

**AN EXPLORATION OF SCHOOL-RELATED FACTORS AFFECTING
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN
CENTRAL EAST EDUCATION DIVISION OF MALAWI**

MASTER OF EDUCATION (PSYCHOLOGY) THESIS

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**UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE**

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Submitted to the department of Education Foundations, School of Education, in
partial fulfilment of the requirements for the degree of Master of Education
(Psychology)

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DECLARATION

I, the undersigned hereby declare that this thesis is my own original work which has not been submitted to any other institution for similar purpose. Where other people's works has been used, acknowledgements have been made.

Full Legal Name

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Date

CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has been submitted with our approval.

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DEDICATION

To my beloved family.

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The Almighty God should bless them abundantly for a good job well done.

ABSTRACT

Acts of indiscipline among students especially at the secondary level of education is a universal challenge that is facing every school in all parts of the world. Based on this realization, the purpose of this paper was to explore the school-related factors affecting students' discipline in Public Secondary Schools in Central East Education Division of Malawi. The population covered all administrative staff, teaching staff and the students who were regarded as stakeholders of the school system. The study employed descriptive survey research design where by four secondary schools in CEED were visited. In these schools, the four heads and their deputies, eight teachers, eight discipline committee members and 48 form 2, 3 and 4 students were taken as participants in the study. The researcher adopted purposive sampling technique. Questionnaires were used to all respondents for the purpose of collecting data. Also, documents were analysed to complete data collection. The findings of this study revealed that various acts of indiscipline were prevalent among secondary school students. It was also gathered that several factors like peer and group pressure, lack of entertainment, drinking and smoking of hemp and also other teachers' misconducts were factors that bring about indiscipline in schools. To eradicate these acts of indiscipline, schools need to do more. Schools, therefore, should set and enforce school rules in their institutions fairly. Since peer pressure seems to be the outstanding factor that influence students to misbehave, teachers should encourage their students to choose friends wisely. It must be borne in our mind that the school and the family are the most two important institutions that are concerned.

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ABBREVIATIONS

CDSS	Community Day Secondary School
CEED	Central East Education Division
DCM	Discipline Committee Members
FGD	Focus Group Discussion
MoEST	Ministry of Education and Science and Technology
NGO	Non-Governmental Organization

CHAPTER 1

INTRODUCTION

1.1 Chapter Overview

The chapter covers the background to the study and discusses the research problem followed by main research questions, sub-research questions, purpose and significance. It also includes definition of terms, limitation, organization and chapter summary.

1.2 Background Information

Indiscipline cases have reached an alarming proportion in many schools globally. This has not spared the catchment area where the research was carried out, the Central East Education Division of Malawi. Many students are either suspended or dismissed from school for indulging in cases of indiscipline. Students' discipline is a growing problem for teachers in many schools (Bechuke & Debeila, 2012). It is interesting to note that children are often described both as the wealth and pride of any nation. Also, the future of a nation depends on the young ones who constitute the potential human resources needed for the continuity of the society. This observation unsettles the awareness of patriotic Malawians. They consider children as the future leaders. By looking at the population, the youth under the age of 25 forms two-thirds of the population globally. This places a significant burden on the working-age population to provide the basic health and education needs required by children and youth. (Malawi National Statistics Office, 2008). So, to achieve sustainable development of a society, the young population must not only be preserved but also disciplined.

In order to live a valuable life within any given community and contribute towards the social, economic, and political development of the nation, the appropriate skills, values, attitudes, knowledge, and competencies must be impacted into the individual. Stakeholders have experienced magnificent increase in students' indiscipline in secondary schools in Malawi. In developing nations, indiscipline has been a major and continuous administrative problem among secondary schools.

Discipline problems in schools are perhaps the single greatest cause of concern of educators in schools. Discipline according to Abubakar (2000) is the ability and willingness to do what one ought to do without external control. Hence, one can say discipline is internally motivated within the individual and depends on the state of mind of an individual. It is voluntary and an individual deliberately makes efforts to conform to an established code of conduct. However, Aguba (2009) while emphasizing Douglas McGregor's theory x, maintained that discipline is externally induced in individuals who do not succumb to established rules and regulations out of personal volition but out of fear of punishment or sanction.

School indiscipline has been for a long time an issue of concern for educators, policy makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher – student relationship and vandalism as well, leading to perpetual existence of problem of school dropout, deviant behaviour, examination malpractice, lateness and poor academic performance among students (Cosmas, & Kutlickathi, 2011).

Indiscipline is a multifaceted phenomenon regarding its displays and causes as well as its meanings and functions in the social, psychosocial and pedagogical fields. Concerning its displays, Amado and Freire (2009) believed that the major situations are framed in what they point out as the first level of indiscipline which are incidents of disruptive nature whose disturbance affects the good classroom functioning.

The problem of indiscipline according to Yaroson (2004) permeates all facets of the life of man and has brought man down to the knees. School discipline according to Gaustard (2005) has two main objectives. The first is to ensure the safety of staff and students and the second one is to create an environment conducive to learning. Acts of indiscipline occasioned by students' misconducts involving violent and criminal behaviour defeat the goals of education. Instead of concentrating on delivering curriculum initially teachers need to invest most of their energy and time on maintaining discipline problems, (Cary 2000). The main task of a teacher therefore, is to help the student learn the material that is presented as a curriculum. However, with the increasing occurrence and concern for discipline problems in schools, teachers have been expected to devote more time and energy to solve discipline problems. In a parallel study conducted in the United States by Vogel (2004) most teachers (77%) admitted that their teaching would be a lot more effective if they did not have to spend much of their time dealing with disruptive students. Similarly, many parents in the same study (43%) believed that their children would accomplish more in schools if teachers were not distracted by discipline problems. Schools need good discipline and behaviour in order to flourish. Acts of indiscipline if allowed to incubate under current favourable conditions by education providers and consumers could hatch a monster that will be

difficult to exterminate (Idu & Ojedapo 2011). Property vandalism, common assault, robbery, corruption are common examples of minor school indiscipline cases.

These acts of indiscipline in our national life likely began as a mustard seed of disobedience in the school.

On the other hand, the problem of indiscipline affects all schools irrespective of gender and school type though the degree and magnitude vary from school to school. Cases of violence though less common, occur more often outside than on school premises. However, improvement and relevance of the education system in Malawi continues to face a number of challenges due to a number of factors including policy related issues and poor policy implementation strategies employed over the past few years 1990-1994 (NSTED-MOEST, 2008). These have negatively affected the equity, quality and relevance of education being provided especially at primary and secondary school levels. Such policies included the sudden declaration of the Free Primary Education Policy, the conversion of the former Distance Education Centers (DECs) to Community Day Secondary Schools (CDSS) and the use of untrained and under qualified teachers in the system due to inadequate number of professionally qualified teachers (NSTED-MOEST, 2008). This has negatively affected the delivery of quality of education in Malawi. In addition to the factors highlighted above, other factors compromising education quality and relevance include: backward cultural attitudes of education for girls, inadequate infrastructure including for people with special needs, internal inefficiencies such as high absenteeism, high repetition and dropout rates especially for girls, and also lack of school inspection or ineffective supervision and monitoring without forgetting early pregnancies and marriages (World Bank, 2013). These have rendered the education system to be inefficient. The completion rates, pass rates and

transitional rates from one class to the next and from one level to the other are very low. (Malawi Growth and Development Strategy, 2006 – 2011).

Nevertheless, some researchers have noted that the quality of the secondary school system is deteriorating. Students' academic performance is lower than it was a decade ago (Kadzamira & Pauline, 2001). One such indication is the deterioration in pass rate in public examinations since 1994/95. In 1999, for example, about 87 percent of the students who sat for the Malawi Schools Certificate of Examination failed (Kadzamira & Pauline, 2001). There are several factors that result in this poor performance. These factors can be classified into human and financial resources. Examples of human resources include under qualified and shortage of teachers while examples of financial resources includes poor or no funding to the secondary schools for day to day running of the schools. Though the government is trying its best to provide to its schools necessary resources for instance training and recruiting new qualified teachers, funding institutions with monthly finances for day to day running of the schools (NSTED-MOEST, 2008), learning lot still needs to be done.

Some of the factors that bring pressure to education system are poor school environment, inadequate learning facilities like poor or no libraries, few or no text books for both teachers and students; lack of classrooms and laboratories (Chimombe, 2011, Lumuli, 2009, Juma 2011). This is also very true in Malawian context. While the problems stated above are common to all schools, the case is more pronounced in secondary schools that are operating a double shift system due to insufficient classrooms and academic staff and other resources. Since these schools operate with minimum resources it is true that it may affect students' academic performance.

Basically, secondary school education forms a transition stage between primary education and higher education and the eventual world of work. (World Bank, 2013). Besides successful completion and achievement of the learners at the end of the secondary school course, character building is also a vital concurrent concern (Mwikali, 2005). As such discipline and moral standards are fostered in schools as part of the development process and nurturing of future successful citizens. However, despite efforts made to maintain discipline in educational institutions, the problem of students' unrest and violence remains one of the most disturbing issues in most secondary schools at local and global levels (Mwikali, 2005).

Discipline is a necessity for the proper functioning of any school and is essential for effective learning and the quality of school life. Effective school discipline strategies need to be sought to encourage responsible behaviour and to provide all students with a satisfying and fruitful school experience by discouraging misconduct. According to Ministry of Education Science and Technology, (2001), school discipline can be categorized into three main goals. The first one is to ensure the safety of staff and students in the school environment. This safeguards teachers and students to enjoy teaching and learning process within the school environment without which it becomes an unsafe place to stay or work and even for students to learn. The second goal is that it creates a conducive environment to learning. By the end of the four years stay at school, students should receive the instruction that will assist them in their endeavors in life. Lastly, it contributes to the social development of the student. Since the school is the social unit where students interact, it is important that they create these relationships in life that will enable them to work easily in life.

Indiscipline cases happen at any school although in different degrees. According to Matsoga (2003) violence and misbehaviour exists in Botswana schools. He said that lack of discipline, which interferes with the teaching and learning process manifests itself in various ways including bullying, vandalism, alcohol and substance abuse, truancy, inability or unwillingness to do homework. He further observes that vandalizing school property was rampant and had influenced the government to introduce school fees in order to mend things that were broken such as window panes, furniture and walls. These acts of indiscipline negatively influence the learning and teaching process as they undermine the purpose of education. Indiscipline in secondary schools is caused by an interaction of different factors. Sometimes it can be home factors which may include a history of drug and alcohol abuse, violence and socioeconomic status of the family, that is, child raised in single or no parent at home (Baleinakorodawa, 2009; Moseki, 2004 and Banja, 2002). This study is geared to find out the factors that influence students' indiscipline cases in schools as opposed to the home factors.

1.3 Statement of the problem

Student indiscipline and the violence that tends to arise from it, is a major problem around the world. There are numerous complaints from the society on the adverse effects and impacts of indiscipline on the perpetrator, victim, wider community and education in general. For example, the Warwick University study showed that for the majority of schools, the number of significant and serious incidents of misbehaviour was reducing, whereas for the minority, they were getting worse. This has not been contested and, in fact, has been confirmed by conversations with secondary school teachers. This was a report that was given in the House of Commons in United Kingdom

in 2011 (Mihalic, Fagan, Irwin, Ballard, & Elliot, 2002). It was focusing on the indiscipline cases that were registered in their schools. It is the desire of Ministry of Education and the School Management to provide education to students in health and well protected environment at all times (NEP, 2013). Unfortunately, this is not always the case. The frequency of occurrences has also increased through time. For instance, in the period between 1980 and 1990, the number of schools experiencing student unrest and violence increased tremendously from 22 (0.9%) to 187 (7.2%) and by 2001, this had increased to 250 (9.6%) secondary schools while in 2008, more than 300 schools experienced violent protests in second term alone, (Republic of Kenya 2001, p.6).

According to Bedding (2006), strategies such as punishment, suspension, rewards and praise for good behaviour have been used to curb indiscipline in high schools locally and globally. Studies conducted by many researchers highlight students' misbehaviours against students' class academic performance. For example, Mwaniki (2016), conducted a study on influence of teacher-student relationship on students' indiscipline; influence of discipline management by head teachers on students' academic performance by Kiggundu Herbert (2009), and others. However, in this study, the researcher wants to explore more on the school-related factors that affect students' discipline in secondary schools in the context of Malawi.

1.4 Purpose of the study

The aim of this study was to explore school-related factors that affect students' discipline in Secondary Schools in Central East Education Division of Malawi since the Ministry of Education is aiming at coming up with citizens who are learned and of good admirable character.

1.4.1 Main research question

The research confined itself to this question:

- What are the school-related factors that affect students' discipline in public secondary schools of Central East Education Division in Malawian context?

1.4.2 Sub-research questions

The study was guided by the following sub-research questions:

- 1) What is the current discipline status of students in secondary schools in Central East Division?
- 2) What are the main causes of indiscipline cases among students in secondary schools in Central East Education Division?
- 3) What are the challenges faced by school management when trying to curb the indiscipline cases among students?
- 4) What strategies can be used by relevant authorities to mitigate these indiscipline cases among students in Central East Education Division secondary schools to have safe learning institutions?

1.5 Significance of the study

The findings of the study may assist in providing data and information for proper planning and decision making at Ministry of Education Science and Technology level in placing people in leadership positions who will handle cases of indiscipline with diligence at Division, District and School levels. Other stakeholders like the NGOs who take an upper hand in assisting secondary schools may also use the same information to allocate necessary resources for better education delivery. Other researchers will use the implications of this study to add new knowledge in their area of study. It will also be significant for Ministry of Education officials and other stakeholders to enhance their knowledge on effectiveness in discipline management in secondary schools.

Not only that, the study will help the policy makers in their future planning in coming up with ways and means of curbing out indiscipline cases in different secondary schools in the country. The Central East and all other sister Education Divisions in the country may benefit from the findings of this study by offering Continuous Professional Development (CPDs) to Head teachers and other prominent staff members on how to deal with students' indiscipline cases of any kind with dignity especially in these days of democracy.

1.6 Definition of terms

The following are the definitions of some significant terms as used in the study:

Behaviour: a response/s which is observed directly/indirectly. Direct observation is possible by studying the responses of people to a work environment.

Indirect observations are decision making processes and attitudes, in terms of results or how people describe them verbally.

Discipline refers to training, especially of the mind and character, to produce self-control habits of obedience, the results of which sets rules for conduct and methods by which training may be given.

Indiscipline refers to misbehaviour or deviance or any form of behaviour that displays disobedience to authority and failure to follow set rules of conduct.

School based factors refer to attributes that influence students' discipline in school.

School discipline can be described as all the strategies that can be used to coordinate, regulate and organize individuals and their activities in the school.

School management this is a group of members of staff that look into students' indiscipline conducts and recommends suitable action to it.

Strategies: can be defined as a method or plan used for achieving something especially for a long period of time.

Regulations: They are a definite set of standards that must be adhered to at all cost. Regulations are usually more official than rules because they are drawn up by the school.

Rules: one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area, in this context, a school.

1.7 Limitations of the study

There are certain elements that could be regarded as limitations to the study. The research study was limited to secondary schools in Central East Education Division of Malawi. They are found in four Districts of Malawi. These school have no fences though they were wire fenced one time and the wire was vandalized.

One secondary school refused to allow the study to be conducted at their school, although all arrangements were made for the study to be done. The participants in the study include educators and learners only. According to the researcher's observation, some of the educators in the selected schools were reluctant to be interviewed especially when they realized that the researcher had no money to give them after the conduct of the study. In addition, it was very difficult to assess the level of honesty with which the participants answered the questions since they thought that they were not to be paid. Therefore, the participants were also assured that data collected would be kept confidential and that pseudo names were used to protect the identity of the participants. Furthermore, findings to this study are not generalizable to all secondary schools. If need arise, separate studies may be conducted in all education division to have a spewing statement about the students' discipline in our school in Malawi since the schools are located in different localities.

1.8 Organization of the Thesis

The study is organized into five chapter. Chapter 1 consists of the introduction, statement of the problem, purpose of the study, research question, and significance of the study with definition of some significance terms in the study. Chapter 2 provides a review of the literature related with the study. It gives the concept of students discipline cases in secondary schools. It discusses how issues of indiscipline are handled in order to instill discipline in schools. It also looks at the theoretical framework and the existing gaps in the knowledge of the literature reviewed. Chapter 3 explains the research methodology that includes, introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical

considerations. Chapter 4 presents the findings from data analysis and interpretation in line with the research questions of the study while Chapter 5 presents summary, conclusion, implications and suggestions for further research.

1.9 Chapter summary

Chapter one has explained the background and the setting of the study, statement of the problem, objectives of the research, research question, significance of the research and definition of some key terms used in the report. The next chapter will review on necessary literature or research done by other authors on matters of discipline problems in secondary schools and strategies that schools take to tackle indiscipline cases among students.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Chapter overview

The purpose of this section is to review relevant literature on the school-related factors affecting students' discipline in public secondary schools in Central East Education Division of Malawi. The chapter is organized under the following sub-headings: the current discipline status of students in Central East Division, the main causes of indiscipline among students in secondary schools, challenges faced when trying to curb the indiscipline cases among secondary school students and the strategies that are followed in order to mitigate the indiscipline cases among the students in the specified area. It also contains the summary of literature review and theoretical framework.

2.2 Current status of students' discipline in secondary schools

The problem of indiscipline in schools is not unique to Malawi. It is a global issue and of great concern, spanning political, economic, geographical, racial and even gender boundaries. There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Agarib, 2006), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidences of indiscipline and violence in schools. The concern was not only on the risk of destruction to property and injury to the person but also the poor academic performance associated with the growing trend of indiscipline.

Generally, high schools world-wide experience indiscipline which in most cases turns out to be violent. In 2009 in Jamaica, 160 high schools had gone on strike and the students stabbed, killed and assaulted fellow students (Thompson, Gleaner News, January 14, 2009). In Ghana's Navrongo Senior high school and Sandema Senior technical school experienced unrest and students destroyed school property and were sent home (Tangbangire, 2010). With this scenario, it asserts that discipline in secondary schools worldwide is a major concern. Given that students have a right to be in an orderly and safe learning school environment, they are expected to behave, both inside as well as outside the school premises, in a friendly and orderly manner and to show respect for all persons and property. Students may show unacceptable behaviour that may include: repeatedly disrupting the class, shouting, leaving the class without authorisation, showing disrespect for teachers and other students, lingering, failure to do work to the best of one's ability, fighting, using inappropriate language, playing rough, behaving disrespectfully with others, throwing objects at others, bullying someone and indulging in acts of vandalism (Martin, 1997).

Furthermore, according to a report by New Straits Times on August 2005, an average of seven school children are arrested every day and three of them on average of between 13 and 15 years. These numbers are almost to the level of juvenile delinquents who are school dropouts. Based on the report school children constituted almost half of all under 18 who were arrested for crimes since 2003 and were involved in almost one percent of all criminal cases in 2002 and 2003 (NUTP, 2005). A survey conducted in 2004 by NACADA among students and school leavers found that hard drugs like heroine, ecstasy, cocaine and mandrax were widely abused in schools by children as young as ten years.

The survey revealed that some legal substances such as alcohol, tobacco and khat (miraa) were commonly abused leading to high incidences of violence in schools (East Africa standard, May 22, 2004). Drug abuse could lead to students having behavior problems like stress, fatigue, anxiety, bullying and even committing murder. Students under the influence of drugs could even beat up their teachers, rape them or kill their colleagues (Siringi, 2003). When students are under the influence of drugs, it becomes hard to maintain discipline in schools.

Currently most students miss assembly time which is the most important tool that helps to maintain school discipline. While traveling on buses, students display all sorts of misbehavior. They shout, molest others for no apparent reason. If we talk about their dress code, they are expected to maintain high standards in their personal appearance. However, the way they dress, leaves a lot to be desired. Students are instructed on how to dress properly both in and outside the school premises. On the other hand, students are not punctual for their lessons or studies. To a student, punctuality has not to be over emphasized at all. Centrally to this, they have chosen to behave differently as if they are not part of learning process. When it comes to school work, they are not responsive at all. They fail to demonstrate effort, interest and prides in one's work, which result in unacceptable standards (Martin, 1997).

All this just shows that secondary school management has a lot to do on part of school students' behaviour.

2.3 Main causes of indiscipline cases among students in schools

Before causes of indiscipline are explained below, it is important that indiscipline is defined in order to have a better view of it.

Meaning of indiscipline

The term “indiscipline” is a household word in schools today. In fact, it is a word that is found in government offices, private sectors, in politics and in all levels of educational institutions. The trend in secondary schools in the present time is indiscipline of all sorts. The trouble with the term is that every individual may know what they mean when they talk about it, but individual meanings can still differ in a sense.

Indiscipline according to (Timothy, 2008: 110) is the direct opposite of discipline i.e. lack of discipline. It is also true to define indiscipline as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation in simple terms. It can be summarized that indiscipline is any form of misbehaviours which the student(s) can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, use of abusive or foul languages and rudeness. According to this study, it will use part of Timothy (2008) description of indiscipline which states that indiscipline is the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease. This is what generally happening in our schools.

To this end, indiscipline can simply be seen as mode of life NOT in conformity with rules and non-subjection to control. By extension, the term means the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system. To cap it all, indiscipline can be defined as any act, habit or behaviour exhibited by the learners or students within the school premises and outside the school, which attract condemnation (instead of praise) by the public and/or the school staff.

Indiscipline in school is certainly a matter of immediate concern to the teaching profession. It has been established by Yaghambe, & Tshabangu (2013) that students engage in unaccepted behavior in schools due to a variety of reasons including living in dysfunctional homes, going to school hungry, being tired or upset, being bored due to use of drugs and substance abuse, family conflicts and parents separation, peer pressure, teacher's authoritarian nature and lack of commitment on the part of the student (Yahaya et..al 2009; Tshabangu, 2008).

Consequently, changes signaling maturity in the course of growth and development of students in secondary schools tend to make students misbehave according to Mukharjee, (1985). On the other hand, Cotton, (2000), noted that these changes are too strong among the youth in secondary schools. He found out that rebelliousness and pressure of students result in limitless school and classroom disruptions thus ending up with many suspensions in a year. In the end, these experiences overload the office of the deputy head teacher with discipline management duties. Considering the literature above, this study focused on caused of indiscipline that emanates within the school premises. Ensuring discipline in schools should be the concern of everyone.

It is important for the people to accept that ensuring discipline is not the sole responsibility of teachers alone. Discipline problems in schools have been serious breaches of school discipline policy that had profound negative effects on the schools.

The word discipline is derived from the root word “disciple” which means teaching or helping one to grow to achieve. It is the control of someone’s emotions and action for development of desirable attitudes according to acceptable standards. Mbiti (2002) describes discipline as a system of guiding the individual to make reasonable decisions responsibly. Discipline is deemed as a guide that springs from within an individual and evokes self-control, self-direction and self-reliance in a person (Alawo, 2011). Discipline is therefore one of the most important features that help social organizations function effectively to achieve their objectives. Schools are social systems with dual objectives. First schools give students training in acquisition of knowledge, and second, schools play a role of training students to have good conduct. Eshwani (1993) notes that, education helps in socializing students to fit in the society. Kombo (2006) agrees that discipline is very important for effective learning and if not enforced by the schools, they cannot achieve their set goals and objective.

Discipline problems among students in schools have been major international issues no society condones indiscipline. North Central National Education Library (1996) studies, reveal that violence and disorder in schools have become major national issues and that these problems do not only endanger students and teachers, but also prevent teachers from concentrating on teaching and students from concentrating on learning. The root causes of student indiscipline can, therefore, be linked to one of three main sources: student, teacher and society (Yuan and Che, 2012).

Also, attention seeking, learning difficulties and student's personality may be the other root causes of student's misbehaviour (Winfield, 2012). Other causes may be societal: family influence and family problems, deprived and or unsettled home background Elias, Habibah, Mahyuddin, Rahil & Noordin, Nooreen (2009). Elias, Habibah, Mahyuddin, Rahil & Noordin, Nooreen (2009) and, or linked to teacher's motivation during the lesson, teacher's authority and ability to exercise class management and control, teacher's personality, as described by Kyriaciou, (1997). All these may lead to students' indiscipline.

Despite all effort put in place to maintain discipline in school some teachers, students and non-teaching staff may still disobey and fall short of the school's standards. Thus, it is the sole duty of the school principal to make sure that the school standards are respected and kept by all involved (Ubben, Hughes and Norris, 2001).

Bello (2003) attributes students' indiscipline in Nigeria to lack of parental training and firmness. While studies conducted in Kenya revealed that some causes of indiscipline in schools are as a result of students sneaking in alcohol in school and taking drugs like bhang (Ngige, The Standard 2010). Nzuve (2007) states that the environment in which a person lives affects his/her behavior. The task force report on students' indiscipline together with unrest in Kenyan secondary attributes school unrest to drug and substance abuse, rejection of principals by the community insecurity within and outside school, out of school peer group influence, location of schools, unauthorized visitors and visiting days (MOEST, 2001). Many international human rights documents banned the utilization of brutal and dehumanizing punishment. This includes U.N. Convention on Children Rights (CRC), the Convention against Torture and Other Cruel, inhuman, or

Degrading Treatment or Punishment, the Universal Declaration of Human Rights (UDHR) and the International Convention on Civil and Political Rights (ICCPR).

On the other hand, Alawo (2011) notes that admitting academically weak students in an institution that selects high achievers resorts to disruptive behavior and truancy. Kabiru (2007) in another study on factors contributing to school indiscipline in selected secondary schools in Kirinyaga district, found out that: lack of dialogue between head principals and students contributes 100%, negative societal influence on students 100%; poor role model by parents 85.7%; failure of curriculum to cover all academic and non-academic needs of students 85.7%; and excess and unjustified punishment 77.4% were major causes of indiscipline. All these factors listed above, conclude that indiscipline cases are a result of many factors.

2.4 Challenges faced when trying to curb indiscipline cases among students

The challenges secondary school head teachers and other members of staff face when dealing with students' indiscipline are many. These include: political interference, parents' interference; lack of support by supervisors; teachers being poor role models; inappropriate knowledge on disciplinary actions and drug abuse by students. Chamberlin and Somerville (1988), noted that the major challenge of new teachers in Ohio schools is on how to handle difficult students. They recommend that students of education department should be helped to develop skills and strategies for avoiding or preventing discipline problems while in college. They also deem it necessary that universities and colleges of education should teach prospective teachers how to handle difficult students.

Bechuke and Debeila (2012) observed that since the outlaw of corporal punishment in schools was effected, many teachers find it difficult to find suitable alternative to maintain discipline in schools. On account of this, they sometimes risk setting very rigid classroom rules instead of considering individual situation. Tassel (2011) noted that since abolition of corporal punishment, teachers are not very conversant with alternative discipline methods that could increase students' autonomy and what such alternative can offer to them as teachers.

One other challenging thing is that children are most of the times left in the teachers' hands. That is, the teacher has to teach academics and at the same time must teach them good behaviour. This means that parents have little time to discipline their children. This study has revealed that adequate parental supervision and control has weakened and many students have diminished respect for all forms of authority including the authority of school personnel. In today's race for career mobility and to earn more money by many parents, parental supervision is becoming obsolete leaving children at the mercy of teachers who, too, do not have enough time to spare for children (Muraguri, 2005). It shows that it is only the teacher who is responsible for the children's behaviour at all times, which may not be true as far as disciplining children is concerned.

For better management of the school, it rests on both the head teachers and his/her deputy. In his study, Ogembo (2005) found out that most principals and deputy principals take up management positions without formal training in leadership. Lack of confidence in their work especially in handling personnel in their schools are some of the common challenges experienced by them.

Ogembo (2005) pointed out that head teachers and their deputies have shortcoming in the following areas: general administrative duties; planning and financial management; keeping of school records; personnel management and development; curriculum implementation and evaluation and lastly in areas pertaining to teamwork in the school. These challenges clearly indicate that on appointment, school administrators need formal training to ensure effective administration of secondary schools.

What has been discovered is that there is little scholarly work on school discipline in Malawi. The best known so far is a study conducted by Kuthemba Mwale, J.B., Hauya, R., & Tizifa, J. (1996). In this study, they investigated the rise of discipline cases in Malawian secondary schools since the turn of multiparty democracy. It attributes the situation to misunderstanding, misconceptions, and misinterpretation of the newly gained political freedoms and human rights. The new freedoms made it possible for students to challenge certain rules and regulations that were perceived to be oppressive, but also assert their freedom to behave in certain ways. Teachers and head teachers tended to interpret these as challenges to their authority. However, no concrete evidence was produced to support their conclusion that all the discipline cases after 1994, when the liberal democratic constitution was adopted, are attributed to a misinterpretations of the notions of freedom and human rights.

Apart from the discussion above, McKinney, S. E., Campbell-Whately, G. D., & Kea, C. D. (2005). & Westling, (2010) noted that managers experience a lot of challenges in managing discipline cases in schools. They came up with five challenges that make their work tough.

First, preservice teachers being put in leadership position who are not fully trained in behavior management, this makes them to experience problems in their work. The second one is that those teachers, who are put in leadership positions but not trained to analyze research on behavior management approaches, may not find it easy to assist students in behavioural problems. The third challenge is that there is no unified theory of behaviour management that head teachers can be comfortably be using to reduce misbehaviour among learners. The fourth challenge is that schools often do not have a seamless and consistent approach to behavior management where head teachers can use to help those in problems. The last one is that behaviour management is viewed by school management as a reactive approach to behavior problem than a proactive one. Behaviour problems are supposed to be seen as practical and must be addressed as they come not as they think. All these challenges given above, contribute to the failure in head teachers to perform their work perfectly.

2.5 Strategies used to mitigate indiscipline cases among students

To make school habitable and good for learning, it is equally important to come up with strategies that can help to mitigate the occurrence of indiscipline cases. Mbiti (2009) observed that school discipline is a topic that is very central to school administration for smooth running of the school. This needs school administrators to use different strategies to check these misbehaviours in their schools. It is a fact that the misbehaviour problems need serious attention by school administrators to overcome them. In order to do this, school managers need to identify tools, strategies and model programs that enhance the safety and success of all students in schools. Asiyai (2012) observed that indiscipline cases in schools can be lessened if school management can provide moral leadership and moral education. Apart from that, schools can maintain

school discipline through providing adequate learning facilities, providing games and sports which includes extracurricular activities, reducing class size, establishing functioning and effective parent-teachers association. On the other hand, teachers must build positive teacher-student relationship, provide information communication technology, internet facilities, adequate parental and school supervision and counseling services. The other way school management can maintain discipline is through enforcing school rules and regulations, involving students in decision making, formulating school rules and regulation.

Apart from what has been underscored above, there are some appropriate steps that can be followed when dealing with student misbehaviour. School management must understand the students' behaviour completely, thinking about it carefully and dealing with it intelligently. The quality of teaching and learning progress can be guaranteed when student misbehaviour can be managed effectively. It is the responsibility of teachers to help students learn and to become responsible human beings. Barbette et. al. (2005) believed that helping students to learn is a primary responsibility of teachers. Bechuke & Debeila (2012) also expressed that learning cannot take place in chaotic environment. Teachers face challenges daily in maintaining the right atmosphere that promotes learning. To tackle these challenges teachers are meant to fully understand and make use of suitable behaviour management strategies and approaches which will boost teaching and learning. In our schools today many teachers find it difficult to adopt the best method of discipline especially after the ban on corporal punishment.

Mbiti (2007) outlined three disciplinary approaches which are worth looking at in his research work. According to him, maintaining discipline could be viewed from three

different views. These are: the traditional technique, free expression technique and the modern technique. The traditional technique involves disciplining students through the use of punishment or rewards. In this technique, the use of force and physical punishment is seen as the best way to train a child. This helps deter a child from misdeeds and become obedient. Another way of making a child to behave well using the traditional technique is by rewarding. Through rewarding a child's good behaviour they learn to keep it up.

Some researchers criticize this technique and find some faults in it. They argue that physical punishment aspect in it is what should be abolished completely by parents and school teachers. One of them is Cooper (2005) who asserts that spanking as a way of discipline interrupts learning process. She sees corporal punishment as a short-term remedy for misbehaviour. It works at the moment to stop what was going on but it teaches a child to hit others and learn how to be sneaky as well and sometimes the child will want to retaliate. It does not help a child to learn how to solve the problem of misconduct and acquire the proper skills needed to accomplish desired behaviour.

Other critiques of traditional discipline technique are these promoted by the American Academy of Pediatrics or Mental Health Association and Mbiti (2007) who saw corporal punishment and spanking as what could promote aggressiveness in a child even to the extent of harming or hurting others. It is also a hindrance to learning because it puts in the students fear, anxiety, resentment and hostility towards schooling. It also gives more formidable authority to teachers thereby making them more authoritarian in their approach to control students' behaviour. It could also lead to giving a child a permanent scar or damage on the body.

On the other hand, rewarding a child materially may not produce a responsible and self-controlled child but rather, it could condition the child to behave in a particular way so as to earn a reward. Another approach is free expression or permissive technique. The proponents of this method proposed that every child is born good and should be allowed the freedom of expression in order to grow and develop its maximum potential. There should be no restriction of any kind such as using rules and regulations to restrict them both in school and at home. Training of children in school and at home should be child centered where all methods of instruction should involve love and persuasion.

Research conducted by Bevens, K., Bradshaw, C., Miech, R., & Leaf, P. (2007) suggests that a whole school approach to effective behavior management appears to positively influence student performance. A similar approach, suggested by O'Donnell and White (2005), maintains that in the eyes of the teachers, promoting the school learning climate is a significant instructional behavior of the school leadership. The school leadership can contribute by protecting and limiting the interruptions to instructional time, maintaining high visibility and speaking informally with staff members and students, attending co-curricular and extracurricular activities, covering classes when substitutes are late or unavailable and tutoring students or providing direct instruction to classes. O'Donnell and White (2005) also emphasized that behavioral expectations should be clearly communicated, consistently enforced and fairly applied. Likewise, Barbetta, Norona and Bicard (2005, p.13) argue that, "Classroom rules play a vital role in classroom management. To be more effective, classrooms should have at least four to six rules that could govern most classroom situations. Too many rules make it difficult for students to comply and for teachers to enforce". Bevens, et al., (2007) argue that good classroom management requires careful planning of the environment by the

teachers. An appealingly pleasing school physical environment can influence the way teachers and students feel, think and behave.

Therefore, careful planning of the school environment within the constraints of teachers' daily schedules is an integral part of good classroom management (Weinstein, 2007). This can work well with my research since it is looking at factors that affect students' discipline in the school environment. The third approach is the modern technique which is more widely accepted as the positive method of disciplining a student. In this disciplinary view, discipline is more than punishment and reward. It is more of helping a student to develop an inner self control. The individual uses reasoning to make right judgment and decision.

To uphold this modern view of discipline, teachers are to help students cultivate the culture of respect for authority and other students. This promotes peaceful atmosphere that is conducive for teaching and learning. Thus, discipline is taught and learnt. This technique "emphasizes on teaching of good conduct, the understanding of one's responsibility and obligation under the existing authority and more so, the fear for the consequences of bad conduct" (Mbiti, 2007 p. 83). Modern discipline technique is seen as the most effective technique because it helps children to develop some inner potential to control oneself and to be responsible students.

The modern disciplinary technique is mostly reflected in choice theory laid down by Glassier and in a more recent theory by Marvin Marshall's discipline without punishment, stress and reward. Bechuke and Debeila (2012) emphasized that choice theory is all about using assertive discipline to teach students to accept the

consequences of their actions. Appropriate behaviour is reinforced through a system of rewards and punishments whereby learners are helped to understand the consequences of their behaviour and are taught to be responsible.

So the combination of the second and third view in disciplining a child seems to be appropriate in the fight of misbehaviours in students at secondary schools level. If applied in the right way both teachers and learners are able to benefit in the process of teaching and learning.

2.6 Theoretical framework

This study therefore, will be explained based on two theories, “The Social Learning theory” of Ivan Pavlov, and the second one that combine the two theories “The Social Learning and Social Cognitive Theory” of Bandura. These theories aim to produce disciplined students, for it is critical to the attainment of positive outcomes from the growing youths.

Basically, Social Learning Theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioural change, (Muro & Jeffrey 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviours of others, especially children, people develop similar behaviours. After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour. According to Bandura, imitation involves the actual reproduction of observed motor activities, (Bandura 1977). The more reason why Social Learning

Theory has become the most influential theory in learning development is that it is rooted in many of the basic concepts of traditional learning theory. Also the theory has been regarded as a bridge between behaviourist learning theories and cognitive learning theories because it encompasses attention, memory and motivation in people, (Muro & Jeffrey 2008). However, Bandura believes that direct reinforcement could not account for all types of learning. For that reason, in his theory, he added a social element, arguing that people can learn new information and behaviours by watching other people.

On the other hand, Social Cognitive Learning Theory is a learning theory which has come out on the ideas that people learn by watching what others do, and that human thought processes are central to understanding personality. By the mid-1980s, Bandura's research had taken a more holistic bent, and his analyses tended towards giving a more comprehensive overview of human cognition in the context of social learning. The theory, he expanded from social learning theory, soon became known as social cognitive theory, (Bandura, 1999). This theory provides a framework for understanding, predicting and changing human behavior, (Green & Peil, 2009). Moreover, Social Cognitive Learning Theory focuses much on cognitive concepts. It also focuses on how children and adults operate cognitively on their social experiences and how these cognitions then influence behaviour and development since learners are social beings. That is the more reason why this theory fits in this study as it looks into the students' behaviour in their schools.

In order to help these students to change their behaviour, there is a needs to observe them. In short Green & Peil (2009), argues that individuals learn both behaviours and cognitive strategies by observing the behaviour of others, and these acquisitions can be learned without being directly reinforced.

The people who are being observed are called models and the process of learning is called modeling. So, in this case students are supposed to emulate the behaviour of their teachers who happen to be with them most of the times. This point was supported by (Newman B.M. & P.R, 2007). Furthermore, Bandura stated other aspects of stages of social learning which are imitation and behavior modeling. These will occur if a person observes positive, desired outcomes in the first instance. If one approves the observed behaviour, and for example, an instructor attends and observes a course being taught and is entertained, informed, and approves of the way students act, they are more likely to want to teach the same course themselves. They can then use the behaviour they experienced to imitate and model other instructors' teaching styles in-world (Bandura, 1986).

Going through Social Cognitive Learning Theory, it has some limitations. Some of them are: it is loosely organized, do not address some issues like reinforcing learners' behaviour where necessary, neglecting areas of maturation and changes over lifespan and giving minimal attention to motivation, conflict and emotion, and its findings are preliminary. When this theory is being used, it capitalizes on its strengths. This study has used this theory because it is supported by an impressive research record on social development of people; and it is concerned with important human social behaviour. Furthermore, it is an evolving theory that is open to change depending to situation

observed in the person, as it focuses on most important issues like, role of rewarding in learning, the stability of behaviour and also reasonable view of people.

In conclusion, therefore, it is advisable that as teachers interact with learners on daily basis, and as they interact with the immediate environment, it is equally important that learners will be observing what they do. If they are convinced that what they have observed in their teachers or peers is good to them, they will mimic that behaviour. So, as future educators, teachers needed to be constantly aware of how they present themselves to learners and of their actions. Finally, it can be said that the things we do must be under constant watch by ourselves because others are watching hence we must try as much as possible to take care of how we behave every minute we live to give the right behaviour to our learners.

2.7 Summary of literature review

This review has discussed factors affecting students' discipline in public secondary schools in CCED. These include current students' discipline in schools, main causes of indiscipline cases, challenges faced by management when curbing the indiscipline cases and strategies management follow when dealing with students' indiscipline cases in schools. Nasibi (2003) observed that, to educate a person in mind and not morals is to educate a menace in society. Hence, discipline is part of moral education which is important in the development of one's culture. Scanty studies have been done to determine the factors affecting students' discipline in schools. Therefore, this study intends to fill this knowledge gap hence the justification of this study.

Majority of the research reviewed above dwelt more on the opinion that teachers and Principals of institutions have to take an upper hand in managing students' discipline. They are at liberty to use any strategy that is recommended as long as it does not harm a student. More so, the literature above has established that while there is a general agreement that discipline is necessary for a favourable teaching and learning process, there are differences in regarding whether it should be imposed by school authorities or it should come from in self-control of the student.

On the other hand, advocates of human rights believe that real discipline is that which comes from the student's appreciation of what roles which they could like to play in helping them achieve their own goals. It is advisable that the teacher should be in the forefront to discipline the student since he/she is with the student most of the time. It is also important to brief parents about their children's behaviour. This will assist in checking the behaviour of the students as they learn in schools. So this study was guided by the social learning theory. This theory was purposely chosen because it deals with learning which goes together with social interactions among especially the youth. Also when people would like to do things in most cases they watch others doing it. This is very true to the youth for they learn through watching others.

CHAPTER 3

METHODOLOGY

3.1 Chapter Overview

This chapter gives an overview of the research design, the research areas and the methodology used to provide valuable information that the researcher found out in the study. It also discusses the sample and sampling procedure used in the study. This is to be followed by an explanation on ethical consideration, data collection tools, the pilot study and how data was analysed.

3.2 Overall research design and rationale

The study has used mixed methods approach. This includes qualitative and quantitative research approach. The aim behind using mixed methods was to assist the researcher to obtain a holistic understanding of the issues involved in the research. For example, this study has used a descriptive survey research design. In using this design, data collection was carried out in a structured process. Kumar (2005) argues that the goal of descriptive research is to describe the characteristics of a selected phenomenon and involves the collection of data without manipulation of variables. The sole purpose of using descriptive research was to provide an accurate and valid representation of the factors or variables that pertain and are relevant to the research question. Descriptive survey research was helpful in indicating trends in attitudes and behaviours, and enabled generalization of the findings of the research study to be done (Neuman, 2000). This design was appropriate for this study because it enhanced the amount of quality information that was yielded.

3.3 Research area

The research was conducted in four secondary schools in the urban and semi-urban areas of Central East Education Division of Malawi. This is made up of five Education Districts which are Kasungu, Nkhotakota, Salima, Dowa and Ntchisi. All these are found in the Central Region of Malawi. The Education Division has four categories of secondary schools. First category is national secondary schools. In this category there are three secondary schools. The second category is the district secondary schools in which there are nine schools. It is this category which is the central area of the study. The third category is district day secondary schools of which there are six schools and the last category is community day secondary schools. In this category there are 120 secondary schools. There are also some private secondary schools operating in some parts of this education division. By taking the second category of secondary schools, district boarding secondary schools, the researcher was assured of having the same category of students. These are the schools that have boarding facilities, they receive funding from the Government through the Ministry of Education Science and Technology for the running of their day to day activities. This also implies to the students' performance which is almost similar according to selection criteria followed by Malawi National Examination Board and Ministry Headquarters. For this research, it was conducted in four secondary schools. These are Secondary school A, Secondary school B, Secondary school C and Secondary school D. All these secondary schools are co-education. It was thought that the experiences and data collected from these schools may give a true picture of the behaviour of students in the division. After the data will be analysed, it will give the impression about the discipline of students in most conversional secondary schools in the country.

3.4 Selection of participants

3.4.1 Schools

The four day conversational secondary schools were purposively selected on the basis of being district boarding schools that they all have students that are residing at the school. They are also subjected to an array of rules and regulations of the schools. The school may have rules and regulations laid down by the Ministry of Education and some as by-laws that are laid by the school authorities. The schools had also once or twice reported that students vandalized school property. More so, at one time the schools were in a wire fence and was vandalized. These could be some of the criteria that assisted the researcher to choose these schools.

3.4.2 Head teachers

The four head teachers of the selected secondary schools were automatically the participants in the study by virtue of their positions as school managers. They also have the duty to interpret the government policy. In the absence of the head teachers, the deputy head teachers could serve the purpose as they were the ones who chair the school discipline committees in the schools. They also take charge in the school once the head teacher is away from the institution for other official duties.

3.4.3 Discipline committee members

The study used discipline committee members who were also in the forefront in maintenance of school discipline. It is this discipline committee that hears discipline cases and recommends to either the head teacher of the school or Ministry of Education Headquarters for appropriate disciplinary sanctions to the offender. A group of about eight committee members, on average of two members per school, from all selected

schools were purposively selected. Purposive sampling is the procedure by which the researcher used to select participants based on the predetermined criteria about the extent to which the selected participants would contribute to the research study, (Vaughn et. al.. 1996:58).

3.4.4 Teacher sampling

A sample of eight teachers was involved in the research. These participants were chosen from the teaching staff list of each school. Each sex was equally represented in the sample population. Since each school had different number of teacher participating, the figures were calculated according to 50% of the male and female teachers. It was important to involve teachers because they were part and parcel of personnel who are directly involved in imposing the standards of correctness and discipline in the school among students.

3.4.5 Student sampling

The research involved students from forms 2, 3 and 4. It was felt that each student should be more readily available in the school campus. A stratified random sampling was used to select students in mixed schools. Sixteen students from each school were chosen. This choice comprised of male and female students. The form one students were left out in the study because the researcher assumed them as still new in the school as opposed to junior and senior classes. At the same time the form ones were not yet acclimatized to all corners of the school and were still learning to live in such a new environment. The choice of participants was also based on the enrolment of students since the secondary schools had different class enrolment.

3.5 Data collection methods

During this research work, a number of methods were used. The researcher used a questionnaire survey, group interviews, individual in-depth interviews, focus group discussions, and also reviewing documents from the head teacher's office. By using these methods, the researcher got the required information on discipline of students.

3.5.1 Questionnaires

There was a self-directed questionnaire that was administered to the respondents. This was chosen in line with what Cohen (1974) said that by using questionnaires it was the best and quickest data collection tool that covers a wider scope of issues in one's study. This indeed saved time in data collection. This questionnaire had open and closed questions, but most of them were open-ended so as to solicit teachers' and students' perceptions, attitudes, views and opinions about school discipline in their schools. (See Appendix.)

3.5.2 Group Interviews

To come up with reliable data and information, group interviews were also conducted with the discipline committee members and the students in all the selected secondary schools. In order to get reliable information, discipline committees were very important to be interviewed because they handle most of the discipline cases in their respective schools.

3.5.3 *Individual Interviews*

A face-to-face individual interview was conducted with the head teachers of the selected four secondary schools. As people who are at the center of policy implementation, it was felt necessary that the researcher should interview them. The researcher used an interview, a guide to conduct all the interviews. (See appendix.)

3.5.4 *Focus group interviews*

It was felt that 48 students, in equal proportion of girls and boys, should get involved in the focus group interviews. This was used to generate an in-depth understanding of students' perception on school discipline. A well-chosen venue was used, preferably a library, as a convenient place that was provided in order not to distract learning process at each school.

3.5.5 *Document analysis*

To get further evidence about students' discipline in each secondary school, the researcher had to seek permission to view the documents that are kept in each school in line with discipline issues. In this view, the researcher asked for these documents like punishment books and other discipline files as evidence of the process of trying to curb indiscipline cases in the schools. As these documents were used, it saved time when conducting the study as Tuckman (1978) observed.

3.6 Pilot study

According to Wiersma and Jurs (2005), it is necessary that research instruments should be piloted as a way of determining their validity and reliability. As a check list for this research, a pilot study was conducted in one Community Day Secondary School in

Dowa District in the CEED. Here, well-chosen respondents were selected. It involved one Head teacher, one Deputy Head teacher, two teachers, two Discipline Committee Members and eight students. The purpose for piloting was to assess the research instruments' clarity and the suitability of the language used in reference to the different respondents. Those instruments were then revised accordingly after the piloting was completed.

3.6.1 Validity of research instruments

Validity of an instrument is improved through expert judgment Gall, Borg, and Gall, (2003). As such, the researcher sought assistance from experienced supervisors, experienced graduates and lecturers in order to help improve content validity of the instruments. This was done and the instrument were verified and certified ready to be used in data collection exercise.

3.6.2 Reliability of research instruments

To enhance reliability of the research instruments, a pilot study was conducted in one school in the target population which was excluded in the final study. The reason behind pre-testing was to improve reliability of the instruments. The researcher assessed the clarity of the questionnaire items such that the items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument thus increasing its reliability.

3.6.3 Data collection process

During the data collection process, first, a letter of introduction and permission to conduct a small scale research was issued by the Education Division Manager of Central East Education Division. The researcher then visited all four secondary schools

to make appointment to conduct the study. The researcher also had to deliver letter of authorization to conduct the study. Then the researcher visited the schools at the agreed dates to conduct the study. It was on the same date when the questionnaires for the head teachers, teachers and students were issued and filled by the selected respondents. They were requested to respond to the questionnaires appropriately and hand in the duly filled forms to the researcher. To allow the respondents to have ample time to study and respond appropriately, the instruments were distributed in the morning and collected in the afternoon. At the same time, questionnaires for head teachers and teachers were administered and collected at the same time with those of the students. The researcher interviewed the head teachers and their deputies immediately after they were through with their questionnaires. This also took place with the discipline committee members that is, after the questionnaire was issued, responded to. A kind of interview during retrieving of the questionnaire was done in order to have clear information on the issue under study. To minimize threat to internal validity the researcher explained the importance of the study to the respondents before they responded to the items contained in the research instruments. With regard to observation, this was carried out in each school, by checking on different aspects of the school rules, indicators of indiscipline and existing records of punishment.

3.7 Data analysis

The data was collected using four research instruments, head teachers and deputy's questionnaires and interview schedule, discipline committee members questionnaire, teacher's questionnaires and students' questionnaire. Data collected from the field was coded and entered in the computer for analysis. Descriptive and inferential statistics were used in analyzing the data. Data generated from different population was

compared to identify recurring patterns or themes that cut across the data. Therefore, results of interviews were used as informative evidence in explaining some findings and observation. These results assisted in verifying some data collected through questionnaires. The responses were presented using descriptive statistics such as frequency distribution, calculating percentage and tabulation. On the basis of this approach the data was summarized, findings discussed, conclusions drawn, implications for the study made and further research areas suggested.

3.8 Trustworthiness

The researcher made use of multiple data sources for purpose of triangulation that include: head teachers, deputy head teachers, teachers, discipline committee members and students. Multiple methods of data collection included individual interviews, focus group discussions and analysis of documents (Creswell, 2007). This cross-checked irregularities within the data and added more credibility to it. Technically, this is referred to as triangulation, the use of multiple methods of data generation in order to cross-check and support methods which do not provide adequate data (Yin, 1994). Triangulation is commonly used in education research to counter check the systematic selective bias of a single view that can occur when using only one data source, method, or procedure Hussein, (2009). Triangulation according to Hammersley, (2012) is defined as the use of more than one approach to the investigation of a research question in order to enhance confidence in the findings. This study therefore, employed methodological triangulation in which it used more than one methodology of inquiry. Interviews, questionnaires, and focus group discussions were conducted with head teacher, deputy head teacher, discipline committee members, teachers and students

themselves on the discipline cases that are displayed by students in the selected secondary schools.

This triangulation ensured credibility and trustworthiness of the study through minimizing chances of generating wrong information. Furthermore, in-depth interviews with heads enabled the researcher to collect rich data that provided a comprehensive situation of how schools are minimizing indiscipline cases.

3.9 Ethical Consideration

The study was conducted after obtaining permission from the University of Malawi, Chancellor College, Education Fountain Department [EDF] (see appendix 1). Before generating data, the researcher first contacted each institution under study to gain their cooperation. The researcher explained the purpose of the study, and assembled key contact information. Participants were informed that the information sought from them was purely for academic purposes. Since data to be generated and examined included organizational documents, the researcher requested copies of such documents. This was done considering that field researchers need to get permission from gatekeepers in getting access to the site of research (Rossman & Rollis, 2003).

Participants were neither forced to take part in the study nor being enticed by any given or promised form of incentive. Rather, it was in response to the request indicated on the informed consent and introduction letter sought from the sampled targeted population before scheduling the interviews to the extent that they were requested to sign consent forms (see appendixes 2, 3, 4) which specified the rules of the interview consent enhanced the respondents' willingness to participate in the study, and their withdrawal

if they decided to do so. Mindful of the section 21 of the Constitution of Republic of Malawi, the researcher collected both the secondary and primary data with utmost confidentiality to uphold the participants' privacy. Additionally, participating schools were coded.

In order to conduct the research without difficulties, it was necessary for the researcher to seek permission from the responsible authorities. These are the mother body, Ministry of Education, the Education Division Manager CEED and the heads to have a successful exercise. The researcher assured the participants that the information they provided was to be protected at all cost. It could also be open to participants in case they may want to participate in the exercise or not.

3.10 Demographic Information

The demographic data sought in the study included general profile of the study's respondents with regard to gender, age, professional qualification, teaching experience and class teaching for teachers. First, demographic information on students included gender and age. It was necessary to get the demographic information of the respondents so that the study samples the experiences of the respondents who understand the real situation in their schools regarding school related factors affecting students' discipline in public secondary schools in Central East Education Division of Malawi.

Table 1 shows the demographic information that explains who the respondents in the study were. The first table reveal the ages of students who took part in the study.

Table 1: Age of the students' respondents

Age for students	Frequency	Percentage
13 years	2	4%
14 years	3	6%
15 years	4	8%
16 years	11	23%
Above 17 years	28	54%
Totals	48	100 %

From the Table 1 above, majority of the students, 28, representing a 54%, had ages above 17. They were followed by 11 representing a 23% whose ages were 16. From this table, it can be deduced that majority of the students had ages above 15. This implies that the majority of the students are mature enough to understand what should be done as regards school based factors influencing discipline cases in Secondary schools.

Table 1 presents the ages of teachers who took part in the study in all the sampled secondary schools.

Table 2: Age of the teacher's respondents

Age for teachers	Frequency	Percentage
Below 25 years	1	12.5 %
25 – 30 years	0	0 %
30 – 35 years	3	37.5 %
35 – 40 years	3	37.5 %
40 – 45 years	0	0 %
45 – 50 years	1	12.5 %
Above 50 years	0	0 %
Total	8	100 %

From the Table 2 above, majority of the teachers three representing a 37.5% were between 30-35 years and another three representing 37.5% were aged between 35 – 40 years respectively. From this table it can be deduced that majority of the respondents were mature enough and an indication that they had worked for long period. This made them suitable to understand the school based factors that affect the students' discipline in Secondary schools. This also implies that the teaching fraternity in the secondary schools is mature enough to handle most of the discipline cases professionally and without problems.

The third table is showing the qualifications of those teachers who took part in the study.

Table 3: Teachers' qualification

Teachers' qualification in Education	Frequency	Percentage
Diploma in Education	4	50 %
Bachelor's Degree in Education	4	50 %
Master's Degree in Education	0	0 %
Any other qualification	0	0 %
Total	8	100 %

From the Table 3 above, half of the respondent teachers, four representing a 50% had Diploma in Education while four representing a 50% had Degrees in Education respectively. From this table it can be deduced that majority of the respondents had worked for long period - an indication that they were mature enough to handle cases of indiscipline right from classroom to school level. This made them suitable to understand the school based factors that affect the students' discipline in Secondary schools as growing adults. This also implies that the teaching fraternity in the secondary schools is more knowledgeable enough to handle most of the discipline cases without problems. Table 4 shows the respondents' teaching experience of the teachers who were involved in the study.

Table 4: Teachers' experience in teaching profession

Teachers' Experience	Frequency	Percentage
0 – 2 years	1	12.5 %
3 – 4 years	1	12.5 %
5 – 6 years	4	50 %
Above 6 years	2	25 %
Total	8	100 %

According to the Table 4 above, majority of the teachers four representing a 50% were between five - six years and another two teachers representing a 25% were six years old in the profession respectively. From this table it can be assumed that majority of the respondents were mature enough and an indication that they had worked for long period. This made them suitable to understand the school based factors that affect the students' discipline in Secondary schools. This also implies that the teaching fraternity in the secondary schools is mature enough to handle most of the indiscipline cases more professionally and without problems.

The last Table 5 below shows the classes teachers are teaching in the secondary schools that were visited.

Table 5: Level of teaching at different school levels

Teaching level of teachers	Frequency	Percentage
Forms 1 – 2	1	12.5 %
Forms 3 – 4	4	50 %
Forms 1 & 3	2	25 %
Forms 2 & 4	1	12.5 %
Forms 1 & 4	0	0 %
Total	8	100 %

Looking at the Table 5 above, majority of the teachers four (50%) teach in forms three-four (upper classes) and another two (25%) are allocated in forms one and three respectively. From this table above, it can be deduced that majority of the respondents were allocated in classes that tend to cause a lot of problems in secondary schools. Deducing from their teaching levels they are also mature enough to handle cases of indiscipline in the school since they have spent some time preforming the same job for years in upper classes.

3.11 Chapter Summary

In this context, multiple methods of data collection were used that included questionnaire, focus group discussions, one-to-one interviews and document analysis. It was hoped that by using different data collection methods, the researcher was assured to have collected the required information.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Chapter Overview

This chapter presents the findings and discussions of the study that explored the school-related factors affecting students' indiscipline cases in public secondary schools in Central East Education Division of Malawi. This was conducted in four districts of Malawi, namely, Dowa, Kasungu, Ntchisi and Salima. In these districts, four secondary schools were targeted which were secondary school A, B, C and D and all were visited. The structure of the chapter is based on the research questions and guided by the theoretical framework that informed the study. The research questions were as follows: what is the current discipline status of students in secondary schools in Central East Division? What are the main causes of indiscipline cases among students in secondary schools in Central East Education Division? What are the challenges faced by school management when trying to curb the indiscipline cases among students? What strategies can be used by relevant authorities to mitigate these indiscipline cases among students in Central East Education Division secondary schools to have safe learning institutions? Lastly, the chapter summary is provided.

4.2 Response rate

Out of 88 questionnaires that were administered to different participants in the selected secondary schools, four were for the head teachers, four for deputy head teachers, eight for teachers, 64 were for students while eight were Discipline Committee Members of each school. All the 88 questionnaires were filled and returned to the researcher. This represented a 100% response rate, which is quite satisfactory to make conclusions for the study. This can be related to Mugenda and Mugenda (2003) who said in his study that a 50% response rate is adequate, 60% good and above 70% rated very well. This implies that basing on this assertion; the response rate in this case of 100% is very good.

4.3 The current discipline status of the students in secondary schools in Central East Education Division

The study found out that the participants expressed relatively different views of the current status of discipline of the students in secondary schools in Central East Education Division. For example, the evidence from the interviews conducted with the head teachers and deputy head teachers revealed that the discipline status of the students was generally or relatively good because schools had few indiscipline cases like riots, bullying, and others in the recent years. This can be highlighted in Figure 1 below. This was in comparison with the past years where these indiscipline cases were the order of the day in different schools within an academic year. For example, at one school, in 2012, 45 students from forms 1-4 were suspended and expelled from school because of riots. The same happened at another school in 2015 whereby 21 students were suspended from school because of an indiscipline case that happened there. Also the same issue happened at the third secondary school that in 2016, where a pilot study was conducted, 17 students were suspended due to indiscipline cases.

Only one serious case was recorded from school D. When we compare these narrated evidences to the current situation, it shows that students' discipline seems to have improved. That is why the heads and their deputies appreciated the improvement of discipline in their different schools.

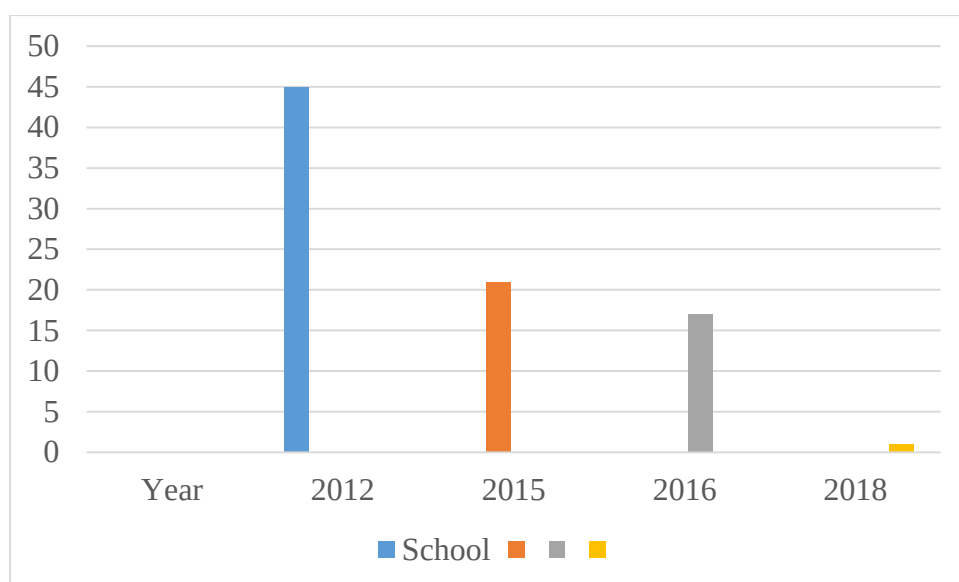


Figure 1: Discipline of students in school

The other evidence is the rate at which Discipline Committee Members meet. Through focus group discussions with Discipline Committee Members, this study found that the Discipline Committee Members meet periodically, for example, once in a while, when there is a need to meet or when a case had been reported. For example, one member of Discipline Committee said,

This year 2018, we have met only once to discipline one student who was found sprinkling water to another student as part of teasing. This was a form one student. We disciplined the student and gave him rustication for two weeks. After that period had elapsed, the student reported back to school escorted by his guardian. What followed to this was counseling the student and was allowed to go back in class. (This was an interview held by the researcher as he was viewing the documents presented to him from

one of the Discipline Committee member from one school on May 3, 2018).

These findings suggest that the absence of meeting frequently by Discipline Committees members, discipline in schools is not too bad. If members of Discipline Committees were meeting frequently, it could imply that the condition of discipline in schools is not good that needed to be addressed as quickly as possible. The documents that were provided and viewed showed that indeed there were some students that were involved in misbehaviour within the school premises. However, with reports that were collected from different participants within the visited schools, it showed that few cases were recorded. This could mean that most of the teachers were not interested in reporting and documenting most of the cases that might have been presented to them. As a result, the general analysis could show that the discipline in schools was up to date. In order to have a good view of discipline cases in schools, all cases of indiscipline must be documented that are presented to relevant staff members all times. This could give a better view of current behaviour in schools locally and globally.

Based on the literature, it shows that in other parts of the world, indiscipline is still an issue and needs more to be done. For example, a study carried out by Oshodi in Nigeria on substance use among secondary school students in an urban setting in Nigeria agrees that there is a high range use of such substances in adolescent. About 85.5% of students there were found to be using substances. However, in Malawian context, there is such use of substances but at a very minimal rate since most of the cases involving such use of substances are not reported to the authorities for action. Also this could be attributed to good supervision or investigation in our school and as such, some learners tend to behave properly.

According to social learning theory, for someone to behave accordingly, he/she must be observed. This is called observation learning (Bandura, 1999). With close observation made to someone, change of behaviour can be noted. It is advisable that the students in secondary schools for them to behave properly, it means that school management is taking time to observe them and since learners know that they are being observed, hence the change in their way of behaving. That is the more reason why the management in schools the study was conducted is celebrating on the behaviour of their students as good in their schools.

4.4 The causes of indiscipline cases among students in secondary schools in Central East Education Division

The evidence from the interviews, questionnaires and the focus group discussions done with the head teachers, deputy heads, discipline committee members, teachers and students themselves revealed that indiscipline cases were caused by many factors in the school. Some of the factors highlighted were peer pressure and groups among students themselves, teachers absent from school activities, teachers who are not role models to learners, unpreparedness of teachers for their daily activities, relationships between teachers and learners, students being denied of some entrainment in the school, use of offensive and abusive language by both teachers and students themselves on other students, beer drinking and smoking by students and hasty decisions made by the teacher on students. . The respondents also noted that indiscipline is caused by the failure of school authorities to fulfill students' needs. This problem was identified as one of the leading cause of student indiscipline.

Figure 2 illustrates the main causes of indiscipline in secondary schools that were visited. This figure highlights the main causes of in schools indiscipline that were visited. Indeed, there are some causes that were mentioned but are not discussed in this study because they were happening rarely done by learners, and were not worthy recording for this study. Some of them were vandalism and teacher's inability.

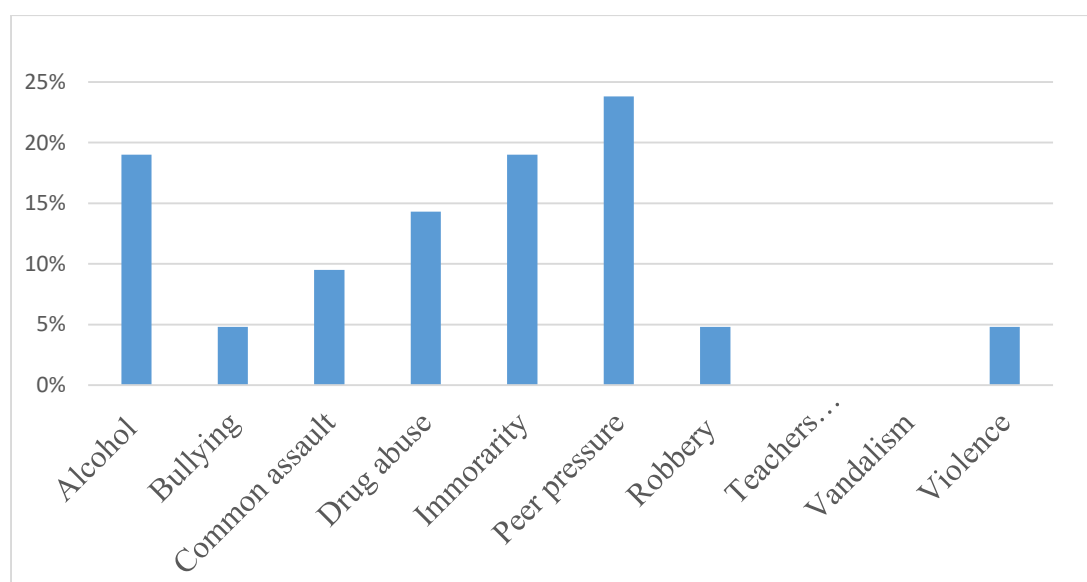


Figure 2: Causes of student's indiscipline

The figure above illustrates that, according to statistics collected, a lot of indiscipline happens in secondary schools through peer pressure; alcohol and immorality comes second on the list, followed by other factors. The description that follows highlights each and every cause in details. These have been put into five major categories. These are peer pressure, (which will include common assault, vandalism, violence and immorality), teacher's inability, teacher's unpreparedness, misunderstanding between teachers and learners and beer drinking and drug abuse (which will include alcohol and drug and substance abuse).

It is a known fact that indiscipline cases are caused by different factors. This may vary from school to school according to other sources. For example, Wolhuter and Steyn

(2003) have categorized these causes in four areas associated with learners' discipline. These are: first as learner-related factors, then teacher-related factors; (e.g., teachers' code of conduct such as relationship with learners and lack of commitment can lead to learner indiscipline (Simuforosa & Rosemary, 2014). The third one which is the focus of this study is school-related factors (i.e. as problems like drug abuse, crime, and physical abuse that affect both the society and the schools (Evans & Miguel, 2007), Lochan, 2010; Straus, 2010); and lastly home-related factors (Van Wyk, 2001) - for example, permissive environments can influence learner's misbehavior (Schoen & Nolen, 2004) as many learners with disruptive behavior come from troubled homes where there is erosion of nurturing family structure; and lastly society-related factors.

Also, Morongwa (2010), identified eight factors as the causes of indiscipline among secondary school students which among other things include: Parental / home influence; Teachers / educators; Political, social and economic factors; Learners with emotional problems; Head teachers/principals factor; Influence of gender and race; and Public schools versus private schools. Though several people have categorized these caused differently, all of them point to the same because they look at indiscipline cases in schools. In short, according to social learning theory, Green & Peil, (2009), argue that individuals learn both behaviors and cognitive strategies by observing the behavior of others, and these acquisitions can be learned without being directly reinforced. With this in mind, indiscipline occur in different ways and at different places. It must be borne in our mind that it takes someone to notice such cases of indiscipline so that the behaviour can be corrected in its early stages.

4.4.1 Peer pressure and groups among students themselves

This study found as indicated from the Figure 2 above, illustrates that there was the leader-follower relationship among learners when they are in groups in most cases. They develop the feeling of togetherness in order not to be excluded from the group. For example, one learner from one of the secondary school visited during a FGD said that:

“A learner may be influenced by his peer group which manifests undesirable behaviour. He/she may follow his/her friends doing the misbehaviour so that he/she may prove him/herself or identify him/herself with others and be accepted by them” (one of the learners May 3, 2018).

Evidence taken from the schools that were visited showed that most of the students who landed into major problems was because they were misled by their peers. For example, some students from two of the schools visited were suspended due to influence from their peers. This was evident after the documents were viewed. This was also commented by the head teachers and discipline committee members after they had scrutinized the cases leveled against the students in the respective schools. This led to massive suspension of a number of students since they were doing it in the name of solidarity. This meant that some students were just forced to take part in the misbehaviour and not as wholly willing to do what they did. Also, for those who were rusticated, upon arrival back at school with parents or guardians, they explained that it was a force from peers in order that what they were looking for could be granted since it was the majority of the students who were presenting their demands. Therefore, with this scenario, it must be known that a group may indulge in bad habits such as abnormal drinking, smoking and drugs.

Children or students have power to influence one another to act contrary to the established rules of schools. Always peers may have bad plans for example to cause violence in schools. This is total indiscipline.

Learners manifest a lack of discipline due to the influence of peers at schools. The leader follower relationship mostly prevails in secondary schools. The influence is often negative; learners imitate the negative behaviour of peers in an attempt to prevent exclusion from the peer group. Peers influence their classmates to behave differently from what the parents and teachers educate them. Gitome, Katola & Nyabwari (2013) ascertain that peer pressure encourages adolescents to take risks and to violate the personal moral standards.

The findings of this study are consistent with what Njoroge & Nyabuto (2014) observed that many learners misbehave because of pressure from their peers at schools. Furthermore, in a study conducted by Seegopaul (2016), learners feel the freedom to manifest a lack of discipline when they are with their friends who push them to show unacceptable behaviour. So, students' responses confirmed that there have been peer pressure and groups existing in secondary schools in the area of study. The students agreed that those peer groups could affect their discipline either positively or negatively. On top of that, all the head teachers and their deputies plus teachers indicated that there were deviant behaviour exhibited by students which were as a result of peer pressure in their schools. This was confirmed by a majority of the students who said that there were indiscipline problems caused by peer pressure, while few students indicated that there were minor indiscipline problems caused by peer pressure in their schools.

This is corroborated by a study conducted by Kibera and Kimokat (2007), who affirm that students in schools belong to peer groups which exert great influence on their activities. It is this pressure that mounts on the students that they should behave in the way they don't want. This is because they follow blindly what others do or say just to please their peers.

They also often break the school rules to show their disapproval of the school authority and to challenge it; therefore, they are mainly involved in antisocial behaviour (Johnson, 2012). In fact, according to Fosch, Frank and Dishion (2011), there are two processes that impact on the student behaviour: coercion and contagion. Coercion is an interpersonal exchange during which the student uses an aggressive behaviour to escape experiences he/she does not like; whereas, contagion is a process in which students mutually reinforce them through aggressive behaviour and sharing their mutual emotional patterns.

On the other hand, the head teachers and teachers were also asked during interviews to mention some of the deviant behaviours which occurred as a result of peer pressure in secondary schools. The findings revealed that truancy, coupling, visits to video halls and drugs substance abuse were the most prevalent deviant behaviours which were as a result of peer group pressure. Others include wearing of ornaments, finger painting, wearing of earrings, haircut style, poor dressing styles, (both within and outside the school), being provided poor quality of meals by the school or those that are not well cooked, compulsory manual work, punctuality in school activities, possession of cell phones, unhealthy boy-girl relationships, teacher-pupil relationships, out of bounce and unfair treatment being administered by the school management to a student who had

misbehaved. Both the head teachers and teachers concurred that these indiscipline problems had been enhanced by the new trends in education whereby students had been subjected to a lot of freedom and the teachers had been left almost powerless in dealing with students' indiscipline. All these cause misunderstandings between teachers and learners on different issues in the school.

Adolescents are more likely to give in to peer pressure and manifest unacceptable behaviour that may have a negative impact on themselves or on others. Besides, Lukman and Kamadi (2014) argue that the peer group pressure influences what the adolescent values, knows, wears, eats and learns. Bezuidenhout (2013) maintains that adolescents display disruptive behaviour in groups, not individually. This is based on the Social Learning Theory which posits that adolescents learn to display socially unacceptable behaviour when they interact with other people. Besides, growing adolescents take up their peers at school as their role models as their parents are no more considered as role models to them (Ndakwa, 2013). That is why most learners will follow their peers either blindly or willfully in doing things that seem to be acceptable to them or unacceptable to the school or society.

Previous studies confirmed that many behaviors can be learned through modeling. Some examples that can be cited on this regard are, students can watch parents read, students can watch the demonstrations of mathematics problems, or seen someone acting bravely and a fearful situation (Bandura, 2006a). Based on this point, aggression can also be learned through models. Much research indicates that children become more aggressive when they observed aggressive or violent models. From this view, moral thinking and moral behavior are influenced by observation and modeling.

This is as part of social learning theory. So modeling is an important part in changing one's behaviour either good or bad.

4.4.2 Teachers not being role models to learners

According to this study, there are a number of cases where teachers were not role models to learners in some of the situations. When we talk about a role model, we talk about a person whose behavior, example, or success is or can be emulated by others, especially by younger people. Teachers are supposed to be like that in most of their time since they spend much of their time with learners. The reason is that they are modeling the future generation of a nation; hence they should be part of the game. Teachers were not role models in many aspects. If teachers use abusive language, dress unmannerly, come to school late, cause students to do the same due to fact that teachers themselves are role models. The role of the teachers is to teach and train students to become good adults in future. Their good examples in every aspect are highly needed. Children learn well from their teachers. Some students come to school late deliberately and when they are asked to give reasons they say that their teachers come to school and class late which may cause indiscipline. Sometimes, teachers absent themselves from school activities which disturb learning to learners. Poor attendance to lessons and assignments was reported by most of the students. That affected students and developed incidences of violence in class thus, affecting other students' learning environment.

The figure shown below indicates the findings from the respondents. Some strongly disagreed, some disagreed while some agreed and the last group strongly agreed to the statements given to them. The situation presented to them was: "teachers who are often absent from school for no good reason affect students' discipline in the school."

The figure 3 below illustrates how respondents said if teachers are absent from class.

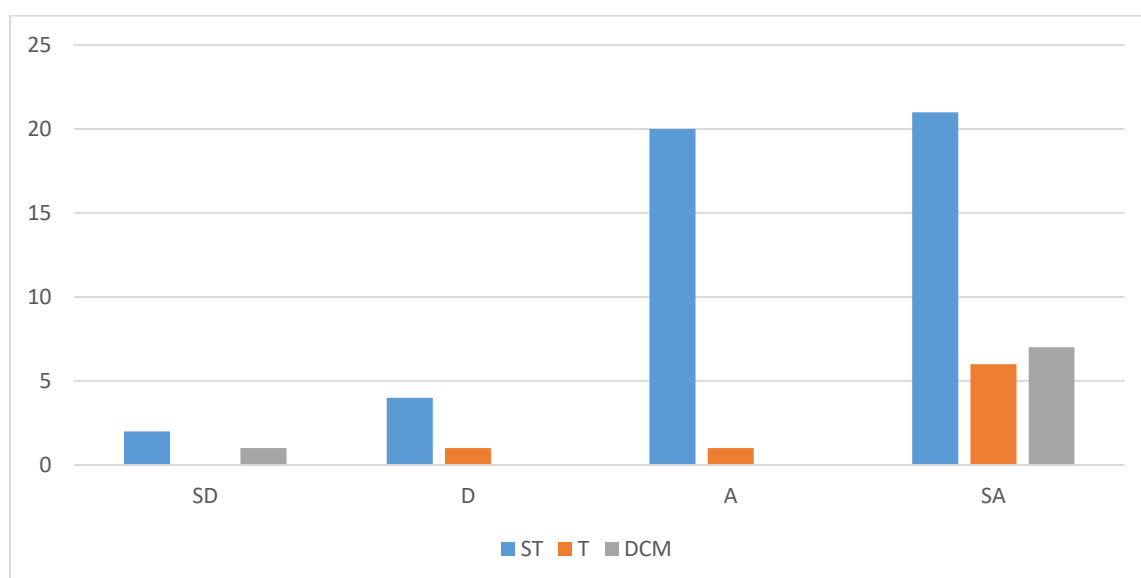


Figure 3: Teachers absent from school

The study found out that when teachers absent themselves from duty, learners are left without any activity hence they tend to do whatever they want. When a teacher is absent from duty, it may result into each student doing what he/she wants which may end up into chaos. There was wrangle at one school where the study was carried out.

During the FGDs with students, it was reported as follows:

One day a teacher was absent from duty and learners were left idle. Since an idler's mind is a devil's workshop, learners had nothing to do hence they started making noise. In fact, one learner was mocking a fellow learner. This resulted into a disagreement which ended up into a fight. There was noise in the class as learners were witnessing the fight. This attracted the attention from the form master who came in the class to find out what was happening. It was too late because one of the learners had already sustained some injuries. When an investigation was done, it was found out that the class was supposed to have a lesson but there was no teacher in the class hence the fight. (One student, May 4, 2018)

It is important that a teacher has to present him/herself for class in order to maintain class discipline. Donga, (2007) also comments on absenteeism that if teachers are often absent from school for no good reasons, and those who do not respond promptly to the bell, for example, after break, contribute to indiscipline. If students are not under teacher's supervision this often causes chaos which range from noise making to fighting, vandalizing school property and sometimes injuring some students. In this case it is a given fact that if learners are left idle, they may engage in anything they find important to them. Therefore, it is important that learners must be guided all the time in order to reduce any occurrence of any indiscipline case.

The second scenario is that some teachers are not role models to learners in the school environment. This study found out that there were some teachers who do not perform or behave as teachers or role models in the schools as they perform their work. It was evident from some teachers who were involved in this study that most of the times some teachers do not behave as teachers. For example, one of the respondents said that, *at times some teachers do come to class late without genuine reasons. Some teachers both males and females dress unprofessionally.* It was said that such teachers call themselves as 'care frees'. Because of this, some learners emulate such type of behaviour thus running away from classes and even dress shabbily as some teachers do. Some teachers are involved in excessive beer drinking. This disturbs most of the school activities. Teachers, therefore, fail to be role models in a number of ways to their students when they do that.

On the other hand, as highlighted by some teachers and Discipline Committee members from schools visited, there are some teachers like other professional bodies who do not

adapt group effort in the performance of their instructional duties. There were teachers who did not cooperate with their colleagues. They stirred up confusion and disorganize every programme proposed in the school. Such teachers usually failed to carry out most committee assignments. In the end, they failed to be role models and end up as destructors and bring about confusion and indiscipline in the school.

According to Kilonzo (2009), teachers are supposed to be role models to students at all times. Teachers who come to school drunk and improperly dressed, learners will imitate them and the discipline of the school suffers. Rono and Gichana (2006), report an incident where, at one secondary school, students went on rampage accusing some of their teachers of being habitual drunkards. This showed that some teachers were not committed to doing their work for the betterment of both student's behaviour and student's performance in the school.

According to the Social learning theory (Bandura, 1986), when people observe a model performing a behavior and the consequences of that behaviour, they remember the sequence of events and use this information to guide subsequent behaviours. By observing a model one can also prompt the viewer to engage in behaviour they already learned. In other words, people do not learn new behaviours solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others. Depending on whether people are rewarded or punished for their behaviour and the outcome of the behaviour, the observer may choose to replicate the behaviour modeled. This saves the reason why teachers should act as role models to the learners, because learners emulate what their teachers do in both behaviour and academics.

4.4.3 Relationships between teachers and learners may cause indiscipline

In the figure 4 below illustrates how relationships that were formed between teachers and learners affect learner's discipline. Having the researcher's concern in mind, respondents said that, "The relationships teachers establish with their students have an influence on the development of self-concept which in turn affects discipline in school." So, it is important that at all times, teacher must establish good teachers-learner relationships that will help learners to form good morals and at the same time improve learners' performance in class.

It must be noted that teachers are the largest single occupational group. Consequently, their roles have strategic importance for the intellectual, moral, and cultural preparation of people, (DoE, 2007). Teachers are the essential drivers of economic development and quality education. Therefore, for teachers to perform better, they must be equipped with best skills and knowledge required. Hence, the roles of teachers cannot be overlooked if policy and educational change intends to have the desired effect. It is against this background that policy structures should be accompanied by a supportive process intended to strengthen the roles of teachers.

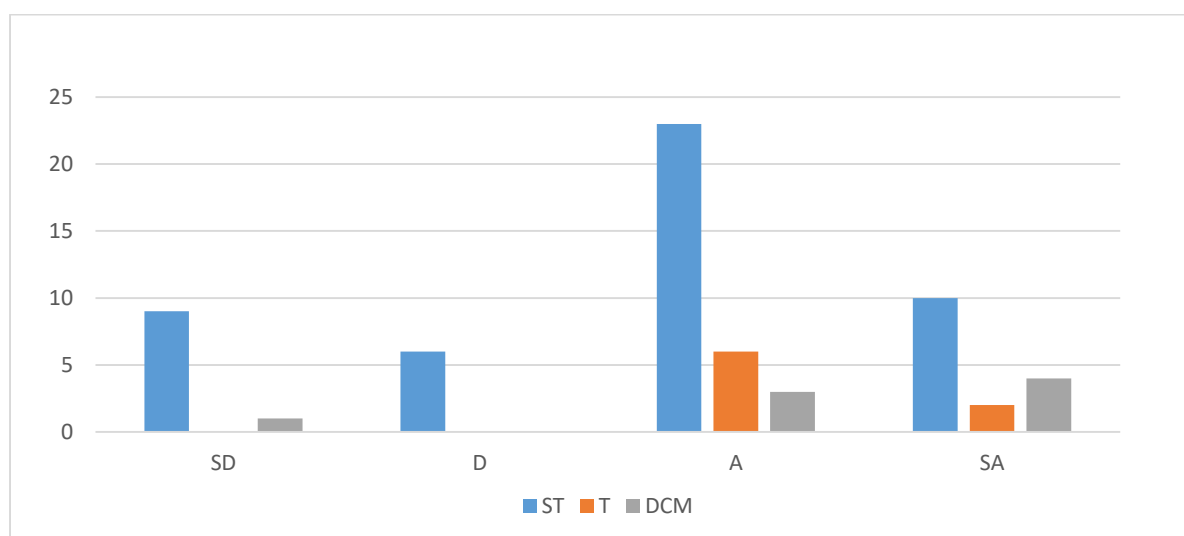


Figure 4: Teacher-student relationship that influence indiscipline in school

In the FGDs with some head teachers, two situations were narrated with a reference from figure 4 above. The first one was that of the boy-student had a close relation with one male teacher. This relationship was centered on beer drinking. The teacher had to take the student out for drinking during the odd hours of the day. When this was discovered, it resulted in disciplining the student according to the school's regulations. The second scenario was a relationship that was noted between a male teacher and a female student, which resulted in impregnating the student, who was later suspended from school. It was later learnt that the teacher had married the student. The teacher was also disciplined according to Malawi Public Service Regulations.

That is why Donga, (2007) & Ozegwu, (2009) concludes that some behaviours exhibited by teachers lead to student indiscipline. He also said that teacher's treatment on learners can lead to indiscipline. Truancy, school phobia, or school refusal may be products of an aversive environment where teacher imposes rules on learners, uses punishment and humiliates student in front of peers (Yarason, 2004). Donga states that adolescents are very sensitive and trying to demean them or force them into doing something they do not like could result in direct confrontation. Thus, teachers by using their position to humiliate and intimidate the learners cause indiscipline. The relationships teachers establish with their students have an influence on the development of self-concept which in turn affects discipline in class. Learners with poor self-concept are more likely to display unacceptable behavior (Felix, (2011).

The teacher-learner relationship in the classroom should be based on mutual respect and trust. To achieve this, teachers have to be in close partnership with the learners when making decisions that affect the class. Both teachers and learners work as a team

to achieve predetermined goals and objectives of the lesson. That is, the ideal teacher–learner relationship is the one that recognizes learners as partners in the education process and also in their behaviour modification. It is in this environment where there is less hindrance, learners work harmoniously with others (Gauteng Department of Education, 2000). According to Deiro (2005, 10) relationships are formed to create a challenge in one or both parties in the relationship’. The teacher is constantly modifying the behaviours of his or her learners. In order to help learners change their way of behaving, teachers need to establish positive teacher–learner relationships that can lead to a good working relationship. Lastly, from this point of view, it should be stated that positive teacher behaviour control mechanisms and teacher authority towards a positive teacher–learner relationship will in turn minimize the occurrence of indiscipline in the schools.

Therefore, it was necessary for teachers to build a good relationship with their learners which can assist them; both build their good behaviour, character and improve their class performance. By building good relationship with learners, it means that learners will be influenced to do that good behaviour since it will be an influence from an adult. So, this is one way how teachers act irresponsibly with learners that by establishing good relationship with learners that may bring a good disciplined learner. Good relationship between teachers and learners or learners themselves is vital for both good behaviour and good performance in students.

4.4.4 Unpreparedness of teachers causing indiscipline cases in school

One of the ethics of a teacher is to prepare for each and every day's activity. This study found out that there was a good number of teachers who came to school without thorough preparation. This was reported by Head teacher A from one school. When the researcher tried to investigate more on this, almost all head teachers said that it was a teacher's requirement to do that. Every teacher was required to prepare class work before one goes into class. However, it was reported that some teachers come to class unprepared. Because of such unpreparedness, their performance in respective classes was questionable.

The figure 5 below, illustrates the way how students are being disturbed if lessons are not well prepared by teachers.

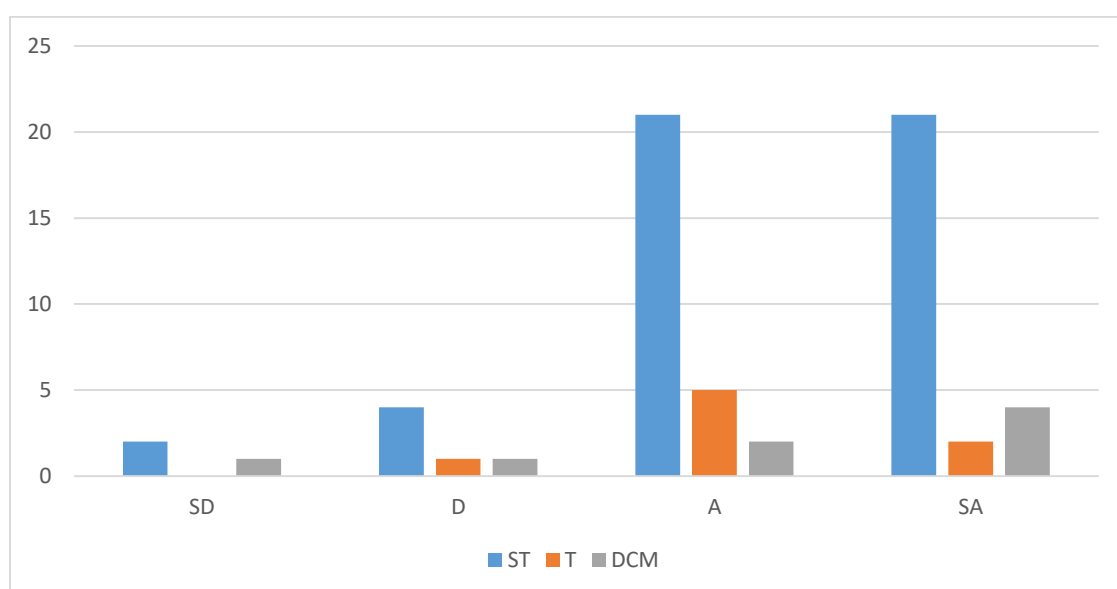


Figure 5: Unpreparedness of teachers

Most of the respondents gave their views against this statement, “Teachers sometimes spread indiscipline by being unprepared” by which most of them strongly agreed to it.

One scenario happened at one school and was reported to the head teacher by students. It was about the teacher's competence in their class. This happened in a Mathematics class. Every time the teacher came to class, his capability to handle the class was below to the expectation of the students. The students had to inform the head of the school about the issue. They needed a replacement of the teacher. It meant that the learners lost their respect and confidence in the teacher. Losing the respect and confidence in learners is the first step to cause problems among students as Harmer, (2001) said in his study. This must be completely avoided by teachers. A teacher must be prepared all the time to make the lessons enjoyable and at the same time manage the class accordingly.

Tamara (2009) argues on what he terms teacher-caused indiscipline, situations where teachers cause indiscipline. Teachers sometimes perpetuate indiscipline by being unprepared, that is, lack of commitment (Donga, 2007 and Felix, 2011). An ill-prepared lesson has a tendency of and causing indiscipline in school. Donga asserts that if a teacher comes unprepared self-confidence will be lost. Learners will doubt teacher's capabilities. Lochan, (2010) also suggests that when lessons are not interesting, discipline crumbles, causing boredom which will lead to disruptions such as truancy, and talking during lessons without permission. Lack of commitment also takes place when the teacher is not catering for individual learning styles of learners (Felix, 2011). If teachers fail to use a variety of teaching methods to reach every learner, the learners become bored, disinterested and reckless. Marzano and Marzano (2003) also allude to the fact that ineffective teachers treat all students the same. They are not sensitive to the diverse needs of students and this leads to indiscipline in class. The unpreparedness may also come because of shortage of teaching staff in the school and sometimes

teachers who are not qualified to teach in the school can fuel indiscipline cases in the school. Such teachers may have problems in preparing for their lesson in the end going into the class unprepared, and causing indiscipline. For example, according to social learning theory, students become more effortful, active, pay attention, highly motivated and better learns when they perceive that they have mastered a particular task. It is the duty of the teacher to allow student to perceive in their efficacy by providing feedback to understand their level of proficiency. Teachers should ensure that the students have the knowledge and strategies they need to complete the tasks. This only happens if a teacher had prepared his work properly, because in preparation, one will have gathered enough information for the lesson to be properly delivered.

Disruptive behaviour could also be attributed to the teacher's behaviour and attitude. When the teacher comes to the class unprepared or gives boring lessons students are not engaged with a task or a topic and thus they are more likely to behave disruptively. Being inconsistent and saying that one action is going to be taken when it is not, also encourage students to behave problematically. One of the mistakes of many teachers was to try and establish control by shouting. Rising voice by the teacher contributed to a general rising of the level of noise in the classroom as Harmer (2001) said. If teachers are not prepared for their daily activities, it showed that they are not committed to their work. A teacher shows commitment and confidence only when he/she is prepared and attends to his/her class accordingly without pushing him/her. Therefore, workers and students should be kept busy to remove the chance of misbehaving. There is an English saying that goes 'an idle mind is the devil's workshop'. It has been observed that when human beings remain without work they start thinking about other things that may not be good.

A good example of this is alcoholism or *Marijuana* smoking. Sometimes they sit in groups and plan theft or robbery or conflicts. It becomes very hard to know the thoughts of an idle person or idle people.

4.4.5 Misunderstandings between students and teachers on some issues in the school

There are a lot of misunderstandings between teachers and learners that happen in the school and may cause indiscipline. This study has found out that within a classroom setup and within the school premises, teachers and students tend to disagree on certain issues. When learners are unsatisfied with what they wanted, they will react. An incompetent teacher in a certain subject for instance may be thrown away the classroom by students because they are not satisfied by the service given by the teacher. Often, dissatisfied people protest. Sometimes, protest causes indiscipline. For example, students in schools may strike because of the poor foods provided. It has happened that some students are not satisfied with the provision of beans for a week and instead they need meat and vegetables. Children may misbehave at home towards their parents only because the parents deny them necessary services such as foods, clothes, shoes and school uniforms. As defined by Dascal, 1985, misunderstanding is a regular non-extraordinary feature of human interaction, whether communicative interaction is cross-cultural or not. This study found out three of such misunderstandings that fueled misbehaviour in learners in the schools visited. These ranged from entertainment issues, hasty decision made by teachers on learner to choice of language by teachers on learners.

To begin with, indiscipline cases in secondary schools were caused when students were denied entertainment activities in their respective schools. This study found out that at school A, students were denied of disco that was to be performed in the evening. The school management wanted the disco be performed during the day. But learners wanted it to be performed during the night, may be they had a hidden agenda for wanting it to be performed during the night. This decision angered most of the learners. Hence, they went on a rampage by destroying the school property starting from the administration block and all items that were found in that building. Some classrooms were also destroyed. This resulted into some students being arrested by the Police, some were rusticated while some were completely expelled from the school after they had paid for the damage caused.

At school B, where this research was also carried out, the study found out that students went on rampage because they were denied to watch one of their favorite football teams in the Champions League. Students were angered and that evening they destroyed the head teacher's office and a few items in that office were vandalized. This resulted into some students being rusticated and some were expelled from school. Since all these were documented in the discipline files, it was easy to get evidence of such indiscipline cases. In all these situations, students' demands were not accorded, what came up was students misbehaving within the school and school property were damaged in the end. This affected student's discipline, performance and daily functioning of their schools. Furthermore, the study has found out that there were times when teachers made quick decisions on learners without thorough investigations. This causes indiscipline in the schools.

During the short interviews made with the students and discipline committee members from school C, it was revealed that sometimes indiscipline case erupted in schools because of making hast decisions by teachers on victims without thorough investigation on cases of indiscipline. It was revealed that when an indiscipline case had been spotted out, teachers rushed into punishing the offenders without putting much effort on investigating the issue. When the offender tried to defend him/herself, disagreement erupted and this resulted in teacher-student tag of war. In the end there was an indiscipline caused among students in schools.

This study also found out that students and teachers engage in a disagreement because sometimes teachers used offensive and abusive language on other students. Since it started from teachers from school D, learners had to emulate by using the same language on other learners, hence, causing indiscipline in the school. This study found out that some students were being abused in terms of language use. The figure 1.6 below gives the picture on how students were being intimidated by teachers. The statement that was being responded to was, “Teachers cause indiscipline by using their position to humiliate and intimidate the learners.” In response to this, all respondents had their own views to share. In fact, most of the respondents had strongly agreed to the statement.

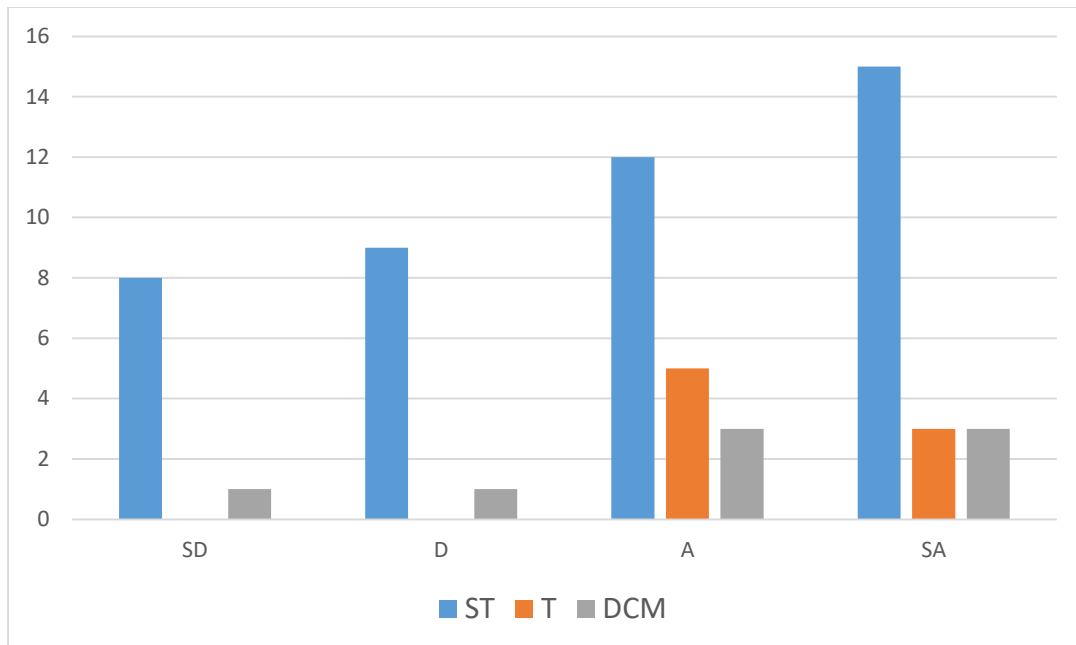


Figure 6: Intimidation and humiliation by teachers on students

In one of the interviews held with the head teacher of school B, revealed that one teacher at their school was fond of giving out unnecessary names to some two students (according to the research, one male and one female). These remarks were made according to their body outlook. In the Focus Group Discussion with the head that was conducted, revealed that this teacher used abusive language like: *“you are old enough and ready to get married,”* and *“you are not intelligent that you can continue with your education, you are big for nothing.”* These remarks or comments were made to these particular students when they made a slight mistake in class or within the school campus. Such comments were also made as a way of mocking or disgracing them after they had performed poorly in academic issues. Some students could say the same to the victims which caused indiscipline among learners. In fact, they followed what their teacher was saying to the students. Because of this, the students felt uncomfortable to continue with their studies. As a result, both students wanted to withdraw from school. While from school B, the male student had to threaten to bit up whosoever mocked him. This made some students to live in fear.

The matter was brought before the head teacher who later referred the matter to the discipline committee. The committee disciplined the teacher accordingly. The victim was encouraged and remained in school. On the other hand, the female student was always separated from others in most of the school activities. The issue was known by school authorities, who resolved it and the student was guided and she continued with her education. What followed later was counseling the teachers to change the way how he was treating these students. According to social cognitive theory, it is important that learners emulate behaviour from their teachers. In this respect, learners were being modeled bad behaviour from the teachers. Bandura (1986), states that modeling does not limit to only live demonstrations but also verbal and written behaviour can act as indirect forms of modeling. He says that modeling not only allows students to learn behaviour that they should repeat but also to inhibit certain behaviours. For instance, if a teacher punishes a student who was portraying any bad behaviour, other students may suppress this behaviour to avoid a similar reaction. Teachers model both material objectives and underlying curriculum of virtuous living. Teachers should also be dedicated to the building of high self-efficacy levels in their learners by recognizing their accomplishments.

4.4.6 Beer drinking and chamba smoking by students

It was discovered that some students be it boys or girls did indulge in beer drinking some even smoking Indian hemp (chamba). This influenced indiscipline in schools. This study found out that in three schools according to the records that were shown to the researcher, some students were rusticated and some completely expelled from school due to this indiscipline. The records revealed that many students were involved in this indiscipline when they were out of school especially during weekends.

It was also reported that when students are out during inter-school games, many students took these substances. Because of that kind of indiscipline, it was reported that some of these students were heavily punished and a few were rusticated from school. Only two students were suspended waiting for Ministry's approval on their case, as the head teacher reported. This is also illustrated in **figure 2** above. Beer drinking is one of the causes of indiscipline in many schools in this region and also globally. It could be said therefore that all manners of indiscipline acts that pervade our secondary schools environment today including beer drinking, or that are prominent among students at that level of education are as a result of poor learning experiences.

The influx of and acceptance of some western cultures that are not in consonance with the practices and norms in our country and which the adolescents take after without adequate censor by them make them to perpetrate indiscipline acts within or outside the school premises. Makinde (2004), concluded that "adolescents" which is the proper appellation for the secondary school students because of their age bracket are rebellious to the adults. Because of the state in which they are after they have taken beer, their act is always rebellious to the adults. It was found out that, this chaotic behaviour was true to all schools that were under this study. The researcher was only interested in cases that seemed to be frequently done by the majority of students in schools.

4.5 The main challenges faced by school management when trying to curb the indiscipline cases among students

Indeed, school managers face a number of challenges when they are trying to curb indiscipline cases in public secondary schools. Wanjia's (2010) research findings revealed that the challenges secondary schools management face when enforcing rules

and regulations include political interference, parents interference, restriction by law, lack of support by superiors, teachers being poor role models, inappropriate knowledge on disciplinary actions and drug abuse by students. This implies that effective methods of enforcing rules and regulations in schools are varied. However, this study found out the challenges as listed below.

To being with, the study found out that the respondents did agree that interference of parents in the management of indiscipline through seeking favours from the school management when their children had disciplinary issues was high. One issue was reported by Focus Group Discussion by students from school A where the study was carried out.

This was the issue:

One student was reported teasing a form one learner. This could warrant suspension from school. However, it was noted that the learner had a close relationship with one teacher at the school. When the case was reported to management, it gave a deaf ear to it and justice was not done on the learner. Maybe it was the relationship that was there between the learner and the teacher that made the school management not to implement the right punishment to the student. What management did was administering a simple punished to him within the school (one student May 4, 2018).

Indeed that posed a serious challenge to the school in course of dealing with indiscipline cases. Some members of staff were not cooperating in implementing school discipline or the rules and regulations. On top of this, there was also inconsistency in punishing offenders in the school by school management, consequently, making enforcement of school rules and regulations compromised by these acts of indiscipline and the school management and the teachers' own apathy.

The researcher also found out that some parents do not have adequate time to take care of their children at home. This was revealed when the researcher held a focus group discussion with discipline committee members from one school. It was pointed out that children lack parental guidance as they engage in unwelcome acts in societies and schools, taking advantage on favouring a learner by the parent, who had misbehaved at school. Some other parents are bad models to their children because they teach them bad behaviours such as drinking alcohol in clubs and bars. Some children do the same while thinking that it is acceptable because their parents do it. Some of the parents see their children involved in indiscipline cases but they do not warn or punish them. This may be a threat to learner's behaviour.

On the other note, the study found out that failure to adhere to school rules and regulations and resistance to change were some of the most predominant challenges faced by the school authorities. Clifford (2003) noted that discipline should take precedence over other activities and must be enforced. The implementation of effective discipline at school is key for the learner in his journey to adulthood. However, it has been learnt that in some schools, discipline is not enforced as it is required. Docking (2006) argues that, a disciplined student is the one who is expected to arrive before lessons start and wait for the teacher. At the same time a disciplined teacher is the one who is expected to respect all the time allocated to him or her on the timetable. Despite this belief, most teachers in the secondary schools visited, attend lessons late and leave classes before the end of lessons. This generally seems to originate from ineffective school rules and regulations. Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 2008).

Regulations are authoritative orders with a course of law intended to promote order and efficiency in a school. Lupton and Jones (2002), also concurred with Okumbe (2008), and argued that effective schools demonstrate sound inclusive practices, which include emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behaviour expected of the teachers and the students. But sometimes these rules and regulations are not adhered to. For example, on dressing, learners were resistant to tuck in their T-shirts, some were not punctual to school activities and some learners run away from lessons for no just reason.

Since learners learn by example, Bandura (1986) stated that, learners observe models and build self-efficacy, their belief that they can accomplish the work modeled. Based on the learners understanding of why it is important to learn something and their belief that they can accomplish the learning, learners will then self-regulate their learning and become proactive in their efforts to gain mastery.

During the same FDGs, it was reported that at some occasions, students were being threatened by culprits not reporting to the hearing of their offences when they were invited by school management which made them to fail to take appropriate action against offenders. There was also lack of cooperation from the offenders in time of hearing of the case or when administering punishment. To add on the challenges written above, the study also found out that offenders were giving wrong or false information during the time of investigation and hearing of their offences.

Another challenge that was found during this study was that serious offences that required dire consequences were watered down by some school officials. In other words, there was lack of consistency in handling indiscipline cases. One such example was reported from school C where two students, one of them staying overnight outside the campus and the other one was found teasing other learners who were not punished properly. These cases were mishandled by the school authorities. The concerned students were just given light punishments as opposed to being suspended according to the regulations laid by the Ministry of Education. Bullara (2003), found that students were not always the main or primary cause of indiscipline. In some cases, the students actually blamed this on some teachers who “over-interact” with students thus making them think that they can easily yield to their demands. When a tougher teacher decides to punish students, they develop indiscipline with that particular teacher and hate him/her. One of the teachers noted that cases of indiscipline had increased due to the inconsistent handling of undisciplined students by teachers and administrators as this was also cited to be one of causes of indiscipline among students. Situations cited were where students abused their teachers, stole others’ property or disturbed peaceful classrooms. It was also reported by one of the teachers from School B that:

“Some students are favoured by administrators even where they deserve to be suspended or expelled for disrespecting teachers are forgiven. This is done because such students coming from well-to-do or prominent families, teachers’ children or other reasons” (teacher from school B).

This implies that other students feel “cheated” and thus, resort to hating teachers or disrespecting them which aggravates indiscipline situations in schools.

The findings also revealed that some teachers failed to implement the school rules and regulations to some offenders therefore making the school authorities ineffective in handling indiscipline. This can also be called Teachers' inefficiency in implementing school rules and regulations. This leads to poor handling of students in classrooms and schools. If teachers are inefficient and ineffective in teaching and management their students will obviously engage in indiscipline. For example, if teachers do not punish the students who insult others everyday then the students will definitely become stubborn and proud of their bad behaviours. Likewise, if the teachers cannot teach well using modern teaching methods in classrooms students can misbehave with negligence and scorn.

This was reported by some respondents from one school where they lamented through the following statement:

Some talented students were involved in an indiscipline case. This happened at two different schools. One student stayed overnight outside the school without permission, which could result into suspension. The other student from another school was involved in bullying that could have resulted into exclusion from school. These cases were mishandled. Both students were just reprimanded instead of effecting the appropriate disciplinary measures since they were good footballers in their respective schools (One teacher, May 4, 2018).

In this respect, it could be concluded that the schools did not follow the official procedure in their handling of said discipline cases. Whether it was a good footballer or netballer, or in respect of anything, those students were supposed to face the same disciplinary measure to maintain school discipline at all times.

It was also reported that some teachers did not want to be part of the discipline team either out of lack of commitment to their duties or as a way of showing displeasure with the school administration. This was reported when one of the discipline committee members was met during the focus group discussion from School B. They said that in some occasions, teachers were irresponsible when dealing with indiscipline cases. Sometimes they just let the incident go without reprimanding the learner saying that they were not part of management. That act of laissez-faire (let it be) type of leadership style destroyed discipline of a school since each teacher minded his/her own business. This behavior from teachers is also called bad perception. Teachers' perceptions towards students may also contribute significantly to students' discipline since they are responsible for guiding them in various ways for their better future life.

In developed countries, however, teachers in schools with more than two-thirds low-income or minority students are least likely to report that their students worried a great deal about doing well in school, and most likely to report that their students are only doing enough work to get by (Moreiras, 2003). Bain, LL, Wendt, J. C. & Janice, C. (2003) found out that teachers either purposely or unknowingly made poor management decisions, which resulted in students not knowing exactly what they were supposed to be doing. As a result, the teachers acquired an incorrect negative attitude toward the students' abilities and behaviours, which further falsified the students' blame for indiscipline (Bain et al., 2003). When poor management decisions were made, Bullara (2003) found that students were not aware of what was expected of them. As a result, they go off-task, and they are blamed for the teacher's faults.

4.6 Strategies that are followed to mitigate indiscipline cases among students in the school

Students' discipline control may only be supported by its educational value. The realistic evidences show that lack of control and over-control lead not to positive learning outcomes, but rather, they are a major source for disciplinary problems escalation. Therefore, it is equally important to use the appropriate strategies to deescalate occurrence of such indiscipline cases in schools. What follows are some discussed strategies that secondary schools visited used to improve discipline in their respective schools in the division. It was also hoped that some strategies may not be mentioned here but they were equally important to be used to mitigate such indiscipline cases in schools. Out of many ways of dealing with indiscipline cases, this study found out the ones highlighted below that were mentioned by all respondents: conducting guidance and counseling; involving learners in maintaining discipline in the school; use of peer groups in improving students' discipline; being consistence when dealing with discipline cases; and engaging the parent or guardian in an effort to reduce indiscipline in the school.

4.6.1 Conducting guidance and counseling termly

Teachers are compelled to use guidance and counseling when dealing with indiscipline cases. The research found out that in the schools visited there was lack of guidance and counseling sessions with learners. During the FGDs with the discipline committee members from school A, respondents were quick to mention that they conducted guidance and counseling once in a term. It was also done whenever a learner, in presence of his/her guardian or parent, who was rusticated and was being readmitted in the school.

They explained that if this was done many times regardless of situations it could improve the situation in schools. Also it was reported that there were no qualified counselors in their school who could carry out the work properly. Several studies have been conducted to investigate the extent to which guidance and counseling programmes have been implemented in schools. However in this study it has been discovered that most teachers are incompetent and did not know exactly how to guide and counsel students.

In this respect, it has shown that our schools or departments are not fully empowered. On the other hand, there is lack of a formal structure to enable the schools or departments to perform their roles effectively. Even if there are counsellors in schools, they are put in such positions by school authorities to take care of such positions if need arises and on top of that, they are not qualified for the job. This has been revealed in the schools the study was conducted. In his view then, there is no consideration of whether the teacher is trained or not and the appointment is like any other in the school. Therefore, such teachers are ineffective because they are not trained and are not aware of their role in guidance and counseling. If a teacher is trained, he is more likely to elicit appropriate behaviour if he/she can understand the learners situation and therefore offer appropriate guidance and counseling to both the learner and the learner`s family. In this regard, therefore, teachers and educators need more training in order for them to effectively implement guidance and counseling programmes in secondary schools under them for social and education progress.

Yaroson & Zaria (2004) said that peer counseling programmes used under a qualified counselor can help to lessen disciplinary problems in schools. Other than that, only one or two teachers were allocated the role of guidance and counseling. On average each school had over 500 pupils. Considering the number of pupils in the schools, the counselors were insufficient especially that these teachers also had other duties to perform. For example, at one secondary school, only two teachers met students once every two weeks to counsel those who were reported to have had cases to settle. So, once in every fortnight, there was little time engaged to help or model students to produce good behaviour looking at the large number of students who were accommodated in all the schools. On the other hand, those teachers had classes and other administrative duties to perform. They were not always available in the offices to attend to learners.

The guidance and counseling office would be very useful in helping reduce indiscipline if it were to fully take up its role instead of referring learners to the disciplinary committee all the time. Punitive measures did not always solve problems as they sometimes enhanced problems. At times all learners needed good counsel that might guide them into disciplined and productive learners and help them cope up with interpersonal problems that they may be experiencing. It is worth noting that the majority of learners in secondary schools were in their adolescence. It was during the adolescent years that learners are most undisciplined. Adeloye and Aina (1990) stated that this was because adolescence was characterised by a multitude of crisis manifesting in stresses, conflicts and frustrations.

In attempts to resolve these confusions, if adolescents were not properly guided they tend to resort to delinquent behaviour. Parkay (2006) observed that combining counseling and cross-age tutoring could help learners stay away from alcohol and drug abuse, pregnancy and delinquency. This cross-age tutoring was very similar to the preventive programs which were done in some schools. These involved college students meeting with secondary school learners, or secondary school learners meeting with those in basic schools to perform dramatic episodes that portray learners confronting problems and model strategies for handling the situations presented. When learners are equipped with this knowledge, they learn how not to become victims of drug and alcohol abuse, teenage pregnancy and other delinquent acts.

Learners stated that administering stiff punishments to indiscipline learners and imposing strict school rules did help reduce indiscipline among the learners. Teachers were of the opinion that, close supervision of learners and a strong disciplinary committee did help reduce indiscipline among learners. They stated that when teachers closely monitored the learners, and erring learners were brought to book, other learners learnt from that and in the end observed school rules. In contrast to this, Yaroson and Zaria (2004) have reported that schools can ensure discipline through reduction, rather than an increase of school rules. Instead, they suggest that moral education should be fostered as it helps learners make personal decisions on how to behave appropriately. On the other hand, counsellors, for instance, can be particularly influential with students from disadvantaged backgrounds (McDonough, 2004).

In schools with limited resources and high counselor caseloads, mentoring programs or drop-in offices staffed by students or other community volunteers can be helpful

(Schneider, 2006). Counseling should be supported by assessment data as part of a concerted “early warning system,” beginning in form one, that identifies struggling students and ensures that they get the additional help they need (The Education Trust, 2005). Additional steps to help keep students engaged and learning may include: A positive relationship with a caring adult mentor, which can be provided individually, or in groups; by teachers, other school staff, fellow students, or members of the community; and either in the school or outside the school (Lerner and Brand, 2006). Another support program is advisories which include small supportive groups led by school staff that develop a personal relationship with students (Herlihy and Quint, 2006). Small learning communities can also help in bringing learners in good shape. Bandura (1978) in his theory of social learning he presented that promoting self-regulation is an important technique in reducing misbehaviours. He believes it is usually done by teaching the individual to reward himself after doing the needed behavior. However, on this regard, Bandura believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviors by watching other people. So, it is very important that guidance and counseling services are provided to learners to bring discipline in schools.

4.6.2 Involving learners in maintaining discipline

From the short time the researcher visited the schools; it was learnt from either the students or the teachers that it was important that teachers should give chance to learners in maintaining discipline in the schools. Educators who did not actively involve learners in classroom activities, in formulation and maintaining school rules may experience disciplinary problems.

This was pointed out because most of the rules and regulations were imposed on them. Some are those that come from Ministry of Education Headquarters and some are by-laws made by the school authority and Parent Teacher Association or School Management Committees. One of the head teachers said that the involvement of learners in matters pertaining to their education reduced indiscipline problems. Learners, who were actively engaged and interested in classroom activities, stayed on task at a higher level than learners who are less interested and involved. Lochan (2010), Idu and Ojedapo (2011) and Temitayo, O., Nayaya, M. A. and Lukman, A. A. (2013). Underscored the role of teacher as an educator who involves his or her learners in class, treats them as people who are capable of thinking for themselves and do not treat them as objects to be persuaded and shaped into manageable inferiors.

Therefore, by involving learners and their student governing bodies such as student councils in the discipline process and promoting learners' reflection about their own indiscipline is key to effective discipline. Egwell (1989) strongly advises that students should be treated humanely, that is, without such prejudice that they are naturally undisciplined and can't think maturely. Therefore, the conduct of teaching staff, school management teams as well as founding bodies of such schools significantly influence the discipline of students.

In this case therefore, it can be concluded that involving student council in deciding over students' welfare activities influences students' discipline. Students council's play an important role in school management because they are given very many roles like students' welfare, coordinating co-curricular activities, supervising learning activities like early morning and late evening preps.

They also check students' attendance to such activities and monitor indiscipline cases. Hence, teachers must involve learners in both formulation and implementation of the rules in the school all the time.

According to social learning theory, Bandura based his idea on how learners learn by interaction with others. If learners are entrusted by school management who are well behaved, some can change their behaviour following their friends. It is believed that the ideas that we learn from our interactions with others in a social context can easily transform others. After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour. These are regarded as live models to fellow learners in daily living in this social learning theory. Learners will be imitating which involves the actual reproduction of observed motor activities from their friends, (Bandura 1977). So, it is important that teachers should involve other learners in trying to bring discipline in schools.

4.6.3 Use of peer groups in improving students' discipline

The researcher sought opinions from students during the FGDs on how peer groups could be used to improve discipline. In their responses, students said that well behaved students could be appointed as peer counselors so that they could teach others the positive aspects of behaviour. Those appointed peer counselors could be used to advise their peers and educate them on the importance of being disciplined. They further said that peer counselors could enlighten their fellow peers on the dangers of negative peer influence and how one could choose his or her friend wisely. This could also be confirmed by a study done by Nasibi (2003) who stressed that students' peer counselors

can be constructively used to influence the behaviour of age mates positively. This study found out that if this was used appropriately, discipline in schools could be improved for the better.

The best way of trying to bring about discipline in schools according to Bandura (1986) is using peer groups. It is in peer relationships that learners broaden and particularize self-knowledge of their capabilities. It must be understood that peers serve several important efficacy functions. Those who are most experienced and competent provide models of effective styles of thinking and behavior. It must be known that a vast amount of social learning occurs among peers. In addition, age-mates provide the most informative points of reference for comparative efficacy appraisal and verification. Children are, therefore, especially sensitive to their relative standing among the peers with whom they affiliate in activities that determine prestige and popularity. Since children tend to choose close associates who share similar interests and values it is helpful to use peer groups in trying to sort out discipline cases in respective schools.

Using peer groups in trying to improve learners' behaviour can be effective in schools. As Bandura suggest in Social cognitive theory, if it is used in psychology and education, can try to improve learners' behaviour. The theory holds that portions of an individual's knowledge acquisition can be directly related to observing other learners within the context of social interactions and experiences learnt from friends. Learners learn many things if they interact with others. They can also share experiences in their groups that can help to reduce misbehaviours in schools.

4.6.4 Be consistent when dealing with discipline cases

Being consistent is one of the ways that was highlighted by respondents on ways of mitigating students' indiscipline cases in schools. The study found out that being just and fair was absolutely important if discipline checking and effective learning was to take place. There were times when the teachers were unfair either to the class as a whole or to particular students. Most teachers had students that they like or dislike more than others. But they were not supposed to show their preferences and prejudices in front of the class. When the teacher had a negative attitude to learning and does not really care what was happening in the classroom he or she was also likely to lose the respect of learners. So it was advisable that the teachers at all times be consistent in dealing with any kind of indiscipline case in order to maintain school discipline.

He/she should not side any learner when dealing with this, but must be fair and just in performing his/her duty. Since teachers are the largest single occupational group, their roles have strategic importance for the intellectual, moral, and cultural preparation of people, (DoE, 2007). Teachers are the essential drivers of economic development and quality education. Therefore, for teachers to be able to perform better they must be equipped with skills and knowledge required. Smith & Laslett, (1993), observed that the roles of teachers cannot be overlooked if policy and educational change intends to have the desired effect. She adds that policy structures should be accompanied by a supportive process intended to strengthen the roles of teachers. That is why a teacher is an important aspect in both learners' academic and moral standards. It must also be emphasized that the use of suitable punishment in schools is assumed to instill discipline and is intended for students who violate the agreed rules and regulations in schools. Hence, punitive disciplinary measures have to be administered to bring about

a desirable change in behaviour, and therefore are presumed to improve school discipline, (Okumbe, 1998).

Lastly, when dealing with indiscipline cases, some head teachers do not follow the right procedure when performing their duties in schools. Yet, for a disciplinary action to be effective, a systematic procedure must be followed. As indicated by earlier researchers like Nyaga (2004) and Okumbe (2001) states that effective disciplinary action should start with a preliminary investigation, then a temporary suspension followed by oral or written warning and finally dismissal (discharge) from the school. This shows that there is need for intervention measures to harmonize the procedures followed by all stakeholders.

4.6.5 Engaging parent or guardian in an effort to reduce indiscipline among learners

The findings revealed that parents or guardians were of great importance in an effort to reduce indiscipline cases in schools. The study found out that teachers alone may not completely eradicate indiscipline cases in schools, hence parents/guardians involvement. The joint cooperation that might exist between the two parties, thus, the parent and teacher, might assist to reduce such indiscipline cases in schools. Both teachers and parents/guardians should take their role in trying to discipline the learners. This may happen through modeling proper behaviour to learners. This is another strategy which researchers consider highly effective for controlling indiscipline among the students. For instance, Davis-Johnson (2000) claimed that teachers are not always modeling positive behaviours. She stressed that part of the role of the teacher is to model the behaviours of positive self-concepts and respect for others and to establish

importance of academic achievement. Her view is also shared by Field & Fields (2006) who claim that teacher and parental examples are productive methods of guidance and discipline. Curwin & Mendler (2008) further stated that students learn both morals and immoral based on what they see than what they hear. Fields & Fields (2006) also added that sometimes the cause of inappropriate behaviour is that children have learned from inappropriate role models. Therefore, it is important to strengthen role modeling in learners so that they emulate the right behaviour and by doing so, learners' behaviour is corrected.

Prickle (2000, p.4), pointed out that the other way to make sure that discipline is maintained is by using social persuasion. In his description, he said that it was important for either teachers or parent/guardian should give verbal and social praise and encouragements that lead learners to exert more effort. By doing this learners feel that they are recognized whenever they have done something worthy of praise. By doing that their behaviour is maintained. This is what Bandura (1977), in his social cognitive theory stressed.

Some of the areas that were mentioned by respondents in the fight of indiscipline in schools were as follows:

- i. preaching about rules and regulations frequently to learners during assemblies,
- ii. pinning the rules and regulations on notice boards for learners to see,
- iii. periodically reminding students about the school rules and regulations,
- iv. settle all indiscipline cases as soon as it occurred,
- v. parade all witnesses during hearing of any cases reported in order to ensure justice and fairness,

- vi. any reported case must be thoroughly investigated to avoid biasness during passing out judgment,
- vii. conducting frequent meetings with the learners, staff members and parents too,
- viii. giving right punishment to the offender in time,
- ix. follow the school calendar once it has been released, and
- x. sensitizing both parents and learners on discipline policy from Ministry of Education Science and Technology could assist in bringing discipline back in the schools. That also included the by-laws that the school management committee and parents form for betterment of school discipline of their schools.

Since most of the indiscipline cases occurred away from the educators, according to Jones Model, (Charles, 2002), it is equally important that learners must be given necessary incentives which were likely to transform their behaviour. Also, according to Curwin & Mendler Model (2008) – ‘Discipline with Dignity’, when dealing with a learner’s misbehaviours, learner’s dignity was supposed to be considered. By doing that, the learner would see the importance of changing his/her behaviour after realizing that his/her dignity was considered first. In all, the student’ behaviour is modeled and shaped by influences from the environment and more importantly by the teacher. Therefore, the teachers must select the desired student behaviour, reinforce appropriate behaviour and act immediately to extinguish inappropriate behaviour. This could help to maintain discipline in schools irrespective of type of case identified.

4.7 Chapter Summary

The chapter has analysed and discussed the findings of the study on an exploration of school-related factors affecting students' discipline in public secondary schools in Central East Education Division. The views from the head teachers, deputy head teachers, teachers, discipline committee members and students agreed that the discipline in schools visited was not as bad as it had been in the past. Of course, there were rare cases where students misbehave but not severe as before. But still, all respondents agreed that there was a bit of indiscipline in schools. This was also evident from what was observed in the discipline files that were presented to the researcher and analysed.

Again the findings showed that peer group influence was the dominant factor attributing to discipline problems among students. This happened when students liked to spend most of their time with their friends. This was because students generally did something which was unhealthy rather than doing things that benefited themselves and others. They are also influenced by bad things from outside. From the results, the respondents also stated that the students were coerced by their friends to drink beer, go out of bounce, come late for classes and steal or show any other behaviour that was against the school rules. In this case, the students were forced by other students to do such bad things. If they resist, the students were not at peace because they feared of being beaten by their friends. The chapter has also looked at ways of mitigating the indiscipline in the school in order to have safe learning environments. It was important that head teachers follow right procedure in dealing with any kind of indiscipline case.

The next chapter gives the summary, conclusions and implications of the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Introduction

This chapter presents the study in a summary and makes conclusions based on the results that were found in the schools visited. It will also presents the implications from the findings and areas for further research.

5.2 Summary of the study

The study aimed at exploring school related factors affecting students' discipline in public secondary schools in Central East Education Division of Malawi. The researcher came up with the following information according to the responses got from the respondents. The summary is given according to the research questions.

The current discipline status of students in secondary schools has improved in many schools though there are some schools that are still habiting students who are showing indiscipline of some kind. However, as reported, discipline in schools has improved relatively because there was little registration of such cases for instance riots, bullying and other. A majority of the head teachers in this study agreed that there are fewer occurrences of indiscipline cases in their schools which are easily handled by the head teacher, discipline committee or teachers within the school. All the four head teachers agreed that discipline had improved for the better.

The findings on causes of indiscipline among students in school revealed that peer pressure was one of the highest causes of indiscipline in secondary schools. Another cause was misunderstanding between teachers and students on various issues in the school such, as provision of meals, manual work, and attendance to classes and punctuality to school activities. Some respondents pointed out that hasty decisions taken by teachers on students, fuel indiscipline among students. Additionally, choice of language that teachers use when talking to students bring about indiscipline among students. Use of drugs and alcohol was also highlighted as one of the causes of indiscipline amongst students. Finally, findings of this study also revealed that opposite sex relationships which often resulted in early pregnancies and school dropout are reported and handled in schools.

5.3 Conclusion

The results of the study indicated that indiscipline cases in Public Secondary Schools in Central East Education Division is caused by many factors, some of which were: peer pressure and groups among students themselves, teachers' absenteeism from school activities, teachers who are not role model to learners, unpreparedness of teachers for their daily activities, relationships between teachers and learners, students being denied of some entrainment in the school, use of offensive and abusive language by both teachers and students themselves, beer drinking and smoking by students, and lastly hasty decisions made by the teacher on students. In order to improve discipline, school should be an institution to assist the students to achieve excellence in academic performance. Students should learn to respect life and keep their dignity as they grow up. The school should set clear rules and regulations for enhancing effective discipline. Moreover, in order to affect the discipline in secondary schools in Central East

Education Division teachers should work hand in hand in guiding and counseling students in schools, the students' opinion should also be respected by the teachers, and there should also be proper systems to enforce school rules and negotiations in all the schools. Finally, the administration should not be harsh and ruthless to the students. The head teachers and other stakeholders should also work together with the teachers in maintaining proper discipline in the schools. All the teachers should work towards a common goal in modeling of the students to become good citizens and leaders of our country in future.

In conclusion, the current discipline status of students in secondary schools in Central East Education Division was identified. The findings showed that the level of discipline problems among these students is generally good. Secondly, the major cause of indiscipline among students was highlighted as peer pressure among students. Regarding the challenges faced by school management to bring down the indiscipline cases, the study revealed that resistance to change by both learners and some members of the staff and even the community topped the list. Lastly, the study findings highlighted strategies that are used by authorities to mitigate these indiscipline cases as guidance and counseling and involvement of students in sensitizing other students in changing their behaviours.

It must be noted that indiscipline leads to ineffective teaching and learning and production of unacceptable members of society. The school and the family are the two institutions most concerned with the growth, socialization and education of the child. These institutions need a sound relationship based on mutual understanding and cooperation. Therefore, teachers play a vital role in curbing indiscipline at school.

It is the school's duty to improve discipline by taking necessary steps to remove the causes. They should strive to develop self-disciplined children by helping them to become responsible.

5.4 Implications

Most schools agree that the current discipline in school seems to have improved, however there is still need to improve in some areas. This study has found out that, the situation is better in terms of discipline in schools but the study has revealed that many cases go without being reported and recorded or documented in discipline files of the schools. On the surface things might appear to be in order due to Laissez-faire type of leadership. But, if the total school environment is not conducive for learners' learning, they will misbehave. It is important that each and every environment is improved for better handling of learners. For example, qualified staff can assist learners in behaviour modification and teachers who are of good role models can influence change in learners' behaviour. In the end, schools can have learners who are well behaved and be acceptable citizens of the community.

As stated earlier on, indiscipline cases are caused by many factors and if such factors are not addressed, it will be impossible to have well-disciplined students. When there are so many causes of indiscipline in the school environment, the result is that the growing youth may be entangled in many problems. The result will be youth who have no future. Since the country needs youth who are responsible, it is advisable to make sure that different schools should minimize causes of indiscipline that can assist the growing youth be moulded into acceptable citizens of their societies. Most schools in Malawi lack qualified counselors.

This is the more reason why counseling and guidance services are not effective in Malawian schools. The result is that the schools graduate learners who cannot be trusted any more. In this case, it is important that the Ministry should try to employ enough qualified staff to assist in maintaining school discipline. It is this qualified staff that can perform the quality work and in the end graduating acceptable citizens of the country. Since the study found out so many challenges that are faced by school management when trying to curb the indiscipline cases in their respective schools, it is equally important to realize that all such challenges must be contained. When we talk about challenges, we think of barriers that hinder proper management of any activities one want to undergo. If challenges that are faced by school management are not addressed, learners will be lost. It may also make management difficult to make the environment conducive to both learning and molding disciplined learners. On another note, if there are many challenges, discipline of the school will be in shambles. In this case, learning will be affected. In every situation, for learning to take place, it needs an environment that is free of violence, riots, bullying, drug and substance abuse and accommodates every learner in character building in respect of academics.

In order to mitigate indiscipline cases in schools it is necessary to follow right procedures when dealing with discipline problems emanating from teachers and learners alike. One of such examples of such strategies is to give right punishment to any indiscipline case that has to be dealt with. Also following right process in handling discipline cases should be followed, i.e. there is need for intervention measures to harmonize the procedures followed by different stakeholders when dealing with indiscipline cases. As different researchers have suggested, effective disciplinary action should start with a preliminary investigation, then a temporary suspension followed by

oral or written warning and finally dismissal (discharge) from the school. If such a procedure is not followed, it means that there is no character modification; no learning and such people will not be accepted in the society.

5.5 Suggestions for further research

Since this study only focused on school based factors affecting students' discipline in secondary schools, the study suggests further studies in the following areas;

- Influence of home based factors on learners' behaviour.
- Extent to which school rules and regulations contribute to management of student discipline in schools.
- The impact of the strikes on the academic performance of students in schools.
- The role of the community and parental upbringing in the discipline of students.

Lastly, another study can be conducted in other education divisions in the country on the same topic since this study was done in Central East Education Division.

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APPENDICES

Appendix A: Introduction letter from Chancellor College to conduct the study



CHANCELLOR COLLEGE

Principal: Richard Tambulasi,
B.A. (Pub Admin), BPA (Hon), MPA, Ph.D

P. O. Box 280, Zomba, MALAWI
Tel: (265) 01 524 222
Telex: 44742 CHANCOL MI
Fax: (265) 01 524 046

Our Ref.: EDF/6/19
Your Ref.:

16th March 2018

TO WHOM IT MAY CONCERN

INTRODUCTORY LETTER FOR MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY)

Mr. Amos Kachilele Mwale (MED/PSY/04/17) is a student of Education in the Department of Education Foundations at Chancellor College, University of Malawi.

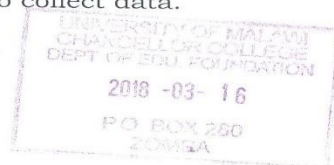
He is working on his thesis titled, "*An Exploration of School Related Factors Affecting Students' Behavior in Public Secondary Schools in CEED of Malawi.*"

This is meant to be a request to your institution or organization to assist our student in his endeavor to collect data.

Thank you

A handwritten signature in blue ink, appearing to be 'E.T. Kamchedzera'.

E.T KAMCHEDZERA, PhD
POSTGRADUATE COORDINATOR EDUCATION FOUNDATIONS DEPARTMENT



Appendix B: Letter of introduction from Division Manager to conduct the study

FROM: THE EDUCATION DIVISION MANAGER
CENTRAL EAST EDUCATION DIVISION
P/BAG 233
KASUNGU

TO : THE HEAD TEACHERS
: NANTHOMBA CDSS
: ROBERT BLAKE SS
: CHIPOKA SS
: DOWA SS
: NTCHISI SS
: CHAYAMBA SS

DATE: 19TH MARH, 2018

SUBJECT PERMISSION FOR MR. AMOS KACHILELE MWALE TO COLLECT DATA IN SCHOOLS

The above named is a Master of Education Student at Chancellor College in Zomba and is hereby dully authorized to collect data for his thesis from your institution.

Please assist him accordingly.


BILLY CHIKHWANA BANDA
EDUCATION DIVISION MANAGER
CENTRAL EAST EDUCATION DIVISION



Appendix C: Questionnaire for the Teachers

Dear respondent, I am conducting a study on **an exploration of school-related factors affecting students' discipline in public secondary schools in central east education division of Malawi**. You have therefore been selected to participate in the study by responding to questions contained herein. You are kindly requested to answer all questions to the best of your knowledge. All information you give will be treated with utmost confidentiality. Do not write your name in the questionnaire. (Please tick (✓) or fill in responses in the boxes or spaces provided).

Part A: General information

1. What is your gender Male ☐ Female ☐
2. What is your highest academic qualification Diploma ☐ Bachelor's Degree ☐
Master's Degree ☐ other, specify.....
3. What is your age bracket Below 25 yrs. ☐ 25- 30 yrs. ☐ 30-35 yrs. ☐ 35-40 yrs. ☐
40-45 yrs. ☐ 45-50 yrs. ☐ Above 50 yrs. ☐
4. What is your teaching experience 0-2years ☐ 3-4 Yrs. ☐ 5-6 Yrs. ☐ Above 6 yrs. ☐
5. Level (Class) taught form 1-2 ☐ form 3-4 ☐ form 1 & 3 ☐ form 2 & 4 ☐
Form 1 & 4 ☐

Section B: School rules and regulations on students discipline

6. Are students fully sensitized on the schools rules and regulations? Yes ☐ No ☐
7. Are the school rules strictly followed by the students accordingly? Yes ☐ No ☐
8. Are the teachers fair in the way they handle students' indiscipline cases? Yes ☐ No ☐
9. What is the current students' behaviour status in your school? Excellent ☐ V. Good ☐
Good ☐ Bad ☐ Very Bad ☐
10. Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

Aspect of management of school rules and regulations	SD	D	A	SA
The head teacher and teachers in this school ensures that all students have a copy of school rules and regulations.				
The head teacher and teachers of this school is strict on students dressing code.				
The head teacher and teachers of this school maintains the punctually of students for lessons.				
The head teacher and teachers of this school is strict on the possession of mobile phones by students.				
The head teacher and teachers of this school maintains that students get permission before leaving the school.				
The head teacher and teachers of this school is strict on students having compulsory meals.				
The head teacher and teachers of this school is strict on students having compulsory manual work.				
The head teacher and teachers of this school is strict on student's class attendance.				
The head teacher and teachers of this school is strict on students having compulsory studies.				
The head teacher and teachers of this school is strict on students having exams.				

Section C: Administration of punishment on student's indiscipline cases

11. Using the key given, choose or tick the right alternative that fits your opinion on punishment administration as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

Aspect of administration of punishments	SD	D	A	SA
The head teacher and teachers ensures that students are punished for the right cause in this school.				
The head teacher and teachers ensures that students are given reasonable punishments.				
The head teacher and teachers observes that students serve the given punishments in this school at the stipulated time.				
The head teacher and teachers maintains that all students are equally punished in this school for the misbehaviour portrayed.				
The head teacher and teachers maintains that the disciplinary committee handles students' discipline cases in this school.				
The head teacher and teachers maintains that all students have a disciplinary file for recording their punishments.				

Section D: Cause of indiscipline in Students

12. Which of the following are the main causes of indiscipline of students in your school?

Drug abuse [] Alcohol drinking [] Immorality [] Violence [] violence [] bullying []
vandalism [] common assault [] robbery [] peer pressure [] teachers inability []

Others, please specify

.....

13. The factors stated below relate to causes of indiscipline in students in a school, kindly (tick) all the appropriate columns. Kindly indicate your level of agreement. Use a scale of 1 to 5 where 1 is to a strongly agree and 5 is strongly disagree.

Aspect of administration of punishments	1	2	3	4	5
Peer group provides a medium through which a child learns to function more independently.					
In peer groups in the school, the youth learn positive values of cooperation, responsibility and other good habits.					
Peer group pressure could also contribute to acquisition of negative habits or vices such a drug abuse, violence etc.					
Without peer groups, students can form good habits in the school.					
Peer group is a very important reference group for the students in school.					
The opinion of the peer group is important to the youth and with which students compare themselves.					
Almost all young people are eager to participate in shared activities and to exchange ideas and opinions with their friends.					

Section E: Influence of teachers drunkenness on Students Discipline

- 14.** The factors stated below relate to Influence of teachers drunkenness on Students Discipline, kindly (tick) all the appropriate columns. Kindly indicate your level of agreement. Use a scale of 1 to 5 where 1 is to a strongly agree and 5 is strongly disagree.

Item	1	2	3	4	5
Some behaviours exhibited by teachers lead to student indiscipline.					
To understand student behaviour, it is also important to consider teacher behaviour.					
Teachers cause indiscipline by using their position to humiliate and intimidate the learners.					
The relationships teachers establish with their students have an influence on the development of self-concept which in turn affects discipline in school.					
Learners with poor self-concept are likely to display unacceptable behaviour.					

Teachers who are often absent from school for no good reason affect students' behaviour in the school.					
Teachers who do not respond promptly to school activities contribute to students' behaviour in the school.					

15. To what extent does the Influence of other Teachers affect Students Discipline:

Very great extent [] Great extent [] Moderate extent [] Little extent [] Not at all []

Appendix D: Questionnaire for Students

Dear respondent, I am conducting a study on **an exploration of school-related factors affecting students' indiscipline in public secondary schools in central east education division of Malawi**. You have therefore been selected to participate in the study by responding to questions contained herein. You are kindly requested to answer all questions to the best of your knowledge. All information you give will be treated with utmost confidentiality. Do not write your name in the questionnaire. (Please tick (✓) or fill in responses in the boxes or spaces provided).

Section A

1. What is your age bracket Below 13 ☐ 13years ☐ 14years ☐ 15 years ☐ 16 years ☐ Above 17years ☐
2. What is your gender Male ☐ Female ☐
3. How often do you attend school? Daily ☐ Not regularly ☐ during examination time ☐

Section B: School rules and regulations on students discipline

4. Are students fully sensitized on the schools rules and regulations? Yes ☐ No ☐
5. Are the school rules strictly followed by all students? Yes ☐ No ☐
6. Are the teachers fair in the way they handles discipline cases? Yes ☐ No ☐
7. Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

Aspect of management of school rules and regulations	SD	D	A	SA
The head teacher and teachers in this school ensures that all students have a copy of school rules and regulations.				
The head teacher and teachers of this school is strict on students dressing code.				
The head teacher and teachers of this school maintains the punctually of students for lessons.				
The head teacher and teachers of this school is strict on the possession of mobile phones by students.				

The head teacher and teachers of this school maintains that students get permission before leaving the school.				
The head teacher and teachers of this school is strict on students having compulsory meals.				
The head teacher and teachers of this school is strict on students having compulsory manual work.				
The head teacher and teachers of this school is strict on student's class attendance.				
The head teacher and teachers of this school is strict on students having compulsory studies.				
The head teacher and teachers of this school is strict on students having exams.				

Section C: Punishment administration on student's indiscipline

8. Using the key given, choose or tick the right alternative that fits your opinion on punishment administration as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

Aspect of administration of punishments	SD	D	A	SA
The head teacher and teachers ensures that students are punished for the right cause in this school				
The head teacher and teachers ensures that students are given reasonable punishments.				
The head teacher and teachers observes that students serve the given punishments in this school.				
The head teacher and teachers maintains that all students are equally punished in this school.				
The head teacher and teachers maintains that the disciplinary committee handles students' cases in this school.				
The head teacher and teachers maintains that all students have a disciplinary file for recording their punishments.				

Section D: Other influences on indiscipline among Students

9. The factors stated below relate to the way students behave accordingly, kindly (tick) all the appropriate columns. Kindly indicate your level of agreement. Use a scale of 1 to 5 where 1 is to a strongly agree and 5 is strongly disagree.

Item	1	2	3	4	5
Peer pressure is closely related to influencing student discipline					
Students in school belong to peer groups which exerts great influence on their activities, interests, discipline and academic success					
Students who mix with delinquent groups learn delinquent behaviour					
The pressure to conform to peers sometimes leads children to violate personal value					

10. Has the peer groups in secondary schools helped you learn positive values of cooperation and responsibility? Yes [] No []

Section E: Influence of Teachers drunkenness on Students Discipline

11. The factors stated below relate to Influence of other teachers on students discipline, kindly (tick) all the appropriate columns. Kindly indicate your level of agreement. Use a scale of 1 to 5 where 1 is to a strongly agree and 5 is strongly disagree.

Item	1	2	3	4	5
Teacher sometimes perpetuates indiscipline by being unprepared					
An ill prepared lesson has a tendency of causing misbehavior					
Learners will doubt teachers' capabilities if a teacher comes unprepared					
when lessons are not interesting discipline Crumbles					
Lack of commitment also takes place when the teacher is not catering for individual learning styles of learners					
If teachers fail to use a variety of methods to reach every learner, the learners become bored disinterested and reckless					

12. Which of the following aspects of discipline is caused by behaviours exhibited by teachers? Truancy [] School Fear [] School refusal []

THANK YOU FOR YOUR COOPERATION

Appendix E: Questionnaire for Discipline Committee Members

Dear respondent, I am conducting a study on **an exploration of school-related factors affecting students' discipline in public secondary schools in central east education division of Malawi**. You have therefore been selected to participate in the study by responding to questions contained herein. You are kindly requested to answer all questions to the best of your knowledge. All information you give will be treated with utmost confidentiality. Do not write your name in the questionnaire. (Please tick (✓) or fill in responses in the boxes or spaces provided).

Section A:

Discipline committee members' involvement in the formulation of school rules and regulations and management of students' discipline

1. The table below contains statements about the discipline committee member's involvement in formulation of rules and regulations in the management of students discipline in your school. Use the following scale to indicate your responses; HI = Highly Involved, SI = Sometimes Involved, and NI = Not Involved

NO.	Discipline committee members	HI	SI	NI
1	Are involved in the formulation of school rules and regulations.			
2	Give suggestions to amend the school rules and regulations			
3	Assist in implementing rules in our school			
4	Being close to the students and they are able to implementation of school rules and regulations			
5	Involved in maintaining school discipline			
6	Punishing students found misbehaving			

Section B:**Discipline committee members' involvement in induction process and management of students' discipline.**

2. The table below has different statements concerning discipline committee members' involvement in induction process on management of students' discipline in secondary schools. Tick or choose the level of agreement in each statement as appropriate by indicating your responses using the following scale; Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree = SD

NO.	Discipline Committee Members	SA	A	D	SD
1	Conduct induction of new students to ensure they understand school rules and regulations.				
2	Programs to administer induction process to ensure students understand consequences of their behaviour.				
3	Review induction process for all students on the rules and regulations of the school.				
4	Outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students.				

Section C:**Discipline committee members' involvement in punishment administration and management of students' discipline**

3. The table below contains some statements about discipline committee members' involvement in punishment administration on management of students discipline in secondary schools. Tick or choose the level of agreement in each statement as appropriate by indicating your responses using the following scale; Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree =SD

No.	Discipline Committee Members	SA	A	D	SD
1	Are given the mandate to punish students with discipline issues in school.				
2	Are entrusted in controlling classroom noisemaking issues.				
3	Are respected by their colleagues to administer punishment as a disciplinary measure.				
4	Punish students with discipline issues without intervention of teachers and school administration.				
5	Ensure management of school rules by enforcing punishment to students on strict measures.				
6	Are made sure that schools have set criteria of punishment administration.				

3. In your opinion kindly suggest ways to improve students' involvement in management of students' discipline in your school.

.....

.....

THANK YOU FOR YOUR COOPERATION

Appendix F: Questionnaire for Heads and their Deputies

Dear respondent, I am conducting a study on **an exploration of school-related factors affecting students' discipline in public secondary schools in central east education division of Malawi**. You have therefore been selected to participate in the study by responding to questions contained herein. You are kindly requested to answer all questions to the best of your knowledge. All information you give will be treated with utmost confidentiality. Do not write your name in the questionnaire. (Please tick (✓) or fill in responses in the boxes or spaces provided).

1. How do students find the School rules and regulations?
.....
2. Do students participate in enforcing school rules and regulations? If any in what way?
.....
3. Do you think these rules and regulations are enforced properly?
.....
4. Do you have a functioning disciplinary committee in your school? How many times does it meet in a term?
.....
5. Are students given an opportunity to bring a witness during the hearing of their cases by the discipline committee?
.....
6. Is the discipline committee given mandate to punish offenders after hearing their cases?
.....
7. Do you think punishments are given for the right cause?
.....
8. How do students perceive these punishments generally?
.....
9. If the student is suspended, for how long does the student stay at home before being reinstated?
.....

10. Do you think peer pressure among students have any influence on students discipline?
How?
.....
11. Do your teachers act as student's role model in all the school activities? In what
ways?
.....
12. Among all causes of indiscipline cases, which are the major causes of such cases in
your school?
.....
13. Do you face some challenges when trying to enforce discipline in your school? Give
some examples of challenges?
.....
14. So how do you address such challenges faced in dealing with indiscipline cases?
.....
15. What strategies do you follow to make sure that you are maintaining school discipline
in your students?
.....
16. What is your general opinion on the school discipline this year of your school?
.....

Appendix G: Policy guidelines on discipline in Secondary Schools

POLICY GUIDELINES ON DISCIPLINE IN SECONDARY SCHOOLS

Malawi has over the years experienced a lot of Discipline problems. For example, there has been an increase in pupil's general misbehavior such as: drunkenness, defiance of authority, vandalism, insolence, use of abusive language, assault and truancy e.t.c. This has therefore disrupted the tranquillity necessary for effective learning in schools.

In order to maintain discipline in secondary schools, the Ministry of Education came up with discipline policy on Secondary Education as follows:

A. OFFENCES THAT REQUIRE INTERNAL CORRECTIVE MEASURES:

- i) Truancy.
- ii) Out of bounds.
- iii) Occasional absence from classes.
- iv) Petty theft.
- v) Quarrelling with other pupils; and
- vi) Reporting late for school activities.

Such internal corrective measures include:

- i) Counselling.
- ii) Warning.
- iii) Rustication for a maximum period of two weeks.
- iv) Withdrawal of privileges.
- v) Imposition of tasks to the advantage of the school (generally known as "Punishment") etc.

B OFFENCES THAT REQUIRE SUSPENSION:

- i) Habitual committing of offences requiring internal corrective measure;
- ii) Use of obscene language.
- iii) Indecent behaviour i.e. kissing, being found in pairs in the dark.
- iv) Staying overnight without permission etc.

The suspension period should be a maximum of six (6) weeks and a minimum of three (3) weeks.

C. OFFENCES REQUIRING EXCLUSION FROM SCHOOL:

A pupil who commits any of the following offences should be suspended from school followed by a recommendation for exclusion from school:-

- i) habitual committing of offences warranting suspension. i.e. after committing such offences twice in one's school life, the third time should warrant exclusion.
- ii) Immoral behaviour.
- iii) Smoking of Indian hemp or found in possession of it, or use of other hallucinating drugs.
- *iv) Bullying/teasing.
- v) Defying authority openly.
- vi) Theft of serious nature and theft of school property.
- vii) Vandalism e.g. deliberate damage of school property.
- viii) Instigating rebellious behaviour i.e. riots, strikes and boycotts; and
- ix) Taking part in rebellious behaviour.
- x) Carrying out abortion.

D. POLICY ON PREGNANT STUDENTS:

In December, 1993, the Government reviewed policy on pregnant students. The result of the Government review is that:

- i) A school girl who is pregnant be withdrawn from school for one academic year and that she may be readmitted upon application as long as there is safe custody of the child. Such opportunity however, is given once in a girl's education.
- ii) Likewise, a boy who is responsible for a school girl's pregnancy is withdrawn for one academic year and that he may be readmitted upon application.

E. DISCIPLINE POLICY VS NATIONAL EXAMINATION:

In its efforts to maintain discipline and order in schools, particularly among pupils of examination classes, the Ministry of Education issued a policy which states that a pupil excluded from school should not be allowed to write national examinations.

If excluded, pupils are given chance to write national examinations and if in the course of writing the examinations any pupil is caught involving himself/herself in very serious indiscipline acts, he/she should be stopped from writing the examinations forthwith.

All girls suspended from school for pregnancy and all boys suspended from school for responsibility for pregnancy are allowed to write national examinations.

COMPILED BY:
D.E. CHIWACA