

UNIVERSITY OF CAPE COAST

CLIQUES AS SUBCULTURES AMONG TEACHERS OF JUNIOR HIGH  
SCHOOLS: AN EXAMINATION OF THE DRIVERS, BENEFITS,  
CONTESTATIONS AND MANAGEMENT STRATEGIES IN WA



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### DECLARATION

#### Candidate's Declaration


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

Candidate's Signature:  Date: 25/07/2025

Name: Felicia Daanoma

#### Supervisors' Declaration

I hereby declare that the preparation and the presentation of this thesis were supervised in accordance with the guidelines on supervision of the thesis laid down by the University of Cape Coast.

Supervisor's Signature:  Date: 25/07/2025

Name: Prof. Clement K. Agezo

## ABSTRACT

Cliques as subcultures provide a space for teachers with similar ideologies to come together and share their concerns. The study explored the drivers, benefits, contestations, and management strategies of cliques in JHSs in Wa Municipality. A concurrent embedded mixed method design was used, with a sample of 255 trained teachers selected through cluster, simple random, and purposive sampling. Questionnaires were used to gather quantitative data while semi-structured interviews and focus group discussion guides were used for qualitative data. The Statistical Package for Social Science version 25 was used to analyze quantitative data using descriptive statistics, chi-square, correlation, and ordinary least square (OLS) regression. Thematic analysis was used to analyze qualitative data. The study revealed disparities in the factors influencing cultural hegemony and clique formation between male and female teachers. Female teachers were more likely to form cliques based on income, while male teachers were more focused on socialization. The study found no significant difference between male and female teachers in the strategies used to manage clique-related contestations. The study found a positive correlation between the perceived benefits of cliques and the drivers of clique formation, as well as the use of management strategies to control contestations. The OLS regression showed a 20.6% likelihood that drivers of cliques impacted the benefits derived from subcultures ( $p$ -value  $< 0.001$ ). The study also found that clique contestations can increase benefits for teachers by 19.3% ( $p$ -value  $< 0.001$ ). These results indicated that cliques are important for fostering social connections and professional growth for teachers of JHSs. Conclusively, cliques as subcultures were inevitable and critical for building social bonds and for the professional learning among teachers in JHSs. This necessitates policy dialogue and formulation for regulating the activities of cliques. The study recommends that Ghana Education Service should organize continuous in-service training for teachers to managing the contestations in cliques in JHSs within the Wa Municipality.

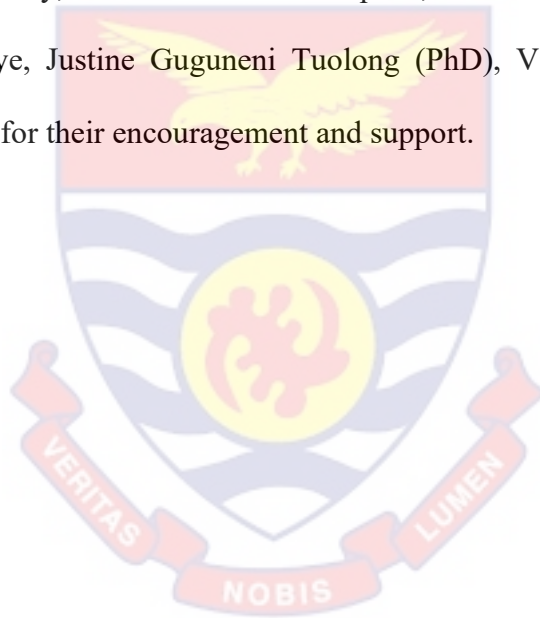
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## DEDICATION

To my lovely husband, Libanus Susan (PhD) and my children: Karryn, Kasee, Kathleen and Kianna. May the Almighty God bless them all.

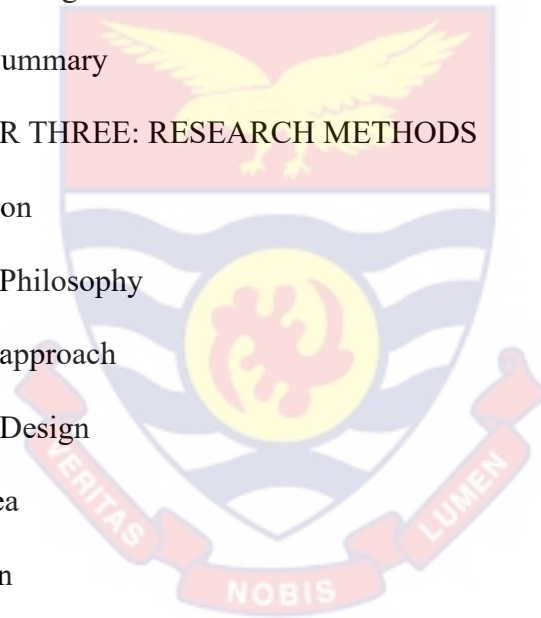


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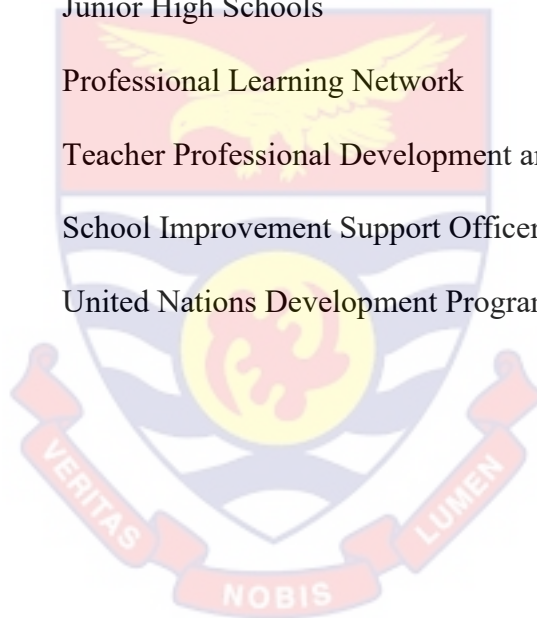
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**LIST OF ABBREVIATIONS**

AD	Assistant Director
CCCS	Centre for Contemporary Cultural Studies
FAO	Food and Agriculture
FGD	Focus Group Discussion
GES	Ghana Education Service
GSS	Ghana Statistical Service
JHSs	Junior High Schools
PLN	Professional Learning Network
PTPDM	Teacher Professional Development and Management
SISOs	School Improvement Support Officers
UNDP	United Nations Development Programme



## CHAPTER ONE

### INTRODUCTION

Schools are places of socialization creating cliques as subcultures that teachers operate in. Cliques as subcultures provide spaces for teachers with similar ideologies to come together and share their concerns. These cliques begin to compete with the culture of the school. This results in cliques breaking the laws of the school.

#### **Background to the Study**

Hughes, Botchkovar, Antonaccio and Timmer (2021) said the importance of schools as a place and source of socialization involving varied norms and values tends to create subcultures. Ardilia (2019) indicated that the concept of subculture began during the early twentieth century and has been used in various disciplines such as sociology, anthropology, psychology, and criminology. However, it has been most influential in sociology and criminology as a major explanatory tool to comprehend deviant behaviors (Ardilia, 2019; Blackman, 2014). Baars, Shaw, Mulcahy and Menzies (2018) explained that teachers operate in subcultures inside and outside schools. These subcultures are formed and called differently as collective representations, youth cultures, neo-tribes, lifestyles, scenes or cliques in order to capture the postmodern nature of these groupings. As a result, these cliques as subcultures seemed to have changed from a rather stable or fixed affiliation with subcultures to a more fluid or multiple affiliations with certain lifestyles (Bobakova, Geckova, Klein, Dijk & Reijneveld, 2015; Blackman, 2014; Durkheim, 1901).

Cliques as subcultures refer to where teachers of liked mindedness come to accept themselves as a team and are bonded together where they may sit, talk,

eat, share their concerns together and solidarize with one another as long as they remain at post in a particular Junior High School. This concept come to stay and create subcultures in Junior High Schools. Luliana (2021, p.135) explained that

*Clique as 'subculture is a subdivision within the dominant culture that has its own norms, beliefs, and values. Subcultures typically emerge when people in similar circumstances find themselves isolated from the mainstream and band together for mutual support. Subcultures may [be] form[ed] among members of ... occupational groups... Subcultures exist within a larger society, not apart from it. They therefore share some of its values. Nevertheless, the lifestyles of their members are significantly different from those of individuals in the dominant culture.'*

This explained that it is through cliques as subcultures that teachers recognized schools as a place where people come to present themselves, to represent where they come from, and to stay even with or to dominate their colleagues. Maples (1988) asserted that the development process of cliques as subculture or small group is challenging and complex. It is challenging because there are many types of cliques as subcultures with equally varied purposes. It is complex because cliques as subcultures are composed of human beings who, by their very nature, are complex. That is, in the Junior High Schools, the staff as a large group are further divided into various interest groups with different shared interests. These cliques as subcultures are informal organizations which Agezo and Baafi-Frimpong (2019) described as informal organizations or social groupings within a formal system, which occur as a result of some members sharing common responsibilities, interests, problems or personal characteristics together. These clique groupings are loosely organized, ill defined, usually grow spontaneously and the members interact in a more personal way. The authors categorized these cliques mainly into horizontal clique, vertical clique and

mixed clique. The horizontal clique is formed by workers who have same ranks and work schedules. This means that this category of clique members of teachers is not in management positions either at the school, Municipal Education Office or at the teacher union levels. The authors were of the view that the vertical clique is formed with employees in management positions with similar work unit. This implied that the Conference of Heads of Basic Schools that include the head teachers of Junior High Schools is a typical example of this type of clique. The authors further noted that mixed clique consists of employees of top and lower ranks with common social interests or to fulfil functions not provided by the formal organization who may come from different work units and locations (Agezo & Baafi-Frimpong, 2019). This clique as subculture is where teachers with different ranks either in the classroom or at the Municipal Education Office, are all members of the Ghana National Association of Teachers, National Association of Graduate Teachers or Coalition of Concern Teachers. Josef (2013) asserted that a clique as subculture is a characteristic set of specific norms, values, behavior patterns, and lifestyles that define a certain group within the context of the dominant culture. The term clique as a subculture relates to a specific group that is the creator and bearer of its own special, differing norms, values, patterns of behavior, and lifestyles, even as it plays a part in the functioning of the broader society. In every case, the important indicator of a clique as subculture is its visible divergence from the dominant culture (Josef, 2013). That is, the cliques as subcultures are emanating from the contestations of the overall dominant culture of the school. For Jia (2022), cliques as subcultures are social groups with peculiar norms and practices that differ from or are in opposition to those of the dominant culture

of the school. Cliques as subcultures compete and may dominate the culture of the school and becoming a way of life for many and eventually, conflicting with the culture of the school as the dominant culture (Hughes et al, 2021). This indicates that schools where cliques as subcultures prevail, contestations are said to be inevitable across a variety of situations between and among these cliques within the same school including unfriendliness and disrespect to colleague teachers. Blackman (2014) upheld that those cliques as subcultures may at times act in resistance and social struggle in their engagement with the school culture. This accounts for the variations of cliques' activities across different groups (Blackman, 2014) in a particular Junior High School or across these schools. This makes cliques as subcultures with varied informal rules governing interpersonal behaviors of teachers in Junior High Schools within the Wa Municipality. This is particularly the case where Hughes et al (2021) upheld that insofar as the codes of the cliques as subcultures take root in schools, it can be expected to influence the behaviours of the teachers in the respective cliques independently of their own characteristics and values. As a result, clique members tend to be exposed to, associate with and reinforce the unique values and behaviours of their respective cliques as subcultures. Thus, this helps in increasing the likelihood of internalizing and acting upon these values of each clique as subculture. This becomes informal social control process in which each teacher behaviour is expected and viewed as the only acceptable way of life within the respective cliques as subcultures. The members of each clique provide support and maintains respect for the members of their clique. Confirming this, Luliana (2021) said, in 'conforming to their own group standards, these people break the laws of the dominant culture. Meanwhile, the

members of the respective subcultures uphold the laws of their subculture as sacrosanct. Clique membership is a subculture in Junior High Schools where the members in the words of Luliana (2021) define their status in ways that to them seem attainable.

A study conducted by Annor (2016) on the Exploration of the Organizational Culture of Selected Ghanaian High Schools, a dissertation presented to the Faculty of the Patton College of Education of Ohio University concluded that one major factor that influenced the achievement of school outcomes is the involvement of subcultures in school governance. This implies that head teachers in Junior High Schools in the Wa Municipality must recognize the existence of cliques as subcultures and navigate around these cliques to achieve the school educational goal. This is an admonition of Pleasant (1995) early submission that the formulation of cliques as subcultures can create positive or negative impact in the schools. It is on this ground that the study examined the drivers, benefits, contestations and management strategies of cliques as subcultures among teachers of Junior High Schools in the Wa Municipality.

### **Statement of the Problem**

Adewale (2019) asserted that there is a culture in every school that acts on the behaviours of teachers. Notwithstanding, teachers still belong to other cliques as subcultures in their groups within the school. There are times that different cliques as subcultures in the school have both positive and negative influences. The worry is that, the negative subcultures tend to derail the bond and consensus building in the school (United Nations Development Programme [UNDP], 2020).

Numerous subcultural studies are in developed countries (Aldhobaib, 2022; Aikenhead, 2021; Hughes et al, 2021; Ardila, 2019; Williams, 2019; Chow, 2017; Alban, 2013). Few of such studies are in Sub-Saharan African countries (UNDP, 2020; Adewale, 2019).

In Ghana, Agezo & Baafi-Frimpong (2019) identified types of cliques in schools while Annor (2016) wrote on the subcultures of selected southern Senior High Schools. These limited studies in Ghana (Agezo & Baafi-Frimpong, 2019; Annor, 2016) have used qualitative research methodology compared to the current studies use of mixed method approach.

The Upper West Region (U/WR) had not witnessed any subcultural studies let alone the Municipality. Meanwhile, Wa Municipality has the highest public JHSs (74), double stream JHSs (38), teacher population (705) in U/WR (Wa Municipal Education Directorate, 2023) creating cliques. Thus, there seemed a neglect on subcultural studies (Hughes et al, 2021; Aikenhead, 2021; Luliana, 2021; Adewale, 2019; Baars et al, 2018; Annor, 2016; Blacman, 2014).

These result in limited, inconclusive and silence evidence on subcultures (Hughes et al, 2021; Annor, (2016) in JHSs in Wa Municipality. Also, the negative subcultures tend to increase contestations (Blackman, 2014) that break the rules of the school, create persistent strained relationships among teachers, and undermining the authority of the head teachers which can disrupt academic work (Hughes et al, 2021) creating knowledge gap in JHSs in Wa Municipality. Even though teachers have code of conduct to guide their behaviours in schools, these clique formations and the counter behaviours to the culture of the school still continued in JHSs in Wa Municipality.

These geographic, methodology and knowledge gaps caught the attention of the researcher to investigate into the drivers, benefits and contestations of cliques as subcultures among teachers of JHSs in Wa Municipality.

### **Purpose of the Study**

The study investigated the drivers, benefits, contestations and management strategies of clique membership as sub-cultures among teachers of Junior High Schools in Wa Municipality.

### **Research Objectives**

1. To examine the drivers of clique membership base on gender among teachers of Junior High Schools in Wa Municipality.
2. To assess the benefits of clique membership base on gender among teachers of Junior High Schools in Wa Municipality.
3. To ascertain the contestations that arise from the clique membership base on gender among teachers of Junior High Schools in Wa Municipality.
4. To determine ways of managing the contestations of clique membership base on gender among Teachers of Junior High Schools in Wa Municipality.

### **Research Questions**

1. What are the drivers of clique membership base on gender among teachers of Junior High Schools in Wa Municipality?
2. What are the benefits of clique membership base on gender among teachers of Junior High Schools in Wa Municipality?
3. What contestations arise from the clique membership base on gender among teachers of Junior High Schools in Wa Municipality?

4. How can the contestations of clique membership base on gender be managed among teachers of Junior High Schools in Wa Municipality?

### **Hypothesis**

**H0:** The drivers, contestations and management strategies of cliques do not have a significant impact on the benefits of cliques as subcultures among teachers in selected Junior High School.

**H1:** The drivers, contestations and management strategies of cliques have a significant impact on the benefits of cliques as subcultures among teachers in selected Junior High School.

### **Significance of the Study**

Research into the role of subculture in educational environment has not attracted significant and comprehensive attention of researchers and thereby remained poorly studied (Kolesnik, Stepanov & Pavlova, 2020). This study in the words of Aldhobaib (2022) unearthed the inclusion of intra-subcultural relationships for a realistic understanding of intra-subcultural dynamics. Thus, the study located the behaviors and motivations of teachers in cliques as subcultures, and the subjectively experienced place of these teachers as members.

This study in the words of Baars, Shaw, Mulcahy and Menzies (2018) provided a detailed description of these cliques' practices and the ways in which they, often subtly, differ from those found in other Junior High Schools in the Wa Municipality. This enabled the study to suggest potential avenues for further research, and draw implications for policy.

This study added to the description of the complexities of cliques as subcultures in schools which sets the context to analyze deeper into the

identities of the conflicting subcultures (Aikenhead, 2021) within Junior High Schools in the Wa Municipality.

Thus, studying cliques as subcultures in Junior High School in the Wa Municipality would not only in the opinion of Kolesnik, Stepanov and Pavlova (2020) complement the existing system of scientific knowledge about the cliques as subcultures in education environment, but would be the basis for the formation of an understanding of the importance of subculture interaction.

### **Delimitation**

The study area is Wa Municipality in the Upper West Region. The content of the research focused on the drivers, benefits and contestations of clique membership as subcultures among teachers of Junior High Schools in Wa Municipality. Thus, the study investigated the drivers of clique membership as a subculture, benefits of clique membership as subculture, contestations that arise from these clique memberships, and ways of managing the contestations of clique membership as subcultures within the schools in Wa Municipality.

### **Limitations**

Subcultures studies have been conducted predominantly in qualitative approach. However, this study delved into mixed method research approach using the concurrent embedded mixed method where both qualitative and quantitative approaches were used. Therefore, running and interpreting P values, linear regression model and correlation analysis as the quantitative components of the study were difficult to do since the research was not properly grounded in quantitative analysis.

Also, teachers were concealing that they were not belonging to a any particular clique as a subculture even when they knew they were. This delayed

the processes the researcher followed in determining the clique membership in the respective schools under investigation.

### **Definition of Terms**

**Culture** is the patterns of behavior, shared norms, values, traditions and rituals that are characteristic of certain social or ethnic groups.

**Dominant or main culture** refers to the most widespread culture within a certain time and space in a particular Junior High School.

**Subculture** is a subdivision within the dominant culture that has its own norms, beliefs, and values.

**Clique** as subculture is where teachers of liked mindedness come to accept themselves as a team and are bonded together where they may sit, talk, eat, share their concerns together and solidarize with one another as long as they remain at post in a particular Junior High School.

**Counterculture** is where the degree of divergence of the subculture from the dominant culture of which it is part, can be variable; it may diverge only minimally, or it may be in complete opposition to the entire culture.

### **Organization of the Study**

This research was organized into five chapters. Chapter one focused on the background to the study, statement of the problem, purpose of the study, research objectives that guides the study, research questions, significance of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study.

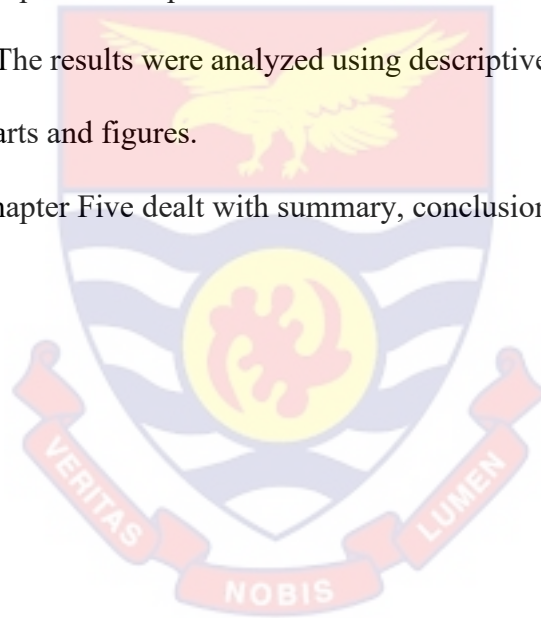
In Chapter Two, a review of related literature on subcultures in schools was done under headings and sub headings. This consisted of the theoretical framework of the study, drivers of cliques as subcultures, benefits of clique

membership as subculture, contestations that arise from the clique as subcultures, ways of managing the contestations of clique as subcultures and finally, summary of literature.

Chapter Three dealt with the research methods in conducting the study. The section covered the study area, the research design, population, sampling procedure, and data collection instruments. The rest were data collection procedures, data processing and analysis, hypothesis and finally, a summary of the chapter.

Chapter Four presented the results and discussion of the study's findings. The results were analyzed using descriptive statistics and presented in tables, charts and figures.

Chapter Five dealt with summary, conclusion and recommendations.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter reviewed literature on Subcultural Theory as the theoretical Framework of the study. Also, the literature was reviewed on the stages of group formation, history of subcultures, drivers of cliques as subcultures, benefits of cliques as subcultures, contestations in cliques as subcultures and management strategies of the contestations in cliques as subcultures. The chapter ended with the Conceptual Framework.

#### Theoretical Framework

##### Subcultural Theory

Cohen (1955) developed the Subculture Theory in his Book *Delinquent Boys: The Culture of the Gang*. The Theory saw subcultures as deviant (delinquent) behaviour as a way to react and adapt to the problems of dominant culture that individuals in subgroups or subcultures are struggling to withstand (Cohen, 1955). Subculture Theory emerged during the 1950s (Josef, 2013) where it saw deviant (delinquent) behaviour of individual subculture members as a way to react and adapt to the problems of dominant culture that some category of individuals and groups are struggling to withstand (Cohen, 1955). This is a collective (not individual) decision of the respective subgroups' adaptation to structural pressure. The occurrences of this subculture are seen as deviant or delinquent behaviours to represent a protest or defensive reaction against the dominant culture (Aikenhead, 2021). Subculture Theory holds that deviation is the result of conformity of norms and values among those subcultures of which the individuals are members. As a result, the members of

the subcultures differ a little from other members of dominant (School) culture. The basic difference between the dominant (school) and subculture, however, is in the area of norms – the subculture believes in different rules and different values than those of the conforming dominant culture (Adewale, 2019). Thus, the Subculture Theory opined that members of the subculture usually exhibit behaviours that from the standpoint of dominant (school) culture constitute deviance act (Josef, 2013).

Blackman (2014) said Subcultural Theory offers individual meaning in practices of subcultures, in terms of individualistic identity, pleasure and individual performance. The Theory focuses on the subculture engagement in resistance and social struggle with the dominant culture (Blackman, 2014). The Theory sees various cultural values and belief systems among different subgroups in schools. It finds that a particular subculture has a background that hold similar values that find their expression in shared membership of the group. Subcultures' norms may run counter to those of the mainstream (Stearn, 2012). The Theory sees subcultures to emanate from the interaction between and developing people and culture in which they live. It sees human learning as a social process. At its base, Subcultural Theory argues that there is a direct connection between subculture membership and personal identity. However, depending upon the conceptualization of identity, debate on Subcultural Theory vary widely on how group and individual identity are linked to one another.

For Stearn (2012), the major points of contention within Subcultural Theory can be grouped into three areas: First, there is a debate as to whether subcultural membership represents a loose or tight connection to the individual member's identity. Those that believe in loosely structured subcultural identities

debate believe that individual members gain their identity from subcultural membership. In addition, these proponents argue that subcultural memberships are impermeable; the individual can only belong to a single subculture at a single point in time. Each member's identity is only loosely connected to the subcultural group. Conversely, those proponents who operationalize subcultural membership through certain structural characteristics, such as class and race found that the member's identity is tightly connected to subcultural membership (Blackman, 2014). So, subcultural membership is absolute and thus, the individual's identity all but disappears into the group's identity. Thus, when examining subcultural membership, an analysis of individual identity would be redundant. The second major area of contention of the Subcultural Theory concerns delinquency. In the past few decades, the concept of subcultures has moved into studies of group dynamics and the position of people within the criminological study of subcultures who sees delinquency as a means towards a clique. The third major point of contention within Subcultural Theory concerns with the role that social class plays in the development of subcultural identities. It shows that cliques as subcultures are a unique phenomenon within the lower- and working-class, while others argue that subcultures are a classless social phenomenon. The latter group suggests that social class has very little to do with the development of a subculture in the first place. In both of these perspectives, the possibility of uniquely middle-class subcultures is rarely considered (Stearn, 2012). The theory is relevant to this study as subculture behaviours are diametrically opposite to the culture of each school (Stearn 2012) offering a compelling support to the study. Also, this point of contention allowed the

researcher to examine both the individual member's identity within the individual and/or from the group's perspective.

### **Stages of Group Formation**

Cliques are formed as groups which pass through stages. Tuckman (1965) identified the stages of group formation as forming, storming, norming, performing and adjourning. This relates to how a group bonds and works on a task, either short term or long term (Tuckman, 1965).

**Forming Stage** is the stage of *getting to know you and what shall we do?* (Gravells & Simpson, 2014). Individuals at this stage may be anxious and need to know the boundaries and code of conduct within which to work or relate (Tuckman & Jensen, 1977). This is where people develop personal relations about each other or one another that generate a sense of dependence. The group members who make up a clique rely on safe, predicted trend behavior and look up to the group leader for guidance and direction. The members within the group as a clique have a strong passion for recruiting and accepting other members for their collective safety (Hingst, 2006). The members within each group as a clique tend to have common shared values and norms. The members of the group as a clique tend to set out gathering impressions and information about the similarities and differences among them. This accords them to form and align their preferences for future subgrouping. Rules of behavior seemed to keep things simple and to avoid controversy. Serious topics and feelings are avoided (Zoltan & Vancea, 2016). This implied that at the early stage of the clique as a subculture in Junior High Schools teachers get to associate or relate with one another as a way to molding and fostering togetherness with shared interest in the clique. As a result, the members attempt to become oriented to the tasks as

well as to one another. To grow from this stage to the next, each member avoids raising emotional and sensational topic for discussion that has the risk possibility of conflict.

**Storming Stage** is referred to as *it cannot not be done stage* (Gravells & Simpson, 2014). This stage experiences an intense competition and conflict in the personal relations among the members of the different groups as cliques. As the members of the groups as cliques interact, they slip into disputes. As a result, the members of the group as clique make efforts to streamline and mold their feelings, ideas, attitudes and beliefs to be aligned with the clique's interest. The members of the respective groups as cliques tend to take these decisions for fear of exposure or fear of failure (Tuckman & Jensen, 1977). So, the members of each clique tend to have the edge to ensure structural clarification and commitment. The stage experience role conflict as a result of who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are? (Crosta & McConnell, 2010). This shows that the members of each clique as a group tend to gang-up against other cliques and management decisions of the Junior High School. The recalcitrant cliques may be rebellious in their defensive mechanisms. This makes the clique members to get swayed into competition and hostilities. The occurrences of such tensions may silence the introverts while the extroverts dominate in the clique and the school as a whole. To transition to the succeeding stage, group members must absolve themselves from the perceived testing and proving to a problem-solving mindset that will accord them the ability to listen for inclusive decision making.

**Norming Stage** is being described as *it can be done stage* (Gravells & Simpson, 2014). This is where group cohesion takes place and the norms are

established. Mutual support is offered, views are exchanged in the group. For Tuckman (1965), this is the stage where intergroup and interpersonal relations are characterized by cohesion. The members in the respective groups as cliques encourage, respect and acknowledge the participation of each member for the collective resolving of the problems of members of the group(s). The stage upholds the maintenance of the group stability. As a results, the members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members (Zoltan & Vancea, 2016). The members of the groups as cliques have shared leadership where they tend to coordinate, collaborate and work in unison without members having differences within or between cliques. At this stage, the members of the clique as subculture identify with one another and becomes trustworthy (Akrivou, Boyatzis & McLeod, 2006). This aids group cohesion, sense of group belonging and a feeling of relief is on the ascendancy as a result of members' ability to resolving interpersonal conflicts. At this stage, there is free flow of information among the members making the members to share feelings and ideas, solicit and give feedback to one another, and explore actions related to the group's concern. At this stage, innovation, creativity and openness is the hallmark of the group cohesion. However, members of the clique as a group may begin to envisage the threat of the sustainability of the clique where even transfers may dissolve the group. As such, some members may be worry of this inevitable occurrence in the future for which they may resist change of any sort.

**Performing Stage** is being referred to as *the we are doing it stage* (Gravells & Simpson, 2014). Individuals feel safe enough to express opinions and there is energy and enthusiasm towards completing the clique's decision or

task. Cliques as groups that are able to evolve up to this stage develop tenacity, capacity and wide range of depth personal relations among the members which can expand to true interdependence. It is at this stage that people including the teachers in cliques as subcultures can work independently (Jones, 2019) in Junior High Schools in the Wa Municipality. The members within the clique as subculture are able to adapt to changing demands of the school if they so decide. This stage is akin to interdependence in personal relations and problem solving where the members have become self-assuring, and the need for group approval is past (Tuckman, 1965). Thus, the members are both highly task oriented and highly people oriented. There is unity in the clique as subculture where the group's identity, morale and loyalty are high for problem solving and towards group development.

**Adjourning is the last stage.** This is the termination of the group as a clique. This is the stage of disengagement of task and relationships among members of the groups as cliques. It is the point of phasing out of the members from the clique as subculture in the school (Tuckman & Jensen, 1977). The task of the clique as subculture is either completed or terminated where the members separate their ways (Jones, 2019). This may occur where members of the cliques as subcultures may be separated by transfers sending them to different Junior High Schools within the Wa Municipality or beyond. When the members managed this stage well, they may have the conviction in the words of Gravells & Simpson (2014) *we will do it again stage*. Thus, members often leave the clique with the desire to meet again or keep in touch even at the different Junior High Schools within or outside the Wa Municipality. The stage, when not handled well will create some apprehension. The termination of the group will

become a regressive movement in giving up control to giving up inclusion in the group.

However, Maples (1988) asserted that Tuckman's stages of forming, storming, norming, performing, and adjourning as the stages of group formation are lacking in both descriptive depth and clear definition. This is the case where

'I now teach Tuckman's theory of 5 stages to include 20 substages. In some classes, this new process has reduced and eliminated the question related to confusion about the simplicity of Tuckman's stages' (Maples, 1988, p.22).

Also, Crosta & McConnell (2010) found that Tuckman's stages of group formation is hierarchical, which implies that a succeeding step cannot be reached if the previous one is not accomplished.

Moreover, the authors opined that Tuckman's model is limited in its application mainly in psychological and organizational studies than in educational contexts. Furthermore, the model was conducted in experimental approach rather than interpretivist one and this presents some limitations in the context of educational studies (Crosta & McConnell, 2010).

### **Description of Subculture**

Pleasant (1995) acknowledged that subculture is related to the term "culture". The term is very slippery therefore, it can easily be used to apply to the situation or problem at hand. Annor (2016) explained culture as a concept which determines members' lifestyles, provides an organization with its identity, and a framework for how things must be done. The originators of the term 'culture' were social anthropologists who wanted to describe and understand primitive societies (Annor, 2016). According to Pleasant the concept

culture must therefore be understood in order to clearly examine the proposed topic of concern, cliques as subculture.

Chow (2017) asserted that subculture was coined in the 1940s. The Chicago School or in Birmingham School versions brought the contested contention in the study of subculture. Chicago School Sociologists and later Symbolic Interactionist scholars of culture and deviance in the United States of America (USA), to the British Cultural Studies tradition rooted in the Centre for Contemporary Cultural Studies' (CCCS) highlighted the study of subculture (Williams, 2019). Jia (2022) noted that Scholarly disputes in the United States and the United Kingdom, notably in the field of Contemporary Cultural Studies, led to the emergence of subculture. Instead of looking at deviant conduct as an early stage of theoretical development, as is the case with American and British methods, the Chicago School looks at the behaviors of people within the subculture as they arise in reaction to the typical circumstances of urban social life (Blackman, 2014).

Pleasant (1995) examined subculture from the perspective of an organized set of meanings that presumably bear some relation to a larger more inclusive set called 'culture'. The varied subgroupings all falls under the larger school culture of the various Junior High Schools in the Upper West Region. Ballou (2008) agreed that subcultures possess characteristics where the members engage in regular interactions with one another, share the same problems, and take action on the basis of a common interest for the group.

There are three types of subcultures: enhancing, orthogonal, and countercultural (Lissillour & Wang, 2021; Chandler, 2017; Rose, 1988). Lissillour and Wang (2021) described **enhancing subcultures** as those with

assumptions, values, and beliefs that are compatible with, and are often stronger and held with dedication than those in, the dominant organizational culture. In the Junior High School scenarios, those cliques or subcultures that are too strict, loyal and committed to the group tenets such that its members are always ready to flout the school laydown rules and respect the clique as subculture rules and regulations. The **orthogonal subcultures** are those in which members accept the basic assumptions of the dominant organizational culture but also hold to some unique but not conflicting assumptions of their own. Members of these cliques in the Junior High Schools are law abiding groups though they still respect their respective clique's tenets and laws. These cliques as subcultures find a balance between the dominant school culture and their clique as subculture. **Countercultures** are the subcultures with basic assumptions that oppose, and are in conflict with, the dominant organizational culture of the school. These cliques are hooligans, who always have their way by all means in their dealings within the school. These subcultures are in abeyance with the dominant school culture. They create the disagreements and confrontations that are detrimental to the peaceful co-existence between the different subcultures in the Junior High Schools. Zhao (2017) affirmed this assertion that the creation of subcultures as cliques is generally seen as a sign of revolt against the natural order in the organization. A certain group refuses to obey the natural order. At first, an action against the order is taken in the process, and someone follows the action.

### **Drivers of Cliques as Subcultures**

Drivers are the factors influencing the creation of cliques as subcultures in schools as organizations in every society. Ardilia (2019) maintained that

drivers of subcultures are diverse and can be distinguished from different social, anthropological, and psychological variables. These perceived drivers include age subcultures, gender subcultures, professional subcultures, regional subcultures, place of living subcultures, professional activity, illegal groups subcultures, economic status subcultures, and educational level subcultures. These drivers are discussed as follow:

### **Persuasion by members**

Aldhobaib (2022) said that clique members use persuasion as a technique to recruits new entrants into their subculture by convincing them about the quality standards that their subgroup exhibits. As such, those who are already members seize every gathering, workshop and meeting to persuade and convince new members. Most existing members of the clique highlight steps that would make new members immune from negative thoughts that are contrary to the subgroup members (Jones, 2019). The clique members welcome every member who joins and may even have ways that simulates induction session that stresses the importance of belonging to their subculture. These subcultures compete for new members posted or transferred to the school as a way of getting members belonging first to them. It is a way to ensure that new entrant may not be brainwashed or lured by the other subcultures in the school. The trick is to try to remain close to the new teachers and even follow up on them to join the clique. This is because it is easier to train someone who has no negative foreknowledge about the clique as subculture, the new entrant is trying to belong to (Aldhobaib, 2022).

## Cultural hegemony

This is one driver of cliques as subcultures. Jones (2019) asserted that cliques as subcultures must take into account the variations where teachers who come from same culture tend to form cliques. This enables them perpetuates and entrenches their cultural cues, values and norms within the subculture that they belong to. The members of each subculture use collective action in their clique to enforce rigid hegemony to spread and perpetuate the dominance of their rapidly evolving socio-cultural values and norms (Jia, 2022). Josef (2013) asserted that cliques are formed based on the characteristic such as set of specific norms, values, behavior patterns, and lifestyles that defined a certain group within the context of the dominant culture. In the basic schools set up, subcultures as cliques can be dominated by teachers who are tribe mates.

## Gender

United Nations Development Programme [UNDP] (2020) acknowledges the existence of male cliques, female cliques and mixed-gender cliques as subcultures. Thus, there are cliques within schools that are formed based on gender dimensions. These cliques as subcultures recruit members based on the gender. Oyserman (2017) affirmed that gender is critical driver that teachers used in forming cliques as subcultures which allows for more culturally diverse participants' inclusion. Alban (2013) asserted that masculinity indices are assertive and competitive in clique formation. The cliques as subcultures with low masculinity indices are similar to the women's values of modest and caring. This shows that the masculine cliques as subcultures are male dominated. These cliques tend to be aggressive and vociferous in their pursuance of their subcultural quest, values and needs. On

the other hand, the author explained that feminine or female-dominated subcultural cliques are decorous, decent and modest in their dealings. Sammy (2014) explained that dysfunction school culture tends to make teachers to have a counter culture on gender bases. This clique formation on the basis of gender goes against the mainstream culture since they may not be able to understand the relevance of the culture of the school but rather to project their respective cliques' interests. A study carried out by Nilsson (2021) challenging narrative and performance on women's subculture participation suggested that, subcultural proponents have a tradition of assuming subcultures as masculine. This implies that subcultures as cliques are often created and controlled by males. The study further argued that these assumptions have led females and femininity of being marked out as having subcultures that are functioning as only gender resistance. Nilsson (2021) upheld that cliques as subcultures can be formed based on masculine, feminine or both combined in one clique as subculture. Therefore, gender resistance by females is a small part of subcultural groupings. It is male bias reducing this requires inserting gender perspectives into the examination of subcultures. This ensures that the study of subculture is not within the realm of what males do, but also, more specifically, what young men do and what young women do (Chow, 2017). This notion, has led to an exclusion of women's subcultural identity research which compels women to respond reactively and adapt to masculinity within the subcultures, rather than viewing their behaviors as a proactive response (Nilsson, 2021). This use of hegemonic masculine lens, tends to reinforce that feminine activities are subordinated to masculine activities. This may find solace where many research work on subculture may tilt towards males as membership. Sammy (2014)

bemoaned of the “feminisation” of teaching particularly at the Primary and Kindergarten level. This necessitates stakeholders calling on men to join the ranks of the teaching service at these levels of education. The implication from this submission is that, it is common that some Junior High Schools may have males or females dominated cliques as subcultures in the Wa Municipality. These cliques as subcultures motive may be, is to fight for its members and to resist any form of unlawful treatments to their respective members. Giddens (2009) affirmed that there exist gender inequalities in education even with the presence of highly educated women who have moved into the workforce. This is because of men still interesting in maintaining their traditionally better enhanced visibility and dominance prospects. It is unclear whether such gendered advantages will survive. What does not appear to be happening is a move by men into the areas that were previously female dominated? Women's organizations have often attacked gender discrimination in schools. This is because women still find themselves heavily under-represented among the teaching staff especially in senior posts (Giddens, 2009). Thus, in schools, gender orientation is an obvious driver on which basis subcultures are formed in schools (Williams, 2019).

However, Food and Agriculture [FAO] (2012, P.9) explained that the concrete implementation and enforcement of constitutional provisions in reducing gender inequality in Ghana

‘face many constraints. First of all, the provisions explicitly emphasizing the fundamental human rights of both women and men together, and exclusively those of women in relation to their role as mothers and care providers, lack of

positive discrimination within. This gives way to a misconstrued application of the constitutional laws. In addition, although statutory provisions afford women a fair measure of protection, they are often compromised by the existence and predominance of discriminatory customary practices.'

Thus, notwithstanding the constitutional and other legal frameworks that frowns upon gender inequalities in the productive and reproductive roles of women, this still exist in Ghana including in clique formation in the teaching profession. This is particularly the cased due to the discriminatory customary practices and weak enforcement of the legal frameworks in Ghana including in Education.

### **Age**

Josef (2013) observed that age is one of the drivers that lead to the formation of cliques as subcultures. Age as a driver for clique formation provides the basis where people of same age cohort come together in solidarity to form a clique as subculture. Individual teachers with quite similar ages feel that they belong to same cohort. This accounts for the youth (so-called youth culture) surprisingly with same age cohort becomes closed-knitted towards each other's individuality within their respective cliques (Simmel, 1966). Teachers with similar age cohorts become the basis of joint action for the formation of their respective cliques as subcultures in Junior High Schools in the Wa Municipality. Thus, these individual teachers consciously and naturally come together in their respective cliques as subcultures. It is because age is an entirely natural and personal factor that readily determines one's outlook in life.

### **Income/economic status**

Sammy (2014) identified socio-economic status as a driver of cliques in schools. When people make a transition from a situation of strong cultural values to a situation in which they are less felt and in which economic ambitions are frustrated, they may feel drawn to join cliques as subculture. Economic status is the preferred explicatory factor of subcultures as a collective response of adaptation of the working class to problems in an organization (Conti, 2016). Teachers with similar wealth or monetary success tend to associate themselves together. The question for economic power may have been seen as a constant struggle for many, where individuals try to achieve the goal of having wealth and monetary success. This was upheld by Ardilia (2019) who explains that teachers with similar socioeconomic conditions may come together as a way of mimicking the status they see themselves to belong to. Socioeconomic statuses are correlated with some specific values and behaviors that cliques as subcultures manifest within the cultural group (Ardilia, 2019) in the Junior High Schools in Wa Municipality.

Sammy (2014) opined that man is considered to be an economic animal, meaning man is faced with unlimited needs and wants, but only possess limited resources to achieve these needs and wants. Thus, society may set economic determinism one of the ultimate goals and everyone including teachers in their respective subcultures in Junior High School may aspire to achieve this goal. So, joining a particular clique as subculture in the school becomes an avenue of tapping from the group's economic opportunity and status the group exhibit (Kolesnik, Stepanov & Pavlova, 2020). However, some teachers in their cliques as subcultures may do it via legitimate means and some will do it via illegitimate

means. As such, teachers join the cliques that match their economic status. Thus, the clique of teachers as subcultures in Junior High Schools in Wa Municipality may be formed based on similar economic background since the members go through similar economic life experiences. Williams (2019) asserted that the companionship in each clique as subculture where they have similar economic statuses enable the respective members to be able to act in consonance and solidarity based on their economic class. Jia (2022) found that cliques as subcultures economic support addresses the needs of members of the respective subcultures which enable them to solve the realities of everyday living among them. The group having its own culture tend to offer economic rewards to their respective members and a major reason that tend to attract individuals to join a particular clique as subculture. Teachers will accept to belong to a particular clique as subculture when they know they have the commensurate wherewithal like the members of the group. So, others will check to belong to a low economic status subculture as a reflection of their material deprivation. Poverty and lack of finance creates status differences and respect for the privileged economically resourced teachers and the less resourced teachers which tends to influence interaction among the respective members of subcultures (Jia, 2022). Others may have material deprivation making the people to join the subculture which allowed them have access to money and material things. Such people may have chosen illegitimate ways to gain an income (Sammy, 2014). Otherwise, this may prevent the individual members from material deprivation, and thus, the need to satisfy subculture based on the economic demands.

## Peer Influence and Lifestyle

Jia (2022) noted peer influence and lifestyle as one of the drivers of cliques as subcultures. This is where the members have shared visual expressions that demonstrate a shared sense of style, attire and other modifications peculiar to them. The commonality of the members' lifestyle, values, moral and aesthetic norms (Kolesnik, Stepanov & Pavlova, 2020) makes them attracted together as a common clique in Junior High School in the Wa Municipality. As a result, Aldhobaib (2022) upheld that cliques as subcultures recruits members who have specific personal characteristics that are fairly charitable, akin and unique to the practices of the clique. This driver is what makes each clique as subculture in Junior High Schools unique to each subculture. Chow (2017) asked the question how do certain cultural practices become subcultural? The author explained that lifestyle is the briefest answer. So, when a group of people demonstrate a style that is internally consistent and externally oppositional, this group can be considered typically subcultural. An internally consistent style refers to subcultural participants' sharing of a distinct dress code, language use, musical taste and so on. Such aural–visual style is in effect a self-performance: a way to perform themselves, so to speak, as spectacle, to make a display of themselves for the eyes and ears of mainstream society, resisting and at the same time challenging its cultural norms, thus, being externally oppositional (Kolesnik, Stepanov & Pavlova, 2020). When teachers tolerate their respective members in the cliques as subcultures, they try to perceive and accept others according to their personal qualities, sociability, positive thinking behavior, openness and success in learning. These lifestyles of the respective cliques as subcultures may emanate from the influence of peers

(Adewale, 2019). These are subcultures that meet the criteria of the modern era. The globalization of the information and communication space and the rapid development of information technologies have contributed to the rapid spread of lifestyle as a driver of the subculture movement across the world (Kolesnik, Stepanov & Pavlova, 2020). Modernity and technology drive creates different lifestyles among teachers which different peers use to form cliques for their subcultural development (Stearn, 2012). Social network sites influence to a large extent in a way that youthful teachers see themselves as the modern trend teachers and do things in common within their cliques (Josef, 2013) as subcultures in Junior High Schools.

### **Labelling**

Labelling is another driver of cliques as subcultures in schools. Oyserman (2017) explained that this is stereotyping where cliques as subcultures generate the stigma of the label that alters the person to adopt the label itself. The members themselves may now see themselves as such and are embolden to act accordingly. The labelling is a way of stereotyping individual teachers which becomes a factor that drives them further into self-fulfilling prophecy of the label of the said clique as subculture. Williams (2019) upheld that stereotype is used to tag and justify the reasons of people belonging to a particular clique. This stereotype basis of cliques as subcultures is where teachers label their colleagues of belonging to a particular clique as a subculture and stigmatizes them to that clique (Conti, 2016). Individual teachers or even when new teachers are posted or transferred to a new Junior High School, these teachers get tied to a particular clique even when the teachers may be making the decision of which clique to join. The teachers may label the colleagues of

belonging to a particular clique and treat them as such. This labelling of the teachers in the words of Sammy (2014) may drive them into the self-fulfilling prophecy. Hence, teachers may now adhere to the label being prescribed to them based on the stereotype that the colleagues have in mind.

### **Political Affiliations**

The formation of subcultures can be largely driven by the kind of politics played in the school. Josef (2013) acknowledged that subcultures are formed on the basis of political affiliations. The political ideologies prevailing in the country may transcend to influence how cliques as subcultures are formed in Junior High Schools in the country. Thus, the political identification of some staff within the school has a direct role to play on the types and kinds of clique formations in the school. Essentially, these subcultures operate around the politics of everyday life where power and resistance, consent and coercion can be found at every level of the interaction within these cliques as subcultures. This is what Kolesnik, Stepanov and Pavlova (2020) noted that some cliques as subcultures are formed based on political ideological inclinations in the society. This offers such cliques as subcultures to use the political inclination to enable them attract members with their ideology. These politically inclined subcultures make members present positions in political debates. Eleni and Jonathan (2018) outlined that such cliques as subcultures in schools becomes conduit for overtly political mobilization. This influence the teachers as political actors and the relations they arrogate to themselves or get to be associated with the powerful political kingpins and institutions, and the sort of support available to these teachers. The politics in cliques as subcultures are used to explore manifestations of power and resistance to political parties. The political notions

as basis of forming cliques as subculture is a conscious and organized social resistance. It ensues and creates in the opinion of Eleni and Jonathan (2018) an apparent political rivalry overtly in the everyday social interactions among the members of cliques as subcultures. This tends to remain restricted only to the members of the cliques as subcultures for exploring of their collective experiences in order to understand political meanings and practices within their respective subcultures in Junior High School in the Wa Municipality.

### **Familiarity, commitment and loyalty**

This is one of the drivers that pushes people to joining one clique or the other. Thus, familiarity, commitment and loyalty hoodwink (Boisnier & Chatman, 2002) teachers who might join a particular clique as subculture without knowing the debilitating effect of belonging to that clique as subculture (Adewale, 2019). These cliques as subcultures exist because of the members prior relations before meeting in the school as a working place. This makes people associate with a particular clique due to their familial or social relations that have existed. The members are recruited so that they will have access to particular teachers in the school (Adewale, 2019). Thus, the members attend to the clique's activities anywhere as a way of meeting the clique's obligations as well as their own curiosity. Thus, members of subcultures in Junior High Schools create their own norms, different from, but not in complete opposition to those (Stearn, 2012) of the schools.

### **Educational Level**

Subcultures as cliques may be formed on the grounds of educational achievement. Zhao (2017) affirmed that a teacher might consider the level of educational achievements before joining a particular clique in the school.

Teachers who hold a particular qualification may want to identify with their respective compatriots (Akpem, Tetteh & Adom, 2021) to make up a clique in Junior High Schools in the Wa Municipality. Other teachers may want to identify with other colleagues who share common interest of wanting to pursue professional development to improve upon their career growth (Annan, 2020). Ministry of Education (MoE) (2012) indicated that, Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy formulated in 2012 in Ghana bestowed on teachers to undertake continuous professional development. The policy admonished teachers to seeing learning either from colleagues, in-service programmes or further studies as a way of sharpening the knowledge, skills and competences of teachers (Donkor & Banki, 2017; Hayford, 2019; Akpem, Tetteh & Adom, 2021) which the teachers can tap from their colleagues in cliques as subcultures. This policy offers an avenue in the view of Ministry of Education (2012) to transform teachers at the pre-tertiary level into a highly qualified learning team who are motivated to deliver. This shows that cliques as subcultures when managed well, can be transformed in the views of Ahiatrogah, Yeboah and Arhin (2019) into professional learning communities where teachers can share knowledge, skills and competencies of the career. This will enable teachers to grow in the teaching careers in Junior High Schools in the Wa Municipality.

### **Religious affiliation**

Josef (2013) observed that the drivers that lead to the formation of subculture may vary based on religion (sects, rituals). Gbarale (2017) believed that all societies believe in supernatural beings, some kind of supernatural life and the beliefs and supernatural beings have effect on their living. Therefore,

institutions are places where individuals who belong to religious groups can form subcultures based on their religious beliefs, values and norms. Gbarale (2017) further made the point that religious affiliations are identifiable subgroups of society, including those who are like-minded, but largely excluding those who have no part of that religious life. Thus, at the simplest level, it is possible to split society up into two groups: those who belong to the religious group called believers, and those who do not – called atheists. Based on this assertion, it might appear common finding joy among teachers who belong to cliques as subcultures on the grounds of their faith in the Junior High Schools. Hayward (2000) argued that the basic cause of growth is the existence of enthusiasts within the group who spread the belief, and hence recruit, through contact with unbelievers. Thus, cliques as subcultures may exist because it is the interest of the clique as subculture to convert unbelievers into their religious sect.

### **Benefits of Cliques as Subculture**

Although cliques as subcultures in the Junior High Schools in the view of Gbarale (2017) are not formalized subcultures, these cliques' activities may inure to the benefits of the members as follows:

#### **Motivation and inspirations**

Kolesnik, Stepanov and Pavlova (2020) noted that cliques as subcultures serve as a vehicle for interesting inspirations and motivation for the members. Cliques influence the psyche of these individuals who are members. There is gratification for teachers within the cliques as subcultures in the schools for being members. Psychologically, cliques serve as a source of inner motivation and entertainment. This helps members to satisfy their social needs

hence motivate them in the cliques as subcultures (Agezo & Baafi-Frimpong, 2019). Cliques as subcultures have always been a source of innovation and creative energy. These cliques increase the intensity of innovation and psychological happiness that benefits the members. Baars et al. (2018) found cliques facilitate shared membership purpose and high expectations. These cliques engender greater conviction that their practices were enough to make a difference. The cliques promote positive relationships among the members. This responds to pupils' aspirational goals which enhance an enabling school environment. Members of the respective cliques as subcultures inspire colleagues to put their best foot forward in order to be recognized for their efforts. The motivation and inspiration of teachers stir them up to work their hearts out within the cliques. Through this, clique spirit aroused where enthusiasm and optimism are displayed. Thus, teachers' morale is boosted (Agezo & Baafi-Frimpong, 2019). This helps to retain the good, hardworking and efficient employees not just in the clique as subculture but the school as well. The members of the respective subcultures then tend to appreciate the support of one another for their precious and dedicated contributions to the growth of members within the clique (Josef, 2013). The teachers then maximize their efforts as they feel motivated. Though cliques as subcultures are not legally known groups in Ghana Education Service (GES), the existence of such grouping is a common knowledge in most schools (Agezo & Baafi-Frimpong, 2019).

### **Professional learning**

Cliques as subcultures serves as a Professional Learning Network (PLN). This refers to a group of people with common interests who have come

together to share experiences, practices, and challenges and provide support to one another for their professional learning (Ahiatrogah, Yeboah & Arhin 2019). Through cliques as subcultures, teachers as professionals can get to collaborate and hook up for their professional learning. This way builds their career as they tap new skills and experience from one another. This improves their professional competences as the teachers harness the knowledge, abilities, skills and experiences from one another (Agezo & Baafi-Frimpong, 2019). Aldhobaib (2022) opined that cliques as subcultures may have some of the members as experts in some content areas and may offer these expertise of theirs to assist members. This offers in explaining teaching and learning processes on what works better. Kolesnik, Stepanov and Pavlova (2020) upheld that cliques as subcultures help people organize themselves and learn new roles from the members of their cliques. This may be specifically to address pedagogical and content conditions among the teachers. As a result, the members often have interactions for their intellectual and emotional development. Teachers within their cliques as subculture share professional understanding on new knowledge, skills, development and competencies that bring improvement within the professional practice in school (Kolesnik, Stepanov & Pavlova, 2020). Subcultures in schools create cultural sense-making practices where teachers participate in an interaction that is content driven. The interaction brings fresh ideas and diversity of viewpoints. This makes subcultures resolve, or at least ameliorate disputes that members would have encounter (Aikenhead, 2021).

### **Socialization**

Another benefit of cliques as subculture is for socialization with colleague teachers. Hayford (2019) asserted that socialization is concerned with

a way of acquiring culture of a particular group so as to become a full member of that society. It is the urge or need for an individual to feel that he or she is an acceptable and important in a clique. Cliques as subcultures are necessary social orientation (Kolesnik, Stepanov & Pavlova, 2020), a medium through which teachers offer entertainment and being entertained (Sammy, 2014). Pramila (2020) explained that socialization is an inevitable outcome of belonging to cliques as subcultures. It can lay foundation and determine the creation of professional identity. It provides alignment and integration of members in the respective cliques. This may lead to adherence to group norms and provides incentives for group norm (Sciberas, 2019; Magee & Galinsky, 2008). By providing differential access to resources, cliques create an incentive structure that motivate group members to contribute and behave in group-typical ways (Sciberas, 2019; Halevy et al., 2011). This offers members an opportunity to interact intimately with their inner-group members in a way the members learn to commit and act to create their own cliques as subcultures. The individuals are inculcated into joining a particular subculture which conform to their socialization need. It is the reason these members in each clique as subculture tend to oppose the dominant culture of the school and this is explicitly or tacitly communicated to the members (Sammy, 2014). Cliques as subcultures support in strengthening a teacher's relationships with students, mitigate possible bias in relations to students, and contribute to a better reception of the pedagogue. This marks what Williams (2019) upheld as the socialization power of subculture that members of the respective cliques benefit from. The involvement in cliques and amassing cliques' knowledge is a critical advantage that members benefit from. This promotes subcultural ties that facilitates a sense

of shared experience and belonging among the members in the clique (Williams, 2019). As a result, the cliques as subcultures members are loyal to one another and resist any attempts on the part of family, school, or community to restrain their behaviour (Hughes et al, 2021). Socialization harnesses intra and inter subcultures friendship. This harmony, belongingness and unity of efforts among teachers may come only when the members work in synergy. This promotes intra and inter subcultural cordial relations among the members. Thus, it behooves on management in schools to motivate their teachers to be supportive of each other regularly (Agezo & Baafi-Frimpong, 2019).

Socialization in the view of Baars et al, (2018) makes members in a particular clique as a subculture to have greater cohesion, sense of shared purpose and values. Cliques as subcultures become avenue to find new friends and associates. Members of a particular clique tend to do things in common by eating, conversing, sharing dreams and experience together which mark their sense of hospitality and friendship (Kolesnik, Stepanov & Pavlova, 2020; Aldhobaib, 2022). These may be extended to other subcultures creating intra and inter clique friendly conversations atmosphere that is smooth, cordial and convivial. Jia (2022) supported that socialization in cliques ensures social cohesion by the use of each clique's symbols, rituals, values, norms and meaning that are peculiar to each of the cliques. The socialization from cliques as subculture in the opinion of Williams (2019) promotes bonds that facilitate a sense of shared experience, sense of belonging, acceptance of differences and taking care of one another in the respective cliques. This implied that every member of the clique benefits from shared subcultural experiences, identities, values and practice. Kolesnik, Stepanov and Pavlova (2020) confirmed that

cliques as subcultures become medium for cohesion in schools. Belonging to a clique as subculture allows people to learn from others for common interests to change their way of life. The socialization benefit from cliques as subcultures in the opinion of Aldhobaib (2022) inculcates in members inner determination and showed a strong spirit of work improvement. As a result, the culture of making members who are non-confrontational and have the needed commitment is always anticipated by desirous subcultures that are cliques in the schools. The creation of both cliques as subcultures supported quality group work, believing in continuous improvement and educational excellence (Aldhobaib, 2022). Socialization from cliques as subcultures is a stabilizing force on teachers, encouraging cohesion, commitment, and desirable work behaviors. This stability generates cultural clarity and consistency among members. Thus, the culture within the clique becomes strategically aligned in building and maintaining a strong and responsive dynamic school environment (Boisnier & Chatman, 2002).

### **Protection and security**

Furthermore, Adewale (2019) said protection was identified as one of the key benefits of teachers belonging to a particular clique as subculture. Teachers as members joined cliques as subcultures so that they will be supported, covered and protected within school and outside the school's activities. It is a protection against the agents of social control mechanisms. That is, in the school set up, teachers may develop the perception that some head teachers or the Education Directorate Officers witch-hunt them or want to mete out unwarranted sanctions to them. To forestall these kinds of scenarios, there is the need to belong to cliques. Josef (2013) asserted that the protection can

take the form of legal assistance, financial support and solidarity. Sammy (2019) upheld that people join cliques as subcultures for the reason of seeking protection or not looking weak. It is by joining the cliques, that people may begin to experience the clique and enjoyed it, which unite them and making them committed to the various activities and acts of the clique as subcultures. The common solution to shared problems in cliques leads to the formation of (Hughes et al, 2021) these groupings in Junior High Schools in the Wa Municipality. Josef (2013) opined that cliques as subcultures serve the function of self-maintenance and self-protection. Commonality of goals and norms leads to the development and maintenance of a common lifestyle, often different from that of a large community (Kolesnik, Stepanov & Pavlova, 2020).

### **Honour and dignity**

Stearn (2012) noted that the creation of cliques as subcultures makes members gain an identity through their status and position within the group. Cliques as subcultures are routes towards group status (Stearn, 2012). This acknowledges that clique as subculture is a way of acquiring solidarity of respect from the prospective members. Aikenhead (2021) explained that cliques as subcultures are affiliations to construct who the members are in relation to self-identities. As a result, subcultural self-identities must be engaged and seen as value-laden, culturally contextualized, ideology-related, and authentically subjective in its use. This is for non-superficial learning to take place among teachers. Cultural self-identity conflicts with school's identity. This tends to create alienation as teachers belong to separate and opposing cliques as subcultures. This is due to the lack of connections between their experiences in the different cliques (Aikenhead, 2021).

Agezo and Baafi-Frimpong (2019) asserted that clique as subcultures offer teachers recognition, an influence which the school culture might deny them. This maintains honor, which involves concerns about reputation and respect, being taken seriously, and not being pushed around by others. Face, which involves concerns about worth and reputation in the eyes of others, also makes people kowtow to belonging to cliques as subcultures. Adewale (2019) termed this driver of subculture as prestige which people want to earn within schools through the interaction in cliques. Society's recognition of the members as a group becomes a mark of prestige, perpetuating the standards of their members (Oyserman, 2017). This gives them popularity where members join the cliques and are honored and respected. The clique members in some cases emanate from the family prestige (Stearn, 2012) that members earn.

### **Contestations that Arise from Cliques as Subcultures**

#### **Insubordination**

This is where teachers who are members of cliques as subcultures exhibit defiance of authority to management of the education. So, some respective clique members may refuse to obey the orders, advices, agreements with colleagues in other cliques and even collective decisions that have been taken by the entire staff in the school. Such clique members challenge the authority of others except that of theirs (Agezo & Baafi-Frimpong (2019)). These clique members even as subordinates, sometimes become oppositional and deconstructive (Chow, 2017). It is the case where such clique members tend to flout rules, disrespect teachers outside their cliques, become truant or selective in performing the school's activities. There are times that the members of such cliques may even sabotage others and the culture of the school.

### **Weakening of social bonds**

Conti (2016) asserted that cliques as subcultures lead to the weakening of social bonds in the dominant culture. The members of the subculture tend to abandon conventional norms and social bonds in the dominant culture. The values of cliques as subcultures may conflict with those of the school's culture. Eleni and Jonathan (2018) explained that the emergence of subculture from the school's culture tends to create subculture of resistance. This, in the view of Agezo and Baafi-Frimpong (2019) promotes nepotism and discrimination among teachers.

### **Disputes / disagreements**

Another contestation in or among cliques is disputes or disagreements. This is where the culture of the cliques as subcultures are in disagreement with the dominant school's culture, but also an active opposition to it. The subculture members tend to have reservation and dislike for the school culture (Aikenhead, 2021). It is on the basis of this that Boisnier and Chatman (2002) upheld that cliques as subcultures disrupt the dominant culture in response to changing demands. Cliques serve as an outlet for members to express dissent arising during turbulent times in organizations. Cliques as subcultures offer window of opportunities to counter less central values. As a result, sometimes the members of the cliques tend to be argumentative, uncooperative, behaviourally deviant. These members of the cliques become unwilling to take the suggestion of others who do not belong to their clique (Boisnier & Chatman, 2002). These occurrences cause clashing between cliques within the school and become critical for the management of the Junior High Schools to resolve. These acts by the members of the cliques as subcultures become a way of resisting the

school's culture which has denied them status and may even give these subcultures labels as failures. Eleni and Jonathan (2018) indicated that cliques as subcultures become contested where there is expression of discontent and frustration of the members with the dominant culture of the school. This becomes a point of galvanizing members within the cliques to coordinate deviant activities that exemplify and demonstrate the discontentment among the members with the school's culture. Josef (2013) upheld that where the cliques as subcultures diverge significantly from the dominant culture in the school, there arises tensions and disputes which can often lead to dramatic situations. Williams (2019) explained that cliques as subcultures creates centre-periphery relations. This is a term that highlights the tensions and struggles between the dominant culture and cliques as subculture. Subculture phenomena are predicated on values, behavioural norms and identities that are intentionally built upon a rejection of dominant school's culture (Williams, 2019).

### **Status frustration**

Cliques as subcultures at times create status frustration. It is a feeling of frustration experienced by individuals when they are denied the opportunity of attaining social status (Stearn, 2012). The frustration certainly arises, in different degrees, between and among different cliques and between the school's culture and these cliques. So, teachers will come together to form cliques in the words of Kolesnik, Stepanov and Pavlova (2020) for their self-realization in reactions to the ways which their needs are disconnected from the dominant school's culture. This becomes a medium to actively aspiring to satisfy their interest as subcultural movement. The cliques as subcultures emerged as a way of challenging the dominant norms and values by being, or

daring to be, different from the school culture. This makes members slipping into aggressive acts in subcultures with the school culture which weakens the cordial relations among the teachers. This is where Chow (2017) found subcultures to oscillate between resistance and conformity making trouble and having fun. This is the subcultural styles and expressions of the powerlessness and of their empowerment. Also, influential subcultures tend to bully, harass and disrespect other members of other cliques as subculture (Chow, 2017; Blackman, 2014).

### **Role strain**

Pramilaa (2020) explained that role strain is a stress caused by the demands of a single role. It commonly occurs due to burdensome to exercise the duties of a role and complete the needed responsibilities. Schaefer (2004) asserted that a single position can cause role strain. This is where the difficulty occurs when the same social position imposes conflicting demands and expectations. Role strain exists for both experienced and novice employees. This emanates from the lack of role preparation, coping with multiple role expectations and conflict between work and personal roles as source of stress. Role strain may result in vexation with work and failure to perform an assigned role (Pramilaa, 2020). Role strain is a subjective condition, characterizing an emotional awakening toward unfeasible role responsibilities and unease in accomplishing role expectations. Role strain is one of the reasons that create tensions in cliques as subcultures in Junior High Schools. It occurs where respective members in each cliques as subcultures in the words of Marks (1977) take a lackadaisical attitude towards the work of members of a different clique. When a teacher from one clique is tasked to perform work, the spirit of

collective support from members of different cliques are conspicuously missing. Each clique members become the potential enemy of every other clique member's work. This may threaten communal cohesion within the Junior High Schools in the Wa Municipality.

Role strain in cliques may also happen in the view of Aldhobaib (2022) where cliques as subcultures may at times erred by recruiting people whose behaviours may be concealed and after these new entrants signing up to the subculture may confront others, opening unnecessary battlefronts and forcing members engage in confrontations that are needless. These occurrences may create role strain as such belligerent members may renege on their role expectations within the clique. Hughes, et al (2021) noted that to deal with this, the members of the clique resort to reaction formation, a mechanism that relieves anxiety through the process of rejecting with abnormal intensity what one wants but cannot obtain. They find ways of making conduct right in their clique precisely because it is wrong by the norms of the dominant culture of the school. Cliques as subcultures do not allow their respective members to drift between identities of different subcultures (Stearn, 2012). Cliques as subcultures take a particular form because opportunities for illegitimate success are no more equitably distributed than those for conventional success. Just as means – opportunities - are unequally distributed in the conventional schools, opportunities to reach one's goals in the school are unequally distributed (Hughes et al, 2021). Despite this evidence, the claims of the incompatibility between school cultures and subcultures have been overstated; instead, organizations with strong cultures can use subcultures to become more agile and

to drive innovation (Boisnier & Chatman, 2002) that inure to the benefit of the school.

### **Negative imitations**

Teachers who are members of cliques as subcultures may imitate or assimilate both positive and negative behaviours from their groups (Hayford, 2019). The respective cliques as subcultures expect specific types of behaviour from its members, so that members become more alike in thoughts, values, and actions (Sciberas, 2019). Thus, the varied cliques in the schools have their unique values and principles that each member acquires from these cliques. Thus, the socialization depends on the characteristics of the clique, the individual members, and type of behavior being socialized. Sciberas (2019) identified groups that are organized in cliques provide three advantages to members. They provide clear examples of behavior that does and does not lead to good social and material outcomes. The behaviours learned in some cliques as subcultures do not lead to any social and physical benefits to its members. There are some cliques in the schools that offer nothing of significant benefit to its members. Also, not only does cliques as subcultures provide instruction in the type of social behaviour likely to be personally successful but, the behavior exhibited by high-status members may contribute to the internalized group identities of all members. Thus, the members within the clique learned behaviours from their respective cliques which may not necessarily inure to the benefits of them.

### **Managing the Contestations of Cliques**

The coping strategies in managing the contestations for the sustainability of cliques to withstand their instability or threats becomes a

critical activity and core in maximizing cliques as subcultures (Ardilia, 2019) in Junior High Schools. These strategies outlined as follow:

### **Adherence to communication Channels in the school**

Communication is the transmission of information from a source to an audience (Salamondra, 2021). The mode through which cliques as subcultures pass information to the head teacher and other officers in education management, if not done well will be a recipe for confrontation within and between cliques in Junior High Schools. Effective communication creates positive school cultures allowing teachers to adapt and embrace change (Salamondra, 2021). Therefore, in schools where communication flows effectively from head teacher to the cliques as subcultures and vice versa, counter cultures and confrontations will be minimal.

Oswalt (2011) indicated that there is a relationship between head teachers' communication channels and school climate. Specifically, the utilization of face-to-face communication channels, positive reinforcement, and school climate cannot be overestimated in every school. This means the type of communication that exists between cliques and head teachers if enhanced will foster school growth. Schools are complex and dynamic systems that require effective communication channels to meet the diverse needs of its stakeholders (Salomondra, 2021; Oswalt, 2011). Communication is essential in maintaining healthy relationships between the cliques and school's authorities. Oswalt maintained that establishing effective communication practices in a school requires understanding the characteristics of communication, including the benefits and common barriers. Thus, in managing cliques as subcultures, head teachers must examine the purpose and general interest of the cliques as

subcultures in the school. If the activities of the cliques are not in tandem with the general purpose and focus of the school, then such a clique need not exist. Therefore, diplomatic and dynamic leadership is required from the head teacher to manage such cliques as subcultures.

A study carried out by Koskei, Sang and Ngeno (2020) on the relationship between head teachers' communication competencies and effective school management in public schools in Kenya, revealed that, in most of the public school head teachers' communication competencies had a positive influence on effective school management. Thus, though cliques as subcultures have no official formation history in the Ghana Education Service, head teachers need to consciously be abreast with how to handle cliques in the Junior High Schools schools.

Sammy (2014) suggested adherence to communication channels in schools as a way of curbing the rippling effect of cliques as subcultures. Having proper communication is critical for the dissemination of information as well as keeping the attention of teachers in schools. This allows teachers to actively keep in contact with one another and relates appropriately with one another and the other stakeholders of the school such as students, parents and education authorities. Ghana Education Service (2010) asserted that accessible and tight communication channels entreat teachers to use laid down procedures to expresses any concerns that bother them in the school. This enables the head teacher and other authorities in and outside the school to resolve concerns of teachers effectively while the teachers equally maximize the benefits of their respective cliques as subcultures. Sammy (2014) believed that establishing clear organizational structure facilitates adherence to communication channels in the

school. The organogram of the school must ensure that an organization structure be set up where the duties of different personnel are outlined. It delineates the chain of communication clearly. This chain indicates who would be the first point of contact to communicate to when dealing with an issue within the school (Sammy, 2014). By having a clear organization structure shows the expected line of communication. This will ensure less errors occurring and also a speedy resolution of conflicts could be reached. This may limit teachers having concerns that may portray the school of being dysfunctional.

### **Guidance and Counselling**

Dhal and Gaya (2017) viewed guidance as also a counselling service aim at assisting a group or individual in achieving self-direction and adjustment to take positive steps in the light of new orientations. Dhal and Gaya further admitted that counselling is a personal face to face relationship between two people, in which counsellor attempt to help the counselee to solve problems and meet future needs.

George (2016) described the nature of guidance and counselling as the services that allow practitioners to provide specialized services to clients in pursuance of their personal, social, and psychological adjustments and total wellbeing. Therefore, guidance and counselling services is one way of managing cliques as subcultures in schools. Guidance and counselling services normally aim to provide progressive assistance to individuals or groups of individuals to enable them recognize and develop their capacities for adjustment, problem solving, adaptation and tranquility (George, 2016). Providing advisory services to or within the group contributes in resolving subcultural difficulties in schools. Different people become upset when

confronted with confrontations because they are unable to get on well with others. The school has the utmost responsibility to help the individuals to understand. Thus, given the necessary advice and available information one can make sound decisions to contain tensions within and among subcultures. So, schools have to train counsellors who are expected to offer inter and intra clique confrontations support to teachers. This offers teachers with the relevant information that makes it easier for them to foster cordial relationship within and among cliques.

Professional guidance counsellors possess a good set of social skills. Good listening and communication skills allowing the counsellor to be more efficient at handling disputes and conflicts within the cliques in the school. Kirangari (2010) found that in Kenya teacher counselors had positive attitude towards guidance and counseling in schools. However, the head teachers and teachers had not done much to make this programme very effective and as such schools in Kenya were still experiencing disciplinary problems such as stealing, destruction of properties and noisemaking. This implies that although guidance and counseling is beneficial within cliques as subcultures in school, the counselling programmes must be deliberately carried out and applied by head teachers with the support of the staff in Junior High Schools in the Wa Municipality.

### **In-service Training**

Donkor and Banki (2017) explained that schools facilitate learning opportunities for teachers through in-service training so that teachers can enhance their behaviour towards the attainment of the school's goals and objectives. Thus, in-service training is a process of staff development for the

purpose of improving the performance of a teacher for their professional growth. This enables the dynamic profession, teaching to respond to the evolving and changing needs of society (Donkor & Banki, 2017). Thus, in-service training for teachers is very necessary in meeting the demands of the complex nature and needs of cliques as subcultures in Junior High Schools. Akpem, Tetteh and Adom (2021) explained that in-service training programmes allow teachers to acquire new knowledge, skills and methods in the teaching profession. These programmes deepen and update the professional skills of teachers on new development (Akpem, Tetteh & Adom, 2021) including activities of cliques as subcultures. These in-service training programmes take teachers through reflection on their daily practices, learn about new things in relation to everyday practices in cliques as subcultures. These training programmes make teachers become capable of coping with the challenging circumstances bedeviling teachers' practices in these cliques in a well fashioned system. Annan (2020) asserted that continuous in-service training of teachers is pivotal for their capacity building. These in-service training programmes become an avenue for providing growth opportunities for teachers within their cliques in a sure way to make them relevant for the teaching job. This is a way of developing teachers to become effective agents of change even when they are affiliated to their respective cliques as subcultures. This enhances the cognitive, moral and competence, as well as the pedagogical and management skills of teachers within these respective cliques in Junior High Schools. Continuous and consistent life-long in-service training offers development to the teacher where the school system is seen as a way to enhancing and sustaining their competences (Annan, 2020) in the respective cliques as subcultures in

Junior High Schools. These in-service training programmes enable teachers to think and act faster in solving emerging problems in their respective cliques as subcultures with new skills learned through collaborative efforts in Junior High Schools in the Upper West Region.

### **Sanctions**

Panther (2000) alluded that the term sanction is somewhat ambiguous, therefore there is the need for clarification. The author maintained that sociologists usually used it to describe both punishments and rewards, while legal scholars frequently only consider punishments. In the education sector, sanctions can be used as a mechanism for controlling cliques as subcultures in schools. De Moor et al. (2021) asked the question, who decides about the sanction, how, and who administers the sanction? The head teacher, who is the immediate leader of the school as a larger cultural group has the right to apply appropriate sanctions if any clique violates the rules in the school. Ghana Education Service (2010) explained that the sanctions in Ghana Education Service are administered from mainly topdown-down leadership chain. That is head teachers, School Improvement Support Officers (SISOs), District Directors, Regional Directors, and the Director General all administer sanctions depending on the gravity of the violation by these cliques. Sanctioning is perceived as an effective and efficient way of dealing with free-riding within a collective action setting. Thus, in the Junior High Schools, sanctions are used to control cliques that are not kowtowing to the normal and prescribed rules and regulations in the schools. Downing (2010) is of the believed that rational decision to desist from a criminal act in the face of possible sanctions constitutes deterrence. Therefore, the availability of sanctions should serve as deterrent to

members of the cliques from indulging in unlawful acts in the school. In their studies of collective exploitation of common-pool resources, De Moor et al. (2021) stressed the importance of sanctioning as an essential method for preventing overuse and, eventually, the collapse of subcultures. This implies that clique activities that are inimical to the larger school's culture can attract sanctions such as transfers, query letters, demotions and reduction of salaries if applicable.

Early study by Clarke (1974) bemoaned that whilst societies seemed ready to sanction those who hold ideas, activities and practices that are not in conformity with the general rules, society appear to be on the whole unwilling to cast such people out. This gives members of cliques who are culpable of such sanctions the impetus and alacrity to repeat such acts. What will colleagues expect if the sanctions were not punitive enough to serve as deterrent? Certainly, such unlawful acts may continue because sanctions will not be duly meted out again. Downing (2010) believed that formal legal rules and legal sanctions no longer determine behaviour with certainty. This is clearer when some punishable behaviours are often waved by top notch education authorities for reasons not grounded in Ghana Education Service rules and regulations. Adewale (2019) asserted that government through the Ghana Education Service must implement the law against destructive subcultures which may jeopardize the effective teaching in schools.

### **Adaptive leadership style**

As a strategy in managing cliques as subcultures, authorities working with schools in Ghana Education Service (GES) particularly head teachers who are the immediate overall leaders in the schools must embrace leadership

practices based on the situation at hand in each school. Adaptive leadership style as professed by Heifetz (1994) in his seminal book *Leadership Without Easy Answers* cited in Nelson & Squires (2017) can be applied in managing cliques as subcultures in the schools. Adaptive leadership is viewed as the “act of mobilizing a group of individuals to handle tough challenges and emerge triumphant in the end” (Heifetz & Linsky, 2004 p. 258). Thus, head teachers need to deliberately adapt the principle of all inclusive consultation for the smooth running of the schools. To achieve this, all cliques as subcultures must always be consulted before a major decision is arrived at in the school. The school head teacher needs to often stimulate the followers’ efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways (Tam, 2019; Judge & Piccolo, 2004). New ideas and creative solutions are solicited from followers who are members in cliques, who are included in the process of addressing the school’s problems and finding solutions. The head teacher does not reject cliques’ ideas or criticize the cliques negatively in the school. Rather he or she has to engage the members of cliques for their suggestions and approaches to school’s issues. Adaptive head teachers behave in ways that allow them to serve as role models for their followers particularly in the school. The head teacher is able to influence the members of the cliques to admire, respect, and trust his or her administration. This makes the cliques to identify with the head teacher as the leader and want to support the head teacher to achieve the school’s goal.

### **Routine and regular transfers**

Hayford (2019) said transfers refer to movement of a teacher or worker in the Ghana Education Service from one school or office to another. The

reasons for transfer could be mandatory when a teacher had served ten (10) years in a school. Also, it could be punitive on the grounds of disciplinary reasons. Transfers too may be on the teachers' own request for personal reasons known to the teacher and accepted by the transferring authority. Moreover, transfers of teachers may be done in the interest of the Ghana Education Service as a way to solve a particular subject need, address disparity and rationalization of teachers (Hayford, 2019), and other concerns such as marriage, gender-based needs. Sometimes, some of the cliques as subcultures become authoritative and domineering and may trigger the victims wanting to seek transfer outside the affected school in order to have their peace of mind. This creates fear and may dispels others from accepting transfers to schools where cliques as subcultures brew tension. Ardilia (2019) alluded that cliques as subcultures lead to the creation of parallel but deviant behaviours within the dominant culture of the school. This kind of engagement in resistance creates social opposition within the staff. Boisnier and Chatman (2002) noted that cliques as subcultures emerged as a way of detracting from the school's dominant culture. These cliques as subcultures often emerge in response to changing demands and can serve as an outlet for members to express conflict and dissent arising during turbulent times (Boisnier & Chatman, 2002) in the school. The occurrence of these disagreements in schools may warrant education management to effect transfers as an approach to weaken the cliques' cabal in the affected schools. Such transfers seek to inculcate and build mutual aid, and cooperation as an important coping mechanism among these working-class cliques as subcultures in Junior High Schools in the Wa Municipality. The conceptual Framework that outlined the variables in the study is the next issue discussed.

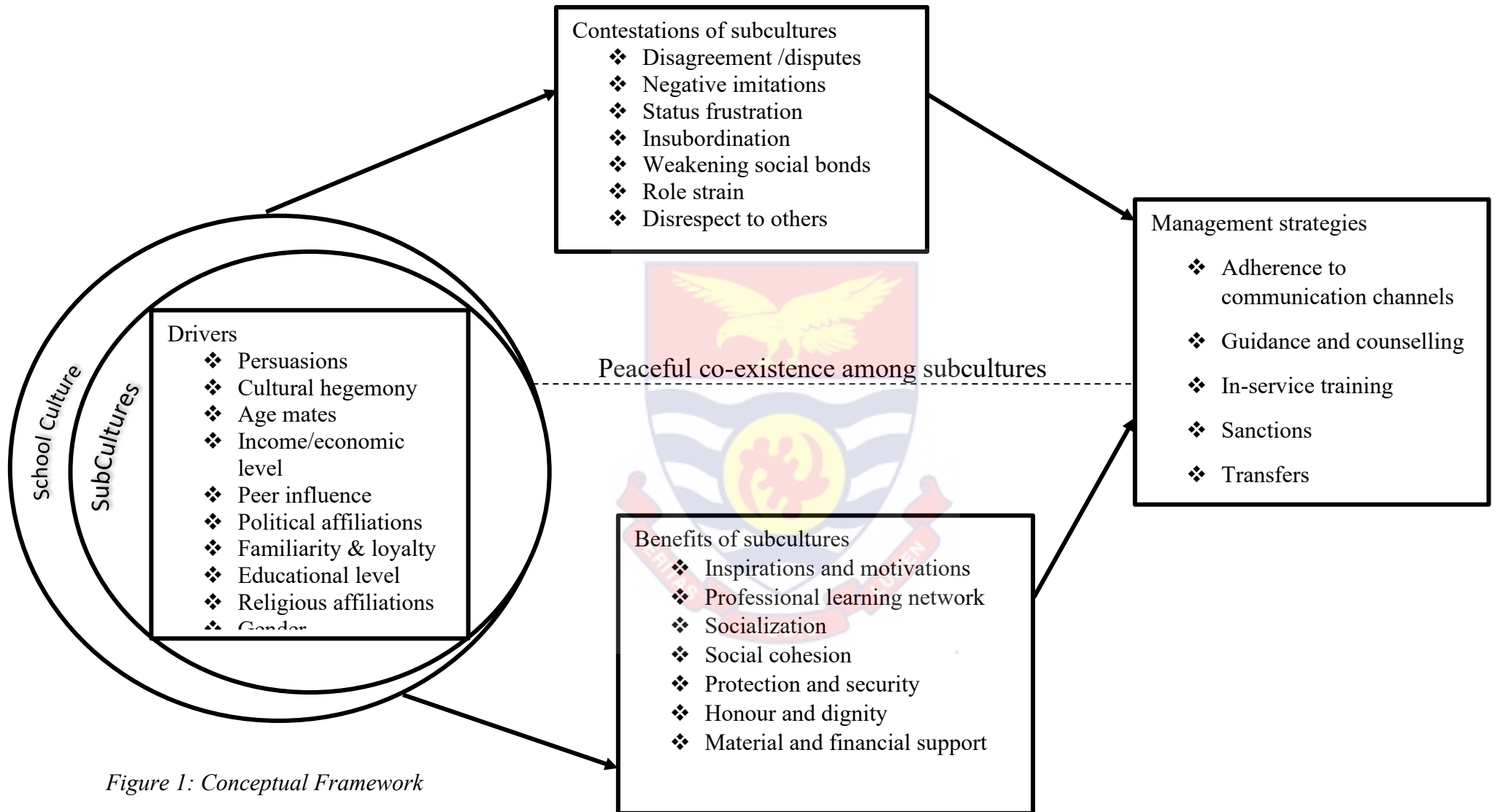


Figure 1: Conceptual Framework

Source: Author's Construct (2023)

The conceptual Framework in Figure 1 showed that every school including Junior High Schools have a unique school's culture. The culture of the school is the dominant culture which will results in the formation of various cliques as subcultures which teachers belong to in JHSs in the Wa Municipality. Teachers are attracted to these cliques as subcultures because these are drivers that make them gravitate to become a member of a particular clique of their choice. The drivers attract teachers into cliques in Junior High Schools in the Wa Municipality. These drivers include persuasion, cultural hegemony, gender, age category, income/economic level, peer influence, political affiliations, educational level, religious affiliations and lastly, familiarity, commitment and loyalty to the members of a particular clique. The drivers allow teachers to belong to one click or the other. This will lead to interactions among members of the cliques which create intra and inter-clique benefits in JHSs. The perceived benefits that members of the respective cliques as subcultures may stand to gain include getting motivation and inspirations, developing Professional Learning Network (PLN), socializing with colleagues, building social cohesion, enjoying protection and security from members and lastly, receiving material and financial support from colleagues as members of the cliques.

Notwithstanding the benefits in cliques, the members resisting the dominance of the culture of the school will degenerate into contestations. These contestations include disagreement/disputes among members, negative imitations among them, status frustrations, insubordination, weakening social bonds, role strain and lastly, disrespect to other colleagues. Moreover, these contestations will lead to the need for strategies to manage cliques as subcultures for intra and inter-clique peaceful co-existence in JHSs in the Wa

Municipality. The management of the school ought to have a hidden management expertise to navigate, coordinate and manage these cliques as subcultures in order for these cliques not to degenerate into conflicting escalations. The management strategies may include clique members' adherence to communication channels in the school, guidance and counselling of members, organizing in-service training for them, initiating sanctions to limit deviant behaviours from cliques, and using adaptive leadership style for managing intra and inter-cliques for peaceful co-existence with that of the school's culture in general. The interpretation of the conceptual framework underscored that the drivers are the independent variables while the benefits, contestations and management strategies are the dependent variables.

### **Chapter Summary**

The chapter reviewed literature on Subcultural Theory, stages of group formation, description of subcultures, drivers of cliques as subcultures, benefits of cliques as subcultures, contestations in cliques as subcultures, management strategies of the contestations in cliques as subcultures and lastly, the conceptual Framework for the study.

The reviewed literature found that cliques as subcultures studies had not failed to attract scholarly attention and created inadequate measures, inconclusive evidence, and silence concerning reasons for the emergence of cliques as subcultures in schools. But, also, the reviewed literature found that cliques generate personality disputes bringing rivalries and this tends to result in fiercest struggles between cliques with the school's culture. These confrontations that cliques create results in strained relationships among teachers, break the rules of the school, and undermines the authority of the head

teacher which disrupts academic work. Moreover, the study found dearth in literature on subculture in Africa (UNDP, 2020; Adewale, 2019) particularly in Ghana let alone in JHSs in the Wa Municipality. These gaps showed that the research problem emerged from the literature review as a way to show the relatedness of the present study with the earlier ones.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The chapter focused on research methods used in conducting the study. This comprised of research philosophy, research approach, research design, study area, population, sampling and sampling procedure, data collection instruments, validity and reliability of instruments, and data collection procedure.

#### Research Philosophy

The study adopted the Pragmatic philosophical paradigm. This Pragmatic paradigm embraces plurality of methods which is associated with Mixed-methods research (Creswell and Creswell, 2018; Alatinga & Williams, 2016). This Pragmatic paradigm association with Mixed method research agrees that there is an objective reality that exists apart from human experience (Kaushik & Walsh, 2019). The foremost argument in favour of Pragmatist philosophy is its mixing of quantitative and qualitative research to produce unified research without relying on neither the qualitative nor the quantitative Research approach alone (Creswell & Creswell, 2018). The significance is that Pragmatism paradigm gives chance to mix these research approaches to answer the research questions. In adopting this stance, the researcher was able to select the research design and the methodology that were most appropriate in the Mixed method research approach. Pragmatic paradigm allows the use of Mixed method approach in the opinion of Greene (2007) cited in Creswell and Clark (2018) provides multiple ways of answering research questions from both the quantitative and qualitative realms. Thus, the Pragmatic Paradigm provides

multiple ways of addressing research questions in everyday life, and thereby, providing multiple ways to addressing a research problem (Creswell & Clark, 2018). This makes the Concurrent embedded mixed method research design appropriate for this study since the design is in tandem with Mixed Method Research Approach.

### **Research approach**

The study adopted Mixed method research approach. Alatinga and Williams (2016) alluded that there is a growing popularity of Mixed method research approach in social science. This research approach uses both qualitative and quantitative methods in a single study to give different but complementary picture to the study (Lune & Berg, 2017). This is particularly important where, qualitative research tends to assess the quality of things using words, images, and descriptions and most of quantitative research relies chiefly on computers, many people erroneously regard quantitative strategies as more scientific than those employed in qualitative research. The error of thinking underlying this particular critique is that of confusing the study of imprecise subject matter with the imprecise study of subjects (Lune & Berg, 2017). Thus, the Mixed Method Research Approach allows for the complementarity of both qualitative and quantitative research approaches (Creswell & Creswell, 2018). This is because mixing both quantitative and qualitative data in a single study provides a better understanding of the research (Alatinga & Williams, 2016).

### **Research Design**

Concurrent embedded mixed method research design (Creswell & Creswell, 2018) was adopted for the study. Borrego, Douglas and Amelink (2009) asserted that Embedded designs are not distinguished by the concurrent

or sequential nature of data collection (either is allowed). Rather, one type of data takes a supplemental role to the other. The study prioritized the quantitative data than the qualitative data. Creswell and Clark (2007) cited in Borrego, Douglas and Amelink (2009) explained that Concurrent embedded mixed method research design is used if the secondary data are not useful or meaningful without the primary data. This design permits the merging of both qualitative and quantitative methods where the weakness of one is complemented by the strength of the other (Creswell, 2018). This strength of the design permitted the triangulation of both qualitative and quantitative data (Creswell, 2014; Creswell & Clark, 2017). Also, this design is cost effective since there is no need of collecting data repeatedly and tracking the respondents. This reduces the rate of respondents' attrition in the study (Cohen, Manion & Morrison, 2018; deVaus, 2001). This design is quick to conduct, comparatively cheap to administer, has limited control effects as subjects only participate once, stronger likelihood of participation as it is for a single time, charts aggregated patterns, useful for charting population-wide features at one or more single points in time (Cohen, Manion & Morrison, 2018). This design is ineffective for studying change or causality because the data this design generate can only measure differences between groups rather than change over a period of time (Tracy, 2020).

### **Study Area**

According to Ghana Statistical Service [GSS] (2014) the Wa Municipality borders with Nadowli District to the north, Wa East District to the east and to the west and the south Wa- West District. The Municipality makes up as one of 11 Districts and Municipalities in the Upper West Region of Ghana.

The Municipality lies within latitudes 1°40'N to 2°45'N and longitudes 9°32'W to 10°20'W. The Municipality has Wa as both the Municipal and Regional capital. It has a total land area of approximately 579.86 square kilometres, and this makes up about 6.4% of the Region's land area ([GSS], 2014). The Wa Municipality has 74 public Junior High Schools with a total trained teacher population of 705 (Wa Municipal Education Directorate, 2023).

### Population

The population are all teachers in JHSs in Wa Municipality. The target population and subcultures in JHSs in Wa Municipality are shown in Table 1.

**Table 1**  
*Teacher Population & Subcultures in JHSs in Wa Municipality*

N/S	Circuit	No' JHSs		Streams			Sampled JHSs	No. of Classes	No. of teachers	No of Subcultures	No of Sampled subcultures	Sample Size
				Single	Double	Triple						
1	Bamahu	4	3	2	-	5	4	12	32	9	5	13
2	Busa	5	5	5	-	10	5	12	36	8	4	10
3	Charia	6	5	5	-	10	5	15	32	9	5	13
4	Dobile	4	1	2	1	4	4	21	57	16	8	20
5	Jonga	6	6	6	-	12	5	16	20	7	4	10
6	Kabanye	6	2	1	-	3	5	31	81	25	13	34
7	Kpongo	4	4	-	-	4	4	12	39	10	5	13
8	Konta	6	2	3	1	6	5	30	83	22	11	32
9	Kperisi	5	4	2	-	6	5	16	44	10	5	13
10	Sawaba	4	-	3	1	4	4	25	57	13	7	18
11	Tendamba	6	4	2	-	6	5	24	74	16	8	20
12	Boli	5	5	2	-	7	5	14	12	6	3	8
13	Tampali-paani	6	3	1	1	5	5	23	48	15	8	20
14	Kambali Nakore	3	2	1	-	3	3	15	22	6	3	8
15	Mangu	4	1	3	-	4	4	22	68	18	9	23
<b>TOTAL</b>		<b>74</b>	<b>47</b>	<b>38</b>	<b>4</b>	<b>89</b>	<b>68</b>	<b>288</b>	<b>705</b>	<b>190</b>	<b>98</b>	<b>255</b>

Source: Wa Municipal Education Directorate, (2023)

From Table 1, the target population comprised 705 trained teachers in the Municipality who sit in cliques within the same school and describe themselves as clique members in each JHSs in the Wa Municipality of the Upper West Region of Ghana. The accessible population involved the 255 trained

teachers selected from the target population, 1 Municipal Director of Education, 1 Human Resource Director in the Municipal Education Office, 5 school improvement support officers (SISOs) and 5 Head teachers that accepted to participate in the study.

## Sample and Sampling Procedure

### Sample Size Determination

A sample size of 255 were drawn from the Trained Teacher Population in the Wa Municipality using Yamane (1967) sample size determination represented in this study as:


$$n = \frac{N}{[1 + N(e)^2]}$$

Where:

“n” is the sample size estimated

N= Population =705

e = 95% confidence level (in which case this study makes room for 0.05 margin of error)

Substituting these figures into the formula,

n=255

### Cluster and Simple Random Sampling

The study area, Wa Municipality was clustered into 15 circuits and all these circuits included in the study. These circuits 15 circuits were further clustered into 74 Junior High Schools (JHSs). Using simple random sampling, 68 of these JHSs were chosen across all the circuits for the study. Thus, circuits with 5 JHSs or less had all the schools included in the study. Thus, 11 circuits had 5 or less JHSs and all these JHSs were included in the study. Similarly, there were only 6 circuits with 6 JHSs and therefore, 5 JHSs were selected from

each of these circuit using the simple random sampling. Also, the JHSs were further clustered into 190 cliques as subcultures. The cluster sampling made it easy to obtain sample units from geographically dispersed population (Amedahe & Gyimah, 2018; Kusi, 2012; Neuman, 2012). This is because multi-stage cluster sampling involves the initial sampling of groups of elements-clusters-followed by the selection of elements within each selected cluster' (Babbie, 2005, p.215). Neuman (2012, p.161) confirmed that 'once you get a sample of clusters, creating a sampling frame for elements within each cluster becomes more manageable.'

Proportionate sampling was used to determine the number of cliques per circuit and per Junior High School (JHS). As a result, 98 cliques across all the circuits were chosen. Similarly, This, sampling method was equally used to determine the number of trained teachers to be chosen per each clique in each JHS. and the number of trained teachers per the selected cliques were selected from all the circuits. The proportionate sampling was further used to determine the number of trained teachers per the selected cliques. Simple random sampling was used to select the number of trained teachers from each of the clique to make up the sample size of 255. This sample size did not include those participants that were selected using the purposive sampling. The research used both the proportionate and simple sampling random sampling methods because they give equal chances to the sample units to be included in the study and thus, allow the researcher to obtain a sample that is representative of the population (Amedahe & Gyimah, 2018; Kusi, 2012).

## **Purposive Sampling**

A total number of participants used for the qualitative phase of the study were 39. They were purposively selected. These participants comprised of those whom the semi-structured interview was administered to: 1 Municipal Director of Education, 1 Human Resource Director in the Municipal Education Office, 5 School Improvement Support Officers and 5 Head teacher. Also, 9 male clique, 9 female clique and 9 mixed (males and females together) clique had focus group discussion guide administered to them. In the words of Tracy (2020) purposeful sampling is used where some particular participants are chosen because they fit the parameters of the research questions, goals and purposes. These chosen participants are in management positions whose job is to resolve and manage the emergence of any subcultures that create contestations and are detrimental to the smooth running of Junior High Schools in the Wa Municipality of the Upper West Region. Thus, Purposive Sampling allowed the researcher to select unique cases that are information-rich (Neuman, 2012) and participant who had in-depth knowledge on the subject under study (Cohen, Manion & Morrison, 2018; Lune & Berg, 2017; Bhattacharjee, 2012; Neuman, 2012).

## **Data Collection Instruments**

### **Questionnaires**

The study used questionnaires to solicit the quantitative data from the chosen 255 trained teachers from the respective cliques. The questionnaires had both open and closed ended questions. The participants were given the questionnaires to take home and respond to it at their convenience. The researcher picked the contact numbers of those issued with questionnaires if

each participant accepts. Through the contacts, the researcher called participants through phones to remind them a week after the receipt of the questions. The researcher appointed a research coordinator in every Circuit who coordinated the collection of the completed questionnaires. The questionnaires had an introduction section where the researcher's identified herself and the institution of study. In this section too, the researcher assured the participants that they could withdraw any time from the research if they so wished. The questionnaires next section was section 'A' which focused on location of the school and circuit, section 'B' focused on demographic data, section 'C' was on drivers of cliques as subcultures, section 'D' focused on benefits of cliques as subculture, section 'E' focused on contestations of cliques as subcultures, section 'F' focused on management strategies of cliques as subcultures. The questionnaires allowed for wider coverage and comparison of responses. However, questionnaires are prone to misinterpretation by respondents and the researcher may not have the opportunity to develop rapport (Neuman, 2012) due to the absence or limited interaction with the respondents. Notwithstanding, these misinterpretations were corrected through the constant calls the researcher made to trained teachers to explain questions that were not clear and for the encouragement of these trained teachers to complete the questionnaires. The questions in the questionnaires for the trained teachers covered all the 4 objectives of the study

### **Focus Group Discussion Guide**

Focus group discussion guide was used to solicit the data. The researcher held 3 separate Focus Group Discussion (FGD). The questions used for this were spellout in the FGD guide. Each of the guide was used for male clique, female clique and the last one for mixed (males and females) clique members

in order to capture the issues comprehensive. There were 9 members in each of these cliques making a total of 27 participants for all the 3 cliques used for the FGD. The FGD guide had an average of 8 questions under each of the four sections with each objective taking a section. Section 1 focused drivers of cliques, section 2 dealt with the benefits of cliques, section 3 dealt with contestations of cliques and section 4 dwelt on the management strategies of cliques. The questions under each objective were asked in line with the objective under consideration.

Each of these cliques were chosen from one school in a different circuit. The teachers were teaching in one school and in one clique. This made it easy and convenient for the members to come together for the FGD. Also, each of the FGD was conducted on a different Friday. This day on the timetable of the respective schools in the Municipality had 70 minutes for School Based Assessment (SBA). The researcher had permission from the respective schools' head teachers and clique members to use this time for the FGD and the time was sufficient. The researcher was the moderator and usually asked one question which every member is given a minute to respond to in turns. The research moderated in a way that the extroverts and introverts had equal time to speak on every issue without one dominating the other. In the discussions, the researcher was taking notes and audio recorded with the explicit permission of the discussants. The research used one hour per each of the cliques with each on different Friday. This instrument allowed the researcher to find out the nuances on these variations and distinctions that bring to the formation of these different cliques as subcultures. The case where a FGD involves having more than one discussant present provided two versions of events – a cross-check – and one

can complement the other with additional points, leading to a more complete and reliable data. It also detected how the discussants support, influence, complement, agree and disagree with one another other, and the relationships between them. Cohen, Manion & Morrison (2018) explained that this instrument allows the researcher to collect data in groups making it cost-efficient, time-efficient as well as a way of generating a wider range of responses since this interview brings together people with varied opinions, or as representatives of different collectivities. The discussants are under the guidance of a facilitator who put the discussants on track without any one deviating from the questions asked (Lune & Berg, 2017).

### **Semi-structured Interview Schedule**

Semi-structured interview schedule was administered to 12 people to solicit some of the qualitative data. These people comprised of the Wa Municipal Director of Education, Human Resource Officer at the Municipal Education Office, 5 School Improvement Support Officers and 5 Head teachers. The researcher before the interview introduced herself and the purpose of the data. The researcher assured participants of their anonymity and confidentiality. Semi-structured interview schedule was put into 4 sections where each section focused on an objective of the study. With section 1 addressing the drivers of cliques, section 2 addressed the benefits of cliques, section 3 tackled the contestations of cliques and section 4 focused on the management strategies of cliques. An average of 6 questions were asked under each of the section for an objective. The set of questions asked under each section were meant to address that respective objective. Each respondent used about 45 minutes and the researcher used one week to complete the interviews for all the people to be

interviewed. The researcher ensured that that the questions worded and asked were within the level of the understanding of the participants and these questions did not cause any psychological distress. The researcher was not only knowledgeable about the subject matter, but exhibited an expert in the interaction process. This allowed the researcher to establish an appropriate atmosphere such that the participant(s) could feel secured to talk freely.

Tracy (2020) asserted semi structured interview is flexible since the researcher has to approach the conversation with flexible questions and probes, or maybe even with just a list of bullet points. The used of semi-structured interview schedule was meant to stimulate discussion rather than dictate it. This approach encouraged interviewers to listen, reflect, adapt to ever-changing circumstances, and cede control of the discussion to the interviewee. Semi structured interview allows for more emic, emergent understandings to thrive and for the interviewees complex viewpoints to be heard without the constraints of scripted questions (Tracy, 2020).

Furthermore, through semi-structured interviews, the researcher had the advantage to tap both content and emotional levels of the interviewees which enabled the researcher to learn what participants believed was most interesting and important. Thus, this made the interview process to flex and move in a more focused and meaningful way. Notwithstanding, this interview process resulted in conversations that were complex and meandering, too. The researcher overcame this difficulty by understanding the research goals and adapting to participants' emotion. Also, the researcher drew from the skills of empathy and relating with the interviewees and the issues under investigation (Tracy, 2020; Lune & Berg, 2017).

## Validity and Reliability of the Instruments

Tracy (2020) observed that validity and reliability of instruments are useful and more premium for evaluating positivist quantitative research and mixed method research. It makes researchers to be able to replicate a particular research work elsewhere.

As a result, the researcher had the questions read through by colleague postgraduate students to ensure that each question raised was relevant, the wording and sequencing bears the appropriate relations under each of the respective objective. The researcher dialogued and sought consultation from these colleagues to create a common way of scrutinizing questions raised in the research instruments in order to solicit relevant data. The colleagues validated the effort and thinking ideas of the researcher. Also, where these mates identified inaccuracies, the researcher was humble and magnanimous enough to accept and effect the needed corrections. This brought consistency and enhance relevance and understandings of the questions in the instruments for the data collection. This added to the research collaboration and building relationship with the research community while still working independently.

Also, the supervisor vetted the instruments and made corrections to ensure the relevance and consistency in the instruments. The researcher effected the corrections and resubmitted which the supervisor approved.

Furthermore, the researcher piloted the instruments with 30 respondents in Jirapa Municipality which was outside the study area. Six (6) trained teachers were drawn from 5 Junior High Schools. In each of the school, 3 cliques were drawn and 2 teachers selected from each of these cliques using simple random sampling. This ensured that the researcher received feedback on the questions

set, whether these questions were relevant and worded accurately within the understanding of the trained teachers. Cronbach's alpha reliability coefficient of 0.647 results was realized for the pretest from the instruments while Cronbach's alpha reliability coefficient of 0.857 results was realized after administering the questionnaires. This showed that the instruments were reliable (Cronbach, 1975) (see Appendix).

### **Data Processing and Analysis**

The qualitative data were analyzed using Thematic Analysis. This Analysis categorized the data into themes and interpreted in accordance with the objectives (Babbie, 2005; Neuman, 2012). The researcher undertook this by sorting and labelling texts with codes so that they could be easily retrieved; organized, categorized and making it possible to diagrammatize to see the relationship amongst the variables studied and search for segments of text that contained multiple codes. The researcher transcribed the qualitative data that were audio recorded. The audio data were transcribed where Tracy (2020) asserted that this involves listening closely and typing your participants' words, quickly to identify ways to improve question wording, tone, and pace. The researcher did this by putting in much effort to continually improve her interview skills after listening to the audio repeatedly. The transcribing facilitated the close examination of participants' words, which was valuable for interpretation and sense making (Neuman, 2012; Kusi, 2012). Also, it allowed for the comparison with the notes taken during the interviews and FGD such that gaps could be filled where necessary. The process of fact checking transcripts consists of listening to the recordings while simultaneously reading over transcripts and stopping along the way to type in corrections or

modifications, and this usually takes longer than the recording time at least by one half (Tracy, 2020). So, the researcher typed transcription, and assigned code words to text. Coding pieces of evidence were then grouped into broad themes. The themes were grouped into even larger dimensions or perspectives and linked to one another to form a larger perspective on the issues under investigation (Creswell & Clark, 2018) in relation to the research objectives. The qualitative findings were obtained predominantly on all the objectives.

The quantitative data were collected from the field, cleaned and coded according to various relevant variables and organized for computer analysis using SPSS Version 20.0. The quantitative data was analyzed using descriptive statistics (frequency and percentages), chi-square, and correlation analyses at a 95 percent confidence interval. A linear regression model was also run at a 95% confidence interval to test the hypotheses that: H<sub>0</sub>: The benefits of cliques as a subculture among JHS teachers are explained by the drivers, contestations, and management strategies. Furthermore, the qualitative analyses are thematically analysed and kept in quotations to explain the quantitative results. The discussion incorporates quantitative and qualitative findings, as well as previous literature, to inform policy and practice. As a result, the findings are presented in tables and figures.

Correlation analysis were ran using the Pearson R Correlation at 0.01 and 0.05 significant levels on the effect of the drivers of cliques on the benefits, contestations and management strategies of cliques in Junior High Schools in the Wa Municipality. Furthermore, hypothesis were tested on the linear association or otherwise between the drivers and the benefits, contestations and management strategies of cliques in JHSs the Municipality. Also, some results

on objective one, objective two, objective three and objective four were generated in descriptive statistics and presented in figures and tables. Moreover, the qualitative findings on the objectives were presented in quotes from participants to support the quantitative findings. This made the choice of the Pragmatic paradigm and Concurrent Embedded Mixed Method Research Design for the study appropriate since both are into Mixed Method Research Approach.

### **Trustworthiness of data**

The researcher transcribed the qualitative data that were audio recorded. The audio data were transcribed where Tracy (2020) asserted that this involves listening closely and typing your participants' words, quickly to identify ways to improve question wording, tone, and pace. The researcher did this by putting in much effort to continually improve her interview skills after listening to the audio repeatedly. The transcribing facilitated the close examination of participants' words, which was valuable for interpretation and sense making (Neuman, 2012; Kusi, 2012). Also, it allowed for the comparison with the notes taken during the interviews and FGD such that gaps could be filled where necessary. The process of fact checking transcription consists of listening to the recordings while simultaneously reading over the transcribed data and stopping along the way to type in corrections or modifications, and this usually takes longer than the recording time at least by one half (Tracy, 2020).

### **Ethical Consideration**

As part of ethical issues, the instruments were reviewed by the Institutional Review Board of the University of Cape Coast to ensure consistency and relevance in the wording of the questions. The research applied

to the Wa Municipal Director of Education and was granted a written permission which the research used at every school for the head teacher to grant her permission to collect the data. The questions were worded in such an appropriate way that the sensibilities of the participants were not offended. Certainly, this ensures that measures were taken in the data collection instruments to reduce one's biases in the research process. It improves the understanding of the research instruments, for the research community on the processes adopted and the flaws to avoid in such a study. This makes the study credible which enables audience of the research community to feel confident in using the data and findings of the study to take decisions. The instruments used for the data collection and in the interpretations did not identify participants by their names or schools. This highlighted the anonymous of respondents. Similarly, the participants were assured of their confidentiality of the information and that the data were to be used only for the academic work and nothing else.

### **Chapter Summary**

The chapter focused on research methods applied in the study. This comprised of research philosophy, research approach, research design, study area, population, sampling and sampling procedure, data collection instruments, validity and reliability of instruments, and data collection and analysis procedure.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### Introduction

The chapter presents results on socio-demographic characteristics of cliques; drivers of cliques; benefits of cliques; contestations of cliques as subcultures; and management strategies of the contestations in cliques as subcultures among JHSs. Furthermore, a relationship was established between the benefits, drivers, contestations, and management strategies of cliques as subcultures among teachers JHSs. The findings were presented on how clique drivers, contestations, and management strategies influence the benefits of cliques as subcultures among teachers in JHSs. The quantitative data were analyzed using descriptive statistics (frequency and percentages), chi-square, and correlation analyses at a 95 percent confidence interval. A linear regression model was also run at a 95% confidence interval to test the hypotheses that: H<sub>0</sub>: The drivers, contestations and management strategies of cliques do not have a significant impact on the benefits of cliques as subcultures among teachers in JHSs. Furthermore, the qualitative data were analyzed thematically and kept in quotations to explain the quantitative results. The discussion incorporates quantitative and qualitative findings, as well as relevant literature to inform policy and practice. As a result, the findings are presented in tables and figures.

### Socio-demographic characteristics of cliques

The findings on the socio-demographic characteristics of participants are presented in Table 1.

**Table 1**  
*Socio-demographics*

Socio-demographics	Categories	Frequency (N = 255)	Percentage (%)
Gender	Male	156	61.2
	Female	99	38.8
Age Group	19 – 28	41	16.1
	29 – 38	103	40.4
	39 – 48	93	36.5
	49 – 59	18	7.1
Marital status	Single	50	19.6
	Cohabiting	12	4.7
	Married	186	72.9
	Separated	3	1.2
	Widowed	4	1.6
Religious status	Christianity	119	46.7
	Muslim	135	52.9
	African Traditional Religion	1	0.4
	Other		
Teacher years of experience in teaching	Less than 5yrs	57	22.4
	6-12yrs	62	24.3
	13-19yrs	99	38.8
	20/more years	37	14.5
Location of school of teacher respondent	Rural	19	7.5
	Urban	236	92.5

**Source: Field Survey (2023)**

In Table 1 on gender, the results showed that the majority of participants were males (61.2%) compared to those who were females (38.8%). This finding indicated a gender imbalance among teachers in Wa Municipality. Regarding the age of the participants, the results showed that more participants were

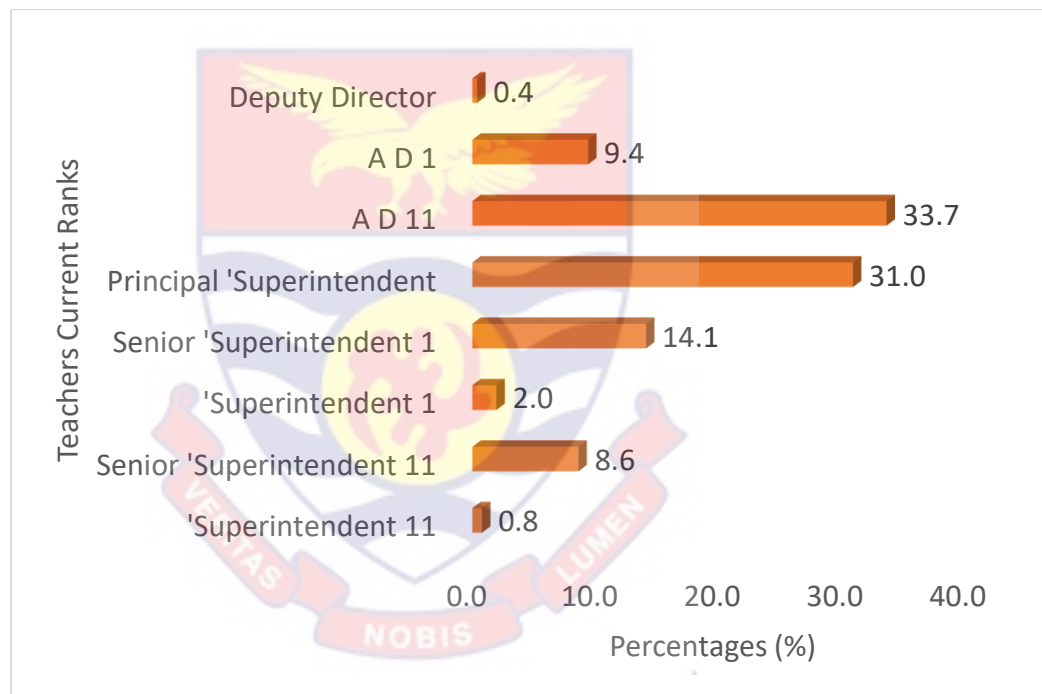
between 29-38 years old (40.4%) and 39-48 years old (36.5%) compared to few who were between 19-28 years old (16.1%) and 49-59 years old (7.1%). The age distribution indicated a mix of experienced and relatively younger teachers. This finding showed that schools can benefit from a mix of experienced and young teachers as a catalyst for improving teacher professional development tailored to the needs of different age groups. Also looking at marital status, the results found that most participants were married (72.9%) compared to only a few who were single (19.6%), cohabiting (4.7%), separated (1.2%) or widowed (1.6%). The results suggested that the majority of married teachers may compromise their availability for extracurricular activities or professional development, forcing schools and education authorities to consider flexible scheduling to meet the needs of married teachers. On religion, the result showed that half of the participants were Muslims (52.9%), compared to those who were Christians (46.7%), with a very small percentage practicing traditional African religion (0.4%). The results suggested that teachers' understanding of religious diversity is important for cultural sensitivity in the school environment to promote inclusivity and respect for different religious beliefs. Regarding teachers' years of experience, the result showed that participants' years of teaching experience varied, with 38.8% having 13-19 years of professional experience. While less than a quarter (24.3%) had 6-12 years of teaching experience, 22.4% had less than 5 years of teaching experience, compared to only a few (14.5%) with 20 or more years of experience. The mix of experienced and less experienced teachers provided an opportunity to impact mentoring and leadership within the schools. This allowed less experienced teachers to draw on the knowledge of more experienced teachers and support new teachers. On

the location of the schools, majority of participants (92.5%) taught in urban schools while a smaller percentage (7.5%) taught in rural areas. The urban-rural divide in teacher distribution highlighted the need for educational equity, which requires policymakers to consider strategies to attract and retain teachers in rural areas.

Regarding the current rank of participants are shown in Figure 2.

**Figure 2**

*Teacher's Current Rank*



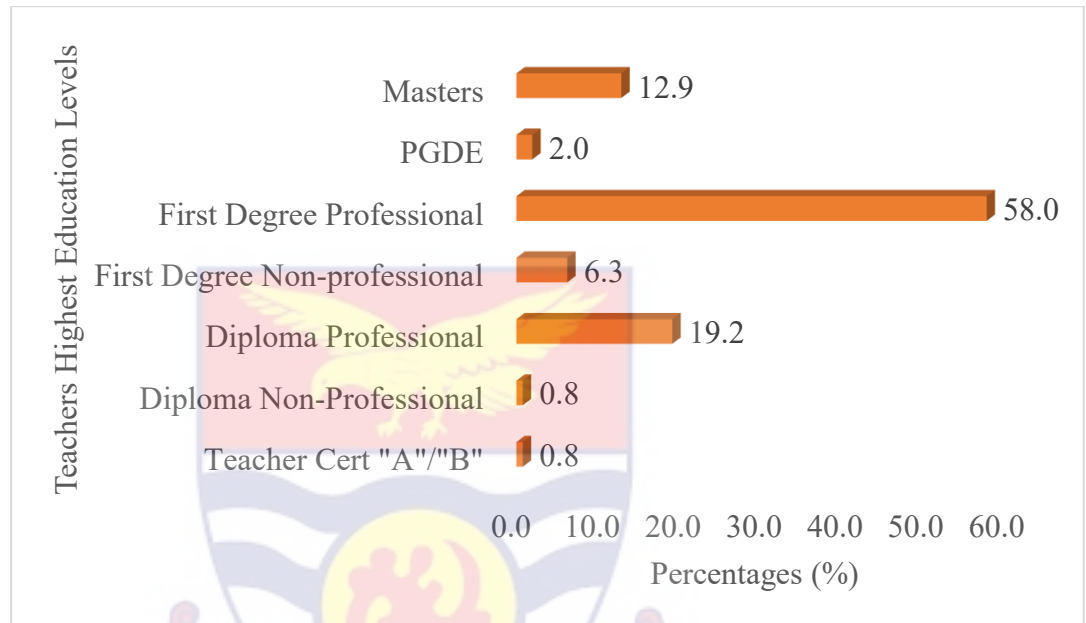
\*AD: Assistant Director

From Figure 2 indicated that more teachers had achieved the rank of Assistant Director (AD) II (33.7%) and principal superintendent (31%) compared to those in the other ranks. This showed that more than half of teachers had achieved first degree as their highest educational career compared to any other rank.

The study further found the current highest qualification of participants as shown in Figure 3.

**Figure 3**

*Teachers Highest Educational Qualification*



From Figure 3, 58% of the participants had first degree, 19.2% had Diploma professional qualification. Those participants with Diploma non-professional and teacher's Certificate were 0.8% each. The 58% participants showed that teachers were upgrading their qualifications to be abreast with current trend of teaching.

## Formation of Cliques among Teachers

The study sought to find out the formation of cliques among teachers in JHSs in Wa Municipality as shown in Table 2.

**Table 2**

*Clique Formation among Teachers*

Clique Formation	Categories	Frequency (N =255)	Percentage (%)
How many teachers are in your clique as subculture	Less 4	28	11.0
	4-8	114	44.7
	9-12	69	27.1
	13/more	44	17.3
How many years has this your clique been in existence	1- 2 years	25	9.8
	3 – 6 years	123	48.2
	7-10 years	55	21.6
	11 years and more	52	20.4
How long have you been a member of this your clique as subculture	2 -3 years	162	63.5
	4-6 years	60	23.5
	7/more years	33	12.9
What is the gender of your clique as subculture	Male Only	36	14.1
	Female only	31	12.2
	Both Male and Female (mixed gender)	188	73.7

**Source: Field Survey (2023)**

From Table 2, the results showed that the majority of cliques 44.7% of the participants had 4-8 members. Furthermore, more than a quarter (27.1%) reported cliques with 9-12 members, compared to fewer (17.3%) who reported cliques with 13 or more members. Only a smaller group, 11% reported cliques with less than 4 members. This variations of cliques may reflect the differences in the dynamics and functions of these subcultures which requires school administrators to develop effective strategies for engaging with and supporting these cliques.

In terms of the duration of clique existence, nearly half (48.2%) of participants said their cliques had existed for 3-6 years. Furthermore, 21.6% reported that their clique had existed for 7-10 years, while 20.4 % reported that

their cliques existed for 11 or more years. Nonetheless, a smaller proportion, 9.8% had their cliques last for 1-2 years. The findings suggested that while some of these subcultures have a long history, compared to others that are relatively new, school administrators should be aware of the stability and longevity of these groups when considering their impact on school culture and dynamics in order to foster peaceful co-existence.

Regarding the length of membership in the clique, the majority of participants (63.5%) had been members for 2-3 years, with only a few (23.5%) having memberships lasting 4-6 years and 7 -10 years (21.6%). The findings suggested that understanding the length of membership can help school officials gauge the level of commitment and influence of individuals within cliques in order to predict the potential for mentorship and leadership roles among long-term clique members.

On the gender of the clique as a subculture, the findings showed that the majority of cliques (73.7%) were mixed-gender (both male and female), with a few male only (14.1%), and female only (12.2%) cliques. The mixed-gender cliques dominating depicted diverse perspectives and experiences within these subcultures, making it critical for educators to monitor these dynamics to ensure inclusivity and prevent gender exclusion.

From the socio-democratic characteristics of cliques as subcultures among teachers, it was evident that cliques vary in terms of size, duration, length of membership, and gender composition in JHSs in Wa Municipality. Although these differences may have implications for school culture, collaboration and inclusion, these findings provide an opportunity for schools and education authorities to become aware of these differences and develop strategies to

effectively collaborate with and support these subcultures to ensure that they make a positive contribution to the educational environment.

### Drivers of Cliques as Subcultures in JHSs in Wa Municipality

The findings on the drivers of cliques as subcultures in Junior High Schools in Wa Municipality are shown in Table 3.

**Table 3**  
*Drivers of Cliques as Subcultures and Teachers Gender*

Drivers of Cliques as Subcultures	Scale	Overall Sample (N=255)	Gender		p<0.05
			Male (N=156)	Female (99)	
Persuasion by the member	Not sure	36 (14.1%)	23 (14.7%)	13 (13.1%)	0.770
	Disagree	76 (29.8%)	44 (28.2%)	32(32.3%)	
	Agree	143 (56.1%)	89 (57.1%)	54 (54.5%)	
Cultural hegemony/ Tribe dominance	Not sure	35 (13.7%)	21 (13.5%)	14 (14.1%)	0.020
	Disagree	85 (33.3%)	62 (39.7%)	23 (23.2%)	
	Agree	135(52.9%)	73 (46.8%)	62 (62.6%)	
Age mates	Not sure	31(12.2%)	18(11.5%)	13(13.1%)	0.004
	Disagree	98(37.6%)	71(45.5%)	25(25.3%)	
	Agree	128(50.2%)	67(42.9%)	61(61.6%)	
Income/ economic status	Not sure	37(14.5%)	23(14.7%)	14(14.1%)	0.017
	Disagree	90(35.3%)	65(41.7%)	25(25.3%)	
	Agree	128(50.2%)	68(43.6%)	60(60.6%)	
Peer influence and lifestyle	Not sure	40(15.7%)	15(9.6%)	25(25.3%)	0.001
	Disagree	98(38.4%)	59(37.8)	39(39.4%)	
	Agree	117(45.9%)	82(52.6%)	35(35.4%)	
Labelling or stereotyped as a subculture	Not sure	54(21.2%)	27(17.3%)	27(27.3%)	0.165
	Disagree	73(28.6%)	47(30.1%)	26(26.3%)	
	Agree	128(50.2%)	82(52.6%)	46(46.5%)	
Political affiliations	Not sure	50(19.6%)	26(16.7%)	24(24.2%)	0.298
	Disagree	138(54.1%)	86(55.1%)	52(52.5%)	
	Agree	67(26.3%)	44(28.2%)	23(23.2%)	
Familiarity, commitment and loyalty	Not sure	35(13.7%)	21(13.5%)	14(14.1%)	0.988
	Disagree	44(17.3%)	27(17.3%)	17(17.2%)	
	Agree	176(69%)	108(69.2%)	68(68.7%)	
Educational level	Not sure	26(10.2%)	17(10.9%)	9(9.1%)	0.605
	Disagree	105(41.2%)	67(42.9%)	38(38.4%)	
	Agree	124(48.6%)	72(46.2%)	52(52.5%)	
Religion Affiliations	Not sure	35(13.7%)	21(13.5%)	14(14.1%)	0.056
	Disagree	100(39.2%)	70(44.9%)	30(30.3%)	
	Agree	120(47.1%)	65(41.7%)	55(55.6%)	

Source: Field Survey (2023)

Persuasion by the members as a driver of clique formation in Table 3 showed that there is no statistically significant difference ( $p\text{-value} > 0.05$ ) between male and female teachers. This is due to the fact that both male (57.1 percent) and female (54.5 percent) teachers appeared to be equally likely to be influenced by their peers to join cliques. A Focus Group Discussant in a female clique upheld that

*'In this cliques we are all females. Old members in the group convinced other females to join. I joined because I am also a female. This clique is based on this gender interest.'* (FGD, 18th September, 2023).

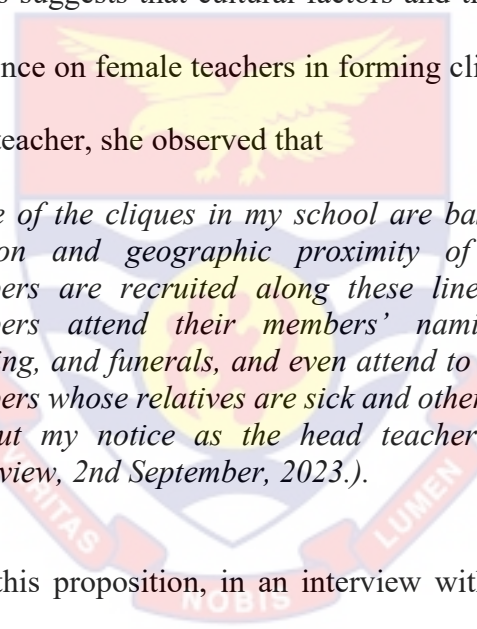
A Focus Group Discussant in a mixed clique (both male and female) observed that

*'No member in this clique convinced me to join. No one persuaded me to sit with them. I chose to be with them. No member can persuade me at my age. It is my free will'* (FGD, 17th September, 2023).

This implied that there were varied reasons that informed teachers to choose to belong to a particular clique in Junior High Schools in the Wa Municipality. This pointed out that teachers can decipher and are matured enough to make their own decision as to which clique to join. Thus, there are times no person actually persuaded members to be with a particular clique as subculture since some teachers joined this cliques willingly without any external influence. This contradicted Aldhobaib (2022) notion that cliques used persuasion to recruit new members. Notwithstanding, there were other cliques that were formed based on gender to push that interest. In the view of this female clique discussant, their clique was formed to push the feminine agenda. That clique of theirs form a formidable force in order not to be overshadowed by the male counterparts. Therefore, management in the schools and Wa Municipal

Education Directorate should be aware of this persuasive recruitment of members based on the interest. This mandates the education management to consider strategies to promote positive peer influence within cliques in Junior High Schools in the Wa Municipality.

Considerably, the results of the study in Table 3 on cultural hegemony dominance influence on clique formation, the findings showed a significant difference ( $p\text{-value} < 0.05$ ) between male and female teachers. This is due to the fact that female teachers (62.6%) agreed with this driver than male teachers (46.8%). This suggests that cultural factors and tribal affiliations may have a greater influence on female teachers in forming cliques. In an interview with a female head teacher, she observed that



*'Some of the cliques in my school are based on ethnicity, religion and geographic proximity of members. The members are recruited along these lines. As such, the members attend their members' naming ceremonies, wedding, and funerals, and even attend to sick members or members whose relatives are sick and other social activities without my notice as the head teacher of the school' (Interview, 2nd September, 2023.).*

Contrary to this proposition, in an interview with a male head teacher who opined that

*'We are of different tribes and cultural background. We do not practice tribalism in our clique. We are from different tribes altogether in our clique. We want to learn from people and as such, members of our clique discourage tribe mates who are likely to raise tribal sensationalism within and between cliques in this school' (Interview, 5th September, 2023).*

This shows that the cliques' formation have cultural inclination where members are recruited along cultural lines. This makes teachers who belong to such cliques to offer support privately to their clique's members aligned to these

cultural undertones. These clique members see themselves as one family beyond the working relations. The members in one way or the other deemed themselves related by the culture. Diversity when managed well becomes a strength where everybody is welcomed. Schools as a working place must be all embracing where all teachers see themselves as one people, only that the clique members come from different places with different cultural backgrounds. Yet, these cliques have to learn from one another. Thus, because the teachers all come from different cultural dimension, the cliques should exhibit diversity in unity if school management govern appropriately as admitted by Jones (2019). So, school officials should address any potential negative consequences associated with cultural dominance within these cliques as subcultures in the Junior High Schools within the Wa Municipality.

In terms of age mates as a driver, the findings in Table 3 indicated a significant difference ( $p\text{-value} < 0.05$ ) between male and female teachers in terms of being influenced by age mates to join cliques. In comparison to male teachers, more female teachers (61.6%) than the males (42.9%) agreed with this driver. This meant that female teachers are more likely to form cliques based on shared age.

A Focus Group Discussant in a male clique had this to say

*'Some members of our clique are my age mates and we are all within the same age brackets. Once in the same profession and of the same age cohorts, we are colleagues. As we are teachers who see ourselves as age mates, we easily come together as colleagues to speak freely among ourselves' (FGD, 19th September, 2023).*

A Focus Group Discussant in a mixed clique upheld that

*'Our clique members are of similar ages. As we are of similar ages, we share ideas in common. We see ourselves as peers and no one lord it over the other. We are all young,*

*we do not influence one another as senior and junior clique members. We do not do this at all to indicate that we are of different ages' (FGD, 17th September, 2023).*

This suggested that teachers of similar ages have stronger social connections and are willing to come together as one clique on the basis of their similarity in ages. It is on this basis Simmel (1966) upheld that cliques that are formed on the basis of age become closed-knitted towards each other's individuality within their respective cliques.

However, a head teacher interviewee who was a member of a clique had this to say

*'Our clique has people of diverse ages. We are not age mates in the clique. Age does not matter. Our clique is not formed on the basis of age mates. I am the youngest in my clique' (5th September, 2023).*

Another Mixed Focus Group Discussant noted that

*'Ages varied among members of our clique. Some are older than me while others are also my age mates. We are of different ages. We are not age mates. Many of the members are much older than me' (FGD, 17th September, 2023).*

This showed that other teachers in Junior High Schools in the Wa Municipality do not consider age as the only driver to belong to a particular clique. These teachers have certain personal interest that inure to their benefits beyond the age cohort's consideration. Thus, these teachers come to associate with a particular clique that have memberships either younger or older than them. This is in sharp contrast with Josef (2013) who was of the view that age forms the basis of clique as subcultures.

Furthermore, when it comes to the influence of income/ economic status on clique formation, the results in Table 3 showed a significant difference (p-value < 0.05) between male and female teachers. According to the findings,

female teachers (60.6%) agree with this driver more than male teachers (43.6%). This implies that economic factors appeared to play a larger role in the formation of female-led cliques. A female only clique Focus Group Discussant admitted that

*'This our clique is called 'Kuntigihi'[high class] clique. If your financial muscle is not within our class, you cannot belong to this our clique. You will exit voluntarily without anyone telling you. Everybody has your class. Ahhh! The truth is that, we all members of this clique drive to school. We are proud of our husband supporting to buy us cars. So, all teachers in this school see us as high-class clique' (FGD, 18th September, 2023).*

In the contrary, a mixed clique Focus Group Discussant noted that

*'We must not belong to the same economic background before we can make friends. Thus, this our clique consists of people of different economic status. These group members originates from different ranks with different income levels, yet, we form a clique and relate very well among our clique' (FGD, 17th September, 2023).*

Another Focus Group Discussant in a male clique had this to note

*'All of us as members of this clique are within the same economic strength. We discuss about how salaries of teachers cannot take care of us. We form this clique because our income levels are almost within similar range. Not much differences in salaries' (FGD, 19th September, 2023).*

This implied that economic status though important in the clique was not considered because these teachers from the mixed clique see themselves from the same income status. They see the forming of the clique as a way of coming together to share ideas. They do not care about the differences in their economic status. These teachers rather focus on the benefits of the clique to the individual members. This is particularly the case where they see themselves as almost of the same ranks with almost the same salaries. This will promote inclusivity within the school. This confirms the finding of Conti (2016) that

income level is a driver of subculture. However, the female only clique that pride themselves as high class ('Kuntihi') may create status variations based on the income levels of the members which will vary from clique to clique. This may create different levels from one clique to the other. Thus, it will create disunity and backbiting among the staff. So, the head teacher may bear the herculean task of striving to address any potential disparities in financial resources that some clique members may arrogate to themselves in Junior High Schools in the Wa Municipality. This finding is in support of the Subcultural Theory that found certain structural characteristics such as class that some cliques arrogate to themselves become the basis of recruiting other member into the clique (Blackman, 2014).

In terms of being influenced by peer influence in clique formation, the results in Table 3 showed that there is a significant difference ( $p$ -value  $< 0.05$ ) between male and female teachers. Again, this is because more than half of male teachers (52.6%) agree with this driver than female teachers (35.4%). Hence, when forming cliques, male teachers appeared to be more influenced by their peers' lifestyles. In an interview, a head teacher admitted that

*'Our clique was formed based on free will and not peer influence. Many of us are independent minded. So, teachers join our clique based on their own volition. We do not use our lifestyle to influence others but advice and support. We are matured and cannot be influenced by the lifestyle of others when we do not fancy such a behavior. But, if the clique members behaviours or lifestyles are exemplary and worth emulating, why not? Other teachers will want to be associated with such cliques' (Interview, 8th September, 2023).*

A School Improvement Officer (SISO) in an interview admitted that

*'Lifestyle was the backbone for the formation of the cliques in my circuit. Each clique members try to, all have similar lifestyle. This influences others to be attracted to join one clique or the other because the member(s) try to act alike. This is because peers have a unique way of doing things. A particular clique members learn the good behaviors from the colleague members within the clique and the vice versa' (Interview, 18th September, 2023).*

This showed that the head teacher respondent tried to downplay that lifestyle was not a driver that makes teachers to form cliques. However, the head teacher ended admonishing that good behaviours are emulated by others within and between cliques. This becomes a basis that other teachers will be attracted to one particular clique or the other. The head teacher respondent then ended agreeing with the SISO interviewee that lifestyle influenced other teachers to be attracted to one particular clique or the other. This upheld Kolesnik, Stepanov & Pavlova (2020) finding that lifestyle is a driver in the formation of cliques. As a result, school officials should consider interventions to encourage healthier lifestyle choices among teachers in Junior High Schools in the Wa Municipality.

However, in Table 3, the study found that there were no significant gender differences in the influence of other drivers on clique formation, such as labelling; political affiliations; educational level, religion affiliations and familiarity, commitment and` 11 loyalty (p-value > 0.05).

As a result, when it comes to determining the factors that influence teachers to form cliques in JHSs, the findings suggested that gender can play a role in how certain factors influence the formation of cliques as subcultures among teachers. As a result, when addressing issues related to cliques as subcultures in the teaching profession, schools and educational authorities

should be mindful of these gender-specific drivers, ensuring a balanced and inclusive educational environment for all teachers.

### Benefits of Cliques as Subcultures among Teachers in Junior High Schools

The objective two of the study found out the benefits of cliques as subcultures among teachers in Junior High Schools in the Wa Municipality. Therefore, a cross-tabulation was conducted to determine whether male and female JHSs teachers perceived different benefits of cliques as subcultures as shown in Table 4.

**Table 4**

*Crosstabulation of Benefits of Cliques among Teachers' Gender in JHSs*

Benefits of Cliques as Subcultures	Scale	Overall Sample (N=255)	Gender		p<0.05
			Male (N=156)	Female (N=99)	
Inspirations and Motivation	Not sure	19(7.5%)	10(6.4%)	9(9.1%)	0.035
	Disagree	29(11.4%)	24(15.4)	5(5.1%)	
	Agree	207(81.2%)	122(78.2%)	85(85.9%)	
Professional Learning	Not sure	25(9.8%)	18(11.5%)	7(7.1%)	0.182
	Disagree	40(15.7%)	28(17.9%)	12(12.1%)	
	Agree	190(74.5%)	110(70.5%)	80(80.8%)	
Socialization	Not sure	18(7.1%)	9(5.8%)	9(9.1%)	0.014
	Disagree	28(11%)	24(15.4%)	4(4.0%)	
	Agree	209(82.0%)	123(78.8%)	86(86.9%)	
Social Cohesion	Not sure	35(13.7%)	20(12.8%)	15(15.2%)	0.071
	Disagree	43(16.9%)	33(21.2%)	10(10.1%)	
	Agree	177(69.4%)	103(66%)	74(74.7%)	
Protection and security	Not sure	40(15.7%)	28(17.9%)	12(12.1%)	0.001
	Disagree	52(20.4%)	42(26.9%)	10(10.1%)	
	Agree	163(63.9%)	86(55.1%)	77(77.8%)	
Honour and dignity	Not sure	40(15.7%)	27(17.3%)	13(13.1%)	0.279
	Disagree	50(19.6%)	34(21.8%)	16(16.2%)	
	Agree	165(64.7%)	95(60.9%)	70(70.7%)	
Material and financial support	Not sure	47(18.4%)	29(18.6%)	18(18.2%)	0.019
	Disagree	53(20.8%)	41(26.3%)	12(12.1%)	
	Agree	155(60.8%)	86(55.1%)	69(69.7%)	

**Source: Field Survey (2023)**

The results from Table 4 on inspirations and motivation as benefits of clique formation showed a significant difference (p-value < 0.05) between male

and female teachers in clique formation. That is, more female teachers (85.9%) than males (78.2%) agreed that cliques provide inspiration and motivation. This finding suggested that female teachers may find cliques more inspiring and motivating. This was upheld when the Human Resource Officer at the Wa Municipal Education Office observed that

*'inspiration and motivation is one important thing that members of cliques benefit. Teachers give one another advises and guidance. This motivates and inspires one another' (Interview, 15th September, 2023).*

A SISO in an interview observed that

*'Cliques as subcultures in Junior High Schools is a way of teachers encouraging and motivating themselves. So, cliques serve as a source of motivation for others who are whether depressed or not, they are being encouraged by members in the clique' (Interview, 10th September, 2023).*

This signified that teachers do give advice to one another in their cliques when the need arises. This motivates and inspires them in times of need. This boosts their morale and foster social cohesion among the teachers. If this is managed to continue, the teachers will co-exist in peace in Junior High Schools in the Wa Municipality. This upheld Agezo & Baafi-Frimpong (2019) assertion that cliques as subcultures satisfy the social needs of the members in schools.

However, the finding on professional learning as a benefit of clique in Table 4 revealed that there is no significant gender difference. This was due to the fact that both male (70.5%) and female (80.8%) teachers appeared to value cliques for professional learning opportunities. Corroborating this assertion, a Focus Group Discussant in a Male clique explained that

*'We do studies together within the cliques particularly when we are going for promotion exams and interviews. We do come together to share ideas on our profession. There are*

*many occasions we consult one another for explanation on certain difficult topics in our subject areas we teach in this school' (FGD, 19th September, 2023).*

A Focus Group Discussant in a mixed clique observed that

*'The professional growth of some clique members in this school is anchored on the professional guidance that we offer one another within cliques. Some members have enrolled on Masters and even Doctorate courses because of the advices obtained within cliques in this school' (FGD, 17th September, 2023).*

A SISO in an interview observed that

*'In my circuit, School Based In-service Education and Training (INSET) are usually organized drawing facilitators from these clique members. Some cliques have very experienced, knowledgeable and highly educated members with MPhil qualifications and others even pursuing their Doctorate courses' (Interview, 12th September, 2023).*

The finding implied that cliques in Junior High Schools in Wa are Professional Learning Communities where teachers share professional and educational experiences among the members. This creates a platform for friends far and near to come together as one and deliberate on issues affecting them whether on their personal or professional levels. Teachers teaching the same course may form a clique to further their common interest. These teachers share knowledge and experiences when the need arises. This may even indicate that the professional learning opportunities within some cliques are even more than teachers attending workshops. The case where teachers may take colleagues through how to write lesson notes on some technical topics as well as downloading content from online using the mobile phone or laptop are very essential for the knowledge enhancement of teachers. Thus, cliques are potential avenues for collaborative problem-solving and skill development among teachers of Junior Schools in the Wa Municipality. It is in view of this that

Ahiatrogah, Yeboah & Arhin (2019) asserted that cliques as subcultures when harnessed well, will offer opportunities to share experiences and practices for the members' professional learning in Junior High Schools in the Wa Municipality.

Considerably, the results in Table 4 on socialization show a significant difference ( $p$ -value  $< 0.05$ ) between male and female teachers. This is because more female teachers (86.9%) than males (82%) agreed that cliques provide socialization benefits. This findings suggested that female teachers may see cliques as a way to foster social connections which can improve school culture and peer support.

In a Focus Group Discussion in a mixed clique, a discussant observed that

*'We do interact with one another a lot in our clique. This is a way of socializing among ourselves. The clique creates opportunity for the members to interact. We participate in the celebration of one other's birthdays, naming ceremonies, weddings, anniversaries, graduations, visiting colleagues or their relatives during funerals or sickness among others. We contribute monies among our cliques to support the affected member(s) during these social events. There are times the clique members make these visits and support to the teacher(s) in question ahead of that of the entire staff' (FGD, 17th September, 2023).*

A Focus Group Discussant female clique upheld that

*'This our clique is bonded very well through the active participation of all members in the social activities that affect members. No one as a member is isolated, we are always together, communicate with another almost all the times. Also, we learn from each other's short falls as a way not to discriminate among ourselves' (FGD, 18th September, 2023).*

One thing is clear, that the clique members unite in supporting one another during social events in fulfillment of the adage, *united we stand divided we fall*. Thus, the members of the respective cliques participate in the social

events of one another in solidarity. It is on the basis of this that in some cases, the clique members may make their visit and other support ahead of that of the entire staff. In some instances, the clique members' visit and support may be offered without the head teacher's notice. Cliques create socialization avenues as an incentive structure for members to behave in group-typical ways. However, the findings contradicted Cohen (1955) theory that sees subcultures engaging in only deviant behaviours without admonishing their benefits like socialization. This shows that the theory requires modification to include that subcultures have benefits.

Concerning social cohesion, the results in Table 4 showed that there is no discernible difference in the perception of social cohesion and subculture benefits, though this is not statistically significant ( $p\text{-value} > 0.05$ ). This is due to the fact that both male (66%) and female (74.7%) teachers value social cohesion as a benefit of cliques. In affirmation, a Focus Group Discussant in a Male clique opined

*'We are free with one another and also solve each other's problem. There is inter and intra subculture friendship among the various cliques, as members move to other cliques for conversations. We share views and opinions about the various social, economic, political and religious issues. We are free with other cliques'* (FGD, 19th September, 2023).

A head teacher in an interview observed that

*'Ours and other cliques in school are able to relate very well. Members of the respective cliques come from diverse societies. Hence, we are mindful of peaceful co-existence among staff in the respective cliques'* (Interview, 6th September, 2023).

A SISO in an interviewee observed that

*'Clique members make efforts to foster whether inter or intra clique's unity. Except that, there are times tempers and*

*emotional anxiety rise during intra or inter-clique conversations, degenerating into enmity and hatred within and between cliques. This is because it is not possible every member of the respective cliques to align their thoughts for strong social cohesion as expected' (Interview, 12th September, 2023).*

The findings implied that members of cliques admonished of making strenuous efforts in promoting intra and inter-clique interactions and collaborations. These efforts were noticed to facilitate and imbibe in the members of cliques, the culture of interconnectedness and interdependence of members whether within or between cliques in Junior High Schools in the Wa Municipality. Thus, there is no doubt from the findings that cliques do not foster social cohesion where intergroup and interpersonal relations are characterized by cohesion (Gravells & Simpson, 2014; Tuckman, 1965). Except that, there were times where members may veer off and slip into argument, disagreement and insults degenerating in hatred and enmity which are rude behaviours in Junior High Schools in the Wa Municipality. As a result, school administrators can investigate ways to harness these dynamics for positive outcomes, such as forming a cohesive teaching team.

In terms of protection and security, the results in Table 4 showed a significant difference ( $p\text{-value} < 0.05$ ) between male and female teachers. Thus, more female teachers (77.8%) agreed with this benefit than male teachers (55.1%). This finding suggested that many female teachers may perceive cliques as providing a sense of protection and security. This is in tandem with Forming Stage in group formation where members of a clique as subculture rely on the collective safety of one another (Hingst, 2006; Tuckman 1965).

Nonetheless, the findings on honour and dignity in Table 4 showed that there is no significant gender difference. This is because both male (60.9%) and

female (70.7%) teachers appear to value cliques in order to maintain their honour and dignity. As a result, school administrators can leverage this positive aspect to foster a respectful and professional environment. Thus, Adewale (2019) termed this driver of subculture as prestige which people want to earn within schools through their association with a particular clique.

Finally, in terms of perceiving material and financial support as a benefit of cliques, the results in Table 4 showed a significant difference ( $p$ -value  $< 0.05$ ) between male and female teachers. Thus, more female teachers (69.7%) agreed with this benefit than male teachers (55.1%). This implies that female teachers may seek material and financial support from cliques. Corroborating the existence of material and financial support that members get from their respective cliques, a Focus Group Discussant in a female clique praised the clique members saying

*'my clique had contributed an amount of GhC6000.00 for me to support pay for my medical bill. I cannot forget of this kind gesture. I used this opportunity to thank my colleagues again. . Also, our members offer our labour, transport and other material support to help members during social events of our colleagues' (FGD, 18th September, 2023).*

Another Discussant in mixed clique opined that

*'We always offer both materials and financial support to any member that may be in need. We are even into Village Savings and Loan Association in this our clique where we contribute GhC50.00 weekly to save in a box. The box has 3 padlocks and each padlock keys are kept by a different member for safety of the savings. From the savings, members are entitled to loans. We do not give to people who are not within our clique. It is a source of financial relief to members' (FGD, 17th September, 2023).*

The findings implied that teachers in the respective cliques offer different supporting mechanisms to their respective clique members. This ranges from emotional, physical and material support to the members in their

cliques. During fortunes and misfortune times, the clique members contribute and support members. The clique members even make weekly savings towards alleviating the financial needs of one another. So, members lend monies to colleagues from the savings anytime when the need be. This accounted for the reason that Josef (2013) asserted that the protection and security as a benefit of belonging to a clique can be a financial support. As a result, school officials and clique leaders must ensure that such support mechanisms are equitable and transparent in order to prevent disparities among the members.

Therefore, based on the findings on the benefits of clique formation among teachers, this study concluded that gender can influence how teachers perceive the benefits of cliques as subcultures. Hence, understanding these gender-specific perceptions can thus assist school officials in promoting positive aspects of cliques, such as inspiration/motivation, socialization, and professional learning, while addressing any potential disparities or exclusions that may result from these cliques in JHSs in the Wa Municipality.

### **Contestations of Cliques as Subcultures among Teachers in Junior High Schools**

The study examined the contestations found in cliques as subcultures among Teachers in JHSs as shown in Table 5.

**Table 5**

*Cross-tabulation of Contestations of Cliques as Subcultures with Teachers' Gender*

Contestations of Cliques as Subcultures	Scale	Overall Sample (N=255)	Gender		p<0.05
			Male (N=156)	Female (N=99)	
Disagreement/ disputes	Not sure	34(13.3%)	26(16.7%)	8(8.1%)	0.108
	Disagree	99(38.8%)	61(39.1%)	38(38.4%)	
	Agree	122(47.9)	69(44.2%)	53(53.5%)	
Negative imitations	Not sure	44(17.3%)	28(17.9%)	16(16.2%)	0.743
	Disagree	78(30.6%)	45(28.8%)	33(33.3%)	
	Agree	133(52.2%)	83(53.2%)	50(50.5%)	
Status frustration	Not sure	57(22.4%)	35(22.4%)	22(22.2%)	0.881
	Disagree	101(39.6%)	60(38.5%)	41(41.4%)	
	Agree	97(38.0%)	61(39.1%)	36(36.4%)	
Insubordination	Not sure	41(16.1%)	26(16.7%)	15(15.2%)	0.292
	Disagree	61(23.9%)	42(26.9%)	19(19.2%)	
	Agree	153(60.0%)	88(56.4%)	65(65.7%)	
Weakening social bonds	Not sure	35(13.7%)	23(14.7%)	12(12.1%)	0.783
	Disagree	74(29.0%)	46(29.5)	28(28.3%)	
	Agree	146(57.3%)	87(55.8%)	59(59.6%)	
Role strain	Not sure	56(22%)	32(20.5%)	24(24.2%)	0.187
	Disagree	95(37.3%)	65(41.7%)	30(30.3%)	
	Agree	104(40.8%)	59(37.8%)	45(45.5%)	
Disrespect to others	Not sure	40(15.7%)	26(16.7%)	14(14.1%)	0.860
	Disagree	75(29.4%)	45(28.8%)	30(30.3%)	
	Agree	140(54.9%)	85(54.5%)	55(55.6%)	

**Source: Field Survey (2023)**

According to the findings in Table 5, there is no statistically significant difference (p-value > 0.05) between male and female teachers in terms of perceiving disagreement or disputes as a contestation of cliques. This is because both male (44.2%) and female (53.5%) teachers appeared to be equally likely to encounter disagreement or disputes within cliques in JHSs in the Wa Municipality.

Corroborating that the existence of disagreement among cliques a head teacher in an interview admitted that

*'There are always disagreements in cliques. There are times cliques in this schools experience unnecessary frictions either within or between cliques. These fallouts among members of a cliques or between cliques do happen' (Interview, 9th September, 2023).*

In a contrary view, a Focus Group Discussant in male clique submitted that

*There is unity among members of my clique. We do not have misunderstanding among ourselves as a clique. Members of our clique do not engage in unnecessary arguments' (FGD, 19th September, 2023).*

This signified that cliques do not only co-exist in schools but they equally experienced turbulent moments where members whether within or between cliques have different positions on different subject matter. As different people from different backgrounds, sometimes, the members of the different cliques in JHSs build consensus through contention on other subject matters among themselves. Thus, disagreement is inevitable in every social interaction in human endeavor. What to accept is the divergent views come for members to disagree to agree. This will facilitate unity in diversity. As a result, school officials can continuously encourage and strengthen conflict resolution mechanisms and communication skills in order to address such issues. This finding is in support Subcultural Theory that explained in the words of stern (2012) that subculture is formed as a deviant (delinquent) behaviour of individuals in a way to react and adapt to the problems of dominant culture that some category of individuals and groups are struggling to withstand.

The results of the study in Table 5 on negative imitations as a contestation in cliques as a subculture showed that there is no significant gender difference ( $p\text{-value} > 0.05$ ) in perceiving negative imitations as a contestation of cliques. This was also due to the fact that both male (53.2%) and female (50.2%) teachers appeared to be equally likely to observe negative imitations within cliques. Affirming this, a SISO in an interview admonished that

*'certain bad attitudes are learnt by clique members from others whether within or from another clique. This can*

*become detrimental for the growth of cliques and peaceful co-existence among members of a particular clique or between two different cliques. You would not believe it! Sometime, members who pick these bad behaviours in particular, replicate such acts in other schools that these teachers are transferred to' (Interview, 8th September, 2023).*

However, a Focus Group Discussant in a mixed clique disagreed by saying

*'We have positive influence on one another. We imitate positively. Members take their own decisions and do not imitate negatively. It is not force to imitate any member's behavior. No negative imitations. I have not realize negative influence and therefore, presume that clique members do not imitate one another blindly particularly the negative behaviours of others within the clique or from a different cliques'(FGD, 17th September, 2023).*

These findings were not oblivious of members of cliques inculcating negative imitations from colleagues within their respective cliques. Human beings as clique members are social beings who do not only learn the positive actions of others but the negative ones too. Also, not every clique member can easily and timely decipher negative imitations from the positive ones. Thus, chances are that, some members may imitate blindly the negative actions of their colleagues. Within these groups, schools should encourage positive behaviours and discourage negative modelling of behaviours in cliques in JHSs in the Wa Municipality.

In terms of status frustration as a contestation of cliques, the results in Table 5 showed no statistically significant difference ( $p\text{-value} > 0.05$ ) between male and female teachers. This finding indicated that both male (39.1%) and female (36.4%) teachers were equally likely to experience status frustration within cliques as envisage in Crosta & McConnell (2010) that storming stage of group formation is a stage where members experience an intense competition and conflict in the personal relations among the members of the different groups

as cliques. As the members of the groups as cliques interact, they slip into disputes. Thus, schools' authorities can work to avoid status differences causing conflict or hierarchy within cliques in JHSs in the Wa Municipality.

Furthermore, in terms of perceiving insubordination as a contestation of cliques, the findings in Table 5 showed no statistically significant difference (p-value > 0.05) between male and female teachers. This is because both male (56.4%) and female (65.7%) teachers appeared to be equally prone to insubordination within cliques.

In affirmation, a Focus Group Discussant in a female clique noted that

*“admittedly, our clique is somehow segregated from other teachers and even in some cases, we disregard the rules and regulations of the school. Even on such occasions, the head teacher looks timid and aloof. He there not calls us to order. We rule the school from our clique. What we raise or suggest to the head teacher becomes the order of the day. It is on this basis, we are described as the ‘Kuntigih’ (high class) clique in the school. As a result, we sometimes go contrary to the school’s norms without knowing” (FGD, 18th September, 2023).*

Similarly, a head teacher in an interview bemoaned that

*‘members in the respective cliques generate ideas as to how to handle authority in the school. When they so decided or wished so, they catalogue a lot of issues that are not well handled by authority. This usually results in disobeying certain basic rules, challenging the authority and showing disrespect for leadership at the school level, the Municipal Education Office or even in the profession in general. Cliques within my school at times show high level of subordination. I cannot mince words as a head teacher of this school’ (Interview, 10th September, 2023).*

One thing is clear from the narrations. Some clique members arrogate high class to themselves and tend to disregard the authorities in education. This in the view of the Subcultural Theory represents a protest or defensive reaction against the dominant culture (Cohen, 1955; Aikenhead, 2021). But, if the

authorities in Junior High Education relinquished to subordinates to wield such powers to lord over authorities, who should be blamed? This is not to say all cliques see themselves in this powerful position. There were cliques that act with decency without undermining the authority of their superiors. This was observed as a Focus Group Discussant from a mixed clique had this to say

*“Once the authority is given to people in position of trust like the head teacher, there is no disobedience from my clique members. We obey people in authority as we are all matured and hoped to equally occupy such positions in the near future. My clique is not used to disobeying authority or showing any sign of insubordination. Our clique operates with a Biblical concept spoken by Jesus in Luke 6:31 and Mathew 7:12 ‘Do unto others as you would have them do unto you.’ This is a working principle we reiterate day in, day out, in our daily interactions and actions” (FGD, 17th September, 2023).*

This pointed out that some cliques as subcultures in JHSs in the Wa Municipality stay in their cliques, and yet, remained decorous in their dealings with the authorities whether at the school level or outside the school. As such, head teachers and other authorities in education should find a way of rewarding such teachers to publicize their exemplary and modest role models for others to follow. Notwithstanding, schools’ authorities are encouraged to address insubordination to maintain a cordial working environment in JHSs in the Wa Municipality.

Weakening of social bonds with colleagues as a factor of clique contestation in Table 5 showed that there is no significant gender-based difference ( $p\text{-value} > 0.05$ ). This is due to the fact that both male (55.8%) and female (59.6%) teachers were equally likely to notice a potential weakening of social bonds with colleagues as a result of cliques. Upholding the occurrence of a weakening social bonds in cliques, a SISO interviewee observed that ‘Some

*cliques have quarrelsome members. One is our clique, no doubt about that! No staff dare cross our member, you cannot go scot-free' (Interview, 12th September, 2023).*

This implied that *some* members are always quarrelsome and ignore to forgive one another in cliques. This when happens, how can they relate again? There are occasions that some clique members do not want to see eye to eye with each other. Good relationship with other teachers then cannot be built. This is in alliance with Eleni and Jonathan (2018). However, this contradicted Tuckman's (1965) Norming Stage of group formation where group cohesion takes place, norms established and mutual support exchanged in the group.

Contrary, a head teacher interviewee observed that

*'there are very cordial cliques in my school which are very supportive to my administration as a head teacher. The social bond or relation among members is intact as all members socialize and interact amicably. They co-operate and tolerate one another very well. They are cool in the clique. They respect themselves, colleague in other cliques and ultimately, I, as the head teacher of the school' (Interview, 7th September, 2023).*

This signified that there are cliques that are civil in the dealings with colleagues and their head teacher. They go by the dictates of the profession of peaceful co-existence despite being in various cliques as subculture. The school officials must encourage such inclusive practices in order to maintain strong social connections among all teachers in JHSs in the Wa Municipality.

In terms of role strain as a contestation of cliques in Table 5, the findings showed no statistically significant difference ( $p\text{-value} > 0.05$ ) between male and female teachers. Furthermore, both male (54.5%) and female (55.6%) teachers appeared to be equally susceptible to role strain within cliques. This affirmed Pramila, (2020) position that role strain in cliques may result in vexation with

work and failure to perform an assigned role. Schools should implement support mechanisms to assist teachers in managing their workload and reducing stress.

Finally, in terms of disrespect to others as a contestation of cliques, the results in Table 5 showed no statistically significant difference ( $p$ -value  $> 0.05$ ) between male and female teachers. Because of this, both male (54.5%) and female (55.6%) teachers were equally likely to observe disrespect towards others within cliques. A Focus Group Discussant in a male clique noted that

*'Some cliques or their members are full of themselves. They exercise superiority complex with all time high ego. It is as though disrespecting one another is because of their perceived inward looking that their clique is a high class one' (FGD, 19th September, 2023).*

How some people relate with others showed disrespect to other clique members. One is always disrespected if you lower yourself to others. Notwithstanding, authority of the education particularly head teachers should see tolerance as a demonstration of maturity. This will humble some cliques to know that mutual respect for all members is the hallmark of professionally ethical teacher. This when exercise with humility will bring respect for one another's view. The members of the respective cliques will see exercise of school leadership beyond reproach. Clique members will begin to respect one another's feelings. This will provide an opportunity to solve problems of egoism among clique members which Cohen (1955) Subcultural Theory sees as a collective (not individual) decision of the respective subgroups' adaptation to structural pressure in the dominant culture of the school. Thus, this has to be managed well by head teachers to rather facilitate teachers' respect and professionalism in fostering intra and inter cliques' harmony.

Overall, the findings on contestation in cliques as subcultures among teachers indicated that gender has no bearing on how teachers perceived contestation in cliques as subcultures. As a result, school authorities should place a greater emphasis on addressing common challenges such as disagreements, negative behaviour, status frustration, insubordination, and role strain while also encouraging positive behaviour and fostering strong social bonds among all teachers, regardless of gender.

### Management Strategies of Cliques as Subcultures among Teachers in JHSs

The fourth research objective sought to investigate the management strategies of cliques as subcultures among teachers in JHSs in order to addressing contestations teachers encounter in cliques as shown in Table 6.

**Table 6**  
*Cross-tabulations of Management Strategies of Cliques as Subcultures with Teachers Gender*

Management Strategies of Cliques as Subcultures	Scale	Overall Sample (N=255)	Gender		p<0.05
			Male (N=156)	Female (N=99)	
Adherence to communication channels in the school	Not sure	23(9%)	16(10.35%)	7(7.1%)	0.518
	Disagree	19(7.5%)	13(8.3%)	6(6.1%)	
	Agree	213(83.5%)	127(81.4%)	86(86.9%)	
Guidance and Counselling	Not sure	27(10.6%)	15(9.6%)	12(12.1%)	0.818
	Disagree	29(11.4%)	18(11.5%)	11(11.1%)	
	Agree	199(78%)	123(78.8%)	76(76.8%)	
In service training	Not sure	37(14.5%)	23(14.7%)	14(14.1%)	0.909
	Disagree	52(20.4%)	33(21.2%)	19(19.2%)	
	Agree	166(65.1%)	100(64.1%)	66(66.7%)	
Sanctions	Not sure	56(22.0%)	33(21.2%)	23(23.2%)	0.901
	Disagree	78(30.6%)	49(31.4%)	29(29.3%)	
	Agree	121(47.5%)	74(47.4%)	47(47.5%)	
Transfers	Not sure	60(23.5%)	40(25.6%)	20(20.2%)	0.157
	Disagree	57(22.4%)	39(25.0%)	18(18.2%)	
	Agree	138(54.1%)	77(49.4%)	61(61.6%)	
Adaptive leadership styles	Not sure	37(14.5%)	21(13.5%)	16(16.2%)	0.837
	Disagree	37(14.5%)	23(14.7%)	14(14.1%)	
	Agree	181(71.0%)	112(71.8%)	69(69.7%)	

Source: Field Survey (2023)

According to the findings in Table 6, there is no statistically significant difference ( $p\text{-value} > 0.05$ ) between male and female teachers in terms of adherence to communication channels in the school as a management strategy for cliques. Corroborating that adherence to communication channels in the school is a management strategy of cliques, the Municipal Director of Education explained that

*'any letter that any teacher in JHSs is writing to or routing through the Regional Manager of any of the Educational Units, Municipal Director of Education, Regional Director of Education or the Director General, must be endorsed or have a cover letter from the respective head teacher and SISO of the said teacher before the letter can be allowed to be acted upon from the Wa Municipal Education Directorate. These head teachers and SISOs act on my behalf in JHSs. They are working with these teachers daily and know these teachers well than I do' (Interview, 16th September, 2023*

In affirmation, a SISO in an interview said

*'by the directive of the Municipal Director of Education, I as a SISO do not supposed to endorse any letter from a teacher in JHSs if the said teacher does not have a cover letter from his or her head teacher. Before a teacher with a good reason letter is forwarded through me to any higher Management in Education, the head teacher cover letter of the said must be attached' (Interview, 13th September, 2023).*

A Focus Group Discussant said in a male clique

*'Any letter that a teacher in JHS in the Wa Municipality writes to any higher management in education beyond the school the teacher teaches, the said teacher has to ensure he or she gets a cover letter from his or her corresponding head teacher and SISO before the letter can be allowed to be received at or routed through the Wa Municipal Director of Education. Even at the school level, teachers are encouraged to either deal with the teacher on duty on an issue or with the assistant head teacher, and if the issue cannot be resolved, before the head teacher attention is drawn. Except that, at the school level, we many at times breach these channels of communication' (FGD, 19th September, 2023).*

These narrations showed that teachers were aware of the channels of communications that they were supposed to adhere to whether at the school or beyond the school. The danger is, whether these teachers followed these channels of communication particularly at the school level leaves much to be desired. Meanwhile, following the channels of communication promotes information flow from bottom to up and the vice versa. The worry is, are teachers within their respective cliques willing to follow the channels of communication as due process in airing their concerns within the school? Some teachers may be emboldened of wanting to breach communication channels of the school to have their way. Is that the best? Not at all! So, grievances within the school too are supposed to follow due process for redress. This helps in addressing any perceived or potential problem that members within cliques may face in JHSs in the Wa Municipality. This suggested that both male and female teachers appeared to agree on the importance of sticking to communication channels when dealing with cliques. As a result, school officials should encourage open and effective communication channels in order to address clique related issues in JHSs in the Wa Municipality. This is particularly necessary as Ghana Education Service (2010) entreat teachers to use laid down procedures to express any concerns that bother them in schools.

Additionally in Table 6, there is no significant gender-based difference ( $p\text{-value} > 0.05$ ) in the perception of guidance and counselling as a management strategy for cliques. Upholding the stance in managing cliques through the use of guidance and counseling a head teacher interviewee asserted that

*'Guidance and counseling is provided when needed. It is a major factor to the schools' development. We some time advice one another but it is left with the discretion of the advisee to accept to take' (Interview, 3rd September, 2023).*

Supporting this opinion, the Human Resource Officer in an interview explained that

*'Life in cliques is supposed to be a learning process. No clique member knows it all. So, clique members have to seek or offer guidance and counselling services to one another as a way of resolving disputes and promoting harmony in cliques'* (Interview, 15th September, 2023).

The findings implied that guidance and counseling helps teachers to understand themselves and the members in cliques. Except that, some advisees defy the advice they get from colleagues. This makes cliques experienced intermittent disputes among the respective members or in the staff of the school. As a result, schools needed to strengthen the provision of guidance and counselling services particularly where both male and female teachers appeared to agree that the strategy was effective in managing the challenges that ensue from cliques. However, not all teachers advised heed to advice even when offered in the cliques. This accounted for the reason that Kirangari (2010) study in Kenya concluded that teachers had not done much in accepting guidance services in schools.

In terms of providing in-service training as a management strategy for cliques, the findings in Table 6 showed that there is no statistically significant difference ( $p\text{-value} > 0.05$ ) between male and female teachers. This is due to the fact that both male and female teachers appeared to agree on the importance of providing in-service training for developing the competencies to manage cliques. This was upheld when the Municipal Director of Education in an interview explained that

*'Ghana Education Service through the Municipal Education Directorate try our best to organize regular in-service training for teachers. These trainings we hoped will assist teachers in upholding the professional standards and ethics*

*to work with colleagues peacefully in the schools. These in-service trainings if we had had the needed funding to organize them regularly and continuously, will help reduce the contestations in cliques in JHSs to the lowest minimum' (Interview, 15th September, 2023).*

The Human Resource Officer of the Municipal Education Office in Wa in an interview acknowledged that

*'regular and continuous in-service training in schools is key in reducing the contestations among teachers in cliques within JHSs. The problem is inadequate funding support makes it difficult for the Municipal Education Office of Wa to offer these trainings on a regular basis for teachers' (Interview, 15th September, 2023).*

These findings pointed that the management of the Municipal Education Office acknowledged that in-service training will improve teachers' practices in JHSs including living cordially with colleagues in cliques. The training makes teachers to learn from best practices either from themselves or elsewhere on the effective management of cliques as subcultures. This will go a long way to direct teachers to properly adhere to standards. The challenge as admonished was poor funding support for organizing these in-service trainings whether as school-based or cluster-based in-service training. As a result, there may be times where it takes a while without these trainings organized for teachers. In such instances, the head teachers and SISOs should be proactive to offering advisory services particularly with the help of the experienced members of staff. So, the schools should invest in professional development programs to provide teachers with the skills needed to navigate social dynamics and problems in cliques. This will help in guiding and regulating the activities of cliques in JHSs in the Wa Municipality. Thus, Annan (2020) supported that in-service training is a way of enhancing and sustaining the competences of teachers.

Furthermore, on the use of sanctions as a management strategy for the contestations in cliques, the findings in Table 6 showed that there is no significant gender difference ( $p\text{-value} > 0.05$ ). This is because both male and female teachers appeared to be equally likely to support the use of sanctions as a tool for clique management. As a result, school administrators are encouraged to develop clear policies and consequences for disruptive clique behaviours.

In terms of the use of transfers as a management strategy for cliques, the results in Table 6 showed no statistically significant difference ( $p\text{-value} > 0.05$ ) between male and female teachers. This implies that both male and female teachers appeared to be equally likely to support the use of transfers as a strategy for dealing with cliques. Thus, transfers can be used to disrupt negative clique dynamics if necessary. The Municipal Director of Education of Wa in an interview explained that

*'Transfer of teachers is done through my instruction. The Human Resource Officer does that with my explicit approval. Teachers go on transfers on request or when management decides. Officially, members are transferred based on promotion or voluntary application. Some teachers are transferred to other schools where their services are needed. Change of environment helps in self-development and reduces conflicts in cliques' (Interview, 16th September, 2023).*

The Human Resource Officer at the Wa Municipal Directorate in an interview narrated that

*'Transfers are the responsibilities of the Education Management. Transfer is necessary in every formal institution. Employees of organizations including that of the Ghana Education Service go on transfer as way to change environment or reduce organizational conflicts that may emanate from cliques as well. Any member can be transferred if and when necessary. Teachers are transferred to places where their services are needed' (Interview, 15th September, 2023).*

A Focus Group Discussant in a mixed clique who was transferred because their clique was creating trouble in her previous school has this say

*'teachers go on a retune transfer in the Ghana Education Service. However, some transfers are done as a way of breaking up some cliques as subcultures in schools. Some clique members form cabal and in my previous school, my clique really tormented the head teacher. The Education Office of Wa Municipality transferred all our clique members out to different schools for peace to prevail in my previous school. I was transferred to this school on that basis' (FGD, 17th September, 2023).*

The findings showed that transfers were mostly done on yearly basis either with the consent of the teacher or not. The Wa Municipal Education Directorate used transfers to instil discipline and promote peaceful co-existence among teachers in JHSs. If teachers in cliques of a particular school are engaged in unhealthy activities, the issue(s) are ascertained and if the need be, such teachers are transferred to different schools. The essence is to separate the affected teachers in different schools. This clip the wings of such teachers in order not to get away with that rudely behavior. The transfer equally prevents other teachers too from imitating or being lured into such unprofessional conducts. This in the words of Tuckman (1965) is the Adjourning Stage in group formation that entails termination of the clique through disengagement of task and relationships among members of the groups. It is the point of phasing out of the members from the clique as subculture in the school (Tuckman & Jensen 1977).

Furthermore, the study findings in Table 6 showed no significant gender-based difference ( $p\text{-value} > 0.05$ ) in the perception of adaptive leadership style as a management strategy for the contestations in cliques. This was because both male and female teachers appeared to agree on the value of

adaptive leadership in managing the contestations in cliques. In support of this assertion, the Municipal Director of Education in Wa explained that

*‘Good leadership style like the adaptive leadership when used in school is a proactive approach rather than a reactive approach in resolving contestations in cliques. Adaptive leadership is a practical approach to solving issues where every situation in a clique is handled with a unique leadership peculiar to the behavior’ (Interview, 16th September, 2023).*

A Focus Group Discussant in a male clique observed that

*‘Teachers are fascinated and enticed to good leadership styles. These good leadership styles like the adaptive leadership is appropriate in resolving conflicts within and between cliques as subcultures’ (FGD, 19th September, 2023).*

A head teacher interviewee explained that

*Adaptive leadership style offers unique solutions that addresses contestations in cliques to the satisfaction of all staff in schools. The difficult is, its implementation since not all leaders in education management are the same. Some have high temperament while others have low temperament. Some leaders are visionary others are not. Some leaders are innovative and others are not. Some have the needed maturity and experience while others are not’ (Interview, 10th September, 2023).*

The finding signified that leadership style focuses on the important innovative, creative and talented skills of a good leader whether in the school or outside school in forestalling contestations in cliques in JHSs in the Wa Municipality. The use of adaptive leadership in managing cliques in schools makes the school environment lively, cordially interactive and enjoyable. This leadership style makes resolving of conflicts in cliques dealt with a different but thought provoking appropriate and well suitable approaches. It uses dynamic measures in settling disagreement within and between cliques. This is because different teachers sit together in a clique, watch and can decipher the different

leadership styles displayed by education management. Some teachers adapt leadership styles that are exemplary and will replicate these good leadership styles in the intra and inter clique relationship management in schools. Hence, schools' authorities should encourage flexible and responsive leadership styles that are sensitive to the needs of teachers in cliques as subcultures. The challenge is, not all educational leaders have the vision, skills, emotional tenacity and mental toughness in implementing adaptive leadership to prevent disputes within and between cliques in JHSs in the Wa Municipality. As a result, this contradicted with Heifetz & Linsky (2004 p. 258) position that adaptive leadership offers "act of mobilizing a group of individuals to handle tough challenges and emerge triumphant in the end".

So, management strategies for addressing the contestations in cliques suggested that gender has no significant influence on how teachers perceive various management strategies for dealing with cliques as subcultures. As a result, school administrators can use a combination of these strategies, such as effective communication, guidance and counselling services, training, sanctions, transfers, and adaptive leadership style to effectively manage and address contestations in cliques among teachers. This would ensure a harmonious and productive educational environment for all within and between cliques in JHSs in the Wa Municipality.

### **Correlations between benefits, drivers, contestations and management strategies of cliques as subculture among teachers in JHSs**

To determine the statistical relationship between benefits, drivers, contestations, and management strategies of cliques as a subculture among

teachers of JHSs, Spearman correlation analysis was conducted with a confidence interval of 95%, as shown in Table 7.

**Table 7**

*Correlations between benefits, drivers, contestations and management strategies of cliques as subcultures among teachers in JHSs*

Variables	Benefits of cliques	Drivers of cliques	Contestations of cliques	MGT strategies of cliques
Benefits of cliques	1	0.570** (0.000)	0.598** (0.000)	0.718 (0.000)
Drivers of cliques	0.570** (0.000)	1	0.541** (0.000)	0.553** (0.000)
Contestations of cliques	0.598** (0.000)	0.541** (0.000)	1	0.608** (0.000)
MGT strategies of cliques	0.718** (0.000)	0.553** (0.000)	0.608** (0.000)	1

NB: Pearson Correlation coefficient (p-values), \*\*. Correlation is significant at the 0.01 level (2-tailed).

According to the findings in Table 7, there is a strong positive correlation between the perceived benefits of cliques and the clique drivers (coefficient = 0.570, p-value = 0.000). This implied that teachers who perceived more benefits from cliques are also more likely to be influenced by clique drivers. Thus, teachers may join cliques because they see benefits in doing so, and that schools can use these advantages to promote the positive aspects of cliques for professional development and collaboration.

Also, the findings revealed a strong positive correlation between the perceived benefits of cliques and clique contestations (coefficient = 0.598; p-value = 0.000). This means that teachers who see more benefits from cliques are more likely to face competition or challenges within these groups. As a result, this study encourages school administrations to be aware of this and to

implement measures that are advantageous to cliques, so that they may also bring up certain issues that need to be addressed.

In addition, the study found a strong positive correlation between the perceived benefits of cliques and the use of clique management strategies (coefficient = 0.718; p-value = 0.000). According to this finding, schools that recognize the benefits of cliques may be more proactive in implementing management strategies to maintain a positive and productive environment. As a result, understanding the benefits of cliques can lead to more effective management.

The results showed that there is a moderate positive correlation between the drivers of cliques and the contestations of cliques (coefficient = 0.541; p-value = 0.000). This implied that the factors that drive teachers to join cliques may also contribute to the contestations within these cliques. As a result, school administrators should be cautious about how these factors may affect group dynamics and create potential disputes.

Again, the study discovered a moderately positive correlation between drivers and the use of clique management strategies (coefficient = 0.553; p-value = 0.000). This implied that when school officials recognize what drives teachers to form cliques, this may inform them more to implement management strategies to address any negative consequences or conflicts associated with these drivers.

Furthermore, the results regarding clique contention and offering management strategies showed that there is a strong positive correlation between clique contention and the use of clique management strategies (coefficient = 0.608; p-value = 0.000). The results further suggested that schools

that experienced contestations within cliques are more likely to use management strategies to defuse these problems. Therefore, this study alluded that addressing this issue requires a proactive approach to managing contestations and maintaining a positive school environment.

Overall, the correlation results suggested that there is a significant relationship between the benefits, drivers, contestations and management of cliques among teachers. Therefore, understanding these relationships beholds on schools' authorities to develop strategies that capitalize on the positive aspects of cliques while effectively addressing any contestations that may arise within these groups.

### **The influence of clique drivers, contestations and management strategies and their impact on the utility of cliques as subcultures among teachers in JHS**

To test the research hypothesis of the study that; Clique drivers, disputes and management strategies do not explain the benefits of cliques among teachers in JHSs Wa Municipality, ordinary linear square (OLS) regression model with a confidence level of 95% was used as shown in Table 8. The R-square value of 0.580 indicated that approximately 58% of the variance in the perceived benefits of cliques can be explained by the combination of drivers, contestations, and management strategies considered in the model. This suggested that the model is relatively effective in explaining why some teachers perceive more benefits from cliques than others based on these factors. Also, the Durbin-Watson statistic measures the independence of errors in the regression model. Hence, the value of 1.896 suggested that there is no

significant autocorrelation in the model, indicating that the model's assumptions are met and fit for purpose as considered in this study.

**Table 8**

*Linear regression relationships on how drivers, contestations, and management strategies of cliques influence the benefits of cliques as subcultures among teachers in JHSs*

Model	Regression Coefficients		T	p-value.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error			Lower Bound	Upper Bound	Tolerance	VIF
Drivers of cliques	0.206	0.055	3.725	0.000	0.097	0.315	0.628	1.593
Contestations of cliques	0.193	0.054	3.569	0.000	0.086	0.299	0.570	1.755
MGT strategies of cliques	0.480	0.053	9.026	0.000	0.375	0.585	0.559	1.790
Constant	0.475	0.106	4.473	0.000	0.266	0.684		
Observation	255							
R square	0.580							
Prob>F	0.000 <sup>b</sup>							
Durbin-Watson	1.896							

a. Dependent Variable: Benefits of cliques

b. Predictors: (Constant), MGT strategies of cliques, Drivers of cliques, Contestations of cliques

In Table 8, the result on drivers showed that drivers of cliques positively influence the perceived benefits of cliques ( $B = 0.206$ ,  $p\text{-value} < 0.001$ ). The results confirmed the hypothesis that teachers who are motivated by the drivers of cliques (persuasion, cultural hegemony, gender, age category, income/economic level, peer influence, political affiliations, educational level or religious affiliations) to join cliques are approximately 20.6% more likely to benefit from belonging to the subcultures. According to the qualitative results, some of the benefits that teachers benefited from included getting motivation and inspirations, developing professional learning network, socializing with colleagues, building social cohesion, enjoying protection and security from members and lastly, receiving material and financial support from colleagues. These inspired the teachers positively for them to joining their cliques. When it comes to contestations in cliques, the results indicated that despite these

contestations in cliques, teachers did still benefit from their cliques as subcultures ( $B = 0.193$ ,  $p\text{-value} < 0.001$ ). The results confirmed the hypothesis that despite the contestations that can arise within cliques, teachers were 19.3% more likely to benefit from being part of their cliques as subcultural groups. This suggested that for many teachers, the benefits of belonging to cliques outweigh the contestations. In addition to promoting clique management strategies, the result indicated that the used of management strategies positively influenced teachers to benefits from their cliques ( $B = 0.480$ ,  $p\text{-value} < 0.001$ ). This confirmed the hypothesis that schools that implement effective management strategies to manage and mitigate the contestations as conflicts within cliques were 48% more likely to increase their benefits of these subcultures. This highlighted the importance of proactive management strategies in maintaining a positive school environment. Nevertheless, the statistical significance of the constant term ( $B = 0.475$ ,  $p\text{-value} < 0.001$ ) suggested that there are inherent benefits even without considering the drivers, contestations and management strategies. Therefore, the overall results of the model prediction showed that the drivers of cliques, contestations and effective management strategies are all positively associated with the benefits teachers enjoyed in belonging to cliques as subcultures in JHSs in the Wa Municipality. Therefore, the study accepted the alternate hypotheses of the study. In policy and practice, the findings of this study made it possible for school authorities in Wa Municipality to reinforce the positive aspects of cliques while addressing any conestations that may arise within these subcultures, ultimately creating a more supportive and collaborative teaching environment.

## Chapter Summary

The results and discussions were done in line with research objectives and hypothesis which guided the study. The findings showed that there were differences between the male and female responses on the drivers and benefits, but no gender differences on contestations and management strategies in cliques as subcultures in JHSs in the Wa Municipality. Notwithstanding, some few variables did not show differences between male and female responses on the drivers and benefits in cliques as subcultures in JHSs in the Wa Municipality.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This chapter presents the study's major findings, conclusions and the recommendations. The aim of this study was to address the specific research questions and objectives that were formulated for the investigation. The first and second research objectives focused on the drivers and benefits of cliques as subcultures respectively in Junior High Schools within the Wa Municipality. The third objective explored the contestations surrounding cliques as subcultures among teachers in Junior High Schools. The fourth objective examined the management strategies of the contestations in cliques as subcultures among teachers in Junior High Schools. Additionally, the study analyzed the interrelationships between the drivers, benefits, contestations, and management strategies of cliques as a subculture among teachers in junior high schools. Furthermore, the study tested the hypothesis regarding the usefulness of cliques as subcultures among teachers in junior high schools.

#### Key Findings

1. The study found that there were gender variations in the responses of male and female teachers on persuasions; labelling; political affiliations; familiarity, commitment & loyalty; educational level; religious affiliations as drivers of cliques with ( $p$ -value  $< 0.05$ ) in JHSs in Wa Municipality.

2. There were gender variations in the responses of male and female teachers on inspirations & motivation; socialization; protection & security; and material & financial support as benefits of cliques with ( $p$ -value  $< 0.05$ ) in JHSs in Wa Municipality.

3. There were no gender variations in the responses of male and female teachers since all the variables of contestations in cliques had the (p-value < 0.05) in JHSs in Wa Municipality.

4. There were no gender variations between the responses of male and female teachers on the strategies for managing the contestations in cliques as in JHSs in Wa Municipality.

### **Conclusions**

1. There were gender variations in the responses of male and female teachers on persuasions; labelling; political affiliations; familiarity, commitment & loyalty; educational level; religious affiliations as drivers in JHSs in Wa Municipality,

2. The study concluded that there were gender variations between the responses of male and female teachers on the benefits of cliques in JHSs in Wa Municipality

3. The study concluded that there were no gender variations between the responses of male and female teachers on the contestations of cliques in JHSs in Wa Municipality

4. The study found there were no gender variations between the responses of male and female teachers on the strategies for managing cliques as subcultures in JHSs in Wa Municipality.

### **Recommendations**

1. Both female and male teachers should be frank to draw the attention of Wa Municipal Education Directorate for change, if transferring or posting them to a particular JHS, there will be a driver or some drivers that has/have the tendency of luring them to joining cliques.

2. Wa Municipal Education Directorate should have targeted in-service training for male and female teachers to appropriately maximize the gender variations in the benefits of cliques in JHSs in Wa Municipality.

3. JHSs' management should run an open and effective communication channel in order to address subculture-related contestations of both male and female teachers.

4. JHSs Management should be proactive in implementing the management strategies of this study to creatively manage the emergences of cliques in the Wa Municipality,

#### **Areas for Further Research**

The study examined cliques as subcultures among teachers of Junior High Schools in Wa Municipality. This study is not exhaustive.

1. Further research is required on Cohen (1955) subculture theory to modify it in a way that the theory accommodates the benefits of subculture to the dominant school culture and not only focusing on the deviant or contestations acts of cliques.
2. Further research is required to understand the willingness of the male and female teachers to disband subcultures in schools, because these cliques create subculture-related contestations.

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**APPENDIX A****QUESTIONNAIRE FOR TRAINED TEACHERS WHO BELONG TO CLIQUES**

Questionnaire Code:.....

My name is Daanoma Felicia, a student of University of Cape Coast, Faculty of Educational Foundation, Department of Basic Education, pursuing MPhil degree in Basic Education. I am undertaking academic research on: “Cliques as Subcultures among Teachers of Junior High Schools: An Examination of the Drivers, Benefits and Contestations in Wa Municipality”.

I would be very grateful if you could respond to this questionnaire. Accuracy of your response and cooperation is very important to collect relevant data. The responses provided will be strictly confidential, anonymous and purely for this academic purpose but nothing else.

**INSTRUCTION:** Tick the right option or fill the right answer in the spaces provided.

I Agree to respond [1]      I Disagree to respond [2]

Thanks for your kind cooperation.

**SECTION A**

1. Contact of respondent (if applicable) .....

3. School Name.....

4. Circuit Name.....

5. Location of school: rural [1] urban [2]

**SECTION B:****Demographic Data**

6. Gender: Male [1] Female [2]

7. Age of Respondent: .....

8. Age range of Respondent:

Less than 17 [1] 18-21 [2] 21-23 [3] 24-26 [4] 27-29 [4] 30-32 [5] 33-35 [6] 36-38 [7] 39-41 [8] 42-44 [9] 45-47 [10] 48-50 [11] 51-53 [12] 54-56 [13] 57-59 [14]

9. Marital status: single [1] Cohabiting [2] Married [3] Separated [4] Widowed [5] Others [6]

10. Religious status: Christianity [1] Islam [2] African Traditional Religion [3] Others [4]

12. Current rank of respondent: Superintendent II [1] Superintendent I [2] Senior Superintendent II [3] Senior Superintendent I [4] Principal Superintendent [5] AD II [6] AD I [7] Deputy Director [8] Director II [9]

13. What is your highest educational qualification?  
Teacher's Certificate 'A' / 'B' [1] Diploma Non-professional [2] Diploma Professional [3] First degree Non-professional [4] First Degree Professional [5] PGDE [6] Masters [9] PHD/Ed.D [9]

14. Years of experience in teaching.....

15. What is the name of your clique as subculture?.....

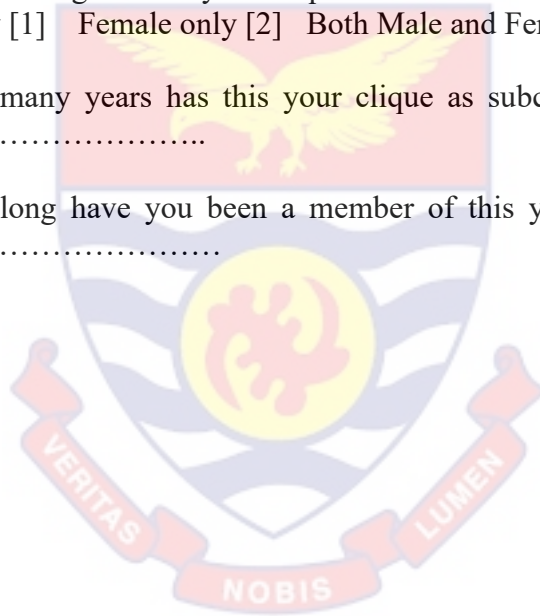
16. What is the reason for this name of your clique as subculture.....

17. How many teachers are in this clique as subculture?.....

18. What is the gender of your clique as subculture?  
Male only [1] Female only [2] Both Male and Female [3]

19. How many years has this your clique as subculture been in existence?  
.....

20. How long have you been a member of this your clique as subculture?  
.....



**SECTION C**

**DRIVERS OF CLIQUES AS SUBCULTURES**

21. From Table 1, choose **ONLY ONE** option by ticking either 2= agree, 1= Disagree, 0= uncertain, in the boxes to indicate your level of agreement or otherwise on **EACH** drivers of clique as subculture and explain your answer **ON THE DOTTED LINES**.

**Table 1, Drivers of Cliques as Subcultures**

Drivers Cliques as Subcultures	RESPONSE		
	2	1	0
Persuasion by the members Explain your answer..... ..... .....			
Cultural hegemony/Tribe mate Explain your answer..... ..... .....			
Age mates Explain your answer..... ..... .....			
Income/economic status Explain your answer..... ..... .....			
Peer influence and lifestyle Explain your answer..... ..... .....			
Labelling or stereotyping Explain your answer..... ..... .....			
Political affiliations Explain your answer..... ..... .....			
Familiarity, commitment and loyalty Explain your answer..... ..... .....			
Educational level			

Explain your answer..... ..... ..... .....				
Religion Affiliations Explain your answer..... ..... .....	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>			

**SECTION D**

**BENEFITS OF CLIQUE AS SUBCULTURE**

22. From Table 2, choose **ONLY ONE** option by ticking either 2= agree, 1= Disagree 0= uncertain, in the boxes to indicate your level of agreement or otherwise on **EACH** as benefits you drive for belonging to this clique as subcultures in your school, and explain your answer **ON THE DOTTED LINES**.

**Table 2, Benefits of Cliques as Subcultures**

Benefits of Cliques as Subcultures	RESPONSE		
	2	1	0
Inspirations and Motivation Explain your answer..... ..... .....			
Professional Learning Network Explain your answer..... ..... .....			
Socialization Explain your answer..... ..... .....			
Social Cohesion Explain your answer..... ..... .....			
Protection and security Explain your answer..... .....			

Honour and dignity Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Material and financial support Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION E**

**CONTESTATIONS IN CLIQUES AS SUBCULTURES**

23. From Table 3, choose **ONLY ONE** option by ticking either 2= agree, 1= Disagree 0= uncertain, in the boxes to indicate your level of agreement or otherwise on **EACH** as contestations in cliques as subcultures in your school, and explain your answer **ON THE DOTTED LINES**.

**Table 3,** Contestations in Cliques as Subcultures

Contestations ( <b>ie disputes or conflicts</b> ) among Cliques as Subcultures	RESPONSE		
	2	1	0
Disagreement/disputes Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative imitations Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Status frustration Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insubordination Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weakening social bonds Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Role strain Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disrespect to others Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION F**

**MANAGEMENT STRATEGIES OF CLIQUES AS SUBCULTURES**

24. From Table 4, choose **ONLY ONE** option by ticking either 2= agree, 1= Disagree 0= uncertain, in the boxes to indicate your level of agreement or otherwise on **EACH** as the ways of managing cliques as subcultures in your school, and explain your answer **ON THE DOTTED LINES**.

**Table 4, Management Strategies of Cliques as Subcultures**

Management strategies of Cliques as Subcultures	RESPONSE		
	2	1	0
Adherence to communication Channels in the school Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance and Counselling Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-serve training Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanctions Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfers Explain your answer..... ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive leadership style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explain your answer..... ..... ..... .....	
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## SEMI-STRUCTURE INTERVIEW GUIDE

(Director of Education, Human Resource Officer at the Municipal Education Office, School Improvement Support Officers and Head teachers)

My name is Daanoma Felicia, a student of University of Cape Coast, Faculty of Educational Foundation, Department of Basic Education, pursuing MPhil degree in Basic Education. I am undertaking academic research on: “Cliques as Subcultures among Teachers of Junior High Schools: An Examination of the Drivers, Benefits and Contestations in Wa Municipality”.

I would be very grateful if you could respond to these questionnaires. Accuracy of your response and cooperation is very important to collect relevant data. The responses provided will be strictly confidential, anonymous and purely for this academic purpose but nothing else.

In this study, cliques or subcultures refer to where teachers of liked mindedness come to accept themselves as a team and are bonded together where they may sit, talk, eat, share their concerns together and solidarize with one another on a particular table or place in the school as long as they together at post in a particular Junior High School.

### DRIVERS OF CLIQUES AS SUBCULTURES

1. Have you observed that teachers sit/work in separate cliques as subcultures in in Junior High Schools? Yes [1] No [2]
2. If yes, what are the reasons for your teachers choosing a particular clique as subculture?
3. What are the reasons that perpetuate these cliques as subcultures among the teachers?
4. What informs a newly posted or transferred teacher to belong to a clique as subculture?
5. What prompts teachers to select a particular clique as subculture to belong to?

### BENEFITS OF CLIQUES AS SUBCULTURES

1. Why is it difficult to disband these cliques as subculture in the school?
2. What do teachers profit from these cliques as subcultures?
3. How do the subcultures positively affect the culture of the school?
4. What measures perpetuate acceptable behavior in the subcultures?
5. How do teachers relate cordially to each other within each of these cliques as subculture?
6. How do teachers of one clique as subculture relate cordially to other cliques as subcultures?

### CONTESTATIONS IN CLIQUES AS SUBCULTURES

1. How do cliques as subcultures create problems for the management of the school?
2. What intra- subculture conflict do you encounter in the schools?
3. What inter- subculture conflict do you encounter in the schools?

4. How do the existence of these cliques as subcultures create conflict with the culture of the school?
5. How do the subcultures negatively affect the school?

#### **MANAGEMENT STRATEGIES OF SUBCULTURES**

1. How do you promote discipline among teachers?
2. What programs do you initiate to promote co-existence in subcultures?
3. How do you foster the collaboration among teachers?
4. In what ways do you nurture teachers' participation in the school?
5. How do you address deviant behaviors or indiscipline among teachers in subcultures?
6. How do you resolve conflicts among teachers in subcultures?
7. What pattern of communication do you adopt to promote peaceful co-existence in the subculture?
8. How do you encourage staff development and commitment in subcultures?
9. What other things do you want me to know ensuring stability among the various cliques as subcultures?



## APPENDIX B

### FOCUS GROUP DISCUSSION GUIDE

**(Female subculture only, Male subculture only, mixed subculture/Both male and female)- Trained teachers**

In this study, cliques or subcultures refer to where teachers of liked mindedness come to accept themselves as a team and are bonded together where they may sit, talk, eat, share their concerns together and solidarize with one another on a particular table or place in the school as long as they together at post in a particular Junior High School.

#### DRIVERS OF CLIQUES AS SUBCULTURE

1. What are the reasons for you choosing this particular clique as subculture?
2. What are the reasons that perpetuate or endure this clique as subculture?
3. What informs a newly posted or transferred teacher to belong to this clique as subculture?
4. What attracts other teachers to your clique as subculture?
5. What other factors do teachers look for before joining a particular clique as subculture?

#### BENEFITS OF CLIQUES AS SUBCULTURES

1. What do teachers profit from these cliques as subculture?
2. How do the subcultures positively affect the members?
3. What measures perpetuate acceptable behaviours in subcultures?
4. How do teachers within cliques as subcultures relate cordially with each other?
5. How do teachers of one clique as subculture relate cordially with other clique members?
6. What are some of the most significant surprising moments you can recall as member of this clique as subculture?
7. What other benefits do teachers derive from cliques as subcultures?

#### CONTESTATIONS IN CLIQUES AS SUBCULTURES

1. Are there difficulties for one to withdraw from a clique as subculture?  
Explain
2. Why is it difficult to disband the cliques as subculture in the school
3. How do cliques as subcultures create problems for the management of the school?
4. What intra- subculture conflict do you encounter in the schools?
5. What inter- subculture conflict do you encounter in the schools?
6. How do the existence of these cliques as subcultures create conflict with the culture of the school?
7. How do the subcultures negatively affect the school?

8. What were some of the moments that you created troubles in cliques as subcultures?
9. When you reflect over the time you have been a member of this clique as subculture at your school, what differences did you encounter from the various cliques as subcultures?
10. What are some of the most significant frustrating moments you can recall as member of this clique as subculture?
11. What are some of the most significant surprising moments you can recall as member of this clique as subculture?
12. What are some of the most significant funniest moments you can recall as member of this clique as subculture?
13. What other contestations occur among teachers in the various cliques as subcultures?

### **MANAGEMENT STRATEGIES OF CLIQUES AS SUBCULTURES**

1. How do you promote discipline among teachers in cliques as subcultures?
2. What activities do you initiate to promote co-existence in cliques as subcultures?
3. How do you foster the collaboration among teachers in cliques as subcultures?
4. In what ways do you nurture teachers' participation in cliques as subcultures?
5. How do you address deviant behaviors or indiscipline among teachers in cliques as subcultures?
6. How do you resolve conflicts among teachers in cliques as subcultures?
7. What pattern of communication do you adopt to promote peaceful co-existence in cliques as subcultures?
8. How do you encourage staff development and commitment in cliques as subcultures?
9. What other things do you want me to know for ensuring stability among the various cliques as subcultures?

## APPENDIX C

## Reliability Test (Pilot Survey)

Scale: ALL VARIABLES

## Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

## Reliability Statistics

Cronbach's Alpha	N of Items
.647	51

	Intraclass Correlation <sup>b</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.356 <sup>a</sup>	.207	.369	4.531	29	532	.006 <sup>a</sup>
Average Measures	.647 <sup>c</sup>	.671	.697	4.531	29	532	.006 <sup>c</sup>

Two-way mixed effects model where people effects are random and measures effects are fixed.

- The estimator is the same, whether the interaction effect is present or not.
- Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

**Reliability Test (Final Survey)**

Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	255	100.0
	Excluded <sup>a</sup>	0	.0
	Total	255	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.857	55

**Intraclass Correlation Coefficient**

	Intraclass Correlation <sup>b</sup>	95% Confidence Interval		F Test with True Value 0			Sig
		Lower Bound	Upper Bound	Value	df1	df2	
Single Measures	.599 <sup>a</sup>	.542	.654	6.972	254	762	.000 <sup>a</sup>
Average Measures	.857 <sup>c</sup>	.826	.883	6.972	254	762	.000 <sup>c</sup>

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.


**APPENDIX D**  
**PERMISSION LETTER**

**GHANA EDUCATION SERVICE**  
**WA MUNICIPAL EDUCATION DIRECTORATE**

*In case of reply quote the number and date of this letter.*

*Our Ref:* GES/UWR/WA/VOL.3/23/16

*Your Ref:*

  
REPUBLIC OF GHANA

Post Office Box 15  
Wa, Upper-West Region  
Tel: 03920-22018  
Email: [wamunicipal@ges.gov.gh](mailto:wamunicipal@ges.gov.gh)  
GPS: XW-0021-7070

Date: 1<sup>st</sup> September, 2023.

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Dear Madam,

**RE-PERMISSION TO UNDERTAKE ACADEMIC RESEARCH**

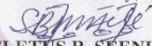
Following your request for permission to undertake an academic research on the topic "cliques as sub-cultures among teachers of Junior High Schools: An Examination of the Drivers, Benefits and contestations in Wa Municipality". I write to inform you that your request has been granted.

You are however required to take note of the following;

1. Your activities should not go contrary to the rules and ethics of Ghana Education Service
2. Ensure that your activities do not interfere with instructional hours.
3. Work in close collaboration with SISO's and Headteachers of Junior High Schools in the Municipality.

SISOs and Heads of Junior High Schools in the Municipality are by a copy of this letter required to offer the applicant the needed support.

Thank you.

Yours faithfully,  
  
**ANACLETO B. SEENINYIN**  
**DEPUTY DIRECTOR (A&F)**  
**For: MUNICIPAL DIRECTOR**

**DAANOMA FELICIA**  
**NAKORE M/A KG**  
**POST OFFICE BOX 15**  
**WA, UPPER WEST REGION.**

Cc:- All SISO's  
Wa Municipal.  
Heads of all Junior High Schools  
Wa Municipal.

APPENDIX E  
ETHICAL CLERANCE

**UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
ETHICAL REVIEW BOARD**

Our Ref. cesler.edu.edu/vs-23/22

UNIVERSITY POST OFFICER  
CAPE COAST, GHANA

Your Ref.....

Date: 1<sup>st</sup> September 2023

Dear Sir/Madam,

Chairman CES-ERB  
Prof. J. O. Omotosho  
[jomotosho@ucc.edu.gh](mailto:jomotosho@ucc.edu.gh)  
0243784739

**ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY**

The bearer, Felicia Daanama  
Reg. No. EF/BEF/21/008

Vice Chairman, CES-ERB  
Prof. K. Edjah  
[kedjah@ucc.edu.gh](mailto:kedjah@ucc.edu.gh)  
0244742357

M.Phil./Ph.D student in the Department of Basic Education  
..... in the College of Education Studies  
University of Cape Coast, Cape Coast, Ghana. He/She wishes to

Secretary CES-ERB  
Prof. Linda Dzama Forde  
[forde@ucc.edu.gh](mailto:forde@ucc.edu.gh)  
0244786680

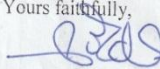
Undertake of research study on the topic:  
Challenges of Sub-Culture among teachers of Junior High Schools: An examination of the drivers, benefits and contestations in Wa Municipality

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirmed that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank You.

Yours faithfully,

  
 Prof. Linda Dzama Forde  
(Secretary, CES-ERB)

**APPENDIX F**  
**INTRODUCTORY LETTER**

**UNIVERSITY OF CAPE COAST**  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS  
**DEPARTMENT OF BASIC EDUCATION**

Telephone: +233 - (0)3321 33379  
Cables: University, Cape Coast  
Email: basiceduce@gmail.com



UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref:

3<sup>rd</sup> August, 2023

Your Ref:

**LETTER OF INTRODUCTION**

The bearer of this letter Felicia Daanoma (EF/BEP/21/0008) is an M.Phil. Student at the Department of Basic Education, University of Cape Coast.


She is undertaking a study on "Cliques as Subcultures among Teachers of Junior High Schools: An Examination of the Drivers, Benefits and Contestations in Wa Municipality".

In connection with this, she needs to collect data. The study is academic in pursue and data collected will be treated as confidential.

We would therefore be grateful if you could give her the necessary assistance.

Thank you.

Yours faithfully,

  
Prof. Mumuni Thompson  
**HEAD OF DEPARTMENT**  
DEPARTMENT OF BASIC EDUCATION  
UNIVERSITY OF CAPE COAST  
CAPE COAST