

**Deviant behaviour among teachers and students and its effects on learning:
Managers' perspectives in four selected secondary schools in Malawi**

By

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DECLARATION

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

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CERTIFICATE OF APPROVAL

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

Supervisor's Name: _____

Supervisor's Signature: _____ **Date:** _____

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DEDICATION

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ABSTRACT

The proper conduct of teachers and students is vital in the promotion of quality education. However, it has been noted that there is an increase in cases of teachers' and students' deviant behavior in secondary schools in Malawi. It is against this background that this study was conceived to explore the causes and effects of teachers' and students' deviant behavior in selected public secondary schools. The study was conducted in four secondary schools in Nkhata-bay and Rumphi Districts. The purpose of this study was to identify current causes and effects of deviant behavior in schools to inform policymakers and other stakeholders on the same so that they can come up with policy interventions that can comprehensively address the issue of deviant behavior.

The study employed a qualitative research approach in which a case study design was used for a deep understanding of deviant behavior of teachers and learners. Semi-structured interviews and document analysis were used as data-collecting methods. The study was guided by the Ethical Theory of Emmanuel Kant (1724-1804) which offers reasons for judging deeds to be right or wrong. The targeted population consisted of 26 School Managers who included Headteachers, Deputy Head Teachers, Heads of Departments, Parents and Teachers Association (PTA) Chairs and one Human Resource Officer (HRO) from the Division office. The sample was purposefully drawn as schools involved had recorded incidences of deviant behavior. Data was analyzed using a thematic content approach.

The study found that absenteeism, truancy, insubordination, and late coming were common cases of deviant behavior among both students and teachers in the selected secondary schools. The study established that factors related to poor conditions of service, lack of support from authorities, lack of guidance and counseling, the negative influence of the media, misunderstanding of human rights

and negative peer pressure contributed to both teachers' and students' deviant behavior. The study revealed that deviant behavior has a negative effect on students' academic performance. The study concluded that unless these causes of deviant behavior are resolved, cases of teachers' and students' deviant behavior will continue to increase thereby negatively affecting the quality of education in the country.

Keywords: deviant behavior, discipline, ethical conduct, code of conduct, rules and regulations.

LIST OF ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
HoD	Head of Department
HRO	Human Resource Officer
INSET	In-Service Education and Training
MoEST	Ministry of Education Science and Technology
MZUNI	Mzuzu University
NED	Northern Education Division
NGO	Non-Governmental Organization
PTA	Parents and Teachers Association
SMC	School Management Committee
TSC	Teaching Service Commission

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1. Introduction

This chapter introduces the study on deviant behavior among teachers and students and its effects on learning from school managers' perspectives in four secondary schools in Malawi in Nkhatabay and Rumphi Education districts. It presents the background to the study, statement of the problem, research questions, and significance of the study. It further presents the delimitations and limitations of the study and lastly, it presents the definitions of some terms used in the thesis.

1.2. Background of the study

Deviant behaviors in schools have become a cause of great concern for stakeholders in the education sector, and it has become a cause of great concern in Malawi, due to a widespread outbreak of these undesirable morals among teachers and students in schools. It is common to hear today that a school has been closed due to deviant behavior, or that teachers at a school have boycotted classes as a form of deviant behavior, in many secondary schools in Malawi.

Education is widely acknowledged and considered as a powerful tool for instilling in the citizenry desirable behaviors, attitudes, abilities, and knowledge in students (Asiyai, 2019). Parents send their children to school so that they can learn moral values and acquire the skills and knowledge needed to properly contribute to their own society's development. During the school day, students build relationships with their peers and teachers. The sort of connection that students have with their teachers has the potential to help them create strong bonds and develop good character desired by the society. However, education stakeholders are concerned about producing citizens who are capable of evoking undesired actions than actions desired by the society (Asiyai, 2019).

Globally, teachers' and students' behaviors have become questionable because of the reported cases of deviant behavior such as fraud, drug, and alcohol abuse, absenteeism, examination malpractice, truancy, theft, cheating, lateness, noise-making, cultism, stealing, fighting, defiance, sneaking, bullying, sexual harassment, use of abusive language, drug trafficking, failure to complete assignments, possession of pornography, male teacher-female students sexual relationships, demonstrating, and refusing to wear the required school uniform (Kadzamira, 2006; Bennell & Akyeampong, 2007; Malawi News, 2011; Ng'ambi, 2011; Pembamoyo, 2011; Ouma et al., 2013; John, 2017). For example, a study in West Virginia in the United States of America (USA) on deviant behavior, revealed that students had one or more referrals for inappropriate behaviors (Whisman & Hammer, 2014). Similarly, Umezina and Elendu (2012), observed that deviant behavior among students in Nigeria was high and experienced at all levels including primary schools. Likewise, in Kenya, lack of discipline in schools has been one of the challenges in schools (Njoroge & Nyabuto, 2014).

In Malawi's secondary schools, deviant behavior is regarded as a big issue among students and teachers. According to Malawi News, 2021, a significant proportion of students and teachers engage in deviant behavior regularly. Ng'ambi (2011) reported that 123 Malawian teachers were fired for a variety of deviant behaviors. On July 13, 2015, a 48-year-old Secondary school teacher in Kasungu was arrested for defiling a 14-year-old girl (Daily Times, 2015). On 27th February 2020, a secondary school teacher in Mulanje was arrested for raping and impregnating a standard 7 learner (Malawi News, 2020). On 12th February 2021, a 35-year-old secondary school teacher in Dowa was arrested for defiling a 15-year-old standard 8 pupil (Malawi news, 2021). On 3 January 2020, the Ministry of Education in Malawi had to temporarily close Rumphi, St. Michaels Girls, Lunzu, and Magawa secondary schools due to student demonstrations and vandalism

(Malawi news, 2020). On 14th June 2021, Henry Henderson Institute (HHI) Mission Secondary School in Blantyre was closed indefinitely over unruly behavior from students (Daily times, 2021). Despite the Ministry of Education, Science and Technology (MoEST) having a code of conduct for teachers and rules and regulations for students, cases of teachers' and students' deviant behavior are reportedly to be on the increase. The advent of political pluralism and democracy in 1994 in Malawi, came with challenges to the education system as well. The majority understood democracy and freedom to mean the absence of restraint and control (Kuthemba Mwale, Hauya, & Tizifa, 1996). This misunderstanding of democracy brought serious problems to schools in attempting to uphold rules and regulations as evidenced above. This has therefore raised a lot of concern among the teachers and all other stakeholders since in such a situation, little learning could be going on.

1.3. Statement of the problem

Since democracy was attained by the country in 1994, Malawians are living in an environment characterized by rapid socio-economic changes. However, the rapid socio-economic changes have brought with them issues and problems. For example, issues and problems related to misunderstanding and misinterpretation of democracy and human rights are numerous. The issues and problems related to misunderstanding and misinterpretation of democracy and human rights have become hot topics for debate in newspaper articles, magazines, radio, and television programs. For example, there have been reported cases of secondary school teachers sexually abusing school girls. For instance, Malawi news, in February 2020, reported that a secondary school teacher in Mulanje District was arrested for raping and impregnating a standard 7 learner (Malawi news, 2020). In February 2021, a 35-year-old secondary school teacher in Dowa District was arrested for defiling a 15-year-old pupil (Malawi news, 2021). Several other cases have been reported on the same. There have also been numerous reports of cases of student unrest and the

destruction of school buildings including teachers' houses either by inferno or physical demolition by the angry students. Teachers' lives are also at stake when such incidents happen. Malawi news in 2014 reported that students at Malosa Secondary School in Zomba District stoned teachers who were having a meeting at the school (Malawi news, 2014).

In Malawi, research on deviant behaviors has concentrated on investigating contributing factors to students' deviant behavior and not much has been done on teachers' deviant behavior (Nkhata & Mwale, 2016; Chirwa, 2014; Moleni & Ndalama, 2004). However, both teachers and learners are key role players in improving teaching and learning. Therefore, investigating deviant behaviors of both key players in the school was very important step to solving one of the main barriers to improving teaching and learning. Research on the causes of deviant behaviors among teachers as well as students is anecdotal, yet both deviant behaviors adversely affect the school climate as well as the smooth functioning of schools. It is against this background that the current study aims at investigating the causes of deviant behavior among learners as well as their teachers and the possible solutions to these deviant behaviors.

1.4. Purpose of the study

The purpose of the study was to explore the perceptions of school managers on the current causes and effects of deviant behaviors of teachers and learners on teaching and learning and the strategies used to minimize deviant behaviors among teachers and students in Malawi. To achieve this purpose, the study posed some research questions which are presented in the subsection below.

1.5. Research Questions

The study had one main research question and four sub-research questions as listed below.

1.5.1. Main Research Question

What are the causes of deviant behaviors among teachers and learners and their effects on teaching and learning in Malawi secondary schools?

1.5.2. Research Sub-Questions

The following are the research sub-questions that guided the study:

- i. What are the school manager's experiences of teachers' and students' deviant behaviors in schools?
- ii. What are the current causes of deviant behavior among students and teachers in secondary schools?
- iii. What are the effects of deviant behavior on teaching and learning in secondary schools?
- iv. How can the problem of deviant behavior be minimized to improve the quality of teaching and learning?

1.6. Significance of the study

The significance of this study lies in the fact that the findings of the study will contribute to the body of knowledge on the current causes and effects of deviant behavior among secondary school teachers and students and the strategies used by school managers to minimize deviant behaviors in schools in Malawi. The study also has the potential of providing information to policymakers in Malawi, especially at the Ministry of Education and the Teachers Service Commission level, on policy interventions that can comprehensively address the issue of deviant behavior in schools in Malawi. Additionally, the study has the potential of contributing to practice by providing schools with information drawn from the field that could facilitate the handling of deviant behavior in schools. Lastly, the study findings might also provide useful insight into reasons why the current methods and approaches used to deal with deviant behaviors in secondary schools in Malawi are not producing the desired results in the targeted groups which are students and teachers.

1.7. Theoretical Framework

A theoretical framework is a structure that provides an orientation to the study at hand in the sense that it reflects the stance the researcher adopts in his or her research (Henning, Van Rensburg, and Smith, 2004). With the theoretical framework, the research remains within the boundaries of the frame and guides the research constructed by using established explanations of certain phenomena and relationships. This study was guided by the ethical theory of Emanuel Kant, a German philosopher (1724-1804). The ethical theory was utilized because it offers reasons for judging deeds to be right or wrong and it explains why people, teachers, and students, in this case, indulge themselves in deviant behavior.

The Ethical Theory

According to Mackinnon (2012), an ethical theory is a logical reflection of a specific view about the nature and basis of good or right. It offers reasons or norms for judging deeds to be right or wrong and attempts to give a justification for these norms. Xu and Ma (2015) stressed that honesty is a noble virtue worthy of searching in almost every society. An ethical theory provides ethical ideologies that embody certain values. Thus, the present study made use of an ethical evaluation of the causes and effects of deviant behavior in selected public secondary schools.

Two faculties of Ethical Theory exist. One faculty believes that a moral act is done following right or ethical means without paying attention to the consequences obtained as a result of the action. The other faculty of thought holds that the outcomes of an action are the only important moral standards for defining a right action. According to Bivins (2003), these two faculties of thought are labeled as deontological (having to do with rules and duties) or teleological (having to do with consequences). These are also referred to as ‘non-consequential’ and ‘consequential’ ethical theories. Since the issue under study concerns rules and regulations as well as duties for both

teachers and students, only the non-consequential ethical theories have been considered to guide the study.

One key advocate of non-consequential ethical theories was Emanuel Kant, a German philosopher (1724-1804). Kant fashioned an ethical system based on the human capacity to reason and the belief that all ethical actions were the outcome of virtuous intent (Bivins, 2003). Kant contended that "nothing can be conceived in the world or out of the world which can be called 'good' without qualification except a Good Will" (Tittus & Hepp, 1964, p. 270). He perceived that whatever man may want to do, all the capabilities of man which are called good may be very bad if the motivation which uses these capabilities is not good. Kant values the motivation of action as the foundation for the moral act. A right deed is that which is inspired by a desire to do what is right. Kant highlighted this by pointing out that one needs to contemplate the motivation for the action and visualize if such a motivation were to be passed as a universal law. If the actor observes it as a law the motivation will be suitable, then it is right, nevertheless if one cannot consider the motivation as a law, then it should be disallowed as a reason for acting. Kant called the acting from a motive, that one would love if it were a universal law, a "categorical imperative" (Bivins, 2003, p. 3-4).

The categorical imperative is constructed on the human capacity to reason. Kant maintained that by using reason we should be able to recognize in life what our duty is. From this, it gives the impression that Kant was an intuitionist by considering that human beings naturally distinguish what is right from what is wrong (Bivins, 2003). His theory implies that we should be able to institute rules and regulations that would be perceived by everyone irrespective of their position or circumstances. It also follows that, as we transact with other human beings, we should be capable enough to treat them as ends in themselves and not as means to an end; in other words, "we should not use other people or treat them simply as objects"(Bivins, 2003, p.4).

Looking at students' and teachers' practices and behaviors from the non-consequential viewpoint has key implications. The implications are that the theory recommends that right doing is founded on principle rather than concentrating on consequences. This implication superficially appears to be the most anticipated means by which ethical behavior can be safeguarded under this theory. The other implication is that if teachers perceived it as their duty to defend the regulations and accept that duty, their behaviors would easily adapt to the regulations. Their intention to behave in agreement with the regulations would be ensured since it would initiate from within themselves rather than from the peripheral requirements. However, the origin of the intention itself is not addressed by the theory. Kant supposed that by having the capacity to reason and if people use this capability, they would come to know what is right from what is wrong, and as a result, this will create in them the intention to act right as a universal law. This becomes devastating when a person values what conventionally cannot be recognized as right. If actions result from this motivation, it will be difficult to categorize the action as morally acceptable.

According to Berger (2000), individuals' reasons may originate from respect for universal principles. The majority are within the conventional morality level where one behaves to achieve the approval of others in society. Their intention to behave in agreement with the regulations emanates from conventional morality, to achieve the approval of others in society. Social relationships and norms control a person's behavior. All behavior including misbehaving is orderly, purposeful, and directed toward achieving social approval. This can be very strong particularly if the behavior is observable since that is when it will attract public approval or disapproval. This phase is a step toward behaving in respect of rules and compliance with the duty. This is the phase where most adults are (conventional morality). The matter of rules and regulations can accurately be contemplated at this level where individuals want to act in respect of rules and

responsibilities. However, if the individual judges the laws as unsuitable, it is difficult to expect him or her to behave as required or expected by the rules. In other words, the right intention can simply be exercised where the person has acknowledged conventional morality.

These theories about moral behavior are relevant to the problem under study in that students' and teachers' ability to keep the regulations depends strongly on what they know and think about the regulations. The theories further point to teachers' perceptions of their students. If teachers view the students as a means to an end, for example, a job to make a living, their corresponding behaviors will not be inspired by principles. This will lead to low levels of devotion to the regulations. However, if students are regarded as an end in themselves, a sense of duty will motivate teachers' behavior and teachers will be more mindful of how their actions support or work against teaching and learning. This motivation will lead to high levels of compliance with the regulations. The theory about moral behavior is relevant to the problem under study in that it would provide insights as to why students and teachers indulge themselves in deviant behaviors.

1.8. Limitations of the study

Although the study has found encouraging results, it is important to recognize that the current findings also have limitations. Notably, since the study was carried out only in four public secondary schools in Nkhata-bay and Rumphi Education Districts, the generalization of the findings of this study may be limited however as a case study it has investigated the topic under study in depth and therefore the results may be applicable to similar situations in other schools in the country. Furthermore, access to in-depth information on teachers' deviant behavior was difficult due to a lack of proper documentation at both school and Education Division levels.

1.9. Delimitations of the study

The study has confined itself to investigating the causes of deviant behaviors among secondary school teachers and students and their effect on learning, a case of school managers' perspectives in four secondary schools in Malawi. The study was conducted in Nkhata-bay and Rumphi Education Clusters. The study population constituted Headteachers, Deputy head teachers, Heads of departments, Parents Teachers Association (PTA)/School Management Committee (SMC) Chairpersons, and the Northern Education Division Human Resources Officer (NED-HRO), serving in public secondary schools.

1.10. Definition of the key terms used in the thesis

Deviant behavior: Behaviors that violate in-formal social norms or formally enacted Rules. It is a behavior that violates the laid down rules and regulations of a given organization or group (Idris, 2016; Zakaria et al., 2013).

Norms: Are simply accepted rules of behavior. Rules or standards of behavior defined by the shared expectations of a group of people (Richardson, 2014).

Student: A person enrolled at a secondary school

Teacher: A person who helps students to acquire knowledge, competence, or virtue

School manager(s): Someone who takes care of the day-to-day functioning of the activities that happen within a school (Asiyai, 2019)

Secondary school: Refers to schools recognized by the Ministry of Education as providing education suited to the ages, abilities, and aptitudes of students between the ages of 12 and 18.

Role: A role refers to the expectations that others hold for the behavior of individuals who occupy a legitimate position.

Headteacher: Refers to the lead administrator and educator in an educational institution who is responsible for implementing educational policies and professional practices that provide synergy for the optimal utilization of resources in the provision of education.

Insubordination: According to the Cambridge Advanced Learners' Dictionary third edition, insubordination is refusing to obey orders from people in authority.

Ethical conduct: The expected conduct of teachers as per the code of conduct or principles (Reinhartz & Beach, 2004).

Code of conduct: A body of rules and regulations stipulating a particular form of behavior expected of members of a particular profession.

1.11. Structure of the thesis

This thesis is organized into six (6) chapters. The first chapter provides the background information of the study, introduces the research problem, the purpose of the study, research questions, the significance of the research, the theoretical framework that guided the study, the scope of the study, and delimitations. Chapter two reviews literature related to the causes of deviant behavior amongst students and teachers and its effect on the learning process in schools. Chapter three provides a detailed description and justification of the research design and methodology. The population and sampling techniques are also discussed followed by a description of the data collection instruments. Data analysis and trustworthiness are also discussed then ethical considerations are included in chapter three. Chapter four presents the research findings. Chapter five presents the discussion of the findings while chapter six brings out conclusions and implications of the study that can help policymakers to consider for effective management of deviant behavior in schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

The previous chapter presented an overview orientation to the study. This chapter reviews the literature on the forms and causes of deviant behaviors among teachers and students, the impacts of deviant behavior on teaching and learning, and strategies used to minimize the problem of deviant behavior in schools. The last part is the chapter summary.

2.2. Deviant Behavior in schools

According to the literature, deviant behavior refers to behavior that violates a group's norms, exceeds its tolerance limits, and is viewed as negative. It is seen as any behavior that does not fit into the established rules of a group of individuals or the society at large. It can also be described as the engagement of people in criminal offenses, and antisocial and unethical behavior. It could also be any form of behavior that contravenes the rules and regulations or even laws that govern an establishment (Dyregrov et al., 2013; Richardson, 2014; Ryan and Shim, 2012; Idris, 2016; Vieno et al., 2011; Zakaria et al., 2013). At school, for instance, a student will be labeled 'deviant' once that student fails to conform to the rules and regulations of the school to the extent that his/her behavior becomes threatening, dangerous, or immoral. Teachers are recognized as deviant when they act against institutional norms, and values and do not come up to the level of the expectations of the head of the institution (Idris, 2016). However, deviance is not defined the same way in all societies and at all times, it depends on the circumstances surrounding an act and the particular groups one belongs. The term deviance becomes relative because deviance in one school may not be regarded as deviance in another school (Bolu-steve, 2017; Idris, 2016; Siegel, 2010). In addition, Ali and Gracey (2013) maintained that deviance among students could be a way of drawing attention to injustice, and exposing a system's defects so that they can be fine-tuned.

2.2.1 Forms of deviant behaviors

In Cameroon, Ponfua (2015) classified types of deviant behavior into three categories, they include cases relating to disobedience to school authority (e.g., assault on and an insult to teachers and non-teachers); cases relating to the collective misbehavior of students' groups (e.g., vandalism, mass protest, and cultism) and cases relating to poor habits (e.g., chewing gum in class, examination malpractice, wearing the dirty and wrong uniform, fighting, drug abuse, alcoholism, and idleness). Robert Merton categorizes deviance into the following forms: innovation, ritualism, retreatism, and excessive conformity as briefly explained below.

Innovation involves the use of unacceptable means to attain prescribed goals. The goals being sought are legitimate or accepted by the group but prohibited means are used to attain them. For example, a teacher assists his learners to pass examinations through cheating. Passing exams is a legitimate goal but cheating is an unacceptable means (Brown et al., 2010; Siegel, 2010). Ritualism involves conforming to the group's means but without striving to reach the group's goals. For example, a teacher who comes to teach but does not ensure whether students have understood or not or whether learning has taken place or not is ritualistic (Brown et al., 2010; Joubert, 2009). Retreatism involves non-conformity to the goals and means of achieving those goals of a social group. For example, students who do not attend classes, do not write assignments, or do not strive to pass examinations are retreatants (Siegel, 2010). Excessive conformity involves excessive use of means to attain goals at all costs. To an excessive conformist, any barrier to reaching the set goals has to be dealt with ruthlessly. For example, students can attack a teacher or a head teacher who discourages cheating (Brown, 2010). Deviance in general, therefore, encompasses a wide range of acts in society from cases of petty thefts to criminal cases of murder or rape, largely depending on the society's definition and prevailing situations in a particular group.

Researchers have identified different types of deviant behavior among students in school, these include cultism, stealing, bullying, smoking, raping, examination malpractice, and truancy (Garegae, 2008). Teachers' deviant behavior may include leaving the institution for some time during working hours, coming late to school, dishonesty, negligence, poor dressing, teacher-pupil sexual relationships, drunkenness, failure to update records, leaving early, fights with head and colleagues, abusive language, absenteeism, theft, poor quality of teaching, misuse of information, misbehavior, lying, theft, insubordination, aggression, disregard of teachers' code of conduct as well as involvement in political activities (Gyan et al., 2015). Some of these forms of deviant behaviors have been explained in the next subsection.

2.2.1.1 Insubordination

According to McCarthy and Cambron (1992), insubordination is the willful disregard of school rules and official orders. It also refers to the constant intentional refusal to obey an order given by the proper authority. Each employee working must obey reasonable orders. McCarthy and Cambron (1992) further argue that the forms of insubordination include; unwillingness to cooperate, defiance, refusal to abide by school directives and instructions, unauthorized absence, and disrespecting authorities. Employees who do not obey the employer's authority and the organization's rules are liable to a misconduct charge (Teleki, 2002). At the school level, the management is delegated to the principal to deal with misconduct cases. The teachers need to obey legitimate instructions from the school principal; observe the school regulations as well as the principal's authority. A teacher who consistently and deliberately disobeys the principals' legitimate instructions commits insubordination. The Teachers' Code of Conduct for Malawi (2007, p 28) stipulates that insubordination by word or conduct warrants suspension or disqualification.

2.2.1.2 Dishonesty

Rose (2001) defines dishonesty as stealing an organization's property, dodging, absenteeism, poor timekeeping, and falsifying records. Teleki (2002) on the other hand, defines dishonesty as a situation where an employee intentionally deviates from normal performance in line with set procedures. Equally when an employee secretly or unlawfully takes the organization's property, or when an individual tampers with official organizational documents to gain financially. Cases of dishonesty are in varying degrees among the teaching staff. Dishonest actions like falsified qualifications lead to dismissal from work. Minor dishonesty offenses like falsified time records would attract appropriate action.

2.2.1.3 Abusive Language

Rose (2001) argues that any bad language used or directed at undermining authority is misconduct. The disciplinary action to be taken for abusive language depends not on the context in which those words were used. The incident which resulted in the complaint as well as the vents before the said words should be examined.

2.2.1.4 Absenteeism

According to Roberson (1995), absenteeism is unapproved employee absence as well as approved absence in a case where the approval was granted on pretense by the employee. Unauthorized absence from work without an acceptable reason or medical certificate, during working hours, will constitute either desertion or absenteeism (Hanimoglu, 2018). Absence without leave is the most common type of deviant behavior that employees commit. A study by Mkhize (2000) on the effects of teacher absenteeism in Kwazulu Natal secondary schools showed that the effects include demotivation among pupils, fighting, and other forms of violence such as intimidation, truancy, incomplete work programs, and poor performance. In essence, the presence of teachers for duty in school is important for the progress of the students.

In a study in Nzau, Makeni County, Kenya, Komoni (2015) identified among others that illness, lack of regular supervision and assessment, assigning teachers non-teaching duties, teachers' strikes, poor working conditions, teachers with fewer ties to the schools' community, contract teaching, an absence of private competition, lack of harmony between parents and teachers are key causes of teachers' absenteeism. However, according to the Teachers' Code of Conduct for Malawi, a teacher shall be guilty of misconduct and warrant suspension or disqualification if they absences themselves from duty without just cause.

2.2.1.5 Late Coming

Lateness at work is an absence without permission between the official reporting time and the actual arriving time, and since it is an unauthorized absence, it is deviant behavior. An employee cannot ignore an employer's warnings to arrive on time because she/he accomplishes her/his work on time and because there was little for him to do on arrival (Mutuva, 2012). Lawrence and Vachon (1995) state that, being late for a few minutes can be deviant behavior if the employee has been warned before to be punctual. This type of deviant behavior is usually aggravated by persistent lateness even when it is for a few minutes every time. The lateness offense is further aggravated if the teacher misses an essential duty because of being late. A study in Malawi, Chirwa (2014), points out that teachers arriving late in school reduce the total instructional time. This is compounded when they also leave classes early. According to the Teachers' Code of Conduct for Malawi (2007), teachers must be punctual when reporting for their duties.

2.2.1.6 Negligence

Duty neglect arises if a teacher fails to carry out the assigned duties. Teachers have the responsibility to ensure a safe, friendly learning environment for learners, as well as efficient operations in the school. The teachers' duties are critical to the proper learning process during school hours (Lawrence & Vachon, 1995).

2.3. School Managers' Experiences with Deviant Behaviors

According to the reviewed literature, managers are exposed to numerous examples of deviant behavior daily. In the United States, 40 percent of instructors have left the field because of disruptive behavior issues (Mtsweni, 2008). Many American teachers have requested a transfer to schools with fewer behavioral issues, leaving some schools in the hands of inexperienced, underqualified, and novice teachers. According to Smith and Smith (2016), disorderly behavior among high school pupils and widespread acts of violence have prompted urban teachers to relocate to rural schools. A single act of deviant behavior can have a long-term effect on a student's ability to learn (Mezrigui, 2015). Improved teacher-student relationships are critical for developing a positive learning environment (Ali and Gracey, 2013).

Mkhize, (2000); Mothemane, (2004); Independent Advocacy Project (IAP), 2010) all agree that school managers face several deviant behaviors in schools, and all admit that they find it difficult to address these behaviors more especially the teachers' deviant behaviors. School managers have argued that, while codes are seen as useful tools, they are not always used effectively, this is due to a lack of understanding of the code of conduct by both the teachers and school managers themselves (McKelvie-Sebilean, 2011). Mothemane (2004) discovered that procedural measures in dealing with misconduct in South Africa were not followed. He argued that strictly following the procedural measures would harm the working relationship between the teachers and the school managers. In Malawi, disciplinary procedures are also not effectively followed (Chirwa, 2014). Most of cases, even though they are submitted to the higher authorities, most of them lack evidence so they don't yield much results. Teacher-student sexual relationships, for example, have been observed to lack sufficient proof (Bennell et al, 2002).

Despite the lack of proof in the reported incidents of teacher misconduct, one can conclude that such cases do happen, as the adage goes “no smoke without fire”, a lack of resources for the inquiry was another barrier to resolving accusations of misconduct (Bennell et al, 2002). According to Mulkeen (2010) in his study in Ethiopia and Timilehin (2010) in his study in Nigeria, one of the problems in most poor countries is a lack of financial resources, which has an impact on educational programs, particularly in rural areas. As a result, the Ministry of Education, Science, and Technology's diminishing resources may have an impact on the proper treatment of cases of misbehavior because they won't be prioritized. While proof may exist in some cases, human rights issues appear to be a different story.

Furthermore, the findings of Mothemane (2004) in south Africa and McKelvie-Sebilean (2011) agreed with Mulkeen (2010) and Timilehin (2010) that promoting ethical conduct among teachers and students is hampered by lack of evidence, lack of resources for inquiry and that head teachers may find it difficult to apply ethics for fear of damaging relationships. The reviewed literature confirms the existence of deviant behaviors in schools. However, there is a lack of detailed information on the kinds and causes of deviant behaviors shown and how discipline is handled in schools. This study aims to investigate the experiences of school managers on how they handle deviant behaviors among teachers and students in schools.

Hanimoğlu (2018) in Turkey, investigated the forms and effects of deviant behavior among a group of high-school students, aged 14-18 years within a school setting to provide baseline information for future studies. The findings from this study revealed that alcohol drinking, cigarette smoking, drug abuse, bullying, and phone usage were recognized as some of the most frequent deviant behaviors in schools, according to the findings. Mwaniki (2018), in Tanzania, also identified

students sneaking out of school compounds, misuse of drugs, thefts, and vernacular speaking as the common prevalent forms of deviant behaviors in schools.

Simuforsa & Rosemary (2014) in Zimbabwe found that the most common behavior problem among learners in Zimbabwe includes truancy, fighting, shouting, snatching other learners' property, bullying, cheating, viewing pornographic materials, threatening teachers, walking out on the teacher, noisemaking, sleeping in class, immorality and use of drugs, among others. In Malawi, Chirwa (2014) identified unwillingness to comply, disobedience, dishonesty, abusive language, late coming, negligence, reluctance to follow school orders and instructions, unlawful absence, and disregarding authorities are all examples of insubordination as some deviant behaviors among teachers. It can therefore be concluded that teachers' deviant behaviors are almost similar to students' deviant behaviors and they both exist in schools.

2.4. Causes of Deviant Behaviors among Students and teachers

A review of the literature has identified several causes of deviant behavior among teachers and learners and these are discussed in detail in the subsections below.

2.4.1. Causes of Deviant Behaviors among Students

According to the literature, there are several causes of deviant behavior among students, and these can be classified as follows: school-based causes, environmental causes, home-based causes, modeling, peer influence, mass media, and democracy. These factors are considered in details below:

2.4.1.1. Home-based causes of Deviant Behaviors

Reviewed literature identified some of the home-based causes of deviant behaviors as family background, parental styles, and skills factors, broken homes, and discordant marriages, among others (Agi, 2016; Chuks, 2016). It is not disputable that a child is born and brought up in a family.

According to a study by Chuks (2016) in Nigeria, family is the first place of education in the life of any child. The child is exposed to various aspects of learning before being first introduced to the formal kind of education. For example, an over-permissive family or home exposes the child to all kinds of behaviors including maladaptive behavior. Deviant behavior arises among children mainly because parents these days have neglected their role of instilling good moral behaviors in their children. Parents have abandoned their roles as teachers and spend less time with their children. Sekyere (2009) agrees with Chuks that sometimes parents always fail to allocate quality time and resources to their children. Chuks (2016) asserted that the factors within the home or family and poor parental relationships are capable of breeding children that misbehave in school. Similarly, parental styles and skill factors have led to deviant behaviors. Sekyere (2009). Parents are always too busy, trying to fight the economic hardship they face (Wangai report, 2001).

In India, Saikia (2017) argued that broken homes and discordant marriages have also led to deviant behaviors. Broken homes are family structures divided by divorce, separation, or death. Such families are unable to operate as proper primary socializing agents and therefore contribute to juvenile delinquency (Saikia, 2017). The breakage of a family has adverse consequences on children. They are prone to special difficulties such as susceptibility to common colds, criminality, and drug abuse to poor performance in school. Children from broken marriages also have adjustment problems, low self-esteem, and early engagement in sexual activities (Saikia, 2017). A comparative study indicated that children from dysfunctional families had higher irrationality levels than their peers from organized families (Tomuletiu et al, 2012).

2.4.1.2. Community-based Causes of Deviant Behaviors

According to the literature, the type of environment in which a child is brought up determines to a large extent the behavior and characteristics that will be exhibited by that child when he or she

becomes a grown-up. Soet (2005) stresses that, what a child sees, how it is done, and when it is done, does not go out of the child's mind. Indeed Mwaniki (2003) concurs that the environment like the blacksmith's furnace modifies our natural characteristics according to the treatment given. Community-based causes of deviant behaviors are also referred to as societal factors. As society experiences growth and becomes complex in nature so do societal factors, causing students' deviant behavior (Agi, 2016). The widespread unrests and deviant behaviors among the students reflect the prevailing lawlessness and frustration in society (Rahul, 2008).

Bwire (2010) asserts that the school is in many ways a mirror of society. Mbiti (2007) complains that parents misbehave in the presence of their children and yet they expect these children to behave properly. If adults want children to acquire good character, they must be practical models of good character through the lives they lead. If learners live in a community that does not uphold morality, and honesty and glorifies drugs, then students are most likely to imitate such behavior and spill deviant behaviors to their schools.

A study on bullying carried out in Palestine, deduced that poverty and political violence influenced children to develop a pessimistic and insecure concept of the world, their life, and their future. Such children fight violence with violence and use violent means to protect themselves and avenge violence (Gyan et al. 2015; Hanish & Guerra, 2000). Palestinian children imitate what they see around them by using violence. Bwire (2010) points out that if celebrities are drug abusers and politicians are corrupt, it may not be an accident therefore that young people are picking bad habits from their seniors. Students imitate their parents, teachers, leaders, and elders and behave accordingly. The situation is worse with day school students. This is because, day school students are in constant touch with society, and hence this can be a great influence. In Kenya, for example,

most day scholars commute to and from school by matatus(motorcycles), and the matatu culture has indeed influenced their behavior. They offer girls free rides to and from school, expecting them to pay back in kind, leading to immorality, lateness to school, and chronic absenteeism (Momanyi, 2012).

2.4.1.3. School-based Causes of Deviant Behaviors

School-based causes of deviant behaviors are factors that emanate from the school. They include absentee head teachers, lack of teachers' commitment, and unclear school rules and regulations. For instance, Mugambi (2005) identified that one of the major causes of deviant behaviors in schools is the head teachers' absence from school. An absentee head teacher who is perpetually out of school is likely to meet the wrath of students. In Kenya, it was reported that one of the leading causes of unrest was the habitual absence of head teachers from schools. According to the Ministry of Education in Kenya, MoEST (2000), some head teachers were not always in school to give guidance to those under them; they were not always available at critical times to give direction and counseling to teachers, students, and support staff. The temptation to be absent from school is indeed greater in public day schools. This leads to a loss of touch with the school. Absentee head teachers indeed create loopholes and lack of coordination in school activities, (KNA, 2008).

On the other hand, it was also reported that teachers' lack of commitment and irresponsibility in discharging their duties has led to deviant behaviors in schools. Laziness, incompetence, being autocratic in class, and flirting with female students can also cause deviant behaviors in schools (Porhola, Karhunen & Rainivaara, 2006). Koomson et al (2005) says that the situation where teachers tend to have punitive attitudes can also lead to deviant behavior since most of the students may be trying to defend their rights. This can lead to the flouting of school rules. According to Haralambosi and Holborn, (2010), teachers implement passive learning strategies when the

classroom is overcrowded or congested, this act as the breeding ground for deviant behavior. This situation slows down learning progress (Earthman, 2012).

Also, deviant behaviors exist in schools where the rules are not clear or perceived as unfairly and inconsistently enforced (Koomson et al, 2005). This inconsistency makes students not believe the rules. Similarly, when teachers and administrators do not know what the rules are or disagree on the proper responses to student misconduct, that can also be the breeding ground of deviant behaviors in schools. Where teacher administration cooperation is poor, or the administration is inactive, the incidence of deviant behavior can flourish (Cains and Cains, 1994). The inability of the school management to communicate issues, rules, and new developments in the school to the teachers and students can also lead to misunderstanding, which can become a potential source of deviant behaviors (Fullan, 2011). With the removal of corporal punishment, teachers feel more vulnerable and are increasingly being attacked by students and parents, who feel that they now have the right to behave as they like with no effective consequences to their actions (Fullan, 2011). According to Yusuf et al., (2019), most of the common deviant behaviors among students are caused by strict school rules and regulations, a lack of extracurricular activities, poor teaching by some teachers, teachers' lateness and absenteeism, overcrowding in the classroom, and poor school leadership, among other factors. Ponfua (2015) also shares similar findings.

2.4.1.4. Modeling

A child observes adults and older children go about their day-to-day activities. For instance, if they observed adults whom they look up to behave aggressively they can easily imitate the aggressive behavior (Bandura et al., 1963). When parents violently discipline children, children may turn out to be violent (Holford, 2004). Television also hinders proper emotional development and attention problems in children who watch too much of it (Courage & Setliff, 2009). Too much and unmonitored TV watching may lead to unlimited exposure to violence and unlimited adult content

among the young people who go ahead to imitate it. Bandura et al. (1963) found out that children who had seen violent models exhibit much more aggressive speech and action than children who had seen neutral models. Furthermore, their aggressive behavior imitated that of the violent adults.

2.4.1.5. Mass Media as a Cause of Deviant Behaviors

Literature also identifies mass media as one of the causes of deviant behavior among learners. According to Cohen (2002), students who are exposed to terrible television shows, immoral magazines, and pornographic videos and materials are more likely to engage in immoral activity. This has contributed to today's high-risk unusual behaviors in our schools. The media plays a role in inducing moral panics (Stan-Cohen, 2002). Moral panics involve inflating the scope and gravity of a social crisis (Stan-Cohen, 2002). The internet has also become the newest medium to cause a moral panic because of how easily explicit sexual (and other unpleasant) content may enter the house and be accessible even by youngsters (McQuail, 2003). According to Kento (2015), the effects of unwholesome mass media appear to have a harmful impact.

2.4.1.6. Peer Pressure

A review of the literature has also identified peer pressure as another factor that contributes to deviant behavior among students. A person's peer group is the group with which he or she identifies. According to Onyejiaku (2010), peer pressure is a peer group's influence on a person to change his or her attitudes, values, or behavior to adhere to the group's norms. It is viewed as yet another component that has contributed to the annihilation of our children. Because of the influence of their improper peers, most children engage in deviant behavior at school (Onyejiaku, 2010).

2.4.1.7. Misunderstanding of Democracy

According to the literature, misunderstanding democracy and human rights have also contributed to the increase of deviant behavior among both students and teachers. The emergence of political

plurality harmed both pupil and teacher discipline in secondary schools due to misconceptions about democracy and human rights (Kuthemba-Mwale et al., 1996). Most teachers considered the arrival of political plurality as a release for them to do what they wanted and thought was proper. Among the various issues of indiscipline, a study by MOEST discovered that male teachers and female students had frequent personal connections. This action raises problems about how teachers interpret the code of conduct, which prohibits teachers from having romantic relationships with students (MOEST, 2001). Human rights issues appear to be a new challenge and misconceptions about democratic values have led to violence in schools.

2.4.2. Causes of deviant behaviors among teachers

Literature has cited various causes of deviant behavior among teachers. According to Chirwa (2014), Oghuvbu (2006), Anyamebo (2005), Okeke (2004), and Fafunwa (1999), some of the causes of deviant behavior among teachers include insufficient professional training, poor conditions of service, teacher-School Head Relationship and Social Status, ineffective administration of teacher disciplinary proceedings by school administrators and Ministry of Education officials, a lack of collaboration among teachers on a professional level, inadequate Ministry of Education Personnel Supervision, a lack of infrastructure and instructional materials, incorrect instructor placement and inconsistency in teacher promotions and salary payments. Teachers' misconduct is influenced by the work environment, home background, teacher character, and school leadership (Chirwa, 2014; Ng'oma and Simatwa, 2013). These are explained in detail in the sub-sections below.

2.4.2.1. Poor Professional Training

Literature has cited poor professional training as one of the causes of deviant behavior among teachers. Teaching is not a profession for 'all comers', that is, any person who seeks a job outside teaching and is unable to be employed automatically takes to teaching. This is the reason why

teachers in the profession are supposed to be well-trained to do their job well. Perhaps, one of the reasons why students are failing is probably because the schools are riddled with untrained and poorly trained teachers. A well-equipped professional teacher's attitude cannot be contrary to school development. Some of the teachers' subject matter is a little if not below that of some brilliant students. Such teachers always give excuses for everything to avoid teaching their lesson periods and other extra-curricular activities (Chirwa, 2014). Furthermore, the lack of orientation on the Teachers' Code of Conduct and school regulations contributed to some cases of teacher and student deviant behavior in secondary schools (IIEP-UNESCO e-Forum, 2011). Teaching is a noble profession and every teacher whose function is to impart knowledge must also have a good grasp of the subject matter to avoid being ridiculed by their students. A teacher is conceived as a reflective practitioner, that is someone who enters the profession with a certain knowledge base, and who acquires new knowledge and experience based on prior knowledge (Little, 1997). This also means that a teacher must update their knowledge continuously because 'input' also means 'output'. It is just like garbage in and garbage out. One's impact as a teacher is a function of the worth of the knowledge that he has acquired, as no teacher can give what he does not have.

The quality of teachers is said to be the most important factor influencing the academic performance of students (Mbiti, 2007). Teachers' qualifications, experience, and teacher-student ratio are significantly related to students' academic performance. In developing countries especially, teacher education and experience as well as basic material resources do affect academic achievement or performance. Hence, professional development is key to the teachers' quality and growth. Professional development assists teachers in building new pedagogical theories and practices, which would enable them to develop expertise in the field (Bryman, 2008). Furthermore, teachers' education emphasizes the need for them to improve their knowledge of the subject matter

and the teaching skills they learned in the pre-service courses they attended. This is due to the knowledge explosion in the changing world which relegates earlier knowledge and skills teachers acquired before and which has become stale given new challenges and realities (Miriti, 2012).

2.4.2.2. Poor Conditions of Service

Poor conditions of service at workplace are related to lowering the job satisfaction of the workers. Several factors might influence job satisfaction. These factors directly or indirectly affect the quality of teachers' relationships with their head teachers. It also depends on the quality of the physical climate in which they do their job. Bennell and Akyeampong (2007) documented that an unfavorable school environment would add to misery, and disappointment and would lower people's prosperity. Researchers have said that teachers with this undesirable feeling of misery and disappointment would indulge in deviant exercises and strike back against the institution. Leblebic (2012)) noted, a higher level of job satisfaction is associated with a higher level of top management support for ethical behaviour, a more favorable ethical climate in the institution, and a stronger association between ethical behaviour and career success. Job satisfaction of teachers may be measured regarding promotion, pay, colleagues, supervision, and obligation execution in school. Unfortunately, in our schools nowadays, the only difference between a local farmer and a teacher in rural areas is a monthly salary which is not regularly paid (Chirwa, 2014). Allowances paid to other professional workers are not paid to teachers. As a result, teachers compete with farmers on the farms, traders in the market, and contractors in companies. According to N'goma and Simatwa, in Nigeria some teachers are involved in other occupations and such teachers treat their teaching job as part time. These sources of extra income by teachers are acts of indiscipline resulting from the poor condition of service and irregular payment of salaries (Ng'oma and Simatwa, 2013).

2.4.2.3. Teacher Relationship with School head and Social Status

Anyamebo (2005) claims that in Nigeria the majority, especially female teachers who are wives of politicians intimidate school heads with their husband's positions. Some have personal relationships or affairs with school heads. Such teachers are not regular in school and lessons. They use school periods for their personal business and political affairs to the detriment of the students. Most of them do not take an active part in extra-curricular activities of the school and are not instructional effective and efficient (Anyamebo, 2005).

2.4.2.4. Poor Management of Disciplinary Cases of Teachers by School head and Ministry of Education Officials

Poor Management of Disciplinary Cases of Teachers by School heads and Ministry of Education Officials also contribute to deviant behavior among teachers in schools. In a study which was conducted in Kenya, according to Okeke (2004), failure to apply rules and regulations effectively and equally leads to indiscipline among hardworking teachers in schools especially when those involved in deviant behavior are being favored by those in authority.

2.4.2.5. Poor Home Background

According to Yusuf et al. (2019), the formative years are a crucial period in human development. Teachers with poor home backgrounds cannot be corrected during the professional training period because of the type of curriculum content, the type of residential accommodation, and the short period of practice before graduation. Bad habits cannot be deleted from young teachers during training (Yusuf et al., 2019).

2.4.2.6. Lack of Professional Co-operation among Teachers

Teachers like other professional bodies do not adopt group effort in the performance of their instructional duties (Ponfua, 2015). Some teachers do not cooperate with their colleagues. They

stir up confusion and disorganize every program proposed in the school. Such teachers usually fail to carry out most committee assignments (Ponfua, 2015).

2.4.2.7. Inadequate Supervision by Ministry of Education Personnel

According to Komoni (2015), frequent visits to schools by officials of the Ministry are inadequate. School heads also do not carry out daily classroom observations of teachers. This leads to an increase in the number of teachers who do not effectively perform their instructional duties. It also increases the frequency of teachers who put up bad behaviour, snubbing, cursing, insulting their colleagues, and disrepute to parents and other members of the public (Komoni,2015).

2.4.2.8. Lack of Infrastructure and Teaching Aids

Most of the schools in Malawi, do not have adequate infrastructure and modern teaching aids, resulting in an uncondusive teaching and learning environment. These demotivating factors lead to teachers' professional laziness, absenteeism, lateness, and discouragement in instructional performance (Kadzamira, 2006).

2.4.2.9. Improper Placement of Teachers

In some schools, juniors are appointed to head senior teachers as school heads. These results from the financial ability and political power of such appointed teachers. Seniority is neglected in some educational divisions resulting in the development of negative attitudes by affected teachers toward their administrative and instructional duties (Komoni, 2015).

2.4.2.10. Societal Factors

If the community allows parents to bribe teachers to assist their children with inflated scores, allows and aids cheating during examinations and awarding of fake certificates, teachers may relax and become lazy. If disciplined teachers who help in controlling the moral tone of schools are transferred by parents to other schools. Such teachers for comfort and job security may decide to be passive in all activities, resulting in deviant behavior (Anyamebo, 2005).

2.4.2.11. Irregularity in the Promotion and Payment of Salaries of Teachers

Teachers are not promoted as and when due. Promotion arrears are not paid. Psychologically, these negatively influence teachers' attitudes toward their instructional responsibilities (Okeke 2004). In a study conducted in Nzau, Makueni County, Komoni (2015) discovered, among other things, that illness, a lack of frequent supervision and assessment, assigning instructors to non-teaching activities, and teachers' lack of motivation were all some of the factors that contribute to deviant behavior among teachers.

Furthermore, the findings of these authors agree with Yusuf et al., (2019) and Ponfua (2015) that teachers' misconduct is influenced by the work environment, home background, teacher character, and school leadership and that most of the common deviant behaviors among students are caused by strict school rules and regulations, a lack of extracurricular activities, poor teaching by some teachers, teachers' lateness and absenteeism, overcrowding in the classroom, and poor school leadership, among other factors. In Malawi, however, it is less clear on the causes of deviant behaviors among teachers. Hence, the present study will fill this information gap by investigating the causes of deviant behaviors among both teachers and students.

2.5. Effects of deviant behavior of teachers and learners on teaching and learning in schools

Literature has cited various effects of deviant behavior on teaching and learning in schools. These effects are discussed in detail in the sub-sections below.

2.5.1. Fall in Academic Standard

A review of the literature has identified a fall in academic standards as one of the effects of deviant behavior of teachers and learners on teaching and learning in schools. This is because students' and teachers' deviant behavior lowers the state's educational level. For example, if a student is

unable to pass their high school diploma examination, this can lead to cheating and misbehavior because of the teacher's poor instruction. Students' misconduct was found to be high in Lagos state secondary schools, according to Ali, Dada, Isiaka, and Salmon (2014). This was one of the variables that contributed to students' poor performance on external exams. Disruptive students can cause all students' classes to be disrupted, and disruptive students can waste even more learning time (Liu & Meyer, 2005; Adams, Lemaire & Prah, 2013). Discipline must therefore be always maintained because appropriate learning can only take place in a disciplined environment. To promote a quiet and conducive learning atmosphere, discipline must be maintained. According to Padilla (2012), effective discipline allows pupils to focus more since good attention allows them to master the skills supplied by teachers. However, when they engage in disruptive or deviant behavior, they obstruct the teaching and learning process. Disruptive students deny themselves and others the opportunity to fully benefit from academic education. Characteristics of students such as repeated lateness and truancy have an impact on their learning. When students are not in class, it is difficult for them to comprehend lessons and concepts. Students who engage in antisocial behavior are referred to as deviants.

2.5.2. Decrease in Teachers' Job Performance

According to the reviewed literature, a decrease in teachers' job performance is another effect of deviant behavior of teachers and learners on teaching and learning in schools. Teachers' inappropriate actions, such as selling products during school hours would cause the instructor to underperform in his or her teaching career. Managing deviant behavior in the classroom takes time for both the head teacher and the teachers. A deviant behavior case takes a long time to conclude depending on its nature. Cases might take months or even years to resolve in some cases. The legal actions may cost the school a lot of money during the resolution process (Lawrence & Vachon, 1995). The principal's connection with the teaching staff may be harmed if he or she makes poor

decisions while dealing with less serious deviant behavior instances (Lawrence & Vachon, 1995). The way a principal handles deviant behavior situations could have long-term consequences for teacher-student interactions.

2.5.3. Increase in Dropout Rate

Literature has also identified an increase in the dropout rate of learners as another effect of the deviant behavior of teachers and learners. Many students had their hopes of academic excellence dashed due to their uncontrolled habit of perpetrating unwholesome behaviour in the school. Thus, many of those students voluntarily drop out of school when they discovered that immoral behaviour is taking much of their time, and they are gradually becoming academically redundant and hopeless (Yaghambe & Tshabangu, 2013). Take, for example, how teachers' lateness affects students' academic performance which in turn contributes to failure and repetition as a result, many students drop out of school, and they become involved in cults, drug usage, and political operatives (Agi, 2016). Some of these students were expelled from the school due to their unmanageable desire for deviant behavior. High levels of dropouts can have adverse effects on the efficiency of operations in schools. Most of these students are usually products of broken homes, where there is instability, insecurity, and lack of affection and regularly subjected to one form of punishment or the other (Saikia, 2017).

2.5.4. Increase in Examination Malpractice

According to the literature, an increase in examination malpractice is another effect of the deviant behavior of teachers and learners on teaching and learning in schools. Students do not perform well because of the teachers' deviant activities like lateness and absenteeism, thus they rely on examination malpractice with the teachers and invigilators, where they pay their teachers to allow them (students) to copy from books during examinations (Padilla, 2012).

2.5.5. Fall in Moral Standards

Literature has also identified a fall in moral standards as another effect of the deviant behavior of teachers and learners. Students do not dedicate time to moral instructions given by teachers because of their deviant behavior. As a result, it has an impact on the pupils' moral standards. If Teachers, on the other hand, are not disciplined cannot give proper moral instructions to the students. Jeng (2011) claims that knowledge is useless without discipline. Only education combined with discipline can lead to success in life, as it is the only weapon available to combat poverty, harassment, challenges, violence, and discrimination in our society. A well-behaved and educated teacher or student contributes to the advancement of civilization. As a result, to acquire dignity and success, teachers and students must maintain discipline. Mbiti (2007) emphasizes that the modern system of discipline places a strong emphasis on teaching kids appropriate behavior and instilling in them a sense of responsibility.

2.5.6. Lack of Respect for Elders, Cultural Norms, and Values of the Society

A review of the literature has also identified a lack of respect for elders, cultural norms, and values of the society as another effect of the deviant behavior of teachers and learners. Teachers' aberrant acts lead to a lack of respect from children; unlike in the past, when teachers were revered as minor gods when a child misbehaved at home, the parents would denounce the child to the teacher. To be disciplined, students are now abusing and sometimes fighting their teachers (Komoni, 2015).

2.5.7. High Rate of Corruption

According to the reviewed literature, the high rate of corruption in society is another effect of the deviant behavior of teachers and learners. Students develop a bad attitude towards school and learning, as well as a high rate of corruption and the creation of low-quality students for higher education, which impedes national progress (Ng'oma and Simatwa, 2013). Students who do not perform well because of deviant behavior like lateness and absenteeism, rely on examination

malpractice with the teachers and invigilators, where they pay their teachers to allow them (students) to copy from books during examinations (Padilla, 2012). This corrupt practice is carried over to the community when these students finish school and it increases the rate of corruption in society.

2.5.8. Reducing the teaching time for teachers

Reviewed literature has also cited a reduction in the teaching time for teachers as another effect of deviant behavior of teachers and learners on teaching and learning. Teachers spend more time trying to control pupils than teaching them, which has an impact on teaching and learning (Agi, 2016). Disruptive students can cause all students' classes to be disrupted, and disruptive students can waste even more learning time (Liu & Meyer, 2005; Adams, Lemaire & Prah, 2013). Disruptive students deny themselves and others the opportunity to fully benefit from academic education. The researcher agrees with the reviewed literature on the effects of deviant behaviors, however, in the context of Malawi, the effects are not quite clear. The present study will help to clear this mist.

2.6. How Deviant Behaviors Can Be Minimized in Schools

In general, the literature indicates two strategies for reducing or eliminating deviant behavior in schools. These are the following: a conventional disciplinary scheme and a modern disciplinary scheme.

2.6.1. Traditional scheme of discipline

A review of the literature has cited the traditional scheme of discipline as one of the ways of minimizing deviant behavior in schools. To begin with, Mbiti (2007) explains that the conventional plan of discipline is built on the belief that the child was born naturally wicked. In other words, unless they were properly regulated by adults, either through harsh punishment or rewards, all

youngsters were naturally motivated to do evil (Mbiti, 2007). There are certain disadvantages to these two traditional elements. Mbiti (2007) claims that study evidence suggests that it is a barrier to learning. Physical punishment, for example, causes fear, anxiety, resentment, and even antipathy toward schooling in many youngsters, according to him. Some argue that punishment just suppresses or decreases bad behavior rather than eliminating it. Externally imposed discipline, according to Ozigi and Ocho (1981), is no discipline at all.

This practice is still used in most African schools, and despite receiving modern professional training, many African instructors still believe in using the cane or other physical punishments. Excessive physical punishment by teachers and administrators can result in lifelong bodily harm or even death. In an article titled “Who will teach teachers that caning pupils are wrong?” published in the Standard on October 14th, 2014, Njoroge lamented the overuse of corporal punishment in schools, citing an incident in which a student was brutally beaten after teachers discovered the name of her boyfriend scribbled on her hand. We must remind teachers that corporal punishment is against the law; it was outlawed in schools many years ago (Mbiti, 2007).

According to recent surveys, hard labor and corporal punishment are the norms in Kenyan schools. Physical punishment in the form of cutting grass, digging holes, cleaning floors and pavements, sweeping the paths, picking litter, and weeding flowers were common in schools, according to Mwaniki (2003) in his study, Management of students’ discipline in secondary schools, the case of Migwani Division, Mwingi District. There was also caning, warning, and threatening. In a similar vein, Mugambi (2005) discovered that manual labor, corporal punishment, and suspension were all widespread in school through his research.

2.6.2. Modern scheme of discipline

Literature has also cited the modern schemes of discipline as another way of minimizing deviant behavior in schools. However, in today's world, efforts should be directed toward the formation of an educated conscience as an integral element of a person's personality. A youngster whose informed conscience has grown obeys the voice of reason to do the right thing in every given scenario, not because the rules say so, but because the individual is certain it is the right thing to do, Mbiti (2007) adds. As a result, discipline is acquired. Padilla (2012) calls for preventive discipline in which processes that highlight rewarding good behavior rather than punishing bad behavior are preserved. Ozigi and Ocho (1981) claim that an intellectual rather than an emotional approach to the problem of deviant behavior is the most effective.

Approval of good behaviors, which are easily internalized as good habits, and condemnation of poor actions, which are easily abandoned as bad habits, receive a lot of attention. Positive and negative reinforcement both encourage good behavior while discouraging bad behavior. This provides a solid foundation for character development. Positive reinforcement, according to Mbiti (2007), should be fostered through words of encouragement, house-point awards, and unique privileges, among other things, to support the internalization of good character habits. Negative reinforcement in the form of detention after school hours, isolation from the group, payment of a fee, and loss of privileges deter undesirable behavior in a school or family setting.

From the modern perspective, much focus is placed on guiding the individual child to be responsible in choosing his or her judgments through the application of reason, because they would be able to make reasonable decisions if they had an educated conscience. The traditional design recommended heavy punishment, which the current scheme must avoid. The sub-sections below

present some of the methods that head teachers and teachers can effectively infuse and control discipline in schools, according to the current plan of discipline:

2.6.2.1. Guidance and counseling

According to the literature, guidance, and counseling are some of the modern schemes of discipline that can be employed to minimize deviant behavior in schools. Guidance, according to Mbiti (2007), is professional advice offered to someone to assist him to make educated decisions to adjust or cope with various obstacles in life. The goal of the guidance is to help people grow as self-directed individuals and to encourage personal development. According to Kochhar (2004), guidance does not seek to solve a person's problems for them; rather, it assists them in doing so. As a result, it's all about the person, not the problem. According to Babatunde (2016) it is a system of assistance provided to students and teachers so that they can understand and use their inner resources to set objectives, formulate plans, and solve their developmental difficulties.

Teaching at all levels of education is very important and there is certain unprofessional conduct displayed by the teacher in carrying out their duty that requires counseling intervention. A few of these include unpreparedness, absenteeism, using inappropriate teaching methods, etc. Unfortunately, most schools in which counselors are posted to work often ignore this aspect of the work of a counselor, and the teachers themselves may not be willing to undergo counseling with those whom they consider as their colleagues in the teaching profession. Therefore, it is very important counseling is given its prominent position within the school system to allow the total development of students as well as to correct some of these unhealthy behaviors of the teachers. School heads should refer such disciplinary cases to a trained counselor for individual or group counseling encounters, especially in a situation where teachers' behavioral disposition may affect the student's academic performance negatively. Since behaviour is a product of learning, it can also be unlearned to have proper functioning of the education system. It is therefore advocated that

teachers and students who are undisciplined or acting in a manner that is not expected of them should be made to undergo behaviour therapy (Chikwature et al. 2016).

2.6.2.2. School-based family units' program

Reviewed literature has also identified school-based family units programs as one of the modern schemes of discipline that can be employed to minimize deviant behavior in schools. The Ministry of Education in Kenya, for example, has implemented school-based family units in secondary schools. In schools, these units promote guidance and counseling. In this arrangement, a teacher would be responsible for a set number of children and would act as a parent to them (Wangai report, 2001). According to Kochhar (2004), the home is no longer capable of providing the child with the same level of care and assistance that it previously provided in the days when communities and families were more intimate. A listening ear in the shape of sympathetic older siblings, nice aunts, and grandparents who may be turned to is also becoming increasingly scarce. True, family life has changed dramatically, and as a result, children must rely on other institutions to gain key abilities. The school is one of these institutions, as it is the one institution outside of the home that has the biggest impact on children's development (Padilla, 2012). If well-programmed, school-based family units can help to reduce deviant behavior. In certain schools, family units are at work.

2.6.2.3. Life skills education intervention

According to the literature, the teaching of life skills in schools is also another way of a modern scheme of discipline that can be employed to minimize deviant behavior in schools. This is accomplished in the classroom during regular teaching or learning sessions. Discipline is learned, according to today's discipline scheme. It also advocates for the development of an informed conscience as an integral aspect of a person's personality. Students learn practices for positive behavior through life skills education, which goes a long way toward reaching this goal. Life skills education, according to K.I.E (2006), goes beyond imparting knowledge and information. Life

skills are abilities that enable an individual to develop adaptive and good behavior to deal effectively with the obstacles and demands of everyday life, according to K.I.E (2006). Interpersonal skills, decision-making skills, knowledge, and living with others are among the abilities taught to students.

2.6.2.4. The school recreation program as a discipline tool

Reviewed literature has also considered school recreation programs as a modern discipline tool that can be employed to minimize deviant behavior in schools. The school recreation program can be an effective technique for reducing deviant conduct in students. To channel their negative energy into constructive and productive behavior, students must participate actively in co-curricular activities (Chan 2010). Search and rescue operations go a great way toward reducing tension that could otherwise result in unwelcome occurrences (Mbiti, 2007). Indeed, one of the causes of the strikes, according to a paper on the Causes, Effects, and Remedies of Deviant Behavior in Secondary Schools, is a lack of leisure programs in schools. As a result, every school should implement a rigorous recreation program and encourage all kids to participate (Chan 2010).

2.6.2.5. Students' involvement in discipline enforcement

Lastly, the literature has also cited the involvement of students in enforcing discipline as one of the modern ways of minimizing deviant behavior in schools. According to Waweru (2008), school discipline cannot be achieved without the participation of students. As a result, school prefects must be appointed. The administration should select the most appropriate method for appointing prefects, one that will be approved by the entire school community. When appointing student leaders, school administrators should take an inclusive approach. Academically above average, honest, fair, responsible, obedient, firm, and persistent pupils should be chosen for this post. They should also participate in extracurricular activities and show leadership potential. Following the dissemination of rules, fair and consistent enforcement aids in maintaining students' respect for the

school's disciplinary system. When fewer people oversee enforcement, there will be more consistency. Giving children the opportunity to tell their side of the story and developing an appeals mechanism can improve students' and parents' sense of fairness.

2.7. Strategies For Promoting Teachers' Proper Conduct

In the literature, several ways for fostering proper teacher conduct have been proposed. This section will discuss in detail some of the strategies that can be used to promote the proper conduct of teachers in schools. In South Africa, instructor supervision, providing an opportunity for staff introduction and growth, and rewarding good performance are some of the techniques that are used to promote adherence to proper teachers' conduct (Mkhize, 2000). In contrast, according to Ngcongco (1996), as quoted in Mkhize (2000), a lot of African instructors see monitoring and inspection as judgmental exercises in which they feel worried and unpleasant when they are examined or judged wrong or right. Misbehaving teachers may be reprimanded by the school head or higher authorities in some situations, for instance, Mulkeen (2010) observed that in Uganda, offending teachers received a warning from the head teacher. In some instances, teacher dismissal has been used (Musaazi,1982), however, this should only be used as a last resort. On the other hand, Musaazi (1982) argued that it is the head teacher's responsibility to remind teachers of acceptable work standards to prevent deviant behavior in the classroom. Additionally, while attending to their professional obligations, teachers may be signing an oath of allegiance to the Teachers' Code of Conduct.

Another strategy that has been used to promote adherence to the code of conduct is through transferring the concerned teacher (Mulkeen, 2010). However, this is not the best strategy as transfers simply mean transferring the problem from one school to another. Rather than

recommending a prospective transfer, a root cause analysis should be used to remedy the problem. Before the recruitment of teachers, mandatory criminal checks on teachers may help to alleviate the problem of recruiting immoral and unethical instructors using crime reports (Mkhize, 2000). Norris (1994), as referenced by Mkhize (2000), agrees that teacher recruitment should be prioritized through screening processes that measure candidates' values and educational principles. A commissioned report on sexual misconduct in the workplace, on the other hand, while different measures are used to control teacher misconduct, one essential area that leaders must address is staff or professional development (Dufour & Berkey, 1995; Mkhize; 2000; Olatunbosun, 2009).

This viewpoint is like that of Knoll (2010), who believes that frequent training and in-service programs should be implemented to educate staff, parents, and children on undesirable school behaviors. Even though in-service training can help employees gain desirable skills, failing to involve them in decision-making can lead to frustration. A study in Iran by Nakhie et al (2011) indicated that boosting employees' attention to the organization's objective and involvement in decision-making enhances proper conduct. They concluded that such tactics promote a sense of accountability. The present study would want to gain firsthand information from the school managers on the strategies they used to make sure that teachers stick to the teachers' professional codes of conduct.

2.8. Summary

In summary, a review of the literature has highlighted what other researchers have found on the forms, causes, and solutions to deviant behaviors. However, none of the reviewed literature is from Malawi. This suggests that little has been done in Malawi on this topic. The next chapter discusses the methodology that was used or employed in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The previous chapter discussed the literature reviewed, this section gives the methodology that was followed in conducting this study. It includes the description of the case study design and the qualitative research methodology. This is followed by the location and population in the study, the sample and sampling procedures that were used, data generation methods, data analysis procedures, as well as issues to do with trustworthiness, and ethical considerations that was followed.

3.2. Research Paradigm

The current study is based on an interpretive research paradigm because the interpretive paradigm enables the researcher to comprehend the causes of deviant behaviors among students and teachers and their effects on teaching and learning. Understanding the situation will aid in finding a long-term solution to the problem (Cohen et al., 2011).

Interpretivism or the qualitative approach assumes that the meaning of experiences and events is constructed by individuals, and therefore, people construct the realities in which they participate (Cresswell, 2007) Implicit in this issue, are issues of multiple realities and subjectivity. Consequently, there is no one truth. Given the subjective nature of social reality, it is not the intention of the interpretivism paradigm to generalize the findings as it is in the positivist tradition. Interpretivism researchers, therefore, attempt to gain an empathetic understanding of how people feel inside, seeking to interpret individuals' everyday experiences, deeper meanings and feelings, and personal reasons for their behaviors. However, interpretivism has been criticized because it tends to exemplify a common belief that it can provide a deeper and more meaningful

understanding of social phenomena than that which is obtained from scientific data (Cohen et al., 2011). Similarly, because of the subjective nature of the interpretivism tradition, there is every tendency that contradictory and inconsistent explanations are or would be advanced to explain social phenomena.

The present study on “Deviant Behavior Among Students and Teachers and Its Effects on Learning” falls within the interpretative research tradition because the interpretative paradigm allows the researcher to understand reasons for students’ and teachers’ deviant behavior. Understanding the same will assist in finding an everlasting solution to the vice (Cohen et al., 2011).

3.3. Research design

A research design is determined by the nature of the research problem, not the other way round (Trochim, 2006). The current study employed a case study design. A case study, according to Yin (2003), is an empirical investigation into a current phenomenon in depth and about its living environment, especially when the borders between phenomenon and context are unclear. Specifically, the study employed an exploratory case study for three reasons: First and foremost, the "what" questions are appropriate for the exploratory case study. Second, the research questions are focused on the reasons for deviant behaviors among Malawian teachers and students, indicating that an exploratory case study is a good choice. Finally, an exploratory case study allows for the gathering and analysis of different sources of data, such as interviews and document analysis in this case.

Yin (2003) gives some strengths and weaknesses of a case study design in qualitative research. To start with strengths: first, the case study approach is a good choice to deal with the research

problems which have a limited period of fieldwork while collecting data from a small sample. Second, it also helps to explain the complexities of real-life situations which may not be captured through experimental or survey quantitative research. Moreover, the case study design allows the researcher to gain an in-depth understanding of rich, detailed, and in-depth data while retaining a holistic and meaningful account of the subject under study. Similarly, the case study approach can embrace and build in unanticipated events and uncontrolled variables. However, there are some critiques of the use of case studies in educational research. First, a case study provides very little basis for scientific generalization since it uses a small number of participants, some conducted with only one participant. Second, the case study approach is often labeled as being too long, difficult to conduct and producing a massive amount of documentation. Additionally, it is a form of biasness. This bias can be for the subject or participant, the form of data collection, or the way the data is interpreted. Similarly, the case study approach is highly labor-intensive and requires highly developed language skills to identify constructs, themes, and patterns in verbal data and to write a report that brings the case alive for the reader. Lastly, case study results are not easily open to cross-checking, hence they may be selective, biased, personal, and subjective.

3.4. Research Methodology

The study employed qualitative research methods. Qualitative research, according to Creswell (2003), is a method of inquiry that may be used to investigate and comprehend a primary phenomenon. The reasons for deviant behavior among secondary school teachers and students were the focus of this study. The following were some of the reasons why the qualitative research approach was used for this study: first and foremost, the study looked at the many types and reasons for deviant behavior among teachers and students in schools, as well as the consequences of such behavior on teaching and learning. Participants were invited to consider their responsibilities and experiences in managing deviant behaviors. Second, the study questioned school administrators to

explain their experiences and responsibilities in regulating deviant behavior among teachers and students in schools.

3.5. Location and Population

The research was carried out in the Northern Education Division, namely in the Education Clusters of Nkhata-bay and Rumphi Districts. These clusters were chosen because they have a history of deviant behavior (Ngwira, 2013; Malawi news, 2020). In each cluster, two public secondary schools were chosen to participate in the study. All head teachers, deputy head teachers, Parents Teachers Association or School Management Committee representatives, the Northern Education Division Human Resources Officer, and all heads of departments of the sampled schools were targeted in the study.

3.6. Sample and Sampling strategy

Because a single research study cannot study everyone everywhere doing everything, sampling was, therefore, necessary. However, when selecting a sample, several factors need to be taken into consideration. For instance, Cohen et al. (2011) argue that the main factor to consider when choosing a sample for the research study is to decide what would be manageable as well as representative to answer the research questions. In addition, in this study, the accessibility of the secondary schools within the sample and time frame, as well as the availability of resources in relation to time and effort, was also considered.

The targeted sample population of this study was 25 respondents. The respondents comprised 4 head teachers, 6 deputy head teachers, 4 Parents Teachers Association or School Management Committee representatives, 1 Northern Education Division Human Resource Officer and 12 heads of departments. All participants and Two schools from each education cluster were purposively

selected. Purposive sampling was used because the researcher wanted to obtain the richest possible source of information from which the most could be learned (Harmuth, 2012).

3.7. Data collection procedure

Two methods of data generation were utilized in this study which included semi-structured interviews, and document analysis. These methods were chosen with the assumption that they were likely to yield a great deal of data about the causes of deviant behaviors in schools. The use of different methods of data collection also enabled the development of multiple understandings and validation of the information on the issue at hand.

3.7.1. Interviews

In this study, a few interview guiding questions were prepared (see appendices I, II, and III). The interviews significantly involved open-ended questions about the listed below topics. Firstly, what are the school manager's experiences of teachers' and students' deviant behaviors in schools? Secondly, what are the current causes of deviant behavior among students and teachers in schools? Thirdly, what are the effects of deviant behavior on teaching and learning in secondary schools? And fourthly, how can the problem of deviant behavior be minimized to improve the quality of teaching and learning? The interview questions were prepared in English because the participants' official language of communication used in the workplace is English. But Chichewa and Tumbuka were also used for further clarification and explanations. During the interview sessions, notes and audio records were taken. Later, notes and audio recordings were transcribed.

3.7.2. Document Analysis

This method was used to validate data received from the participants (Maree, 2007). The documents analyzed included; teacher and students' discipline files, students' punishment books staff minutes, and log books using document analysis guide (see appendix IV). These helped to cross-check teacher and student deviant behaviors in the schools which might have been discussed

during meetings or reported to the Northern Education Division Manager. Additionally, this method provided an insight into the variety of ways in which cases of teacher and student deviant behaviors are defined in the different secondary schools within the same geographical location.

3.8. Pilot Study

The data collection tools of this study were piloted at one non-participating secondary school within the study area. Conducting the pilot in the same study area provided a similar environment to the targeted schools. In addition, piloting provided a good opportunity for the researcher to identify any weakness in the interview guiding questions; as such it allowed the researcher to modify the interview guiding questions accordingly before using them in the main study.

3.9. Data analysis procedures

The data were analyzed using thematic content analysis. Themes, patterns, and codes were given based on the study's research questions. Depending on the research questions, important themes from the data, and the researcher's experiences, deductive analysis was used. The following are the stages that were taken in the analysis based on Creswell's (2003) model:

Step 1: Organization and preparation of raw data. The raw data was transcribed, typed, and sorted into different groups depending on the source of information. For example, transcribing interviews or document analysis.

Step 2: Read through all the data to gain a general sense of the ideas that the participants were expressing.

Step 3: Begin a detailed analysis with a coding process. In this study, prior codes were used and these were directly developed in line with the research questions.

Step 4: Provide a detailed description of the setting using the coding process. Here detailed information on what the participants said in relation to the codes was described. The codes were then put into categories or themes that appear as major headings in the findings.

Step 5: Interpretation of the data. This is the final step, which involves interpreting the raw data and making it meaningful. This involved using the researcher's own experience and comparing the findings with the available literature, previous research and suggestions for further inquiry.

3.10. Trustworthiness and Credibility of Research Findings

Trustworthiness is the verification that the information presented in the report is accurate and true (Creswell, 2003). A study's trustworthiness is increased when data analysis and conclusions are triangulated, and the subjects' perceptions are verified in a systematic manner (Gall, Borg, and Gall, 1996). To achieve trustworthiness and credibility the following was used:

- (a) Direct quotations were used to retain the voice of the respondents (Kawawa, 2004). Similarly, the interview guide was checked by the supervisor before data collection.
- (b) Triangulation: This is the use of multiple data collection methods, sources, and analysts, to establish the validity of findings. This study achieved this by making use of several methods of collecting data such as interviews, document analysis, and a wide range of informants answering similar questions was used. This was done to cross-check irregularities and inconsistencies within the data.
- (c) Member Checking: Mertens (2005) states that this is the most important criterion in establishing credibility. After transcription, interview notes were given to respondents to see if the notes reflect what they said. The recordings were also listened to many times to capture what the respondents said. Moreover, the researcher was neat and pleasant in character to control the effects of personal reactivity (Mgomezulu, 2007).
- (d) Piloting the Instruments: This consists of checking whether the findings obtained would be the

same when different people use the same measures of data collection in a similar context (De Vos, 2001). To achieve this, the researcher conducted a pilot study to identify weaknesses in the instruments and was modified.

The limitation of this study is that the results may not be appropriate to make generalizations because they involved a small sample. However, the results from the study can be used to inform practices on how headteachers handle teachers' and students' deviant behaviors in similar settings.

3.11. Ethical Considerations

When doing research with human beings, ethics ensures that no one is hurt because of the study. The major principles of ethical conduct, according to Fritz (2009), are that the researcher should not psychologically harm participants, that participants' privacy and anonymity must be protected, that information must be kept confidential, that participants' informed consent must be obtained, that inappropriate behavior must be avoided, and that data must be interpreted honestly without distortion. All these considerations were considered. Consent to be interviewed, the confidentiality of the information supplied, and the informants' ability to cancel the interview or conversation if it was unfavorable to their interests were some of the important factors considered while protecting informants. Mzuzu University's Department of Education and Teaching Studies, as well as the Northern Education Division (NED), provided their permission (see appendix V and VI). An informed consent form was included in my instruments, which was read and explained to all participants (see appendix VII) and got a permission from MZUNIREC (see appendix VIII)

3.12. Summary

The design and methodology of the study were explained in this section. To investigate the topics under examination, a qualitative case study was performed. The research included four public secondary schools. Interviews and document analysis were used to collect data. Thematic analysis was used to thoroughly analyze the data.

CHAPTER FOUR

RESEARCH FINDINGS

4.1. Introduction

This study aimed to explore the perceptions of school managers on the current causes and effects of deviant behaviors on teaching and learning and the strategies in place to minimize deviant behaviors among teachers and students in four selected secondary schools in Malawi. Two of the schools were from Nkhata-bay Education District and the other two were from Rumphi Education District. These secondary schools were given pseudonyms A, B, C, and D. The study was guided by the following four research questions: Firstly, what are the school manager's experiences of teachers' and students' deviant behaviors in schools? Secondly, what are the current causes of deviant behavior among students and teachers in secondary schools? Thirdly, what are the effects of deviant behavior on teaching and learning in secondary schools? And finally, how can the problem of deviant behavior be minimized to improve the quality of teaching and learning? This chapter, therefore, presents the findings of the study, starting with the description of the research sites and the participants of the study.

4.2. Description of the research sites

The study was conducted in four secondary schools described in detail below: -

4.2.1. Secondary school A.

Location

The school is located to the southeast of Nkhata-bay District and is in the Northern Education Division (NED) in the Northern Region of Malawi.

A brief history of the school

The school was opened in 1982, as Distance Education Centre offering a Junior Certificate of Education only then. It was funded by the Malawi government to erect its two-classroom block. The school operates as a two-stream day secondary school for both girls and boys.

School Enrollment and Staffing

By the time of the research, the school had 374 students of which 216 were boys and 158 were girls. It had 13 teachers a total of which 8 were males including the head teacher and 5 were females. Most of the teachers had Bachelor's Degrees except two who had diplomas in education.

School Environment

The school appears to have a very good environment in the sense that there was good cooperation among students, teachers, and the community as observed from the staff meeting minutes and from what the Parents Teachers Association representative said. The relationship between academic staff and support staff was also cordial as teachers were observed sharing stories and laughing on the top of their voices in the staffroom and some were seen assisting or consulting each other on how to approach certain difficult topics in their areas of specialty.

Vision Statement of the school: To develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential in a changing world.

Mission statement of the school: To holistically develop young people to act on their beliefs through the engagement of teachers, community members, and other stakeholders in a learning environment that is safe, orderly, caring, and supportive to escape the bonds of poverty.

Moto: Educating students for success in a changing world

Core values: The core values of the school are Transparency, Accountability, Professionalism, Efficiency, Equity, Integrity, and dignity.

4.2.2. Secondary school B

Location

The school is situated to the south east of Nkhata-bay District and is in the Northern Education Division (NED) in the Northern Region of Malawi

Brief history of the school

The school is a two-stream single-shift boarding secondary school for both girls and boys. Its feeder schools include all the primary schools in Nkhata-bay district.

Environment

The environment was conducive for teaching and learning because it is located 7 kilometers away from the trading center and the school is surrounded by several trees that provide shelter during the summer season. This creates a conducive environment for the teaching and learning process by providing a shed that can permit students' discussions outside the classroom. The school appeared to be very relaxed in the sense that there is good cooperation among students, teachers, and the community. The relationship between academic staff and support staff is also cordial such that the researcher did not struggle to get the information that was needed.

School Enrollment and Staffing

In terms of enrollment, at the time of data collection, the school was hosting 400 students, of whom 200 were boys and 200 were girls. The school had a total number of 18 teachers most of whom were holding Bachelors' degrees and a few had diplomas in Education. Of these teachers, 15 were males including the head teacher and 3 were females.

Vision Statement of the school: To be a world-class, Malawian learning community-building leader for their time.

Mission Statement of the school: To provide relevant, high-quality education in a safe supportive environment that promotes self-discipline, motivation, and excellence in learning.

The school's Motto: Hardworking spirit is a key to success

The school's Core Values: Quality success in an efficient, effective, and firm manner

4.2.3. Secondary school C

Location

The school is found in Rumphi District in the Northern region of Malawi under the Northern Education Division.

Brief History of the School

The school is a District Day secondary school for both boys and girls, it operates as a single-shift secondary school with three streams.

School Enrollment and Staffing

At the time of the research, the school had 16 teachers of which five were ladies and eleven were men including the head teacher. The total enrollment of students for the school was 523 comprising 235 boys and 288 girls. The number of girls was higher because of the hostel facilities that the school has.

Environment

The environment was unfriendly in several ways including the fact that school managers were divided in the way they conduct their daily routines. Some managers were reluctant to provide information to the researcher despite that the head had asked them to do so. The researcher had to struggle to conduct the interviews. On the part of discipline, the school needs to come up with some stiff measures to improve the general discipline of the students and the teachers as there was a lot of recorded deviant behavior as explained by the head and also observed from the log book

and the punishment book. This gave the researcher the impression that there was a sour relationship, no cooperation, and no teamwork spirit among members of the staff.

School Vision: To have a peaceful, productive, and orderly environment that helps in promoting the academic, social, and developmental needs of our students.

Mission Statement: We strive to prepare our students in becoming lifelong learners, equipping them with relevant knowledge and skills that will help them survive in the highly competitive world of today.

Motto: Together we can transform

Core values: The core values of the school are: Hard work, Self-discipline, Honesty, Critical thinking, Fairness, and Empathy

4.2.4. Secondary School D

Location

The school is in Rumphi District in the Northern Regional of Malawi under Northern Education Division.

Brief History of the school

The school is a boarding secondary school for both boys and girls, it operates as a single-shift secondary school with three streams.

School Enrollment and Staffing

In terms of enrollment, during the time of data collection, the school was hosting 643 students, of whom 386 were boys and 257 were girls. The school had a total number of 29 teachers most of whom were holding Bachelors' degrees and a few had diplomas in Education. Of these teachers, 19 were males including the head teacher and 10 were females.

Environment

The school had excellent management as observed in the way teachers were organized. There was cooperation among staff members that helped the researcher to feel most welcomed at the time of data collection. The school also had students that were well disciplined in all sectors of human faculties. They were properly dressed, good time keeping and well mannered. In short students and teachers at this school were presentable. This facilitated the smooth running of the process of data collection.

School's Vision: To be the center of academic excellence and sound character building

School's Mission Statement: To prepare productive and morally upright citizens through the provision of quality and relevant education as well as through the enforcement of school rules and regulations.

Motto: Forward ever, backward never

School's Core Values: The core values of the school are: Discipline, Trustworthiness and Hard work.

4.3. Description of Research Participants

The study involved twenty-six participants who were given the anonymous identities as 1 to 26, while the secondary schools involved in the study were given pseudonyms A to D. The details of the participants are presented in the sub-sections below

4.3.1. Demographic information of the school managers

Various demographic characteristics of respondents were investigated because of their bearing on teacher and student behaviour and conduct (Chanika, 2003). The study reveals variations in terms of gender, qualifications, age, and teaching experience for both head teachers and heads of

departments from the selected public secondary schools in Nkhata-bay and Rumphi Districts in Malawi. The demographic information of participants involved in the study is presented in the sub-sections below:

4.3.1.1. Gender of the Participants

A total of twenty-six participants were sampled for the interviews. Out of 26, 17 were males whilst 9 were females. These findings are indicative of the probability that there may be more male school managers than female ones in secondary schools. Such a scenario may have a negative impact on the education of female students in the sense that they may lack role models in management positions to inspire them. Likely, more female students could be easily motivated by the existence of more female school managers. The findings of the gender of the participants are summarized in figure 4.1. below.

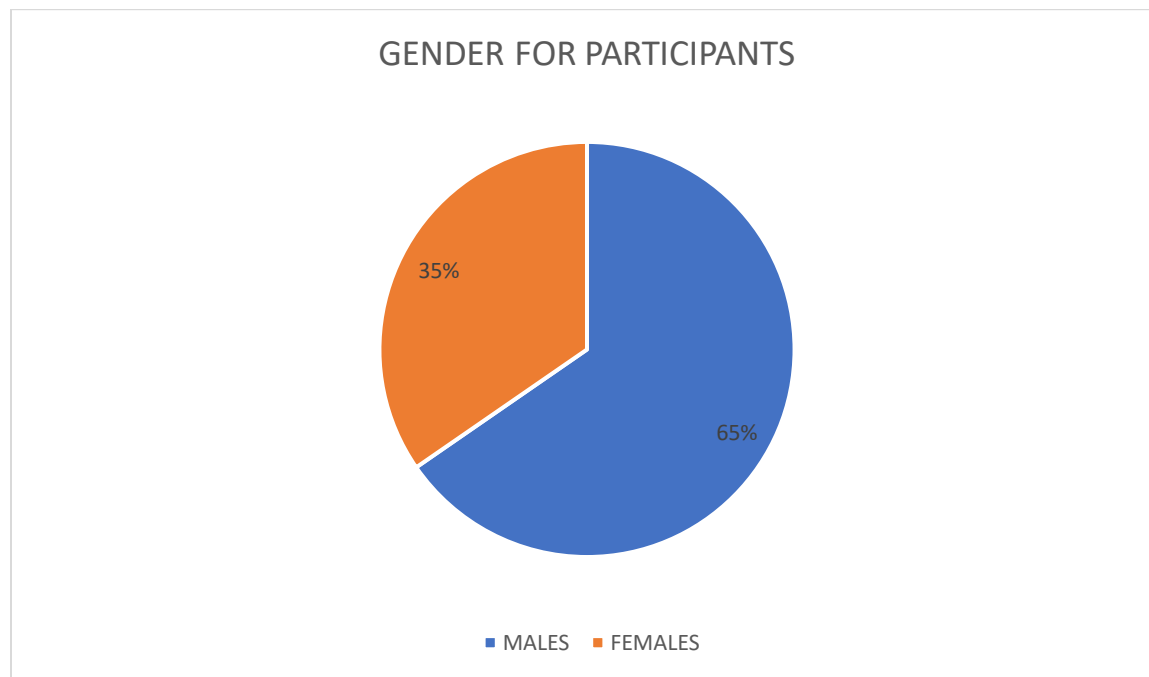


Figure 4.1: Pie – Chart summarizing Gender of the Participants in percentage.

4.3.1.2. Age of Participants

All school managers were above 25 years. 14 of the managers' ages ranged from 31 to 40 and 11 of the school managers were above 41 years old. This means that most of the school managers involved in the study were mature enough which implies better understanding of the school system in terms of rules and regulations and this gave them a relatively better understanding of the expected conduct of teachers and students. Below is table 4.1 summarizing the ages of school managers involved in the study.

Table 4.1. Summary of school managers ages

Age range	Number of participants	Percentage
20 – 25 years	0	0%
26 – 30 years	1	3.8%
31-35 years	4	15.4%
36-40 years	10	38.5%
41 years and above	11	42.3%
Total	26	100%

The fact that most of the participants involved in the study were cognitively mature as presented in the table above gave them a relatively better understanding of the expected conduct of teachers and students.

4.3.1.3. Participants' Academic Qualification

The participants' academic qualification ranged from Bachelor's degree as their minimum academic qualification to a Master's Degree as their maximum academic qualification. For example, out of twenty-one participants (Headteachers, Deputy Head Teachers and Heads of Departments), twenty had Bachelor's degree and one had a Master's degree. Data on school

managers' qualifications revealed that school managers (Headteachers, Deputy Head Teachers and Heads of Departments) were well educated academically thereby increasing the chances of apparently being more knowledgeable on both teachers' and students' deviant behavior.

The findings of the Participants' Academic Qualifications are summarized in figure 4.2. below.

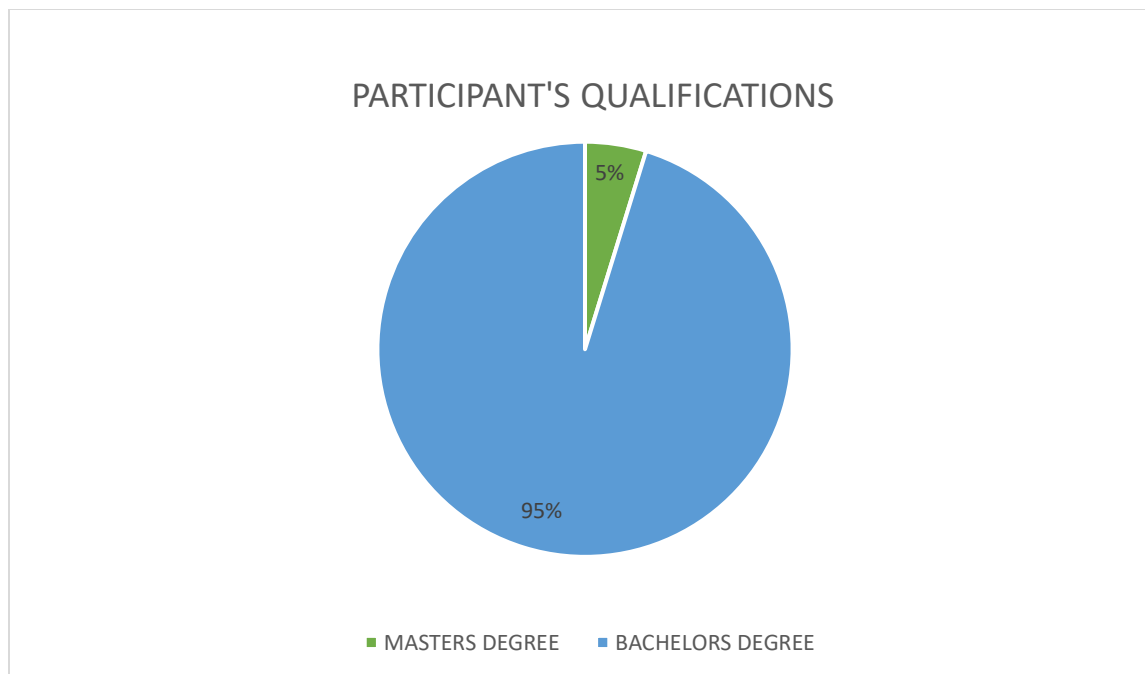


Figure 4.2: Pie – Chart summarizing Participants' Academic Qualifications in percentage.

4.3.1.4. School Managers' professional experience

The study was also interested in finding out the experience that school managers who were involved in the study had. The data shows that 1 out of the 26 participants had been in the teaching profession for 5 years, 3 out of the 26 participants had taught for 6 to 10 years, 6 out of the 26 participants taught for 11 years to 15 years, while 5 out of the 26 participants had been teaching for 16 years to 20 years and 6 out of the 26 participants had been teaching for over 20 years. The participants' teaching experience is summarized in table 4.2.

Table 4.2: School Managers' professional experience

Teaching Experience	Number of Respondents	Percentage
1 – 5 Years	1	4.7
6 – 10 years	3	14.3
11 – 15 years	6	28.6
16-20 years above	5	23.8
21 years and above	6	28.6
Total	21	100

The table above shows that the majority of school managers involved in the study had long experience in the profession. This shows that the majority of the school managers have spent many years in the teaching profession and may be well conversant with teachers' code of conduct and rules and regulations for students. The experience levels of the school managers may enhance discipline among teachers and students because teachers and students tend to respect older and more experienced heads as opposed to beginners and experience could give them a relatively better understanding of the expected conduct of teachers and students. The majority of these school managers ideally could even act as mentors to the less experienced teachers as well.

4.4. Findings

The study set out to investigate the causes of deviant behaviors among teachers and learners and their effects on teaching and learning in public secondary schools in Malawi. The study had the following four research sub-questions: Firstly, what are the school manager's experiences of teachers' and students' deviant behaviors in schools? Secondly, what are the current causes of

deviant behavior among students and teachers in secondary schools? Thirdly, what are the effects of deviant behavior on teaching and learning in secondary schools? And finally, how can the problem of deviant behavior be minimized to improve the quality of teaching and learning? The findings on these research questions have been presented in the sub-sections below.

4.4.1 School manager's experiences with teachers and students' deviant behaviors in schools

The first question sought to establish the forms of deviant behaviors among teachers and students in public secondary schools. Results from the interviews triangulated with document analysis revealed lateness to school, absenteeism, truancy, examination malpractice, noisemaking, fighting, stealing, improper dressing, vandalism of school properties, theft of school property, use of mobile phones in school, drunkenness, sexual abuse, abusive language, drug abuse, insubordination, sneaking out of school, violent acts and bullying as the most prevalent deviant behaviors among teachers and students. These types of deviant behaviors were common in all four selected schools, with lateness, absenteeism, and truancy being the most frequently committed offenses, as evidenced by punishment books and logbooks.

For example, one participant remarked that:

“Truancy, absenteeism and late coming are major problems that affect the ethical conduct of the majority of teachers and students in this school. They dedicate most of their time to doing their things” (Participant 5 of school A).

Similarly, another participant said:

“Teachers in this school, spend few hours doing their duties at school and use the rest of their time in private businesses” (Participant 21 of school D).

“Some of our students are frequently seen in town during class time instead of being in class others come to school while drunk and this is very bad for their education”

(Participant 8 of school B).

Headteachers in 3 of the schools indicated that some teachers lack lesson notes, and others fail even to mark students’ exercise books and tests, as indicated by a participant:

“Teachers here, when you don’t monitor them, they do not prepare for classes and they relax, they go to class without lesson notes, sometimes they do not mark students’ exercise books and end of term tests” (Participant 19 of school D).

These findings from the interviews were validated with school logbooks, student punishment books, and staff minutes files. Some of these forms of deviant behaviors were investigated and the sub-section below presents the findings.

4.4.1.1. Forms of deviant behaviors

The findings have identified several types of deviant behavior, below are some of the forms of deviant behavior explained in detail.

(a) Absenteeism

Unauthorized absenteeism was common among both teachers and students in the selected public secondary schools. All the four selected schools mentioned absenteeism as being one of the types of deviant behavior that negatively affect the smooth running of the schools. These findings agree with data from the head teachers in which they indicated that unauthorized absenteeism was common in their schools. One head teacher from a day secondary school stated:

“At this school, it is very rare to see a student or even some teachers reporting to school for all the five days in a week, they may come to school three or four days out of the five

days in a week. The reason behind the absenteeism is that they go fishing in the lake or they attend pre-wedding meetings” (Participant 1 of school A).

Analysis of staff minutes also showed that absenteeism was among the common items for discussion during meetings in the selected secondary schools. Some of the reasons for absenteeism as indicated in the log books included: attending wedding preparations, tobacco sales and participating in Non-Governmental Organizations’ surveys. However, according to the Teachers’ Code of Conduct for Malawi, a teacher shall be guilty of misconduct and warrant suspension or disqualification if they absent themselves from duty without just cause.

(b) Late coming

All the respondents in all the four selected schools indicated that late coming was also the most common case of deviant behavior in their schools. The head teachers were of the view that some teachers were reporting for duties late most of the time. One of the head teachers commented:

“Many teachers and students here report late and are frequently warned, some students miss the first one or two periods because of late coming. Teachers come around 10 am especially when they are not teaching first or second periods. For teachers this is a misconduct and they are aware about it” (Participant 14 of school C).

Incidentally, one of the log books indicated that a deputy head teacher was warned for a third time for reporting late, a conduct that might be emulated by other teachers according to the social learning theory. According to the Teachers’ Code of Conduct for Malawi (2007, p12), teachers must be punctual when reporting for their duties. These findings implied that despite teachers being aware and knowledgeable about the Teachers’ Code of Conduct, they consciously committed this misconduct.

(c) Teacher-pupil sexual relationships

The results from the log book showed that another case of teachers' and students' deviant behavior recorded was the teacher-pupil sexual relationship. One participant indicated that teachers-pupil sexual relationships deviant behavior was second to absenteeism. Data from the school managers indicated that 20 out of 26 respondents, agreed that some teachers had sexual relationships with pupils in the school. However, they were quick to point out that such cases lacked evidence. In support of the findings, a participant revealed that such cases were common in the public secondary schools in the division. For instance, he reported that six cases of such immoral behaviour had occurred in the month of May 2020 alone. The Teachers' Code of Conduct for Malawi holds a teacher guilty of misconduct if they behave immorally with any learner under their charge (Malawi Teachers' Code of Conduct, 2007, p 28). According to the Teachers' Code of Conduct, the misconduct warrants suspension or disqualification. These findings, therefore, reveal that some schools experienced teacher-pupil sexual relationships despite the majority of teachers being aware and knowledgeable of the Teachers' Code of Conduct.

(d) Poor grooming

Although official records from the Northern Education Division did not indicate poor grooming, in terms of dressing, which violates the code of ethics for teachers, analysis of the school log books indicated that there was poor dressing among some teachers in the selected public secondary schools. This was in line with observations made by some school managers in which 17 out of 26 respondents indicated that dressing among some teachers was not professional. For example, one head teacher complained that:

“Dressing is a problem especially for new teachers. It’s the dressing that is a little bit of college extension life that is spreading in the system” They don’t tuck in shirts or put on a neck tie” (Participant 21 of school D).

One of the log books indicated that a head of department was warned several times for putting on a cap during working hours. Since leaders act as role models, such poor dressing of the head of department might promote teachers' deviant behavior through the modelling processes. Although deviant behavior was not common in all the selected schools, poor dressing may have negative implications on the teacher and the teaching profession.

(e) Insubordination

Logbook analysis also revealed that some schools 2 out of 4 schools involved in this study had experienced insubordination among teachers. This was consistent with interview results in which school managers indicated that some teachers displayed insubordination. The Teachers' Code of Conduct for Malawi (2007, p 28) stipulates that "insubordination by word or conduct warrants suspension or disqualification". Some of the log books indicated that some teachers refused to teach some subjects and supervise students during their studies. One of the school managers also indicated:

"Teachers here refuse to supervise extra-curricular activities because there is no financial benefit or allowance for doing so. Sometimes teachers openly defy the authority because of personal reasons" (Participant 7 of school B).

Although these were isolated cases, insubordination by any member of staff may result in poor cooperation between and among teachers and head teachers.

(f) Drunkenness

According to the records indicated in the log books, drunkenness was another isolated case of teacher misconduct in the selected public secondary schools. One of the head teachers also confirmed that some teachers in the school used to drink during normal working hours. Conversely, interviews revealed that such cases were common previously only that there was an improvement. However, a respondent commented:

“Some teachers here do drink with students, which is against the code of conduct.”

(Participant 14 of school C).

In the log book, it was reported that some parents had seen a male teacher drinking during normal working hours. According to the Teachers’ Code of Conduct for Malawi (p28), a teacher may be suspended or disqualified for drinking liquor during normal working hours. Although the cases may be isolated, heavy drinking leads one not to be able to perform to the best of the required abilities as it affects one’s punctuality and level of preparedness for school.

(g) Failure to update records

Although records in the log book did not show failure to update records as a case of deviant behavior, interview results with the school managers revealed that some teachers failed to update their records due to negligence. According to the Teachers’ Code of Conduct for Malawi (2007, p 12), a teacher shall display professionalism by keeping up-to-date relevant school records for which they are responsible. However, sanctions for such misconduct were missing in the Teachers’ Code of Conduct for Malawi. One of the log books indicated that a head of department had been warned for not updating records. Incidentally, the study established that one of the schemes and records of work checklists indicated that three out of seventeen teachers had their schemes not updated. These findings suggest that some teachers in the selected secondary schools did not update their records regularly. Failure to update records may negatively impact the teaching and learning process since records provide vital information on which decisions are made.

From the above findings, it is evident that cases of teachers’ and students’ deviant behaviors were rampant in schools and were varied in nature and extent. However, from the voices of the school managers, it is perhaps important to conclude that the most common cases of teachers’ and

students' deviant behavior in the selected public secondary schools were unauthorized absenteeism and late coming.

4.4.2 Causes of Teachers' deviant behavior in secondary Schools

The second research question which was: what the current causes of deviant behavior among students and teachers in secondary schools are, was used to explore the possible causes of teachers' deviant behaviors in schools. Data for this research question was collected using interviews. The following causes emerged during the interviews:

4.4.2.1. Low salaries

The main contributors to teachers' unruly behavior were allegedly their low income and low pay. Regardless of where their schools were located, the majority of school administrators, 23 out of 26 participants, thought that teachers who received low pay and have other financial hardships were more likely to engage in risky behavior. One Parents Teachers Association representative said,

“Due to poor salaries, teachers are forced to engage in private activities to supplement their income. For example, in rural locations teachers have plots of land to attend to, and some keep livestock such as pigs, cattle, and goats” (Participant 18 of school C).

Similarly, teachers may find it challenging to avoid working two jobs to make ends meet due to their low pay. As the headteacher of one school lamented:

“I feel like most teachers lose interest in the profession due to low compensation. One of my teachers was caught stealing bags of cement just to make ends meet. He was caught by the Parents Teachers Association's chairperson and the School Management Committee's vice chair chairperson when he went to sell the cement. I could not report the issue to the division for fear of losing the teacher” (Participant 7 of school B).

These results suggested that poor income was a factor in cases of deviant behavior among teachers. This indicates that teachers in Malawi engaged in secondary activities to augment their meager wages and that poor earnings led to teachers breaking the codes of conduct respectively.

4.4.2.2 Unfavorable working conditions

Interviews with key informants revealed that the working conditions were not favorable to the teaching profession. For example, 20 participants out of the 26 participants agreed that the conditions of service for teachers were not favorable. For instance, one key informant from the division office indicated that:

"The divisions still have secondary school teachers who have not received their salary arrears since roughly 2012, and we also have secondary school teachers who have upgraded and are not being recognized by the system" (Participant 26).

Some head teachers believed that the system was biased against people who behave properly. One headteacher had this to say during interviews:

"Lack of promotions and unfair promotions frustrate and demoralize teachers and demoralized teachers cannot obey the regulations. Imagine we have teachers who have been on the same grade for over ten years with a clean record but someone who has just joined the profession, because is well known at headquarters or is a relation to the people in authority is promoted within three years thus very unfair" (Participant 14 of school C).

This suggests that frustration with the system may be a factor in teachers' work dissatisfaction and subsequent lack of commitment. Teachers become discouraged as a result, which may affect their dedication to acting ethically. The study found that some instances of teacher deviant conduct were caused by unfavorable working conditions.

4.4.2.3. Lack of knowledge of code of conduct and ethics for teachers

Some school managers, 17 of the 26 participants, lamented that teachers lack knowledge about the code of conduct and work ethics of the teaching profession. They lack knowledge of the ethics of a teacher. As can be exemplified in this excerpt from one head teacher:

“Usually, teachers are assumed to know the regulations as they come to teach, schools do very little to support teachers acquire the knowledge of the regulations. School administrators do not usually talk about the regulations unless someone has broken them”

(Participant 1 of school A).

This means that teachers lack knowledge of the code of conduct. The problem is rampant with teachers from non-teaching backgrounds as they were not exposed to the code of ethics in college. This might have implications for their professional behavior. However, most schools visited during the study had a copy of the teachers’ code of conduct.

4.4.2.4. Poor management of teachers’ deviant behavior cases

Interviews indicated that poor management of teachers’ deviant behavior cases contributes to teachers’ deviant behavior in schools. For example, 21 school managers out of the 26 participants, believed that head teachers were not supported by the division or even the ministry of Education headquarters when it came to managing deviant behavior in schools. One head teacher lamented during interviews:

“I feel bad, rejected, and was about to resign because the naughty and disobedient teacher is still around despite being posted to another school” (Participant 14 of school C).

Lack of support included delays in processing cases of deviant behavior by high authorities. Further, some headteachers felt that lack of inspection led to feelings of relaxation among teachers who took advantage of the situation to behave unprofessionally. For instance, headteachers had this to say during interviews:

“I have been in this school for ten years, but the officials only came once from the division and none from the MoEST headquarters” (Participant 19 of school D).

“Teachers are used to us; they take us for granted and they take what we talk about as normal. If inspectors could intensify official visits to emphasize what we normally say about the regulations, there would be improvements in teachers’ behavior” (Participant 1 of school A).

Similarly, lack of resources was another challenge that managers pointed out that is causing a challenge to investigate cases of teachers’ deviant behaviors. An informant from the division office said this during an interview:

“We usually do not have enough resources in terms of fuel, personnel, and funds for allowances to institute full investigations of reported cases” (Participant 26).

These results suggest that educational authorities rarely visited schools due to a lack of financial resources.

4.4.2.5. Long distances to school

Teachers' involvement in misconduct was also influenced by their poor living conditions and distance from school campus. For example, 18 out of 26 participants in the sampled schools, mentioned inadequate teachers’ houses forced them to rent homes in neighborhoods where their professional conduct was compromised as well as affecting their punctuality to report for duties at their school. For example, a participant stated:

“Our school does not have enough houses and as a result, most teachers rent houses very far away from the school premises and because they travel long distances to school on

daily basis they report late for duties and most of the time they miss the first periods”
(Participant 12 of school B).

Similarly, another participant commented:

“Some teachers have rented homes close to nightclubs and bars since the school cannot accommodate all the teachers due to a shortage of staff houses only a few teachers are accommodated within the school campus and being among such locals and communities tempt the teachers to engage in prostitution and drunkenness” (Participant 23 of school D).

This result suggests that teachers' behavior is significantly influenced by the general quality of the environment in which they live. Additionally, teachers' punctuality was affected by their far residences. Either a lack of high-quality housing for teachers or a lack of social services close to the schools was to blame for people living distant from school compounds.

4.4.2.6. Out dated code of conduct and misunderstanding of democracy and human rights

The study found that the old codes of conduct, misunderstanding of democracy and misunderstanding of human rights issues are some of the causes of deviant behaviors among both teachers and learners in schools. Interviews with school managers revealed that some of the codes of conduct used in schools were archaic. Out of the 26 participants, 24 school managers felt that some of the regulations were not consistent with the prevailing democracy and the conditions under which they were working. They also felt rules forbidding teachers to speak to the press or publish books about matters concerning the service were restricting freedom of expression. As such school managers thought that the current regulations needed to be revised to reflect the current environment of the teachers' work. For instance:

“Some of the regulations for teachers are absurd and do not seem to apply to secondary school teachers of today, for instance, bankruptcy; how can this be, considering the lower salaries teachers in government schools get” (Participant 8 of school B).

“There is a need to revise the regulations because some of them even deny teacher's freedom of association, for example, losing a job for joining a political party and others deny teachers' freedom of expression, teachers not speaking to the press or writing about the service” (Participant 2 of school A).

In the discipline reports at the division office, a teacher indicated that he had been absent from work because his right to economic activity had been violated through the late payment of his salary. An interview with a key informant from the division office revealed that the coming of democracy and human rights had brought deviant behaviors in the teaching service. The key informant revealed that at a certain school, a male teacher was found wearing earrings on duty. When interrogated, the teacher said it was his right to dress. The Teachers' Code of Conduct for Malawi (p.12) stipulates that professionalism shall be displayed by conforming to the code of dress as accepted in the profession. Unfortunately, the Malawi Government Teaching Service Regulations (2001) does not clearly stipulate the dress code for teachers. The study revealed that some teachers caused problems as they did not differentiate rights from responsibilities. According to one of the reports in the discipline files at the Northern Education Division, a teacher indicated that he had been absent because his right to economic activity had been violated through late payment. These results imply that there are some misconceptions about human rights issues in the teaching profession. A lack of a clear understanding of human rights in the teaching profession may negatively affect the promotion of ethical conduct among teachers. Headteachers may fail to

take appropriate action in correcting teachers' deviant behavior for fear of infringing on teachers' rights.

4.4.2.7. Inefficiency and Inconsistency in enforcing regulations

The findings of this study indicated that inefficiency and inconsistency in enforcing regulations is one of the causes of deviant behavior among teachers in schools. Results from the interviews with the majority of the heads of departments and deputy head teachers who were interviewed, 15 out of 17 reported that inefficiency and inconsistency in enforcing the regulations contribute to deviant behavior. They revealed that head teachers sometimes do not report deviant behavior to the high office or relevant authorities for fear of losing teachers who are in short supply in their subject areas. For example, one of the participants remarked that:

“I verbally warned two (2) teachers for their habitual behavior of leaving the school during working hours without the knowledge of the office, the community is not happy with these teachers but I cannot report the issue to the division for fear of losing the teachers”
(Participant 20 of school D).

Similarly, another participant remarked that:

“It takes too long before a decision is passed on a case of deviant behavior. Usually, cases are not concluded in time, or they may get lost and nobody bothers to follow them up. When people return from interdiction, they are paid back the money lost during the interdiction, this seems to reward misbehavior rather than punishing it” (Participant 15 of school C).

Similarly, discipline is seen to be coming from outside of the situation and makes the school management seem powerless. This behavior tends to promote deviant behavior among teachers. If teachers are to respect the regulations, then there must be consistency in punishing misbehavior. It is difficult to justify why interdicted teachers who by policy receive half pay until the case is resolved, are paid in arrears the earnings lost during interdiction upon being reinstated.

4.4.2.8. Lack of cooperation among teachers

The findings of the study revealed that lack of cooperation among teachers appeared to be one of the causes of teachers' deviant behavior in the selected secondary schools in Nkhata-bay and Rumphi Education Districts. Most school managers, 16 out of 26 participants felt that lack of cooperation creates room for deviant behavior among teachers because there is disunity among members of staff. One of the respondents lamented:

“Because there is no cooperation among us members of staff, our behaviour is also different, there is no unity or oneness among us” (Participant 16 of school C).

For instance, staff minutes exposed that, agreements reached during such meetings were not adhered to by some teachers. This might have led to insubordination as one head teacher lamented:

“Teachers sometimes display insubordination by word or conduct. I feel opposed, hated, given names and laughed at by teachers” (Participant 14 of school C)

This was evidenced in the staff minutes in which poor relationship among teachers was frequently discussed during such meetings. This shows a lack of good working relationships between some head teachers and teachers which may lead to teachers not respecting authority. Nevertheless, it is the responsibility of the head teachers to establish cooperation between and among teachers and head teachers. Lack of cooperation was seen to be common among teachers who had been in the school for many years and new teachers fresh from college, as one school leader voiced out;

“Some teachers have overstayed in the schools and challenge authority saying ‘who are you?’ you are just a visitor here” (Participant 1 of school A)

This implies that some experienced teachers might be causing problems by challenging the authority of the head teacher. In contrast, participant 26, asserted that some recent graduate

teachers tended not to respect the head teachers, especially those whose qualifications were lower than theirs. He commented that:

“Head teachers with diplomas are undermined despite their higher grade (P7 or P5) by graduate teachers who think they know more than such head teachers” (Participant 26).

This implies that a lack of cooperation may contribute to deviant behavior among teachers.

4.4.3. Causes of students’ deviant behavior in schools

The second research question which was: what are the current causes of deviant behavior among students and teachers in secondary schools? This question was used to explore the possible causes of students’ deviant as well in schools. Data for this research question was collected using interviews. The next sub-sections present some of the causes of deviant behavior that emerged from the interviews with the key informants:

4.4.3.1. Lack of self-control

The study found that lack of self-discipline which constitutes a lack of self-control among the students was revealed to be one of the contributing factors to school deviant behavior as observed during the interviews. Out of the 26 participants, 16 mentioned individual factors like self-control, low self-esteem, lack of self-confidence, and self-discipline as some of the contributing factors to deviant behavior in our students. During the interviews one Participant commented:

“Some students fail to cope with the school environment, some could be hereditary, some misbehave because they are under the influence of alcohol and others indulge in deviant behavior because they do not understand school rules and regulations” (Participant 9 of school B).

Failure to adhere to the laid down school rules, emotional problems, and substance abuse among the students also contribute to deviant behavior in schools. Another key informant commented:

“Other factors that contribute to schools’ deviant behavior include students’ poor study habits and students’ restlessness and inattention in class” (Participant 3 of school A).

Headteachers also indicated that low self-esteem among students contributes greatly to school deviant behavior in some students turning to violence and bullying as a remedy for their failing self-esteem.

4.4.3.2. School-based factors

The findings of the study have revealed several school-based factors which are the causes of deviant behavior among learners in secondary schools. These are discussed in detail below.

a) Inadequate teaching and learning facilities

The findings of this study indicate that inadequate teaching and learning facilities are some of the school-based causes of deviant behavior in secondary schools. Most school managers, 25 out of 26 participants indicated that the lack of adequate infrastructural facilities, such as classrooms, desks, and playing fields promotes students’ deviant behavior among students. A head teacher said:

“Our classes are so congested with some students being forced to share a desk instead of each student having their desk, this leads to conflict and verbal abuses as students scramble for the resources in terms of desks, chairs and space” (Participant 1 of school A).

Another headteacher also said:

“Our school does not have a fence, and this contributes a lot to the deviant behavior of the students as they are in constant contact with the community, and they can go out of the school premises any time they want to” ((Participant 19 of school D).

The schools that had inadequate learning facilities like classrooms had more cases of deviant behavior than those with adequate facilities. Adequacy in school facilities was seen to enable the students to enjoy most of the time they spend in school thus minimizing absenteeism and other forms of deviant behavior like truancy, among others.

b) Negative attitudes of teachers toward students

The study found that another school-based-related factor that accelerates deviant behaviors among students is the negative attitudes of teachers toward students. In several instances during the interviews, teachers were blamed for being poor role models, they showed little concern for the discipline of the students. One headteacher indicated that:

“Lack of seriousness by teachers to maintain discipline also contributes to students’ deviant behavior, imagine some teacher do nothing when they see students breaking rules and regulations and other teachers are involved in the deviant behavior” (Participant 14 of school C).

c) Poor school management and harsh school rules

The study also found that poor school management styles and harsh school rules are some of the school-based causes of deviant behavior in secondary schools. From the interviews with headteachers, it was revealed that negligence of the student’s welfare by the school administration, absence of guidance and counseling services, presence of harsh school rules and regulations, unconducive school environment, lack of extracurricular activities, and poor teaching methods are

also some of the factors that accelerate student deviant behaviors in schools. For instance, some heads of departments noted that:

“Harsh school rules and regulation trigger rebellion from the students who find it hard to comply with very strict rules and regulations” (Participant 11 of school B).

Another participant said:

“Our school being a day school sometimes we do not have enough time for extracurricular activities like clubs and other sporting activities” (Participant 4 of school A).

Rules and regulations are meant to guide and control activities in school but when they become too much and unenforceable, they tend to breed misbehavior. This result suggests that unrealistic school rules were the cause of deviant behavior among students in the selected schools.

4.4.3.3. Peer Pressure

The findings of this study also reveal that peer pressure is one of the causes of deviant behavior in secondary schools. Negative peer pressure was considered to be a contributor to school deviant behavior by the majority of the participants, 21 out of the 26 participants. One participant commented:

“Peer pressure has a big influence on the behavior of many students, some students copy bad behavior from their friends when they see others doing it” (Participant 17 of school C).

For example, most bullying and harassment that was reported during the interviews were often perpetuated by students in the higher classes towards those in the lower classes. As in this excerpt:

“Bullying, harassment, and vandalism are often perpetuated by students in the higher classes like the form four students and form three students towards those in the lower classes like form two students and form one student” (Participant 10 of school B).

The study established that peer pressure influence could result in the formation of antisocial behavior among students such as attention-seeking, revenge, and withdrawal. Incidents of bullying including physical assault, harassment, and name calling among others were more common in schools as a result of peer pressure.

4.4.3.4. Family background

The findings of the study indicate family background as one of the causes of deviant behavior among learners in secondary schools. The majority of the participants, 23 out of 26, indicated that family background and other home-based factors also contribute to deviant behavior among students. Some of the home-based causes of deviant behaviors that frequently came out during the interviews were lack of parental support, parental overprotection of children, and parental rejection of children.

One School Management Committee representative indicated that:

“Most of the parents in this school make no effort to visit the school and only do so to follow up on complaints received from their children” (Participant 6 of school A).

Overprotection of children by parents emerged as a demoralizing factor for the teachers. A school manager indicated that:

“The major cause of moral decadence in this school is the result of parents absconding from their parental duties of disciplining their children and many are unable to instruct, correct, advise or guide their children along the proper path of discipline they leave everything to us” (Participant 15 of school C).

The problem was exacerbated by the fact that most children do not stay with their biological parents. As one participant pointed out:

“Most of our students stay with parents other than their biological parents and this brings in lack of proper parental guidance, some overprotect their children, they always side with them whenever they are called to school for a disciplinary hearing this brings in moral decay” (Participant 22 of school D).

4.4.3.5. Social media

The study found that social media is one of the causes of deviant behavior among learners in secondary schools. Out of the 26 participants, 22 indicated that the community in which the students stay influences how the student behaves. This study revealed that poor value systems, injustice in society, and unpleasant mass media contribute to students’ deviant behavior. When asked how mass media has contributed to deviant behavior one participant said:

“Social media creates a bad influence on students in this school, most of them copy and practice in the wrong places like the school. For example, an advertisement for alcohol, and foul language make some students come to school drunk. Some students spend most of their time watching Pornography where others will copy and practice” (Participant 16 of school C).

Another participant commented:

“Students copy almost everything that other people are doing somewhere else on social media. Watching videos or music that show and encourage immoral behavior takes more of students’ time instead of doing schoolwork” (Participant 5 of school A).

Similarly, another participant said:

“Social media has perpetuated vandalism in schools, for instance, the use of social media informs students of fellow students that have vandalized school premises and students copy that. The dressing code for boys and girls has completely changed in this school because of social media” (Participant 24 of school D).

The study has established that the dynamic explosion of the social media system has contributed to the inculcation of deviant practices among students in school.

4.4.3.6. Lack of guidance and counseling services in schools

The study found that lack of guidance and counseling services in secondary schools is one of the causes of deviant behavior among learners. The study revealed that nineteen (19) of the respondents, cited a lack of guidance and counseling services in schools as another source of deviant behavior in schools. During the interviews, one head teacher said:

“Both students and teachers need to be reminded of the regulations frequently. Apart from the frequent announcements of the dangers of deviant behavior by the head teacher during assemblies, there is a need to have experts in guidance and counseling and a department within the school to remind teachers and students about the code of conduct and rules and regulations respectively” (Participant 7 of school B).

None of the sampled schools had a guidance and counseling department and none of them had an expert in guidance and counseling. The services were being offered by teachers who had not been trained in guidance and counseling this may be one of the contributing factors to deviant behavior in schools.

When asked why schools do not have guidance and counseling departments in schools, headteachers were quick to point out that teachers are not trained in this aspect. For example, the headteacher for school C said:

“Our school does not have a well-trained and experienced person who can confidently handle guidance and counseling sessions within the school” (Participant 14 of school C).

Similarly, headteachers and teachers lamented that they lack support from parents guiding and counseling their children or wards while at home. During interviews, one participant indicated that:

“When it comes to discipline issues sometimes, we do not receive the support we expect from the parents, we expect parents to help us in providing guidance and counseling to their children but most of them do not counsel their students” (Participant 8 of school B).

The school managers noted that most of the parents failed even to show up for Parents Teachers Association or School Management Committees’ meetings and those who did rarely get in touch with teachers to enquire about the performance and behavior of their wards.

4.4.4. The effects of deviant behavior on teaching and learning in secondary schools

The third research sub-question was: What are the effects of deviant behavior on teaching and learning in secondary schools? This question was used to explore the possible effects of deviant behavior on teaching and learning in secondary schools. Data for this sub-research question was collected using interviews. The next sub-sections present the findings on the effects of deviant behavior on teaching and learning in secondary schools.

4.4.4.1. Poor Performance

The study found that poor performance of students is one of the effects of deviant behavior in schools. Teachers' and students' deviant behavior hurts the performance of learners. All 26 participants agreed that students' deviant behavior contributed to poor performance. For instance, they said truancy makes students repeat classes, causes students to miss lessons, leads to a lack of concentration, and drop out of school. As one participant pointed out during one of the interview sessions:

“Students who frequently leave the school premises while their colleagues are in class miss a lot of lessons as a result, their performance during end of term examinations as well as during National examinations is poor, in addition, they spend much time doing punishments while their fellow students are learning. When rusticated or suspended they lose their learning time” (Participant 21 of school D).

Truancy, to a teacher, can result in inadequate coverage of the syllabus thus affecting students' performance. As it is observed:

“Because of the teacher's late coming to school the first periods are not utilized and as a result, the last three or four topics of the syllabus are generally not covered due to lack of learning time” (Participant 9 of school B).

These findings suggest that a child who stays away from school will miss so many lessons as a result they will fall behind in their academic work. In addition, truancy can lead to drug abuse, and such students will perform poorly academically.

4.4.4.2. Increase in dropout rate

The study found that deviant behavior has negative impact on students, leading to failure and drop out of school. One school manager stated:

“In this school, deviant behaviour like noise making impacts negatively on students’ learning by making them inattentive and lose concentration on topics taught. Students who come late to school are often subjected to punishment which makes them miss the first lessons of the day which are usually mathematics and English. Such students may develop low self-concept and drop out of school.” (Participant 21 of school D).

This finding has revealed that deviant behaviour impacts negatively on students, leading to failure and dropout from school.

4.4.4.3. Increase in Examination Malpractice

The study found that deviant behavior has a negative impact on students and increases examination malpractices due to lack of relevant knowledge and skills. One school manager said:

“Because of deviant behavior students become lazy to study and this leads to increase in examination malpractice and examination malpractice discourages serious students from studying hard” (Participant 3 of school A).

4.4.4.4. Strained Relationships

The study also revealed that strained relationships among teachers and students are some of the effects of deviant behavior in schools and this affects the teaching and learning environment of the school. The majority of the participants, 18 out of 26 were of the view that deviant behavior is capable of straining relationships among teachers and students. The ‘old’ teachers felt ‘new’ teachers were perpetrating cases of deviant behavior in the schools and this resulted in a poor relationship between the two generations. One of the respondents said:

“The new teachers in this school, who come straight from college, do not differentiate college life from professional life. What they do and say is contrary to what we old timers and the community expect from them” (Participant 12 of school B).

Similarly, findings indicate that it was difficult for teachers who displayed some misconduct to manage classroom discipline. This was evident during the interviews where one respondent said:

“It’s difficult to enforce rules and regulations when teachers do the same things”. For example, students know whenever a teacher is a drunk while on duty and they do not respect that teacher, as a result, it is difficult for him to discipline or counsel the students”

(Participant 23 of school D).

This finding suggests that teachers’ deviant behavior results in teachers losing their dignity. This is the case because teachers are regarded as role models and students tend to copy from them.

4.4.5. Measures that can be used to reduce both teachers’ and students’ deviant behaviors in secondary schools

The fourth research sub-question was: How can the problem of deviant behavior be minimized to improve the quality of teaching and learning in secondary schools? This question was used to explore the possible measures and strategies that can be used to reduce both teachers’ and students’ deviant behaviors in secondary schools. Data for this sub-research question was collected using interviews. The following sub-sections present the findings on the measures that can be used to reduce deviant behaviors of both teachers and students in secondary schools.

4.4.5.1. Revision of the teachers’ code of conduct and students’ regulations

The study revealed that revision of the teachers’ code of conduct and students’ regulations could assist in minimizing deviant behavior in schools to improve the quality of teaching and learning. Most of the school managers, 20 out of the 26 participants felt that to ensure professional conduct among teachers the regulations must be revised to take care of emerging challenges such as issues of rights. As one participant explained:

“Some of the regulations that are in force now were formulated before the coming of democracy therefore there is a need to revise the regulations some of them even deny teacher's freedom of association, e.g., losing a job for joining a political party, teachers not speaking to the press or writing about the service” (Participant 1 of school A).

Some of the examples of the restrictions on the code of conduct that teachers assumed are denying them of their rights need to be revised including rules forbidding teachers to speak to the press or publish books about matters concerning the service. These restrict their freedom of expression.

4.4.5.2. Continuous professional development (CPD)

From the findings of this study, 23 out of 26 participants in the study, were of the view that Continuous professional development could be another measure that can be used to reduce deviant behaviors among teachers. Currently, as it stands, there are limited opportunities for teachers to continuous professional development on the code of conduct. This can be evidenced in the following excerpt from the respondents:

“Presently no deliberate lessons are taught about regulations only a few are alluded to in the preparation stage for teaching practice at the end of the training in college.’ ‘College training does not formally address issues about the regulations or the code of conduct. It focuses on methodology, subject content and general foundation courses, few of the regulations are mentioned in the foundation courses as examples but not as an organized program” (Participant 15 of school C).

Headteachers suggested that it would be necessary for schools to start implementing continuous professional development. As this headteacher put it:

“Schools should put much effort in conducting school-based INSETs for teaching staff to remind them of the professional expectations and regulations to facilitate ethical conduct within the school” (Participant 19 of school D).

It is also important to consider the role of head teachers in constantly reminding the teachers and ensuring that new teachers are knowledgeable about the regulations.

4.4.5.3. Establishing a teaching council

The study found that establishing a teaching council could assist in minimizing deviant behavior in schools to improve the quality of teaching and learning. Most headteachers and heads of departments, 19 out of 26 respondents in the study, lamented that the Ministry of Education must establish a teaching council that would be looking after the welfare and discipline of teachers. At the time of this study, the teaching council had not yet been established. During the interviews, one participant stated:

“It’s high time that our ministry could come up with a teaching council like in the health sector whose responsibility would be to control the ethical conduct of teachers. This professional body could be set to monitor the behavior and welfare of all teachers in both government and private schools from a professional perspective including teacher licensing” (Participant 26).

This teaching council would help much in ensuring that the professional conduct of teachers is maintained and upheld by all members of the teaching profession. When a teacher has misbehaved it could be the responsibility of this professional body to withdraw the license, in that way deviant behavior could be reduced to a certain extent.

4.4.5.4. Improving the conditions of service for teachers

Additionally, the study found that improving the conditions of service for teachers could also assist in minimizing deviant behavior in schools to improve the quality of teaching and learning. From the findings of this study, as much as the school managers who took part in this study claim they

follow the rules, out of the 26 participants, indicated that there is a need to improve the working conditions for the teachers to ensure their motivation and dedication to their job. As a participant said:

“I feel like most of the teachers are not interested in the profession because of low salaries and lack of promotions. Unless our conditions of service are improved the status quo will remain the same because teachers are demoralized, and demoralized teachers cannot follow the code of conduct or enforce rules and regulations on students” (Participant 3 of school A).

Improving the conditions of service for teachers by raising their salaries, promoting deserving teachers, and recognizing those that have upgraded on their own may assist in minimizing deviant behavior among teachers.

4.4.5.5. Involvement of key stakeholders in the resolution of deviant behavior in secondary schools

Furthermore, the study found that the involvement of key stakeholders in the resolution of deviant behavior in secondary schools could also assist in minimizing deviant behavior in schools to improve the quality of teaching and learning. Most school managers, 16 out of 26 participants, noted that intervention and involvement of major stakeholders in issues of maintaining ethical conduct in schools may assist in minimizing deviant behavior for both teachers and students. The main stakeholders in this study were the parents, the teachers, the school administration, school government officials, the and students themselves.

Most of the respondents felt that for secondary schools to foster and sustain discipline the students had to respect the rights and property of anyone. Adherence to the school rules was crucial among the students if discipline was to be talked about. The study found that there was a need for the

students to learn to practice self-discipline and restraint when dealing with issues. As a participant stated:

“It is the responsibility of the students to know and follow the rules and the regulations and it is also their responsibility to ensure that they reported any form of deviant behavior to the school’s administration for action to be taken” (Participant 11 of school B).

If students are involved in school activities and in controlling deviant behavior it is easy to achieve the expected results. Prefects’ bodies should as well be tasked to help check on deviant behavior.

According to the heads of departments (HODs), the school administration plays a critical role in enhancing discipline in schools as students spend most of their time at school, several HODs noted that some of the school heads did not take appropriate measures for students who committed major violations. Some Head teachers despite being aware of the existence of deviant behavior within their school had chosen to do nothing. Participants in this study noted that there was a need for school administration to ensure that school rules were followed and adhered to. On the other hand, teachers should strictly supervise students and enforce school rules with punitive measures being put in place for students who violated them. A participant said:

“School administration is a key player in minimizing deviant behavior because it is responsible for the provision of all necessary resources and in making sure that all cases of deviant behaviors are dealt with accordingly and in time. It is also its responsibility to enforce the rules and regulations and to make sure that teacher and students know the code of conduct and rules and regulations respectively” (Participant 20 of school D).

Some of the ways that heads of departments suggested could be employed by the school’s administration in curbing deviant behavior include; organizing forums, guidance, and counseling, involving parents in deviant behavior issues as well as providing schools with basic teaching and learning needs.

The Heads of Departments informed the study that most of the parents had adopted a hands-off approach attitude towards the school with many of them not making any follow-up on the progress of their children. Instead, they had been dependent on the feedback provided to them by their children. A participant stated:

“Parents and the community can help to reduce deviant behavior in several ways like taking part in guidance and counseling of their wards on acceptable behaviors, making follow-ups if their students’ behavior is acceptable or not and they can act as a go-between to bring sanity” (Participant 13 of school B).

These findings suggest that good relationship among the students, teachers, school administration, parents and the community as a whole helps the school to create a climate that foster the development of the whole child in addition to building trust and promoting respect. Sadly, this contact between teachers and parents usually comes only when children have violated school rules and the school administration would want to take an action against the children.

The ministry of education was seen as not doing enough to ensure that all the schools had enough learning facilities and that high academic standards within the schools were being met. One participant said:

“The government must be put to task to ensure that enough learning facilities in schools are available as this would enable students to enjoy most of the time, they spend in school thus minimizing absenteeism and other forms of deviant behavior” (Participant 26).

Regular visits of quality assurance officers from the ministry of education to schools, guide and support the completion of the syllabus by the teachers. They can also ensure that effective guidance and counseling departments are in place and offer motivational talks to students other than waiting

to visit schools during periods of unrest to investigate and establish causes of the same or going to intimidate teachers.

4.4.5.6. Provision of counseling services to both teachers and students

Finally, the study found that the provision of counseling services to both teachers and students could also assist in minimizing deviant behavior in schools to improve the quality of teaching and learning. The majority of the participants 24 out of 26, suggested guidance and counseling would go a long way in minimizing deviant behavior in schools. However, there is a lamentation on the lack of trained personnel in counseling and guidance in schools as can be seen in this excerpt:

“Our school does not have a well-trained and experienced person who can confidently handle guidance and counseling sessions within the school, and this has contributed much to increasing deviant behavior in our school” (Participant 4 of school A).

The study has established that students need to be assisted in handling contemporary challenges and that information-based intervention is an effective strategy for handling deviant behavior. Counselors should always provide the right information to both teachers and students about the negative effects of deviant behaviors.

4.5. Summary

The chapter has presented findings of the study. The study’s findings have been classified under four sub-research questions related to deviant behavior among teachers and students and its effects on learning from school managers perspectives in four secondary schools in Malawi (Nkhata-bay and Rumphi Education districts. There is evidence from the document analysis and interviews conducted that various forms of deviant behavior of both teachers and students do exist in

secondary schools and deviant behavior negatively affect the performance of the school, the teachers as well as the students. From the results, it was found that punctuality, truancy, and absenteeism were frequent examples of deviant behaviors in public secondary schools. Results have also shown that deviant behavior has affected how well students learn and how well teachers, parents, and students get along. That is to say, teachers' and students' deviant behavior was perceived to affect the performance of students and the pupil-teacher relationships. Managers believe that the Malawi Teachers' Code of Conduct and school rules should be updated to reflect the nation's contemporary democratic environment. This study has revealed that some of the challenges faced in the promotion of ethical conduct were misconceptions of human rights and a lack of resources to investigate cases of deviant behavior and organize sensitization campaigns. After presenting the findings, the following chapter presents the discussion of the findings.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1. Introduction

The previous chapter presented the findings of the study, this chapter discusses the findings in relation to the reviewed literature. This study aimed to explore the perceptions of school managers on the current causes and effects of deviant behaviors on teaching and learning and the strategies in place to minimize deviant behaviors among teachers and students in four selected secondary schools in Malawi. This chapter was also guided by the four sub-research questions which are: Firstly, what are the school manager's experiences of teachers' and students' deviant behaviors in schools? Secondly, what are the causes of deviant behavior among students and teachers in secondary schools? Thirdly, what are the effects of deviant behavior on teaching and learning in secondary schools? And finally, how can the problem of deviant behavior be minimized to improve the quality of teaching and learning? Below is the detailed discussion of the findings in relation to the literature that was reviewed in this study.

5.2. School manager's experiences of teachers and students' deviant behaviors in schools

According to the first sub-research question which sought to establish the forms of deviant behaviors among teachers and students in public secondary schools, the study has found that different types of deviant behaviors do exist in the selected secondary schools. The data collected from document analysis and interviews revealed that the deviant behaviors prevalent in the selected secondary schools in Nkhata-bay and Rumphi District were; lateness to school, absenteeism, truancy, examination malpractice, noise-making, fighting, stealing, improper dressing, vandalism of school properties, theft of property within the school, use of mobile phones in school, drunkenness, sexual abuse, abusive language, drug abuse, insubordination, sneaking out

of school, violent acts and bullying for both teachers and students. Some teachers lack lesson notes, some fail to update school records and others fail to mark students' exercise books and tests. Headteachers indicated that late coming, absenteeism and truancy were the most common cases of deviant behavior in the selected secondary schools.

This finding is in line with Etsey (200) who points out that in Ghana teacher absenteeism tends to increase when teachers run out of money. It is also similar to that of Chamberline (2015) that examination malpractice stealing and not obeying class rules were common among students. In addition, Chikwature et al. (2016) found that bullying, noise-making and stealing were disruptive behaviors among students in Mutare districts. Furthermore, the findings agree with Simuforosa & Rosemary (2014) who found that the most common behavior problem among learners in Zimbabwe includes truancy, fighting, shouting, snatching other learners' property, bullying, cheating, viewing pornographic materials, threatening teachers, walking out on the teacher, noise-making, sleeping in class, immorality and use of drugs, among others. Data collected, also revealed that most of the teachers in the sampled schools were well-mannered regarding work discipline.

These findings contrast with those of Ng'oma and Simatwa (2013) in a study in primary schools in Nyando Sub-County, where they established that the majority of headteachers reported that cases of teacher deviant behavior were frequent in the schools. Similarly, in a study by Gyan et al. (2015) reported that all the headteachers in the schools in the district pointed out that most teachers in their schools engage in some forms of deviant behavior. These observations show that the extent of teachers' and students' deviant behavior varies from place to place, however, they manifest everywhere. Similarly, findings in this study indicated that teachers developed

insubordinate problems when they became more familiar with and integrated into the local communities.

5.3. Causes of deviant behavior in secondary Schools

In answering the second sub-research question which was: what are the current causes of deviant behavior among students and teachers in secondary schools, the study has found a number of causes of deviant behavior in secondary schools. The sections below present the discussions on the findings on the causes of deviant behavior of teachers and students.

5.3.1. Causes of Teachers' deviant behavior in secondary Schools

This item aimed at capturing the views of key informants on the possible causes of teachers' deviant behavior in Nkhata-bay and Rumphi education Districts in Malawi. Data for the item was collected using both document analysis and interviews for accuracy. Key informants included head teachers, deputy head teachers, heads of departments, Parents Teachers Association or School Management Committee representatives and the Northern Education Division Human Resources Officer.

5.3.1.1. Low salaries

From the study results, one of the reasons for deviant behavior among secondary school teachers was poor conditions of service. These findings implied that low levels of job satisfaction contributed to cases of teachers' deviant behavior especially absenteeism and late coming. This agrees with Kadzamira (2006) who reported that teachers in Malawi were engaged in secondary activities to supplement their low salaries. However, not all cases of teacher deviant behavior may be due to low job satisfaction. For instance, Euben and Lee (2006) observed that teacher sexual misconduct was a result of adults who experienced life-long attraction to children and had little

interest in adults. Interview results revealed that the issue of low job satisfaction was linked to low salaries and poor conditions of service among teachers. This is in line with research by Kadzamira (2006) which indicated that teachers in Malawi engaged in secondary activities to augment their meager wages and that poor earnings led to teachers breaking the codes of conduct respectively.

5.3.1.2. Poor conditions of service

Additionally, the study found that poor conditions of service is one of the causes of deviant behavior. According to a participant, the government had not been considering the issue of salaries for long and teachers were also reportedly dissatisfied with the issue of promotions which they felt was not based on merit. This implies that such conditions may contribute to teachers' dissatisfaction with their job, hence lacking commitment to their job and the expected behaviour. As a result, teachers may get demoralized and this might have implications for their commitment to ethical conduct. These results agree with previous research studies by Garegae (2008) and GOM/UNDP (2002) that poor working conditions contributed to some cases of teacher misconduct.

5.3.1.3. Lack of knowledge of the Teachers' Code of Conduct

The study revealed that most schools 3 out of 4 had a copy of the Teachers' Code of Conduct and only 2 schools out of 4 had rules and regulations pasted on their notice boards. However, it is a concern to note that some schools did not have a copy of the Teachers' Code of Conduct and the rules and regulations for the students. This would pose a challenge for disciplining staff and students as these may act as reference materials. This finding agrees with those of IIEP-UNESCO (2011) and Mc Kelvie-Sebilean (2011) that unavailability of the Teachers' Code of Conduct and

the regulations may contribute to teachers' and students' deviant behavior due to a lack of knowledge of the particulars of the Teachers' Code of Conduct and the regulations.

Another reason for teachers' deviant behavior as perceived by the school managers, was a lack of knowledge of the particulars of the Teachers' Code of Conduct. The results are consistent with IIEP-UNESCO e-Forum (2011) that lack of orientation on the Teachers' Code of Conduct contributed to some cases of teacher misconduct in secondary schools. Although most head teachers were of the view that the majority of teachers and students in the selected schools were aware of the Teachers' Code of Conduct and the regulations, some indicated that the new teachers were not aware of the regulations. On the contrary, some experienced teachers were reportedly involved in deviant behavior because of little knowledge of the same. This implies that even though teachers and students may know the regulations, they may forget the details with time. Hence, there is a need for in-service training and constant reminders during meetings and school assemblies. The importance of these reminders is emphasized by Little (1997) who maintained that in-service training is a major vehicle for delivering educational reform. This viewpoint is like that of Knoll (2010), who believes that frequent training and in-service programs should be implemented to educate staff, parents, and children on undesirable school behaviors.

This finding is also similar to that of Henkel, et al. (1997) who commented that workshop programmes in education help to redress gaps in the teaching profession. These findings, therefore, suggest that there is a need to organize regular training workshops in which the Ministry of Education, Science and Technology (MoEST) officials and teachers may share knowledge and experiences on the Teachers' Code of Conduct. These workshops may serve as refresher courses for teachers since knowledge is dynamic.

5.3.1.4. Negligence

The study has also found that one of the reasons for teachers' deviant behavior was negligence. However, negligence may mean that the teacher is aware of the conduct but chooses to act in that way for known reasons. The results imply that some teachers behave unprofessionally with full knowledge of the Teachers' Code of Conduct due to other factors affecting their work commitment like salaries and promotions as indicated in this study. These findings agree with Lawrence and Vachon (2002) who stated that duty negligence arises if a teacher fails to carry out his or her assigned duties. These duties are very critical to the proper teaching and learning process during school hours.

5.3.1.5. Lack of support from authorities

The study also revealed that a lack of support from authorities contributed to cases of teacher misconduct in the selected schools. The problem of lack of support is echoed by Mulkeen (2010) who observed that rural schools were rarely supported by authorities. Lack of support included delays in processing cases of misconduct by high authorities. This agrees with the findings of Ng'ambi (2011) that disciplinary procedures were not very effective due to an interpretation of the 1999 Employment Act which incorporates human rights protections for due process that is overly in favor of teachers.

The results are in agreement with previous research observations by Ng'ambi (2011) and Mulkeen (2010) that head teachers lacked organizational support to play their technical roles. However, the One participant faulted some head teachers for not following procedures when handling cases of teacher misconduct. Lack of support and follow-up procedures on reported cases of teacher misconduct may result in such head teachers not taking action if the teacher misbehaved again. It

is, therefore, important to have a follow-up procedure or case tracking system to ensure efficiency. According to the head teachers, lack of support was evidenced by irregular school inspection visits in which schools are visited by authorities to check the quality of the education service. The importance of inspection cannot be overemphasized. According to Mulkeen (2010) inspection assists in staff development and training. Headteachers felt that lack of inspection led to feelings of relaxation among some teachers who took advantage of the situation to behave unprofessionally. This finding is in line with Ng'ambi (2011) who confirms that rural teachers are less likely to have the support of inspection or in-service training because of a lack of transport and geographical factors like isolation.

5.3.1.6. Long distances to school

The study revealed that long distances to school also contributed to cases of teacher misconduct in the selected schools. Teachers' involvement in deviant behavior was also influenced by their poor living conditions and distance from school campus. This result supports a prior study by Bennell and Munthali (2012) who claimed that teachers' behavior is significantly influenced by the general quality of the environment in which they live. Additionally, teachers' punctuality was affected by their far residences. Either a lack of high-quality housing for teachers or a lack of social services close to the schools was to blame for people living distant from school compounds.

5.3.1.7. Lack of cooperation among teachers

Lack of cooperation among teachers appeared to be one of the causes of teacher misconduct in the selected secondary schools in the Nkhata-bay and Rumphi districts. It was found that members of staff displayed conduct that brought disunity. This was evident in the staff minutes in which poor relationship among teachers was mostly discussed during meetings. This suggests a lack of a good

working relationship between some head teachers and teachers which may result in teachers not respecting the authority and rules and regulations. The findings are consistent with observations made by Mkhize (2000) that a lack of cooperation contributed to lack of professional behaviour among teachers. Nevertheless, it is the role of the head teachers to establish cooperation between and among teachers and head teachers. Lack of cooperation was perceived to be common among teachers who had been in the school for many years and new teachers fresh from the college who tended to challenge authority. This implies that some experienced teachers might be causing problems by challenging the head teachers. In contrast, the Teaching Service Commission (TSC) Secretary and the Teachers' Union of Malawi Secretary asserted that some recent graduate teachers tended not to respect the head teachers, especially those whose qualifications were lower than theirs. However, a lack of cooperation may create room for poor behaviour among teachers.

5.3.2. Causes of students' deviant behavior

The findings of the present study revealed three factors that are responsible for students' behavior, they are: parent factor, societal factor, and school factor.

5.3.2.1. Family background

The findings of the study indicated family background as one of the causes of deviant behavior among learners in secondary schools. The study's analysis indicated that over-pampering of children by parents, rejection of children by parents, and parents' separation lead to students' maladaptive behavior. We also found that a lack of value for education demonstrated by parents and fathers or a mother's death makes students exhibit deviant behavior. Our research results are in line with the study conducted by Ndayizeye (2019) who reported that students with poor backgrounds were involved in truancy and other forms of behavior in school. The results are also

in consonance with the study conducted by Nakpodia (2010) who found that students from single-parent families have poorer attendance rates than those from the complete family.

The finding agrees with the work of Omote (2015) who reported that some parents rarely checked homework or they neither understood the difficulties and concerns of students nor supervised them. Our finding confirmed the research conducted by Pascal (2015) who concluded that children from aggressive home environments would rather prefer to spend most of their days amid their peers where they would be happier and more relaxed. Furthermore, our analysis indicates that parents with financial difficulties are responsible for students' unacceptable behaviors such as stealing. The findings corroborate the study of Okiemute (2011) who concluded that many students go hungry sometimes because of a lack of food at home. This, in turn, often results in truancy, a situation in which students miss class because they need an opportunity to fend for themselves. According to Pascal (2015), insufficiencies in the home and lack of capacity to make petty cash to augment family income as well as unfavorable home conditions cause truancy.

The finding is also in line with the studies conducted by Bolu-Steve and Esere (2017) who concluded that deviant behavior is caused a by lack of effective parental upbringing. The finding is contrary to the findings of Sichambo et al. (2012) who concluded that family type and family background is not significantly related to deviant behavior in schools.

5.3.2.2. Social media

The study found that social media is one of the causes of deviant behavior among learners in secondary schools. The findings indicated that the community in which the students stay influences how the student behaves. This study revealed that poor value systems and unpleasant mass media

contribute to students' deviant behavior. In agreement with the foregoing finding is the study by Zubeda (2009) who found that the dynamic explosion of the media system through Facebook, Twitter, LinkedIn, WhatsApp, Imo, YouTube, television, radio, magazines, and newspapers has contributed to the inculcation of deviant practices among students in school. Nowadays, the majority of students spend too much time on social media, which has a negative impact on their lives.

The finding also concurs with Kento (2015) who noted that some programs which are broadcast on radio and television usually promote violence and pornography among students. The study is also consistent with the study of Ponfua (2015) who found that unwholesome mass media was responsible for students' disobedient conduct in secondary schools. The finding is also in line with Sigmund Freud's psychological theory which suggests that when a child is not well socialized, he/ she can develop antisocial behavior instincts and when such deviant attitudes get fixed at any of the psychosocial stages, such an individual can engage in deviant behavior. Freud stressed the importance of the early years of childhood fixation in defining the adult personality.

5.3.2.3. Lack of guidance and counseling services in schools

The study found that lack of guidance and counseling services in secondary schools is one of the causes of deviant behavior among teachers and learners. One of the basic functions of the school counsellor is to provide necessary information to students and teachers to assist them to make educated decisions. The guidance does not seek to solve a person's problems for them, rather, it assists them in doing so. The findings of this study lend credence to Chikwature et al. (2016) that teaching at all levels of education is very important and there is certain unprofessional conduct displayed by the teacher in carrying out their duty and the learner in the process of learning, that requires counselling intervention. Similarly, the finding has the support of Adeoye (2016) that

deviant behaviour frustrates teachers' and students' efforts at teaching and learning thereby hindering the attainment of the goals of education. Therefore, it is very important that counselling is given its prominent position within the school system to allow the total development of students as well as to correct some of these unhealthy behaviors of the teachers. Agreeing with the findings of this study, Babatunde (2016) stated that counseling is a system of assistance provided to students and teachers so that they can understand and use their own inner resources to set objectives, formulate plans, and solve their own developmental difficulties. Unfortunately, most schools often ignore this aspect of the work of a counsellor, and the teachers themselves may not be willing to undergo counselling with those whom they consider as their colleagues in the teaching profession.

5.3.2.4. Peer Pressure

Our research results showed that peer influence and lack of preaching about good deeds by religious leaders cause students' deviant behaviors such as smoking, cultism, Internet scam, raping, lateness, idleness, vandalism, bullying, etc. The finding is supported by the social learning theory, which postulates that family and peer relationships exert a significant influence on adolescent alcohol use as they constitute the primary institutions where good or bad morals are learned. This finding is not supported by the Ethical theory which states that naturally human beings should be able to distinguish what is right from what is wrong, if teachers and students knew what is right, they would not copy what was wrong from their peers as stipulated by the social learning theory or teachers and students are unable to use their capacity to reason to make a correct judgement about what is wrong or right. However, the finding has the support of Pere (2014) who emphasize the importance children or adolescents place on their friends as they reach adulthood and gradually gain freedom from their parents.

5.3.2.5. Poor school management and Teachers' negative attitudes towards students

The study revealed that Poor school management and Teachers' negative attitudes towards students in secondary schools are some of the causes of deviant behavior among teachers and learners. Lack of extra-curricular activities, poor teaching performed by some teachers, lateness, and absenteeism demonstrated by teachers, and overcrowded classrooms are responsible for deviant behavior among secondary school students. The finding aligns with the study conducted by Ponfua (2015) who found that school-based factor was responsible for students' deviant behaviors such as teachers' lateness and absenteeism in class, overcrowded classrooms, an uncondusive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrators.

5.3.2.6. Lack of adequate teaching and learning facilities.

The study found that lack of adequate teaching and learning facilities is one of the causes of deviant behavior among teachers and learners in secondary schools. The finding is in support of Asiyai (2005) who reported that uncondusive school environment characterized by an acute shortage of facilities for teaching, games, and sports, engendered unrest and crippled academic activities and resulted in students' unacceptable behaviors in school.

5.3.2.7. Harsh school rules

The study also found that harsh school rules is one of the school-based causes of deviant behavior in secondary schools. It was revealed that harsh school rules and regulations, and an uncondusive school environment are also some of the factors that accelerate student deviant behaviors in schools. The finding agrees with Rahimi and Karkami (2015) that unrealistic school rules were the causes of indiscipline and concluded that rules and regulations are meant to guide and control

activities in school but when they become too much and unenforceable, they tend to breed misbehavior. In the same vein, the finding aligns with the study conducted by Ponfua (2015) who found that school-based factor was responsible for students' deviant behaviors such as teachers' lateness and absenteeism in class, overcrowded classrooms, uncondusive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrators.

5.3.2.8. Lack of self-control

The study found that lack of self-discipline which constitutes a lack of self-control among the students was revealed to be one of the contributing factors to school deviant behavior as observed during the interviews. The findings indicate that individual factors like self-control, low self-esteem, lack of self-confidence, and self-discipline are some of the contributing factors to deviant behavior in our students. In addition, failure to adhere to the laid down school rules, emotional problems, and substance abuse among the students also contribute to deviant behavior in schools. Headteachers also indicated that low self-esteem among students contributes greatly to school deviant behavior in some students turning to violence and bullying as a remedy for their failing self-esteem. Furthermore, the study found that poor study habit, students' restlessness, poor leadership of some school administrators, emotional instability, and poor academic performance are responsible for students' deviant behavior. The finding is supported by the study conducted by Ponfua (2015) who concluded that students' emotional instability was responsible for deviant behavior such as truancy in secondary school.

5.4. Challenges faced in promoting ethical conduct among secondary school teachers and students

This research aimed at establishing challenges faced in promoting ethical conduct among teachers in public secondary schools. The following sub-sections present the detailed discussion of the findings on the challenges faced in promoting ethical conduct among secondary school teachers and students.

5.4.1. Human rights

One of the challenges in promoting ethical conduct among teachers was perceived to be issues of human rights. The study revealed that some teachers and students caused problems as they did not differentiate rights from responsibilities. The results are in agreement with observations made by Chanika (2003) that democracy which is associated with human rights had brought indiscipline in the teaching profession. Lack of clear understanding of human rights in the teaching profession may negatively affect the promotion of ethical conduct among teachers and students. Head teachers may fail to take appropriate action in correcting teachers' and students' deviant behavior for fear of infringing on their rights. This view is consistent with observations made by Ng'ambi (2011) that disciplinary procedures were not very effective in Malawi due to an interpretation of the 1999 Employment Act which incorporates human rights protection for due process that is overly in favor of teachers. It should be pointed out that rights and responsibilities should be dealt with together. It is the responsibility of teachers and head teachers to behave responsibly and professionally at all times.

5.4.2. Lack of resources

The study has established that another challenge faced in the promotion of ethical conduct among teachers was a lack of resources. Another participant conceded that the lack of adequate resources to investigate cases of misconduct was one of the reasons for not visiting schools regularly. From this, it appears issues of the Teachers' Code of Conduct might generally not be prioritized in the education system in Malawi. According to the respondents, lack of financial resources affected school visits, the establishment of district offices and sensitization campaigns on the Teachers' Code of Conduct. These results are in line with previous research observations made by Mulkeen, (2010) and Timilehin, (2010) that educational authorities rarely visited schools due to a lack of financial resources.

5.5. Effects of teachers and students' deviant behavior in the selected secondary schools in Nkhata-bay and Rumphi Education Districts in Malawi

This item aimed at exploring some of the possible effects of the cases of teachers' and students' deviant behavior in the selected public secondary schools in Nkhata-bay and Rumphi districts in Malawi. The following sub-sections present the detailed discussion of the findings on the effects of teachers' and students' deviant behavior in the selected secondary schools.

5.5.1. Poor Performance

Findings from this study revealed that some cases of deviant behavior had a negative effect on the performance of learners. The consequences of teachers' deviant behavior affect the welfare of the learners and the whole education system. The outcome of the learning process is mainly measured by the performance of the learners at the end of the course, poor academic performance as a major effect of teachers' deviant behavior indicates the extent that the learner is affected by deviant

behavior cases. Ng'oma and Simatwa (2013) agree that teacher deviant behavior such as lateness, absenteeism, alcoholism, negligence of duty, financial mismanagement, corporal punishment, sexual immorality, insubordination, and drug abuse result into interference with the curriculum delivery and had a negative effect on student performance.

The findings are in line with Gakure et al. (2013) who reiterates that teacher deviant behavior is a problem of great concern in schools that affects teachers' work performance, the teaching and learning process, and the quality of education is affected. Interview results revealed that late coming, truancy and unauthorized absenteeism among some teachers resulted in inadequate coverage of the syllabus thus affecting pupil performance. This implies that cases of teacher deviant behavior contributed to inadequate coverage of the syllabus which resulted in poor performance. These findings are also in line with Masitsa (2008) that some cases of teacher deviant behavior like late coming and absenteeism had a negative effect on student achievement. However, Hauya (2013) argued that poor performance in Malawi was due to the long syllabi, large classes, and theoretical teaching which promote rote learning limited to memory. This shows that there are varied reasons for low learner performance.

5.5.2. Increase in dropout rate

The study found that deviant behavior has negative impact on students, leading to failure and drop out from school. The findings of this study showed that deviant behaviour like noise-making impacts negatively of students' learning by making them inattentive and lose concentration on topics taught. Students who come late to school are often subjected to punishment which makes them miss the first lessons of the day which are usually Mathematics and English. Students, therefore, lose the instructional time and knowledge of key subjects. Such students may find it

difficult to cope academically in the subjects. In that case, students develop low self-concepts and drop out of school. The findings of this study support Chikwature et al. (2016) that students find it difficult to concentrate and fully absorb topics taught in a classroom due to deviant behaviour. Similarly, the findings agree with Bhagavi and Caeiro (2017) who maintained that deviant behaviour impacted negatively on students, leading to failure and drop out from school.

5.5.3. Increase in Examination Malpractice

The study found that deviant behavior has a negative impact on students and increases examination malpractices due to lack relevant knowledge and skills. The findings affirmed that because of examination malpractice, students become lazy to study, it discourages serious students from studying hard and unable to gain relevant knowledge and skills, students find it difficult to gain admission into higher institutions as a result of examination malpractice. In collaboration with the above assertion, Okiemute (2011) cited that examination malpractice discourages students from hard work among others.

5.5.4. Strained Relationships

This study further revealed that some cases of teacher and student deviant behavior affected relationships within the selected secondary schools. The findings showed that such relationships were two-fold, involving teachers themselves and teachers and their learners. Among teachers, results indicated that ‘old’ teachers felt ‘new’ teachers were perpetrating cases of deviant behavior in the schools and this resulted in poor relationships between the two generations. Although the importance of cooperation cannot be underestimated, the findings seem to suggest that the behavior of new teachers contributed to poor relationships in some of the selected schools.

On the same, results from the study indicated that some cases of teacher and student deviant behavior had an effect on the teacher-pupil relationship. From the respondents' viewpoint, teachers who displayed some cases of deviant behavior failed to manage classroom discipline. This suggests that teachers' deviant behavior does not only bring dishonor to him or her but also loss of respect among students and the community. This finding is consistent with Potter and Smellie (1995) that teachers' deviant behavior results in teachers losing their dignity and contributes to an increase in cases of deviant behavior among students who tend to emulate their teachers' conduct in the school.

5.6. Measures that can be used to reduce teachers' and students' deviant behaviors in secondary schools

The study managed to come up with some measures that could be used to reduce teachers' and students' deviant behaviors in secondary schools. The next sub-sections present the detailed discussion of the findings on measures that could be used to reduce teachers' and students' deviant behaviors in secondary schools.

5.6.1. Measures that can be used to reduce teachers' deviant behaviors in secondary schools

The study found a number of measures and strategies that could be used to reduce teachers' deviant behaviors in secondary schools. The next sub-sections present the detailed discussion of the findings on measures that could be used to reduce teachers' deviant behaviors in secondary schools.

5.6.1.1. Revision of the Regulations

The study has suggested that regulations for teachers need to be revised in order to take care of some emerging issues due to rapid socio-economic changes. With the coming of democracy,

people feel like they have the right to do whatever they like such that rule-following is not featuring much. The finding supports that of Bhagavi and Caeiro (2017) who stated that to ensure professional conduct among teachers the regulations must be revised to take care of emerging challenges such as issues of human rights. On recommendations for ensuring professional behavior as well as promoting adherence to the regulations. In general, the school managers felt that revising the regulations so that they reflect basics human rights would help to promote adherence. The findings also support the ethical theory which is constructed on the human capacity to reason. The theory insinuates that we should be able to institute rules and regulations that would be perceived by everyone irrespective of their position, age, or circumstances. For instance, the school managers felt rules forbidding teachers to speak to the press or publish books about matters concerning the service were restricting freedom of expression. Ethical theory stresses that as we transact with other human beings, we should be capable enough to treat them as ends in themselves and not as means to an end. In other words, we should not use other people or treat them as objects.

5.6.1.2. Continuous professional development (CPDs)

The study has revealed that continuous professional development would be one of the measures that could be used to reduce teachers' deviant behaviors in secondary schools. It is also important to consider the role of head teachers in constantly reminding the teachers and ensuring that new teachers are knowledgeable about the regulations. Participants of this study felt that schools should put much effort into conducting school-based INSETs as well as Continuous Professional Development (CPDs) insets at the cluster level for teaching staff to remind them of the professional expectations and regulations to facilitate ethical conduct within the school. This also calls for increased accountability by the head teachers to see to it that professional behavior is maintained at all times. These findings concur with those of Little (1997) that Continuous Professional

Development provides staff with unique opportunities to develop goals and action plans targeting their specific needs. Little reported that one of the most significant benefits of regular staff Continuous Professional Development is the progress made in building a spirit of professional community among all staff. Thus, these programmes help teachers to be able to understand expectations of students, parents and the community. Additionally, the findings are supported by the findings of Henkel, et al. (1997) who found out that through these programmes, experienced teachers helped new teachers by providing guidance on pedagogical challenges and chores, ethical dilemmas, student assessment and classroom management by familiarizing new teachers with school programmes, policies and resources. Attending Continuous Professional Development programmes increases teacher's level of confidence as a teacher. This confidence could be as a result of the fact that teachers became more versed with subject content areas as well as professional expectations including the teachers' code of conduct. Therefore, Continuous Professional Development (CPDs) for teaching staff remind them of the professional expectations and regulations to facilitate ethical conduct within the school.

5.6.1.3. Establishing a teaching council

The study has revealed that establishing a teaching council could be one of the measures that could be used to reduce teachers' deviant behaviors in secondary schools. The interviews with school managers also revealed that the Ministry of Education must come up with a body that would be responsible for the discipline of all teachers. The responsibility of this professional body would be to control the ethical conduct of all teachers in government and private schools by monitoring the behavior of all teachers from a professional perspective including teacher licensing. Establishing a teaching council would help much in ensuring that the professional conduct of teachers is maintained and upheld by all members of the teaching profession. When a teacher has misbehaved

it's the responsibility of this professional body to withdraw the license in that way deviant behavior could be reduced to a certain extent. These findings agree with Darling and Baratz (2005) who stated that the Teaching Council has a responsibility to set the standards for the profession of teaching, and to verify to both the profession and the public that they are being upheld. It also seeks to empower others in contributing to the maintenance and enhancement of those standards, including the profession. All aspects of the Council's work, in both promotion and regulation, are designed to ensure the highest of standards in all phases of teaching and learning for all learners. Darling and Baratz wanted to explain that the Council's work revolves around the concepts of learning, teaching, standards, trust, quality, voice, support, challenge, consistency and flexibility, and ongoing improvement. Its work is underpinned by the values of shared professional responsibility, collective professional confidence and professionally-led regulation.

5.6.1.4. Improving the conditions of service for teachers

The study has found that improving the conditions of service for teachers could be one of the measures that could be used to reduce teachers' deviant behaviors in secondary schools. There is also a need to improve the conditions under which the teachers work to ensure motivation and commitment to their work in as much as school managers who participated in this study say they do the regulations, there is overwhelming evidence in the news press about teachers' misbehavior. Improving the conditions of service for teachers by raising their salaries, promoting the deserving teachers, and recognizing those that have upgraded on their own may assist in minimizing deviant behavior among teachers. These findings are related to the views of Bennell and Akyeampong (2007) and Ng'oma and Simatwa (2013) who stated that teachers should be paid highly and on time because they contribute to the welfare of the Nation by educating the masses therefore to get motivated, enthusiastic, and not worried of their welfare hence pupils would be taught well and

given ample time with less cases of absenteeism hence better grades would be attained. Furthermore, the findings are also supported by the findings of Leblebic (2012) who argued that some factors in workplace environment may be considered keys affecting employee's engagement, productivity, morale, comfort level both positively and negatively. Therefore, improving the welfare and conditions under which the teachers work ensure motivation and commitment to their work which may reduce teachers' deviant behaviors in schools.

5.6.1.5. Stakeholder intervention in the resolution of deviant behavior in secondary schools

The study has found that stakeholder intervention in the resolution of deviant behavior in secondary schools could be one of the measures that could be used to reduce teachers' deviant behaviors in secondary schools. The study found that there is a need for the students as stakeholders to learn to practice self-discipline and restraint when dealing with issues. The head teachers felt that it was the responsibility of the students to ensure that they reported any form of deviant behavior to the school's administration for action to be taken. This finding agrees with Waweru (2008) who asserts that school discipline cannot be achieved without the participation of students. As a result, school prefects must be appointed. The administration should select the most appropriate method for appointing prefects, one that will be approved by the entire school community. They should also participate in extracurricular activities and show leadership potential.

Some of the ways that heads of departments suggested could be employed by the school's administration in curbing deviant behavior included; organizing forums and involving parents in deviant behavior issues as well as providing schools with basic needs. The government must be put to task to ensure that enough learning facilities in schools are available, there are regular visits of quality assurance officers from the ministry of education to schools, ensuring effective guidance

and counseling departments are in place as this would minimize deviant behavior in schools. These findings are in tandem with those of Zubaida (2009) who suggested that good relationships among the students, teachers, administration, parents, and the community help schools create a climate that fosters the development of the whole child in addition to a harmonious relationship that help to build trust and promote respect.

5.6.1.6. Inclusion of Teachers in School Management by Headteachers

The study has revealed that the inclusion of teachers in school management by headteachers could be one of the measures that could be used to reduce teachers' deviant behaviors in secondary schools. This study has revealed that the working relationship between teachers and administration can be improved by the inclusion of teachers in school management through the delegation of duties. The fact that the majority of the teachers are involved in the management of the school shows the headteachers' commitment to creating a rapport with teachers. However, in the cases where teachers are not involved in the management of the school, the teachers seem to feel dejected and insignificant thus creating a rift between them and the administration.

This finding supports the ethical theory looking at students' and teachers' practices and behaviors from the non-consequential viewpoint. The theory recommends that right doing is founded on principle rather than concentrating on consequences. This superficially appears to be the most anticipated means by which ethical behavior can be safeguarded under this theory. If teachers perceived it as their duty to defend the regulations and accept that duty, their behaviors would easily adapt to the regulations. Their intention to behave in agreement with the regulations would be ensured since it would initiate from within themselves rather than from the peripheral requirements.

The use of a disciplinary committee is one of the effective methods of dealing with deviant behavior cases among staff and students as the decision is arrived at after an evaluation by many people. The lack of disciplinary committees shows teachers are rarely involved in disciplinary issues of the teaching staff and students. This finding is in tandem with a similar study by Bolu-Steve and Esere (2017) who reported that just like in the current study, most headteachers rarely constituted a disciplinary committee to handle cases of deviant behavior among teaching staff in their schools. This leaves little room for the teachers accused of deviant behavior to argue their cases in an open forum.

5.6.1.7. Forwarding of Disciplinary Cases to the Education Division Manager by the Headteachers

The study has revealed that forwarding disciplinary cases to the education division manager by the headteachers could be one of the measures that could be used to reduce teachers' deviant behaviors in secondary schools. This study established that the majority of the school headteachers rarely forward cases of deviant behavior to the division for fear of losing teachers. This means that headteachers in the selected schools in Nkhata-bay and Rumphi districts normally opt for internal mechanism in responding to teachers' deviant behavior. These findings are similar to those of Chikwature et al. (2016) in a study on challenges faced by school head teachers in handling teacher disciplinary issues that showed that most heads were avoiding the long and complicated route of charging teachers opting for simpler actions like a verbal warning and transferring teachers. However, Dike (2015) advises that since teachers' code provides the ground on which disciplinary action should be taken by the head in matters of discipline, the heads should not shy away from taking the right step as this may aggravate the problem in the future. The head teachers must handle

matters of deviant behavior carefully and with tact, firmness, sound judgment, understanding, courage and empathy.

5.6.1.8. Provision of counseling services to both teachers and students

The study has revealed that provision of counseling services to both teachers and students could be one of the measures that could be used to reduce teachers' deviant behaviors in secondary schools. From the findings of this study, it is obvious that the major strategy used in managing deviant behavior is the provision of counseling services to both teachers and students. This finding supports the findings of Babatunde (2016) that guidance and counseling services are very important strategies that can be used to manage deviant behavior in schools to influence school teaching and learning. It is evident that this strategy positively affects the behavior of students as well as that of teachers when applied appropriately.

The finding also agrees with Adeoye (2016) that one of the basic functions of the school counselor is to provide necessary information about what are good deeds. Similarly, this finding supports the Ethical theory by Emmanuel Kent who contended that nothing can be conceived in the world or out of the world which can be called 'good' without qualification except good will. A right deed is that which is inspired by a desire to do what is right. Only when teachers and students know what is good will they be inspired to do what is right or follow the regulations. In addition, Mbiti (2007), explains that school counselors should help students improve their well-being, alleviate distress, resolve crises, and apply counseling strategies to correct maladjusted behavior among students. Furthermore, the findings of the current study also support the earlier study conducted by Bolu-Steve and Esere (2017) who said that students need to be assisted in handling contemporary challenges and that information-based intervention is an effective strategy for

handling deviant behavior, so counselors should always provide the right information to both teachers and students about the negative effects of deviant behaviors.

5.6.2. Measures that can be used to reduce deviant behavior among students

The study revealed several measures which could be used to reduce deviant behavior in secondary schools among students. The measures include the provision of moral leadership and education, the need for school authorities to be role models for students, the provision of adequate facilities for teaching, games and sports, and an emphasis on extracurricular activities. The findings showed that reduction in class size, value reorientation, as well as the establishment of an effective parents-teachers association, are measures that can be used to minimize deviant behavior among students. In addition, the results indicated that positive teacher/student relationships, frequent counseling services and the use of punishment are effective measures that could be implemented to reduce deviant behavior.

The above-mentioned measures support the study of Asonibare (2016) who concluded that punishment can be used in reducing deviant behavior in school. Punishment is often used when all other techniques have failed. Punishments could be used to significantly reduce deviant behavior in school. Similarly, the finding is also in consonance with the work of Asiyai (2019) who explained that punishment that should be used to reduce deviant behavior in school must be retributive, it should serve as a deterrent and must be reformatory and that punishment should be applied immediately after a negative behavior.

Additionally, the findings of the study support the earlier study conducted by Bolu-Steve and Esere (2017) who said that students need to be assisted in handling contemporary challenges and that

information-based intervention is an effective strategy for handling deviant behavior, so counselors should always provide the right information to in-school adolescents about the negative effects of deviant behaviors. Finally, the finding is also in line with the study of Ponfua (2015) who suggests effective strategies that can be used to reduce deviant behaviors. They include a positive teacher-student relationships, availability of facilities and effective supervision.

5.7. Summary

This chapter has discussed the findings of this study in relation to the literature reviewed in this study. This chapter has shown that most of the findings in this study are consistent with the reviewed literature on deviant behavior among students and teachers and its effects on learning in secondary schools in Malawi. In summary, the study has found that there is evidence that various forms of deviant behaviors for both teachers and students do exist in secondary schools and deviant behavior negatively affect the performance of the school, the teachers as well as the students. From the discussion, it has shown that deviant behavior has affected how well students learn and how well teachers, parents, and students get along.

Similarly, the discussion has provided evidence that school managers believe that the Malawi Teachers' Code of Conduct and school rules should be updated to reflect the nation's contemporary democratic environment. In addition, the discussion has revealed that some of the challenges faced in the promotion of ethical conduct were misconceptions of human rights and a lack of resources to investigate cases of deviant behavior and organize sensitization campaigns. After presenting the discussion, the following chapter presents the conclusions and implications of the study.

CHAPTER SIX

CONCLUSIONS AND IMPLICATIONS

6.1. Introduction

This chapter concludes the study and presents its contribution to the body of knowledge on deviant behaviors in public secondary schools in Malawi. The chapter is made up of three sub-sections: the study conclusion, implications, and suggested areas for further research.

6.2. The study's conclusions

Based on the findings, the study concluded that various cases of teacher and student deviant behavior were reported in the selected public secondary schools in Nkhata-bay and Rumphi Education districts. The common cases of student and teacher deviant behavior in the selected public secondary schools were truancy, unauthorized absenteeism, and late coming. Unauthorized absenteeism, truancy, and late coming may affect the teaching and learning process. This implies that deviant behavior is detrimental to students' performance and good teaching often depends on good school discipline.

The study further concluded possible causes of teacher deviant behavior were found to be factors related to poor conditions of service, negligence, lack of support from authorities, and lack of cooperation among teachers. The study revealed that teachers were dissatisfied with the lack of promotions and low salaries. This situation resulted in teachers concentrating on secondary activities than actual teaching to supplement their incomes. It was also revealed that there was little or no support in terms of school supervision, a situation that led to feelings of relaxation among some teachers. Lack of cooperation between and among teachers also made it difficult for the head

teachers to advance their beliefs and values which are said to have an impact on teacher behavior as argued by proponents of transformational leadership. Headteachers indicated a lack of knowledge of the Teachers' Code of Conduct as another possible cause for deviant behavior. The major conclusion is that there are varied reasons for teacher deviant behavior in public secondary schools in Malawi. The evidence of this study supports Kadzamira (2006)'s view that educational systems which do not provide good conditions of service like accommodation, good salaries, and promotions are likely to have problems with some cases of teacher misconduct like unauthorized absenteeism. The implication is that as long as teachers are dissatisfied with their profession, cases of misconduct should be expected.

Additionally, the study further established that there are both internal and external factors that contribute to the persistence of acts of deviant behavior among students. Some of the external factors that contribute to deviant behavior in public secondary schools include poor parenting, dysfunctional families, and mass media as some of the most significant factors impacting the decline of pupils' behavior in schools. Communication between parents and teachers is inconsistent. Parents perceive their role as being external to the school environment, concerning addressing issues of deviant behavior. The internal factors here are considered as those which were school-based. These included teachers' leniency toward wrongdoers and poor relationships between the students and the school administration. Lack of adequate sports and recreational activities that leave students idle after classes and lack of knowledge about the school regulations also arose as internal causes of deviant behavior among students. The major conclusion is that there are varied reasons for students' deviant behavior in public secondary schools in Malawi. The implication is that educational systems which do not address these issues are likely to have

problems with some cases of students' deviant behaviors like unauthorized absenteeism, truancy, and late coming just to mention but a few.

The promotion of ethical conduct among secondary teachers is made difficult due to human rights issues and a lack of adequate financial resources to investigate reported cases and enforce the Teachers' Code of Conduct in public secondary schools. This implies that human rights if misunderstood can fuel deviant behavior. The study also revealed that secondary school students and teachers' knowledge about the regulations is very minimal. Their ignorance was a result of a lack of any deliberate efforts either during teacher training or in the workplace, to help teachers and students learn about these regulations. The implication is students' and teachers' behaviors are not guided by the requirements of the school and the profession.

The study further concluded that cases of teacher and student deviant behaviors affected the performance of students through missing lessons and inadequate coverage of the syllabus due to among others late coming, truancy and absenteeism. Teacher and student deviant behavior also affected the relationship between teachers and students as it affected class management and discipline. The main conclusion is that cases of teacher and student deviant behavior have far-reaching consequences on the individual teacher, the student, and the teaching and learning process. The implication is that failure to address the root causes of teacher and student misconduct will hurt student performance and unhealthy relationships within the school.

The study further established that the mechanisms for enforcing the regulations are quite weak in that the procedures for dealing with deviant behavior are not consistently followed. Headteachers are often powerless in dealing with deviant behavior. Headteachers can only advise indiscipline

teachers but cannot penalize them in any way. If misbehavior cannot be dealt with at the school, head teachers refer the cases to high offices outside the school. In most cases for fear of looking bad and inconsiderate to the other teachers, school heads may not report some deviant behavior to higher offices for action. The absence of a professional association for teachers, which could deal with teachers' deviant behavior from a professional perspective, leaves no other options for addressing the misbehavior. The lack of effective guidance and counseling programs for the students impacted negatively on students' discipline in the schools. Therefore, mechanisms for enforcing the regulations need to be strengthened, and effective guidance and counseling programs need to be put in place if schools are to minimize deviant behavior.

6.3 Contribution to knowledge of the study to the education community

This study is one of the first of its kind to investigate the causes and effects of deviant behaviour of not only the learners, an area on which much research has concentrated, also on exploring the causes and effects of deviant behaviors of teachers an area on which research is anecdotal. The study has therefore the potential of contributing to the body of knowledge on the current causes and effects of deviant behavior among secondary school teachers and students and the strategies used by school managers to minimize deviant behaviors in schools in Malawi. Similarly, the study has the potential of providing information to policymakers in Malawi, especially at the Ministry of Education and the Teachers Service Commission level, on policy interventions that can comprehensively address the issue of deviant behavior in schools in Malawi. Additionally, the study has the potential of contributing to practice by providing schools, educational managers, and other stakeholders (e.g., government, parents, traditional rulers, non-governmental organizations (NGOs), etc.) with information drawn from the field that could facilitate the handling of deviant behavior in schools. Finally, the study's findings might also provide useful insight into reasons

why the current methods and approaches used to deal with deviant behaviors in secondary schools in Malawi are not producing the desired results in the targeted groups which are students and teachers.

6.4. Recommendations

Based on the research findings and conclusion of this study, the following recommendations are made:

a) The study has found that misconceptions of democratic principles of human rights and freedoms made it difficult for school authorities to enforce the Teachers' Code of Conduct and school rules and regulations as one way of promoting ethical conduct among teachers and students. Therefore, there is a need to sensitize teachers and students on their rights and responsibilities to correct the misconceptions.

b) To ensure professional conduct among teachers and discipline among students, there is need to revise the regulations to make them more relevant to the democracy that is in the country since the current regulations were made when the political setup was different and to take care of emerging challenges.

c) The Government through the Ministry of Education should provide the Division Inspectorate with adequate funds to enable them to visit and inspect large number of schools and regularly.

d) Schools should have competent professional counselors who will help teachers and students to stop or minimize deviant behavior by clearly discussing with them the consequences of deviant behavior and the benefits of being disciplined. Counseling services should be available for the teaching staff as well to help them cope with the stresses of work and avoid engaging in deviant behavior. School counselors should focus more on behaviors, apart from paying more attention to learn subject matter in schools alone. They should consider students' socio-economic factors such

as parental financial difficulties, students' broken homes, etc. when offering counseling to students.

f) Since most of the causes of deviant acts are traced to schools, home, and peer influence to mention but a few, there is a need for parents and school administrators to work hand-in-hand to keep students' behaviour under effective check. School managers should use Parents Teachers Associations (PTA) to sensitize parents and guardians to the need to ensure that deviant behavior is minimized in schools.

g) Schools should have constant staff development workshops that focus on deviant behavior; causes, types and preventative approaches to management of deviant behavior.

h) School administrators and teachers should ensure that school policies on deviant behavior be strictly followed to prevent the possibility of deviant behavior among both teachers and students. School managers should devise appropriate punitive measures in controlling deviant behaviour in school and they should ensure that they regularly admonish students during morning assemblies on good conduct. There should be rewards for good conduct and punishment for bad conduct at home, school and society. Headteachers should incorporate the use of disciplinary committees in schools so that the teachers own up to the discipline process in the schools.

6.5. Areas for further study

I suggest the following areas for further research:

a) This study covered only four public secondary schools in two educational districts in the Northern Education Division of Malawi. There is a need to conduct a similar study in other education districts and in other education divisions to determine if there are similarities with the major findings from this study.

b) Since cases of deviant behavior were linked to other factors like low job satisfaction, and family background, future research should explore the underlying influence of these factors on teachers' professional conduct and students' behavior.

c) In this study, Boys' secondary schools and Girls' secondary schools were not included, only mixed secondary schools were considered. It is necessary to find out how Boys' public Secondary schools and Girls' public secondary school teachers and students behaviors compared with those from mixed public Secondary Schools.

6.6. Summary

This chapter has presented thesis conclusions, implications, and suggested areas for further research. Largely, the study offers a significant knowledge contribution to the existing body of knowledge regarding deviant behaviors in schools in Malawi in the following aspects: First, literature on the prevalence and causes of deviant behaviors in public secondary schools in Malawi. Secondly, theoretical and practical understanding of the extent to which deviant behaviors are dealt with in schools in Malawi. From the practical perspective, the findings of the study might be useful to educational managers and other stakeholders (e.g., government, parents, traditional rulers, non-governmental organizations (NGOs), etc.) in education on how to identify and manage deviant behaviors among secondary school students.

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APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR SCHOOL MANAGERS (Head teachers, Deputy Head teachers and Heads of departments)

SECTION ONE

Biographical Data

Gender: _____

Age: _____

Highest Qualification: _____

Teaching Experience: _____

Experience in your position _____

School enrollment _____

Staffing _____

School Vision Statement _____

School Mission Statement _____

School MOTO _____

Core Values _____

School Environment _____

Brief history of the school _____

Date of interview.....

SECTION TWO

Teachers' deviant behaviors

1. What do you understand by deviant behavior? _____

2. Have you had cases of teacher deviant behaviors at this school within the past 12 months?

3. What are the common types of deviant behaviors you have experienced among teachers?

4. What do you think are the causes of these deviant behaviors? _____

5. Have you ever heard of teachers' code of conduct? _____
6. If yes, does the school have a copy of the teachers' code of conduct? _____
7. How do you think the teachers code of conduct has contributed in minimizing deviant behavior among teachers? _____

8. What is being done at this school to ensure that teachers know and abide by the teachers' code of conduct? _____

9. Do you think your teachers are committed to their work? _____
10. Do you think the teachers' teaching methods used at this school can contribute to deviant behavior on the part of students? Explain _____

11. Do you think management can contribute to teachers' deviant behavior? Explain?

12. What kind of socio-cultural practices foster deviant behavior among the teachers in the community surrounding your school? _____

13. Do you think teachers' conditions of service can contribute towards teachers' deviant behavior? Explain? _____

14. How have you been handling teachers' deviant behavior at this school? _____

Students' deviant behaviors

15. Have you had cases of deviant behavior among students at this school for the past 12 months? _____

16. If yes, what are the common types of deviant behaviors you have experienced among students? _____

17. What do you think are the causes of these deviant behaviors? _____

18. Does the school have a copy of students' Rules, Regulations, policies or guidelines related to deviant behavior? _____

19. How many times have these rules been enforced in your school in the last 12 months?
- _____
- _____
20. What is being done at this school to ensure that students know and abide by the school rules and regulations? _____
- _____
21. Do you think teachers can contribute towards deviant behaviors among students? Explain?
- _____
- _____
22. Do you think school managers can contribute towards deviant behaviors among students? Explain? _____
- _____
23. What kind of socio-cultural practices foster deviant behavior among students in the community surrounding your school? _____
- _____
24. Are physical infrastructures, furniture, teaching and learning materials adequate to cater for all students? _____
25. If not, how could this contribute to deviant behavior? _____
- _____
26. Do students of this school understand human rights issues and their responsibilities?
- _____
27. If not, how could this contribute to deviant behavior? _____
- _____
28. How does the coming in of modern technology contribute to deviant behavior?

29. How does social media contribute to deviant behavior among learners? _____

30. How do peer groups contribute to deviant behavior among learners at this school?

31. How have you been handling students' deviant behavior at this school? _____

Section 3

Effects of teachers' deviant behavior

32. Do you think students copy behaviors from teachers at this school?

33. Do you think teachers' deviant behavior can affect students' performance? Explain?

34. How does teachers' deviant behavior affect students' discipline? _____

35. Would you consider the learners relationships with the teachers at the school as good or bad? _____

36. How can teachers' deviance affect the relationship between students and teachers?

37. What are the effects of teachers' deviant behaviors on learning? _____

38. Have any of the students at this school or the community ever suffered due to teachers' deviant behavior? Explain? _____

39. How does teachers' deviance contribute to the increase in dropout rate in schools?

Effects of students' deviant behavior

40. How does students' deviant behavior affect teachers' job of teaching them? _____

41. Do you think students' deviant behavior can affect their performance? Explain? _____

42. How can students' deviance affect the relationships among students and between students and teachers? _____

43. What are the effects of students' deviant behaviors on learning? _____

44. Have any of the students at this school or the community ever suffered due to students' deviant behavior? Explain? _____

45. How does students' deviance contribute to the increase in dropout rate in schools?

SECTION 4

Strategies To Minimize Deviant Behavior

46. What strategies does this school use to minimize deviant behavior among teachers and students? _____

47. Have you ever been trained in how to handle teachers and students' deviant behavior?

48. If yes, do you think the trainings were adequate for affective management of teachers and students' deviant behavior? _____

49. If no, what do you think could be done to improve management of deviant behavior at this school? _____

50. Where do learners report any forms of ill-treatment done to them at this school?

51. In your opinion, do you think the offices where students report to address the problems to students' satisfaction? Explain? _____

Does the school involve parents/community in handling of teachers and students discipline issues? _____

52. If yes, what is the role of the parents or guardians in minimizing deviant behavior among teachers and students? _____

53. Does the school have extra curriculum activities?

54. If yes how do these assist in minimizing deviant behavior at this school?

55. In the school curriculum, do you think there are certain subjects which were deliberately included to control deviant behavior among students? _____

56. If yes, what are they and how do they do that? _____

57. What challenges do you face in promoting ethical conduct among teachers and students?

58. What should be done to promote ethical conduct among teachers and students in Malawi?

THANK YOU FOR YOUR COOPERATION

APPENDIX II: Interview Guide for the Northern Education Division Human Resources

Officer (NED-HRO)

Date of interview.....

1. What do you understand by deviant behavior?

2. Have you had reported cases of teacher deviant behaviors from schools within the past 12 months? _____

3. What are the common types of deviant behaviors that are reported from schools among teachers? _____

4. What do you think are the causes of these deviant behaviors? _____

5. How has your office been handling teachers' deviant behaviors from schools? _____

6. Does your office provide schools with teachers' code of conduct? _____

7. How do you think the teachers' code of conduct has contributed in minimizing deviant behavior among teachers? _____

8. What is being done by your office to ensure that teachers know and abide by the teachers' code of conduct? _____

9. Do you think conditions of service can contribute towards teachers' deviant behavior?

Explain? _____

Students' deviant behaviors

10. Are there any reported cases of students' deviant behaviors from schools in your division in the past 12 months? _____

11. If yes, what are the common types of these reported cases of deviant behaviors among students? _____

12. What do you think are the causes of these students' deviant behaviors? _____

13. How has your office been handling the reported students' deviant behavior from schools?

14. Does your office make sure that schools have copies of students' Rules, Regulations, Policies or Guidelines related to deviant behavior? _____

15. What is being done by this office to ensure that students know and abide by the school rules and regulations? _____

Section 3

Effects of teachers' deviant behavior

16. Do you think teachers' deviant behavior can affect students' performance? Explain?

17. How does teachers' deviant behavior affect students' discipline and performance?

18. What are the effects of teachers' deviant behaviors on learning?

19. Have any of the students in your schools or the community ever suffered due to teachers' deviant behavior? Explain? _____

20. How does teachers' deviance contribute to the increase in dropout rate in your schools?

Effects of students' deviant behavior

21. Do you think students' deviant behavior can affect their performance? Explain?

22. What are the effects of students' deviant behaviors on learning?

23. Have any of the students in your schools or the community ever suffered due to their deviant behavior? Explain? _____

24. How does students' deviance contribute to the increase in dropout rate in your schools?

SECTION 4

Strategies To Minimize Deviant Behavior

25. What strategies does the division have in place to minimize deviant behavior among teachers and students in your schools? _____

26. Does the division train teachers and school managers on how to handle teachers and students' deviant behavior? _____
27. If yes, do you think the trainings are adequate for affective management of teachers and students' deviant behavior? Explain? _____

28. If no, what do you think could be done to improve management of deviant behavior in your schools? _____

29. Does your office encourage schools to involve parents/community in handling of teachers and students' deviant behaviors? _____
30. If yes, what is the role of the parents or guardians in minimizing deviant behavior among teachers and students? _____
31. What challenges do you face in promoting ethical conduct among teachers and students? _____

32. What should be done to promote ethical conduct among teachers and students in Malawi? _____

THANK YOU FOR YOUR COOPERATION

APPENDIX III: INTERVIEW GUIDE FOR PARENTS TEACHERS

ASSOCIATION/SMC Representative

Date of interview.....

- 1. What do you understand by deviant behavior?

- 2. What are the common types of deviant behaviors that are reported from schools among teachers? _____

- 3. What do you think are the causes of these deviant behaviors? _____

- 4. What is being done by you as parents/community to ensure that teachers are well behaved?

Students' deviant behaviors

- 5. In your view as a parent, what are the most common deviant behavior cases reported about your children at school? _____

- 6. In your own opinion as a parent, what are the causes of these students' deviant behaviors?

- 7. What is being done by parents/community to ensure that students know and abide by the school rules and regulations? _____

Effects of teachers' deviant behavior

8. Do you think teachers' deviant behavior can affect students' performance? Explain?

9. How does teachers' deviant behavior affect students' discipline and performance? _____

10. What are the effects of teachers' deviant behaviors on learning?

11. Have any of the students in your school or the community ever suffered due to teachers' deviant behavior? Explain? _____

12. How does teachers' deviance contribute to the increase in dropout rate in your school?

Effects of students' deviant behavior

13. Do you think students' deviant behavior can affect their performance? Explain? _____

14. What are the effects of students' deviant behaviors on learning?

15. Have any of the students in your school or the community ever suffered due to their deviant behavior? Explain? _____

16. How does students' deviance contribute to the increase in dropout rate in your school?

Strategies To Minimize Deviant Behavior

17. What strategies does the community have in place to minimize deviant behavior among teachers and students in your schools? _____

18. Does the school involve parents/community in handling of teachers and students' deviant behaviors? _____

19. If yes, what is your role in minimizing deviant behavior among teachers and students?

20. What challenges do you face in promoting ethical conduct among teachers and students?

21. What should be done to promote ethical conduct among teacher and students in Malawi?

THANK YOU FOR YOUR COOPERATION.

APPENDIX IV: DOCUMENT ANALYSIS GUIDE

Document to be checked	Availability and updated	Recorded deviant behavior	How was the behavior handled	Comments
Discipline File (teachers/ Students)				
Punishment Book (students)				
Log Book				
Staff Minutes				

APPENDIX V: Authorization Letter from the Education Division Manager

APPENDIX VII: AUTHORISATION LETTER TO THE EDUCATION DIVISION MANAGER

Mzuzu University,

Private Bag 201,

Luwinga, Mzuzu

Tel: 0999 944 462/0885 241400

Email: kaluma0957@gmail.com

The Education Division Manager

Northern Education Division

P.O Box 133

Mzuzu

Dear Sir,

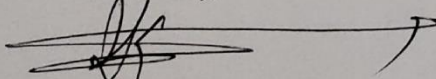
**REQUEST TO CONDUCT A RESEARCH IN SELECTED SECONDARY SCHOOL IN
THE NORTHERN EDUCATION DIVISION**

I am a post graduate student at Mzuzu University pursuing Masters of Education in Leadership and management. I am carrying out a study on *Deviant Behavior among students and teachers and its effects on learning* in partial fulfilment of the requirement of the award of the Master's degree.

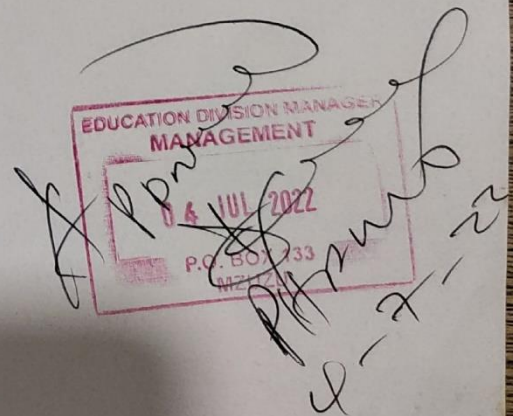
I am therefore requesting your office for permission to carry out this study in selected secondary school within Northern Education Division.

Attached is an introductory letter from Mzuzu University

Yours faithfully,



Davis C. Kaluma



EDUCATION DIVISION MANAGER
MANAGEMENT
04 JUL 2022
P.O. BOX 133
MZUZU

**APPENDIX VI: Authorization Letter from Mzuzu University Department of Education
and Teaching Studies**



MZUZU UNIVERSITY

Department of Teaching, Learning and
Curriculum Studies

Mzuzu University
Private Bag 201
Luwingu
Mzuzu 2
MALAWI

Tel: (265) 01 320 575/722
Fax: (265) 01 320 568
mdolo.mm@mzuni.ac.mw

26TH MAY 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR DAVIS KALUMA

Mr Davis Kaluma is a registered Master of Education (Leadership and Management) Program student at Mzuzu University. He has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to collect data for the research study he is conducting as a requirement for the program.

Kindly assist him accordingly.

Yours faithfully,

Dr Margaret M. Mdolo
Program Coordinator

APPENDIX VII: CONSENT FORM

I, consent to participate in this study conducted by Davis Kaluma on Deviant Behavior Among Students and Teachers and Its Effects on Learning: *Managers Perspectives in Four Secondary Schools in Malawi*. I realize that no negative consequences will result from my participation in this study and that the study is being conducted for the purpose of minimizing deviant behavior among teachers and students and to improve teaching and learning in our schools. I give permission for the material to be used for the research or teaching only.

I participate voluntarily and understand that I may withdraw from the study at any time.

I further consent to being interviewed as part of the study. I also understand that I have the right to review the notes made of our conversation before these are used for analysis if so, I choose. I can delete or amend any material or retract or revise any of my remarks. Everything I say will be kept confidential by the interviewer. I will only be identified by a pseudonym in the research report. In addition, any person I refer to in the interview and the names of the school will be kept confidential.

Pseudonym :

Signature :

Date :

APPENDIX VIII: APPROVAL FROM MZUNIREC



MZUZU UNIVERSITY

DIRECTORATE OF RESEARCH

Mzuzu University
Private Bag 201
L u w i n g a
M z u z u 2
M A L A W I
TEL: 01 320 722
FAX: 01 320 648

MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)

Ref No: MZUNIREC/DOR/22/60

13th May, 2022

Davis Kaluma,
Mzuzu University,
P/Bag 201,
Mzuzu.

kaluma0957@gmail.com

Dear Davis Kaluma,

RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT FOR PROTOCOL REF NO: MZUNIREC/DOR/22/60: DEVIANT BEHAVIOR AMONG STUDENTS AND TEACHERS AND ITS EFFECTS ON LEARNING: MANAGERS PERSPECTIVES IN FOUR SECONDARY SCHOOLS IN MALAWI

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalised, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Committee Address:

Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwinda, Mzuzu 2; Email address: mzunirec@mzuni.ac.mw

Wishing you a successful implementation of your study.

Yours Sincerely,



Gift Mbwele

MZUZU UNIVERSITY RESEARCH ETHICS ADMINISTRATOR

For: CHAIRMAN OF MZUNIREC

Committee Address:

Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwingu, Mzuzu 2;

Email address: mzunirec@mzuni.ac.mw