

**Effects of Hidden Curriculum on Moral Behaviour and  
Discipline Management in Schools. The Case of Christian  
Liebig Secondary School.**

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**By**

**Chisomo Gracious Mwale**

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**Of**

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## **Dedication**

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I dedicate this work to my wife Margret, my parents and siblings for their unconditional love and understanding during the period of my study.

# Declaration

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I, Chisomo Gracious Mwale, do hereby declare that this dissertation represents my own work under the supervision of Mr. Marisen Mwale of Mzuzu University. It has never been previously submitted nor is it being concurrently submitted for any other degree than the degree of Master of Education (Teacher Education) of Mzuzu University.

All reference material contained in here has been duly acknowledged.

Signed: .....

(Student)

Date: .....

Signed: .....

(Supervisor)

Date: .....

## **Abstract**

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Several studies have been carried out as regards causes of indiscipline in Malawi, however, few have strived to establish a link between hidden curriculum, indiscipline and immoral behaviour. Therefore, the purpose of this study was to investigate the effects of hidden curriculum on moral behaviours and discipline management in schools.

Through purposeful sampling technique, the study collected data from the deputy head teacher, three teachers and eleven students of Christian Liebig Secondary School, a Government Secondary School from South West Education Division. The study was carried out between the months of September to November 2014. It was qualitative in nature using a case study design. Methods used in collection of data include, focus group discussion, semi structured interviews as well as records and documents.

Findings revealed that, insubordination to teachers, defying authority, drawing obscene pictures, drunkenness, teasing and vandalism of school property to be common indiscipline behaviour among students. The study also found out hidden curriculum elements such as socio economic background of students, teachers, school rules and policy to have influence on indiscipline and immoral behaviour in schools. The study recommends that, teachers need to dig the background of students when dealing with indiscipline and immoral behaviour.

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## **CHAPTER 1: AN OVERVIEW OF THE STUDY**

### **1.1 Introduction**

This research is a case study focusing on the effects of hidden curriculum on moral behaviour and discipline management in schools. The study is geared to apprehend how students' behaviour is influenced by the hidden curriculum as conceptualized in the Bronfenbrenner's Bio-ecological theory. This chapter, presents the background to the study, problem statement, the purpose and significance of the study, the general and specific objectives as well as the theoretical framework of the study.

### **1.2 Background of the Study**

Schools as agents of socialization are faced with daunting tasks in as far as moral behaviour and discipline management are concerned. In Malawi, cases of indiscipline and moral decadence continue to increase. One would not wonder to read and hear headlines describing students setting schools ablaze, beating teachers or getting involved in examination malpractices in daily newspapers and radios respectively. Apparently, students have been victims of circumstance as regards discipline management in schools. They are basically seen as main culprits of a number of indiscipline cases experienced in schools. Students are suspended from school and often spend much of their time outside class due to punishments given to them. For instance, 970 students were dismissed on the grounds of disobedience in South West Education Division alone. The following year the number rose to 1005 students (Kayira, 2008). Nevertheless, this background of suspensions though permissive is in contrast to the National Educational Sector Plan Priority Number one that champions for increased access to secondary school education (Ministry of

Education Science and Technology, 2008). However, this background of indiscipline and immoral behaviours among students does not mean that teachers and other school administrators are not doing enough to do away with it. Measures have been used to instill morals in order to curb the disruptive behaviours among students. This has been achieved through a number of platforms which include formal and hidden curriculum.

Several studies have been carried out as regards causes and effects of indiscipline in Malawi; however, very few have sought to establish the influence of hidden curriculum on indiscipline and immoral behaviours in schools. In his study, Kayira (2008) narrates the causes in upsurge of cases of indiscipline and immoral behaviours among students in secondary schools. Indiscipline was linked to lack of teacher preparedness for lessons as well as inadequate teaching and learning which eventually make pupils lose interest in learning making them defiant and truant. On the other hand, Mtika (2008) found out that, cases of indiscipline are considered as an attempt by students to expose student-teachers inexperience. More importantly, Mwale (2006) gives an account of causes of unsafe schools which inherently model indiscipline cases in Malawi. His study unearthed the influence of media, changes in the family, lack of role models, lack of attention by school systems, poor supervision, minimal engagement of students in school activities as well as biological and psychological problems as causes of school indiscipline and moral decay. In addition, broader causes like individual differences, family and school problems, peer and community influence are also sought to be the causes of disruptive behaviour in schools (Mwale, 2006). Marais & Meier (2010) uncovered risk factors that act as a catalysts for indiscipline cases in schools of Foundation Phase in South Africa. Causes of indiscipline were fundamentally discovered to emanate from both individual internal systems and broader social

context. These factors include: inward inferiority complex, ignorance of hidden rules in the classroom, need for recognition, need for power or anger release, family related factors like lack of parental guidance and dysfunctional families (Marais & Meier, 2010). On the other hand, some school related factors like negative school climate, inadequacy of teachers as role models, teachers' professional incompetence, overcrowded schools, deficient organizational structure of the school and societal factors like moral degeneration of communities, racial conflict, poor housing and medical services, availability and poor control of firearms, poor law enforcement and unemployment.

As regards hidden curriculum, some studies have tried to show a relationship between students' indiscipline and immoral behaviours with hidden curriculum. Fundamentally, hidden curriculum is a term originally coined by Philip Jackson in 1968, in a book 'Life in Classrooms' to mean those unintended but quite real outcomes and aspects of the schooling process (Pinar & Bowers, 1992). Margolis (2001) identifies elements of hidden curriculum to constitute norms, values, belief systems and other school aspects imparted to students through daily school routines. In his study on *The Impacts of Hidden Curriculum on the Disciplinary Behaviours of Students from the Viewpoint of Managers of Governmental High Schools*, Hamid Varmazyari established that inter-school relational components, organizational structure, organizational climate and environmental aspects of school could considerably influence students' disciplinary behaviours (Beigi, Zadeh, & Izadi, 2014). Similarly, a study on *Doing School Time: The Hidden Curriculum Goes to Prison*, García and Lissovo (2013) reveal that, hidden curriculum create an environment in schools that strives to injure and demoralize students. In the same manner, Freire and Amado (2009) reveal a relationship between exhibition of disciplinary problems and the

ethos which exists inside schools. These school ethos represents the philosophy of the school culture which is ordinarily an aspect of hidden curriculum.

Since hidden curriculum operates in a covert way, an understanding of its interplay is very important as regards discipline management in schools. If teachers and school administrators are in the dark on the existence of hidden curriculum and its effects, they might be fighting more or less a wrong battle in their quest to instill morals in students. At present, what is also conspicuous is the assertion by Shaw (2006) which claims that hidden curriculum is more powerful than the formal curriculum as messages and treatment given to students and their perceptions in the school environment influence their attitudes, motivations and behaviours rarely accomplished by the formal curriculum. Therefore, hidden curriculum stands to be key in the understanding of immoral and indiscipline behaviours in schools hence the study.

### **1.3 Problem Statement**

Schools as agents of socialization have a formal curriculum for proper execution of teaching and learning processes. Among other reasons, this curriculum is instituted to instil moral behaviour and discipline in students. Consequently, subjects in the formal curriculum like Social and Development Studies, Bible Knowledge and Life Skills Education have apparently been hyped by curriculum developers to be serving such a purpose. Notwithstanding this, a formal curriculum is ideally assisted by hidden curriculum in instilling moral behaviour and discipline in students through school rules and regulations. Regardless of the stringent measures towards indiscipline and inculcation of moral lessons to students, the issue of moral decadence and lack of discipline are pronounced in Malawian schools. Increased cases of teasing, violence,

insubordination, alcohol and drug abuse as well as cheating in national examinations according to Phiri (2012), pose more questions on what is wrong with morality in school systems.

The question that arises is as to whether it is the laxity in enforcement of discipline procedures or gross lack of proper inculcation of moral lessons which is compromising discipline management in schools. A number of studies related to the nature, causes and effects of indiscipline in Malawian schools and abroad have been conducted (Ijaiya, 1997; Mwale, 2006; Marais & Meier, 2010). However, none of them has conspicuously focused much on investigating the influence of hidden curriculum on indiscipline and immoral behaviours affecting schools. Therefore, this perceived gap in literature about influence of hidden curriculum over students' disruptive behaviours in Malawian context extremely leaves schools with little room to assess its covert effects. It is therefore, pertinent to investigate the role of hidden curriculum relative to indiscipline.

#### **1.4 Purpose of the Study**

The study was aimed at investigating the effects of hidden curriculum on moral behaviours and discipline management in schools. It studies the extent to which the teachers' behaviours, school rules, media and students' background as some of the elements of hidden curriculum could determine the moral behaviours of students which inherently affect the disciplinary measures taken by school administrators.



### **1.5 Significance of the Study**

The knowledge gathered from the study would help teachers and education administrators in addressing disciplinary issues in school as well as providing best ways of instilling morals in students. It will help teachers to take cautious steps in the face of associated negative effects of hidden curricula on students' conduct. The study also has policy implications to the Ministry of Education on how best they can deal with indiscipline cases in schools. Consequently, from this information schools may create friendly environment for curbing indiscipline practices in schools.

### **1.6 General Objective**

The general objective of the study was to investigate the effects of hidden curriculum on moral behaviour and discipline management in schools.

### **1.7 Specific Objectives**

The study sought to:

1. Identify common immoral and indiscipline cases experienced in schools.
2. Describe the socio-economic background of immoral and indiscipline offenders
3. Analyze the influence of teachers and students' hidden curricula elements on immoral and disruptive behaviours in schools
4. Explain how teachers handle moral and discipline disorders in schools.

## **1.8 Operation Definitions**

- Discipline: Denotes commonly acceptable standards of behaviour, or norms of a society
- Hidden curriculum: Those unintended but quite real outcomes and aspects of the schooling process
- Indiscipline: Improper behaviour displayed by an individual or group of people within a school or community

### **1.9.1 Theoretical Framework: *The Bio-Ecological Theory***

The theoretical foundations of this study is Urie Bronfenbrenner's Bio-Ecological Theory. Bio-Ecological Theory stems from the Ecosystemic approach and describes a range of interrelated processes that affect a developing child. According to Papalia (2004), Bronfenbrenner suggest that, development occurs through progressively more complex processes of regular, active, two way interaction between a developing child and the immediate, ordinary environment. These complex processes are further affected by more remote contexts of which the child may not even be aware of. The processes which are multiple in nature begin to unfold in homes, classroom, neighborhood and further connected outward to societal institutions such as educational and transportation systems and finally encompass cultural and historical patterns that affect the family, the school and everything else in a person's life (Papalia, 2004). In the perceived interrelated contexts, the theory assumes to unlock the understanding of the processes that underlie the diverse phenomena such as the anti-social behaviour and academic achievement.

Generally, The Bio-ecological theory illustrate five interlocking systems which begin with the most intimate to the broadest system namely; the microsystem, mesosystem, exosystem, macro system and chronosystem (Papalia, 2004). Firstly, the micro-system reveals activities, roles and relationships within a setting such as home, school and work place, peer group arena and religious institutions in which a developing child operate. According to Papalia (2004), microsystem, involves a face to face relationship and there is bidirectional flow of influence. In the context of this study, the home, school, church and even a mosque is one of the immediate environments in which a developing child live. These places can therefore, influence the behavioural manifestations of a student in different contexts in which they may be found, school inclusive.

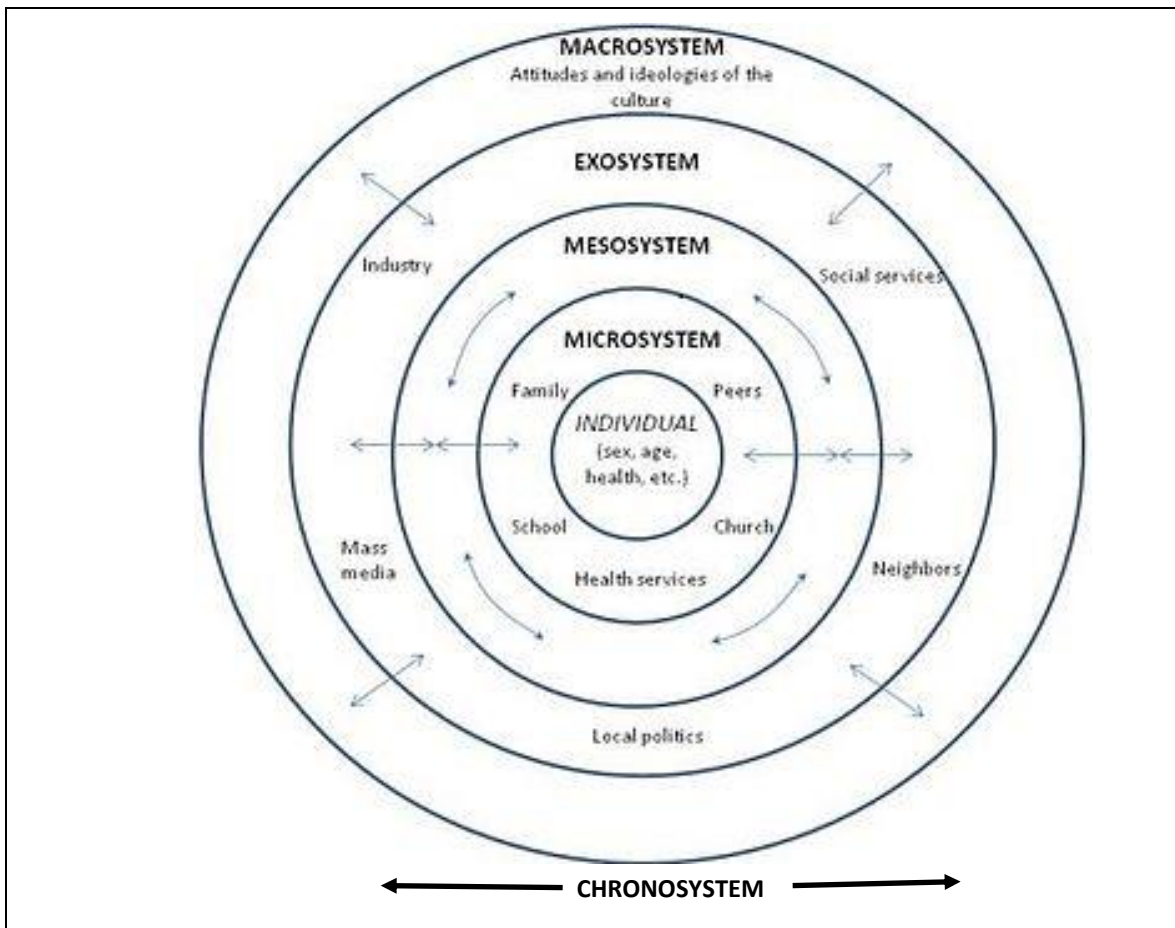
Secondly, the mesosystem of the Bio-ecological theory constitutes the relationship between two or more components of the microsystem, such as the person's home and the school setting or family and peer group (Arditti, 2005). Basically, contexts such as school and home environment may positively work together to influence the behaviour of a developing child. However, this suggests that a break in relationship between two settings in the mesosystem may create behavioural imbalance in a developing child. In this case, for example, parents may expect the school to nature children in a disciplined way just as the school would expect the home or family context to do its part. Consequently, proper coordination or interaction of the two systems may help a developing child to grow morally.

Thirdly, the exosystem is composed of the external factors between two or more settings that influence development such as parents' work, mass media or policy-makers who develop

standards for children (Papalia, 2004). In addition, the macrosystem of the Bio-Ecological theory consists of one's cultural beliefs which stems from the family and is extended on to education, economic, political and religious beliefs. This explains the reasons why there is a greater influence of media, culture and policy on the students' behaviours namely, pornography and dressing. Mass media and the work that parents do may arguably influence the conduct of students. In fact, it is sometimes not amazing that if students originate from a chaotic and boozing neighborhood as part of culture may demonstrate the same behaviour at school.

Fourthly, according to Berk (2000), the outermost layer of the Bio-ecological theory is the macro system and comprises cultural values, customs, laws, economics and social systems. Papalia (2004), illustrate that a developing child is strongly influenced by the culture's macrosystem regardless of whether he or she originate from the culture's macrosystem.

Finally, Bronfenbrenner's Bio-ecological theory presents the chronosystem, a system that exists outside the model and explains the belief that time and generation influences the development of an individual. Basically, changes in the family composition, place of residence, parents' employment affect a developing child.



**Bronfenbrenner's Bio Ecological Model**

### 1.9.2 Hidden Curriculum and the Bio-Ecological Theory

According to Margolis (2001), elements of hidden curriculum constitute norms, values, belief systems and other school aspects imparted to students through daily school routines. These elements basically are the ones that are comparable to a number elements of the subsystems of the Bio-ecological theory namely; family, peers, media, school, laws, religion, policy and economics. Ideally a student who is a developing child is at the centre of all these social changing agents in the society. The immerse interaction of these elements of social, political and

economic systems form the basis of social behaviour which probably make students vulnerable to a dichotomy of being engaged in both acceptable and unacceptable behaviours in schools. The influence of these interrelationships may not be visible as hidden curriculum suggests, nevertheless the knowledge of it is crucial in order to understand forces behind students' anti-social behaviour (Papalia, 2004). Apparently, it is through the same system through which self-maintenance could be achieved through appropriate generations of solutions to the problems, hence enabling a healthy system. Consequently, according to Marais and Meier (2010), this theoretical framework provides an understanding and ways of dealing with behaviour not only focusing on inner context, but also broader context as well. For that reason, student's indiscipline behaviour should act as a platform for teachers to locate such behaviour within the context of student's life which consist individual, family, school and society in order to come to an understanding and solution to the influences that shape the life of a student (Marais & Meier, 2010).

### **1.10 Conclusion**

This chapter has provided the background to the study, problem statement, the purpose and significance of the study, the general and specific objectives as well as the theoretical framework of the study. All these sections were aimed at facilitating the investigation of the influence of hidden curriculum on moral behaviour and discipline management in schools.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

Malawi is grappling with a number of challenges and to be specific moral decadence and indiscipline behaviours have wreaked havoc in schools. Ideally, such behaviours are not only a disturbance to the wellbeing of the students and teachers alone, but also perpetrators of such behaviours as well. For instance, in South West Education Division alone during the period of 2005 and 2006 academic years, 970 and 1005 students respectively were dismissed from secondary schools due to disobedience (Kayira, 2008). In addition to this; violence, vandalism, alcohol and drug abuse, promiscuity and examinations malpractices are a common phenomenon in Malawian schools. Consequently, one would not wonder the assertion advanced by (Lubren, 2009) that claim that schools have surprisingly been presumed to be vulnerable places and not places of learning. Actually in Malawi, the news of Umbwi Secondary School tells it all about the gravity of indiscipline and immoral behaviour in schools. In a fracas over an argument of the one who won a game between Umbwi and Dedza Secondary School counterparts, some students destroyed school properties and went on to demand meals in nearby restaurants with which they were served but they did not commit any payment on their part (Munthali, 2012). As if that is not enough, one of the students died in the process of fighting while some of the students on the rampage sustained injuries. Similarly, as reported by Thom (2013), the case of Nachitheme Secondary School students who strongly protested the ban by the school administrators on rampant sexual relationships by torching a teacher's house, speaks louder of the magnitude of moral decay in schools.

In school context, indiscipline which is synonymous to disruptive behaviour refer to inappropriate behaviour that affects the fundamental rights of the learner to feel safe and be treated with respect in the learning environment (Marais & Meier, 2010). Similarly, indiscipline is also described as improper behaviour displayed by an individual or group of people within a school or community (Abidoye & Onweazu, 2010). On the other hand, Moral Decadence is as decline, decay and profligate in moral values of individuals and the society at large (Eagle Reporters, 2014). In societies with moral decadence, what is viewed wrong seem to be right and what the society detest they uphold (Eagle Reporters, 2014). In a school situation, cases of drug abuse, indecent dressing, sexual promiscuity, examination malpractices are among the eye-catching cases of immoral behaviour. As the two terms suggest, moral decadence and indiscipline are interrelated, indiscipline practices may be a symptom of moral decadence in schools and society as a whole. It is against this contention that, Gitome, Katola and Nyabwari (2013) provide a connection between discipline and morality. They argued that discipline means more than adhering to the rules and regulations provided by the ministry of education, the church or the school administration, but it also entails the learner's ability to discern what is right or wrong (morality).

## **2.2. Indiscipline in Schools**

Research studies have reasonably provided evidence about indiscipline and performance of students in schools. In their study on *Correlation between Students' Discipline and Performance in the Kenya Certificate of Secondary Education*, Gitome, Katola and Nyabwari (2013) confirmed that indiscipline is directly correlated to the performance of students, such that, indiscipline negatively affect the performance of students. This poor performance comes against



the background that time and again such students spend most of their time doing punishments or at home after being given suspension.

Freire and Amado (2009) give an account of levels of indiscipline cases and described indiscipline to be of three levels. The *First Level of Indiscipline* include those incidents of disruptive nature whose disturbance affects the proper classroom functioning. The *Second and Third Levels of indiscipline*, constitute conflicts among peers and conflicts within teacher-student relationship which may take scopes of violence and even delinquency. On the other hand, according to Gitome, Katola, and Nyabwari (2013) indiscipline can be categorized as disruptive or non-disruptive. Non-disruptive indiscipline include: mind wandering and day dreaming which causes student's refusal to partake in class activities, failing to complete homework assignments, failing to bring to school materials, being under the influence of devastating drugs, being absent or late and cheating on tests (Gitome, Katola, & Nyabwari, 2013). Furthermore, indiscipline is described as disruptive if it involves talking, interruption, clowning, being discourteous, failing to clean up and violent disruptions, vandalizing, bullying, fighting, attacks on teachers. All things considered, the common examples of indiscipline in Malawian schools and abroad include; lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuses, non-compliance to rules and regulations, drug and substance abuse, vandalism, violence, bullying, boycotts, assault, rape and arson (Gitome, Katola, & Nyabwari, 2013; Mwale, 2006).

Numerous studies have attempted to find out the causes of indiscipline and immoral behaviour in schools. For instance, Freire and Amado (2009), classifies indiscipline to emanate from the

student's idiosyncrasies, the social and family context, external influences as well as that of social, economic, cultural and generational nature. In addition, indiscipline cases in school have also been perpetuated by the personality and professionalism of the teacher as well as factors associated with school as an organization or the educational system as a whole (Freire & Amado, 2009).

### **2.3 Factors the Influence Indiscipline and Immoral Behaviour in Schools**

Studies have singled out parental background as one of the sources of student's indiscipline in schools. A study by Scaggs (2009) document that in the absence of efficient parental association, children are more likely to engage in delinquency . Ideally, lack of parental care may be a result of work commitment or just recklessness by the parents. Burman (1986), argue that lack of parental involvement due to distant work commitments may negatively affect moral development of the students. It was also observed that many adolescents return to empty homes because their parents spend most of their time working. Subsequently, in such situations children have little contact with their parents which meant little moral instruction as well (Olufemi & Olu, 2012). Similarly, a study by Kilonzo (2013) revealed that 64.1% of the respondents saw indiscipline to have come from limited support from parents. Furthermore, Mwale (2006), in a study conducted in Malawi on safe schools, acknowledges family and community influence to encourage disruptive behaviour among students in schools. Therefore, it is not amazing that the study on *Prevalence and predictors of illicit drug use among adolescent in Zimbabwe* substantiate that adolescents who had described themselves to lack parental supervision were more susceptible to have used marijuana or glue than their counterparts (Maposa, Mukandavire, Muula, & Siziya, 2009).

In addition, in as far as teachers are concerned; research studies have revealed a link between teacher's behavioural problems and that of students. For instance, Ijaiya (1997) in Nigeria did a study on *Teacher's perception of prevalent behavioural problems among secondary school teachers*. It was found out that, not only are teachers expected to be good models to their pupils, but also expected to show commitment and dedication to duty by being punctual to school, class and other school activities, establish good relationship with pupils while avoiding immoral behaviour especially with female students. Therefore, failure to do this prompt students to indulge themselves in late coming commit several indiscipline behaviours as an imitation of their teacher (Ijaiya, 1997). This means, case of teachers being found locally in drinking joints in company of students set a similar bad precedence as regards discipline management. Furthermore, students may not be disciplined in schools on a number of offences due to the teacher-student relationship. Kayira (2008) also elaborated that, indiscipline and immoral behaviours act as a consequence of lack of teacher preparedness for lessons as well as inadequate teaching and learning which eventually make pupils lose interest in learning, leaving them with no option but to become defiant.

On the other hand, school policies have also been discovered to contribute to indiscipline and immoral behaviours in schools. Ideally, families are seen as initial socialization institution; however, it is not all the times that they are perfect in doing this job. As a result, schools are assumed to compensate for socialization deficits in the family. However, such a job may not be well done by schools. In some instances, school policies may unknowingly exclude students from schools through suspensions. For instance, it has been documented that, school policies perpetuate adverse effect on students discipline as it arguably pushes them to be involved in

delinquency (Scaggs, 2009). For instance, while teachers may need to use the scenario of student misbehavior for counseling opportunity, teachers have allowed punishment to be administered which at times have went ahead to create further resentment in students hence, discouraging a positive change in students' behaviour. Similarly, the policy in form of the rule on a ban on the closeness of boys and girls on rampant sexual endeavours at Nachitheme Secondary School resulted in further resentment among students which was demonstrated through torching of a teacher's house. Canady (1991) as cited in Kilonzo (2013) argue that, a situation where punishments exceeds rewards among students, perpetuates indiscipline in schools. Therefore, without care, school rules and policies may further influence indiscipline and immoral behaviours among students.

Another area of concern as advanced by Akawa (2013) is that of peer pressure which was perceived to contribute to exhibition of indiscipline and immoral behaviour among students. She argue that, adolescents have an intense desire to belong, and their social development is characterized by increased involvement with their peers. However, pressure to conform to peers according to Kilonzo (2013) occasionally lead them to violate personal value. Furthermore, peer influence which translate the need to belong to and identify with a peer group is said to be the most important determining factor of the adolescent's self-image and behaviour (Siann and Egwuegbu, 1980 as cited in Kilonzo, 2013). Consequently, a sense of belonging to the peer relationships arguably encourage peers to exhibit anti-social behaviour as a way of conformity to their groupings.

In addition, moral decadence has been studied to perpetuate cases of indiscipline in schools. A study by Olufemi and Olu (2012) on *an assessment of the prevalence of sexual immorality among secondary school students in South West Nigeria* revealed cases of sex abuse, sex offences, sexual misconduct, promiscuity and maladjustment to be prevalent in society. According to Olufemi and Olu (2012), cases of immorality that were prevalent in the news included; teacher sleeping with his student, pastor raping a church member, security man sleeping with his master's daughter or wife, father sleeping with his daughter, teenagers sleeping with fellow teenagers and boss sleeping with his staff in office. Consequently, it was observed that Children living in such societies with noticeable moral decadence were likely to exhibit numerous moral problems as they adopt and transfer the prevailing norms of their society into schools. Surprisingly, Abidoeye and Onweazu (2010) observed that, people sometimes hold to new belief that sexual immorality is part of civilization or modern life. However, illicit sexual behaviour has negatively affected school youths because girls found pregnant and their male counterparts are sent home waiting for delivery hence encouraging wastage of school resources and dropouts in schools.

Furthermore, indiscipline and immoral behaviours have also been observed to exacerbate in schools because of the changes in dressing. However, as regards dressing, media has been judged to be the culprit in the proliferation of this kind of immoral and indiscipline behaviours. Muhangi (2008) found out that, see through clothes, very tight clothes, wearing trousers, miniskirts, G-string underpants and dresses exposing bellies to be among mischievous kind of dress among girls. Paradoxically, in the same study, such kind of dressing styles were touted by students to demonstrate modernity as compared to old traditional ones. Unfortunately, this kind of dressing

was also documented in the study to have perpetrated prostitution as well as rape in the society. Similarly, Agutu (2013) acknowledged that, teacher to girl student relationship which in itself is a cause of indiscipline had most times been facilitated by the reckless kind of dressing by schools girls. Such kind of dress has not only facilitated teacher girl relationship but is also assumed to negatively affect the teaching process as it distract the concentration of male teachers.

Finally, Dickerson (2007) narrate that, media specialist believe media are not simply channels for conferring information between two or more environments, but they are themselves shapers of new social environments. Thus, media is believed to change people's lives and students inclusive. In fact, cell phones, internet, television, printed media, films and fiction are observed to be among examples of mass media affecting behaviour of youth (Dickerson, 2007). It is a well-known fact that popular media is powerful, however, its impact has sometimes been found to be negative because its messages centre on the unpleasant events rather than good ones. In the same way, Akawa (2013), identified mass media to have become major agents of learning, however, it was bemoaned that, its learning is generally unstructured, unintentional and at times socially harmful. Since internet is unregulated in most countries like Malawi, students are addicted to watching pornography. Apparently, watching of pornography encourages sexual feelings and itself leads to sexual initiation among students (Gitome, Katola, & Nyabwari, 2013). Moreover, film and fiction, printed media and television programmes have encouraged aggressiveness, violence as well as drug and substance use and abuse in students due to the fact that their programmes and adverts ideally legitimize such behaviour. For instance, cases of alcoholism continue to be celebrated in a number of captivating television adverts which

according to Akawa (2013) compel students to adopt alcoholism. Consequently, media becomes a tool for the propagation of habits not intended by their producers among the children.

#### **2.4 Hidden Curriculum and Indiscipline in Schools**

Schools are places whereby sharing of values and knowledge to students take place through the use of formal curriculum. However, apart from learning academic knowledge from the formal curriculum, students acquire social norms and behaviours that help them survive in the society. Ideally, in schools, these norms and behaviours are socialized through what is known as the hidden curriculum as they may not be intentionally achieved. Originally, hidden curriculum was a term coined by Philip Jackson in 1968 in his book entitled '*Life in Classrooms*' to mean those unintended but quite real outcomes and aspects of the schooling process (Pinar & Bowers, 1992). Similarly Sari and Doganay (2009) define hidden curriculum as everything that is non-academic but has significant influence on the academic outcomes of the schools which includes values, attitudes, beliefs and communication styles of the individuals in the schools. Walton (2005) in his article, argue that hidden curriculum as a theoretical construct seems to be problematic hence, just as the formal curriculum, it defies definitional consensus. It is for this reason that hidden curriculum bear various names including unwritten, informal, unstudied, tacit, latent or unnoticed curriculum (Ballantine, 1983). Nevertheless, Walton (2005) concur with Sari and Doganay (2009) by defining hidden curriculum as student's learning that takes place within the perimeter of a school but not recorded or reflected within the official curriculum.

Furthermore, Margolis (2001) admits that in a school situation learning to wait quietly, exercising restraint, trying to complete work, keeping busy, cooperating, showing allegiance to

both teachers and peers, being neat, punctual as well as conducting oneself courteously to be some of the features of hidden curriculum in schools. Konidari and Abernot (2008) proposes that, hidden curriculum designates all beliefs, values and understandings that are passed on to the student in an educational institution not through formal teaching but, unconsciously through what the institution covertly demands of the student. It is through these covert demands that hidden curriculum produce effects which could either yield positive or negative results in students' behaviour in schools. Therefore, such a curriculum does not only affect the classroom situation but also the students' behaviours in their day to day life.

## **2.5 Theoretical Approaches to the Understanding of Hidden Curriculum**

Basically, two major approaches exist that lay a foundation to the understanding of hidden curriculum. These approaches include, Functionalists and Neo-Marxists (Sari & Doganay, 2009). The Functionalists argue that, school children learn to function according to the organization patterns that are fundamental part of life (Feinberg & Soltis, 2004). Proponents of the functionalists such as Robert Dreeben argues that, school children lean to function according to the norms that are appropriate to economic and political life of the modern society (Feinberg & Soltis, 2004).

Contrary to the Functionalist, the Neo-Marxists who originate from Critical Theorists, take a different view of the hidden curriculum in schools. The Neo-Marxists approach stresses that, the dominant classes and forces in the society influence education through hidden curriculum. Schools are assumed to help perpetuate an unjust social order through conveying beliefs, values, and norms that are effective in political, social, and economic life. According to Yüksel (2005),



these values, beliefs, and norms are put across students through covert messages. According to Bowles and Gintis (1976), the proponents of critical theory believe that, the elite class in the society uses education as a tool to control the masses through obedience and conformity. They argue that, the education system play a great role in promoting the ideology of the elite class (Bowles & Gintis, 1976). They envisage that, elite class uses the hidden curriculum in maintaining their wealth through mediocre resources for lower classes of people in an effort to maintain the status quo. Apart from carrying the views of their predecessors the Traditional Marxists, the Neo-Marxists view non-economic forces such as politics, culture, media and other forms of communication structure to constitute class domination (Mitrović, 1999). Apparently, these non-economic forces are ever present in the school system. Through the Neo-Marxists, what can be learnt is that hidden curriculum in schools teaches students norms on how to be submissive. Bowles and Gintis (1976) suggests that, this comes into being for students to be tolerant, therefore, making them become obedient workforce in future that unquestioningly accepts authority in the society. This kind of submission in schools and classroom situation is reinforced by external rewards. For instance, students ordinarily receive punishment for their indiscipline and the Neo-Marxists perceive it as a way of silencing students from their disruptive behaviour. However, the Functionalists would see punishments in a school situation as a way of shaping students to function properly in the society (Feinberg & Soltis, 2004). Apparently, what is so striking in the Neo-Marxists is that they lament that punishments affect mostly a number of students from the lower class families (Margolis, 2001; Bowles and Gintis, 1976), as they probably live in families where disciplining of children is a taboo. In addition, some of these disruptive behaviours of students are thought to originate from the chaotic neighborhoods where deviance and mischievous behaviour are a prevailing trend (Bowles and Gintis, 1976).

Nevertheless, a number of children from the elite class are taught how to honour the authority and receive rewards for their good actions in their homes subsequently demonstrate good behaviour in schools.

Studies have tried to locate indiscipline and immoral behaviour in realm of hidden curriculum. For instance, using a survey approach in two Ugandan secondary schools, Muhangi (2008) identified a number of hidden curriculum elements that impact students' behaviour. However, a paradox of the hidden curriculum was unearthed in the study. The study found out that while hidden curriculum emphasized on teaching children to behave well at school, it had opposite effect in their homes and along the roads where the students passed every day. Therefore, the hidden curriculum left the students with no actual guiding principle on how they should behave in other places other than school (Muhangi, 2008). A conclusion was made that, hidden curriculum was limited in scope and content as it influenced the children to create their own way of behaving by learning from each other. Seemingly, this is a strong manifestation on how social bonds of peer relationships can ultimately hinder the process of inculcation of moral behaviours in schools.

Furthermore, examination malpractices as a moral problem has also been linked to the power of hidden curriculum. In fact, examination cheating at national level is not just unique to Malawi but also happening in other African countries. In Nigeria for example, Ijaiya (1997) reported that news about disqualification of students in West Africa Examination Council (W.A.E.C.) is prevalent due to rampant cheating. In fact, Ijaiya (1997) argue that, examination malpractices are an indication of gross indiscipline on the part of principals, teachers as well as students involved.

Apparently, in a paper entitled *Kohlberg and hidden curriculum in moral education: An opportunity in students' acquisition of moral values in the new Turkish primary education curriculum*, Yüksel (2005) made an assertion that; hidden curriculum is contributory to examination malpractices in schools. The author argue that, hidden curriculum encourages and provides essential conditions for cheating. Therefore, while teachers, administrators and families may discourage cheating at school, but because of the hidden curriculum in form of competitive environment formed by the school, students are put under intense pressure to achieve better grades than their peers consequently compelling them to cheat in the process (Yüksel, 2005). This is may not be amazing in Malawian Education System for example, where a fraction of students see themselves into the corridors of University due to the competitive nature of the *School Certificate of Education* examinations, as a result, cheating probably act as an easy way to success.

Similarly, in a study on *The Impacts of Hidden Curriculum on The Disciplinary Behaviours of Students from the Viewpoint of Managers of Governmental High Schools*, Hamid Varmazyari established that inter-school relational components, organizational structure, organizational climate and environmental aspects of school could considerably influence students' disciplinary behaviours (Beigi, Zadeh, & Izadi, 2014). In addition, García and Lissovo (2013) tries to unearth covert effects of the hidden curriculum. He found out that, hidden curriculum create an environment in schools that strives to injure and demoralize students. This is done through classroom rules which covertly affect the well-being of students in schools.

## **2.5 Conclusion**

This review of literature has presented various indiscipline and immoral behaviours committed by students in schools. It has also discussed the factors that influence indiscipline and immoral behaviour in schools and it has been established that causes of indiscipline are multifactorial. The review of literature has also established the relationship between indiscipline and hidden curriculum of the school of which is the focus of this study.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Introduction**

This chapter discusses the methodology used in the study. It describes the research design, research site, population, sample size and sampling technique, methods of data collection and data analysis, ethical considerations as well as limitations and delimitations of the study.

### **3.2 Research Design**

The study is qualitative in nature employing a case study design. According to Lodico and Voegtler (2006), Case studies normally focus on small groups or individuals within a group in a specific setting to investigate processes and discover meaning in an in-depth way. In case study design, data is gathered through multiple sources and perspectives. As such, case studies are considered a bounded system which can penetrate situations in a manner not always liable to numerical analysis (Lodico & Voegtler, 2006). Case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance. Cohen et al (2001), recommend that the case study approach is particularly valuable as the researcher is posed to have little control over events of participants.

A Critical paradigm which is synonymously referred to as the Advocacy or Participatory approach is the orientation of the study. Advocates of this paradigm include Theodor Adorno, Max Horkheimer, Herbert Marcuse, Paulo Freire, and Jurgen Habermas (Neuman, 2000, as cited in Creswell, 2007). This approach was advanced from the individuals who felt that Post-positivist assumptions imposed structural laws and theories that did not fit marginalized

individuals or groups (Creswell, 2007). They believed Post-positivists did not adequately address issues of social justice. On the other hand, critical theorists felt that, the constructivist standpoint did not go far enough in promoting for an action agenda to help marginalized people. They believed that inquiry by researchers needs to be entwined with politics and political agenda. Hence, research should be oriented towards an action agenda for reform that may change the fabrications of the participants, the institutions in which individuals work or live and the researcher's life. According to Creswell (2007) the Critical paradigm assumes that, the researcher will proceed collaboratively in the course of inquiry in order not to further marginalize the participants. As such, the participants of the research need to be empowered and be active in order to make a united voice for reform and change.

Therefore, the study gets its inspiration from this paradigm in order to attempt averting the covert practices that hidden curriculum may pose, which apparently compel students into disruptive behaviours. It aims at emancipation of students who have been affected by the hidden nature of the hidden curriculum, thus advocating for positive influence of the hidden curriculum.

### **3.3 Research Site**

The sample for the study came from Christian Liebig Secondary School, a Government Secondary School established in the year 2004. It is situated in the Northern part of Blantyre in South West Education Division. It draw its students especially from nearby Zalewa Trading Centre in Neno as well as Mdeka neighborhood in Blantyre. Basically, the majority of its students are self-boarders, they live away from their parents and guardians. However, in

September 2013 the school was offered a window of opportunity for girls who can afford boarding fees to locate themselves in the newly built girls' hostels on the campus.

### **3.4 Population**

The target population included students from three classes, forms two to four, the Deputy Head teacher and Teachers who have worked for over two years and are presumably thought to have knowledge and experience of the school's atmosphere.

### **3.5 Sample Size**

The sample size used in this study constituted a total of fifteen participants. Eleven students were sampled from form two to four, three teachers and the Deputy Head-teacher were sampled for the study.

### **3.6 Sampling Technique**

This study used a purposeful sampling technique in investigating the effects of hidden curriculum on indiscipline and immoral behaviour in schools. According to Tongco (2007), purposive sampling technique is a deliberate choice of an informant due to the qualities the informant possesses. According to Mugenda and Mugenda (1999), purposeful sampling technique permits the researcher to use cases that have required information with regard to objectives of the study. In the first place, the purposeful sampling was used to sample students' participants from form two to four because they were originally noticed to have greater experience of the school's atmosphere. Students were observed to have much knowledge on

indiscipline and immoral behaviours that occurred in the institution under the study. Likewise, teachers identified as participants in the study were those who had at least one year working experience in the school. They were hoped to have thorough knowledge of some of the indiscipline and immoral behaviours affecting the school. In addition, these teachers were considered as they may have also been involved in handling students' indiscipline and immoral behaviours at various levels. Nonetheless, the deputy head teacher was purposefully sampled due to the fact that he or she is a key member in the Discipline Committee of any secondary school.

### **3.7 Methods of Data Collection**

The study collected data through Records and Documents, Focus Group Discussion, as well as semi-structured Interviews.

#### **3.7.1 Records and documents (Archives)**

Records and documents in the form of discipline records of school were used in data collection. According to Lodico and Voegtle (2006), records and documents are believed to be a valuable way to substantiate information from other sources. Above all, this method of data collection was valuable as it ideally provided original records of indiscipline and immoral cases committed by students in schools. Once again, this data collection instrument helped in the triangulation of data collected from other sources namely focus group discussions and semi-structured interviews.

#### **3.7.2 Focus Group Discussion**

Focus group discussion was used to solicit data from students and teachers. According to Cohen, Manion and Morrison (2001), focus group discussion can be defined as a form of group



interview which relies on the interaction within the group who discuss a topic provided by the researcher. Scott and Morisson (2006), highlights advantages of focus group discussion, which in the first place encourage conversation even to the one that concerns embarrassing or sensitive subjects. Apparently, the paper sought to unravel the influence of hidden curriculum on indiscipline and immoral behaviour an area that requires openness if one is to solicit much data, hence focus group discussion was very crucial. Furthermore, due to the diverse nature of data obtained from this method, it helped to triangulate data from other methods of data collection. Besides that, Focus group discussion helped to raise ideas from diverse perspectives as it permits each individual participant raise their own argument on the topic understudy. According to Lodico and Voegtle (2006), Focus group discussion offers an opportunity for a researcher to probe further on the questions under discussion and this helps in gaining an in-depth knowledge of a phenomena understudy. Moreover, due to school and work commitments from students and teachers respectively, time became a constraint for the study, therefore, focus group discussion was ideal to cater for the limited time.

### **3.7.3 Semi-structured Interviews**

Semi-structured interviews were used to collect data from the Deputy Head teacher on the influence of hidden curriculum on moral and indiscipline management in schools. According to Scott and Morisson (2006), Semi-structured interviews allows the interviewer greater flexibility to introduce investigations for expanding, developing and clarifying participants' responses which eventually, helps in providing an in-depth information on the topic understudy. Cohen, Manion and Morrison, (2001), underscore the importance of semi-structured interviews. They argue that semi-structured interviews empowers participants to project their own ways of

defining the world by allowing a series of discussions that help to raise and follow issues and matters that may not have been incorporated in the planned interview schedule. More importantly, semi-structured interviews was chosen because according to (Harrell & Bradley, 2009), it is a common method used in policy research just as this study aims at providing policy implications.

### **3.8 Data analysis**

Lodico and Voegtle (2006), describe analysis of qualitative as the one done through reading and review of data which include observation notes and interview transcripts in order to detect themes and patterns that emerge. As regards this study, data from focus group discussions and semi-structured interviews was analyzed through discipline related documents, semi-interviews and focus group discussion.

The analysis of records and documents involved the use of data kept by the school's Discipline Committee concerning the indiscipline and immoral behaviours among students. The process of data analysis involved identifying common in discipline and immoral behaviours committed by students since the year 2009. The analysis went further to pursue for some of the measures that were taken to deal with such kind of behaviour. Basically, discipline records were crucial as it helped to unearth the documented indiscipline and immoral practices committed by students over the years. In addition, the state of the data being kept as records helped in achieving the validity of the data collected. Furthermore, discipline and punishment documents helped to triangulate with other data collection methods such as focus group discussion and semi-structured interviews.

Apart from records and documents, data from semi-structured interviews and focus group discussions were analyzed qualitatively beginning with transcription. At this stage tape recorded data was transcribed verbatim straight into a word processing package.

Coding data into categories was another stage in analyzing data from focus group discussion and semi-structured interviews. According to Lodico and Voegtler (2006), coding involves identifying different segments of data that describe interrelated phenomena and labeling these parts using broad category names. Ideally, this step involved scrutinizing various small pieces of information and conceptualizing a connection between them. A rigorous activity of read, reread and reexamine in pursuit to exhaust all ideas and issues earmarked for coding was done.

Furthermore, building of explanations led to deeper analysis in which explanation of the events and issues represented in the data occurs. At this stage the researcher continued the process of abstraction by identifying major and minor themes in the coded data. The themes ideally combined several codes in a way that allows the researcher to examine the suggested questions guiding the research (Lodico & Voegtler, 2006). The themes helped in providing organized ideas that the researchers earmarked to interpret and explain what has been learnt from the study.

Finally, analysis of focus group discussion and semi-structured interviews involved reporting and interpreting data for its meaning. The data is reported in a narrative manner highlighting themes and use of extensive samples of quotes that emerged from the process of data analysis. Interpretation of data in this study involved relating the findings to previous published studies.

This step helped making inferences and present reconstructions of meanings derived from the data (Zhang & Wildemuth, 2008)

### **3.9 Ethical Considerations**

Cohen, Manion and Morrison, (2001) argue that the growing desire for social scientists in research has been accompanied by a growing awareness of moral issues and the need to meet their obligations with respect to those involved in, or affected by their investigations. Consequently, before any data was collected, permission for this study was sought from the Committee of Ethics in the Department of Education and Teaching Studies of Mzuzu University. Following approval by the department, consents from Christian Liebig secondary school and participants. Furthermore, participants were assured of confidentiality throughout the process of study and participants were free to withdraw at any stage of the data collection process. Since, the study sought to break the barriers of teachers and other hidden curricula influence, student-participants were assured that no data collected would be used against their own well-being other than advocacy for their emancipation in the current school's discipline management policies and practices. One way of achieving this was to ensure anonymity thus, no name was used to identify the participants. They were also given a chance to withdraw at any stage of the research process.

### **3.10 Limitations and Delimitations of the Study**

Given enough resources and time, the study would have involved at least two schools and this was one of the limitation of this study. In addition, the study is exploratory in nature as it is possibly new in Malawian context and Mzuzu University to be specific, little or none has been established to investigate the influence of hidden curriculum on students' behaviour and

indiscipline cases, hence a limitation on its own. However, the study would significantly serve a basis of literature for further studies by Malawian scholars in the field of hidden curriculum. The other limitation is that two student participants withdrew from participating in the study whereas one teacher did not turn up for the focus group discussion due to work commitment.

As regards delimitations of the study, the study investigates one institution, Christian Liebig Secondary School of South West Education Division. In addition, none other than teachers, the deputy head teacher and students of this school were involved in the study. A qualitative-case study design and critical paradigm have been chosen specifically to gain an in-depth knowledge of the influence of hidden curriculum on students' disruptive behaviour. Finally, the Theoretical frame work of Bio-ecological theory has been chosen because it assumes students to be at the centre of larger system being influenced by a number of interconnected systems.

#### **4.11 Conclusion**

This chapter has discussed the research methodology used in carrying out this study. This included research design, research site, population, sample size, sampling technique, method of data collection and data analysis. Furthermore the chapter has also described the ethical considerations, the limitations and delimitations of the study.

## **CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS OF THE STUDY**

### **4.0 Introduction**

This chapter present analysis and discussion of the findings of the study which aimed at investigating the effects of hidden curriculum on moral behaviour and discipline management in schools.

### **4.1 FINDINGS OF THE STUDY**

This section presents an analysis of findings relative to the objectives of this study. The presentation is grounded on various data collection methods namely, focus group discussion with teachers and students, semi-structured interviews with the deputy head teacher as well as records and documents.

#### **4.1.1 Common Indiscipline and Immoral Conducts Committed By Students at Christian Liebig Secondary School:**

Data from discipline and punishment records, semi structured interviews with the deputy head teacher and focus group discussion with teachers and students discovered a number of indiscipline and immoral behaviours committed by students at Christian Liebig Secondary School. However, it was indiscipline records that provided much of indiscipline and immoral behaviours. The data from records was obtained through cross checking indiscipline cases recorded by the institution from the year 2009 to the year 2014, a period of six academic years. Among many cases the following were identified to be common indiscipline and immoral behaviours committed by students:

- Insubordination to teachers
- Plot to beat teachers
- Organising protests
- Insulting teachers by scribbling on walls
- Use of abusive language
- Jumping over the fence
- Found on the campus beyond study times.
- Defying authority especially teachers
- Lingered outside classes
- Drawing obscene pictures,
- Scribbling on the fence
- Drunkenness
- Teasing form one students
- Fighting
- Defaulting payment of school fees
- Disturbing lessons
- Absconding school assessments
- Visiting hostels of opposite sex at odd hours
- Stealing property of school mates
- Stealing library books
- Rape
- Vandalism of school property

Similarly, data from semi structured interviews with the Deputy head teacher pointed out vandalism of school property and coming to school late to be the most commonly indiscipline behaviours among students.

On the other hand, focus group discussion with teachers generated similar findings on common indiscipline and immoral behaviours committed by students. Participants cited open defiance, scribbling on the walls and insubordination to be the common disruptive practices among students. One teacher cited that:

“Aah! They insult us in any way, writing our names on the walls”

As a confirmation to insubordination as indiscipline case, one teacher participant lamented:

“Students have the spirit of doing things at will, any time they want; they have too much freedom of doing what they want”

Findings from the focus group discussion with students also provided the following to be common indiscipline and immoral conducts among students:

- Booing teachers and school mates
- Coming to school late
- Illicit sexual behaviour among self-boarders
- Not tucking in shirts and blouses
- Vandalism
- Raping



- Teasing
- Underrating teachers
- Jumping over the fence, coming to school late
- Scribbling of the walls.

#### **4.1.2 Factors That Influence Indiscipline and Immoral Behaviour among students**

Generally, students that participated in the study revealed that, indiscipline and immoral behaviours demonstrated by students were influenced by a number of factors of which some of them include rudeness, intolerance between teachers and students, students' desire to show off among their friends, alcoholism especially during celebrations, smoking marijuana, underrating teachers because of their size or sex, lack of personality, lack of strong leaders like prefects as well as the effects of adolescence.

#### **4.1.3 Relationship between Socio-Economic Background, Indiscipline and Immoral Behaviours among Students.**

In a bid to establish the effect of hidden curriculum on moral behaviour and discipline management the study sought to know if there has been relationship between socio-economic background, indiscipline and immoral behaviour in schools. Therefore, when asked, teachers revealed that in most cases, students who often commit indiscipline and immoral acts were those who come from less privileged families and communities. Findings from Teachers confirmed this:

“Most of the times as regards this area, we assess the students background when their parents and guardians come for disciplinary hearing; most of them come from less privileged families, receiving bursaries from Non-governmental organisation ”

Similarly, the Deputy Head Teacher confirmed the status of a number of students saying:

“When we start digging out indiscipline cases in our committee we will find out that the student’s background is poor and that makes them to behave anyhow”

However, data from focus group discussion with students produced contrasting findings as regards students’ economic background and indiscipline cases committed in school. In the first place, one participant concurred with the findings from the deputy head teacher and the teachers by attributing the origin of indiscipline and immoral behaviour due to less privileged background of students. Students’ participants cited the flourishing of Bursaries from World Vision Malawi and Partners in Health to be evidence of this less privileged background. On the other hand, one student argued that originating from privileged background also contribute to indiscipline and immoral behaviour:

“Some of us come from well to do families, and when our parents promises us greater things like wealth as we grow up, for such reason we don’t see any reason for doing school work”

In addition, to less privileged background, single parent families were also observed by teachers to contribute to indiscipline and immoral behaviours among students. It was cited that such students probably lack guidance and general upbringing from their parents hence, the perceived lack of discipline. One teacher participant revealed:

“Usually, where the students come from a single parent, they spend much of their time not being attended by their parent, hence students grow not in upright manner and bring this habit to school”

Furthermore, Focus group discussion with students also revealed that, a number of students are raised by their grannies who have little control over their behaviour. Worse still, data revealed that, where a single parent is a woman, it is more likely that students from such families commit indiscipline acts as they take advantage of her gender not to behave well, therefore, taking this habit of disobedience to school.

“There is lack of parental care especially when they have been raised by a woman and children tend to be troublesome”

#### **4.1.4 Influence of teachers on Indiscipline and Immoral Acts among Students**

Findings from students revealed the relationship among teachers and that of teachers with students influences indiscipline and immoral conducts among students. One student participant cited that:

“If teachers do not respect each other and students as well, students are more likely to be disobedient to teachers.”

They substantiated that lack of respect between teachers is a sign of division among them and this impairs them to work together as a team in the fight against indiscipline and immoral behaviour in schools. It was bemoaned that, sometimes, teachers deliberately leave students without tucking in their shirts and blouses which was believed to perpetuate indiscipline behaviour at school. Similarly, findings from teachers revealed that there was a tendency for some teachers not to discipline students when they have gone wrong and this was viewed to encourage indiscipline among students. This laissez faire attitude was observed to have brought frustration among teachers who stick to professionalism by disciplining students when they have broken school rules. Similarly, teachers also said that when they see that indiscipline cases are not addressed by other teachers or the Discipline Committee, it demoralises their quest to correct future immoral and indiscipline behaviour of students.

“Nobody cares, students have too much freedom and frustration comes as you expect the issue would be sought by the indiscipline committee, yet it's not, then you become frustrated”

Furthermore, late coming among teachers was thought by students to influence students to do the same. They imitate what their teachers do, therefore coming late was believed to set a bad precedence to students.

Interestingly students said that, teachers' conduct also encourage indiscipline in students in schools. In some cases, male teachers propose love to girls, as a result it makes them unable to discipline these students when they have committed any misconduct in school.

“For some young male teachers who make love relationship with girls, it make such girls not to listen to the teacher on any indiscipline act that they may commit”

Similarly, teachers' dressing was also said to have encouraged indiscipline among students. For instance, both the deputy head teacher and students bemoaned the tendency of female teachers who wear miniskirts. This was said to have led to booing especially from male students and at the same time such kind of dressing influence girls to imitate the conducts of these teachers which in turn culminate into indiscipline conducts. One student narrated the gravity of dressing among teachers:

“Some of the female teachers wear miniskirts which brought disturbances in school”

On the other hand male teachers were also said to have done what their female counterparts do:

“For instance, especially young male teachers, they wear short shirts and show off their boxers, some students are mockery and some girls are more troublesome this cause chaos and indiscipline in class”

#### **4.1.5 Influence of school policy on indiscipline and immoral behaviours**

Findings of the study also revealed that policy directives that comes from the Ministry of Education brought laxity among teachers to discipline students. For instance, it transpired that, teachers need to take off their hands on students outside the normal working hours. The directives emphasized that, in all day secondary schools like Christian Liebig, teachers need not to interfere in the students' welfare outside school time. One teacher participant commented on this policy saying:

“As regards what happens outside school time when students have knocked off, they say it's none of our business and we are afraid as teachers we don't want to be slapped”

However, students' respondents disputed such kind of policy saying that it is not beneficial to them because teachers in most cases bear the responsibility of the burdens that happens outside school time among students, therefore they do not need to be left alone.

“What happens is that even if you leave the students alone whatever problem that may happen would still haunt the teachers and even those providing security may fault teachers for neglecting students”

In a related development, student participants also said the policy of letting students to live as self-boarders has perpetuated immoral behaviours among students:

“Some of us who are self-boarders due to lack of parental contacts it influences us to do prostitution”

#### **4.1.6 Influence of Media on students’ Indiscipline and Immoral behaviours**

Findings of the study also revealed the effect of media for instance that of watching pornography to contribute to immoral and indiscipline behaviours among students. It was augmented that watching pornography make some students to take their teachers as if they are of the same age hence disrespect them.

“Whenever, we watch pornographic movies we tend to see teachers as if is of our size”

Similarly, students attributed the acts of indecent dressing among students to have come from the media through watching international music artists. For instance, dropping down of trousers and wearing of expensive clothing which is deemed not of the school status.

“For some of us who normally spend much of the time on the internet we see what youngsters do, we covet artists like Lil Wayne and adopt what they wear, the desire to have lipstick and many more which encourages immoral behaviours”

#### **4.1.7 Influence of the peer pressure on indiscipline and immoral behaviours**

When asked about the factors that influence indiscipline behaviours students attributed peer influence to have contributed a lot of indiscipline and immoral cases like alcoholism. It was substantiated that a number of students have been found in groups drinking beer especially around Christian Liebig neighbourhood.

“Some peers have strong influence on behaviours of other by enticing them to smoke as well as to drink alcohol”

#### **4.1.8 Influence of School Rules on Students’ Indiscipline and Immoral behaviours**

Findings from the focus group discussion with teachers and interviews with the deputy head teacher cited tough and weak school rules as two extreme influences of indiscipline among students. For instance, the deputy head teacher commented that:

“Some rules may be too tough while others loose, these may result into resistance among students if tough and if loose they perpetuate indiscipline cases among students”

Similarly, teachers cited that when they take extreme measures as administrators to discipline students on their behaviour this generally make students to become unruly.



#### **4.1.9 How Teachers, Students and Parents Relate to Each Other at School**

When asked about the kind of relationship that teachers have with parents and community, teachers acknowledged of a good relationship:

“The relationship with teachers and parents is good. When a student has committed any indiscipline or immoral act, parents come to attend the disciplinary hearing. Whenever there is Parent Teacher Association meetings, parents come to agree on one thing”

Other participants concurred with the initial argument to say:

“Whenever we want to agree on one thing with parents, they are willing to Participate, this show a good relationship”

“We teachers and parents we always maintain a good relationship with parents. Parents come and present their grievances, for instance, a parent whose child was in form two, came to complain that the child was not paying school fees. However, there are exceptions whereby there is poor relationship between teachers and some students at times”

#### **4.1.10 Ways of Discipline Management at Christian Liebig Secondary School**

In as far as discipline management at Christian Liebig Secondary School is concerned, teacher respondents cited that they embark on giving punishment whenever a student has committed

indiscipline case. However, if the case committed is extreme then the matter goes to the discipline committee where judgment is given and counselling of the offender takes place. In addition, analysis of data from discipline records revealed the fate of a number of students who committed indiscipline and immoral cases. A number of these students were suspended from school and later offered guidance and counselling. In extreme cases students were suspended indefinitely pending Education Ministry's judgement. On the other hand, some students were given minor punishments as one way of managing indiscipline. When asked whether punishments given yield any result, students cited that the punishment administered on students at times bring positive results whereas in other instances the result is opposite because some of these students are regular offenders.

#### **4.1.11 Suggested Ways To In Dealing with Indiscipline and Immoral Behaviours**

When asked about ways that may be used to deal with immoral and indiscipline behaviour in schools, various suggestions were presented: therefore the following are some of the ways that emerged from various sources of data collection methods.

Firstly, tracing students' background since what happens at students' home would help understand the reasons for their deviance at school. Teachers bemoaned that, if a student's home or compound is dominated by brewing beer one would not expect anything good from that and deviance can be common phenomenon in such students at school.

Secondly, frequent meetings with Parent Teachers Associations in order to discuss problems as regards students discipline and their welfare as a whole

Thirdly, befriending students so that they may feel loved by their teachers as this reduce tension that may lead to indiscipline cases. Here, teacher participants argued that, teachers need to be accommodative; not being angry all the time if they are to establish a warm relationship with students.

Fourthly, unity among teachers by making sure that disciplining students' is a collective effort other than being an individual duty was mentioned by teachers to make students see teachers in the same way. This augured well with findings from the head teacher who said that:

“Cooperation among teachers is essential; if a student has committed an offence then that offence is more like done against all teachers”.

In addition, the need for policy makers to consult teachers through comprehensive research on policies regarding indiscipline as some of the policies may have come out of hasty decisions, without consultation with all stake holders, teachers inclusive.

Good relationship between the community and teachers was also believed to help combating indiscipline. This was supported by the deputy head teacher in that:

“What the teachers would tell students then that would be the same with the parents”.

Creating a good relationship between teachers and students was thought to result in creating a good learning environment. However, this relationship was suggested to have limit with observed social distance especially with students of opposite sex.

Giving students some unsupervised time as compared to tough rules which act as policing force and impinge on the welfare of students. Likewise, it was suggested by the deputy head teacher that students need to be treated with love and respect they deserve if indiscipline cases are to be reduced.

Furthermore, it was suggested that some of the students who had committed indiscipline acts needed to be given leadership positions for them to change.

Setting and implementation of school rules was thought to be another solution to indiscipline cases not just mere talk. This was said to solve the problem of laissez faire attitude among teachers.

Students suggested that giving respect to teachers and doing research on how to make youths stop drug and substance abuse could solve indiscipline problems in schools.

Guidance and counselling has to go to some of the students doing immoral and indiscipline behaviour as indiscipline may be done out of ignorance henceforth the need for teachers to inform them of the dangers of indiscipline and immoral behaviour.

Teachers' exemplary character was highlighted by students as one way of dealing with indiscipline. Respondents substantiated that, listening attitude of students to teachers depend on the behaviour of teachers. For instance, some students drink beer together with teachers as such, teachers concerned are unable to discipline concerned students. Respondents emphasized that a teacher needs to take care of the students even out of school premises as they may be responsible for the ordeal of students.

Similarly, participants suggested that both male and female teachers need to dress in respectable way as miniskirts distract the attention of male students just as indecent dressing among male teachers

Finally, students also suggested joining spiritual organisations as crucial in behavioural change among students, as lessons for a good up bring in one's life are disseminated.

## **4.2.0 DISCUSSION OF THE FINDINGS**

### **4.2.1 Introduction**

This section of a chapter discusses the findings of the study. It discusses the findings of the study with reference to the objectives of the study which aimed at investigating the effects of hidden curriculum on moral behaviour and discipline in schools.

### **4.2.2 Common Indiscipline and Immoral Conducts Committed By Students**

The analysis of the study on moral behaviour and discipline management in schools produced related results with that from the deputy head teacher, teachers, students as well as discipline documents. The findings have shown that, jumping over the fence, defaulting payment of school fees, being found on the campus beyond study times, lingering outside classes, not tucking in shirts and blouses, absconding school assessments, coming to school late to be some of the indiscipline and immoral behaviour committed by students. These indiscipline and immoral behaviours concur the findings of Gitome, Katola and Nyabwari (2013) which described them as non-disruptive behaviours. Furthermore, the study also revealed a number of disruptive behaviours that students demonstrate in schools. In this study, some of these disruptive behaviours include: plot to beat teachers, insulting teachers by scribbling on walls, use of abusive language, drunkenness, teasing, fighting, disturbing lessons, stealing school property, rape, and illicit sexual behaviour.

### **4.2.3 FACTORS THAT INFLUENCE INDISCIPLINE AND IMMORAL BEHAVIOUR AMONG STUDENTS:**

In order to establish how hidden curriculum influence indiscipline and immoral behaviour among students, the following sections provides a thorough discussion on the effects of hidden curriculum.

#### **4.2.4 Influences of Socio-Economic Background of students on Indiscipline and Immoral Behaviours.**

The study sought to find the relationship between the socio-economic background of students on indiscipline and immoral behaviours in schools. The findings revealed that, in most cases, those students who frequently commit indiscipline cases are the ones who come from less privileged families and communities. They bring all forms of indiscipline behaviour to school from their homes. This is in line with the Neo-Marxists theorist who argue that disruptive behaviours of students are prominent from lower class families as they originate from chaotic neighborhoods where deviance and mischievous behaviour are a prevailing trend (Margolis, 2001; Bowles and Gintis, 1976). On the contrary, the findings of the study also revealed that, it is not only the less privileged background that perpetuate indiscipline and immoral behaviours among students, but also the privileged background also produces the same effect. Students from these families are believed to be showered and promised lots of material wealth which discourages them from working hard at school, which ultimately influence them to undermine their teachers. This suggest the need to find out the students' background as one way of setting a foundation for uprooting disruptive behaviours in students.

Similarly, findings revealed that, single parent families contribute to indiscipline and immoral behaviour among students. It was believed that, such students lack guidance and counselling and general up bring from their parents. Furthermore, respondents revealed that, where a single parent is a woman or a granny, it was more likely that students from such families commit indiscipline cases. Participants cited that, where a single parent is a woman or an old person, inculcation of morals is heavily compromised. This concurs with the findings of a study by Mwale (2006) which acknowledges family and community to influence disruptive behaviour among students in schools. Ideally, parents form part of the hidden curriculum in the moral development of their children, they are expected have a greater autonomy in giving moral lessons which are not structured in the curriculum at school but very crucial in the up bring of a child who is a student at school. Therefore, this imply that, any deficiency in propagation of morals by parents certainly result in demonstration of disruptive and immoral behaviours wherever the child goes including school. A study by Kilonzo (2013) discovered that 64.1% of the participants saw limited support from parents as a cause of indiscipline. Conversely, where positive parenting is present, provision of children's needs such as good food, shelter, water, love, warmth, affection, education, monitoring, dialogue and control, foster positive moral up bring, reduces indiscipline among students (Okpako, 2004 as cited in Kilonzo, 2013). In addition, parental background was also reported by Marais and Meier (2010) to be a cause of indiscipline and immoral behaviour. It was found out that, poor parental discipline and lack of parental warmth, sensitivity and attention due to divorce or job commitments were responsible for the persistent occurrence of misbehaviour during middle childhood and adolescence. This therefore, necessitate the need for positive parenting as a way of averting the harmful consequences of socio-economic background on students' behaviour.



#### **4.2.5 Influence of Teachers on Indiscipline and Immoral behaviours among Students.**

Teachers form part of the hidden curriculum of the school and the findings revealed that the relationship among them and that of teacher-student relationship affects discipline and moral behaviour of students. In addition, lack of respect between teachers and students, laissez faire attitude of not punishing students, failure of disciplinary committee, teacher-girl relationship, tendency of female teachers to wear miniskirts and lateness among teachers were found to be major aspects of the school that perpetuate indiscipline among students. Teacher participants in this study cited that some teachers never discipline students and this laissez faire attitude has fuelled indiscipline and immoral behaviour among students. The findings therefore, concur with the findings of Kilonzo (2013) which found out that Laissez faire attitude among head teachers, teachers and other staff leads to numerous discipline related problems in schools. Basically, teachers are seen as role models and constitute a greater part of the hidden curriculum of the school because students learn and imitate a lot from them knowingly or unknowingly. Unfortunately, where a teacher demonstrate unforeseen behaviour as revealed in the findings, schools act as a breeding ground for indiscipline and immoral behaviours. Ijaiaya (1997) analysed that, teachers are expected to be good models to their students, consequently, they are expected to show commitment and dedication to duty by being punctual to the workplace, class and other school related activities, establish good relationship with students while at the same time avoid immoral behaviour. Therefore, this suggests that failure to live an exemplary life results in the impartation of immoral and indiscipline behaviour by teachers in students.

#### **4.2.6 Influence of School Policy on Indiscipline and Immoral Behaviours**

Findings of the study show that directives that come from the Ministry of Education were found to have brought laxity among teachers to discipline students outside the normal working hours, therefore encouraging indiscipline. The policy demanded teachers not to interfere in students' welfare outside school time. However, findings from students' participants quickly disputed such kind of a policy. They claimed that, such a policy was not beneficial to them as teachers in most cases bear the responsibility of burdens that occur outside school time among students. The findings concur with observations Pentz (2010) found in his study that established that, school code of conduct must be a consensus document owned by all those that are expected to abide by the dictums. Policy documents just as school rules are part of hidden curriculum of the school, they produce covert effects among learners which are not reflected in the curriculum. Therefore, the findings of the study suggest that policies formulated primarily to deal with indiscipline and immoral behaviours need to have the blessing of teachers if its implications are to be successful on students.

#### **4.2.7 Influence of Media on students' Indiscipline and Immoral Behaviours**

The findings of the study reveal how the influence of media such as watching pornography contribute to immoral and indiscipline conducts among students. The study found out that, watching pornography make some students lose morals and develop a thinking that their teachers are of their age as such deserve less respect. Similarly, students attributed the acts of indecent dressing as part of indiscipline act to originate from the media through watching and imitating international music artists' behaviours. For instance, dropping down of trousers and wearing of expensive clothing which is deemed not of school status was claimed to have been adopted from

media. Basically, media is part of the hidden curriculum since its learning is not structured in the formal curriculum. Dickerson (2007) argue that media are not simply channels for conferring information between two or more environments but they are themselves shapers of new social environments. Media is so powerful and believed to change the people's lives and students inclusive, however, media has been observed to possess negative impact because in most cases centres on unpleasant events. According to Akawa (2013), lessons learnt from media constitute hidden curriculum as its learning is so unstructured, unintentional and at times socially harmful. Watching pornography which has been cited by participants among many factors influence immoral behaviour as it leads to generation of sexual feelings and eventual sexual initiation among students. Such kind of influence presumably infuriate cases of rape and illicit sexual acts which have been found to be some of immoral behaviour in the school understudy.

#### **4.2.8 Influence of Peer Pressure on Indiscipline and Immoral behaviours**

Findings of the study also revealed peer influence to have contributed a lot to immoral and indiscipline cases like alcoholism in schools. Students' participants revealed that, in most cases, students are found in groups taking alcohol in school nearby premises, hence, confirming the influence of peer pressure. Akawa (2013) confirm that, peer pressure as a student relationship in schools contributes to exhibition of indiscipline and immoral behaviour among students. She pointed out that, adolescents have intense desire to belonging and their social development is characterized by an increased involvement with their peers (Akawa, 2013). Peers operate under unwritten rules inherent in the hidden curriculum. Failure by peers to abide by these rules often end them in a life of isolation, humiliation and mockery which are categorized as bullying behaviours (Hope Foundation, 2014). Therefore, to achieve conformity to the groupings,

students probably fall into a number of negative social behaviour which affect negatively in the wellbeing of school and their studies.

#### **4.2.9 Influence of School Rules on Indiscipline and Immoral Behaviours among Students**

The findings of the study revealed that tough or weak rules in school are likely cause of indiscipline and immoral behaviours among students. Tough rules were said to result into resistance among students whereas loose rules were likely to perpetuate indiscipline and immoral practices among students. Similarly, teacher participants cited students need to be given some kind of freedom if they are to behave well as compared to tougher rules which were seen as a cause of indiscipline if handled without care. School rules form a greater part of the hidden curriculum of the school. This is the case because rules are not learnt in a formal curriculum but technically designed to shape the lives of students morally. García and Lissovo (2013) confirmed school rules to have at times created an environment that strives to injure and demoralize students. This suggests that rules may perpetuate indiscipline and immoral behaviour in schools but its proper application may help in discipline management and proper up bring of students in schools. On the influence of tough rules, Canady (1991) as cited in Kilonzo (2013) confirmed that, where punishments exceeds rewards among students, there is a likelihood of perpetuation of indiscipline which negatively affect the performance of students in schools.

#### **4.2.10 Ways of Managing Indiscipline and Immoral Behaviours in Schools**

The findings of the study unearthed ways of dealing with indiscipline and immoral behaviour in schools. Participants suggested that tracing students background at home and what happens in their premises, frequent meetings with the Parent Teachers Associations, befriending students

and accommodative spirit of teachers, releasing students for unsupervised time, giving leadership position for undisciplined students, consulting teachers on discipline policy changes, unity among teachers, setting and implementing of school rules, creating a good relationship between teachers and students, good relationship between the community and teachers are some of the ways of dealing with indiscipline and immoral behaviours. On the other hand, findings from the deputy head teacher suggested that, students need to be treated with love and respect. Similarly, the findings from students revealed that, giving respect to teachers, conducting research on how to make youths stop drug and substance abuse, guidance and counselling, teachers' exemplary character, students need to report teacher-student love relationships, ensuring students have won clothes properly, teachers need to dress in a respectable way, joining spiritual organizations are some of the ways of dealing with indiscipline and immoral behaviours. As it can be seen the given ways of dealing with indiscipline and immoral behaviour suggest a holistic approach. A holistic approach augurs well with the bio-ecological theory since it acknowledges that the development of a child stems from interrelated factors in this social system beginning with the micro system to the chronosystem. The suggested ways of dealing with indiscipline are in line with Marais and Meier (2010) findings and recommendations that claim for the need to look into all factors surrounding the developing child in order to deal with a number of disruptive behaviour demonstrated by students. Just as the influences of hidden curriculum have influence students to indulge in indiscipline behaviours, the same system may be used to meet the deficiencies. Therefore, the elements of the hidden curriculum in the bio-ecological theory can be used positively in order to produce a disciplined child.

## **CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSION RECOMMENDATIONS, AREAS FOR FURTHER STUDY**

### **5.1 Introduction**

This chapter presents the summary of findings of the study, the recommendations as well as areas for further study.

### **5.2 Summary of findings**

The purpose of the study was to investigate the effects of hidden curriculum on moral behaviours and discipline management in schools. It sought to find out the extent to which the teachers' behaviours, school rules, students' socio-economic background, media and peer pressure as elements of hidden curriculum affect discipline and behaviour of students in schools. The findings of the study revealed that, jumping over the fence, defaulting payment of school fees, lingering outside classes, not tucking in shirts and blouses, absconding school assessments and lateness to be the common indiscipline behaviours in school. Moreover, plot to beat teachers, insulting teachers by scribbling on walls, use of abusive language, drunkenness, teasing, fighting, stealing school property, rape, and illicit sexual behaviour have been found to be some of immoral and indiscipline behaviours.

The study has also found out that socio-economic background of students contribute to a number of indiscipline and immoral behaviours in schools. Furthermore, teachers' influence, media, school rules and policy as well as peer influence were seen to contribute to indiscipline and immoral behaviours in schools. Consequently, participants of the study suggested the need to

trace student's background, consultation on formulation of discipline related policy, unity and exemplary character of teachers to be some of the ways of managing immoral behaviour and indiscipline in schools.

### **5.3 Conclusion**

The study has established that socio-economic background of students, influence of teachers, school rules and policy, media and peer pressure determines discipline related problems affecting schools today. This implies that, for one to deal with students' immoral and indiscipline behaviour in schools, there is a need to know the students' background as a starting point in addressing some of discipline related problems that students might demonstrate in schools. This may involve the use of Parent Teacher's Association meeting as a platform for communicating with parents and the community in which students live. In addition, there is a need to involve counselling as well as creation of a friendly atmosphere as compared to a string of tough rules that normally aggravate teacher student relationship. As custodians of the students, teachers just as parents need to be involved in the formulation of discipline related policies. Therefore a holistic approach in dealing with indiscipline behaviours among students other than just dealing with a single causative factor would be beneficial.

#### **5.4 Recommendations**

The study provides the following recommendations as a way of dealing with a number of indiscipline and immoral behaviour that emanate from the effects of the hidden curriculum in schools.

Firstly, there is a need for teachers find out the socio-economic background of students when dealing with students' immoral and indiscipline problems in schools. This comes against the background of the findings that single parent family and economic problems have influenced disruptive problems in students.

Secondly, the study recommends the need for proper implementation of guidance and counseling programs as a way of dealing with a number of students immoral and indiscipline problems in schools. This is crucial as it helps in meeting the deficiency in advisory role of parents and guardians at home.

Thirdly, education administrators at both division and ministry level need to consult teachers and other stakeholders in their quest to formulate discipline related policies in schools.

Fourthly, Teachers needs to be watchful over the rules and the manner in which they conduct themselves in the presence of students



Furthermore, schools need to be created with a friendly atmosphere that enables interaction among teachers as well as students. Teachers need to handle indiscipline cases of students with love and care.

In pursuit to deal with indiscipline and immoral behaviour among students, team work and commitment is needed from all stake holders namely; teachers, the head teachers, supporting staff, students, parents and guardians. There is need for warm relationship between teachers and the community in dealing with indiscipline behaviours of students.

The study also recommends teachers to act as role models in their mission to deal with indiscipline and immoral behaviours affecting schools. As teachers behave morally, then it is much easier for students to do the same, therefore, teachers would not bring any negative influence on students. Teachers need to realize that, students tacitly learn a lot from their actions and take them as pure truth.

There is also a need for regular training of teachers as a way of drill them on how to handle indiscipline and immoral behaviour that does not further subject students to exploitation in schools.

Parents as well as teachers need to be watchful over their children on the peers whom they interact with in order to avoid the negative peer pressure.

## **5.5 Areas for Further Study**

The study could not be generalizable across all secondary schools, therefore, further study as a survey on the influence of hidden curriculum on indiscipline behaviour needs to be conducted.

Furthermore, a comparative study needs to be done on the prevalence of indiscipline cases in co-education and non-co-educational schools in dealing with indiscipline behaviours in schools.

In addition, a study needs to be carried out on maximising the influence of hidden curriculum on students' positive behaviours in schools.

Finally, a similar study needs to be done on establishing a relationship between students from single parent families and cases of indiscipline.

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## **APPENDICES**

### **Deputy Head Teacher's Face to Face Interview Schedule Interview Questions:**

1. Please brief me a bit on the history of your school and how it has changed over the years?
2. What kind of common indiscipline and immoral behaviours that you have been experiencing with students?
3. Could you please describe the socio-economic backgrounds of students who often have committed indiscipline cases?
4. What do you know about hidden curriculum?
5. What kind of hidden curricula elements influence students to demonstrate immoral and indiscipline behaviours?
6. How do teacher hidden attitudes and behaviours influenced indiscipline and immoral behaviour among students?
7. What have been the major consequences of students' indiscipline conducts?
8. Could you please brief me on some of the ways how you manage indiscipline and immoral behaviour in your school? Any further ways that could help?

### **Teachers' Focus Group Discussion Schedule Interview Questions:**

1. Please brief me on how teachers, students and parents relate each other here at school?
2. What kind of indiscipline and immoral conducts are frequently committed by students?
3. Does hidden curriculum of the school influence indiscipline and immoral behaviours among students? If so how?
4. What is the socio-economic background of students who usually commit indiscipline cases?
5. How do you think teachers may have contributed student's indiscipline at school and away from school?
6. How do you handle indiscipline behaviours of students?
7. What could be the suggested ways of dealing with indiscipline behaviours which emanate from the hidden curriculum of the school?

**Student's Focus Group Discussion Schedule Focus Group Discussion Questions:**

1. Could you please brief me on some of the indiscipline and immoral practices that you experience here at school as students?
2. What has been the reasons for a number of immoral and indiscipline cases here at school?
3. Do teachers, school rules, media, parents, peers, and the socio-economic background influence students in any way to commit immoral and indiscipline behaviours?
4. How do you conduct yourself if you are away from parental and teacher's guidance?
5. How do you feel if your parents and guardians know about the indiscipline acts that have been committed at school?
6. Are students happy with the way teachers handle indiscipline cases here at school?
7. What do you think would be the possible ways of dealing with indiscipline and immoral behaviours of students?.