popularity and self-esteem (6.6%).

Wolke, Copeland, Angold and Costello (2013) also argues that children who are withdrawn, physically weak, or prone to show a reaction, (which includes run away, become upset), who have poor social understanding or who have few or no friends who can stand up for them are more likely to become victims of bullying at school. The situation the individual is associated with subjects him or her to the ridicule and unfair treatment of mates.

Considering the issue of young people's perceptions or gaining popularity and self-esteem or the desire for power and control, as specified by Abakah (2015) and Antiri (2015), Thornberg (2015) also finds out that social positioning in a situation makes people bully others.

Moreover, Chabalala (2011) specifies that learners engage in bullying because they were exposed to violence at home. According to Chabalala (2011), the experiences pupils are exposed to can ultimately leave children prone to bullying their peers and later, to aggression with their partners.

Furthermore, in relation to the school environment acting as an agent for bullying behaviors, Donald, Lazarus and Lolwana (1997) discovers that the culture in the school and 'a hidden curriculum in the conduct of affairs" are factors underlying it. For instance, in a school environment that normalizes and tolerates hitting, punishments, pushing and theft, bullying takes effect. Specifically, people have to go through some forms of bullying in order to join cliques in the university environment, 'societies and fraternities'. It is also said that safe school environment enables students to grow and develop while negative school environment has been shown to be risk factors for bullying (Mullvain, 2016).

Having discovered the various reasons for bullying to emerge in a situation, of which some may be justifiable as compared to others, it will be prudent to know the effects that bullying has on those involved.

2.5 Impacts of Bullying in the School Environment

Since bullying is mostly associated with some form of violence, although it can happen in a nonviolent manner, it is noted to have some undesirable impacts on the individuals involved. Both perpetrators and victims experience the impacts associated with bullying, whether short term or long term. According to Odumah (2013), bullying does not only affect the victim in both the short and long term, but the bullies also experience some consequences. For instance, there are physical and psychological problems that chronic bullying victims go through both in the short

and long term, while the bullies, on the other hand, attend school less frequently and are more likely to drop out than other students (Odumah, 2013).

Similarly, Antiri (2017) notes that because of low psychological well-being, poor social adjustment and poor physical effects associated with the bullying act in high schools, students ultimately develop a fear for the school environment. Students may develop aggressive behaviors in response to bullying and may experience low academic performance, leading to drop out. Besides, students feel less safe in the school environment and are unable to concentrate because of emotional troubles, which leads to attendance and achievement problems (Mullvain, 2016).

Although bullying may not be physically dangerous as when someone is assaulted with a weapon, Osman (2013) believes that bullying may have a far-reaching effect on both the victim and the perpetrator. Some of the consequences that bullying victims experience is a loss of appetite, headaches, digestive problems, nail-biting, poor sleeping habits, depression, feeling moody and irritable, confusion, anxiety, anger and low self-esteem, loneliness, isolation and rejection by peers (Osman, 2013). Meanwhile, the perpetrators of bullying activities may experience depression and mental health disorders such as attention deficit, and may have suicidal thoughts, they may end up in juvenile court, commit crimes, or have children who will display this same type of behavior (Osman, 2013).

Notwithstanding, bullying can have a positive impact on an individual's life in the short term. As asserted by Godwin (2008), bullying behavior tends to encourage individuals to assess the situation which prompted the bullying and make the necessary changes and adjustments. This is meant to avoid any future occurrence of the same circumstance warranting the bullying to ensure

a conducive environment for work performance. This situation sheds light on the disciplinary intentions that bullying has on the individual, which contributes to one's productivity.

Similarly, Akella (2016) made mention of the fact that bullying in some cases help those in authority (seniors) to exert influence over subordinates (juniors) to see a task completed successfully. The situations described makes one realize that bullying, despite its negative connotations, has some positive bearing on those involved.

2.6 Bullying in Schools in the Ghanaian Context

In Ghana, one of the areas that could be easily argued that bullying is the order of the day is the school environment. The school environment is one place that imbalances of power play a major role and people continually suffer from the pressures of others in the environment. Bullying in this environment involves repeated aggressive actions committed by individuals who have an advantage in power over their victims in the school (Dillon and Lash, 2005).

Although a few types of research have been conducted in the Ghanaian context on the topic, it is believed that the act exists in various high schools in the country (Antiri, 2015; Bonney, 2015; Odumah, 2013; Owusu et al, 2010). In explaining why bullying is most likely to occur in the Ghanaian high school environment, the situation of an adolescent leaving home for the very first time to be with other adolescents can be considered. The adolescent in most cases is left to find his or her way in the school environment. In this environment, there is the likelihood of ethnic, geographic, religious and class differences, which results in the formation of cliques for survival, hence encouraging some form of bullying-like behaviors (Antiri, 2015). Besides, some schools have the tradition of handing over from generations to generations a form of bully-like behaviors where seniors are supposed to 'bully' juniors. This is done while the seniors teach the juniors the

traditions and culture of the school and instilling in them a sense of identity, loyalty, and purpose, like the military.

However, bullying in high schools in Ghana may well be seen as a private trouble and not a public problem (Abakah, 2015). It was argued further that one possible consequence of bullying in this context is that there may be some children and young people in Ghana being hurt by their peers but with no easy way of getting help and support because it is not recognized as a problem. This situation, however, contrasts what is seen in the UK nowadays, where bullying has been suggested to be a malicious and malevolent form of deviant behavior widely practiced in schools although it used to be a private problem in the country (Abakah, 2015 as cited in Tattum 1989).

In contrast to the unrecognized nature of bullying as a problem in the Ghanaian high school context because it tends to be a private trouble, Odumah (2013) believes that bullying has received government and non-governmental attention and interventions because the act is seen as a form of human right violation. In addition to this, Odumah (2013) postulates that notwithstanding Ghana's government intervention in promoting and defending students' rights through human rights education, together with the remarkable efforts being made by non-governmental organization and other civil society organizations to enlighten the citizenry of their rights and freedoms, violence in the form of bullying still prevails among Ghanaian senior high school students.

Although there might be conflicting issues with the extent and nature of bullying in the Ghanaian context, one needs to realize that the act exists in one way or the other. However, it is unclear as to how the act affects the individual in the future in assuming business leadership and doing business in Ghana.

A focus on the high school under study will throw more light and probably clarify on any contentions that exist on the topic at hand. Adisadel College, the school for the study, is a traditional, all-male mission school in Cape Coast where peer bullying culture exists in one way or the other. The school has been in existence over a century now and have had successful political and business leaders emerging from it. Some of the popular political leaders who are Santaclausians include Lt. General A.A Afrifa, former Head of State of Ghana and Otumfuor Opoku Ware II, Asantehene and regent of the historically powerful Ashanti Kingdom. Well known and more contemporary business leaders from the school are Prince Amoabeng, the founder and Chief Executive Officer of UT Bank Limited and the president of its patent called UT Holdings, Sam Jonah, president of AngloGold Ashanti and Executive Chairman of Jonah Capital Equity Fund based in South Africa, Ernest Bediako Sarpong, the owner and Chief Executive Officer of Ernest chemist, a renowned pharmaceutical company in Ghana and among others. This situation in part informed the choice of Adisadel College, as the case study senior high school. Besides, as a school in Ghana, where it has been established that bullying exists in one way or the other, it is safe to assume that bullying is also seen in Adisadel College. In view of the school for the study, some questions would be addressed to find out what circumstances surround the bullying-like behaviors in the school and the impact it has on business leadership and job performance in general.

2.7 The Business Environment in Ghana

According to the World Bank (2018), the ease of doing business measures, shed light on how easy or difficult it is for a local entrepreneur to open and run a small to medium-size business while complying with relevant regulations. Globally, Ghana stands at 120 in the ranking of 190 economies on the ease of starting a business (World Bank, 2018). This suggests that the ease of

doing business in Ghana is somewhat encouraging despite the bureaucratic procedures one must go through to establish a business in the country. Figure 1.0 in the appendix gives a representation of the ease of doing business in Ghana.

At the same time, a report by the Ghana Investment Promotion Centre (2017), reveals that Ghana's wealth of resources, democratic political system, and dynamic economy, makes it undoubtedly one of Africa's leading lights in terms of doing business. It is believed that the country's foreign direct investment (FDI) has increased over the years because of the confidence gained from the world with a peaceful political transition and a grounded and firm commitment to democracy.

Besides, PricewaterhouseCoopers (PwC) Ghana (2014) indicates that Ghana has a market-based economy with relatively few policy barriers to trade and investment in comparison with other countries in the region, and Ghana is well-endowed with natural resources. This situation makes it easier for people to conduct business with others and to start doing businesses in the economy.

Even though there might be challenges like unstable power supply and the bureaucratic nature of getting permission to set up a business that will limit one chance of running a successful business in the economy, from what has been indicated it can be said that doing business in Ghana is somewhat easy considering the numerous opportunities the country presents. Besides, one can also indicate that with the right attitude and determination, one can easily start and conduct a successful business operation in the country.

2.8 Leadership in Business Organization

Leadership is an essential part of every business organization since leaders provide strategic goals in the organization and manage the workplace to achieve those strategic goals. As Shekari and Nikooparvar (2012) indicate, leadership is an act that involves the use of character to overcome an external challenge by simplifying any complexity and making action compelling and successful. Leaders are able to effect useful change in an organization. Besides, organizational effectiveness is achieved when leaders are able to recognize, utilize and develop the unique talents and potential of its employees (Shekari and Nikooparvar, 2012). Leadership is essential to the success of the organization including business entities.

A relevant question that arises is what makes leadership effective in the organization in general and in a business, in particular. The answer to this issue as Chuang (2013) indicates lies in the fact that there is the need for specific leadership development approaches for effective leadership and organizational performance. Specifically, effective leadership needs to develop self-awareness, increase self-assurance, look at the bigger picture, create a sellable vision, gain and support others, build effective communication skills, search for and utilize available resources, create appropriate motivational techniques and take social responsibility seriously (Chuang, 2013). The characteristics mentioned are said to be essential leadership skills worthy of emulation by leaders to be successful in their ventures.

In a similar fashion, Clawson (2014) noted key characteristics that are exhibited by successful business leaders in this global era. Some of the characteristics that are said to be exhibited by business leaders in conducting business around the world to propel a business forward are deep self-awareness, sensitivity to cultural diversity, humility, a lifelong curiosity, cautious

honesty, global strategic thinking, patiently impatient, well-spoken, good negotiator and presence (Clawson, 2014).

In achieving success in the business environment, business leaders do not only exhibit certain characteristics, but they also perform specific roles to make the business successful. According to Amabile and Khaire (2008), the priority of leadership is to engage the right people, at the right times, to the right degree in creative work and that engagement starts when the leader recasts the role of employees. Specifically, Amabile and Khaire (2008) specified the roles that business leaders perform to create success in the business environment. Some of the roles that a business leader plays include encouraging and enabling collaboration in the organization, opening the organization to diverse perspective, creating a filtering mechanism, providing an intellectual challenge for people, providing the setting for good work performance and allowing people to pursue their passions. All these roles are noted for the effectiveness of a business leader in a business environment.

2.9 Bullying and Business Leadership

At first glance, the concepts of bullying and business leadership may seem like completely unrelated ideas. However, when both concepts are assessed, one finds a connection between the two. Chafra and Erkutlu (2014) argue that leadership plays an important role in allowing bullying to emerge in the work environment. This situation happens because leaders have the power to influence followers to be vulnerable to being bullied by signaling what is either appropriate or inappropriate conduct (Chafra & Erkutlu, 2014). In like manner, Akella (2016) stipulates that according to empirical data bullying in the workplace is an autocratic control measure, which allows a manager to maintain his or her authority over his or her employees successfully. Besides,

bullying plays out on the part of the business leader when he or she is described as a yelling and screaming boss who regularly inflicts high-decibel tirades upon a subordinate (Yamada, 2008).

Granted that bullying and business leadership are somewhat evident in the work environment, the question to address now will be the bearing bullying has on successful leadership and work performance. Although it has been indicated that bullying helps managers in achieving successful control in the workplace (Akella, 2016; Godwin, 2008), Akella (2016) however, believes that if it is allowed to escalate beyond a certain level, it leads to stress, depression, and employee turnover. In other words, Akella (2016) postulates that workplace bullying has all the elements of a powerful control weapon that managers could use to control and manipulate his or her employees with serious long-term detrimental effects. Similarly, bullying in the work environment has negative effects including loss of productivity, increased turnover, decreased organizational citizenship behaviors, increased workers' compensation and medical insurance costs, higher levels of absenteeism, decreased quality, increased employee counter-productive behavior, weaker customer relationships, increased legal costs and incidents of employee theft, along with lower creativity (Regnaud, 2014).

Notwithstanding, bullying on the part of business leaders is described as a political tactic, which is exercised for the achievement of personal or organizational goals and it is a rational form of behavior selectively employed by managers to influence behaviors and performance (Akella, 2016) as cited in Hutchinson et al. 2010. In a similar manner, Godwin (2008) discovered that the berating behaviors (a form of bullying) shown by managers in a situation has a positive impact on job performance in the short term. Having conducted interviews with eight professional workers, Godwin (2008) noticed that most of the respondents made an initial attempt, directly after the bullying event, to fix the behavior that triggered the managers to berate them.

Since businesses exist to make profits and the leaders are mostly expected to make the profit motive a reality through the exhibition of certain characteristics and the performance of the specific task in the business environment, they might use bully-like behaviors to achieve such a target. As specified by Godwin (2008) and Akella (2016) managers sometimes resort to autocratic control measures (bullying) to successfully control subordinates in order to achieve organizational goal.

In finding the interrelationships between bullying and business leadership, an assumption is made about business leadership as a dependent variable and bullying the independent variable.

2.10 Lessons Learned and The Way Forward

It has been made known that bullying is a widespread phenomenon which has a bearing on business leadership and job performance in general. However, since this study is the first of its kind on the subject area, it is unclear what exactly plays out in relation to the bullying situation in Ghana. As such, it would be prudent for the interrelationship between bullying and business leadership to be explored while considering other factors that could possibly influence bullying and leadership in creating success in the business environment.

CHAPTER 3: METHODOLOGY

3.1 Overview of the Method Section

The study seeks to investigate whether the bullying culture in an all-male senior high school in Cape Coast is related to business leadership and job performance of student post-high school. Specifically, the study explores the various ways in which peer bullying culture in Adisadel College influenced the likelihood of students to transform into successful business leaders after graduation since some of the students have a positive view about the subject. Since the general discernment of bullying among researchers seems to point to the fact that bullying has a negative connotation on people, the study is important to either justify or undermine the perception in the Ghanaian context with regards to business leadership.

This chapter describes the design of the study and the methodology employed. A mixed method approach was adopted here to the study and a justification for the use of the mixed method is discussed in this section. The study setting, the sample from which the data was collected, the tools for data collection, data collection and analysis, validity and reliability, ethical considerations among others are all presented and discussed.

3.2 Research Design

A research design is a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings (Burns & Grove, 2003). In other words, a research design simply describes the research methodology and the procedures the researcher would follow in carrying out the research. The research design serves as a guide to obtain accurate, valid and reliable answers to the research questions posed (Osman, 2013).

For this study, the research design that was used is exploratory in nature. "Exploratory research is a methodological approach that is primarily concerned with a discovery and with generating or building theory" (Davies, 2011). The current study is exploratory in nature because the problem is somewhat difficult to define, and the study could be considered as the initial stage in the developmental process of conducting a systematic research inquiry. In this sense, the exploratory research is seen as a feasibility study or pilot study, implying a prior or sequential stage in a research program and thus a limited appreciation of exploration (Davies, 2011). The study is, however, not meant for providing conclusive evidence, thus requiring further research.

The current study adopted the mixed method approach to data collection (partly qualitative and partly quantitative). The qualitative aspect dealt with the conduction of interviews to ascertain people's experiences in relation to the topic at hand. In comparison, the quantitative aspect was concerned with the generation of numerical data for descriptive statistics. Both qualitative and quantitative methods were used to make room for adequate data generation in order to answer the research question.

Osman (2013) claims that the use of both qualitative and quantitative approaches to research makes it possible for the researcher to integrate the strengths of each method. The approaches were used sequentially in this study. With the use of the sequential data collection technique, the quantitative data was gathered and analyzed first before the collection of qualitative data. This was meant to gain a deeper insight into the respondents' attitudes towards the topic. The instrument for the quantitative data collection was a questionnaire designed in the form of the Likert scale while the qualitative data was obtained by conducting a series of interviews with respondents. The questionnaire was both self-administered and online administered. The

percentage of the respondents who accessed the questionnaire online was 80% while the remaining

took it as a self-administered questionnaire.

The dependent variable in this study is business leadership measured by how effective the

leader is in terms of management and output of work at a given time. The independent variable,

on the other hand, is the bullying incident the business leaders encountered while in high school.

Secondary data from both library resources and the internet sources were consulted to

support the data obtained from the questionnaire and the interviews conducted. The situation here

is to conduct an analysis of documents or published articles by respondents.

3.3 Research Scope

The research scope defines the boundary, limits on the tools one uses and limits on the

results obtained. The scope of the study will cover the research population and the research area.

3.3.1 Study Population

The target population used in the study is the past (old) students of Adisadel College in the

Greater Accra Region. The choice of Adisadel College is consistent with the fact that bullying

exists in Ghanaian Senior High Schools. Besides, the school has been in existence for over a

century and has as well produced some popularly known successful business leaders in Ghana like

Dr. Sam Jonah, Prince Kofi Amoabeng, and among others. Since these individuals, that is the past

students, in one way or the other might have experienced the bullying culture in the school, it was

appropriate for their views to be considered in the study. From the population, a sample of past/old

students from the case study school residing in Accra and conducting their businesses in the region

were drawn for the study. This was because the old boys from such a school do not reside in the

school after completion but are likely to reside in the cities to conduct their businesses. Within this region, old students who are tertiary students and those that are meaningfully employed, whether self-employed or employed by someone, were considered for the study.

Although the study was concerned with seeking the views and experiences of old students of Adisadel College in relation to the topic at hand, some of the current students in the school were also interviewed to finding out whether bullying continues in the school.

3.3.2 Study Area

Accra was the region for the study area because it is one of the most urbanized cities in Ghana and it is noted to be one of the regions with the largest citizens (Ghana Statistical Service, 2012) even though the school mentioned for the study is in Cape Coast. The choice of Accra is also consistent with the idea that most students and old students who attend and attended schools in Cape Coast are likely to come from Accra and more likely end up working in Accra. In addition to obtaining data easily from such an area, the scope was limited to Accra because of budgetary and time constraints as the research was carried out in an academic year at Ashesi University College.

3.4 Sampling Strategy

3.4.1 Sampling Techniques

For this study, purposive and stratified sampling were used to select the sample from the all-male senior high school under consideration. Purposive sampling technique, also called judgment sampling, is a nonrandom technique that involves the deliberate choice of an informant due to the qualities the informant possesses (Tongco, 2007). In other words, the purposive sampling technique involves the researcher deciding on what needs to be known and sets out to

find people who can and are willing to provide the information by virtue of knowledge or experience (Tongco, 2007). On the other hand, stratified sampling is a random sampling technique, which involves partitioning the population into groups, obtaining a simple random sample from each group and collecting data on each sampling unit that was randomly sampled from each group (PennState Eberly College of Science, n.d)

The population was subdivided into three groups. The first group is made up of those who have completed Adisadel College and are yet to secure permanent employment. This comprises mostly individuals in the tertiary levels of education. The second group is made up of those that are engaged in some form of employment in the region of study. The sampling technique adopted for these two groups was the stratified sampling since the group was required to fill questionnaires for carrying out statistical analysis by the researcher. The last group, which was purposively sampled, is made up of the individuals that have set up their own businesses, that is, business leaders in the country.

The reason for subdividing the population into three groups in relation to the selection of candidates was to enable the views of the old students (those still in higher education, those in active employment and business leaders) to be considered in the data. This decision was informed in such a way that will help prevent the data from being skewed towards the views of a particular group. Besides, the decision was also made to help attain more accurate views, knowledge, and experiences on whether bullying has any impact on business leadership in Ghana and job performance in general.

3.4.2 Sample Sizes

Within the sub-population, a sample of 150 old students from the all-male senior high school under consideration was used for the study. Within the sample, 130 past students from Adisadel College, who constitutes the first two groups were chosen to solicit their views on the topic at hand and the evidence of bullying in the schools using the developed questionnaire. On the other hand, 20 business owners who are alumni of the school were chosen to shed light on the phenomenon under study through interviews. This situation was meant to understand the basis of bullying in the school and the longer-term impact it has on an individuals' business leadership potential and job performance after completion of such a system. The sample is somewhat a representation of the population, that is, the old students of Adisadel College in Accra, which is meant to discover a phenomenon.

3.5 Data Collection

The data for the study was collected through the administration of a paper-based survey and an electronically administered survey. Participants were well briefed about the research and their permission was obtained through a consent form. Data collection took place over a period of a month.

3.5.1 Data Collection Instruments

The research instruments adopted for the study include both open-ended and close-ended questionnaires as well as semi-structured interview questions. The interview questions and the questionnaires developed for the study were centered around the research question of the current study. The data collection instrument helped to obtain the necessary data to assess the impact that

peers bullying culture in Adisadel College has on business leadership and job performance in Ghana.

3.5.2 Data Collection Procedure

The data for the current study was collected over a period of one month. Some respondents were interviewed. Questionnaires were also administered both electronically and physically to old (past) students from the school under consideration. The administration of questionnaires was carried out in part by the researcher and by trained enumerators. The enumerators were selected based on their experience in research methods and their willingness to contribute to the study. The enumerators were trained by the researcher with the aid of the supervisor of the research to guard against uncertainties and biases in answering questions.

A brief conversation was conducted with respondents for them to understand the purpose of the study, which paved way for the interviews to be carried out. Respondents permission, however, was sought before the interview is performed. The interviewing process was primarily conducted with the third group of individuals of the sample. This group consisted of people who own businesses or are meaningfully engaged in employment and since they were not comfortable filling questionnaires due to the busy nature of their work, they were interviewed. Moreover, the in-depth insights drawn from such a group was useful in drawing the necessary conclusion for the study.

For the respondents who filled the questionnaires, which includes among others the use of Likert scales, a summary of the purpose of the study was made available to them in a written form. Potential respondents' participation in the filling of the questionnaires was gained after the signing of a consent agreement form to be a part of the study. In other to guard against any biases, some

of the statements in the questionnaire were given in a negative form by introducing the word 'not'

within the statements for respondents to think about the statement before making selections.

3.5.3 Data Preparation, Collation and Processing

A pilot test was carried out to ensure that the right data is been collected and the

questionnaires are understandable before it is administered to the study's participants. The

necessary coding process was also performed based on the responses in Microsoft Excel

spreadsheet from the data gathered from the field research. This was then generated into a

descriptive statistic using graph and charts. The responses from the interview were transcribed into

Microsoft Word document.

3.6 Data Analysis

Data collected was organized using Microsoft Excel spreadsheet and an analysis was

carried out with the aid of charts and graphs. A detailed descriptive account is presented in the

next chapter in correspondence to the charts and graphs. A chi-square test for independence, which

compares two categorical variables in a contingency table to see if they are related, was also

conducted to find out whether there is an association between the status of the individual in terms

of employment after high school and a view on the relationship between bullying and business

leadership. This stemmed from the quantitative data gathered. Besides, in analyzing the qualitative

data, themes and patterns were identified, examined and interpreted from the data gathered. A

detailed account of the themes and patterns identified in answering the research question is also

given in the results section of the study.

3.7 Validity and Reliability

The validity of a research is about truthfulness (Vanderstoep & Johnston, 2009). A measure is said to be valid if it actually measures what it claims (or is intended) to measure (Vanderstoep & Johnston, 2009). Reliability, on the other hand, is about consistency (Vanderstoep & Johnston, 2009). A study is noted to be reliable whenever the measure in the study to an extent yields the same scores across different times, groups of people, or versions of the instrument (Vanderstoep & Johnston, 2009). The reliability of a study can be improved through a clear writing, making the instruction governing the test understandable, and carrying out training programs as effective as possible through making the rules for engagement and scoring explicit to participants (Nunnally, 1978).

Reliability was ensured in the study as trained enumerators used standardized questionnaires, which was administered to participants of the study. A pilot test was also conducted to create validity in the questionnaires before it was administered to the research participants. The pilot test was meant to find out from people whether the questionnaires could satisfy the purpose it was meant for satisfying, in this case, helping in answering the research question.

3.8 Ethical Considerations

Ethical considerations are a critical component of a research. Because humans would be contacted in the collection of data, priority was given to their dignity. Permissions in the form of signing a consent application form were sought before administering the questionnaire to respondents as well as the conduction of the interviews. No questionnaire or interview was forced on anyone who was not willing to be a part of the research. Confidentiality of all information obtained from participants was also assured. This was done to protect the identity of each

respondent. There was no fabrication or falsification of data to suit the researcher's preferences. This situation was meant to ensure the pursuant of knowledge and truths, which is the primary goal of research (Center for Innovation in Research and Teaching, n,d).

The researcher also sought for and obtained the permission from the Human Subject Review Committee of Ashesi University to carry out the research. This committee has the directive to ensure ethical research conduct.

3.9 Limitations

The limitation that was present in the study is the fact that the sample was somewhat not representative of the population, hence generalization of the findings was not possible. Also, there were some individuals who were not comfortable disclosing certain experiences in relation to the topic at hand because of its sensitive nature. Moreover, the academic year range under which the study was conducted also hindered the researcher not to gain all the necessary insights into understanding the phenomenon being studied.

CHAPTER 4: ANALYSIS OF RESULTS

4.1 Introduction

This chapter presents the analysis of the results from the data collected from the old boys of Adisadel College who are based in the capital city of Ghana to answer the research question. The information obtained from the data collection instruments were organized into two phases; phase one provides the findings obtained through the questionnaire, while phase two gives an account of the collective response of the participants to a set of questions during the interview.

The data gathered through interviews and the questionnaires were processed in relation to the question of whether the peer bullying culture in Adisadel College has had a significant impact on the ability of one assuming a business leadership position successfully in the future and being productive at the same time.

The main research question that informed the data collection and analysis process is: are there any relationships (positive or negative) between peer bullying culture in high school, job performance and successful business leadership operations in Ghana?

Findings for the research question is presented here and the results relevant to the research question are categorized and discussed under the following.

4.2 Phase One: The Questionnaire

4.2.1 Response Rate

One-hundred and fifty questionnaires (150) were initially sent out to the study's participants, which constituted the old boys of Adisadel College who are either in tertiary institutions or in active employment but are yet to be business leaders. Out of the 150

questionnaires sent out, one-hundred and thirty-nine (139) were received back. The initial 150 questionnaires sent out had twenty (20) extra questionnaires more than the required one-hundred and thirty (130) questionnaires purported for the study. Most high schools in Ghana are known to produce about 300 - 800 students annually (Antiri, 2015). As such, it was estimated that Adisadel College produced about three thousand (3000) students within the periods of 2005 and 2017. Since some of the old boys may not be alive, and others too live in other areas apart from Accra, the researcher resorted to an estimated population size of one thousand (1000) old students in Accra. With the estimated population size and a margin of error of 8% and a confidence level of 95%, the recommended sample size was 131 participants.

However, out of the 139 questionnaires received, nine (9) were not filled completely, especially on matters that are germane to the study. As such, one-hundred and thirty (130) completely filled questionnaires was used for the study. Out of this, a total of 77 respondents fell within the working group while the remaining were still schooling in the various tertiary institutions in Accra. With the 130 usable questionnaires out of the 150 issued questionnaires for the study, the response rate was approximately 86%.

4.2.2 Demographic Characteristics of Respondents

Out of the one hundred and thirty (130) responses gathered from the issued questionnaires, 2% fell within the age group of 15-19 years, 63% were within the age range of 20-24 years, 32% were within the age group of 25-29 and the remaining 3% were 30 years and above. In relation to the marital status of the individual respondents, a total of 5 participants were married, representing 4% while the remaining 125 respondents were unmarried, which represents 96%. Of the group that is unmarried, most of them completed Adisadel College within the years 2011 and 2017, while those who completed in the years 2010 and below were mostly married. Apart from the fact that

those that completed Adisadel College within the past five years were unmarried, most of them are still schooling at the tertiary level. A few of the group find themselves in employment while those that completed before the year 2013, are mostly in active employment.

Respondents also responded to the kind of programs they pursued while in the high school and the ethnic group they belong to in Ghana. Majority of the respondents were General Science students. This group made up 40% of the total participants. Those that pursued Business formed the second largest, making up 38% of the respondents. General Arts and Visual Arts students represented 13% and 9% respectively. This information is consistent with the fact that Adisadel College has a lot of Business and General Science classes and students as well in the school. In relation to the ethnicity of the respondents, 64% of the respondents were Akans, 15% were Ewes, 8% were Ga-Adangbe and the remaining 13% belong to the Mole-Dagbon ethnic group.

Despite the diversity associated with the characteristics of the respondents, most of them shared almost the same thoughts on the topic. The subsequent sections of the chapter will discuss the respondents' responses to the questionnaires administered, and the questionnaire will be included in the appendices section of the study.

4.3 Responses and Analysis

4.3.1 General Perception of Bullying in High School

Prior to asking questions that sought to determine respondents' experiences with bullying and its impact on future job performance and business leadership, the questionnaire tried to find out participants' view on how bullying was viewed while they were in high school. Participants were asked to rate their responses to statements provided in the questionnaires.

As can be seen in figure 1.1 in the appendix, about one-tenth of the respondents strongly disagreed with the statement that bullying was a problem at school, another 11% disagreed with the same statement while 15% remained neutral to the statement. On the other hand, more than half of the respondents agreed with the statement that bullying was a problem at high school and the remaining 12% strongly agreed with the statement as well. Although more than one-tenth of the respondents see no problem with the exhibition of bullying-like behaviors in high school, in all, it can be indicated that bullying in senior high schools is a problem that needs attention.

This finding is not surprising as it reaffirms what Abakah (2015); Mullvain (2016); Stone (2011) and Tambawal and Umar (2017) specified in relation to bullying being a problem in high schools all over the world. It is interesting to also note that most of the people who saw no problem with the bullying-like behaviors during senior high school days in Adisadel College are people in active employment.

In relation to bullying and teasing being viewed as not a normal part of childhood behavior, almost one-fifth of the respondent strongly disagreed with the statement, 31% disagreed with the statement and 12% remained neutral to the statement. Meanwhile, 22% and 16% agreed and strongly agreed respectively that bullying and teasing is not a normal part of a childhood behavior. Since less than half (38%) of the respondents agreed that bullying and teasing is not a normal part of a childhood behavior, it is safe to surmise that bullying was seen as a normal way of life of students in Adisadel College. As Abakah (2015) and Thornberg (2015) indicated, the 'bullying-like' behaviors exhibited by boys were construed as not negative, but they were tended to be normalized and viewed as a 'natural' way in which children mature, grow up and become tough in performing their task in the future. This shows that the exhibition of bully-like behaviors in some high schools is viewed as a normal part of childhood behavior. Figure 1.2 in the appendix

shows the various responses in relation to the statement of the normality of bullying as being a part of childhood (students) behavior.

Participants were also required to give their views on the fact that bullying was a way of life of students in high school. As shown in figure 1.3 in the appendix, 5% of the respondents strongly disagreed that bullying was a way of life of students in high school. 15% of the respondents disagreed with the statement while one-tenth remained neutral to the statement. On the other hand, more than half of the respondents agreed that bullying was a way of life of students and the remaining 15% strongly agreed to the statement. This result is not surprising as it has been already established that bullying is seen and noted to form a part of childhood behavior. As such, exhibiting bullying-like behaviors can be considered as a way of life of students, which help them to mature and grow (Antiri, 2015). It is interesting to also note that a fair number of both respondents in active employment and those still schooling indicated that bullying was a way of life of students during high school.

When the views of participants were sought in terms of bullying instilling a sense of discipline in people while in high school, the responses were somewhat surprising. As shown in figure 1.4 in the appendix, the responses did not show much disparity as compared to the previous responses generated and worked on. In this case, 24% of the participants strongly disagreed with the statement while 13% strongly agreed to the statement. The same percentage of participants, which represents 21% each fell within the neutral group, the agree and the disagree groups. On average, about one-fifth of the responses fell into the various categories, which presupposes that bullying could either or not instill a sense of discipline in people. This finding can be related to what Godwin (2008) discovered where bullying is said to encourage individuals to assess the situation which prompted the bullying and make the necessary changes and adjustments but its

impacts last for a short term. It is worthy to also note that more than half of the respondents who are in active employment attested to the fact that the bullying-like behaviors by students instilled a sense of discipline in people at Adisadel College.

4.3.2. The Identification and Management of Bullying

The researcher considered respondents' confidence towards the identification of bullying in a situation. As revealed in figure 2.1 in the appendix, most of the respondents agreed that they are confident in identifying episodes of bullying in a situation while few of the respondents strongly disagree with the fact that they can confidently identify bullying in a situation. 21% of the respondents remained neutral to the statement while 17% and 9% of the participants strongly agreed and disagreed respectively with the statement. This result is not surprising as bullying is a pervasive action and comes in various forms as specified by the United Nations (2005). It is of interest to know that of the group that is confident in identifying bullying situations, most of them are still schooling. This presupposes that these individuals in one way or the other still witness or experience bullying-like behaviors in the schools they find themselves.

Besides, the confidence respondents' have with the management of bullying in a situation was sought for. With this, it was discovered that more than two-fifths of the respondents' agreed that they are confident in managing bullying situations. 16% of the respondents' disagreed with the statement that "I am confident in managing bullying situations" while about one-fifth remained neutral to the statement. Only 3% strongly disagreed with the fact that they could confidently manage bullying situations with the remaining 18% strongly agreeing to have the confidence to managing bullying situations. This result is somewhat surprising as bullying is a serious and widespread issue for many schools (Owusu et al. 2011), which persist despite efforts to curb it.

The figure (figure 2.2) in the appendix gives a breakdown of the various response categories with the confidence respondents' have in managing bullying.

4.3.3. Bullying, Job Performance, and Future Business Leadership

Figure 3.1 in the appendix reports on respondents' responses to the statement that 'bullying does not make people tough in a situation'. From the figure, it can be observed that almost one-fifth of the respondents strongly disagree, almost another one-fifth disagree, 13% were neutral, more than 30% agree and the remaining 15% strongly agree. Considering the situation that almost all the responses were closely associated, it can be somewhat indicated that the culture of peer bullying in Adisadel College could possibly make people tough in a situation. Notwithstanding, majority of the people agreed with the fact that bullying does not make people tough in a situation. Even though there tends to be a general assertion among people that the kind of training they experienced in high school of which bullying is part has toughened them for the business environment, this result indicates otherwise. This could be attributed to the fact that most of the responses came from people who are still schooling and as such, they might not have experienced the impact the peer bullying culture in Adisadel College has had on them in terms of being in the business environment.

The diagram (figure 3.2) gives an indication as to the respondents' responses to the statement that bullying does not have a positive relationship with future job performance in the appendix. 14% of the respondents strongly disagreed with the statement, 12% disagreed, about one-fourth of the respondents remained neutral, more than 30% of the respondents agreed to the statement, while the remaining 15% strongly agreed to the statement of no positive relationship between bullying and job performance. Although on average, it can be said that the experience of

bullying-like behaviors has no positive relationship with future job performance as shown in the diagram, it would be much convincing for people who have been in the business environment in Ghana for quite long periods to also share their views on this statement. Nonetheless, of the group that broadly disagreed with the statement that bullying does not have a positive relationship with future job performance, about two-thirds are in the working class as compared to those still schooling after high school.

Figure 3.3 in the appendix reports on the responses gathered from the statement that bullying in most cases produces successful business leaders. As shown in the figure, about one-fifth strongly disagreed with the statement, just a little above one-fourth disagreed while about a quarter of the participants were neutral to the statement. Similarly, about one-fifth agreed with the statement with the remaining 4% strongly disagreeing with the statement of bullying producing successful business leaders in most cases. Although there is no clear indication as to how peer-bullying culture contributes to producing successful business leaders in the future, it can be indicated from the responses that bullying may or may not contribute to how successful a business leader would be in the future after completing Adisadel College. This is not surprising as it has been noted that bullying is viewed as an autocratic control measure used by business leaders to get work done in a successful manner (Akella, 2016). Nonetheless, its impact in terms of ensuring successful completion of task is only in the short term (Godwin, 2008) and if it is allowed to exist and escalate beyond a certain time, it can have detrimental effects on the individuals involved (Akella, 2016) and on the whole organization (Godwin, 2008).

Figure 3.4 in the appendix reports on the responses given to the statement that bullying does not influence the likelihood of students to transform into successful business leaders post high school. It was evident that 14% strongly disagreed, one-fifth of the participants disagreed,

19% remained neutral, more than 30% agreed and the rest strongly agreed. Although most of the responses seem to support the notion that the experience of bullying-like behaviors in Adisadel College does not influence the likelihood of students to transform into successful business leaders post-high school, a fair number also dispute the fact. This situation presupposes that there could be an element of truth in peer bullying culture in Adisadel College having the likelihood to transform students into successful business leaders after high school or otherwise. One thing that is worth noting in the responses is that fact that most of the respondents who dispute the fact that bullying does not have the likelihood of transforming people into successful business leaders were workers. The circumstance here is an evidence to what Goodwin (2008) postulated concerning bullying having some transformational effects on people to behave well and carry out tasks in a well-informed manner, although it is effective in the short term.

Chi-Square Test of Status After High School Effect

The data gathered from the old boys of Adisadel College who are in employment and those who are at the tertiary education level was coded as "accept or reject" of the hypothesis that peer bullying can produce business leaders. In this, strongly agree, agree and neutral were considered as accept while strongly disagree and disagree were under reject. A contingency table of the status after high school in terms of working and still schooling versus accept and reject was constructed to test for independence using chi-square test (refer to Table 1.1 in Appendix). The null and alternative hypothesis as given below were respectively:

H_0: Agreement is not associated with the status after high school.

H_1: Agreement is associated with the status after high school.

In general, a p-value of 0.05 or less is considered as an evidence against the null hypothesis and as such, it is rejected, and a conclusion of significant relationship holds. With the returned p-value of 0.013772 from the test, which is significant, we, therefore, reject the null hypothesis that agreement is not associated with the status after high school. Hence, it is observed in this regard that whether the respondent agreed with the statement that bullying, job performance, and successful business leadership are positively related is dependent on one's status after high school. This is in line with the issue that those in active employment consented to the fact that bullying has a positive relationship with successful business leadership operation as compared to those in the tertiary level of education, after high school.

4.4 Phase Two: The Interview

4.4.1   Background Questions

All the twenty participants were made to answer questions relating to their educational background and experiences. Participants also talked about their experiences and views on the peer bullying culture in Adisadel College during their high school days. The participants were also required to give an account as to how bullying has impacted their life so far, how it has contributed to their success as business leaders and how it has affected their productivity and job performance in general. Finally, participants were made to share their views on the fact that the bullying culture in Adisadel College does not influence the likelihood of students to transform into successful business leaders after high school.

4.4.2 Categorization of Questions

The questions were categorized (themes) into the following for analysis: educational background and experiences, perception of bullying in Adisadel College, experiences with bullying in Adisadel College, the impact of bullying on one's life and opinions on bullying and business leadership.

The responses to the questions posed were grouped based on the categories above and from that, a collective response was developed to summarize the participants' responses. The identified categories were predetermined based on the reviewed literature.

4.4.3 Summary of Responses on Educational Background and Experiences

When the participants were asked to describe their educational background and experiences, a range of answers was given. Some of the participants went through the Ordinary and Advance levels (GCE and O Levels system) while most of the participants went through the senior secondary school (SSS) system. Some of the participants held various positions while in high school and described their days as very enjoyable and fun-filled. Others too did not have the chance to enjoy their high school days as they considered the rules in the school as strict, which did not provide enough opportunity for them to explore. In all, participants talked about the fact that Adisadel College is a great school for one to be a part of because it helps in making great men who are useful to society in the future.

4.4.4 Summary of Responses on the Perception of Bullying in Adisadel College

Participants were asked to share their thoughts on how peer bullying culture was viewed and perceived in high school during their time of schooling. Although some of the participants

frowned on the idea of bullying and saw it as problematic as echoed by Osman (2013), it was however seen as a normal part of students' life in Adisadel College. This is corroborated by what Antiri (2015) discovered in the study of an all-male senior high school in Ghana, where students agreed that bullying was a normal part of their daily activities and was considered a form of socialization and entertainment.

Also, bullying is generally seen as a private problem and not an issue in the country (Abakah, 2015). Another thing that came up in terms of the use of the term bullying was the fact that the word bullying itself is a problem when it is used to describe the kind of training one received in Adisadel College. The common name that came up in place of the word bullying was *homoing*, which is described as activities or processes carried out to initiate and introduce the freshmen especially, to the traditions of the school. Some of the participants especially those that experienced the SSS system saw the *homoing* situation as mild while others saw it as a bit harsh. However, whatever name was used to describe it, participants attested to the fact that the experience of bullying-like behaviors during their high school days was just seen as a tradition that needed to take place and be passed on to others, though it persisted through the high school years.

4.4.5 Summary of the Responses to the Experiences of bullying in School

Participants were asked whether there were any forms of bullying during their secondary school days. All the participants attested to the fact that there were bullying-like behaviors and situations in Adisadel College when they were students. This situation is not surprising as it is in line with the report on the prevalence of bullying victimization among a nationally representative sample of SHS students in Ghana (Antiri, 2015; Bonney, 2015; Odumah, 2013; Owusu, et al., 2011). Some of the forms of the bullying-like behaviors that participants mentioned were asking

students to kneel for long periods of time sometimes with hands raised, forcefully asking students for money, breaking into the lockers of other students, supervising students and putting fear in them while working, ceasing certain items from students, teasing students and among others. All these habits are echoed by Osman (2013) and Tambawal and Umar (2017), as the forms of bullying that exist in high schools.

Participants also answered a question in relation to those who perpetrated bullying in their instances when they were students in Adisadel College. All the responses pointed to the fact that it was students in the upper classes especially those that have been in the school for a year or two and those in power by virtue of positions they held who exhibited bullying-like behaviors to get certain things done or task accomplished. The assertion by Dillion and Lash (2005) on the fact that bullying comes into play when there are power in-balances in a situation supports the idea that seniors and those in the position of authority perpetrate bullying in Adisadel College. One thing that was used as a justification for seniors to perpetuates bullying in some instances was the fact that *when you spare the rod, you tend to spoil the child.* Even though some of the respondents purported in their minds that they will not exhibit bullying-like behaviors to intimidate their juniors when they become seniors, they ended up engaging in the peer bullying culture in the school.

When participants were asked to reflect on incidents of bullying that they experienced themselves or witness as students, there was a range of responses. Although some of the participants could not specify incidents of bullying they witnessed or experienced themselves, most of them gave instances of bullying that they witnessed or heard about. One of the participants talked about an issue where he was made to sleep under a senior's bed for about three days just because of his small stature. Moreover, he was also locked in the students' locker for some time on the day of his examination to negatively affect the outcome of his examination because he was

noted to always take up the first position in class. Other participants discussed situations where they were asked by a senior to open their *chop boxes* forcefully so that the senior could take some of their provisions and use them. Furthermore, some of the participants revealed incidents where seniors asked them if they preferred correction (punishing them) or corruption (paying money or feeding the senior for a period) for a wrong the junior has done.

Another interesting circumstance narrated by three of the respondents deals with the situation where they were asked to buy food for a senior with their own money and to also bring a certain amount of change back to the senior. Most of the participants talked about the situation where their provisions were shared with others and in the dining hall, seniors tend to also take a larger proportion of the food. This situation as stated made them cautious and managed the way they also spent money and other resources. A few participants also discussed issues relating to witnessing bullying situations. One of such situations deals with the fact that a prefect drummed at the back of other students during their orientation week because the students were laughing at the prefects for the way they spoke and portrayed themselves during the orientation. Besides, another person revealed the fact that some of his mates were always exhibiting a sense of fear whenever they see certain seniors and prefects as well because of the way those people carried themselves and the kind of intimating interactions they have had with some students. In all these, however, the respondents were happy narrating their stories as they termed it *the good and interesting old days in Adisco.*

4.4.6 Summary of Responses on the Impacts of Bullying

During the interview, participants were asked in what way has the bullying culture during their high school days impacted their life thus far. Although there was a range of responses on the

impacts of bullying on one's life, most of the participants made some interesting remarks about the positive impacts of the peer bullying culture at Adisadel College in their lives. The bullying culture that some of the participants either experienced or witnessed was said to have helped them to be better persons in life. For instance, five participants emphatically stated that although they did not exhibit bullying-like behaviors when they were seniors, the experience they had as to the peer bullying culture as juniors made them better persons. This influenced them never to intimidate anyone especially juniors to do something for them. These people rather took it upon themselves to carry out certain responsibilities when juniors refuse to undertake those duties for them. The bullying culture in this instance humbled such individuals to be better persons not to exhibit bullying-like behaviors towards others when they were in the position to do so.

Others too indicated that the bullying culture they passed through made them tough and decisive in situations they found themselves in up until now although they did not like the practice at first when they were juniors because of the challenges it came with it. In particular, some of the participants indicated that they used to be people that had difficulty with making decisions on their own. They always looked up to other people to decide for them in all situations. However, because of the training they gained in Adisadel College, they could navigate their way through the system as they were toughened by the bullying culture. In relation to this, a participant stated that *the system in Adisco made me appreciate the sense of togetherness and sharing with one another because I was always faced with the tough decision of giving some of my provisions to others.* Conversely, two of the respondents stated that they cannot speak to how the peer bullying culture in high school has impacted them. This is because they did not really appreciate the bullying culture when they were students but the system they passed through in Adisadel College was good for them as it has helped them to be in positions of leadership through people they knew in Adisco.

Participants were also asked in what way has bullying contributed to their successes as business leaders. Although a range of responses was given in this regard, they all seemed to point to the fact that the bullying culture in Adisadel College in one way or the other has contributed to one's success in the business environment in Ghana positively. It became evident that characteristics such as developing self-awareness, increasing self-assurance, looking at the bigger picture, creating a sellable vision, gaining and supporting others, building effective communication skills, searching for and utilizing available resources, creating appropriate motivational techniques and taking social responsibility seriously as described by Chuang (2013) to be indicators of effective leadership was echoed by the study participants. One interesting saying that also came up during the interview is that fact that *if you want to be a great man, you are admonished to be in Adisco and if you want to pass your examinations, then go to the other schools in Cape Coast.* This situation is evident in the school's motto of *being either the first or with the first* in all circumstances. The interactions with the participants further revealed a sense of satisfaction and pride in the completion of Adisadel College, which is believed to be the alma mater of great men.

In relation to the question in what way has bullying affected one's productivity and job performance, participants gave a range of responses. Because most people were made to live the hard way and life in school, such participants indicated that they managed whatever was available to them judiciously. Some also talked about how they were fragile and dull but the training they gained in Adisadel College made them to be persistent and persevering in seeking results in a satisfied manner. Moreover, most of the business leaders discussed situations where because of the standards they were made to adhere to in terms of work in Adisadel College, it has translated into them not to also accept any substandard performance from their subordinates. They described themselves as very hard working and productive individuals who are results oriented. Besides, the

expectation from them to give back to the school as Santaclausians because the school has invested in them makes them carry out their tasks in a productive manner in all aspect of their life. The sense of living as a family through the sharing of their provisions although sometimes without one's consent dawns on them to work hard to continue supporting one another *as one big family, filled with so many brilliant Santaclausians*. Additionally, these individuals see themselves as disciplined people because they believe the bullying-like behaviors they experienced was similar to how military men are trained, helping in their discipline nature.

4.4.7 Summary of Opinions on Bullying and Business Leadership Responses

When participants were asked to give their opinions on whether the peer bullying culture in senior high schools could possibly make one successful in the business environment in Ghana post-high school, almost all the participants said yes. However, there were reservations as to the limit of the bullying because it differs from environment to environment and it could have adverse effects on others. Nonetheless, participants believed that the tradition in Adisadel College, which somewhat amounts to some level of bullying for a lack of a better word, could possibly make people successful business leaders in the business environment in Ghana. One of the slogans that is upheld in the school as revealed by most of the participants was the fact that *give me the syllabus, show me the library and I will do the rest of the work and succeed in the end.* This situation encouraged the hard way kind of learning and living, which participants believed has helped them to build character and endurance as successful business leaders.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the preceding chapter, findings from the data collected were analyzed. In this chapter, the researcher briefly summarizes the entire research. The findings from the reviewed literature and the deductions in the preceding chapter are presented and thus conclusions are drawn. Additionally, recommendations are made with regards to the research and for further research as well.

5.2 Summary

The research was concerned with whether the peer bullying culture in an all-male senior high school in Ghana influences the likelihood of students to transform into successful business leaders post high school. Although the literature reviewed seemed to point to the fact that bullying, in whatever forms it takes is detrimental to people, it was worthwhile to explore the situation in Ghana. This study was, therefore, conducted in the context of Adisadel College, an all-male senior high school in Cape Coast to see how the exhibition and experience of bullying-like behaviors played out in that environment and its probable future impacts on people. To achieve the aim of the research, the old students of the said school were made to answer some questions in relation to the topic at hand. Based on this, the following conclusions were made.

5.3 Conclusion

There were conflicting interests in some of the responses gathered through the questionnaires and the interviews. While the responses from the questionnaires seemed to point to the fact that bullying in Adisadel College does not somewhat make people successful in the

business environment in Ghana as leaders, the responses from the interview indicate otherwise. Meanwhile, most of the people who constitute the working group and who responded to the questionnaires as compared to those in the tertiary level of education, acceded to the fact that bullying in Adisadel College has a positive impact on future business leadership success. This follows what was seen in the chi-square test, where it was evident that agreement with the statement that, *the peer-bullying culture in high school is positively related to successful business leadership post-high school*, is associated with one's status after school.

Moreover, the experience of bullying-like behaviors in Adisadel College is considered not as bullying per se, but a form of initiation and tradition (*homoing*) one must pass through in order to succeed in the school and in the future as well. Although from some of the literature reviewed, which points to the fact that the exhibition of those *homoing* behaviors are all forms of bullying in its larger context, such a situation as specified by most of the respondents in the interview will be problematic in the context of the case study school.

In the answering the main question for the study, which is whether there are any relationships (positive or negative) between bullying, job performance and successful business leadership operations in Ghana, it was found that a positive relationship exists in the context of the case study school. Almost all the business leaders in the study attributed the success of their business leadership positions to the training they gained at Adisadel College. In this, majority of the respondents' said the experience of the bullying-like behaviors has helped them in the business environment by instilling a sense of discipline and character in their activities.

Again, it is reasonable to surmise that although bullying might mean different things to various people in Ghana because it is viewed as a private problem (Abakah, 2015), it does not

nullify the fact that bullying comes with its own shortfalls. Even though bullying as claimed by most of the study's participants seemed to have helped them to assume business leadership positions and operates their businesses in the country successfully, this does not annul the issue that bullying could also have detrimental effects on people.

5.4 Recommendations

The following are recommendations provided based on the findings and conclusions of the study.

The policy on every graduate undergoing a six-month military training in Ghana after national service as indicated by the National Service Secretariat should be adopted at the senior high school level instead. Students should serve military national service after high school instead of after undertaking national service after university as is currently the case. This is because the peer bullying culture that operates in the high school system is somewhat similar to the military training in the country, which is all directed at ensuring discipline among people to enable them to become successful in their fields of endeavor. As such, the bullying culture in high schools could be redefined by policymakers to enable it to operate in a more military manner for the training of students. This could eliminate the cost of any resources that will be invested in the training of graduates because they would have received such a training in high school.

Besides, the biblical principle of, *train up a child in the way he should go and when he grows, he will not depart from it* should be looked up to to help train disciplined people in society at a younger age, in this case in the high school, instead of after one completing national service where the person is no longer a 'child'.

In addition, since most of the study participants were having difficulty in associating the concept of bullying to the behaviors they exhibited or experienced in high school, it would be appropriate for schools as well as government agencies like the Ghana Education Service (GES) to organize workshops and lectures on what constitutes bullying. Also, those in authority especially teachers and prefects should be equipped through training to identify and manage bullying situations, especially those who perpetuate it and those who suffer in silence, effectively. This will help to minimize the act from escalating beyond certain levels, hence reducing any detrimental effects on people.

In retrospect, although it might be difficult for people to understand the concept of bullying as some see it as a way of socializing and entertainment, people, nevertheless, should be made aware of the impacts bullying could have on the individual if it is allowed to persist in an environment. Although it could have positive consequences in an instance, these positive effects are said to be short-lived as revealed by Godwin (2008) and as such, it should be dealt with without allowing it to escalate beyond a certain level in the future.

5.5 Further Research

Below are recommendations for further research;

Further research should extend the study to other schools and participants in the Ghanaian educational system with a broader scope of research. This will ensure the possibility of making a generalization of results and to also make relevant recommendations based on the schools and participants in the study.

Moreover, further research in areas like the participants' background, culture, motivations, and experiences could be considered to find out a wider range of factors that could possibly contribute to an individual's business leadership success. This is because success in one's life in terms of leadership and job performance can be attributed to many factors.

Another suggestion for further research is looking at whether the results obtained in Adisadel College is the same with an all-female school or a mixed school in Ghana.

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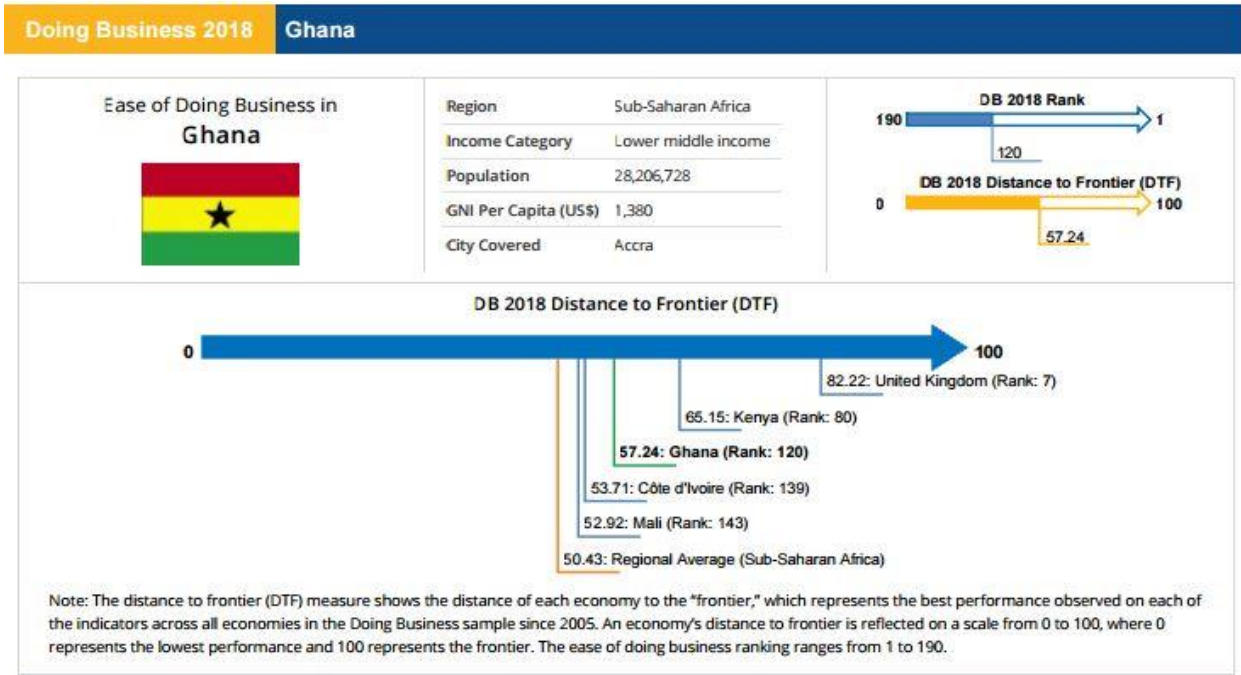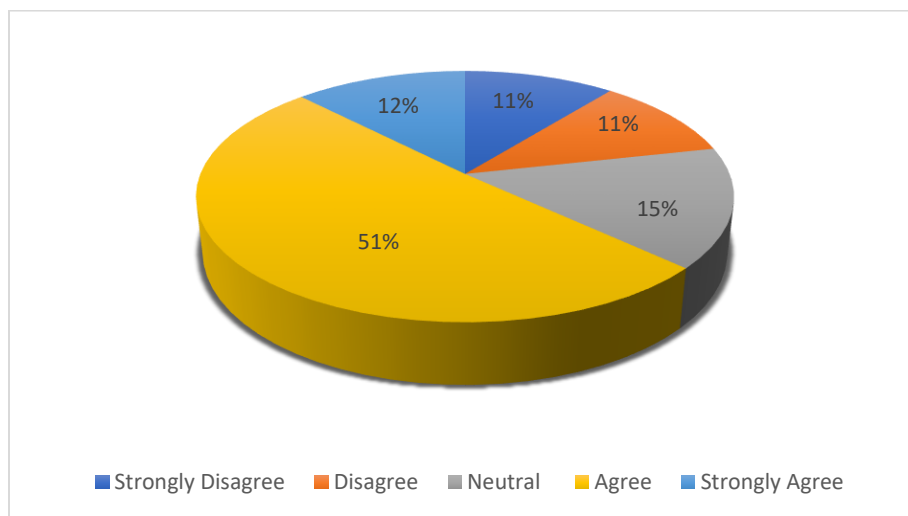Yamada, D. (2008). Workplace Bullying and Ethical Leadership. Retrieved from

ttp://scholar.valpo.edu/cgi/viewcontent.cgi?article=1032&context=jvbl

APPENDICES

List Of Figures and Table

Figure 1.0: The ease of doing business in Ghana as at 2018.

Source: www.doingbusiness.org/
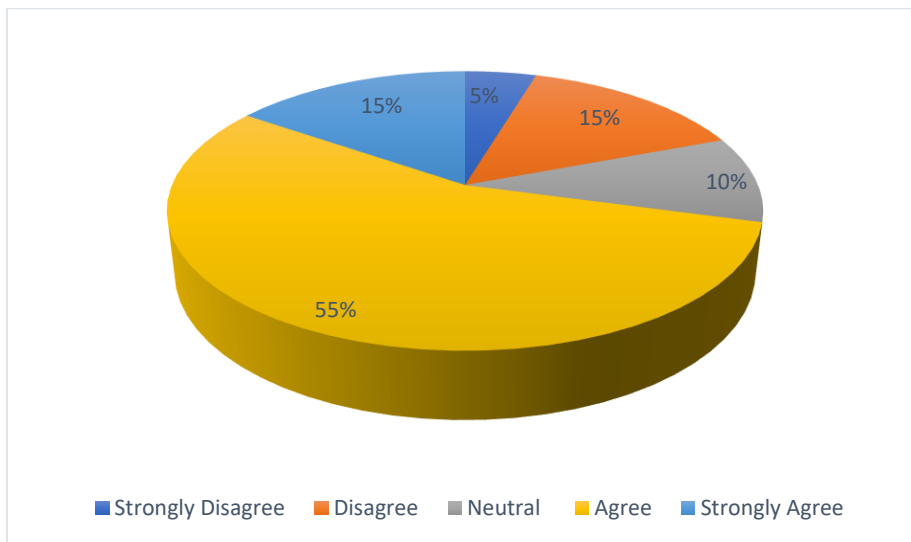
Figure 1.1: View on bullying as a problem in high school

Source: Researcher's Diagram

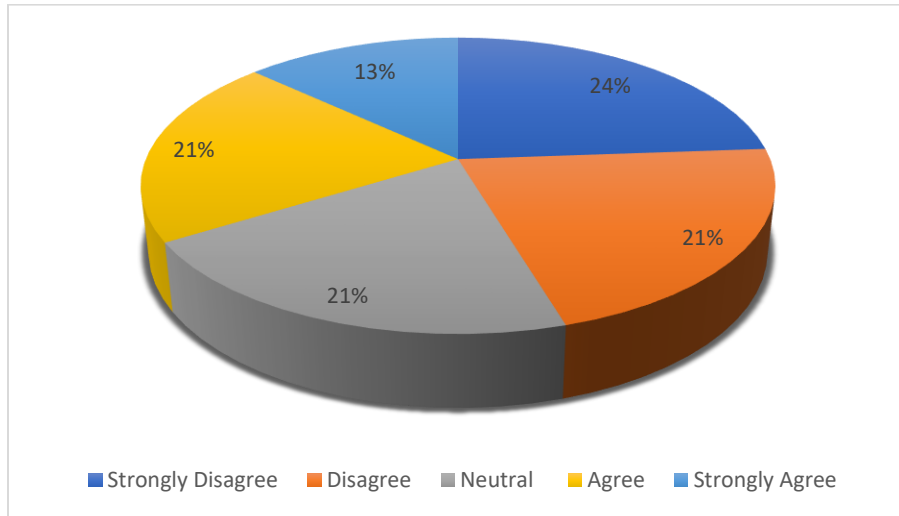Figure 1.2: View on bullying and teasing as not a normal part of childhood behavior
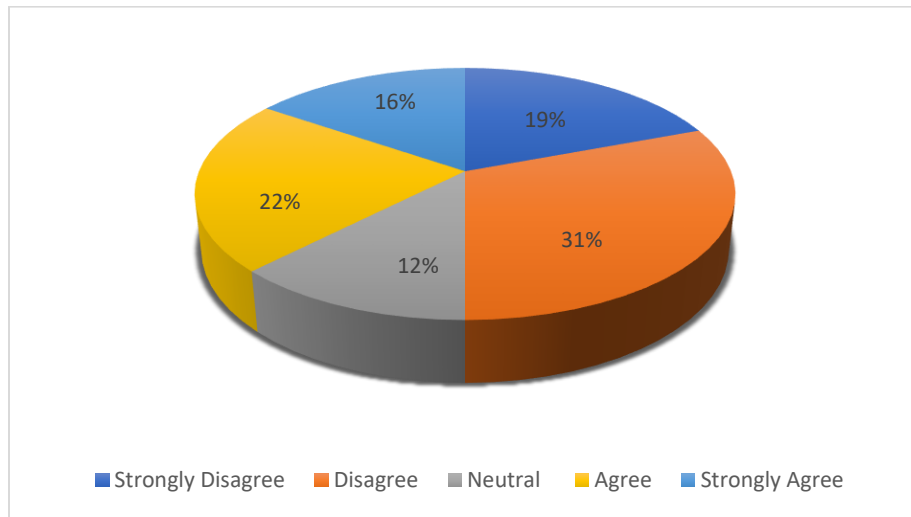
Source: Researcher's Diagram

Figure 1.3: View on bullying as a way of life of students in college
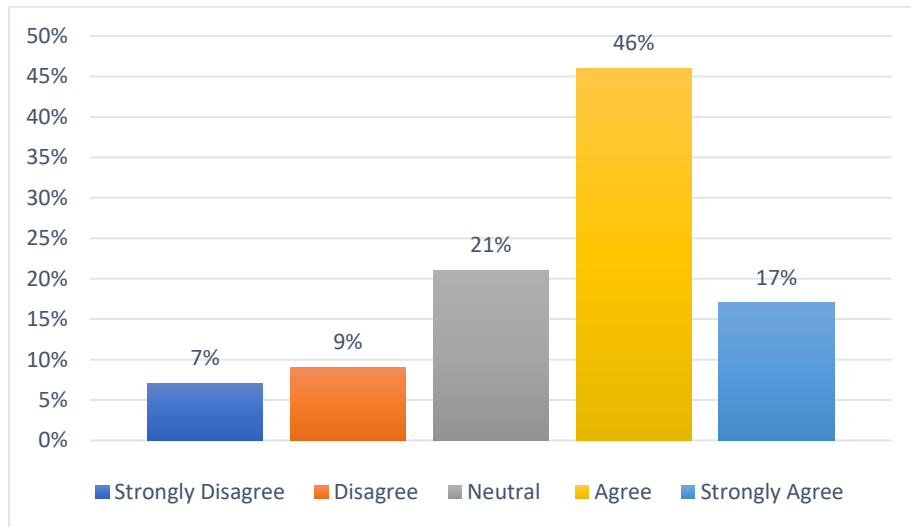

Source: Researcher's Diagram

Figure 1.4: View on bullying instilling a sense of discipline in people
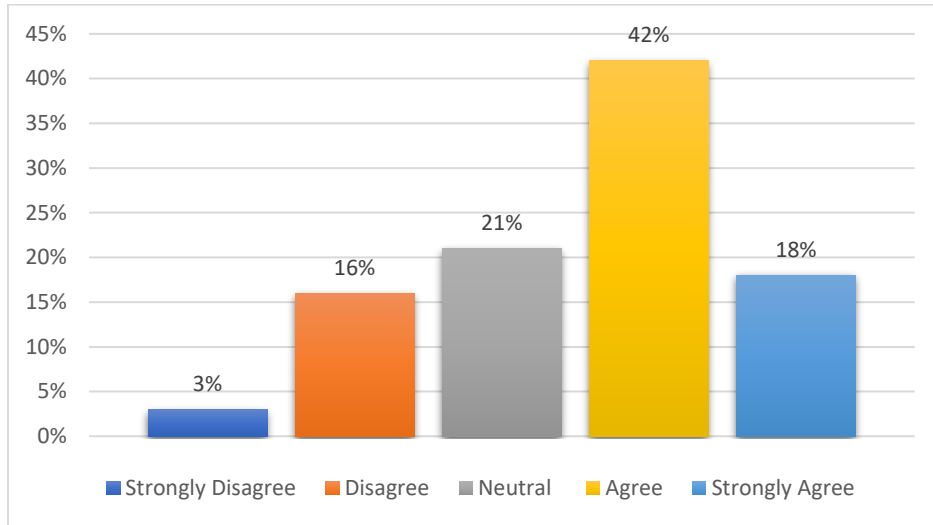

Source: Researcher's Diagram

Figure 2.1: Participants' confidence with the identification of bullying in a situation
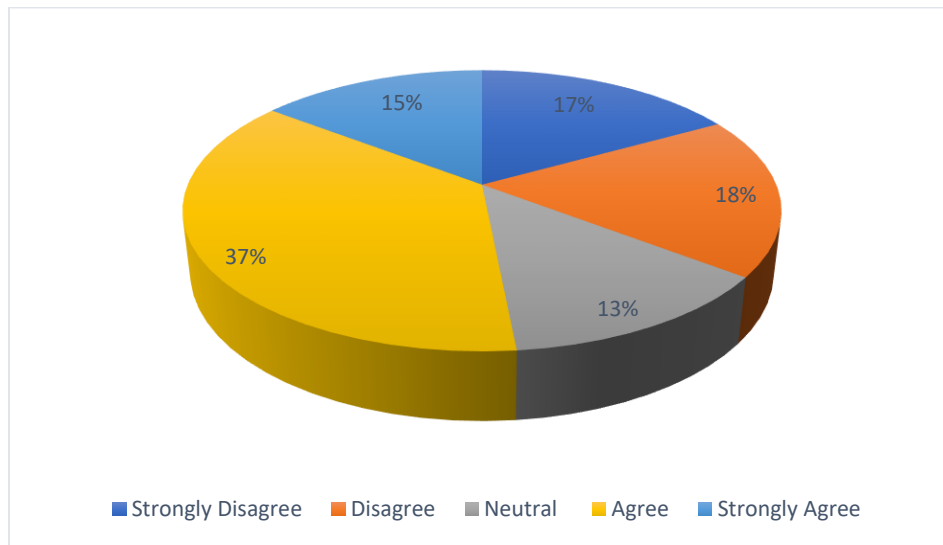

Source: Researcher's Diagram

Figure 2.2: Participants' confidence with the managing of a bullying situation
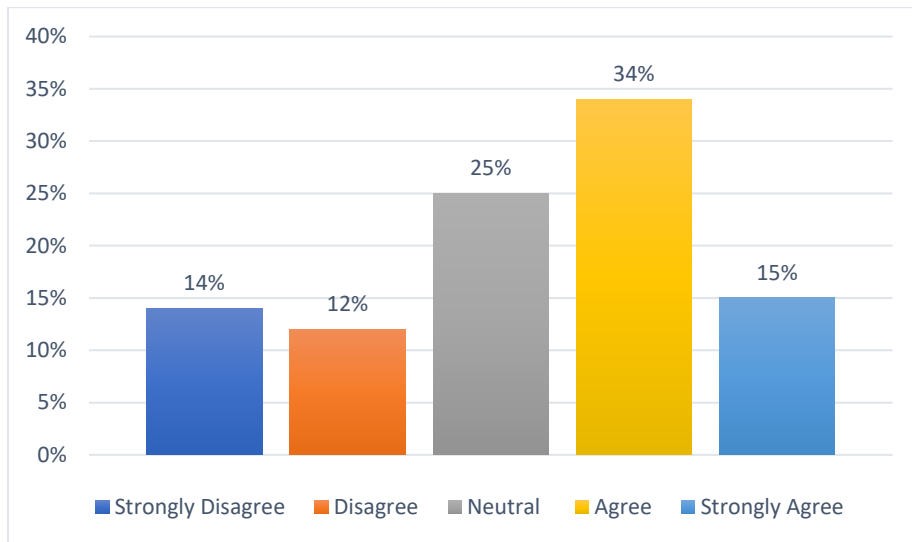

Source: Researcher's Diagram

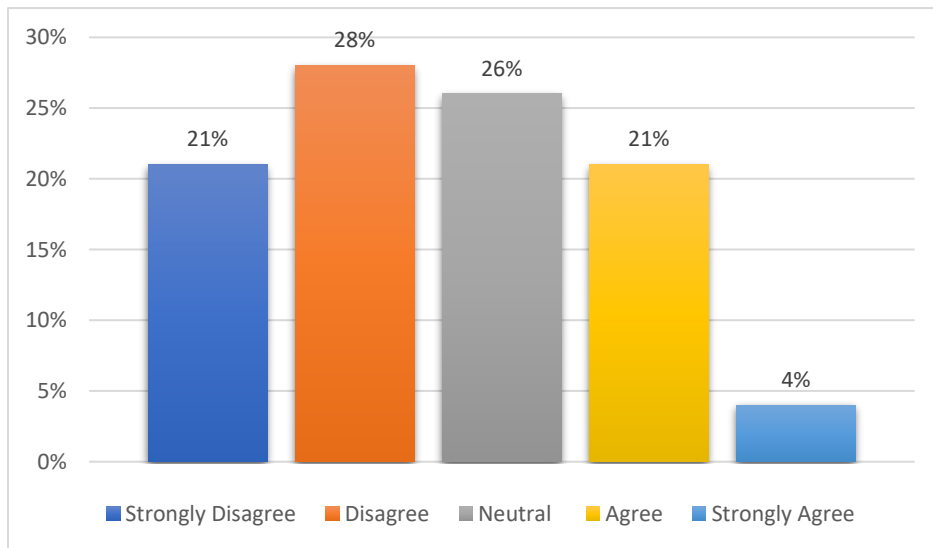Figure 3.1: Participants' identification of bullying not making people tough in a situation

Source: Researcher's Diagram

Figure 3.2: Participants' perception of no positive relationship between bullying and future job performance
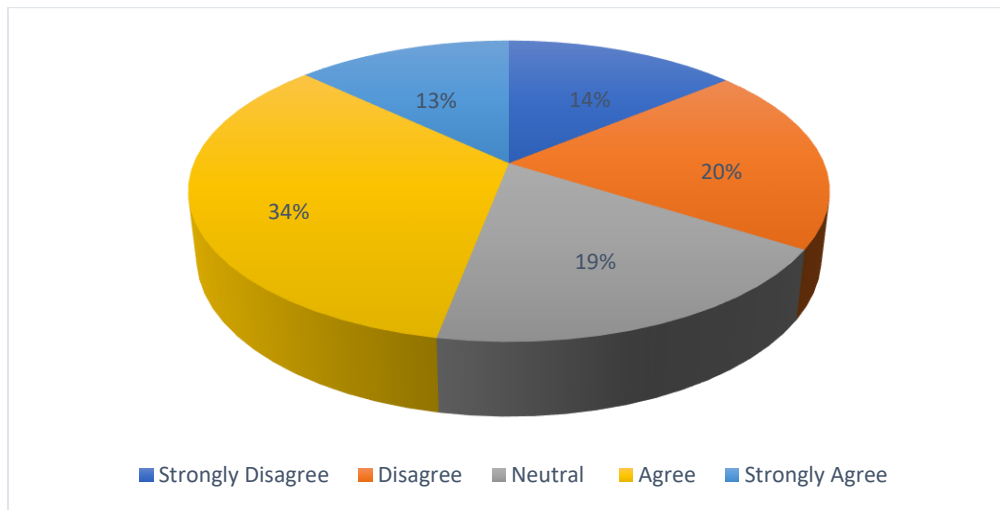

Source: Researcher's Diagram

Figure 3.3: Participants' view on bullying producing successful business leaders

Source: Researcher's Diagram

Figure 3.4: Participants' view on bullying not influencing the likelihood of students transforming into successful business leaders post high school

Source: Researcher's Diagram

Table 1.1: Chi-Square Test for Ones' Status after School Effect

Bullying, Job Performance and Successful Business Leadership are positively related					
		Observed Counts			
		Accept	Reject	Total	
Working		131	100	231	
Schooling		70	89	159	
Total		201	189	390	
		Expected Counts			
		Accept	Reject	Total	
Working		119.0538	111.9462	231	
Schooling		81.94615	77.05385	159	
Total		201	189	390	
Chi-square		0.013772			

Source: field data

Figure 2.0: Data collection instruments (Questionnaire and Interview Questions)

The aim of the questionnaire (Likert Scale) is to explore how old students of Adisadel College (especially those that are in the tertiary level and those that are in active employment but are not yet business leaders) perceive, understand and respond to bullying and how it relates to business leadership. Apart from some demographic information to be collected in the first section (A) of the questionnaire, you are requested to also rate the given statements in the next section (B) of the questionnaire on a 5-point response scale ranging from "strongly disagree" to "strongly agree".

I am interested in your opinions and experiences; therefore, I need you to answer all the questions. All responses will be treated with complete confidentiality.

A. Please place an (x) in the appropriate box

1. Age group: 18 - 24 ☐   25 - 30 ☐

2. Marital Status: Married ☐   Unmarried ☐   Divorced ☐   Other ☐

3. Year of Senior High School completion ………………

4. Course studied during Senior High School …………………..

5. Ethnic group ……………………..

6. Status after high school: Still schooling ☐   Working ☐   Other ☐

7. Code description
1 = Strongly disagree   2 = Disagree   3 = Not sure   4 = Agree   5 = Strongly agree

B. Please select only 1 option (ranging from 1 to 5) by making a cross(x) for every statement.

	1	2	3	4	5
1. Bullying was a problem at school					
2. Bullying and teasing is not a normal part of a childhood behavior					
3. I am confident in identifying episodes of bullying in a situation					
4. I am confident in managing bullying situations					
5. Bullying does not make people tough in a situation					
6. Bullying was a way of life of students					
7. Bullying instilled a sense of discipline in people					
8. Bullying does not have a positive relationship with future job performance					
9. Bullying produces successful business leaders					

10. Bullying does not influence the likelihood of students to transform into successful business leaders post-high school				

The aim of the interview is to explore how old students of Adisadel College (especially those that are successful business leaders in Ghana) perceive, understand and respond to bullying and it relation to business leadership.

I am interested in your opinions and experiences; therefore, I need you to answer all the questions to the best of your abilities. All responses will be treated with complete confidentiality.

1. Kindly tell me something about yourself. Specifically, your educational background and experiences.
2. Were there any forms of bullying during your senior high school days? Kindly describe.
3. Who were those who perpetrated bullying is such instances?
4. How was bullying viewed in your situation?
5. Did you experience any form of bullying yourself in high school? Describe.
6. In what way has bullying impacted your life this far?
7. In what way has bullying contributed to your success as a business leader?
8. In what way has bullying affected your productivity and job performance?
9. Do you think the bullying culture in senior high school could possibly make one successful in the business environment in Ghana?
10. What do you think about this statement 'the bullying culture in Adisadel College does not influence the likelihood of students to transform into successful business leaders post-high school'.