



AN ASSESSMENT OF HEADTEACHERS' PERSPECTIVES ON MANAGEMENT OF
INDISCIPLINE TEACHERS IN COMMUNITY DAY SECONDARY SCHOOLS IN MALAWI

By

MARTIN CHOSADZIWA ELIFALA

A thesis submitted to the Faculty of Education in partial fulfillment of the requirements for the award of the
degree of Master of Education in Leadership and Management

At

Mzuzu University

October, 2020

DECLARATION

I, **Martin Chosadziwa Elifala**, do hereby declare that **An Assessment of Head teachers' Perspectives on Management of Indiscipline Teachers in Community Day Secondary Schools in Malawi** represents my own work and that it has not previously been submitted for a degree at the University of Mzuzu or any other University. It is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Martin C. Elifala _____ Date: _____
(Student) Signature

Mr. C.E. Sangoma _____ Date: _____
(Supervisor) Signature

APPROVAL

This Dissertation of **Martin Chosadziwa Elifala** is approved as a partial fulfillment of the requirements for the award of the Master of Education in Leadership and Management by the University of Mzuzu.

DEDICATION

I dedicate this work to my wife Blessings Kondowe and my Children: Gerald, Rose, Getrude and Lusungu for their perseverance during the time I went for this study.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank the Almighty God for giving me time and health to make this work a reality.

In a special way, I would like to extend my deepest appreciation to Mr. C.E. Sangoma my supervisor for providing untiring support and guidance through the process that led to this work.

I would also like to gratefully acknowledge the assistance of the following people in this study:

- The Masters Degree programme coordinator, Dr. Margret Mdolo for the academic guidance that made it possible for the study to be completed within its specified period.
- Mr. Joseph Nkhata, the Education Division Manager (EDM) for Central Western Education Division for allowing the study to be carried out in his division.
- The head teachers, deputy head teachers, School Management Committee Chairpersons, Desk Officer for Secondary Schools, Human Resource Officers and MASSHA chair person for Central Western Education Division for taking part in the study.
- Mr. Rester Banda, and Mlelemba from Ludzi Girls Secondary School and Mr. Yona Mambala from Lilongwe Girls Secondary School for editing this work.
- Friends and relatives for financial, moral and material support they rendered to me during the study.
- All the 2018 Master of Education Students for offering constructive advice, insights and questions that helped to shape this paper.

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

1.0	Chapter Overview	1
1.2	Global proliferation of indiscipline teachers.....	1
1.3.2	Discipline Policy in Public Secondary Schools in Malawi.....	3
1.3.3	Managing teachers' indiscipline in education functions devolved to District Councils.....	4
1.3.4	Managing teachers' indiscipline at a school level	4
1.4	Statement of the problem	5
1.5	Purpose of the study.....	6
1.6.1	General objective of the study	6
1.6.2	Specific Objectives	6
1.8	Theoretical Framework	7
1.9.1	Delimitations of the study	8
1.9.2	Limitations of the study	8
1.9.3	Conclusion	9

CHAPTER TWO

LITERATURE REVIEW	10	
2.0	Chapter Overview	10
2.1	Perspectives of head teachers on indiscipline teachers.....	10
2.2	Factors that make teachers to become indiscipline.....	11
2.2.1	Biological causes of teacher indiscipline.....	11
2.2.2	Environmental factors that make teachers to become indiscipline	14
2.3	Impact of indiscipline teachers to a school	21
2.4	Strategies for managing indiscipline teachers.....	25
2.5	Conclusion	31

CHAPTER THREE

METHODOLOGY	32
3.0 Chapter Overview	32
3.1 Paradigm	32
3.4 Study population	35
3.6 Data collection instruments.....	38
3.7.2 Triangulation.....	39
3.8 Conclusion	39

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS.....	42
Chapter Overview.....	42
Conclusion	94

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONTRIBUTION OF THE STUDY	95
5.0 Chapter Overview	95
5.1 Summary of findings	95
5.2 Recommendations.....	96
5.3 Suggested areas for further study.....	98
5.4 Conclusion.....	98

LIST OF TABLES

Table 1: List of schools involved in the study	37
Table 2: Marital status of survey respondents	43
Table 3: Number of years of experience for key informants	43
Table 4: Indiscipline teachers are threats to school	46
Table 5: Indiscipline teachers are lazy	50
Table 6: Indiscipline teachers are rude	50
Table 7: Drug and substance abuse.....	56
Table 8: Favouritism.....	62
Table 9: Premature closure of schools	74
Table 10: Influence other teachers to be negative as well	79
Table 11: Proper communication.....	88
Table 12: Treat indiscipline teachers as teachers with special needs	90

LIST OF FIGURES

Figure 1: Gender of interviewees.....	44
Figure 2: Sample filled questionnaire on perspectives of head teachers	45
Figure 3: Indiscipline teachers are time wasters	48
Figure 4: Indiscipline teachers are evil teachers	49
Figure 5: Indiscipline teachers are trouble makers	51
Figure 6: Factors that make teachers become indiscipline	54
Figure 7: Adolescence.....	55
Figure 8: Health related problems.....	58
Figure 9: Teacher mishandling	59
Figure 10: Teacher's family background	60
Figure 11: Poor communication.....	63
Figure 12: Sample filled questionnaire on impact of indiscipline teachers	72
Figure 13: Indiscipline teachers instigate violence.....	72
Figure 14: Death or injuries	75
Figure 15: Cause students to break school.....	76
Figure 16: Poor academic performance	77
Figure 17: Cause quarrelling between teachers and students	79
Figure 18: Sample answered questionnaire on strategies for managing indiscipline teachers	82
Figure 19: Guidance and counseling.....	83
Figure 20: Reporting indiscipline teachers to EDM or DOSS.....	85
Figure 21: Reminding teachers ethics of teaching profession	86
Figure 22: Give indiscipline teachers responsibility.....	87
Figure 23: Seek guidance from MASHA.....	89

LIST OF APPENDICES

Appendix A: Permission from University to carry out a research.....	109
Appendix B: Acceptance letter from EDM to carry out a research	110
Appendix C: Request to carry out a research in the Division.....	111
Appendix D: Request to carry out a research at a school	112
Appendix E: Consent form for participation in a research	113
Appendix F: Information sheet for Education Division Manager (EDM).....	114
Appendix G: Information sheet for head teachers	115
Appendix H: Information sheet for participants	116
Appendix I: Consent form for participants	117
Appendix J: Questionnaire for head teachers, deputy head teachers and SMC chairpersons	118
Appendix K: Interview Guide.....	120
Appendix L Codes and Themes	121
TIMELINE/WORK PLAN.....	122
BUDGET FOR THE RESEARCH.....	123

LIST OF ABBREVIATIONS

CDSS:	Community Day Secondary School
CWED:	Central West Education Division
DEM:	District Education Manager
DOSS:	Desk Officer for Secondary Schools
EBD:	Emotional and Behavioral Disorder
EDM:	Education Division Manager
EI:	Emotional Intelligence
EMIS:	Education Management Information System
GoM:	Government of Malawi
HRO:	Human Resources Officer
KTSC:	Kenyan Teachers Service Commission
MASSHA:	Malawi Secondary School Head teachers Association
MIE:	Malawi Institute of Education
MoEST:	Ministry of Education Science and Technology
MTSC:	Malawi Teaching Service Commission
NES:	National Education Standards
NESP:	National Education Sector Plan
NPS:	New Psychoactive Substances
REBT:	Rational Emotive Behavioral Therapy
SMC:	School Management Committee
SPSS:	Statistical Package for Social Sciences
UN:	United Nations
UNODC:	United Nations Office on Drugs and Crime
USAID:	United Nations Aid for International Development

Abstract

The purpose of this study was to assess the perspectives of head teachers on management of indiscipline teachers in Community Day Secondary Schools in Malawi.

Mixed research design was used. A sample of 36 head teachers, 36 deputy head teachers and 36 School Management Committee Chairpersons from CDSSs in Central Western Education Division (CWED) were selected through purposive, cluster and Random Sampling techniques. The study also involved the Desk Officer for Secondary Schools (DOSS), Human Resources Officer (HRO) and Chairperson for Malawi Secondary Schools Association (MASSHA) as key informants. The quantitative data was analyzed using the statistical package of social sciences (SPSS). The qualitative data was analyzed through thematic approach.

The study had found out that most head teachers have negative attitudes on indiscipline teachers. It had also found out that indiscipline in teachers is a result of many factors such as health related problems, adolescence, family background, drug and substance abuse, poor working conditions and the way officers handle teachers. Depending on its degree, indiscipline in teachers can lower education standards in schools. Head teachers manage indiscipline teachers through guidance and counseling, repeated reminder of the code of conduct for the teaching profession and proper communication.

The study recommends that recommends that the Ministry of Education Science and Technology should introduce induction and in-service training courses for newly appointed head teachers and deputy head teachers so that they are equipped with effective skills in managing teachers because working with indiscipline teachers in schools is inevitable.

Key words: Back borne, Mediocre, Indiscipline, Superstar, Positive confrontation

CHAPTER ONE

INTRODUCTION

1.0 Chapter Overview

This chapter presents the background information to the study by describing indiscipline teachers, global proliferation of indiscipline teachers, statement of the problem, purpose of the study, significance of the study, specific objectives of the study and Theoretical Framework which guided the study.

1.1 Background information

The Malawi Government through the National Education Sector Plan II and Education Sector Implementation Plan II had set out national education goals and objectives for the country. These are: expanded equitable access to education, improved quality and relevance of education and improved governance and management (MoEST, 2008 & GoM., 2013). While government is trying its best to achieve these goals and objectives at all levels, challenges continue to creep in and disturb these efforts (Nkhata, 2014). Chief among them is prevalence of indiscipline teachers who are crippling effective implementation of these goals and objectives of education.

Indiscipline teachers are teachers who consciously break the social norms of a school (Peters, 2009). According to MoEST (2014), indiscipline teachers are teachers who act contrary to school rules and regulations. In countries such as USA, indiscipline teachers are known as “bad teachers” (Pajak, 2011) or “difficult teachers” (Whitaker, 2002). In Eurasia, they are known as “deviant teachers” (Unal, 2012). In Kenya, they are known as “indiscipline teachers” (Kung'u, 2012). In Malawi, they are known as indiscipline teachers as well (MoEST, 2014).

Although some indiscipline teachers are hard working and produce excellent students' results in national examinations, the majority of them are lazy, argumentative, belligerent, rude, cynical, back stabber, inflexible, resistant to change and they quickly lose temper (Whitaker, 2002).

1.2 Global proliferation of indiscipline teachers

Teacher indiscipline remains a serious global concern spanning social, economical, political and geographical boundaries. Pajak (2011) postulates that indiscipline teachers are also found in USA and that politicians and policymakers attribute shortcomings in public education in the

country to indisciplined teachers. Further, people in USA suggest that the country should identify and fire all indisciplined teachers.

Shahmohammadi (2013), reports that indisciplined teachers in public schools in Iran are also prevalent. Zittleman (2012), reports that in New Zealand there are also indisciplined teachers and mentions Sylvia Ashton Warner as one of them. Sylvia Ashton-Warner (1908-1984) was one of the indisciplined teachers New Zealand has had. She infuriated authorities with her absenteeism and unpredictability and was a below average teacher. However, during the peak years of her teaching career, between 1950 and 1952, she developed innovative teaching techniques such as “Key vocabulary system of teaching young children”. With this system, key words were written on cards and children learnt to read from them. This method is used by teachers all over the world today.

Eltemamy (2018), reports that indisciplined teachers are also found in Egypt. He further explains that cases of indisciplined in the country since the year 2011 had increased because of the country’s revolution and regime changes that took place. This had resulted into deterioration of education system. Mueni (2005; Kung’u, 2012) indicate that in Kenya there are also indisciplined teachers. They postulate that there is a great concern by the public over the number of teachers engaged in disciplinary cases since the year 2000. Head teachers and the Kenyan Teachers Service Commission (KTSC), spend much of the time maintaining teacher’s discipline in schools.

In Malawi, there are few studies that had been conducted in the area of teachers’ indisciplined. However, the studies that had been conducted so far indicate that there is a general high prevalence of indisciplined among teachers in public schools since the advent of democracy in 1994 (Kuthemba-Mwale, Hauya and Tizifa, 1996). This is attributed to misunderstanding, misconception and misrepresentation of political pluralism, human rights, freedom and democracy.

1.3.1 Policies and Legislation on school discipline

Developmental Appropriate Disciplinary Approaches have become a current theme both in international and national policies on school discipline. For instance, Article 5 of the Universal Declaration of Human Rights by the United Nations states: “No one shall be subjected to torture

or to cruel, inhuman or degrading treatment or punishment” while Article 10 states: “Everyone is entitled to a fair hearing by an independent and impartial tribunal, in the determination of his or her rights and obligations and of any criminal charge against him or her” (United Nations, 2015). As a sign of showing commitment to the declaration of human rights by the United Nations, the Government of Malawi had incorporated these human rights in its constitution and are found in Chapter IV of the constitution (GoM, 1994).

1.3.2 Discipline Policy in Public Secondary Schools in Malawi

In an attempt to curb teacher indiscipline in public secondary schools, the government through the Ministry of Education Science and Technology (MoEST) had devised strategies and techniques for handling disciplinary cases in public schools. For instance, in 2000 the MoEST developed a discipline policy which schools have to adhere to when settling discipline issues (Dumba, 2016). This discipline policy had been devised in order to streamline it with the positive disciplinary practices required by the United Nations.

In 2016, the MoEST in Malawi distributed copies of the discipline policy to schools. This was followed by capacity building for school head teachers and deputy head teachers on school discipline procedures (Dumba, 2016).

The core element of this policy is the requirement for schools to ensure that discipline procedures for teachers are suitable and relevant to the offence committed, health, age and sex of the individual. In addition, it states that punishments should be given as a last resolution after counseling, guidance and warnings have failed and it should aim at stopping the offence and not to hurt or revenge (MoEST, 2016).

This policy is further clarified in other key government documents such as handbooks for secondary school management, circular letters and discipline manuals in which procedures to follow when handling discipline cases for teachers and students had been explained (Dumba, 2016). Guidelines to discipline procedures are even found in the National Education Standards of Malawi under Education Standard 14 (MoEST, 2015). However, despite having all these

provisions, Developmental Inappropriate Disciplinary Practices (DIDP) in schools continues to manifest (Chazema, 2007). Developmental Inappropriate Disciplinary Practices are measures that cause physical or psychological pain on an individual (Dumba, 2016).

1.3.3 Managing teachers' indiscipline in education functions devolved to District Councils

Probably the most radical policy change in Malawian education since decentralization of government functions to district councils is the development of Education Sector Implementation Plan II (GoM, 2013). Decentralization means that district councils are now handling public matters such as education on their own (Chitanda, 2016). In the event of disciplinary cases of teachers, the District Council is required to investigate the case through the District Education Manager (DEM). The concerned teachers are heard through the council's disciplinary committee. The committee then gives recommendations on a possible disciplinary measure that has to be undertaken. The District Council undertakes cases requiring demotion and suspension only. Those requiring dismissal are referred to the Ministry of Education headquarters and the Malawi Teaching Service Commission (MTSC) for action (MoEST., 2014).

1.3.4 Managing teachers' indiscipline at a school level

At school level, discipline issues involving teachers are handled by head teachers, deputy head teachers and heads of departments. Depending on the nature of the issue, members of the School Management Committee (SMC) may also be involved (MoEST., 2014). The procedure goes on like this; at first the teacher is summoned and given a sheet of charge of offence. He or she is then asked to write a report which he or she signs in front of a witness which both sign. Thereafter the Discipline Committee hears from the teacher. The Discipline Committee then makes its recommendation on the matter and submits it to the head teacher. The head teacher makes his final decision and recommends it to responsible high authority with a copy to the Division Office. In all these stages, the head teacher and members of the Discipline Committee are required to adhere to recommended procedures as stipulated in the Secondary School Management Handbook because indiscipline issues especially those involving teachers are sensitive and delicate in nature. If the issue is not handled professionally, the concerned teacher may sue the Ministry leading to heavy costs through compensation.

1.4 Statement of the problem

Teachers are respected members of the society entrusted by parents and government for development of the youth and Nation. They represent a vast human resource potential which contributes positively to national development. They are expected to be exemplary, conform to the code of conduct acceptable to the profession such as; respecting the authority, being punctual, keeping up to date relevant records, preserve the honour of dignity, being role models to students and dressing properly (MoEST, 2001).

However, the professional conduct of some teachers leaves a lot to be desired. They behave contrary to the expectations of the society and norms of the teaching profession. They consciously violate the code of conduct. They are rude, uncontrollable and highly disrespectful to authorities (Unal, 2012). They absent themselves from duty, report for duties while drunk and they even fight others at work (Curwin, 2008). They boycott classes without any valid reasons and their lessons are left unattended to. Students make unnecessary noise and disturb other students and teachers in their classes. In some cases such teachers fail to cover their academic work (Oghuvbu, 2007). This leads to students' poor academic performance in national examinations (Goodeve, 2015).

In Malawi, the Teaching Service Regulations Act requires that indiscipline teachers should be suspended or dismissed (MoEST, 2001). However, although there are no written records, experience has shown that such teachers are just posted to other schools. In most cases, Community Day Secondary Schools (CDSSs) are used as punishment schools.

Despite efforts made by the government and head teachers to help indiscipline teachers to change for the better, they are still prevalent in schools. A need therefore rose to carry out a study in order to assess the perspectives of head teachers on management of indiscipline teachers in Community Day Secondary Schools in Malawi.

1.5 Purpose of the study

Upon a thorough analysis of the already existing literature on school discipline management in Malawi, there was very little information on how head teachers in public secondary schools manage indiscipline teachers posted to their schools by Education Division officers.

It was the intention of the study to assess strategies they employ in managing such indiscipline teachers. This is particularly with regard to perspectives of head teachers on indiscipline teachers, factors that make teachers to become indiscipline, impact of indiscipline teachers to a school and strategies for managing indiscipline teachers in Community Day Secondary Schools.

1.6.1 General objective of the study

The general objective of the study was to assess various strategies and skills used by head teachers in Community Day Secondary Schools in managing indiscipline teachers.

1.6.2 Specific Objectives

The study pursued its aim through the following specific objectives:

- a. To investigate the perspectives of head teachers on management of indiscipline teachers.
- b. To find out factors that make teachers to become indiscipline in Community Day Secondary schools.
- c. To find out the impact of indiscipline teachers on teachers, students and the community.
- d. To examine strategies used by head teachers in managing indiscipline teachers.

1.7 Significance of the study

The study was significant to academia, Ministry of Education and the general public in various ways:

The study would help newly appointed head teachers and those without professional intelligence to acquire various techniques on management of indiscipline teachers. Head teachers appointed to head various public secondary schools in Malawi, are not trained on duties that they are to perform as head teachers. As such they ask for assistance from fellow head teachers. In some

cases they are wrongly advised and assisted. However, through the findings and recommendations made in this study, new head teachers will be able to have true information on effective management of indiscipline teachers in schools.

The study might guide teacher training colleges and universities to incorporate discipline management strategies and skills in their curriculum. An effective curriculum reform or change considers recent research findings in the area (Kelly, 2009). Since the findings of the study would be available in Mzuzu University Library and internet, it would help curriculum planners to incorporate its findings in new curricula.

The study might also help Ministry of Education officials to revise some of its policies in order to effectively manage indiscipline teachers in public secondary schools. Some of the factors making teachers become indiscipline result from government policies on teachers such as allowing teachers to teach at home schools. As such, findings from this study might help the Ministry of Education to revise some of these policies.

1.8 Theoretical Framework

The study adopted the Rational Emotive Behavioural Therapy (REBT) developed by Albert Ellis in 1950s. It is one of the Cognitive Behavioral Therapies used by Psychologists today.

Essential to Ellis's Theory is the **A-B-C** sequence. According to Ellis, people experience Activating Events (**A**) everyday. Interpretation of these events results in specific Beliefs (**B**) about the event. Once the belief has been developed, people behave in a particular manner as a Consequence (**C**) on the belief.

For instance, in schools head teachers perceive that some teachers are indiscipline or difficult because of the way they interpret actions and behaviour of those teachers. This is to say that positive or negative attitudes that head teachers hold about teachers is dependent on the way they interpret behaviour of teachers. In turn, this affects the way they manage teachers at a school.

1.9.1 Delimitations of the study

The study was conducted in one Education Division and two districts only. Further, only thirty six CDSSs were involved. This was not a full representation of the CDSSs in the country. As such, the findings cannot be generalized but only contextually used. However, the procedures used in this study, and its findings can be transferable to other settings. The generated data is therefore not exhaustive. It would have been better to research in all the CDSSs in the two districts or having samples from all the six education divisions in order to have a fuller understanding of causes of indiscipline in teachers and how head teachers manage them.

1.9.2 Limitations of the study

Limitations in any study are inevitable. There were a number of unavoidable factors which the researcher believes had potentially limited its findings. The following were the limitations:

In some schools head teachers and deputy head teachers spoke delegatory words that they were tired of studies by students from universities and colleges yet they do not get anything from it. In such cases, the researcher pleaded with them to understand the professional importance of their participation in the study such as sharing of skills in school management so that others could learn from them. In some cases the head teachers remained adamant that they could not be convinced. In such cases a researcher replaced the school with another school but of the same type and environment.

The quality of data collected for the study was also constrained by the 2019 Malawi General Elections. This resulted in some of the data being collected during the post election results such as demonstrations in the concerned districts. This of data in two phases However, this problem was overcome by the university which extended the period for carrying out the studies.

In addition, some informants (Human Resource officers) who could have given very useful information on management of indiscipline teachers refused to take part in the study. As such it was difficult to find secondary data on warnings and suspensions of indiscipline teachers. This made the researcher to largely depend on primary sources of data.

Finally, some key informants refused to be recorded during interviews. As such it was difficult to capture all they said. Only main points from their responses were written down as field notes. For this reason the researcher made follow-ups in areas data was not correctly captured.

1.9.3 Conclusion

The first Section of the study had introduced the concept and background of the study at international, regional and local levels. The statement of the problem brought the necessity of the study. Furthermore, the chapter had illustrated the purpose of the study and theoretical framework of the study. The next chapter focused on relevant literature to the theme of this research on perspectives of head teachers on management of indiscipline teachers in Community Day Secondary Schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Chapter Overview

The first chapter provided the background information to the study and provided the necessity to carry out this study on perspectives of head teachers on management of indiscipline teachers in Community Day secondary schools in Malawi. This chapter provides a brief review of relevant literature on Management of indiscipline teachers in public schools. Summaries of what was already known by previous researchers had been presented in line with the specific objectives of the study. The review of the literature had been presented in sub-topics namely: perspectives of head teachers on indiscipline teachers, factors that make teachers to become indiscipline in schools, impact of indiscipline teachers to a school and strategies for managing indiscipline teachers in Community Day Secondary Schools.

2.1 Perspectives of head teachers on indiscipline teachers

Traditional or old scheme of discipline viewed indiscipline teachers as naturally bad, evil and that they had to be controlled or dealt with ruthlessly (Malunga, 2003). The view associated discipline with punishment, pain and fear. Dumba (2016) adds that people, who hold traditional views to indiscipline, regard indiscipline teachers as: threats to the school, time wasters, lazy and trouble makers who needed to be eliminated from the school. They further regard them as a generation which has grown into a world where they expect entitlements without efforts.

However, progressive or modern scheme of discipline views indiscipline by teachers positively and makes efforts to guide concerned individuals to make responsible decisions and creating an environment which is conducive for teaching and learning (Malunga, 2003). It follows that leaders who recognize the prejudices they themselves hold and who have the willingness to face them, have a better chance of minimizing their impact on decisions based on impressions made on them (Bush, Bell & Middlewood, 2010).

2.2 Factors that make teachers to become indiscipline

Understanding the factors that make teachers to become indiscipline in schools is important in maintaining school discipline (MoE, 2005). Usually, the reasons are complex and personal, and perhaps beyond comprehension or control. However, misbehavior rises from common general causes that can be anticipated. Ngwokabuenui (2015) postulates that causes of teachers' indiscipline can be classified into three categories as follows: teacher-based, society-based and school-based causes. Conversely, Curwin & Mendler (1998) categorized the causes of teachers' indiscipline in schools into two: in-school causes and out-of-school causes. According to them, schools had become battlegrounds for too many participants; a place where major confrontations and skirmishes occur daily. That is because head teachers, teachers and students spend most of their time together. That constant interaction leads to over familiarization, and has the potential of breeding contempt. On the other hand; the Ministry of Education Science and Technology in Malawi categorizes the causes of teacher indiscipline into three factors namely: Physiological (health, impairment and neurological factors), physical (resources, school, classroom and instructional factors), and psycho-social environment (emotional, interpersonal and teacher expectations) (MoE, 2005).

However, the literature review of this study adopted the classification of causes of teachers' indiscipline proposed by Charlton & David (1993) who attributed the causes of teacher indiscipline to two major factors namely: biological and environmental factors. Although the classification was proposed long time ago, it is more explicit and easy to understand than the other forms of categories which are further classified into sub-categories thus making them more confusing and difficult to understand.

2.2.1 Biological causes of teacher indiscipline

Indiscipline tendencies of teachers are sometimes as a result of adolescence (US Department for Education, 2014). Adolescence is an in between period beginning with the achievement of physiological maturity and ending with the assumption of social maturity-that is with, assumption of social, sexual, economic and legal rights and duties of the adult. It is a period

between childhood and adulthood. The term “adolescence” comes from a Latin word “*adolescere*” which means to grow up or to come to maturity. It begins at the age of 12 or 13 and lasts anything from 22 or 25 years old (Mwale, 2011). Period of adolescence is characterized by storm and stress. It is also characterized by persistent feelings of exaggerated rebelliousness, emotional volatility, feelings that everybody is against him or her and intense idealism. With emergence of private schools in Malawi, learners are enrolled into schools as young as four years. Such students join university as early as eleven years and get employed by the age of eighteen. This means that they are employed as adolescents and show adolescent characteristics while working. It is this group of staff which persistently misbehaves at a work place.

Accumulated grievances in teachers also make them become aggressive and indisciplined in schools. According to Sigmund Freud, aggression is an instinctive biological urge that builds up in everyone and must be released. Sometimes the releasing takes the form of physical or verbal abuse against others (Bernstein, 2012). At other times, the aggression is turned inward and leads to suicide or other self-damaging acts. Aggression is an action intended to harm another person. About one-third of the married people and a significant proportion of dating couples in USA, display aggression toward each other ranging from pushing, shoving, slapping and beating or actual use of weapons (Bernstein, 2012). Teachers have huge grievances accumulated in them. These include; delayed arrears, lack of promotions, un-conducive working environment and being posted to schools they did not want to go (Kaluwa, 2015 & Kadzamira, 2006). These grievances accumulate in them and are observed through actions and words they speak to school leadership, staff and students.

In continuation, indiscipline by teachers is sometimes a result of heredity and genetic factors. Evolutionary Psychologists believe that human social behaviour is related to evolutionary heritage (Bernstein, 2012). From this perspective, aggression is thought to have helped pre-historic people to compete for mates, resulting in survival of their genes in the next generation. Through the principle of natural selection, aggressive tendencies are passed on through successive generations (Ferguson, 2009). There is a strong evidence for hereditary influence on aggression which is passed on from parent to child (Bernstein, 2012). According to evolutionary theories of the origin of aggression, nature alone cannot account for aggression. Nurture in the form of environment also takes part in determining the aggressiveness of people. This is understood

through differences in aggression from culture to culture. Research evidence holds that while heredity sets the potential structure of personality, environment influences development of these potentials to result in actual character and behavioral patterns of individuals.

Indiscipline by teachers may also have an underlying medical cause or reason, such as pain, illness or sensory difficulties. Dumba (2016) states that some forms of challenging behaviours are particularly associated with certain conditions and disabilities such as repeated and involuntary body movements (tics) and uncontrollable vocal sounds (Tourette's Syndrome) or ritualistic or obsessive behaviour (Autistic Spectrum Disorders). In addition, the malfunctioning of the central and the peripheral nervous system and the endocrine glands, disorders in the hereditary characteristics of individuals, chromosomal abnormalities and genetic defects, hyperactivity, epilepsy and asthma can also make a person become indiscipline in character. Several parts of the brain affect aggression. One of them is the limbic system, which includes; the amygdale, the hypothalamus and related areas. Damage to these structures may produce defensive aggression which may lead to heightened aggressiveness to stimuli that are not usually threatening or a decrease in the responses that normally inhibit aggression.

Hormones, such as testosterone, may also play a role in teacher indiscipline (Bernstein, 2012). Hormones are highly specialized substances that are secreted by one or more endocrine glands and then enter the bloodstream and travel throughout the body (Steinberg, 2010). Hormonal levels are controlled by the pituitary glands but change with the level of development of an individual. Hormonal factors are thought to account for an increase in negative behaviors in individuals. For instance, in males high levels of androgen hormones are associated with violence while testosterone causes depression (Bernstein, 2012). This may be the reason that makes men with high levels of testosterone hormones aggressive in nature. A study on the impact of hormones in females had revealed that increased levels of estrogen in a female cause depression (Steinberg, 2010). However, hormonal factors alone are not responsible for a person's behaviour, but also social and environmental factors surrounding an individual.

2.2.2 Environmental factors that make teachers to become indiscipline

A study by the Delta State University at Abraka in Nigeria had revealed that unprofessional and destructive behaviours of teachers are a result of Poor Professional Training by universities and colleges (Oghuvbu, 2007). The study had found out that colleges and universities only concentrate on academic work and not professional part of the teacher training. For instance, trainee teachers are not explicitly trained in the code of conduct and dressing code of the teaching profession. As such, when the trainee teachers are posted to schools, they are at loggerheads with the head teacher of the school. The study concurs with a study by Scott Scoggins, a pre-service teacher from Western State University in USA (Hambright, 2004). In her study, she had found out that apart from academic work, colleges and universities should also train students who are to become teachers in dressing code, jewelry, facial and hair make up for the teaching profession. Teachers should be trained in all aspects of the teaching profession for them to be qualified teachers and not half baked teachers. In Malawi, the Ministry of Education Science and Technology acknowledges the low quality of graduates from universities and colleges. It attributes this to lack of wider consultations with stakeholders in curriculum development (MoEST, 2013). Unlike primary school teachers who are trained in Government Teaching Service Regulations and the Education Act, secondary school teachers are not trained in this. The secondary school training course “Introduction to the Teaching Profession” by universities and colleges does not explicitly contain the Government Teaching Regulations and Education Act. In primary teacher training colleges, there is a course on teaching profession and education act and is contained in Unit 37 (FST 37) of Foundational Studies (MIE, 2008).

Teachers also become indiscipline because of lack of induction and internship in schools where they are posted to work. Induction is a developmental process of introducing somebody to a new job, skill or organization. On the other hand, internship is a training designed for individuals who have not gone through teacher education programme (Parkay, 2001). Induction provides beginning teachers with continued assistance at least during the first year. Induction is offered through workshops which are based on teacher needs, lesson observations, support from mentor (or buddy) teachers and support group meetings for beginning teachers. Teacher needs in the early years are quite complex and highly varied. Their background and prior learning differ

greatly just as their needs differ as well (Douglas, 2014). As such, induction acts as a means of making the rules and culture of the school known to a teacher who has been posted to the school. Poor induction can make employees commit acts of indiscipline unknowingly. Induction increases the new recruit's awareness of the rules and improving self confidence and self discipline. There also needs to be a review of the rules to ensure that they are up to date and ensure that observance of the rules is live.

A study by Delta State University at Abraka in Nigeria had also revealed that indiscipline by teachers in schools is a result of crash programs that are carried out to meet the high demand for teachers in primary and secondary schools (Oghuvbu, 2007). In crash programmes, entry qualifications are lower than other professional training programmes. Also the nature of the crash programme does not give enough time for teaching and learning. The subject matter too is a little if not below that of generic students selected into university. In Malawi such crash programmes happened in 1994 and 1998 when the government introduced free primary education and when distance education centres were upgraded to Community Day Secondary Schools (CDSSs) in response to high demand for secondary education (Chimpololo, 2010; World Bank, 2010). This created a greater need for teachers; hence crash programmes were introduced in order to meet the demand. In schools, such teachers give excuses for everything they are given to avoid teaching their lessons and attending to extra-curricular activities. Furthermore, some of them are involved in other occupations. As such, they treat their teaching job as part time.

Further, the study by the Delta State University at Abraka in Nigeria had also revealed that the unprofessional and destructive behaviour of teachers is a result of Poor Conditions of Service. The study alludes that the only difference between a local farmer and a teacher is a meagre monthly salary which is also not regularly paid (Oghuvbu, 2007). If compared to other professions, allowances paid to other workers in other departments are not paid to teachers. As a result, teachers compete with farmers in the farms, traders in the market and contractors in companies. These sources of extra incomes by teachers which are acts of indiscipline have resulted from poor conditions of service and irregular payment of salaries. Teachers are left with no chance but to venture into other economic activities and abscondment of their official duties.

Some teachers are indisciplined because of their political alienation and differences in Social Status with the head teacher. The majority of teachers who are spouses of politicians intimidate school heads with their spouses' positions (Oghuvbu, 2007). Some have personal relationships or affairs with school heads. Such teachers are not regular in school and in lessons on the time table. They use school time for their personal business and political affairs at the expense of the students. Most of them do not take an active part in extra-curricular activities of the school and are not instructionally effective and efficient. Phiri (2008) reports that when the authorities are stupid they tend to side with the stupid individuals and acquiesce, at least tacitly, in rough treatment for those who show intelligence. In that case, a society will be produced in which all the important positions will be won by those whose stupidity enables them to please the herd. Such a society will have corrupt politicians, ignorant schoolmasters, policemen and judges who condemn innocent people. This society punishes the very people whose ideas may save the nation from disaster (Phiri, 2008). It is important for head teachers to be aware of their followers' influence. There is no guarantee that followers will not mislead the leader in both positive and negative ways, but adhering to one's principles will guard against this happening (Huston, 2006).

Poor Management of Disciplinary Cases of Teachers by School heads or Ministry officials is another factor that makes teachers to become indisciplined. Failure to apply rules and regulations effectively and equally leads to indiscipline among hardworking teachers. Teachers also become indisciplined because of the way head teachers or division officers have handled them. This implies that teachers should be treated with respect and dignity. However, studies by Chazema (2007) and Dumba (2016) had found out that indisciplined individuals in schools are handled in a harsh manner and are insulted during the disciplinary procedures, let alone threatened during disciplinary hearing. Worse still, it has also been reported that the disciplinary procedures are unfair and not consistent as stipulated in the Handbook for Management of Secondary schools.

Some teachers are indisciplined because of their Poor Home Background. The formative years of any individual are a crucial period in human development (Oghuvbu, 2007). Unsatisfactory home condition such as a feeling of insecurity and frustration, contribute to the formation of indisciplined behaviour in teachers which they manifest in schools. Some parents are too busy to keep their eyes on their children. Their children go out at will and return home any time they like. They do not even bother about the type of friends their children associate with. Such

children become morally loose. If these children grow up and find employment such as becoming a teacher, they have no respect for school rules and regulations and they exhibit absolute disrespect for school authority (Gyan, 2015). Teachers with poor home background cannot be corrected during professional training period because of type of curriculum content and short period of teaching practice before graduation (Oghuvbu, 2007). Bad habits are also aggravated during training because of the mode of university training in which students stay off campus and among immoral societies as government out sourced university services for students.

Teachers' incivility also emanates from the socio-economic conditions in which the teachers find themselves. According to Dumba (2016), socio-economic disadvantage of an individual influences the prevalence of challenging behaviour among people. This behaviour may be used as a survival technique in his or her environment. A society that has lost its values and norms is more prone to disciplinary problems, likewise the poor homes and communities. (Mueni, 2005) attributes offences committed by teachers to specific instances such as low income, lack of social adjustment, lack of responsibility, bad associates and poor school organization. All these instances indicate a reaction by teachers to circumstances external to themselves but to which their own psychological predispositions stimulate their responses (Gyan, et al., 2015).

Indiscipline tendencies by teachers are also as a result of drug and substance abuse. The impact of drug and alcohol use in the work place is being increasingly recognized as a problem negatively impacting on the entrepreneur through accidents, absenteeism, lost productivity and health costs besides affecting the workers and their families. Drugs that alter central nervous system functioning can also affect the likelihood that a person will act aggressively. Alcohol, for example can substantially increase people's aggressiveness (Bernstein, 2012). This may be the reason that paves way for more fights to occur in beer halls. A study on causes of aggression in Canada had revealed that 70% of the acts of aggression occur as a result of drinking alcohol (Bernstein, 2012). People, who use drugs such as heroin, are also likely to be aggressive. The 2005 United Nations Office on Drugs and Crime report unveils that globally 15 million people are under the influence of drugs and substances (UNODC, 2008). The 2018 United Nations Office on Drug Crime Report also shows that drug markets are expanding, with cocaine and opium production hitting high records (UNODC, 2018). The number of people worldwide using drugs at least once a year remained around 275 million, or roughly 5.6 per cent of the global

population aged 15-64 years. Drug use among the older generation (aged 40 years and older) has been increasing at a faster rate than among those who are younger. Cannabis was the most widely consumed drug, with 192 million people using it at least once during the previous year. The global number of cannabis users continues to rise and appears to have increased by roughly 16 per cent in the decade to 2016, reflecting a similar increase in the world population (UNODC, 2018). Drugs, such as heroin and cocaine that have been available for a long time increasingly, coexist with New Psychoactive Substances (NPS) and prescription drugs. A growing stream of pharmaceutical preparations of unclear origin destined for non-medical use, together with poly drug use and poly drug trafficking, is adding unprecedented levels of complexity to the drug problem. A study by Australian Drug Foundation in 2000 revealed that in Australia people engage in drug and substance abuse such as heroin and tobacco at the ages 12-14 years (Dumba, 2016). In Australia young people use drugs for relaxation and fun; dealing with inhibition; coping with pressure and frustration; to relieve stress and anxiety or pain; and to overcome boredom. Such drug experimentations make individuals exhibit immoral behaviours in schools. Njagi (2014), reports that a study on causes of indiscipline in Kenyan secondary schools established that teachers misbehave in schools because of the influence of drugs and substances. It further identifies commonly abused drugs and substances such as cigarette, miraa and alcohol. The worrisome thing is that some teachers, such as those in Kenya, peddle the drugs to students in boarding schools (Mueni, 2005). Drug abuse affects people at all levels of development, the worst being a negative impact on the education of students. Overall health of the abuser is affected and negative behaviour associated with the vice predisposes the abuser to crime (Kyalo & Mbugua, 2011).

In South Africa it is estimated that approximately 5.8 percent of the population over the age of 15 is dependent on drugs and substances (Dumba, 2016). Ngwokabuenui (2015) also reports on the acts of indiscipline in the Nigerian educational institutions which are attributed to the use and abuse of drugs. They further report that drug and substance related indiscipline in schools in Nigeria is disheartening for hardly a school term goes by without incidence of violence being reported in the mass media.

Culture of an individual also affects his or her discipline. In anthropological literature the term culture is used in many senses, but in general writing it is used to indicate social charm and

intellectual superiority (Kumar, 2018). Culture is a collective term for socially transmitted behaviour patterns. In ordinary language culture means good manners and good taste. Among other things, culture affects the way individuals are motivated or make judgements on others. Culture and education cannot be divorced from each other (Huston, 2006). They are interdependent. Cultural patterns of a society guide its educational patterns. For example, if a society has a spiritual pattern of culture, then its educational procedures will emphasize the achievement of moral and eternal values of life. On the other hand if the culture of a society is materialistic, then its educational pattern will be shaped for the attainment of material values which promotes pleasures of senses and material comforts. A society devoid of any culture will have no definite educational organization (Kumar, 2018). Hence, the culture of a country has a very powerful impact on its educational patterns. In some districts, head teachers have problems in managing teachers because of differences in culture. Cultural values influence the concept of discipline. Each teacher is imbued with the cultural values and ideals of the society of which he/she happens to be an integral member. In turn this affects the way they behave at a school. As such head teachers must be culturally sensitive and assist staff when cultural misunderstanding occurs.

Teachers' incivility in schools also emanates from job stress. Job stress is pressure or worry caused by problems somebody is experiencing at work (Parkay, 2001). A study by the National Union of Teachers in 2000 had revealed that the major cause of teachers' indiscipline in Kenya is stress (Mueni, 2005). A related report on stress published by Cardiff University, found that 20% of people reported high levels of stress at work. Among teachers the rate was 41%. In the same research 5,382 teachers were reported to have been in conflict with their managers, colleagues, parent or a governor. The need to complete a copious amount of paperwork such as completion of schemes and records of work, preparation for daily lesson plans, marking of students' assignments and record keeping may be the most burdensome of teachers' tasks. It is clearly spelt out in surveys that many teachers leave the profession because of this stress. National Union of Teachers (2000) had noted that it is perhaps in the teaching profession where cases of work related stress are on the increase (Mueni, 2005). Teachers face greater day-to-day problems of occupational stress than most other employees. Among the causes of stress in teachers are: financial worries, poor school management, pupil indiscipline, work load and inspections (Mueni, 2005). In USA, in 3 years, about 40% quit the profession. By the end of 5 years, about

50% of the newly recruited teachers, who have spent so much time, money, and effort to prepare themselves for the teaching career, leave the profession (National Education Association, 2010). Some teachers who leave the profession attribute it to indiscipline by fellow teachers which they say it is so overwhelming. Others point to a lack of administrative support. But one of the main reasons for leaving the profession, according to the Center for Strengthening the Teaching Profession, is stress (Mueni, 2005).

Poor Communication to teachers by those in authority also makes some teachers to become indiscipline. Communication is the transfer of information and understanding from one person to another. Information in an organization, acts as an engine that drives its operations. Organization' rules, procedures, policies and objectives have to be communicated to all employees. If this is not done, then control becomes impossible (Mueni, 2005). Information about the organization, its environment, products and services and people is essential to management of workers. Insufficient information may cause stress and dissatisfaction among workers and any other related problems. Information is needed so that everyone knows what the rules are and why they should be obeyed. Without open communication, co-operation becomes virtually impossible because people cannot communicate their needs and feelings to others.

Teachers may also be indiscipline because of closed communication channels for expressing grievances to authorities. Teachers with communication difficulties may engage in challenging behaviours. If teachers are unable to express their needs or wants because of lack of understanding or ability to use language, inappropriate behaviour may be used to express these needs. In cases like this, teaching teachers to use acceptable ways to communicate their needs may form part of the solution. Intensive and early intervention from a speech and language therapist will be very beneficial for such teachers (Carr, 2004).

Some teachers are indiscipline because of poor remuneration from their employer. Employees' lack of commitment to the organization occurs because of the employers' failure or inability to satisfy at least partially the social and economic needs and aspirations of the employees. Wilson John, a professional counselor agrees and attributes this to the terms of service that the teachers work under (Mueni, 2005). He says: "One cannot expect a poorly paid teacher to work effectively". It is important for employers to ensure that they provide for a living wage.

Incivility by teachers is a response to personal Policies by those in authority. Personal policies refer to rules and regulations that are not related to the teaching profession. Yaroson (2006) reports that unrealistic school rules by head teachers cause indiscipline at a school. According to him, rules and regulations are meant to guide and control activities of the school but when they become too much and unenforceable, they tend to breed indiscipline among teachers. Management should avoid introducing too many rules, especially rules that seem unrelated to the job at hand. Management should make every effort to convince employees that the rules it introduces are reasonable. In many instances, failure on the job is due to poor assignments. When there are loopholes then it becomes difficult to effectively manage teachers' discipline.

Some teachers are indiscipline because of constant negative labels by those in authority. Reid (2000) reports that constant negative labels on teachers and abuse of seniority by head teachers, triggers off teacher indiscipline in schools. There are some head teachers who persistently label certain teachers as bad or indiscipline. Little by little, this gets instilled in such teachers and in turn they live by those words. Therefore, head teachers should try their best not to label any teacher with negative words.

The boring school environment and acute shortage of instructional materials also create conditions that make some teachers to become indiscipline at a school. Gyan (2015), reports that un-conducive school environment characterized by an acute shortage of facilities for teaching and crippled academic activities also cause indiscipline among teachers in schools. Grievances also include demands for wage adjustments, incentives and job satisfaction. It had also been revealed that overcrowded classrooms, un-conducive school environment, unenforceable school rules and regulations and poor leadership by school administrators again contribute to indiscipline by teachers.

2.3 Impact of indiscipline teachers to a school

Indiscipline is detrimental to an individual, school, community and the nation at large. That is why its existence poses great concerns to all stakeholders. Studies indicate that indiscipline by

teachers does not only affect leadership but also students and the community as well. This results into undesirable effects as presented in this section (MoEST, 2008).

Indiscipline by teachers can lead to premature closure of schools. Acts of indiscipline teachers do not only affect administration but also students and other teachers as well. When this happens, students do not only react verbally but also through actions such as vandalism. Ng'ang'a (2000) reports "In a space of one month in Kenya over 30 secondary schools in Central Province were closed after riots by students". A study by Kiumi, Bosire and Sang (2009) reports that in Kenya in 2007 alone, 300 secondary schools were closed after students went on the rampage destroying property and a number of them lost their lives. According to a study by Kirui, Mbugua and Sang (2011), indiscipline also makes students lose interest in school work including extra curriculum activities. Students also take too long to complete their studies.

Indiscipline teachers make students to become indiscipline as well. A study by Wallance Gary Ray on school discipline in Iran in 1994 suggests that teacher's negative conducts such as: referring the rude and undisciplined students to school principal and sending them out of class has undesired effects on the students' behaviours and could be a source of indiscipline at a school (Shahmohammadi, 2013). In this study, it was also found out that schools whose members are disciplined have also highly disciplined students.

The positive and negative behaviours exhibited by teachers determine, to great extent, their effectiveness in the classroom and ultimately the impact they have on student behaviour and achievement (Stronge, 2002). A teacher is a representative of the content and the school. The ways teachers present themselves make an impression on administrators, colleagues, parents and students on who they are. Often students link the preference for a particular subject to a teacher and the way the subject was taught. A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to students. Mzumara (2016) reports that teacher's personality; incompetence and poor grooming may influence indiscipline in schools. This concurs with Zainal (2008) and Zabel (2009) who claim that one of the major causes of indiscipline in schools is teachers' personality. According to Zittleman (2012), teacher's personality is one of the sets of characteristics students look for in an effective teacher. Although people think they know a good teacher, being objective can be difficult. Several approaches use

students' test scores to decide on effective teachers. Aspects of effective teaching can be cultivated but it is difficult to effect change in an individual's personality.

In continuation, teachers' indiscipline leads to loss of dignity and respect for the teaching profession. A study on causes and consequences of indiscipline in Public and private secondary Schools at Soweto in South Africa had revealed that whilst teacher discipline enforces respect to school authorities, indiscipline does the opposite (Mazwe, 2012, USAID, 2008). It further reports that indiscipline infringes disruption of established standards of behaviour. In some cases indiscipline leads to injuries and low performance of students at a school.

Furthermore, indiscipline teachers can lower the education standards of a school. A study on the notion of "bad" teachers from a psychological viewpoint by Pajak (2012) indicates that in the United States of America, the alleged shortcomings in public education are due to increased number of indiscipline teachers in the country. To them identifying and firing the "bad" teachers is a ready solution to the problem. This has been applauded by liberal and conservative media pundits in USA. In Ghana, Dr Kwame Addo Kuffour, Ghana's former Minister of Defence once said that "the declining rate of teachers' discipline in schools in Ghana has contributed to the erosion of high academic attainments, demoralized teaching staff and brought sorrow and disappointment to parents (Gyan, 2015). He observed that discipline is the mother of all great achievements in any endeavour and also emphasized respect for law, rules and regulations, self control and desire to lead a life worthy of emulation. He said this at the 30th Anniversary of Speech and Prize Giving Day of Anglican Secondary School in Kumasi. Performance in an organization starts with the individual and then the organization. Indiscipline affects performance at both the individual level as well as at the organizational level (Mueni, 2005). Management of indiscipline teachers involves boycotting of some activities such as missing of classes in order to handle the issue leading to uncovered curriculum work and consequently poor performance of students in national examinations. Mazwe (2012) observes that the major consequence of teacher indiscipline in schools is that it reduces teaching contact hours since more time is devoted to managing the misbehavior than teaching. Management of teachers' indiscipline entails that head teachers, heads of departments and some members of staff have to be involved thereby depriving students of access to lessons. In turn, the syllabus is not covered, leading to poor performance of

students in national examinations. Sadly, in Malawi, public schools have been left for the poor while the rich go to private schools where the standards are high (Kadzamila, 2001).

Further, indiscipline teachers can make some head teachers and teachers seek for early retirement or resignation from the profession. A study by Tingley (2012) had revealed that in USA teachers' indiscipline in schools makes other teachers and head teachers to leave the profession. He further reports that in 3 years, about 40% of the new teachers quit the profession and by the end of 5 years, about 50% of new teachers leave the profession yet they had spent so much time, money, and effort to prepare themselves for the career. Despite all of their training, head teachers often lack the skills needed to handle their teachers. Dealing with difficult people is not the only reason that head teachers abandon the profession, but the stress of doing so also remains one of the top reasons they cite for leaving the ranks (Tingley, 2012). Head teachers who remain in the office discover that, in addition to students' management skills, they must as well develop teacher management skills if they want to be successful. Without such skills, an adverse relationship between a head teacher and teachers takes its toll.

However, Zittleman (2012) argues that the main reason for those leaving the profession is that they are unprepared to work with indiscipline people. Conversely, while some teachers are leaving the profession, people from other professions are joining it. Zittleman (2012:172) reports "What noble employment is more valuable to the state than that of the man who instructs the rising generation?" This statement holds the view that teaching is an honorable profession although some teachers belittle themselves and behave unprofessionally. In contrast to this, Paulo Reglus Neves Freire (1921-1997) a Brazilian Lawyer astonished the world when he abandoned a career in law and joined teaching. He committed himself to education for the poor and politically oppressed and he argued that teachers are not passive bystanders in classrooms but a source of inspiration for others. Freire's best known work "Pedagogy for the oppressed" best illustrated how education can help to transform a society. As such it can be underscored that teachers are social agents for development in a country.

Last but not least, teacher' incivility depending on its degree has the capacity to cause violence in schools, especially when the deeds of indiscipline teachers affect students. When this happens, lives of people may be lost, some may be injured, property may be damaged, schools may be

indefinitely closed, students may delay in completing their studies, academic work may not be covered and there may be poor results in national examinations (Dumba, 2016).

Finally, acts of indiscipline teachers in schools drain ministry's financial resources. The management of teacher discipline is costly. Ministry officials have to travel to schools concerned in order to settle the issue. For instance, in Kenya the Teaching Service Commission spent 250 million Kenya Shillings in the 2005/2006 financial year on issues related to teacher indiscipline. Money had to be spent on travel and accommodation for witnesses and commissioners assigned to handle the issue (Mueni, 2005). This is the money which could have been used in purchasing teaching and learning materials in schools. If teachers were well disciplined and mannered, this cost would have been reduced. As such, it can be argued that teacher indiscipline impacts education system because of financial costs it burdens the ministry.

2.4 Strategies for managing indiscipline teachers

Humans have always been complex and managing people has always been tricky as well. Head teachers must treat members of staff with respect and dignity because in the most efficient achievement of educational goals, he or she needs the power of human mind (MoEST, 2008). That is what brings in innovation. As easy it may sound, managing teachers effectively could be quite challenging. Different head teachers employ different strategies to manage indiscipline teachers in schools. While some of these methods are relevant to the professional developmental needs of teachers, some of them are not appropriate and impede professional development of teachers. Therefore this section presents strategies for managing indiscipline teachers as revealed by researchers and educational experts.

To begin with, indiscipline teachers need to be managed using red stove rule or Immediacy approach. This means that the action against indiscipline should be done immediately indiscipline has occurred so that it addresses the offence and not the offender. Douglas McGregor called this "Red Stove Rule." Just as a stove burns once an individual touches it, likewise indiscipline should be managed as soon as it occurs so that the offender understands the reason behind the action (Rodgers, 2008). When the action against indiscipline takes long, the

offender may think that he or she was not at fault and may take it as a habit. Delay in action destroys the effect of the action and ruins discipline training. The teacher must know why he or she is being punished. However the action applied to a particular offender should be consistent to everyone who commits a similar offence. While individual cases should be considered on their own merit, there should be no favouritism in the way discipline is enforced (Malunga, 2003).

The 7-2-1 principle of discipline management strategy can also help head teachers to manage indiscipline teachers (Curwin, 2008). The theory states that for every 10 teachers at a school; 7 rarely break rules or violate principles. They come to school motivated, prepared to work, and accepting the limits of an institution setting. 2 teachers break rules on somewhat regular basis. They do not blindly accept the classroom principles and fight restrictions. Their motivation depends on what has happened at home or how they perceive the daily activities. 1 teacher is chronic and breaks rules and is generally out of control most of the time. The trick of good discipline is to control the two teachers and alienating them to the 7 teachers. Failure to alienate those two teachers may lead to the increase of indiscipline teachers from one to three because they will join the chronic and most indiscipline teacher. This theory concurs with a study by Dr. Al Bur, a former high school principal in the St. Louis area in USA, which had revealed that at any school there are three kinds of teachers: Superstars, backbones and mediocre (Whitaker, 2002). Superstar is a teacher who if he or she leaves the school, could probably not be replaced with another teacher who is as good or effective as him or her. Backbones are good and solid teachers who are the heart of the school. Mediocre, are teachers who are of average standard and are of bad behaviour. Most of indiscipline teachers belong to this group. This implies that head teachers have to work with superstars in order to bring change to a school.

Further, indiscipline teachers can effectively be managed through motivation. As a head teacher, consistently motivate most indiscipline members (Whitaker, 2002). Motivation can take the form of giving indiscipline teachers a responsibility. Although it is the toughest thing for head teachers to go against natural instincts of giving a troublemaker a responsibility, but using this motivational tool requires doing just that. Responsibility is often the powerful motivator for people. Look for an opportunity to catch indiscipline teachers doing something right. Praise them in front of others. This can make them feel happy because they are motivated (Woolfolk, 2013). However, this does not mean giving indiscipline teachers power over the leader.

Still more, indiscipline teachers at a school can best be managed through positive teacher confrontation (Curvin & Mendler, 2008). This is a mediation process that involves setting the time to meet indiscipline teachers individually in an attempt to resolve differences by negotiation. It is a time consuming process but more effective. Prepare to meet indiscipline teachers as individuals. Teachers who continually misbehave at a school often need individualized help to learn how to follow the professional rules (Curwin, Mendler and Mendler, 2008). Some of these teachers respond well with efforts to elicit their cooperation through negotiation. These include the coach (third party) who describes the problem, process, and his or her role. This encourages both the teacher and the head teacher to share feelings of dislike, resentment, anger, or frustrations (Zittleman, 2012). Once the agreement is reached, put it in writing and have it signed for future reference. However, Whitaker (2002) warns that head teachers should meet indiscipline teachers when they are well prepared otherwise they may be overpowered and embarrassed.

In addition, communicate to indiscipline teachers unemotionally. The power of emotions may be concerned with incompleteness or leading without the answer. A study by Oatley and Jenkins on emotion, suggests that emotions have two aspects that have a substantial effect on other mental processes: an informational, conscious part which understands the subject of emotions, and a second controlling part that has been constrained by evolution for coping with situations such as threats. Relationships with staff, students and parents are quite literally at the heart of education. The head teacher is at the helm of these professional emotional relationships.

Keep records, such as warning letters, on what the indiscipline teachers do as a future reference. This is essential as the teacher may decide to challenge actions taken by authorities such as dismissal. That can call for successful defence backed up by detailed records of the individual's acts at different occasions (USAID, 2008). Gone are the days when dismissing a teacher could go unchallenged. Nowadays challenging the ministry's decision in court of law is also imperative. Even if it means being an indiscipline teacher he or she still has a right to challenge the decision in court. This is why head teachers have to keep records of whatever indiscipline teachers do at a school for future purposes.

Recommending for a posting of the indiscipline teacher to another school or influencing an early retirement for the teacher can be one of the strategies for managing indiscipline teachers. If all efforts have been tried and failed, the head teacher has no option but to report the teacher to authorities for a possible posting or transfer of the teacher to another school or department (Whitaker, 2002). In a case where the teacher has served long, or has reached a mandatory retirement age, the head teacher may influence for her or his early retirement. However, a study by Brenda Benson and Samantha; instructional supervisors for the Crest ridge School District in America, had discovered that there are problems regarding teachers' transfers and postings (Hambright, 2004). Principals abuse their seniority by having a feeling that the policy gives them power to force weak teachers out. While this strengthens the receiving school, the affected teachers are traumatized and develop negative attitude towards the profession. This is why it is important to handle issues concerning teachers' postings with great care and professionalism.

In addition, treat indiscipline teachers as teachers with special needs. Just as it is most likely to have at least one student with special needs in a classroom, it is also possible that one of the teachers at the school can be a teacher with special needs (Zittleman, 2012). Special needs take forms of low vision, poor social skills, deaf, physical, Emotional and Behavioural Disorders (EBD). An emotional and behavioral disorder is an emotional disability characterized by a consistent or chronic inappropriate type of behavior or feelings under normal conditions. Behaviour disorders, also known as disruptive behavioural disorders, are the most common reasons that people are told to go for mental health assessments and treatment. If left untreated, the individual can negatively be affected and may have problems to hold a job or maintain relationships. Dumctedba (2016) alludes that some forms of challenging behaviours of teachers are particularly associated with certain conditions and disabilities such as repeated and involuntary body movements (tics) and uncontrollable vocal sounds (Tourette's Syndrome) or ritualistic or obsessive behaviour (Autistic Spectrum Disorders). Therefore, head teachers should be proactive towards such teachers. However, this does not mean being a laissez-faire leader. Provide them with resources they may need for their job so that they have no excuses.

Further, make indiscipline teachers at a school feel uncomfortable. If indiscipline teachers never feel uncomfortable, they will not change. Imagine a teacher who has been employed for 37 years having an experience of only one year. There are many ways of making them feel

uncomfortable. Delegate them together with superstars and let them report when they come back. Still more raise their levels of discomfort by empowering the superstars but using effective approaches (Whitaker, 2002). Also change the sitting plan at meetings. Most of the times indiscipline teachers come late to the meeting and usually sit near the door and at the back. A head teacher has to change the sitting plan by being near the door so that late comers feel ashamed seeing head teacher seated in front and near the door. Sometimes it is also good to make the deputy head teacher sit near the indiscipline teachers as the head teacher chairs the meeting.

Use of Emotional Intelligence (EI) can be another strategy in managing indiscipline teachers in schools. Emotional Intelligence is the process of regulating one's feelings and expressions (Huston, 2006). It is the ability of people to identify emotions in themselves and others. Organizational desired emotions are considered the standards of behavior that indicate which emotions are appropriate in each relationship and how these emotions should be publicly expressed or displayed. Theorists studying EI posit that it is a critical ingredient of leaders because it enables them to build cooperation and effective team. Leadership with EI possesses the ability to identify emotions in themselves and others. It uses emotions in their thought processes, manage emotions in themselves and others and understand and reason with emotions (Huston, 2006). No matter how successful a manager is at accentuating the positive, there are times he or she has to cope with undesirable behaviour; either because other methods fail or because the behaviour itself is dangerous and calls for direct action.

Indiscipline teachers can also be effectively managed through family and church intervention. This is a collaborative effort among school personnel, spouse, clergy, parents and relatives of the teacher to define concrete and reachable goals (Curwin & Mendler, 2008). While it may be regarded as unethical to discuss professional matters with family and church members, it has to be appreciated that parents, relatives or spouse of an individual may know her or him very well. Further, they are beneficiaries from the teacher. As such, they may equally be helpful in such matters knowing that the negative effect of behaviour such as dismissal may affect them. Therefore, involving them in such issues may help the teacher to change for the better.

Indiscipline teachers can also be effectively managed by involving the school management team (Chitanda, 2016). Following the 1998 decentralization and devolution of some educational functions from Education headquarters to district councils, communities had been given powers to take part in the management of schools in Malawi. To achieve this, the community forms a group known as School Management Committee (SMC). This committee works hand in hand with the school administration in various ways. Among others, SMC assists in aspects of school management and advises the Local Government Authority on matters of education; observing regular attendance and punctuality of both teachers and students; advising on appointment, resignation or dismissal of teachers and non-teaching staff; checking instruction and inspection (GoM, 2013). The Malawi Education Act states that the Local Government Authority shall ensure that the community served by the school is represented through SMC. Although, studies on community participation have revealed that in reality community participation in Malawi does not exist, involving them in management of school discipline is of great importance. Actually they are owners of the schools (Kadzamila, 2001).

Self assessment by head teachers can also help in the management of indiscipline teachers. This involves head teacher's own managerial effectiveness assessment. It follows that leaders who can recognize the prejudices they themselves hold and who have a willingness to face them will have a better chance of minimizing their impact on decisions based on impressions made on them (Bush, Bell & Middlewood, 2010). From time to time, head teachers should try their best to evaluate themselves the extent to which their efforts are establishing and maintaining desirable behaviours of teachers and students at a school, the extent to which they are narrowing the gap between "real" and the "ideal". The evaluation process focuses on two sets of behaviours: head teacher's behavior and teachers' behaviour (Cooper, 2006). In the first place, head teachers evaluate the extent to which they are using managerial behaviours they intend to be using. They assess whether they are using managerial strategies that are likely to bring about those teacher behaviours deemed desirable. In the second case, the head teacher evaluates the extent to which teachers are behaving in desirable ways. The major emphasis here is the extent to which teachers are behaving appropriately the extent to which they are doing what they are supposed to be doing (Cooper, 2006). Teachers' behavior data may be collected from three sources which are; the teachers themselves, students and independent observers.

Use of harsh and humiliating reprimands can also be used as a strategy for managing indiscipline teachers. A harsh reprimand is a negative verbal feedback aimed at humiliating the teacher (MoE, 2005). It includes; speaking to the teacher in an exceptionally stern manner, yelling and screaming. All of these may progress to the point where the indiscipline teacher is humiliated. Head teachers sometimes voice harsh reprimands when they have lost their emotional control in response to the misbehaviour. However, progressive approaches to discipline management discourages such strategies because they are detrimental to professional development of teachers as they lead to accumulated grievances and upset the concerned teacher (Dumba, 2016).

Guidance and counseling can also help in managing indiscipline teachers at a school. This is a helping relationship where a counselor (in this case a head teacher) assists clients (in this case the indiscipline teachers) to identify their problems and offer them possible solutions (Corey, 2013). In this way, indiscipline teachers are assisted to make their informed decisions pertaining to their problems (Malunga, 2003). As already alluded to, some of the teachers are indiscipline because they are still adolescents. They therefore need continuous guidance and counseling so that they grow as responsible teachers. Guidance and counseling programmes in schools have to be instituted as part of official school programmes so that the benefits teachers get from it are ongoing.

2.5 Conclusion

Teachers can be complicated, and working with them as a head teacher can be just as complicated as well. The head teacher not only needs to navigate through corporate rules, policies and procedures, but also has to deal with different types of personalities, needs and crises (Harzing and Pinnington, 2015). Being a head teacher one is entrusted with lots of responsibilities as well as challenges. This is particularly in this era where issues of democracy and human rights dictate the decisions of the one in authority. Gone are the days when posting good and talented teachers was enough. Nowadays, retaining that good talent is also imperative (Kavanagh, et al., (2015). This is why head teachers should be conversant with various management skills and strategies in order to effectively manage teachers in their schools.

CHAPTER THREE

METHODOLOGY

3.0 Chapter Overview

The last chapter presented literature review relevant to the study. It exposed what had already been found out by previous researchers on the topic under study. This chapter now focused on the methods that were used to collect data. It outlined the paradigm, research design and data analysis techniques which were deemed suitable for mixed methods approach. It also included justification of the steps, techniques and tools that were used in collecting data for the study.

3.1 Paradigm

Mack (2010) defines paradigm as a loose collection of logically related assumptions, concepts or propositions that orient thinking and research. On the other hand, Mzumara (2016) defines paradigm as a philosophical assumption or theoretical underpinnings of research. There are four major paradigms, namely: positivism, interpretative, constructivism and pragmatism.

Paradigms are essential since they encompass ontology, epistemology and methodology that guide the choice of research questions. Paradigms reflect the research design. Many quantitative designs use positivism and critical paradigms which view reality as objectively fixed and governed by strict natural laws (Creswell, 2009). Qualitative researches use interpretative designs. On the other hand, many mixed research designs use pragmatism. This design focuses on the consequences of the research on the primary importance of the question asked rather than the methods, and on the use of multiple methods of data collection to address the problems under study (Creswell, 2011).

In pragmatism, the researcher collects data by what works to address the research question. Pragmatists believe that truth is what works at the time (Creswell, 2014). As such, this research adopted pragmatism paradigm because it enabled the researcher to use various methods and, where necessary, change the method in order to address the question. Further, Pragmatism paradigm bridges the gap between the scientific methods and structuralism orientation of older approaches and the naturalistic methods and freewheeling orientation of newer approaches.

Furthermore, Pragmatism paradigm rejects a position between the two opposing viewpoints. In other words, it rejects the choice associated with the paradigm wars (Creswell and Clark, 2011). Finally, pragmatism rejects the distinction between realism and anti-realism which has been the core of debates about positivism versus interpretivism in the social sciences. For pragmatists, there is indeed such a thing as reality, but it is ever changing based on people's actions. So attempts to find enduring, external reality are doomed a failure. Dewey called this an attempt to find a reality outside of ourselves a "Spectator theory of knowledge" (Pansiri, 2005),

3.2 Research design

Research design is an overall plan which spells out the way research is conceived, executed, and how the findings are put together (Bickman & Rog, 2009). According to Robson (2011), research design is a framework or plan to guide the research activity.

Literature notes eight different research designs frequently used in educational research. These are Experimental Designs, Correlation Designs, Survey Designs, Grounded Theory Designs, Ethnographic Designs, Narrative Research Designs, Mixed Methods Designs and Action Research Designs. The first three are quantitative, the next three are qualitative, and the final two combine quantitative and qualitative approaches (Creswell, 2009; Creswell, 2014). Mixed method design is a research in which a researcher combines elements of qualitative and quantitative approaches (Johnson, 2007; Creswell and Clark, 2011).

Creswell (2014) identifies three basic types of mixed methods designs which are Convergent, Explanatory and Exploratory designs. Convergent design involves the collection of both quantitative and qualitative data simultaneously, with the purpose of merging or integrating the data. The explanatory design begins with quantitative data collection and analysis followed by qualitative data collection and analysis. In this way, the researcher follows up on quantitative findings with qualitative explorations. The exploratory design reverses the data collection procedure. Researcher first gathers qualitative data and then builds on the analysis of it using quantitative data. The embedded design includes collecting a primary form of data and then a secondary form of data that plays a supportive role in the study. Both forms of data are often

collected simultaneously. The “mixing” or blending of data provides a stronger understanding of the problem or question.

Frankel, Wallen & Hyun (2012) assert that mixed methods studies are becoming increasingly common in educational research because they provide a deeper understanding of the problems. Ndengu (2012) also supports the use of mixed research methods in educational research partly because it brings in triangulation which is a way of improving validity of the findings. Mixed Research design helps to have a complete analysis of problems by looking in a phenomenon at different angles (Creswell and Clark, 2011). According to Creswell (2014), mixed research methods help to combine strengths of both qualitative and quantitative research designs. Also because the problems addressed by social and health science researchers are complex and the use of either qualitative or quantitative approaches by themselves is inadequate to address this complexity (Creswell, 2009).

This study adopted mixed research design to collect data. Specifically, the convergent mixed research approach was employed. Under this approach, both quantitative and qualitative data were concurrently collected but analyzed separately before the results of the two analyses were merged (Creswell, 2014; Dumba, 2016). Through this design, the issue of indiscipline teachers in Community Day Secondary Schools was fully understood and generalized because the two forms of data (qualitative and quantitative) fully supported each other.

3.3 Study area

The research was carried out in selected Community Day Secondary Schools in Mchinji and Lilongwe Urban. These Secondary Schools are in Central Western Educational Division (CWED). Central Western Educational Division comprises the following six educational districts: Dedza, Lilongwe Urban, Lilongwe Rural East, Lilongwe Rural West, Mchinji and Ntcheu (MoEST, 2010, MoEST, 2013).

The districts of Mchinji and Lilongwe Urban were chosen because they are in the same geographical location but with different cultural aspects. According to Kumar (2018), culture influences the way people behave and react to situations. Hence involvement of these districts;

one in urban and another in the rural setting increases the space validity of the study (Cohen, Manion and Morrison, 2007).

In addition, Lilongwe Urban is where spouses of most politicians and senior government officials work. As such they might have an influence on teacher discipline as opposed to Mchinji District which is in the rural setting. In Malawi, most politicians and senior government officials such as Principal Secretaries and Directors stay in Lilongwe City. This is the reason why most teachers who are spouses of such senior people teach in the urban schools of Lilongwe City. According to Oghuvbu (2007), teachers who are married to politicians or senior government officials cause indiscipline in schools. As such, pairing of Mchinji and Lilongwe Urban could be the best option to test this allegation.

Further, it was aimed at striking a gender balance because most CDSSs in rural areas are headed by male head teachers while most CDSSs in urban areas are headed by female head teachers. The reasons being that; there are more female teachers in urban because they follow their spouses. Conversely, in rural areas the conditions are so harsh for women. These include; lack of accommodation, security and long distances to access social amenities.

Therefore, it was expected that, based on these factors, the choice of Mchinji District and Lilongwe Urban was justified.

3.4 Study population

Population is the entire group that is of interest to the researcher (Wilson, 2011). In this study the population consisted of Head teachers, Deputy Head teachers, Chair persons for School Management Committees (SMCs), Desk Officer for Secondary Schools (DOSS), Human Resource Officer (HRO) and Chair person for Malawi Secondary Schools Head teachers' Association (MASSHA) for Central West Education Division (CWED). These groups of people were chosen because they are the ones highly involved in management of discipline in schools and therefore they are more knowledgeable on the perspectives of head teachers on indiscipline teachers in schools.

Members of School Management Committee were included because the new Education Policy for Malawi promotes community participation in school discipline (MoEST, 2013 & Chitanda, 2016). Therefore members of School Management Committee being representatives of the community were legible to this study. On the other hand, Chairperson for Malawi Secondary Schools Head teachers Association was included because he is also involved in school discipline management. In addition, MASSHA chairpersons are head teachers too. Therefore they equally share the same perspectives with head teachers on management of indiscipline teachers in schools. Further, although MASSHA had just been introduced, the Ministry of Education Science and Technology in Malawi recognizes and promotes its activities (MoEST, 2013).

3.5 Sample size and sampling technique

Sample is a subgroup drawn from the larger population. On the other hand, sampling is the process of choosing members from the population to be included in the sample (Wilson, 2011). The quality of data in a study depends, to a greater extent on the size and representativeness of the sample from which data is collected (Bickman & Rog, 2009). For this reason, the groups of people involved in this study were purposively identified in order to have rich information on the topic under study. But the number of schools to be involved was determined by the statistical formula for calculating a known population. In this case, population was 51 Community Day Secondary Schools: in Mchinji (20) and Lilongwe Urban (31).

With a level of confidence of 95%, margin of error (**E**) of 0.05 and proportion (**P**) of 0.5, then sample size calculated using the formula; $n = \frac{n_o}{1 + \left(\frac{n_o - 1}{N}\right)}$ was 36 Community Day Secondary

Schools in Mchinji and Lilongwe Urban. In order to identify the number of schools to take part in the study from each district, the following method was used;

$$\frac{\text{Number of CDSSs in a district}}{\text{Total number of CDSSs in Mchinji and Lilongwe Urban}} \times \text{Sample size}$$

This translated into 14 CDSSs in Mchinji and 22 from Lilongwe Urban. Simple random sampling was used to select schools from the prepared lists of secondary schools. On the other hand, stratified sampling was used in identifying a homogeneous representation of both male and female head teachers. In Stratified random sampling, the population was divided into sub-groups

called “strata” (Wilson & Maclean, 2011) (Robson, 2011). To achieve this, schools headed by female head teachers were put on their own list while those headed by male head teachers were also put on their own list (**Refer to Table 1 below**).

Table 1: List of schools involved in the study

District	Schools headed by male htrs	Schools headed by male htrs
LL Urban	Biwi	Chimutu
	Chigoneka	Chilinde
	Chilambula	Minga
	Chisamba	Tsabango
	Dzeza Mission	Mtentera
	Kabwabwa	State House
	Kaliyeka	
	Kawale	
	Livimbo	
	Mbidzi	
	Mkomachi	
	Mlodza	
	Mvunguti	
	Mwenyekondo/Falls	
	Nanjati	
	Tsokankanasi	
Mchinji	Schools headed by female htrs	Schools headed by male htrs
	Bua	Chambidzi
	Mpale/Ludzi	Gumba
		Kabzala
		Kamwanya
		Kholoni
		Kochilira
		Mchinji Mission
		Misale
		Mkanda
		Mkanda Day
		Sopa
		Waliranji

3.6 Data collection instruments

Data collection is the process of gathering information to address the questions being asked in the study (Creswell, 2011). This research used questionnaires and interviews guides.

In data collection through interviews, Open ended questions were used while in data collection through questionnaires closed ended questions were used. Open ended questions did not use predetermined categories or scales to collect data. Respondents answered questions freely (Wilson, 2011). Conversely, closed ended questions, were based on predetermined response scales or categories (Creswell, 2011) (Wilson, 2011). Respondents had discrete number of responses (Wilson, 2011). These tools reflected the mixed methods of research design since the data was collected through both qualitative and quantitative methods (Bickman & Rog, 2009).

3.7 Pilot testing

In order to ensure that data collection tools for this research (questionnaires and interview guides) were effective, a pilot study was conducted. Pilot study is a small study conducted in advance of a planned project to test aspects of a research design (Kumar, 2011) (Creswell, 2011).

According to Robson (2011), pilot study is a small scale version of the real thing; a tryout of what you want or propose so that its feasibility can be checked. Pilot study is like a laboratory of the study to be carried out. Pilot study is important because it gives room for improvement in the items of the questionnaires or interview guides (Cohen, Manion and Morrison, 2007).

Piloting also helps the researcher to determine the duration for interviews; ensure clarity of questions and instructions; remove items which might not have yielded usable data; and establish validity and reliability of instruments (Lodico, 2006).

The study was pilot tested among head teachers, and deputy head teachers from four selected public secondary schools in Mchinji District. The schools were chosen out of convenience. The schools used in piloting did not take part in the actual study. Results from the pilot study were analyzed and tested for reliability of the questionnaire using SPSS. Piloting enabled the researcher to identify and improve in items which proved to be confusing to respondents. It also enabled the researcher to improve in questioning and probing skills during the interviews.

3.7.1 Validity and reliability

Validity is the ability of the study to measure what it intended to measure (Ndengu, 2012). On the other hand, reliability is the ability of the research to give the same results if it was to be carried out on a similar group of respondents in a similar context (Cohen, Manion and Morrison, 2007). Validity and reliability in research tend to answer the questions; “Why should people believe the findings? Validity in mixed research involves employing strategies that address potential issues in data collection, data analysis and data interpretation (Creswell, 2011). Ways of ensuring validity include the following: choosing an appropriate time scale, ensuring that there are adequate resources for the required research to be undertaken and selecting an appropriate methodology for answering the research questions.

To determine Reliability of the results from the study, the analyzed data was tested for reliability to test correlation coefficient using SPSS (i.e. Go to Data view, Go to analyze, Go to scale, Go to variables, Go to **OK**). “Correlation coefficient ranges from -1.00 to +1.00” (Wilson, 2011:674). To increase validity and reliability of the study, the researcher employed the following strategies:

- a) Triangulation of sources (using questionnaires and interviews).
- b) Examination of previous research findings on related topics (through literature review).

3.7.2 Triangulation

Triangulation may be defined as the use of two or more methods of data collection in the study. The use of multiple methods, or the multi-method approach as it is sometimes called, contrasts with the ubiquitous but generally more vulnerable single method approach that characterizes so much of research in the social sciences (Cohen, Manion and Morrison, 2007). By analogy, triangulation in the social sciences attempts to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Dzikanyanga, 2017).

Triangulation is of different types. These include; Time triangulation: attempts to take into consideration the factors of change and process and Space triangulation: attempts to overcome

the parochialism of studies conducted in the same country or within the same subculture by making use of cross-cultural techniques (Cohen, Manion and Morrison, 2007 & Silverman, 1985). As a means of conforming to the issue of triangulation the study was carried out both in rural and urban Community Day Secondary Schools so that cross-cultural factors were tested. Kumar (2018) postulates that culture of people, influences their behaviour. On the other hand, Curwin & Mendler (2008) argue that environment can influence behaviour of people. This was why the study was conducted in both urban and rural schools. In addition, by using both questionnaires and interviews in data collection, the issue of triangulation was also overcome.

3.7.3 Data Analysis

Data was analyzed using analytical techniques applied to both qualitative and quantitative data (Creswell, 2011). The quantitative data was analyzed using statistical application software called the SPSS. Firstly, all filled in questionnaires were collected. Thereafter, they were coded, and entered into Statistical Package for Social sciences (SPSS). Then, descriptive statistics; mainly, cross-tabulations, frequencies, averages and percentages were used in presentation of the findings. Conversely, qualitative data was analyzed through schematic technique (**Refer to Appendix L**). Data was coded according to objectives of the study. Areas of agreements and disagreements were identified and analyzed to support the data collected quantitatively. Thereafter, the mixed data (quantitative and qualitative) were merged to assess whether the two results were congruent or divergent, and if they were divergent then data was analyzed further to reconcile the divergent findings (Creswell, 2011).

3.8 Ethical considerations

Mzumara (2016) claims that; most educational researches do not have great harm to subjects. Consequently, the researcher can investigate without violating ethical principles. This notion is supported by Fraenkel et al (2012), who stress that almost all educational researches involve little or no risk. However, the researcher disagreed with such claims because each study has a potential of harming participants or subjects either directly or indirectly. For this reason, the researcher used an Identification Letter from the University and sought permission from Educational Division Manager (EDM). Further, informed consent from the respondents before

carrying out the study was also sought. Informed consent refers to a principle that prospective participants in a research must be given sufficient advance information about what is involved to make informed choice about participation (Robson, 2011). Through this approach, respondents were informed of the purpose of the study, need for respect of their privacy, anonymity and confidentiality (**Refer to Appendices A, B, C, D, E, F, G, H and I**).

Respondents were also informed that participation was voluntary. Those who accepted to take part signed on the letters of consent before participating in the study. Ndengu (2012) adds that in order to ensure confidentiality, pseudonyms for schools and respondents in qualitative data can be used. For this reason, names of key informants were concealed with letters; **X, Y** and **Z**.

3.9 Conclusion

The chapter has explained the research paradigm and design that were used in carrying out the study. It has also explained the sample size and sampling techniques that were used in identifying participants and justification for their choice. Further, it has explained how data was collected and analyzed. The preceding chapter is now about discussion of the analyzed data.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Chapter Overview

The purpose of this study was to assess the perspectives of head teachers on management of indiscipline teachers in Community Day Secondary Schools in Malawi. The main objective of the study was to assess various techniques and strategies used by head teachers in Community Day Secondary Schools in managing indiscipline teachers. Data was concurrently collected using questionnaires and interviews guides (**Refer to Appendices J and K**). The quantitative data was analyzed descriptively using Statistical Package for Social Sciences (SPSS) while qualitative data was analyzed by identifying the data patterns and then categorized them into themes and sub-themes that fell under different research objectives (**Refer to Appendix L**).

This chapter purports to present the findings of the study as observed from the analyzed data. The analysis and discussion of the findings were structured according to the specific objectives of the study which were to:

- a. Investigate the perspectives of head teachers on management of indiscipline teachers in CDSSs.
- b. Find out factors that make teachers to become indiscipline in CDSSs.
- c. Find out the impact of indiscipline teachers on other teachers, students and community.
- d. Examine strategies used by head teachers in managing indiscipline teachers in CDSSs.

4.1.1 Description of the study site

Data was collected from thirty six Community Day Secondary Schools in Central Western Educational Division. Twenty two of them were from urban and fourteen were from rural. The aim for involving both urban and rural schools was to combine both rural and urban aspects of teachers' indiscipline. Further, it was aimed at striking a gender balance because most schools in rural areas were headed by male head teachers while most secondary schools in urban areas were headed by female head teachers. The reason was that there were more female teachers in urban because they followed their spouses. Conversely, in rural areas the conditions were so harsh for women. Those included; lack of accommodation, security and long distances to access social amenities (Kadzamira, 2006).

4.1.2 Marital status of survey respondents

As regards to marital status, there were three categories. The assumption was that marital status of an individual affects the way they think, perceive or do things. The categories were; married, single and divorced. Refer to **Table 2** below.

Table 2: Marital status of survey respondents

Sex		Marital status			Total
		married	single	widowed	
Males	Count	71	1	1	73
	% within Sex	97.3%	1.4%	1.4%	100.0%
Females	Count	32	1	2	35
	% within Sex	91.4%	2.9%	5.7%	100.0%
Total	Count	103	2	3	108
	% within Sex	95.4%	1.9%	2.8%	100.0%

From **Table 2** above, it was observed that 103 (95.4%) out of the 108 respondents who took part in the study were married, 2 (1.9%) respondents were single and 3 (2.8%) were widowed. This implied that all aspects of perspectives ranging from being married, single and widowed were present in the participants.

4.1.3 Work experience for key informants

As regards to work experience, there were four categories of years of experience from which respondents were asked to indicate the one where they belonged to. The categories were as follows; 4 years and below, 5-9 years, 10-14 years and above 15 years. Refer to **Table 2** below.

Table 3: Number of years of experience for key informants

Sex		Number of years of Experience				Total
		4 years and below	5-9 years	10-14 years	Above 15years	
Males	Count	36	23	9	5	73
	% within Sex	49.3%	31.5%	12.3%	6.8%	100.0%
Females	Count	14	18	2	1	35
	% within Sex	40.0%	51.4%	5.7%	2.9%	100.0%
Total	Count	50	41	11	6	108
	% within Sex	46.3%	38.0%	10.2%	5.6%	100.0%

From **Table 3** above; 50 (46.3%) respondents out of 108 had an experience of four years, 41 (38%) respondents had an experience of between 5-9 years and 11 (10%) had work experience of between 10-14 years while 6 (5.6%) respondents indicated that they had an experience of above 15 years. Although 46.3% indicated that they had an experience of 4 years and below, most of the respondents had enough experience for the job. The higher percentage in the 4 years and below category could be attributed to the fact that the tenure of office in the School Management Committee in Malawian Secondary Schools was two years. That was why there was a possibility of having the chairpersons for School Management Committee to have been in the committee for not more than four years unless otherwise.

4.1.4 Description of interviewees

Interviews were conducted with the following groups of people: Human Resources Officer (Division), Desk Officer for Secondary Schools and Chairperson for Malawi Secondary Schools Head teachers' Association (MASSHA). In the course of data presentation and discussion, their names were concealed with letters; Desk Officer For Secondary Schools (**Respondent X**), Human Resource Offer (**Respondent Y**) and chairperson for MASSHA (**Respondent Z**).

4.1.5 Gender of interviewees

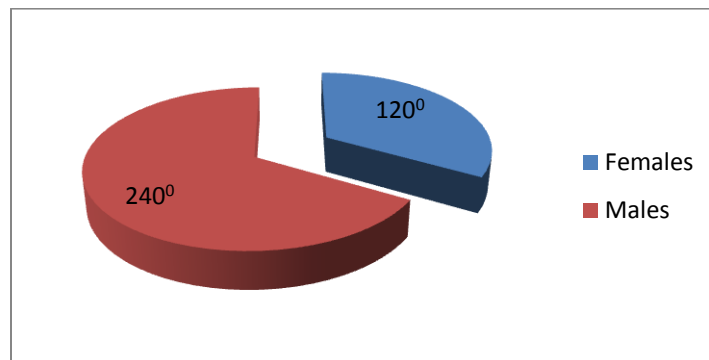


Figure 1: Gender of interviewees

From **Figure 1** above, out of the three key informants; 2(67%) were males and 1 (33%) was a female. Initially, the researcher wanted to have two males and females but one of the females denied to take part in the study. That was the reason why there was only one female key informant. Although her absence did not affect the study findings because the three participants

involved in the study still gave enough information as required by the researcher, her participation would have made a contribution and would ensure equal representation of gender.

4.2.1 Perspectives of head teachers on indiscipline teachers from the questionnaires

Questionnaires were administered to head teachers, deputy head teachers and chairpersons for school management committees using the following variables; Indiscipline teachers are threats to a school, time wasters, evil teachers, lazy teachers, and trouble makers. The variables were identified through literature review. Respondents were asked to indicate their perspectives towards indiscipline teachers based on their personal experiences.

The aim for examining perspectives of head teachers on indiscipline teachers was to find out the preconceived attitudes that head teachers possess; which in turn affect the way they manage indiscipline teachers in schools. Odhiambo (2010) holds that like a waterfall, ethics and morals start at the top and cascade down the hierarchy of a school. This is to say that positive or negative attitudes of a school are the attitudes and morals the head teacher of the school holds.

Figure 2 below, is a sample of questionnaires which the respondents had filled on perspectives of head teachers on indiscipline teachers.

5. What are your views on indiscipline teachers? *(Please tick (✓) in boxes)*
1 = agree 2 = strongly agree 3 = neither agree nor disagree 4 = disagree 5 = strongly disagree

Perspectives of head teachers on indiscipline teachers		1	2	3	4	5
a	They are threats to the school		✓			
b	They are time wasters	✓				
c	They are evil teachers			✓		
d	They are lazy teachers		✓			
e	They are trouble makers		✓			
f	They are rude teachers	✓				

Figure 2: Sample filled questionnaire on perspectives of head teachers

Respondents were required to tick a scale they rated each variable in the questionnaire as shown in **Figure 2** above. The proceeding section therefore presents the findings as observed from the analyzed data:

4.2.2 Indiscipline teachers are threats to schools

One of the variables observed from literature review and contained on the questionnaire was that indiscipline teachers are threats to a school. Responses to this variable are shown in **Table 4** below.

Table 4: Indiscipline teachers are threats to school

Sex		Threats to school					Total
		Agree	SA	NAD	Disagree	SD	
Males	Count	33	8	18	13	1	73
	% within Sex	45.2%	11.0%	24.7%	17.8%	1.4%	100%
Females	Count	14	4	8	2	7	35
	% within Sex	40.0%	11.4%	22.9%	5.7%	20.0%	100%
Total	Count	47	12	26	15	8	108
	% within Sex	43.5%	11.1%	24.1%	13.9%	7.4%	100%

Key: SA=Strongly Agree, NAD= Neither Agreed nor Disagreed, SD=Strongly Disagreed

From **Table 4** above; 59 (54.6%) out of the 108 respondents agreed that indiscipline teachers are threats to schools, 26 (24.1%) of the respondents neither agreed nor disagreed that indiscipline teachers are threats to schools while 23 (21.3%) respondents disagreed that indiscipline teachers are threats to schools. From the findings it was learnt that most head teachers view indiscipline teachers as threats to them and the school in general.

This was supported by participants in interviews who also agreed that indiscipline teachers are threats to head teachers and School Management Committee (SMC). Participants were further asked how indiscipline teachers are threats to schools. This is what respondents said:

Respondent Y:

“They always demand transparency and accountability from head teachers such as how they are using school funds.”

Respondent X:

“Indiscipline teachers provide checks and balances for the school. This is why head teachers do not like them because they do not want someone to question the way they use school funds. When we talk of being a head teacher, it means controlling of resources including school fees and deciding on how it should be used. This is the time for the head teachers. For the teachers their time will also come but this is their time. Such teachers always want to know how head teachers are using school funds as if someone had appointed them to be a member of checks and balances.”

Respondent Z added that indiscipline teachers think that head teachers accumulate a lot of wealth from school funds.

From the findings, it was learnt that indiscipline teachers are threats to schools particularly on financial matters.

Financial related problems involving head teachers and teachers in public schools are also reported by Njeru (2004). She states that financial related problems are also prevalent in Kenyan public schools. She cites an example where the head teacher confessed saying, “They even quarrel over who should carry the money after withdrawing it from the bank.” Therefore it could be concluded that head teachers view indiscipline teachers as threats because they demand transparency and accountability by head teachers on financial matters a thing they do not want.

4.2.3 Indiscipline teachers are time wasters

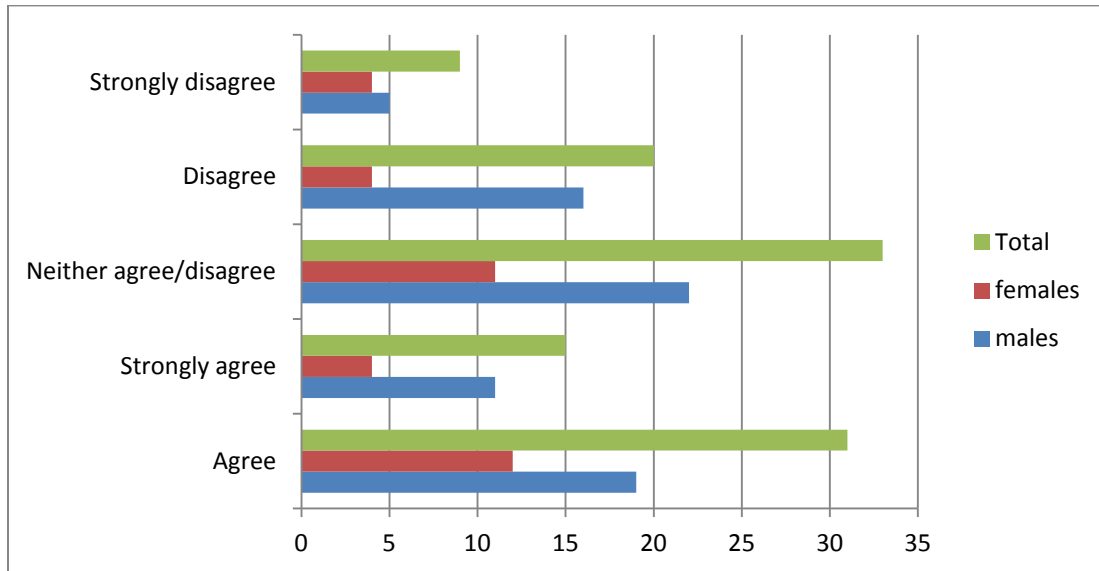


Figure 3: Indiscipline teachers are time wasters

Key: SA=Strongly Agree, NAD= Neither Agree/Disagree, SD=Strongly Disagree

From **figure 3** above, it was observed that 46 (42.6%) out of the 108 respondents agreed that indiscipline teachers are time wasters, 33 (30.6%) respondents neither agreed nor disagreed with the idea while 29 (26.8%) respondents disagreed with the idea. This implied that head teachers view indiscipline teachers as people who make them lose their precious time solving problems at a school.

The finding corresponded to Mueni (2005) who reports that indiscipline by teachers make authorities such as officials from Teaching Service Commission, head teachers and members of discipline committee to spent time, money and other resources maintaining teacher discipline at the expense of students. For instance Teaching Service Commission officials have to travel to concerned schools to sort out issues involving indiscipline teachers.

That makes other teachers and students to lose teaching and learning time. That is why head teachers view indiscipline teachers as time wasters.

4.2.4 Indiscipline teachers are evil teachers

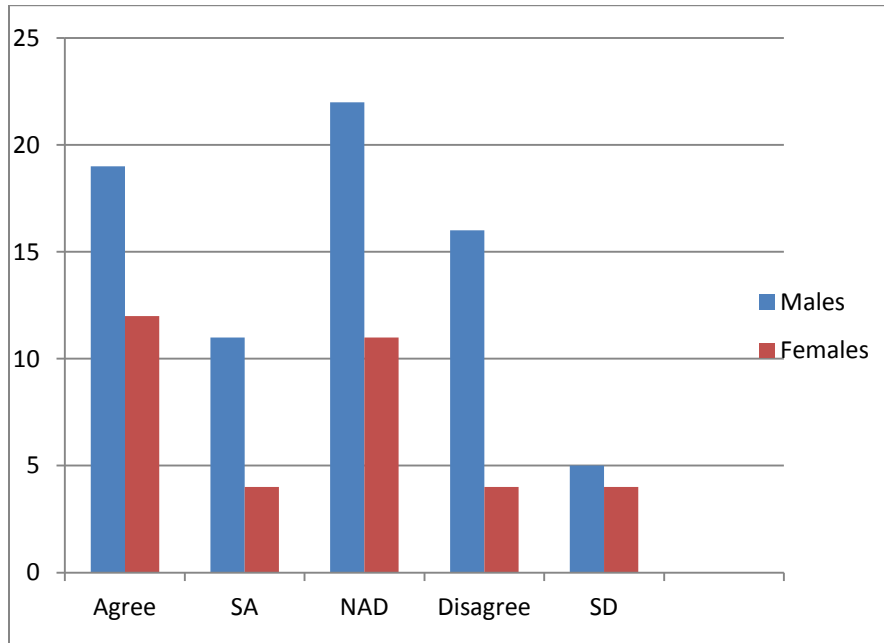


Figure 4: Indiscipline teachers are evil teachers

Key: SA=Strongly Agree, NAD= Neither Agree nor Disagree, SD=Strongly Disagree

From **Figure 4** above; it was observed that 33 (30.6%) out of the 108 respondents who took part in the study agreed that indiscipline teachers are evil teachers, 21 (19.4%) respondents neither agreed nor disagreed with the idea while 54 (50%) respondents disagreed with the notion that indiscipline teachers are evil teachers.

This implies that despite their negative acts at a school, indiscipline teachers are not regarded as evil teachers by most head teachers.

Evil in its horrendous meaning means intentional causing of suffering on someone (Ilievski, 2014). World Book Encyclopedia (1994), notes that the idea that indiscipline is evil was firstly perceived by Plato who based his ethical theory on the proposition that all people desire happiness although they sometimes act in ways that do not produce happiness. But they do that only because they do not know what actually produces happiness.

Plato argued that it is worse for a person who commits an injustice to go unpunished than to be punished, because punishment helps to cure that most serious of all diseases. Possibly that is the reason why authorities who hold a traditional approach to indiscipline, associate indiscipline with punishment.

Ilievski (2014) adds that the view that indiscipline is evil was also perceived by early theologians who based their theory on bible teachings in books of Genesis 3 and Deuteronomy 5: 1-21. As such, authorities who are believers view indiscipline teachers as people possessed with evil spirits. To them, such teachers need to undergo deliverance in order to change.

4.2.5 Indiscipline teachers are lazy teachers

Table 5: Indiscipline teachers are lazy

Table 6: Indiscipline teachers are lazySex		Lazy teachers					Total
		Agree	SA	NAD	Disagree	SD	
Males	Count	13	12	18	23	7	73
	% within Sex	17.8%	16.4%	24.7%	31.5%	9.6%	100.0%
Females	Count	7	5	7	6	10	35
	% within Sex	20.0%	14.3%	20.0%	17.1%	28.6%	100.0%
Total	Count	20	17	25	29	17	108
	% within Sex	18.5%	15.7%	23.1%	26.9%	15.7%	100.0%

Key: SA= Strongly Agree, NAD= Neither agree nor disagree, SD= Strongly disagree

From **Table 5** above; out of the 108 participants who took part in the study, 37(34.2%) respondents agreed with the notion that indiscipline teachers are lazy teachers, 25 (23.1%) respondents neither agreed nor disagreed with the notion while 46 (42.6%) respondents disagreed with the notion that indiscipline teachers are lazy teachers.

From the findings above, it was observed that most respondents disagreed with the notion that indiscipline teachers are lazy. This meant that being indiscipline does not make someone to become lazy. As such indiscipline teachers are not always lazy though some are.

The finding corresponded to Whitaker (2002) who reports that not all indiscipline teachers are lazy. Some of them are hard workers and produce excellent academic results. However, the finding disagreed with Oghuvbu (2007) who generalizes that indiscipline teachers are lazy and fail even to mark students' work. Therefore, it was concluded that not all indiscipline teachers are lazy. Others are hard workers. As such head teachers need to be more careful in the way they handle such teachers because failure to manage indiscipline teachers effectively, may affect students' academic performance particularly if the said teacher is indiscipline but hard working.

4.2.6 Indiscipline teachers are trouble makers

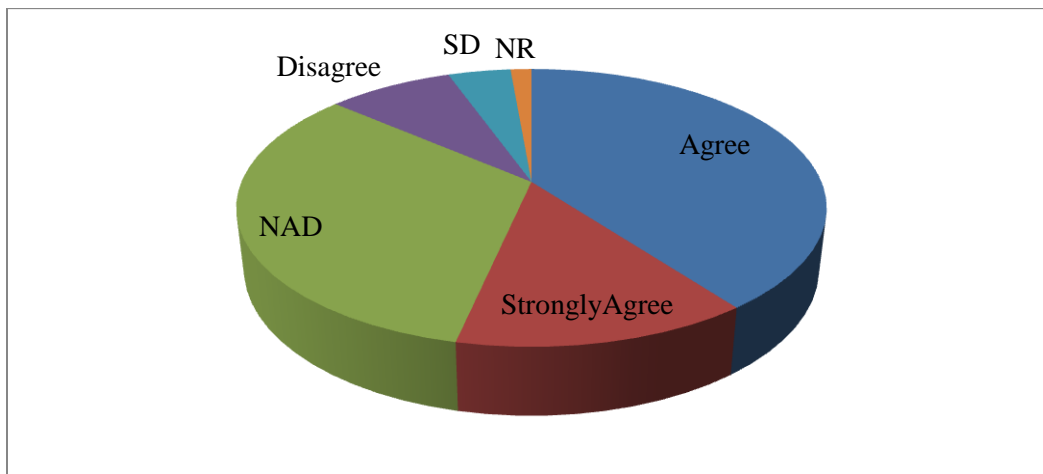


Figure 5: Indiscipline teachers are trouble makers

Key: NR = No Response, SD= Strongly disagree, NAD= Neither agree nor disagree

From **Figure 5** above; out of the 108 participants who took part in the study, 52 (48.1%) respondents agreed that indiscipline teachers are trouble makers, 32 (29.6%) respondents neither agreed nor disagreed with the idea that indiscipline teachers are trouble makers while 22 (20.4%) respondents disagreed with the notion that indiscipline teachers are trouble makers. 2 (1.9%) of the respondents did not respond to the question. From these findings one could tell that indiscipline teachers caused trouble in schools.

Although respondents in the questionnaires agreed that head teachers view indiscipline teachers as trouble makers, none of the members in the interviews supported that notion. They said not all indiscipline teachers cause trouble at a school.

However, literature notes that indiscipline teachers give trouble to schools because their acts bring other indiscipline related problems to the school such as quarrelling with students or other teachers or even the community. Mueni (2005) supports that some, indiscipline teachers also quarrel with the surrounding community, staff, students and parents at a school.

Mzumara (2016) also reports that indiscipline teachers make other teachers and some students to copy their bad behaviours. In turn, it brings indescribable problems with various stakeholders. That is why some head teachers view indiscipline teachers as trouble makers.

4.2.7 Indiscipline teachers are rude teachers

Table 6: Indiscipline teachers are rude

Sex		Rude teachers						Total
		Agree	SA	NAD	Disagree	SD	NR	
Males	Count	23	14	18	12	5	1	73
	% within Sex	31.5%	19.2%	24.7%	16.4%	6.8%	1.4%	100%
Females	Count	12	6	6	5	6	0	35
	% within Sex	34.3%	17.1%	17.1%	14.3%	17.1%	0.0%	100%
Total	Count	35	20	24	17	11	1	108
	% within Sex	32.4%	18.5%	22.2%	15.7%	10.2%	0.9%	100%

Key: SA=Strongly Agree, NAD= Neither Agree nor Disagree, SD=Strongly Disagree, NR= No response

From the **Table 6** above; it was observed that 55 (50.9%) respondents out of the 108 participants who took part in the study agreed that indiscipline teachers are rude, 24 (22.2%) respondents neither agreed nor disagreed with the notion that indiscipline teachers are rude. 28 (25.9%)

respondents disagreed with the notion but one person did not respond to this question. This implied that the majority of the head teachers agreed that indiscipline teachers are rude.

The finding corresponded to Whitaker (2002), who reports that indiscipline teachers in USA are rude and disrespectful to authorities. It also corresponded to Banja (2002) who reports that some head teachers in Zambia also view indiscipline teachers as essentially notorious.

From the finding above, it was learnt that some head teachers view indiscipline teachers as rude teachers. Probably this is the reason why some authorities associate indiscipline with pain on the concerned individual.

4.2.8 Reminders to authorities

A view that indiscipline teachers help to remind those in authority on where they went wrong was mentioned quite often by most respondents in the qualitative data. It was learnt that some head teachers view indiscipline by teachers with positive attitudes. To them it helps to change in the way they run schools. The following responses supported this allegation:

Respondent Y said:

“Unlike some head teachers who view indiscipline by teachers negatively, other head teachers take it as an opportunity to adjust some of their strategies.”

Respondent X added:

“Indiscipline teachers make head teachers think twice before they do something because such teachers are likely to question them. By so doing, head teachers leave out some of the things they feel will not be welcomed by such teachers to avoid bringing in confusion. They remind head teacher the dos and don'ts at the school.”

Banja (2002), reports that while some authorities view indiscipline individuals as essentially notorious, others view them as essentially innocent and attribute any of their wrongdoing' to genetic, heredity or a poor environment. There is no doubt that the climate of the school on indiscipline teachers is to a large extent shaped by the manner in which head teachers perceive and interpret the behaviour of teachers.

4.3 Common factors that make teachers to become indiscipline

The last section centered on perspectives of head teachers on management of indiscipline teachers in Community Day Secondary Schools in Malawi. However, this section concentrated on common factors that make teachers to become indiscipline in schools. For indiscipline to occur in teachers there may be stimuli behind it. Deep understanding of those stimuli can help head teachers to address root causes to problems and not effects. It can also help them modify their own attitudes towards indiscipline teachers.

As identified from literature, the following were the variables contained in the questionnaires; adolescence, drug and substance abuse, health related problems, mishandling of teachers, family background, favouritism by those in authority and poor communication. The question was; *“What makes teachers become indiscipline in Community Day Secondary Schools in Malawi?”*

Figure 6 below, was a sample questionnaire which respondents filled on factors that make teachers become indiscipline in schools.

What factors make teachers to become indiscipline in CDSSs (please tick 1/2/3/4/5)					
1 = agree 2 = strongly agree 3 = partly agree 4 = disagree 5 = strongly disagree					
Factors that make teachers to become indiscipline in CDSSs	1	2	3	4	5
Adolescence – some teachers are still young					✓
Drug and substance abuse e.g. chamba, beer etc			✓		
Health related problems e.g. brain malfunctioning					✓
Teacher Mishandling by HODs, D/htrs, h/trs, DOSS or EDM				✓	
Family background e.g. from troublesome parents		✓			
Partiality/favouritism by those in authority			✓		
Poor communication by those in authority		✓			
Any other cause (please specify): <i>Frustrations on their personal goals</i>					

Figure 6: Factors that make teachers become indiscipline

Respondents were required to tick a scale they rated each variable in the questionnaire as shown in **Figure 6** above. The proceeding section therefore presents and discusses the merged quantitative and qualitative data on factors that make teachers to become indiscipline.

4.3.1 Adolescence

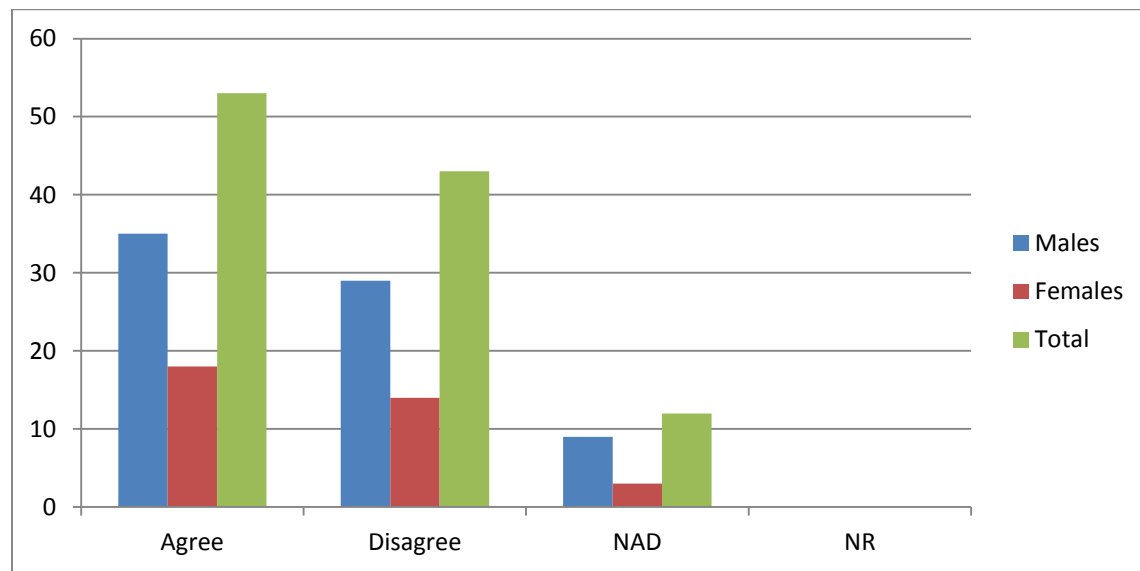


Figure 7: Adolescence

Key: NAD= Neither Agree nor Disagree, No response

From **Figure 7** above; 53 (49.1%) out of the 108 respondents who took part in the study, agreed that some teachers are indisciplined because they are still adolescents, 12 (11.1%) respondents neither agreed nor disagreed while 43 (39.8%) respondents disagreed that some teachers are indisciplined because of adolescence. From the quantitative data above, it was observed that most respondents agreed with the notion that adolescence makes some teachers indisciplined.

However, participants in the interviews disagreed with the notion that adolescence makes teachers to be indisciplined. This is what **Respondent Z** said:

“Not all adolescent teachers cause problems because there are some teachers who are not adolescents and old as I am but they go about with girl learners. Some of the so called adolescents are married and behave responsibly. To me adolescents are the ones that work hard at a school. As such to say adolescence causes teachers to become indisciplined is not true.”

The finding in quantitative data concurred with psychologists like, Mwale (2011) who reports that adolescence starts from the age of 9 and ended at the age of 25 in some people. As such people who are in that age group are likely to be indisciplined because they might be influenced

by that adolescence. However, the qualitative data had revealed that adolescence does not make teachers become indisciplined just because some of the teachers of the same age and stage of development are humble and cooperative at work.

In conclusion, although literature notes that adolescence makes youths indisciplined, experience has shown that this is just an overgeneralization because participants in the qualitative study had shown that youthful teachers are more disciplined and hard working than old staff in Community Day Secondary Schools.

4.3.2 Drug and substance abuse

The other factor observed from literature review and contained in the questionnaire was drug and substance abuse. Refer to **Table 7** below.

Table 7: Drug and substance abuse

Sex		Drug and substance abuse					Total
		Agree	SA	NAD	Disagree	SD	
Males	Count	25	13	20	10	5	73
	% within Sex	34.2%	17.8%	27.4%	13.7%	6.8%	100.0%
Females	Count	12	5	11	2	5	35
	% within Sex	34.3%	14.3%	31.4%	5.7%	14.3%	100.0%
Total	Count	37	18	31	12	10	108
	% within Sex	34.3%	16.7%	28.7%	11.1%	9.3%	100.0%

Key: SA=Strongly Agree, NAD= Neither Agree nor Disagree, SD=Strongly Disagree

From **Table 7** above, 55 (51%) out of the 108 respondents agreed that some teachers are indisciplined because of the influence of drugs and substances such as alcohol. 31(28.7%) neither agreed nor disagreed while 22(20.4%) disagreed that teachers who are indisciplined do so because of the influence of drugs and substances use. This meant that some of the indisciplined in teachers emanates from using drugs and substances such as marijuana and beer. This was supported by participants in interviews who also stated that some teachers are indisciplined because they indulge themselves in drug and substance abuse. This is what respondents said:

Respondent Y:

“Most teachers are troublesome because they indulge themselves in drug and substance abuse such as Chamba smoking. A person who is under the influence of drugs or substances behaves abnormally. Some teachers combine the two that is chamba smoking as well as beer drinking and they are so hostile and quickly lose temper even if the issue is so minor.”

Respondent X added:

“We have teachers who smoke chamba in these schools and cause trouble to other teachers, head teachers and even students.”

From these findings, it was concluded that some indiscipline in teachers, is a result of indulging themselves in drug and substance abuse.

The finding corresponded to the study finding by the United Nations Office on Drugs and Crime (UNODC) report which also attributed indiscipline among teachers to drug and substance abuse (UNODC, 2018). According to Kithi (2007), teachers take drugs and substances for various reasons. Some drink alcohol to cope up with problems or remove stress.

However, the reality is that drug and substance abuse brings a lot of negative effects to them such as aggression and decline of brain functioning (Njagi, 2014). Teachers who use drugs and substances also lack the core values in life such as honesty, tolerance, peace and responsibility. This affects their social skills.

Drugs and substances also affect individual’s interest in work. Due to that, there is frequent absenteeism from duties. As such, it can be underscored that drug and substance abuse has negative effects on teachers in particular and the school in general.

4.3.3 Health related problems

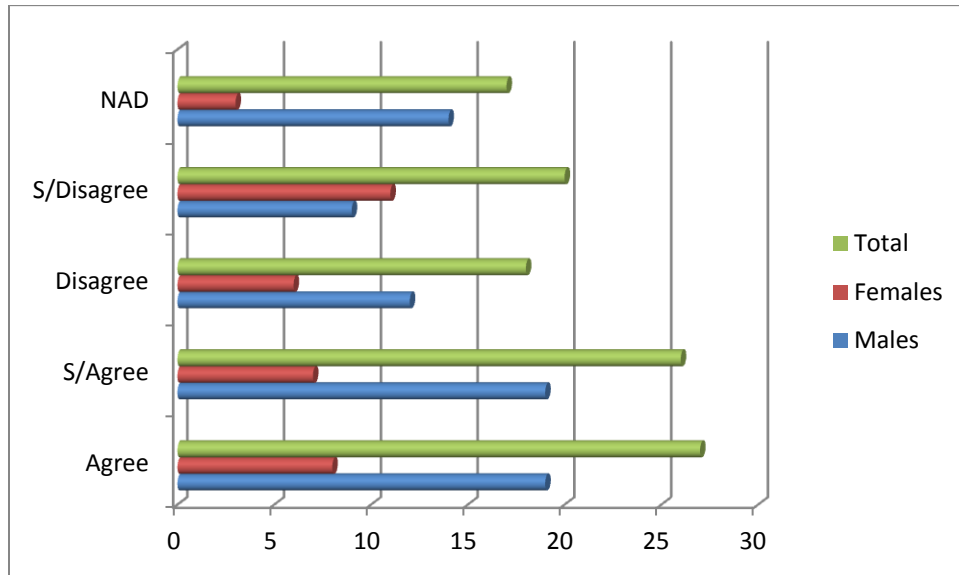


Figure 8: Health related problems

Key: NAD = Neither Agree nor Disagree

From **Figure 8** above, it was observed that 53(49%) out of the 108 respondents agreed that some teachers are indiscipline because of the influence of health related problems. 17(15.7%) neither agreed nor disagreed with the notion while 38(35.1%) respondents disagreed with the notion. From the quantitative data finding above, it was concluded that some indiscipline in teachers is a result of health related problems such as brain malfunctioning and other related illnesses.

Although participants in the interviews did not support it, literature notes that injuries or sickness make people behave in certain abnormal ways (Dumba, 2016). For instance, people who have suffered from head injuries might have brain damage and therefore behave abnormally because of that particular impairment. That is why it is important for head teachers to have health related information for all teachers at the school.

However, such information needs to be kept confidential because if it is known to unauthorized people, it can cause serious problems such as being sued to court of law by the concerned teachers.

4.3.4: Mishandling of teachers

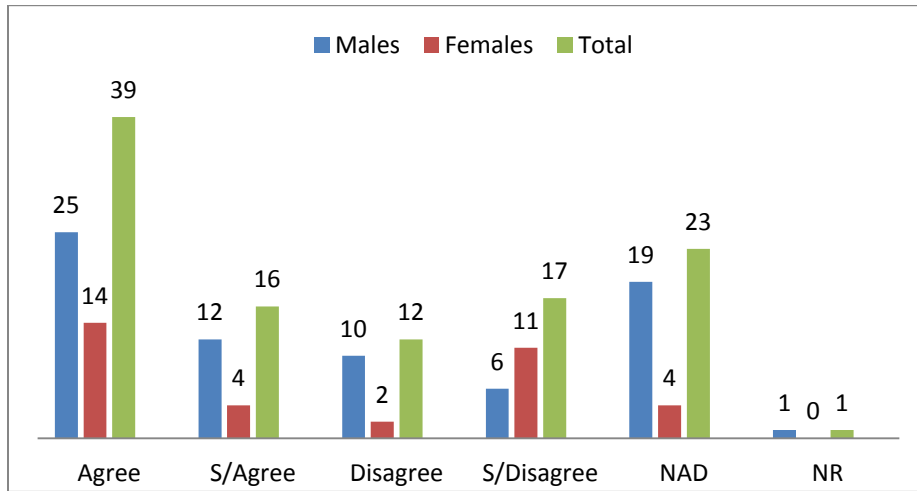


Figure 9: Teacher mishandling

Key: NAD = Neither Agree nor Disagree, NR = No response

From **Figure 9** above, 55(51%)) out of the 108 respondents indicated that some teachers become indiscipline because of being mishandled by those in authority such as the DOSS, EDM or head teachers. 23(21%) neither agreed nor disagreed, 29(26.9%) disagreed while one respondent did not respond to the question. From the findings in the quantitative data, it was learnt that the way authorities handle teachers affects the way teachers react and behaves at the school.

This was supported by participants in the interviews who reported that some teachers are indiscipline because they feel being ill-treated by authorities. This is what respondents said:

Respondent Z:

“Some teachers are indiscipline because of the way they have been treated. We have to admit that some head teachers ill-treat teachers. This makes teachers become indiscipline because of what we call unjustifiable treatment.”

Respondent Y:

“We people in authority sometimes we are to be blamed for teachers’ deviance. Teachers have a right to be heard. When we post them to a school and we find them making excuses and unwilling to report to the school, they may have reasons for that.”

Respondent X added:

“Sometimes we at division just act based on what we have heard from head teachers without hearing the side of the teacher. Therefore we need to hear their side too. Otherwise we create trouble in schools.”

From the responses above, it was concluded that ill-treating teachers, makes them become indiscipline. The finding concurred with Kaluwa (2015) who reports that the nature of school leadership or the way teachers are treated at a school has an impact on teachers’ behaviour and decision to leave or stay at the school. Head teachers are therefore required to pay special attention to special groups of the staff members. According to MoEST (2014) there are some teachers who are sick, others have disabilities and need special attention and support. Failure to do so can be regarded as ill-treatment or mishandling.

4.3.5 Teacher’s Family background

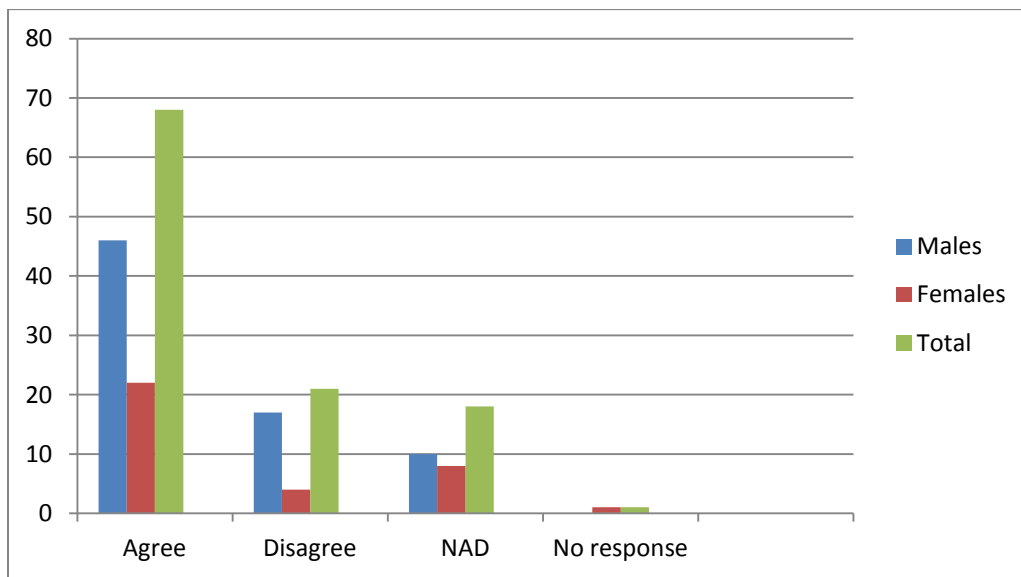


Figure 10: Teacher's family background

Key: NAD= Neither agree or disagree

From **Figure 10** above, 68(63%) respondents out of the 108 respondents who took part in the study, agreed that some teachers are indiscipline because of their family background. 18(16.7%)

neither agreed nor disagreed, 21(19.4%) respondents disagreed while one respondent did not respond to the question. From these findings it was learnt that the way a teacher had been brought up in a family, has an impact on his or her behavior in future such as at working places.

This was supported by participants in the interviews. This is what one of the participants said:

“I remember when I was a head teacher in an urban secondary school. There were spouses and relatives of directors who worked under me. Some took positions of their spouses to work and they were so deviant. Conversely, some were so humble and highly disciplined. They could report for duties before every person. Whenever they were committed, they could report to me that I have a problem I may not report for duties today. You see this is why I said it is inborn and dependent on individual personality.”

From the findings above, it was learnt that some teachers are born indisciplined but others are indisciplined because of the way they had been brought up in their families such as coming from hostile or broken families.

The finding corresponded to study finding by Oghuvbu (2007) who reports that formative years (0-12) of any individual, is a crucial period in human development. Whatever happens to a child in this period has a positive or negative impact on the future behaviour of the child.

Divorce or separation of parents in the formative years, can also lead to poor upbringing of a child. This is because divorced parents are likely to remarry. Their children then end up being brought up by step parents. Usually relationship between children and step parents are more strained than that with biological parents. Slavin (2006) also reports that parents who are both working leave their children unattended to or in the care of paid workers. This is not the best for children since parents do not have enough time to talk to their children and advise them, hence leaving this huge responsibility to maids and teachers at school.

Teachers with poor home background cannot be corrected during professional training period because of the type of curriculum content, and the short period of teaching practicum before graduation.

4.3.6 Partiality/favouritism by those in authority

Table 8: Favouritism

Sex		Partiality						Total
		Agree	SA	NAD	Disagree	SD	NR	
Males	Count	28	16	16	7	5	1	73
	% within Sex	38.4%	21.9%	21.9%	9.6%	6.8%	1.4%	100%
Females	Count	15	5	6	2	7	0	35
	% within Sex	42.9%	14.3%	17.1%	5.7%	20.0%	0.0%	100%
Total	Count	43	21	22	9	12	1	108
	% within Sex	39.8%	19.4%	20.4%	8.3%	11.1%	0.9%	100%

Key: SA = Strongly agree, NAD = Neither agree nor disagree, SD = Strongly disagree, NR = No response

From **Table 8** above, 64 (59%) out of the 108 respondents agreed that some teachers become indiscipline because of favouritism /partiality by those in authority. 22 (20.4%) neither agreed nor disagreed, 13(12%) disagreed while one respondent did not respond to the question. This meant that some of the indiscipline in teachers is a counter act against favouritism by those in authority.

Although participants in the interviews did not support this finding, literature notes that partiality makes some teachers to have a feeling that they are not important at the school. As a result, they behave abnormally just to show dissatisfaction. Kaluwa (2015) reports that, head teachers who treat staff equally and create equal opportunities for them, gain staff's' trust and therefore promote job satisfaction and in turn, promote teacher retention. That is why head teachers need to be impartial. Failure to do so can attract resentment from some members of the school.

A study by Banja (2002) at Kitwe in Zambia had revealed that indiscipline in schools is among other factors a result of undesirable administrative practices. He further found out that there is a strong relationship between administrative style and teacher discipline at a school and that partiality by head teachers promotes indiscipline in schools. This has a negative effect on the school discipline especially with regard to human relationships and understanding.

4.3.7 Poor communication

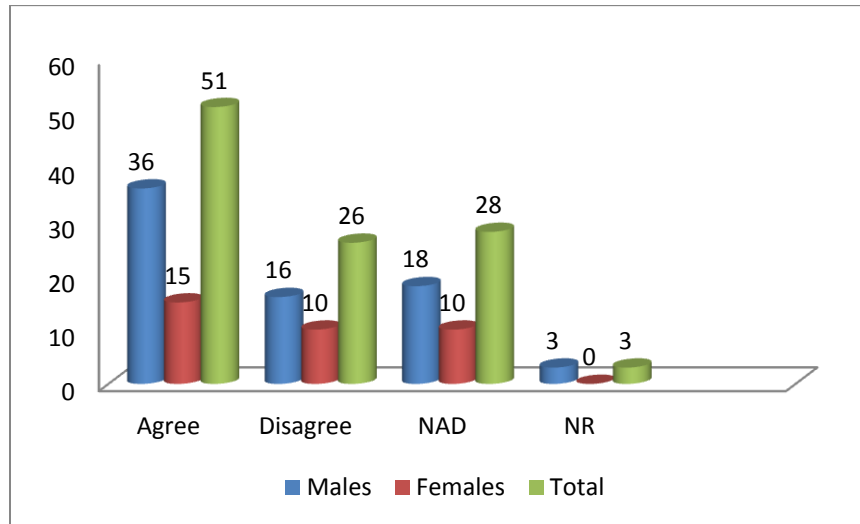


Figure 11: Poor communication

KEY: NAD = Neither agree Nor Disagree, NR = No response

From **Figure 11** above, 51 (47%) out of the 108 respondents agreed that some teachers become indiscipline as a result of poor communication from those in authority. 28 (26%) neither agreed nor disagreed, 26(24%) disagreed while 3(2.8%) people did not respond to the question. Information is power. The way it is transmitted from the sender (head teacher) affects the way the receivers (teachers) react to it.

Although the notion was not supported by participants in the interviews, literature notes that communication is a very vital tool in the daily running of the school. It can be verbal or non verbal (writing signals, visuals and behaviours). MoEST (2014), states that communication helps to direct or coordinate school activities and manage behaviour of teachers and students. A study by (Mbon, 2017) had found out that there is a relationship between effective communication, workers' performance, productivity and commitment. For these reasons, head teachers need to use appropriate channels for communication. They need to know how to handle each type of information to avoid miscommunication. They also need to know that some information has to be kept confidential such as health related issues. Some information needs to be communicated the way it is without editing such as circulars and policies.

4.3.8 Long stay at a school

During the interviews it was revealed that some teachers are indiscipline because they may have overstayed at the school. The following were their responses to support the argument;

Respondent Y:

“Some teachers become indiscipline because they had over stayed at the school. Some teachers stay at the same school for ten years.”

Respondent Z added:

“That situation is even here. We have teachers who have over stayed. Their comments are always; “This is not what Mr. A or Mrs. B was doing when they were head teachers here. They always make reference to head teachers they liked. This disturbs a lot. We try to report to authorities for a possible posting of teachers who have overstayed but to no avail. However, it must be made clear here that, not all overstayed teachers behave that way.”

Respondent X said:

“We previously thought head teachers we post to schools are failures but we had learnt that it is the teachers who have over stayed in schools. They instigate violence because they had formed strong ties with the community. So any information they feed the community about the head teacher or other teachers, is taken seriously as real.”

From the qualitative data above, it was observed that some teachers are indiscipline because they have overstayed in schools. Members explained that teachers who have overstayed develop strong ties with the community and become part of it. With the concept of community participation in school management, head teachers find themselves cornered because they are betrayed by such teachers who feed the community with wrong information. Such teachers are so indiscipline because they have a backing from the community.

Lomotey (2010), reports that rural communities share a uniqueness that most urban and suburban communities do not. Rural communities have social relationships that are personal and close; people are known by tradition, relation and intact family structure which extend to the school. As

such, teachers who had overstayed form part of that community and influence activities of the school in various ways such as participation in development projects. A research in USA by Rural Policy Matters in 2006 had revealed that rural schools are highly influenced by the community because unlike in urban and suburban, rural communities are highly involved in matters affecting the school (Lomotey, 2010).

Chitanda (2016) & MoEST (2013) reports that the government of Malawi in its policy, advocates community participation. This means that the community surrounding the school has to be part of the management team and decisions being made at the school including teacher discipline management. This creates a problem in head teachers to deal with indiscipline teacher who has overstayed at the school because the community which is supposed to be involved in disciplining the teacher happens to be in strong ties with the teacher. The community is also fed with wrong information by the teacher. As such, it could be better if there was a specific maximum period for a teacher to stay at a school.

4.3.9 Lack of promotions

During the interviews, it was also reported that some teachers are indiscipline because of lack of promotions. Some teachers had worked for over 15 years but they had not tasted any promotion. In turn, they are frustrated and demotivated. Some had even become so indiscipline. This is what respondents said:

Respondent Y said:

“Some teachers are indiscipline because they are frustrated with lack of promotions. Some teachers have worked for many years. Others 15 years but they have never tasted any promotion. They are just waiting for a time when they will retire. They had really lost hope for promotions. Such teachers are so deviant because they have accumulated grievances in them.”

Respondent Z said:

“Promotions motivate teachers to work hard but when they are not promoted, they become demotivated. It is quite understandable because it shows that a person is not being recognized by the employer.”

A month later after collecting the data, the Ministry of Education Science and Technology in Malawi, promoted 20,000 teachers from both primary and secondary sections. As such, some of the teachers who complained on lack of promotions might have been promoted. However, although there was no available statistics, it was apparent that some teachers were left out because there were many non-promoted teachers in the ministry.

The study finding concurred with findings by Kayuni and Tambulasi (2007) who also report that in Malawi, lack of promotions among teachers is a serious problem. Kadzamira (2006) adds that because of lack of promotions too many teachers are lumped at one grade for a very long time. Possibly this is the reason that some teachers had become indiscipline because of frustrations.

4.3.10 Long distances from home to school because of lack of accommodation

It was also observed from the qualitative data findings that indiscipline in some teachers is because they walk long distances from home to schools. Due to unavailability of institutional houses in most schools in Malawi, teachers are forced to find accommodation elsewhere. This makes them to operate from far distant places and therefore report late for duties. Such teachers are so rude because they come to school tired. This is what respondents said:

Respondent Y:

“With the current shortage of accommodation in Malawian schools, teachers find their own accommodation elsewhere. Some of such teachers stay very far away from the schools and spend a lot of money on daily transport. This makes them not to report for duties on all working days because may lack money for transport. Such teachers come to school so tired because of walking long distances when they do not have money to pay for transport such as bicycle taxis or minibus. This may be seen as deviance by some head teachers yet in reality they are not.”

Respondent X:

“Some teachers who teach here in urban and even we at division, operate from Chisapo, Areas 23, 24 and 25. During the morning there are traffic congestions and this delays them from reporting for duties at right times. Further, they come to work tired.”

From the responses above, it was found out that absenteeism and late reporting for duties which are examples of indiscipline by some teachers are a result of long distances they walk from home to work places.

This observation corresponded to study findings by Moleni and Ndalama (2004) and Kadzamira (2006) who also reported that housing and accommodation for teachers in Malawi is a major problem faced by the Ministry of Education Science and Technology. This had led to occurrence of other related problems including teacher absenteeism. Wangai (2012) adds that some schools have few teachers because teachers refuse to go to such schools knowing that there is no accommodation. It could be better if the government through the Ministry of Education Science and Technology in conjunction with the community constructed enough houses in schools so that teachers operate from within the campus.

4.3.11 Environment

It was also observed from the qualitative data that some teachers are indiscipline because of working at a school whose environment is not conducive to them. Such teachers might have grown up in urban and if they are posted to rural schools, they find the environment not conducive to them. As a result, they misbehave just to seek attention of authorities to post them to schools of their choice. This is what respondents said:

Respondent X:

“The other thing making teachers indiscipline is environment. For example the teacher who had grown up in urban is posted to a rural secondary school he or she will have a different environment which he is not used to.”

Respondent Y added that if the teacher has not liked the environment, he or she reacts through actions such as absenteeism, unpreparedness and noncompliance to rules and regulations. All these are aimed at seeking attention by those in authority.

The study finding concurred with Lomotey (2010) who reports that in USA, rural schools struggle to thrive for academic success because teachers do not want to teach in rural schools. This is because rural schools are isolated. Further, teachers in rural schools lack access to professional opportunities and take on multiple duties.

The study finding also concurred with Aamodt (2010) who notes that teachers seek enjoyable work environment. As such, they react negatively when the environment is not enjoyable. It also concurred with Waddell (2010) who reports that teachers are sensitive to perceptions of working environment. Further, Kaluwa (2015) reports that, environment has a huge impact on teacher morale, motivation, and classroom performance.

As such, schools, whose communities lack essential amenities such as health and social services, are most likely to lose teachers (Miller, 2012 & Kadzamira (2006). This is the reason why most rural schools in Malawi continue to lose teachers for lack of basic amenities and poor working conditions.

It would be better for the government to construct more teacher houses in rural schools because most rural communities are prepared to participate in developmental projects than in urban areas.

Therefore, it could be concluded that indiscipline in some teachers is a result of working under school environments which are poor and therefore they misbehave as a means of getting out of those particular schools.

4.3.12 Transferred negativity

During the interviews, it was also discovered that some teachers are not indiscipline at all only that some people in authority had labeled them indiscipline. As such, whatever they do is not viewed based on what has happened or nature of the matter, but on what they had labeled them. This is what respondents said:

Respondent Y:

“Some teachers are not necessarily indiscipline only that some head teachers and teachers have a perceived attitude towards the teacher based on what they had heard about the teacher. Sometimes this may not be true about the teacher.”

The respondent was further asked: *“Who tells head teachers or teachers that the teacher coming is disciplined?”* The answer he gave was that they get it from fellow teachers and head teachers who may have worked with the teacher.

Respondent Z added:

“In fact when an indiscipline teacher is coming to your school, we know it before the teacher has come. We know him or her through the fellow head teacher from where the teacher had been posted from or from the Education Division Manager (EDM) who tells us that we are sending you a troublesome teacher. Find ways to deal with him or her. If he or she continues to misbehave, inform us.”

Curwin (2008) and Dumba (2016) report that frequent labeling of someone as indiscipline, makes him or her to live by those words and become indiscipline. As such, it is advisable for head teachers not to label any teacher as indiscipline or troublesome because if they know it, they live by those words and then become indiscipline.

4.3.13 Posting teachers to schools where they did not want to go

During the interviews, it was also learnt that some teachers are indiscipline because of being posted to schools they did not want to go. As such, they deliberately misbehave just to find a means of being posted to a school of their choice. This is what respondents said:

Respondent Y:

“Some teachers are indiscipline because they had been posted to schools they did not want and therefore react to show their disapproval to the decision.”

However, **Respondent X** backed herself by saying: *“If all teachers went to schools they wanted, who would teach learners in neglected schools?”*

From the responses, it was learnt that some teachers behave immorally because they had been posted to schools they did not want to go. MoEST (2013) & MoEST (2016), report that the Government of Malawi through the Ministry of Education Science and Technology recognizes the serious shortage of teachers in schools particularly those in rural areas. That is why it introduced rural allowances for teachers working in rural schools. It was believed that through the initiative, more teachers from urban and semi urban would be attracted to go and teach in rural schools.

However, a study on the impact of rural allowances on teacher retention in Malawi had revealed that the monetary incentives the government introduced had not yielded the expected results. This is partly because the money is inadequate (K10, 000) or because of lack of specification on degrees of ruralness (Mwenda & Mgomzulu, 2018). Therefore, it would be better if the programme was reviewed and perfected. It would also be better if the government adopted the local hire system as used in other countries. This is a system in which a school is given an authority to hire teachers of its choice. As there is a high unemployment rate in Malawi, it was apparent that more trained teachers who are not yet employed, would opt to go to rural schools just to get employed.

4.3.14 Teaching at a home school

During the interviews, it was also reported that some teachers are indisciplined because of teaching at their home schools. According to **Respondent Y** some teachers are indisciplined because they teach at their own home schools. He said:

“So they feel that the school is theirs and that any teacher apart from them is an intruder. Hence do a lot of misbehavior because they want to head the schools themselves. And if their wishes are not met, they connive with the community or the School Management Committee (SMC) to be negative as well.”

Respondent Z said: *“Some teachers take the school as a village property because they come from the same area or district.”*

Due to a shortage of teachers in rural areas and some parts of the country, the Ministry of Education Science and Technology allow some teachers to work in their home areas because they are already used to the environment. For instance, in Open and Distance Learning programmes, teachers are posted to their home schools and not anywhere else.

However, some of such teachers own the schools and feel that those schools are theirs. They despise head teachers and other teachers who are not from the area. In some cases, they demand to lead/head the schools. Such teachers are rude and highly indisciplined in schools and make head teachers and other teachers to lack peace and motivation.

MoEST (2015) also complains about problems faced by educational functions devolved to district councils due to decentralization because most of them perform contrary to the expectations. There is also shortage of qualified teachers which prompt authorities to hire teachers from primary schools to teach in Community Day secondary schools (CDSSs).

As such, there is a need for more civic education for stake holders and recruitment of new teachers so that the challenges are eliminated.

4.3.15 Other factors that make teachers to become indiscipline from quantitative data

Another section in the questionnaire required participants to state other factors that make teachers in CDSSs to become indiscipline.

Their responses included the following: demotivation due to under payments, head teachers' lack of transparency and accountability on financial matters, envy for not being involved in decision making, lack of motivation by authorities, incompetence in those coming direct from college, laziness, negative attitudes towards those in authority, want to be leaders, belief that head teachers accumulate a lot of wealth from school funds, to be regarded as heroes in schools and having underrating spirit.

4.4 Impact of indiscipline teachers at a school

Question 7 in the questionnaire was about impact of indiscipline teachers at a school. It was aimed at assessing the degree of damage that comes as a result of indiscipline teachers. This was important because it could create a need, urgency and seriousness in handling indiscipline cases involving teachers in schools.

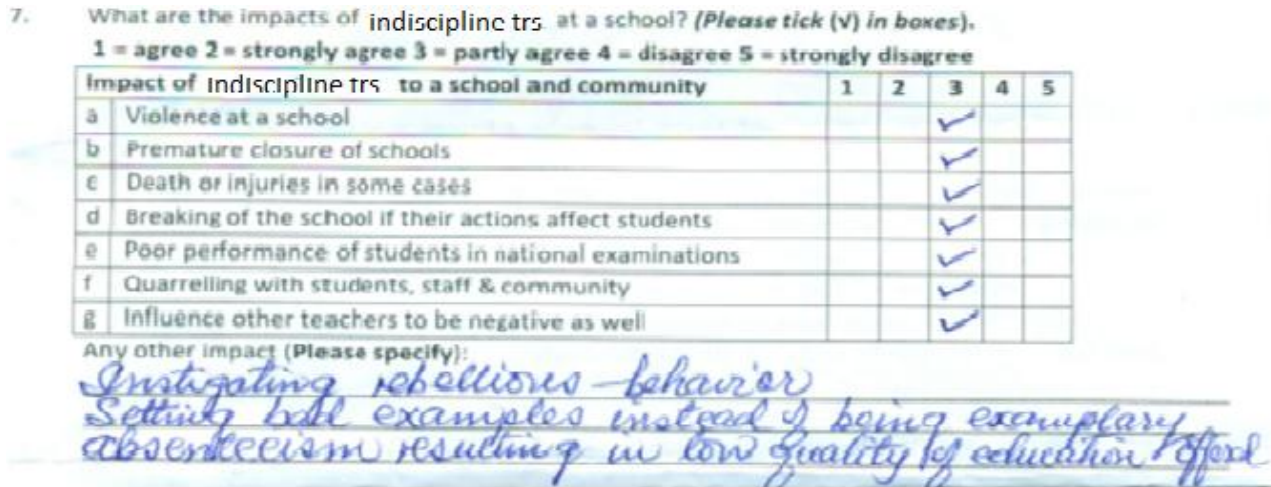


Figure 12: Sample filled questionnaire on impact of indiscipline teachers

Respondents were required to tick a scale they rated each variable in the questionnaire as shown in **Figure 12** above. The proceeding section therefore presents and discusses the merged quantitative and qualitative data on impact of indiscipline teachers to a school.

4.4.1 Indiscipline teachers instigate violence at a school

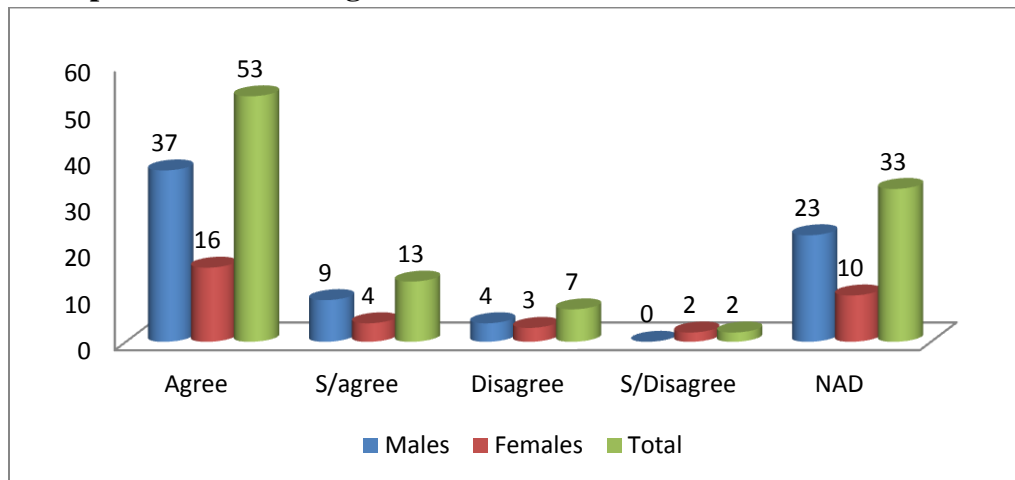


Figure 13: Indiscipline teachers instigate violence

From **Figure 12** above, 66 (61%) respondents out of the 108 respondents agreed that indiscipline teachers can instigate violence at a school, 33(30.6%) neither agreed nor disagreed while 9 (8.3%) respondents disagreed that indiscipline teachers can instigate violence at a school. From the findings, it was noted that most respondents agreed that indiscipline teachers have a capacity to instigate violence at a school.

This was also supported by participants in the interviews who stated that some indiscipline teachers tell students to break the school. This is what respondents said:

Respondent Y said:

“Indiscipline teachers are sometimes liked by some students such as those who drink or smoke. They may feed these students with wrong information and convince them to vandalize the school.”

Respondent X said:

“I once witnessed students breaking the school because some teachers told them that I had stolen their fees.” The reality was that teachers, who the predecessor head teacher assigned to collect examination fees for candidates, squandered the money. Being a new head teacher at the school, I authorized withdraw of money from the school account to pay to MANEB Account so that we could sought out the issue later because the dead line for closure had already passed. Unfortunately, the same teachers who squandered the money told students to vandalize the school. It pained me a lot.”

This finding corresponded to Mueni (2005) who reports that violence and vandalism of property by students which have been reported in most schools in Kenya are sometimes influenced by their own teachers.

The finding also corresponded to Tembo (2015) who reports that some indiscipline teachers in Malawian Public Secondary schools fall in love with students. If this is known to other students, they cause violence and vandalism at the school.

4.4.2 Premature closure of schools

Table 9: Premature closure of schools

Sex		Premature closure of schools						Total
		Agree	SA	NAD	Disagree	SD	NR	
Males	Count	18	12	24	11	5	3	73
	% within Sex	24.7%	16.4%	32.9%	15.1%	6.8%	4.1%	100.0%
Females	Count	17	3	3	6	6	0	35
	% within Sex	48.6%	8.6%	8.6%	17.1%	17.1%	0.0%	100.0%
Total	Count	35	15	27	17	11	3	108
	% within Sex	32.4%	13.9%	25.0%	15.7%	10.2%	2.8%	100.0%

Key: SA=Strongly Agree, NAD= Neither Agree nor Disagree, SD=Strongly Disagree, NR= No response

From **Table 9** above, 50 respondents agreed that indiscipline teachers can lead to premature closure of schools, 27 respondents neither agreed nor disagreed, 28 respondents disagreed that acts of indiscipline teachers can reach a point of influencing the school to close prematurely, on the other hand, 3 respondents did not respond to the question. The majority of respondents supporting the idea meant that indiscipline teachers are dangerous because they can cause violence which in turn leads to premature closure of schools.

However, this was not supported by participants in the interviews. Although that was the case, literature notes that in some schools behaviour by indiscipline teachers had influenced schools to close prematurely. Sometimes this comes as a result of violence and vandalism of the school by the students who may be affected by the deeds of the indiscipline teacher. This leaves authorities with no any other option but to close the school prematurely just to create peace at the school.

The finding in quantitative data corresponded to Kiumi, Bosire and Sang (2009) who report that in 2007 alone, 300 secondary schools in Kenya were closed after being vandalized by the students. Therefore it was held that indiscipline by teachers if not managed with urgency has far reaching consequences on students in particular and the school in general.

4.4.3 Death or injuries

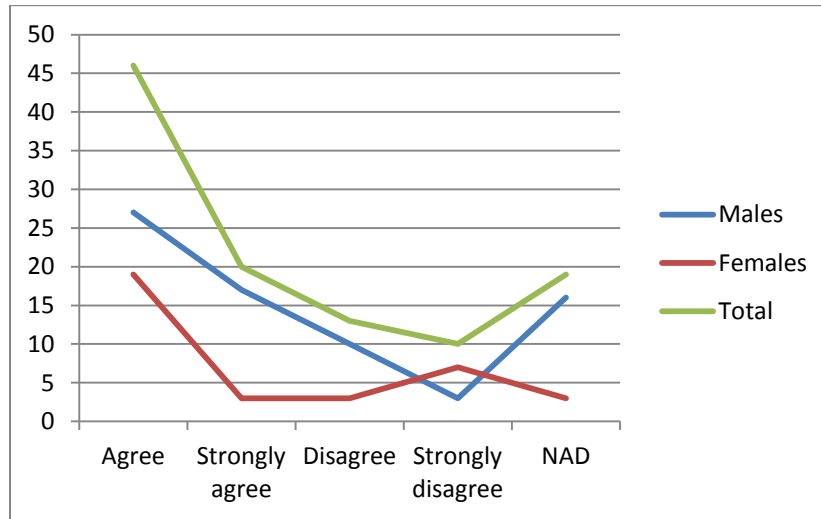


Figure 14: Death or injuries

Key: NAD= Neither Agree nor Disagree

From **Figure 14** above, 66(61%) respondents agreed that acts of indiscipline teachers can lead to death or injuries of some students or teachers, 19(17.6%) respondents neither agreed nor disagreed while 23(21.3%) respondents disagreed that indiscipline teachers can cause death or injuries of students or teachers at a school. This implied that indiscipline teachers pose threat to security of students and fellow teachers at a school.

Conversely, participants in the interview were not in support of the notion. They said that indiscipline teachers cannot reach a point of causing death.

However, literature notes that in some schools misunderstandings between students and indiscipline teachers have had bad effects such as fighting, injuries and deaths in some cases.

A study by Kiumi, Bosire and Sang (2009) in Kenya, reports that a number of students lost their lives in vandalisms which took place in 2007. Unfortunately, follow up studies to the incidence revealed that some teachers were behind the violence as they supplied drugs and substances to students in boarding schools.

4.4.4 Indiscipline teachers cause students to break the school

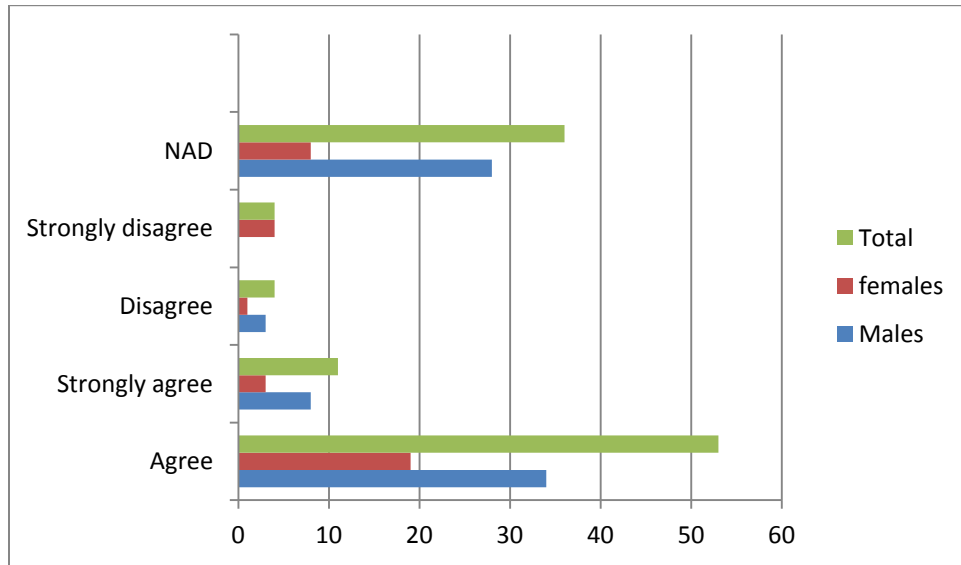


Figure 15: Cause students to break school

Key: NAD= Neither Agree nor Disagree

From **Figure 15** above, 64(59.3%) respondents indicated that acts of indiscipline teachers can lead to breaking of the school, 36 (33.3%) respondents neither agreed nor disagreed while 8 (7.4%) respondents disagreed with this notion. From the findings above, it was noted that members agreed that indiscipline teachers can cause students to break a school.

The study finding corresponded to Tembo (2015) who reports that some teachers fall in love with students. This makes the other students particularly those who also go with the girl to react violently by breaking the school and teachers' property. It is therefore important for head teachers to ensure that teachers particularly those of opposite sex maintain their social distance with the students.

4.4.5 Poor Academic performance

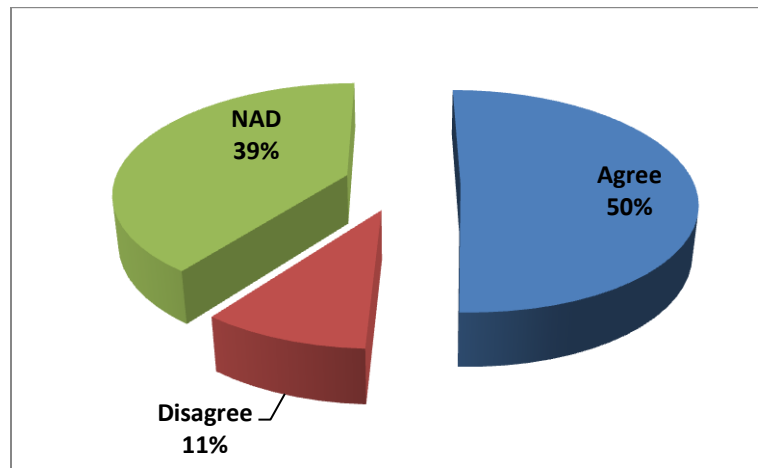


Figure 16: Poor academic performance

From **Figure 16** above, 54 (50%) respondents agreed that indiscipline teachers at a school can lead to poor academic performance of students such as in national examinations. 42 (38.8%) neither agreed nor disagreed while 12 (11.1%) disagreed that indiscipline teachers can cause students to have poor academic performance. From the findings above it was observed that most respondents agreed that indiscipline teachers can negatively affect academic performance of students at a school.

This was supported by participants in the interviews. This is what respondents said:

Respondent X:

“Acts of indiscipline, force stakeholders to spend most of their teaching time attending to discipline issues at expense of students. “It is therefore obvious that if a teacher is not teaching students cannot do well in National Examinations.”

Respondent Z:

“You may wish to know that indiscipline teachers abscond themselves from duty and if they report for duties they come unprepared. In most cases they fail to complete the syllabus work thereby subjecting learners to low performance in examinations. The greatest sufferer happens to be the learners.”

Respondent Y:

“Head teachers always complain about teachers who always misbehave and spend most of their time solving problems instead of teaching. Such head teachers feel very bad and always complain to division saying; “you people from division would you please transfer this teacher to another school.”

The finding concurred with Pajak (2011), who reports that low education standards in USA, is attributed to indiscipline teachers. He further reports that some politicians and policy makers in USA suggest that the country should identify and fire all the indiscipline teachers.

It also collaborated to Fareo and Ballah (2018) who report that indiscipline in schools greatly affect the quality of teaching and learning which results to poor results, dropouts, and wastage of resources invested by stakeholders of education such as parents, and the government.

According to Metadata (2012) discipline is central to the smooth operation of any learning institution. Indeed, it is a fact that there is a direct positive correlation between good results and discipline among teachers. Mueni (2005) also reports that indiscipline affects organizations performance since undisciplined employees are not productive. The performance of an organization depends on the discipline of individual employees.

Education is a sure route to development for every nation. It is a value held by modern societies (Mbon, 2017). It is an instrument for national development and is seen as “Light and Life”. It is imperative that no meaningful development and aspirations in education can be achieved without teachers because they are curriculum implementers. Hence teacher discipline has to be properly managed in order to bring out the desired outcomes as expected by the society.

4.4.6 Quarrelling between teachers and students at a school

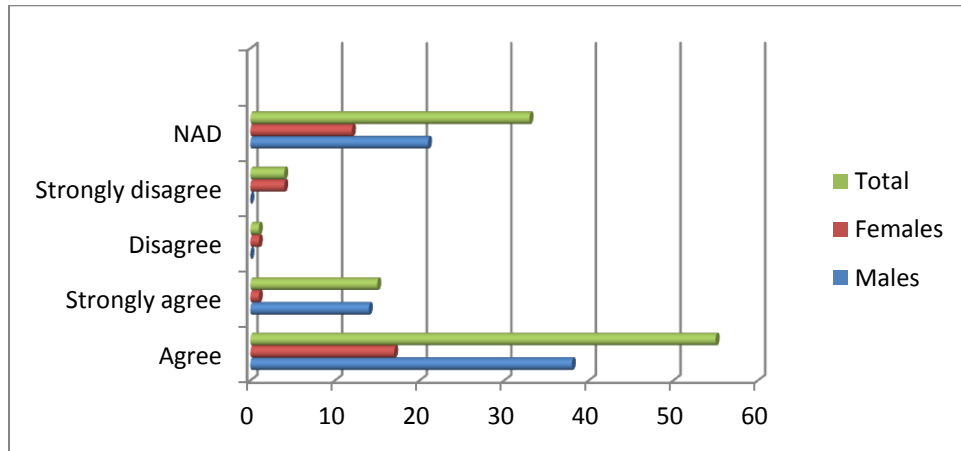


Figure 17: Cause quarrelling between teachers and students

Key: NAD= Neither Agree nor Disagree

From **Figure 17** above, 70 out of the 108 respondents involved in the study agreed that indiscipline teachers cause quarrelling, 33 neither agreed nor disagreed while 5 respondents disagreed that indiscipline teachers cause quarrelling at a school. This meant that most respondents agreed that indiscipline teachers cause quarrelling.

This finding corresponded to Tembo (2015) who reports that indiscipline teachers cause quarrelling between students and teachers in schools. He argues that some teachers fall in love with students. As such, the other students who may have also been vying for the same student quarrel with the teacher over the student.

4.4.7 Influence other teachers, students and community to be negative as well

Table 10: Influence other teachers to be negative as well

Sex		Influence other teachers to be negative as well						Total
		Agree	SA	NAD	Disagree	SD	NR	
Males	Count	32	9	27	5	0	0	73
	% within Sex	43.8%	12.3%	37.0%	6.8%	0.0%	0.0%	100.0%
Females	Count	12	5	12	0	5	1	35
	% within Sex	34.3%	14.3%	34.3%	0.0%	14.3%	2.9%	100.0%
Total	Count	44	14	39	5	5	1	108
	% within Sex	40.7%	13.0%	36.1%	4.6%	4.6%	0.9%	100.0%

Key: SA=Strongly Agree, NAD= Neither Agree nor Disagree, SD=Strongly Disagree, NR= No response

From **Table 10** above, 58 respondents out of the 108 respondents involved in the study agreed that indiscipline teachers influence other teachers at a school to be negative as well. 39 respondents neither agreed nor disagreed, 10 respondents disagreed while 1 person did not respond to this question. From the findings, it was observed that most respondents agreed that indiscipline teachers influence other teachers, students and community to be negative as well.

The finding was supported by participants in the interviews who stated that behaviour by indiscipline teachers is copied by other stakeholders of the school such as students, other teachers and parents. This is what one of the respondents said:

Respondent Z said:

“We once called parents to mould bricks but it failed. Later, we learnt that it was teachers who discouraged them.”

The finding concurred with Whitaker (2002) who also reports that behaviour of indiscipline teachers make other teachers and students to become negative as well. This is why it is important to manage indiscipline with urgency before others have copied the behaviour.

4.4.8 Promote indiscipline among students

One of the responses observed from the interviewees was that indiscipline teachers promote indiscipline among students in schools. **Respondent Z** said:

“You may wish to know that some of these indiscipline teachers leave classes unattended to or report for duties unprepared. Usually you know this through noise by students in classrooms. This disturbs lessons even in other classrooms.”

Respondent Z said: *“Mbuzi ndi Mkota/charity begins at home.” So what teachers do students copy and do it as well.*

The finding corresponded to Mzumara (2016) who reports that some indiscipline in students is copied from their own teachers in schools.

4.4.9 Shortage of teachers at a school

It was observed from the quantitative data finding that indiscipline teachers contribute to shortage of teachers in schools. Respondents in the quantitative study particularly a part in the questionnaire where they were asked to state their own impacts of indiscipline teachers to a school; they indicated that indiscipline teachers can lead to shortage of teachers at a school.

This was also supported by participants in the interviews who explained that shortage of teachers comes in because indiscipline teachers are posted to other schools or because some teachers feel uncomfortable to work at the school with such teachers and therefore request for postings to go and teach at other schools. This is what respondents said:

Respondent X said:

“Indiscipline by teachers leads to shortage of teachers at a school since most of the indiscipline teachers are posted away.”

The statement was in agreement with that of **“Respondent Z”** who admitted that indiscipline teachers are posted to other schools. However, **“Respondent Y”** down played the transfer issue. He said: *“We are sometimes reluctant to transfer indiscipline teacher to another school because we feel that is transferring of problems.”*

The finding corresponded to Tingley (2012) who reports that in USA some teachers and head teachers leave the teaching profession just because they find the rate of teacher indiscipline to be so overwhelming. And therefore the alternative is just to leave the job and join other professions. However, leaving the job because of indiscipline teachers could not be possible in Malawi because of high rates for unemployment and poverty.

4.4.10 Impact of indiscipline teachers from open ended questions in the questionnaires

Another section in the questionnaire required respondents to state any other impact of indiscipline teachers at a school apart from the ones indicated in the questionnaire. The following were their responses: members fight at work, school may not meet national minimum education standards, wake up school management, promotes rebellion among students at school.

4.5 Strategies for managing indiscipline teachers

The last section discussed impact of indiscipline teachers at a school. This section now presents the strategies head teachers in CDSSs use in order to effectively manage indiscipline teachers.

The question was “How often do you use the following strategies for managing indiscipline teachers in your schools?” **Figure 18** below is a sample of questionnaires which respondents had answered.

1 = Not at all 2 = rarely 3 = frequently 4 = Very frequently 5 = Not sure						
Strategies for managing indiscipline teachers in schools		1	2	3	4	5
a	Guidance and counseling				✓	
b	Reporting the teacher to the DOSS or EDM		✓			
c	Reminding teachers ethics for teaching profession			✓		
d	Giving deviant teachers a responsibility			✓		
e	Proper communication			✓		
f	Seek advice from (MASSHA)		✓			
g	Treating them as teachers with special needs			✓		
Any other strategy (Please specify): _____						

Figure 18: Sample answered questionnaire on strategies for managing indiscipline teachers

Respondents were required to tick a scale they rated each variable in the questionnaire as shown in **Figure 18** above. The proceeding section therefore presents and discusses the merged quantitative and qualitative data on impact of indiscipline teachers to a school.

4.5.1 Guidance and counseling

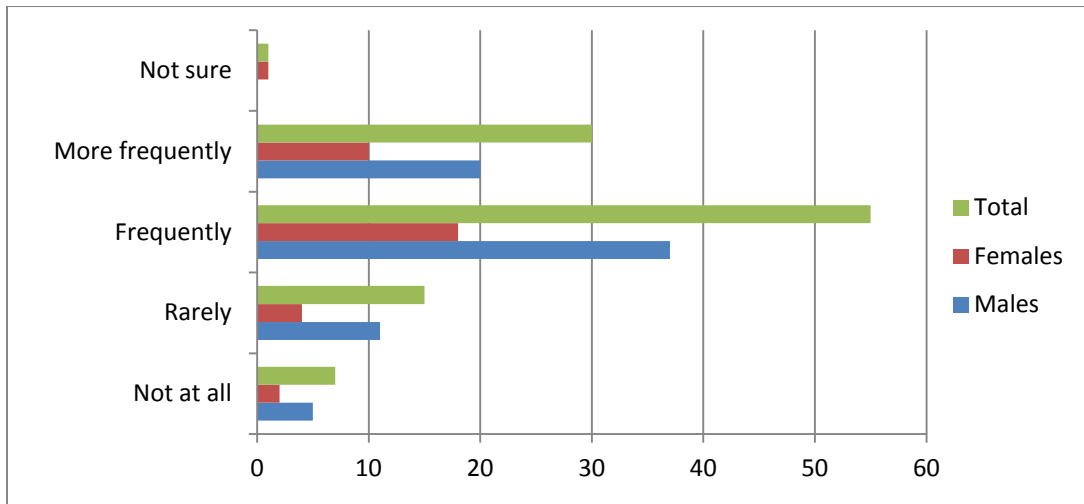


Figure 19: Guidance and counseling

From **Figure 19** above, 7 (6.5%) out of the 108 respondents indicated that they do not provide guidance and counseling to indiscipline teachers, 15 (13.9%) indicated that they rarely offer guidance and counseling to indiscipline teachers, 55 (50.9%) of the respondents indicated that they manage indiscipline teachers through frequent guidance and counseling, 30 (27.8%) indicated that they guide and counsel indiscipline teachers more frequently and only one respondent was not sure if he or she guides and counsel indiscipline teachers.

From these findings, it was learnt that most head teachers use guidance and counseling strategy more frequently than the other strategies for managing indiscipline teachers in their schools.

The finding was also supported by participants in the interviews. They said that head teachers frequently guide and counsel indiscipline teachers in their schools in order to help them change for the better. This is what they said:

Respondent Z:

“We sit down with them and advise them accordingly depending on offence they have committed. Try to be a confidant to the teacher and when you become a confidant he will have trust in you. Help him or her not money but moral support.”

Respondent X:

“During this time head teachers also remind teachers ethics of the teaching profession.”

Respondent Y added:

“Each office or department has its own rules and regulations. In this case teachers’ conducts are guided by public service regulations act. That is why it is important for head teachers to remind teachers ethics of the teaching profession.”

From the findings, it was learnt that most head teachers (79%) guide and counsel teachers so that they are helped to change. During guidance and counseling, codes of conduct of the teaching profession are reminded to teachers so that they know the consequences of the behavior.

Guidance and counseling is a tool for leading a troubled teacher from a mere belief to true knowledge. Non-counseled or guided teachers are like people chained in a cave, seeing shadows on the wall and mistakenly believing that the shadows (and the cave itself) are the real things (Ilievski, 2014). As such, counseling breaks those chains and leads them out from the cave into the bright sunshine. Those who are best counseled and guided discover truth, goodness and justice in what happens in schools. They are also able to lead good and productive lives.

According to Mueni (2005), the primary purpose of disciplinary action is to change negative employee behavior but in a right manner. As such, guidance and counseling is one of the effective strategies for managing indiscipline in schools not only because it puts the behaviour to an end, but also because it makes the concerned person to develop reasoning skills in overcoming various situations in life (Dumba, 2016). For this reason, every school is supposed to have a guidance and counseling committee. Guidance and counseling should also include recommendation for rehabilitation for teachers who had become addicted to drug and substance abuse. However, Chazema (2007) complains that discipline committees in most schools in Malawi are just on paper and in reality, they do not exist.

4.5.2 Reporting indiscipline teachers to EDM or DOSS

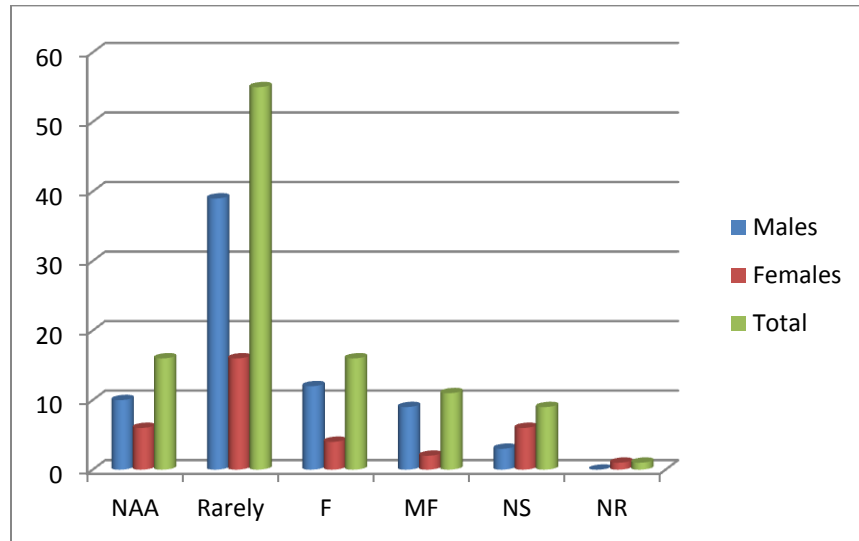


Figure 20: Reporting indiscipline teachers to EDM or DOSS

NAA= Not at all, F=frequently, MF= More Frequently, NS=Not Sure, NR= No Response

From **Figure 20** above, 16 (14.8%) out of the 108 respondents indicated that they do not report indiscipline teachers to authorities such as Desk Officer for Secondary Schools (DOSS) or Education Division Manager (EDM), 55 (50.9%) indicated that they rarely report indiscipline teachers to DOSS or EDM, 16 (14.8%) indicated that they frequently report indiscipline teachers to DOSS or EDM, 11 (10.2%) indicated that they report indiscipline teachers to DOSS or EDM most frequently, 9 (8.3%) of the respondents indicated that they were not sure if they report indiscipline teachers to DOSS or EDM. On the other hand 1 (0.9%) respondent did not respond to this question. From the responses above, it was learnt that most head teachers rarely report indiscipline teachers to DOSS or EDM.

Further, it was observed that most of head teachers who report indiscipline teachers to DOSS or EDM are males and not females. Out of the 27 participants who indicated that they report indiscipline teachers to authorities, only 6 (22%) were females and 21 (78%) were males.

Whitaker (2002) states that frequent reporting or referring of issues to authorities shows weakness in the leader. Unlike the popular belief that females are weak leaders, this study had

found out that they are not. This had been observed from the small percentage (22%) of female head teachers reporting indiscipline teachers to authorities such as DOSS or EDM.

This finding disagrees with reports by researchers like Keter (2013) who found out that people think of “male” when they think of “leader”. This had long been translated that males are strong leaders than females.

4.5.3 Reminding teachers ethics and code of conduct for the teaching profession

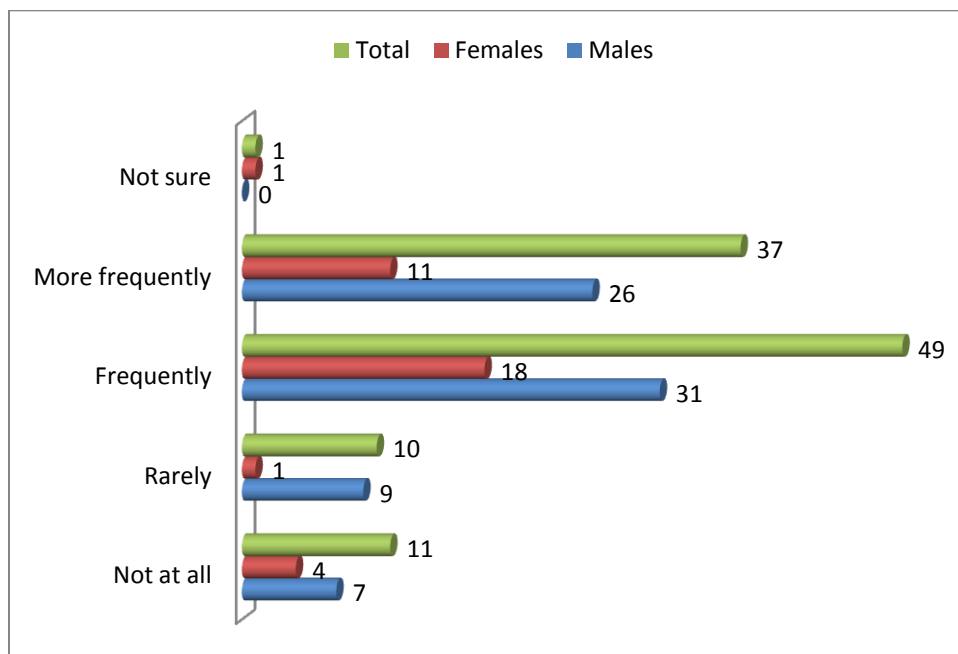


Figure 21: Reminding teachers ethics of teaching profession

From **Figure 21** above, 11 (10.2%) of the 108 respondents who took part in the study, indicated that they do not remind indiscipline teachers ethics and code of conduct for the teaching profession, 10(9.3%) indicated that they rarely remind teachers ethics and code of conduct of teaching profession, 49 (45.4%) frequently remind teachers the ethics and code of conduct for teaching profession, 37 (34.3%) most frequently remind teachers ethics and code of conduct for teaching profession while 1 person was not sure if he or she reminds teachers ethics and code of conduct for the teaching profession.

From the findings above, it was learnt that most head teachers remind teachers about the ethics and code of conduct for the teaching profession. Through such reminders, indiscipline teachers are helped to change their bad behaviours.

This was supported by participants in the interview who also stated that reminding teachers the ethics and code of conduct for the teaching profession helps them to change because they know the consequences of misconducts they commit.

Metadata (2012) reports that most teachers are not aware of what is expected of them by their employer and they are not conversant with the teaching profession' code of conduct and regulations, hence a need to remind them the ethics of the teaching profession. This is a good strategy considering the fact that the teaching profession is also joined by individuals who had not been trained as teachers (Pajak, 2011). As such, this acts as an opportunity for them to know the ethics and code of conduct for the teaching profession.

4.5.4 Give indiscipline teachers responsibility

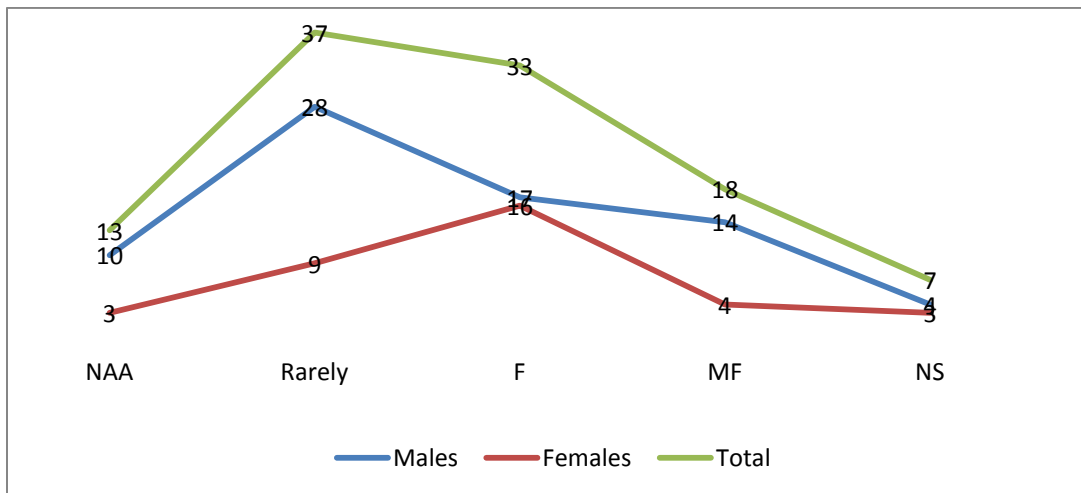


Figure 22: Give indiscipline teachers responsibility

NAA= Not at all, F=Frequently MF= More Frequently, NS=Not Sure, NR= No Response

From **Figure 22** above, 13 (12.0%) of respondents indicated that they do not give responsibility to indiscipline teachers, 37 (34.3%) indicated that they rarely give responsibility to indiscipline teachers, 33 (30.6%) indicated that they frequently give indiscipline teachers responsibility, 18

(16.7%) indicated that they give indiscipline teachers responsibility most frequently, while 7 (6.5%) respondents were not sure if they give indiscipline teachers responsibility.

From the findings above, it was observed that although some head teachers give indiscipline teachers responsibility, some of them do not give them any responsibility. According to Whitaker (2002), responsibility is often the powerful motivator for people. As such, giving indiscipline teachers a responsibility helps them to work more efficiently because they get motivated. He adds; “One of the toughest things for head teachers is to go against natural instincts, but using this motivation tool requires doing just that.” As a head teacher, consistently motivate indiscipline members. Look for an opportunity to catch them doing something right. Praise them in front of others or ministry authorities such as the EDM. This can make them feel happy because they are intrinsically motivated.

4.5.5 Proper communication to teachers

Table 11: Proper communication

Sex		Proper communication						Total
		NAA	Rarely	frequently	MF	NS	NR	
Males	Count	11	7	33	20	2	0	73
	% within Sex	15.1%	9.6%	45.2%	27.4%	2.7%	0.0%	100.0%
Females	Count	3	0	16	14	1	1	35
	% within Sex	8.6%	0.0%	45.7%	40.0%	2.9%	2.9%	100.0%
Total	Count	14	7	49	34	3	1	108
	% within Sex	13.0%	6.5%	45.4%	31.5%	2.8%	0.9%	100.0%

Key: NAA= Not at all, MF= More Frequently, NS=Not Sure, NR= No Response

From **Table 11** above, 14 (13.0%) of the respondents indicated that they do not use proper communication as a strategy for managing indiscipline teachers, 7 (6.5%) indicated that they rarely use proper communication as a strategy for managing indiscipline teachers, 49 (45.4%) indicated that they frequently used proper communication strategy in managing indiscipline teachers, 3 (2.8%) were not sure if proper communication could help them in managing indiscipline teachers. On the other hand one person did not respond to the question. From the

findings above, most respondents agreed that proper communication to teachers is one of the effective strategies for managing indiscipline teachers at a school.

Despite being indicated by a majority in the quantitative data, participants in the interviews did not support proper communication as a strategy for managing indiscipline teachers. However, literature notes that communication is a powerful tool for uniting or disuniting people (MoEST, 2014). As such, head teachers should communicate to indiscipline teachers unemotionally and avoid acts of behaviour that can cause disturbing effects on teachers.

4.5.6 Seek advice from MASHA

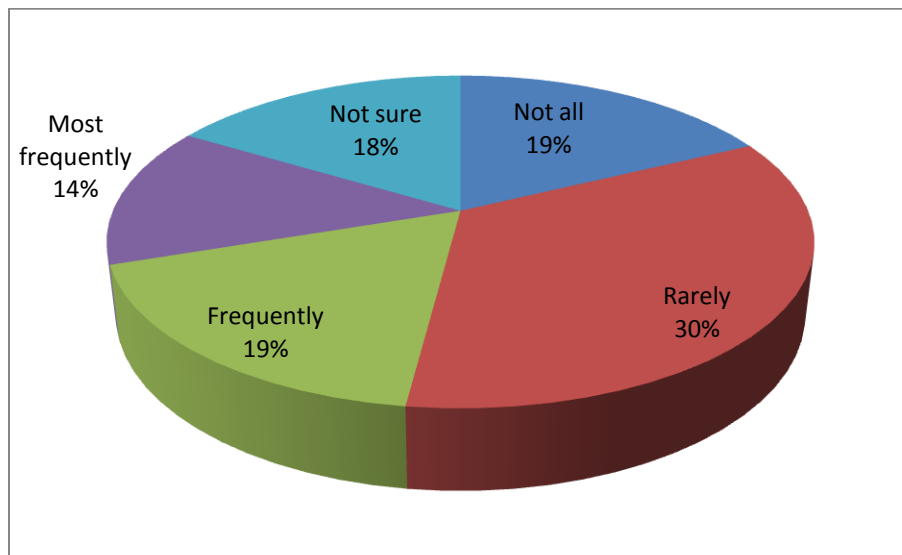


Figure 23: Seek guidance from MASHA

From **Figure 23** above, 21 (19%) out of the 108 respondents indicated that they do not seek advice from Malawi Secondary School Head teachers' Association (MASSHA) at all, 32 (30%) indicated that they rarely seek advice from Secondary School Head teachers' Association (MASSHA), 21 (19%) indicated that they frequently seek advice from Secondary School Head teachers' Association (MASSHA), 15 (14%) sought advice from Secondary School Head teachers' Association (MASSHA) most frequently, 19 (18%) were not sure if they had ever sought advice from Secondary School Head teachers' Association (MASSHA). In short, it was

observed that most head teachers do not seek advice from Malawi Secondary School Head teachers' Association on how they can manage indiscipline teachers in their schools.

According to one of the participants involved in the interviews, this is because the association had just been introduced into the division and had not started bearing its fruits. However, some head teachers seek assistance from it. This is what respondents said:

Respondent X:

“We refer issues in our schools to Malawi Secondary School Head teachers Association (MASSHA) which also help in solving problems in schools. However, we have not seen any tangible results because it is just a new association introduced in the division.”

Respondent Z:

“As MASSHA we hear so many reports about indiscipline teachers. But we do not simply go to a school or intervene in the matter until we are called to help in. If we are not officially called, we just stay. So far the cases we have intervened concerned misunderstanding on Open and Distance Learning (ODL) school allowances in schools.”

MoEST (2013) recognizes the need for head teachers to have their own association so that they can solve some of the issues affecting their schools on their own. It was from this background that the Malawi Secondary Schools Head teachers Association (MASSHA) was formed and introduced in all educational divisions in Malawi.

4.5.7 Treating indiscipline teachers as teachers with special needs

Table 12: Treat indiscipline teachers with special needs

Sex		Treat deviant teachers as teachers with special needs						Total
		NAA	Rarely	Frequently	MF	NS	NR	
Males	Count	20	14	18	4	14	3	73
	% within Sex	27.4%	19.2%	24.7%	5.5%	19.2%	4.1%	100.0%
Females	Count	4	9	9	2	9	2	35
	% within Sex	11.4%	25.7%	25.7%	5.7%	25.7%	5.7%	100.0%
Total	Count	24	23	27	6	23	5	108
	% within Sex	22.2%	21.3%	25.0%	5.6%	21.3%	4.6%	100.0%

Key: NAA= Not at all, MF= More Frequently, NS=Not Sure, NR= No Response

From **Table 12** above, 24 (22.2%) of the respondents indicated that they do not treat indiscipline teachers as teachers with special needs, 23 (21.3%) indicated that they rarely treat indiscipline teachers as teachers with special needs, 27 (25.0%) indicated that they treat indiscipline teachers as teachers with special needs, 6 (5.6%) treated indiscipline teachers as teachers with special needs most frequently, 23 (21.3%) were not sure if they treat indiscipline teachers as teachers with special needs. On the other hand, 5 (4.6%) of the respondents did not answer this question.

From the findings above, it was observed that most head teachers do not treat indiscipline teachers as teachers with special needs.

The notion was also not supported by participants in interviews. This implied that most authorities do not consider that teachers can have special needs. However, literature notes that just as there is a possibility of having a special needs student in every ten students, there are also chances that some teachers at a school can have special needs (Zittleman, 2012).

However, this does not mean that head teachers should be lenient to indiscipline teachers. Rather it implies that they have to be aware of diversity of teachers with whom they work.

4.5.7 Sidelineing indiscipline teachers in school activities and responsibilities

Another strategy that was revealed from the interviews was sidelining the indiscipline teacher in school activities. This is what respondents said:

Respondent Z: *“Some head teachers sideline the teacher in school activities such as responsibilities.”*

However, **Respondent Y** warned that this approach is not good because if the teacher knows that he or she is being sidelined, he can relax more in teaching making students suffer a lot. The teacher can also have a feeling that he or she had informally been removed from the school and is not part of it.

According to Whitaker (2002), sidelining makes indiscipline teachers feel uncomfortable and develop a feeling of remorse. If indiscipline teachers never feel uncomfortable, they may not change. As such, this is one of such approaches for making them to change.

4.5.8 Intimidation

From the qualitative data, it was also learnt that some head teachers intimidate indiscipline teachers as a means of managing them. This is what the respondents said.

Respondent Z:

“Yes! Sometimes it happens that the teacher continues to be indiscipline even to the new school he has been posted to because some teachers are difficult to tame. The first thing I normally do is that I give time to the teacher. I do not consider what I had heard about the teacher. If he or she continues being indiscipline, I call him or her to my office and tell him or her that my friend as you are here these are the goals that you are required to do. If you continue doing this I will deal with you.”

This approach is usually used where non verbal and simple reminders proved ineffective perhaps because the teacher wanted to test the head teacher’ patience. This diminishes in time if he or she realizes that the head teacher means business (Slavin, 2006). For instance, a head teacher can tell indiscipline teachers that he or she will report them to authorities to remove them from the school. MoEST (2005) calls this approach harsh and humiliating reprimand. In this approach, head teacher speaks tough and uses strong and piercing words to the teacher knowing that he or she has authority to do so. The teacher is expected to develop remorse as a sign of changing the behaviour and normally apologizes.

4.5.9 Positive confrontation

Another strategy observed from the interviews was positive confrontation. In this approach, the head teacher calls the concerned teacher to his or her office to hear his or her side of the story. Together, they resolve the issue and agree on the way forward. This is what respondents said:

Respondent Z:

“I call the teacher to my office and hear from him or her on the problem I observed because sometimes it may be our own fault as head teachers. We need to understand that to error is human. This implies that we ourselves may also be wrong. That is why it is important to hear from the side of the teacher.”

Respondent Y:

“We encourage head teachers to plan for a meeting with the concerned teacher to discuss the problem troubling the teacher. In this meeting, the two discuss the problem observed. Head teacher should be prepared to accommodate views or ideas of the teacher so that they move forward together as a school. We also encourage head teachers to have a record of this meeting for future references.”

From this finding, it was observed that some head teachers are proactive to indiscipline teachers. They call the indiscipline teacher and discuss the problem at hand together.

The finding corresponded to Curwin & Mendler (2008) who report that positive confrontation is one of the best strategies for managing teacher discipline. Discussing the problem with the concerned teacher makes the teacher to gain confidence that the head teacher cares about her or him and is ready to help and end the problem affecting her or him.

4.5.10 Request for a posting of the teacher to another school

From the interviews, it was revealed that requesting for a posting of the teacher to another school is another strategy used by head teachers in managing indiscipline teachers.

Respondent Z said:

“We recommend to Education Division Manager for a posting of the indiscipline teacher to go to another school.”

Respondent X added:

“As a means of solving this problem at division we sit down and find a means of managing the teacher. Usually we post such a teacher to another school as a remedy.”

Respondent Y said:

“Head teachers always complain about teachers who always misbehave. Such head teachers always complain to division saying; “you people from division would you please transfer this teacher to another school. He is too troublesome here.” However, we are sometimes reluctant to transfer such teachers to other schools because we feel that is transferring of problems. I feel the best strategy is to help the teacher to reform.”

The finding was in agreement with Whitaker (2002) who reports that requesting a posting for indiscipline teachers or influencing their early retirement are some of the strategies for eliminating indiscipline teachers in schools. However, influencing a person to go for an early retirement can only be possible if the teacher is closer to reaching mandatory age (60 for women and 65 for men) or required number of years in service (30 years).

4.5.11 Strategies observed from open ended questions in the questionnaire

Another section in the questionnaire required respondents to state other strategies which head teachers use in order to effectively manage indiscipline teachers in schools apart from the ones indicated in the questionnaire.

The responses were: Finding out their needs and preferences then accommodate them, involving them in decision making, frequent staff meetings, motivating them through praise and incentives, concentrating on their strength and ignoring their weakness and following proper channels when dealing with indiscipline behavior.

CHAPTER FIVE
SUMMARY, RECOMMENDATIONS, CONTRIBUTION OF THE STUDY TO THEORY
AND PRACTICE AND AREAS FOR FURTHER STUDY

5.0 Chapter Overview

The study was undertaken to assess the perspectives of head teachers on management of indiscipline teachers in Community Day Secondary Schools in Malawi. The main objective of the study was to assess various techniques and strategies used by head teachers in Community Day Secondary Schools in managing indiscipline teachers. In pursuit of this goal, four main research objectives were formulated and these were to;

- a. Investigate the perspectives of head teachers on management of indiscipline teachers in CDSSs.
- b. Find out factors that make teachers to become indiscipline in CDSSs.
- c. Find out the impact of indiscipline teachers on other teachers, students and community.
- d. Examine strategies used by head teachers in managing indiscipline teachers in CDSSs.

5.1 Summary of findings

The study had revealed that most head teachers have negative views towards indiscipline teachers. In turn, this affects the way they handle discipline issues involving such teachers. As such, there are chances of treating symptoms and not causes of teacher indiscipline in schools.

Secondly, the study also revealed that the major factors that make teachers to become indiscipline in Community Day Secondary Schools are: Poor family background, drug and substance abuse, poor work environment, health related problems, partiality by authorities, long stay at the school, working at a home school and poor working conditions.

Thirdly, the study further revealed that indiscipline teachers can lower education standards, influence other teachers and students to be negative as well, instigate violence and cause premature closure of schools. As such, they need to be urgently and effectively managed.

Finally, the study also found out that head teachers repeatedly remind indiscipline teachers the code of conduct of their job. Head teachers also frequently guide and counsel teachers. In some cases, teachers are referred for rehabilitation particularly if problems are related to drug or substance addiction. Head teachers also seek help from Malawi Secondary Head teachers Association.

5.2 Recommendations

The critical analysis of the findings as presented in the previous chapter had revealed a number of issues worth attention by all major stakeholders in the education sector. As such, this chapter presents recommendations of the study as observed from the findings.

- It had been observed that most head teachers have negative attitudes towards indiscipline teachers because they may have heard a lot about the teachers from fellow head teachers or officers at division. In turn this affects the way they work with the said indiscipline teachers. The researcher recommends that head teachers should have positive attitudes towards teachers and try their best to base their actions on evidence and not hearsays.
- It had been noted that some teachers are indiscipline because they do not know the code of conduct of the teaching profession. The researcher recommends that teachers should be encouraged to read the Teaching Service Regulations Acts regularly in order to be aware of the code of conduct for the teaching profession.
- It was noted that some teachers become indiscipline because of frustrations due to lack of promotions. The researcher recommends that Ministry of Education should regularly promote teachers so that they get motivated for their job.
- It was also observed that head teachers, the ministry appoints, do not go for induction or orientation for the headship position. The study recommends that the Ministry of Education should introduce induction and in-service training courses for newly appointed head teachers so that they are equipped with effective skills in managing teachers because working with indiscipline teachers in schools is inevitable.

5.3 Contribution of the Study to theory and practice

The findings of this study have implications for both theory and practice. The main theoretical contribution that this study offers regards issues of head teachers' attitudes in teacher management in schools. Issues of head teachers' attitudes in school management need not only be looked at from a *macro-perspective*, but also from a *micro perspective* such as attitudes towards teachers.

Attitudes head teachers hold dictate the way they interpret behaviour of teachers and how they handle discipline issues in which the indiscipline teachers are involved. As the findings suggest, a head-teacher, as a school manager at a *micro level*, needs to have positive attitudes towards teachers in order to be a confidant of every teacher. Such an approach might put to practice Rational Emotive Behavioral Theory which guided this study.

It is the researcher's considered opinion that findings of this study and recommendations thereof provide a practical guide to colleges and universities on the way they may develop the curriculum for prospective teachers. Through the findings of the study, they may add some content that the curriculum might have missed or had a little scope.

Finally, it may also help Ministry of Education to develop policies that can promote teachers' welfare and consequently create conducive work environment for teachers. By addressing challenges teachers face such as poor work environment, the ministry will raise teachers' commitment to the profession, and so weaken the teachers' indiscipline.

5.4 Suggested areas for further study

Looking at the outcomes of the study, and what needs to be done to address issues concerning management of indiscipline teachers; the researcher suggests that there needs to be further studies in the following areas:

- A study involving more head teachers from more educational divisions in order to have a wider knowledge on management of indiscipline teachers in public secondary schools.
- A study on effectiveness of Malawi Secondary School Head teachers Association (MASSHA).
- A study on effectiveness of decentralization in the management of indiscipline teachers in public secondary schools.
- A study on head teachers' financial management practices in Community Day Secondary Schools (CDSSs) devolved to District Assembly.

REFERENCES

- Aamodt, M. (2010). *Industrial Organizational Psychology: An applied approach* (6th Ed.). Australia: Wardsworth Cengage Learning.
- Atwater, E. (1992). *Adolescence*. Englewood Cliffs: Prentice Hall.
- Banda, K. (1982). *A Brief History of Education in Malawi*. Blantyre: Dzuka.
- Banja, M. K. (2002). *Relationship between School Environment and Indiscipline among pupils in Selected Government High Schools in Kitwe District. A Masters Degree Dissertation*. Lusaka: University of Zambia. Retrieved on; 30th October, 2018.
- Baron, R. A. (1996). Workplace violence as a workplace aggression: *Evidence on their relative frequency and causes*. *Aggressive Behavior*. Vol. 22 , 161-173. Retrieved on 14/12,18.
- Bernstein, D. (2012). *Psychology (9th Ed.)*. Belmont: Wadsworth.
- Bickman, L. & Rog, D. (2009). *Applied Social Research Methods*. London : SAGE.
- Bush, T. B. (2010). *The Principles of Educational Leadership & Management (2nd Ed.)*. London: SAGE.
- Carr, J. (2004). *Managing Challenging Behaviour: Guidelines for Teachers*. Dublin: Irish National Teachers' Organization.
- Charlton, T. & David, K. (1993). *Managing misbehaviour in schools (2nd ed.)*. London: Routledge.
- Chazema, J. (2007). *Pupil Indiscipline in Secondary schools in the Municipality of Zomba. (Master of Education Thesis)*. Zomba: University of Malawi: Chancellor College. Retrieved on 20th October, 2018.
- Chimpololo, A. (2010). The Prospects and Challenges of Open Learning and Distance Education in Malawi. *World Academy of Sciences, Engineering and Technology*. Vol. 6, 06-29. Retrieved on 30th September, 2018.

- Chitanda, M. (2016). *Assessment of Primary School Based Governance in Decentralized System: The Case of Dzenza Zone in Lilongwe Rural District*. Zomba: Chancellor College-University of Malawi. Retrieved on 30th October, 2018.
- Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education (6th Ed.)*. London: Routledge.
- Cooper, J. (2006). *Classroom Teaching Skills (8th Ed.)*. New York: Patricia Coryell.
- Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy(9th Ed.)*. California: Cengage Learning.
- Creswell, J. (2009). *Research Design. Qualitative, Quantitative and Mixed Methods Approach (3rd Ed.)*. London: SAGE.
- Creswell, J.W. and Clark, V. P. (2011). *Designing and Conducting Mixed Methods Research (2nd Ed.)*. London: SAGE.
- Creswell, J. W. (2014). *Research Design (4th Ed.)*. London: SAGE.
- Curwin, L R & Mendler, A. N. (1998). *Discipline with dignity*. Virginia: Edwards Brothers Inc.
- Curwin, R.L., Mendler, A.N. and Mendler, B.D. (2008). *Discipline with Dignity (3rd Ed.)*. Virginia: Association for Supervision and Curriculum Development.
- Douglas, A. (2014). *Student Teachers in School Practice*. New York: Palgrave Macmillan.
- Dumba, I. (2016). *Investigating the Disciplinary Approaches practiced in Secondary Schools in Malawi: A Developmental perspective*. Zomba: Chancellor College. Retrieved on 30th October, 2018.
- Dzikanyanga, N. (2017). *Applicability of Changes in History Pedagogy in Malawian secondary Schools, with Special Reference to Mzuzu Government Secondary School since 1964*. Mzuzu: Mzuzu University. Retrieved on 11th September, 2018.
- Eltemamy, A. (2018). *Developing a programme of support for teacher leadership in Egypt (Doctoral Thesis)*. <https://doi.org/10.17863/CAM.25241>. Retrieved on 11th May, 2019.

- Fareo, D .O. & Ballah, G. Y. (2018). *Perception of Teachers on Indiscipline among Secondary School Students. European Journal of Alternative Education Studies. Volume 3, Issue 1.* Retrieved On 27th September, 2019.
- Ferguson, C. a. (2009). *Natural born killers: The Genetic Origins of Extreme Violence. . Aggression and Violent Behavior, vol 14, 286-294.* Retrieved on 27th september, 2019.
- Fraenkel, J. R., & Wallen, N. E. (2012). *How to Design and Evaluate Research in Education* (4th ed.). Boston: McGraw Hill co.
- Friedrichs, D. (2002). *Occupational crime and workplace deviance: Sorting out differences. Criminal Justice, 2(3), 243-256.* Retrieved on 27th september, 2019.
- Galpen, B. (2002). *Determinants of Deviance in the workplace: An Emperical Examination of Canada and Mexico.* Montreal.: Concordia University.
- Galperin, B. (2006). Uncovering the relationship between workaholism and workplace destructive and constructive deviance. *International Journal of Human Resource Management, 17(2),, 331-347.* Retrieved on 27th September, 2019.
- Giacalone, R. (1997). *Antisocial Behaviour in Organization. .* Thousand Oaks: SAGE.
- GoM. (1994). *Constitution of the Government of Malawi.* Zomba : Government Print
- GoM. (2013). *Education Sector Implementation Plan II (2013/14 - 2017/18).* Lilongwe: Ministry of Education Science and Technology.
- GoM. (2013). *Education Act.* Lilongwe: Malawi Government.
- GoM. (2014). *Education Sector Implementation PlannII.* Lilongwe: Ministry of Education.
- GoM. (2016). *Education Management Information System.* Lilongwe: Ministry of Education Science & Technology.
- Goodeve, S.K. (2016). *Influence of Student Relationship on Student' Indiscipline in Public Secondary Schools in Naivasha Sub-County, Kenya.* Journal of Humanities and Social Science. Vol. 21. Issue 9(pp 30-37). retrieved on 29th September, 2020.

- Gyan, E., Korag, K., McCarthy, P. (2015). *Causes of Indiscipline and Measures of Improving Discipline in Senior Secondary Schools in Ghana*. Journal of Education and Practice ISSN 2222-1735. Vol.6, No.11, 2015. Retrieved on 30th October, 2018.
- Hambright, G. (2004). *Case Studies in School Leadership*. New York: University Press of America.
- Harzing, A. and Pinnington, A.H. (2015). *International Human Resource Management (4th Ed.)*. London: SAGE.
- Huston, B. (2006). *Leadership Roles and Management Functions in Nursing (5th Ed.)*. California: Lippincott.
- Ilievski V. (2014). *Plato's Theodicy and Platonic Cause of Evil. A Doctorate Thesis*. Central European University: Budapest, Hungary. Retrieved on 30th October, 2018.
- Johnson, R.B., Onwuegbuzie, A.J. and Turner, L.A. (2007). Toward a definition of Mixed Methods Research. . *Journal of Mixed Research* 1(2). Retrieved on 20th January, 2019., 112-133. Retrieved on 30th October, 2018. .
- Kadzamila, E. (2001). *Education Policy Choice and Policy Practice in Malawi: Dilemmas and Disjunctures. IDS Working Paper 124*. Zomba: University of Malawi; Centre for Education Research and Training. Retrieved on 17th October, 2018.
- Kadzamila, E. (2006). *Teacher Motivation and Incentives in Malawi*. Zomba: Centre for Educational Research and Training. Retrieved on 17th October, 2018.
- Kaluwa, H. (2015). *Assessing the role of education managers in teacher retention: The Case of Community Day Secondary Schools in Phalombe District*. Mzuzu: Mzuzu University.
- Kayuni, H. and Tambulasi, R. (2007). *Teacher turnover in Malawi's Ministry of Education: Realities and challenges*. *International Education Journal*, 8(1), 89-99. Retrieved on 30th October, 2018.
- Kelloway, E. K. (2010). *Counterproductive Work behaviour as protest*. *Human resource Management Review*, 20., 18-25. Retrieved on 20th October, 2018.

- Kelly, A.V. (2009). *The Curriculum: Theory and Practice (6th Ed.)*. London: Sage.
- Keter, R. C. (2013). *Factors influencing female teachers' progression into Leadership positions in Public Secondary Schools in Trans-Nzoia East District, Kenya: A Research Project Submitted in Partial fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration*. Nairobi: University of Nairobi. Retrieved on 27th June, 2019.
- Kithi, N. (2007). *Drug Peddlers Warned of Citizen Arrest*. Nairobi: Nation Media Group.
- Kourkoutas, E.E. & Wolhuter, C.C. (2013) *Handling learner discipline problems: A psycho-social whole school approach*, *Koers – Bulletin for Christian Scholarship* 78(3), <http://dx.doi.org/10.4102/koers.v78i3.550>. Retrieved on 17th October, 2018.
- Kumar, R. (2011). *Research Methodology: A Step by Step Guide for Beginners*. Los Angeles: Sage.
- Kumar, S. (2018). *Culture and Education*. New Delhi: <https://sol.du.ac.in/mod/book/view>.
- Kiumi, J., Bosire, J. and Sang, A. (2009). *Relationship between Principal's Management Approaches and student discipline in Public Secondary schools. Global Journal on Educational Research*. , Vol. 8 (1&2). P. 29-38. Retrieved on 17th October, 2018.
- Kung'u, S. (2012). *Causes of indiscipline among public secondary school teachers in Naivasha Division of Naivasha District, Nakuru County*. Naivasha: Kenyatta University.
- Kuthemba-Mwale, J., Hauya, R., and Tizifa, J. (1996). *Secondary School Discipline Study, Final Report*. Zomba: Chancellor College.
- Kyalo, P. & Mbugua, R. . (2011). *Narcotic drug problems in Muranga's South District of Kenya. A case study of drug abuse by students in Secondary schools. Africa Journal of Social Sciences*. , Vol.1(2) (2011), p. 73-83. Retrieved on 30th September, 2018.

- Lodico, M.G., Spaulding, D.T. & Voegtle, K.H. (2006). *Methods in Educational Research: From Theory to Practice*. San Francisco: Jossey-Bass.
- Lomotey, K. (Ed.) (2010). *Encyclopedia of African American Education: Volume 1*. London: SAGE
- Malunga, J. (2003). *Introduction to Educational Administration and Management: Module 10*. Zomba: Domasi College of Education.
- Mazwe, D. (2012). *The causes and Consequences of indiscipline in Public and Independent Secondary schools*. <http://hdl.handle.net/10210/7242> . Retrieved on 30th October, 2018.
- Mbon, U. (2016). Head teachers' Managerial Behaviour and Teachers' task performance in public schools in Calabar-South. . *Global Journal of Educational Research*. Vol 16, 163-169. Retrieved on 17th October, 2018.
- Metadata, K. S. (2012). *Causes of indiscipline among public secondary school teachers in Naivasha Division of Naivasha District*. Nakuru County: University of Kenyatta. Retrieved on 11th July, 2018.
- MIE. (2008). *Foundation Studies*. Zomba: Malawi Institute of Education.
- Miller, L. (2012). *Understanding Rural Teacher Retention and the Role of Community Amenities*. Virginia: Center on Education Policy and Workforce Competitiveness. Retrieved on 17th October, 2018.
- Moberg, D. J. (1997). On employee vice. *Business Ethics Quarterly*, 7(4),, 41-60. Retrieved on 30th August, 2018.
- MoE. (2005). *Resource Materials for Secondary School Management*. Lilongwe: Ministry of Education.
- MoEST. (2001). *The Malawi Teaching Service Regulations Act*. Lilongwe: Ministry of Education Science & Technology.

- MoEST (2008). *National Education Sector Plan 2008-2017*. Lilongwe: Ministry of Education.
- MoEST. (2010). *Education in Malawi*. Retrieved on January 20th, 2019, from <http://www.sdn.org.mw/Education2010/primary.html>.
- MoEST. (2013). *Education Sector Implementation Plan II*. Lilongwe.: Ministry of Education Science and Technology.
- MoEST. (2014). *Secondary School Management Handbook: A Practical Guide for Secondary Schools in Malawi, 2014*. Lilongwe: Ministry of Education Science and Technology.
- MoEST. (2014). *Guidelines for the Management of Educational Functions Devolved to District Councils*. Lilongwe: Ministry of Education Science and Technology.
- MoEST (2015) *National Education Standards for Primary and Secondary School Education*. Lilongwe, Malawi.
- Moleni, C. & Ndalama, L. (2004). *Teacher Absenteeism and Attrition in Malawian Primary Schools: A Case Study of Four Districts*. Lilongwe: DfID
- Mueni, M. (2005). *An investigation of causes of indiscipline among teachers and its impact on organizations' performance. A Masters Degree Thesis*. Nyeri: Kenyatta University. Retrieved on 30th October, 2018.
- Mwale, M. (2011). *Adolescent Psychology: The Malawian Perspective*. Saarbrucken: Lambert.
- Mwenda, D. B. & Mgombezulu, V.Y. (2018). Impact of monetary incentives on teacher retention in and attraction to rural primary schools: Case of the rural allowance in Salima District of Malawi. Mzuzu: Mzuzu university. Retrieved on 27th July, 2019.
- Mzumara, C. (2016). *Impact of Technology on Students' School life: Perceptions of students, Teachers and Head Teachers in Selected Secondary Schools in Malawi. A Research Thesis in Masters of Education*. Mzuzu: Mzuzu University.
- Ndengu, D. (2012). *Designing and Conducting Qualitative Research: A Guide for Post Graduate Students in the Social Sciences*. Mzuzu: Mzuzu University.
- Ngwokabuenui, P.F. (2015). *Students' Indiscipline: Types, Causes and Possible Solutions: The*

- Case of Secondary Schools in Cameroon. Journal of Education and Practice*
www.iiste.org ISSN 22221735 Vol.6, No.22, 2015 64. Retrieved on 17th October, 2018.
- Njagi, J.N. (2014). *Effects of Drug and Substance abuse on students' discipline in Public Day Secondary Schools in Kenya. A Masters Degree Thesis.* Nakuru County : Nairobi University. Retrieved on 17th October, 2018.
- Nkhata, M. (2014). *Exploring the Learners' Perspective on the causes and ways of dealing with vandalism in urban school: A Masters Degree Thesis.* Mzuzu: Mzuzu University.
- Odhiambo . O. J. (2010). *Leadership factors influencing employee workplace behavior: A case of Municipal Council of Kisumu: A Master Degree Thesis.* Nairobi: Nairobi University,
- Oghuvbu, E. (2007). *Indiscipline Among Teachers: Causes and influence on school administration in Nigeria. Doctorate Thesis.* . Delta State University.: Abraka-Nigeria. (Retrieved on 20th October, 2018).
- Pajak, S. (2011). *The "Bad" Teacher: Some thoughts and Questions for Supervision.*
A Journal of Educational Science Research. Vol.1 No:2 , Vol.1. (Retrieved on 20th October, 2018).
- Pansiri, J. (2005). *Pragmatism: A methodological Approach to Researching Strategic Alliances.*
A Journal in Tourism. Pages 191-206. (Retrieved on 24th September, 2020).
- Parkay, F. (2001). *Becoming a Teacher (5th ed.).* Boston: Allyn and Bacon.
- Peters, R. (2009). *Essentials of Sociology: a Down to Earth Approach (8th Ed.).* New York: Allyn & Bacon.
- Phiri, D. D. (2006). *Malawi Our Future Our Choice.* . Cape Town : The Society of Malawi.
- Robinson, S. L. (1997). Workplace deviance: its definition, its definition, its manifestations and its causes. *Research on Negotiations in Organizations. vol. 6., 3-27.*
- Robson, C. (2011). *Real World Research (3rd Ed.).* West Sussex: John Wiley and Sons.

- Rodgers, C. (2008). *Discipline in organizations: On "hot stove rules", performance, Conversations and opportunity to learn*. Ontario: Canada Ministry of Education.
- Sakala, K. (2009). *Review of the Implementation of the Discipline Policy in Malawi: A Case of Selected Secondary Schools (Masters Thesis)*. Zomba: Chancellor College.
- Shahmohammadi, N. (2011). *Impact of Teachers' Behaviour on Students*. Tehran: Elsevier.
- Silverman, D. (2011). *Interpreting Qualitative Data* (4th ed.). Los Angeles: Sage.
- Slavin, R. E. (2006). *Educational Psychology: Theory and Practice*. Boston: Pearson.
- Steinberg, L. (2010). *Adolescence (9th Ed.)*. New York: McGraw-Hill.
- Stronge, J. (2002). *Qualities of Effective Teachers*. Virginia: Association of Supervision and Curriculum Development.
- Tembo, K.A.C. (2015). *A Phenomenological Analysis of Vandalism by Students in Secondary Schools: Perspectives of Students and Teachers in Northern Education Division of Malawi*. Mzuzu: Mzuzu University.
- Tingley, S. C. (2012). *How to Handle Difficult Parents? (2nd Ed.)*. Texas: Prufrock Press Inc.
- Unal, A. (2012). Deviant teacher behaviors and their influence on school rules and Interpersonal relationships at a school. *Eurasian Journal of Educational Research*. Issue 49, 1-20.
- UN. (2015). *Universal Declaration on Human Rights*. New York: United Nations.
- UNODC. (2005). *World Drug Report 2008*:<https://www.unodc.org>. United Nations.
- UNODC. (2018). *World Drug Report 2018*:<https://www.unodc.org>. United Nations.
- USAID. (2008). *Code of Conduct for teachers in Malawi*. Zomba: United States Agency for International development (USAID).
- Vardi, Y. (1996). *Misbehavior in organizations. A motivational Framework for Organization Science.*, Vol.7, 151-165.
- Waddell, J. (2010). *Fostering Relationships to Increase Teacher Retention in Urban Schools*.

- Journal of Curriculum and Instruction*, 4(1), 70-85. Retrieved from:
<http://www.joci.ecu.edu> doi:10.3776/joci.2010.v4n1p70-85
- Wangai, M. M. (2012). *Factors Affecting Job Satisfaction among Secondary School Teachers of Mwatate District, Kenya*. (Project paper). GTI-EMBU.
- Whitaker, P. (1993). *Managing Change in Schools*. Philadelphia: Open University Press.
- Whitaker, T. (2002). *Dealing with Difficult teachers (2nd Ed.)*. New York: Library of Congress.
- Williams, C. (2009). *Principles of Management (5th Ed.)*. Mason: South-Western Cengage.
- Wilson, S. (2011). *Research Methods and Data Analysis for Psychology*. London: McGraw-Hill.
- Wolhuter, C.C. and Steyn, S.C. (2003). An international perspective on learner discipline in schools. *The South African Journal of Education*, 23(3), 225-232.
- Woolfolk, A. (2013). *Educational Psychology (12th Ed.)*. . New York: Pearson Education Inc.
- World Bank. (2010). *The Education System in Malawi. Country Status Report*. Washington: World Bank.
- World Book Encyclopedia (1994). London: World Book Inc. Volume 15.
- Zabel, G. (2009). *The Boston University Strike of 1979*.

http://www.umb.edu/home/academics/college_of_liberalartsfaculty.
- Zainal, K. (2008). *Vandalism in Schools*. *International Journal of Learning*.14(9). , 123-131.
- Zittleman, K. (2012). *Teachers, Schools and Society (3rd Ed.)*. Boston: McGraw-Hill.

Appendix A: Permission from University to carry out a research



MZUZU UNIVERSITY

OFFICE OF THE DEAN
FACULTY OF EDUCATION

Private Bag 201
L u w i n g a
M z u z u 2
M A L A W I
Tel.: (265) 01 320 722/575
Fax: (265) 01 320 505

Ref.: MU/1/D3.0

11th April 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

PERMISSION TO COLLECT RESEARCH DATA

Martin Elifala is a registered Master of Education (Leadership and Management) Program student at Mzuzu University. He is supposed to collect research data for a study titled *An assessment of headteachers' perspectives on management of deviant teachers in Community day secondary schools in Malawi*. The Faculty of Education at Mzuzu university has approved and cleared this research proposal.

Kindly assist him accordingly.

Yours faithfully,

Associate Professor Victor Mgomezulu
Dean, Faculty of Education.

Appendix B: Acceptance letter from EDM to carry out a research

Appendix B: Permission letter from Central West Education Division

REF. NO. CWED. ADMIN 2/1

6th May, 2019

FROM: THE EDUCATION DIVISION MANAGER (CWED),
P.O. 98, LILONGWE

TO : MARTIN ELIFALA

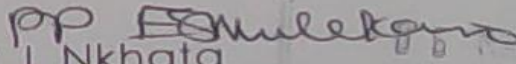
CC : THE HEADTEACHERS
LILONGWE URBAN SECONDARY SCHOOLS, AND
MCHINJI SECONDARY SCHOOLS

**RE : REQUEST TO CONDUCT ACADEMIC RESEARCH IN
CWED SECONDARY SCHOOLS**

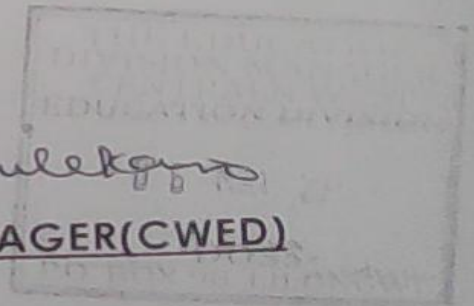
I write to advise that MARTIN ELIFALA has been granted permission to conduct an academic research to collect data at her Master's Degree dissertation in your schools. The target subject for the research is **Headteachers' perspectives on management of deviant teachers in Secondary School.**

However the researcher will have to seek individual consent from the participants and that normal classes shall not be disrupted.

You are therefore requested to render to the researcher assistance required.


J.J. Nkhata

EDUCATION DIVISION MANAGER(CWED)



Appendix C: Request to carry out a research in the Division

Mzuzu University

P/Bag 201,

Luwinga.

Mzuzu

Email: elifalamartin@yahoo.com

The Education Division Manager,

Central West Education Division,

P.O. Box 98,

Lilongwe.

Dear Sir/Madam

REQUEST TO CARRYOUT A RESEARCH IN SELECTED COMMUNITY DAY SECONDARY SCHOOLS IN MCHINJI AND LILONGWE URBAN

I am a post graduate student at Mzuzu University pursuing a Master of Education in Leadership and Management. I am carrying out a study on **Head teachers' perspectives on management of Indiscipline teachers in Community Day Secondary Schools in Malawi** as a partial fulfillment of the requirements of the award of the Masters Degree. I am therefore writing to request for permission to carry out this study in some of the schools within your division.

Attached is an introduction letter from Mzuzu University

Yours faithfully,

Martin C. Elifala

Appendix D: Request to carry out a research at a school

Mzuzu University

P/Bag 201,

Luwinga.

Mzuzu2.

Email: elifalamartin@yahoo.com

The Head teacher,

_____ Community Day Secondary School,

Dear Sir/Madam

REQUEST TO CARRYOUT A RESEARCH IN YOUR SCHOOL

I am a post graduate student at Mzuzu University pursuing a Master of Education in Leadership and Management. I am carrying out a study on **Head teachers' perspectives on management of Indiscipline teachers in Community Day Secondary Schools in Malawi** as a partial fulfillment of the requirements of the award of the Masters Degree.

I am therefore writing to request for permission to carry out this study in your school. Attached is an introduction letter from Mzuzu University

Yours faithfully,

Martin C. Elifala

Appendix E: Consent form for participation in a research



Dear Sir/Madam,

My name is **Martin C. Elifala** a post graduate student at Mzuzu University. I am pursuing a Master of Education in Leadership and Management. I am carrying out a study on **Head teachers' perspectives on management of Indiscipline teachers in Community Day Secondary Schools in Malawi** as a partial fulfillment of the requirements of the award of the Masters Degree.

Information you give in this study will be treated with utmost confidentiality and will not be accessible to any person except me and my supervisors. Information you give will be used for academic purposes only.

Participation in this study is voluntary. For this reason upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name: _____ **Signature:** _____

Date: _____

Appendix F: Information sheet for Education Division Manager (EDM)

I **Martin C. Elifala** am conducting a research for my Masters Degree in Education at Mzuzu University. I am carrying out a study that assesses perspectives of head teachers on management of indiscipline teachers in Community Day Secondary Schools in Malawi. I would like to find out how head teachers feel to work with someone who is indiscipline. I would also like to find out reasons that make teachers become deviant in public secondary schools, impact of indiscipline teachers and strategies for managing them in Community Day Secondary Schools.

I would like to conduct this research among the following groups of people: Head teachers, Deputy Head teachers and chairpersons of School Management Committees (SMCs) from selected CDSSs in Mchinji and Lilongwe Urban. I would also like to interview the Desk Officer for Secondary Schools (DOSS), Human Resources Officer (HRO) at Division Office and Chairperson for Malawi Secondary School Head teachers' Association (MASSHA). If interviewees will accept, I would like to voice-record the proceedings of the interviews in order to save time and capture more information.

My research will benefit the division in that it will help newly appointed head teachers to effectively manage indiscipline teachers in schools they may be posted to work. It may also help in introduction of in-service training courses for head teachers where strategies and skills for managing indiscipline teachers can be shared.

If you allow me to carry out this study in the division, I would like to make it clear that no negative consequences will result from the study and that all information will be treated with utmost confidentiality.

Thank you.

Name: Martin C. Elifala (Researcher).

Cell No: 0995050726/0884307466 **Email:** elifalamartin@yahoo.com

Signature: _____ Mzuzu University

Appendix G: Information sheet for head teachers

I **Martin C. Elifala** am conducting a research for my Masters Degree in Education at Mzuzu University. I am carrying out a study that assesses perspectives of head teachers on management of deviant teachers in Community Day Secondary Schools in Malawi. I would like to find out reasons that make teachers to become indiscipline in public secondary schools, impact of indiscipline teachers at a school and strategies for managing indiscipline teachers in Schools.

I would like to conduct this research among the following groups of people: Head teachers, Deputy Head teachers and chairpersons of School Management Committees (SMCs). They are required to answer the questions contained in the questionnaire to the best of their knowledge.

The study will benefit your school in that it will help you to understand reasons that make teachers become deviant and strategies for managing them.

Participation in this study is voluntary and you may withdraw from it at any time. No negative consequence will result from your participation and that all information will be treated with utmost confidentiality.

Thank you.

Name: Martin C. Elifala (Researcher).

Email: elifalamartin@yahoo.com

Signature: _____

Mzuzu University

Appendix H: Information sheet for participants

I **Martin C. Elifala** am conducting a research for my Masters Degree in Education at Mzuzu University. I am carrying out a study that assesses perspectives of head teachers on management of indiscipline teachers in Community Day Secondary Schools in Malawi.

I would like to find out reasons that make some teachers to become indiscipline in public secondary schools, impact of indiscipline teachers at a school and strategies for managing indiscipline teachers in Schools.

The study is beneficial to the division in that it will help newly appointed head teachers to understand reasons that make teachers become indiscipline and strategies for managing them.

Participation in this study is voluntary and you may withdraw from it at any time. No negative consequence will result from your participation and that all information will be treated with utmost confidentiality.

Thank you.

Name: Martin C. Elifala (Researcher).

Email: elifalamartin@yahoo.com

Signature: _____

Mzuzu University

Appendix I: Consent form for participants



Dear Sir/Madam, my name is **Martin C. Elifala** a post graduate student at Mzuzu University. I am pursuing a Master of Education in Leadership and Management. I am carrying out a study on **Head teachers' perspectives on management of indiscipline teachers in Community Day Secondary Schools in Malawi** as a partial fulfillment of the requirements of the award of the Masters Degree.

Information you give in this study will be treated with utmost confidentiality and will not be accessible to any person except me and my supervisors. Information you give will be used for academic purposes only.

Participation in this study is voluntary. For this reason upon accepting to take part in this study, you are requested to sign in the spaces provided below.

Name:

Signature:

Date:

Appendix J: Questionnaire for head teachers, deputy head teachers and SMC chairpersons



Dear Sir/Madam, I am a student of Mzuzu University pursuing a Master of Education Programme. I am carrying out a study on **Head teachers’ perspectives on management of indiscipline teachers in Community Day Secondary Schools** in Malawi. You are kindly requested to answer all questions to the best of your knowledge. All information you give will be treated with utmost confidentiality.

INSTRUCTIONS:

- i. Do not write your names**
- ii Tick (√) in the boxes or fill in responses in the spaces provided.**

SECTION A: DEMOGRAPHIC DATA OF THE RESPONDENT

1. What is your Gender? Male Female
2. What is your marital status? Married Single Divorced Widowed
3. What position do you hold? Head teacher Deputy Head teacher SMC chairperson
4. For how long have you been at this position? 1- 4 yrs 5 - 9 yrs 10 – 14 yrs 15+

SECTION B: QUESTIONS ON INDISCIPLINE TEACHERS IN CDSSs.

5. What are your views on indiscipline teachers? (*Please tick (√) in boxes*)
1 = agree 2 = strongly agree 3 = neither agree nor disagree 4 = disagree 5 = strongly disagree

	Perspectives of head teachers on indiscipline teachers	1	2	3	4	5
a	They are threats to the school					
b	They are time wasters					
c	They are evil teachers					
d	They are lazy teachers					
e	They are trouble makers					
f	They are rude teachers					

Any others views (**Please specify**): _____

6. What factors make teachers to become indiscipline in CDSSs? (*Please tick (√) in boxes*).
1 = agree 2 = strongly agree 3 = partly agree 4 = disagree 5 = strongly disagree

Factors that make teachers to become indiscipline in CDSSs		1	2	3	4	5
a	Adolescence – some teachers are still young					
b	Drug and substance abuse e.g. chamba, beer etc					
c	Health related problems e.g. brain malfunctioning					
d	Teacher Mishandling by HODs, D/htrs, h/trs, DOSS or EDM					
e	Family background e.g. from troublesome parents					
f	Partiality/favouritism by those in authority					
g	Poor communication by those in authority					

Any other cause (**please specify**): _____

7. What are the impacts of indiscipline teachers at a school? (*Please tick (√) in boxes*).
1 = agree 2 = strongly agree 3 = partly agree 4 = disagree 5 = strongly disagree

Impact of indiscipline teachers to a school and community		1	2	3	4	5
a	Violence at a school					
b	Premature closure of schools					
c	Death or injuries in some cases					
d	Breaking of the school if their actions affect students					
e	Poor performance of students in national examinations					
f	Quarrelling with students, staff & community					
g	Influence other teachers to be negative as well					

Any other impact (**Please specify**): _____

8. How often do you use the following strategies for managing indiscipline teachers at a school?

1 = Not at all 2 = rarely 3 = frequently 4 = Very frequently 5 = Not sure

Strategies for managing indiscipline teachers in schools		1	2	3	4	5
a	Guidance and counseling					
b	Reporting the teacher to the DOSS or EDM					
c	Reminding teachers ethics for teaching profession					
d	Giving deviant teachers a responsibility					
e	Proper communication					
f	Seek advice from (MASSHA)					
g	Treating them as teachers with special needs					

Any other strategy (**Please specify**): _____

END OF QUESTIONS THANK YOU FOR YOUR PARTICIPATION

Appendix K: Interview Guide

PART ONE: DEMOGRAPHIC DATA OF THE RESPONDENTS

1. **Gender** Male Female
2. **Marital status:** Married Single Divorced Widowed
3. **Position:** DOSS Human Resources Manager MASSHA
4. **Years of experience at the this position:**
Below 4 years 5 - 9 years 10 – 14 years above 15 years

PART TWO: QUESTIONS FOR THE RESPONDENTS

From your own personal experience and in your capacity to your position;

1. How do you think head teachers feel to work with indiscipline teachers?
2. From your own personal experience, what makes teachers to become indiscipline?
3. What do you think are the impacts of indiscipline teachers to a school?
4. How best can head teachers manage/handle indiscipline teachers?
5. Are there any other points you feel have to be added/ to ideas given above? **Please specify.**

END OF INTERVIEW THANK YOU FOR YOUR PARTICIPATION

Appendix L: Codes and Themes

Code	Code description	Theme
Rmnd.auth	Reminder of authorities	Positive attitudes
mod.ldshp apprchs	Modification of leadership approaches	
rsist. change	Resistance to change	Negative attitudes
thrts	Threats to financial misappropriation	
Poor Prof. prep	Poor teacher professional preparation	Reasons that make teachers deviant
Tr. mshndlng	Teacher mishandling	
lngdist.	Long distance to work place	
prom.	Lack of promotions	
pstngs	Postings to school one didn't want	
Poor upbrng.	Poor Upbringing	
fin.problms	Financial problems	
Low edu. stds	Low education standards	
inf.neg	Influence negativity to others	
Inst. vio	Instigation of violence	
brg.chge	Bring change to school	
prmt.tprnce	Promote transparency	
+confntn	Positive confrontation	Strategies for managing deviant teachers
g&c	Guidance and counselling	
rehbtn	Rehabilitation	
Rptng. to MASSHA	Reporting to MASSHA	
Rptng. to auth.	Reporting deviant teacher to authorities	
Sidlinng d tr.	Sidelining the dev. teacher	
Intmdt.	Intimidation	

Appendix M: Timeline/Work Plan

Month	Activity
15/03/19	Submission of proposals for Ethical Clearance
04/03/19 to 08/03/19	Pilot studying
18/03/19 to 30/04/19	a. Data Collection b. Presentation of findings
01/05/19 to 24/05/19	Discussion of the findings
28/05/19 to 31/05/19	Presentation of findings to the supervisor.
03/06/19 to 24/06/19	Collections as per supervisor's recommendations.
25th to 26th/06/19	Presentation of findings of the Study
27/06/19 to 31/06/19	Corrections as per board's recommendations
24th to 25th /09/19	Thesis presentation
November, 2019	Submission of the Thesis for External Examination

Appendix N: Budget for the Research

No.	Activity	Quantity	Amount (K)
A	Preparatory stage of the study		
1	Reams of paper	5 reams	20,000.00
2	Pens	1 box	6,000.00
3	Rulers	1 unit	2,000.00
4	Audio recorder	1 recorder	95,000.00
5	Airtime		10,000.00
6	i. Transports to EDM Office from Mchinji	2 trips	12,000.00
	ii. Food	2 lunch	4,000.00
7	i. Transport to pre-visit the study sites	30 schools	60,000.00
	ii. Food	15 lunch	30,000.00
8	Printing and photocopying questionnaires	200 copies	8,000.00
B	Pilot testing of the study		3 schools
1	Transport	3 schools	12,000.00
2	Food	3 lunch	6,000.00
C	The actual field work period		
1	Transport to study sites	26 trips	104,000.00
2	Food (For researcher)	26 lunch	52,000.00
3	Airtime		10,000.00
4	Refreshments and snacks	200 bottles & snacks	65,000.00
D	Post field work period		
1	Transport to Mzuni to meet the supervisor	2 trips	56,000.00
2	Accommodation	4 nights	24,000.00
3	Food (breakfast, lunch & dinner)	4 days	24,000.00
4	Printing & binding of thesis	4 copies	50,000.00
	Total		632,000.00
5	Contingency	10%	63,200.00
	Total		685,000.00