

An Investigation of Factors Contributing to Student's Indiscipline in Boarding
Secondary Schools in Malawi: A Case Study of Selected Secondary Schools in Central
West Education Division.

By

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Dedication

To

Harry Satumba (my husband)

Tiyamike, Madalitso and Mtendere Satumba (my three lovely girls)

Lecey Kachepa (my mum)

Declaration

I, *Mercy Kachepa*, declare that, the organisation and writing of this thesis is entirely my own and has been carried out at Mzuzu University under the supervision of DR. D.M. Ndengu. It has not been, nor is it being concurrently submitted for any other degree than the degree of Master of Education (Educational Leadership and Management) of Mzuzu University.

I attest that all reference material contained in here has been duly acknowledged.

Signed _____

(Student)

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Abstract

The study was conducted to investigate the factors contributing to student's indiscipline in some boarding secondary school in the Central West Education Division in Malawi. This was due to the rampant increase of indiscipline in the schools, particularly in boarding secondary schools.

The study employed a sequential explanatory design, which involved the use of quantitative phase followed by a qualitative phase. Data in the quantitative phase was collected using questionnaires from students and teachers. In the qualitative phase, data was collected using interviews and focus group discussions from within the same group of students, and interviews from within the same group of teachers. The systems theory guided the study.

The findings have revealed that there are different factors related to the home, students, teachers and administration that contributes to student's indiscipline. The factors contribute to indiscipline in different ways. The study established the following home factors as contributing to student's indiscipline: lack of parental attention and guidance on student's behaviour; poor relationship between parents and their children; influence of the media at home; parents not providing desired school resources of students and parental ways of managing misbehavior. The following factors related to students were identified as contributing to student's indiscipline: lack of student's interest in school; students' concentration on relationships with the opposite sex; use of drugs and alcohol; misunderstanding of indiscipline as a right and peer pressure. In terms of teachers, the following factors were identified: teacher's lack of professional

delivery of work and poor management of indiscipline. Finally, factors related to administration that contributes to indiscipline are: administration's inability to address student's complaints and the way how the administration manage indiscipline.

The study has made various recommendations, that requires the different groups at school level and the government to work together to help deal with indiscipline.

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Chapter One: Introduction of the Study

This chapter provides the background of the study, statement of the problem, the critical research question and its subsequent quantitative and qualitative research questions. It also provides the purpose, rationale and significance of the study.

1.1. Background Information

Secondary schools in Malawi are experiencing enormous cases of indiscipline. Students are exhibiting different forms of indiscipline, despite the existence of discipline measures in schools. Most of the cases of indiscipline are from boarding secondary schools. This is a problem that has impacted negatively on the schools, society and the nation at large.

In the first place, it is important to understand the concept of indiscipline. Kochhar, (2004), defines it as a breach of social order, good moral behaviour, self-accepted and self-maintained social values of life. Richard, (2004) defines discipline as the system of rules, punishments and behavioural strategies appropriate to the regulation of children and the maintenance of order in schools. Thus, the opposite situation is indiscipline. Malawi's Ministry of Education Science and Technology (MoEST) defines indiscipline as a student's contrary act that breaks school rules and regulations (MoEST, 2014).

In the context of this study, student's indiscipline will be viewed as behavior that is contrary to school rules and regulations, which calls for corrective measures to ensure desired behavior on the learners and maintain order in schools.

There are different reported cases of indiscipline in boarding secondary schools. For example, in Dedza district in the central region of Malawi, a form three student of Dedza secondary school died in a violence incident between the school and its usual rival Umbwi secondary school over an issue of a football match (Munthali, 2012). At Bandawe girl's secondary school in Nkhatabay district in the northern region, all form four students were suspended because they went against the set school programmes by desiring overnight prayers. It was said that the prayers were meant to expel the devil in their daily lives so they could perform well in their studies. The administrators described this as "gross indiscipline" while the students accused the administrators of poor administration (Ngwira, 2013). At Malosa Anglican secondary school in Zomba in the southern region, seventeen students were dismissed for stoning teachers who were having a meeting at the school. Some students also set ablaze a school archive where lots of property got damaged including a form three classroom block (Nyasa Times Reporter, 2014). The students set the school ablaze as a way of expressing their unhappiness with the school administrators and need for the transfer of their head teacher (Nyasa Times Reporter, 2013). In these cases, the students were involved in the following indiscipline acts respectively: violence, insubordination and vandalism.

The problem of indiscipline increased in Malawi soon after the democratic dispensation in 1994. Schools experienced indiscipline cases like teasing, bullying, truancy, violence, vandalism, defiance, insubordination of authority, substance abuse, teen age pregnancy, resisting use of school uniform, cheating in examinations, drinking, smoking, use of abusive language, provocative dressing and abortion (Kuthemba

Mwale, Hauya & Tizifa, 1996). The MoEST therefore initiated and funded a study to inquire into the causes of indiscipline in secondary schools. The study attributed the indiscipline to misunderstanding, misconception and misinterpretation of democracy (Kuthemba Mwale et al., 1996). However, since this study was carried out a long time ago, this study aimed at finding the factors that are currently contributing to student's indiscipline particularly in boarding secondary schools.

MoEST approach to indiscipline can be described as reactive and punitive. This involves responding to misbehaviours only after a negative pattern of behavior has been established using punitive measures (Hymel & Henderson 2006). The recommended disciplinary measures in Malawi include warning, physical punishment, mediation, demotion, guidance and counseling, rustication, suspension and expulsion (MoEST, 2014). Corporal punishment is prohibited in the management of indiscipline in Malawi according to article 19 of the Malawi's Constitution, but the practice is continuing in schools (Newel, 2010). These punitive measures however, have limited value and often lead to anti-social behaviours and other indiscipline behaviours (Osher, Bear, Sprague, & Doyle, 2010).

MoEST provides schools with guidelines on the management of indiscipline in schools. The guidelines stipulate the general rules and regulations, and procedures of processing students' indiscipline cases. The schools are allowed to formulate their own specific rules to suit their different contexts. One structure that schools are supposed to put in place in terms of indiscipline management is a discipline committee. The

discipline committee hears indiscipline cases brought to it and makes recommendations to the head teacher (MoEST, 2014).

Indiscipline is a critical issue that needs to be understood because most of the students in secondary schools are in the adolescence period. Adolescence period “is a developmental period of transition from childhood to adulthood period” (King, 2008, p. 135). In this stage, the adolescents search for their identity. This is whereby they define themselves on who they are and where they are going in their life. Failure to accomplish this puts them in confused state called *identity confusion* (King, 2008). Thus, everything that is happening to the students at this stage is crucial because it shapes them to the type of adults they become.

In addition, indiscipline in Malawi has a lot of negative effects. It results in the destruction of school’s resources and school’s general infrastructure appearance, disrupts the teaching and learning process, removes the mutual trust between teachers and students and frustrates many well-meaning teachers and students. People have lost confidence in the MoEST as an inculcator of good habits and moral values for the future generation. This in turn has led to student’s loss of interest in school, low morale among teachers and society’s loss of confidence on schools as custodians and facilitators of good habits and ethical principles (Kuthemba Mwale et al., 1996). Teachers are also demotivated with the increasing students misbehaviours and it is more of a challenge for the under qualified teachers to deal with the misbehaviours than the qualified teachers (Volunteer Service Overseas [VSO], Malawi, 2002).

Malawi, like many other countries, also realises the important role that education plays in the development of the nation. The education sector has been one of the priority

areas in terms of budgetary allocation, for example in 2013/14, it received 20% of the national budget; and in 2014/15 the sector received 17.2% (Malawi Government, 2013; 2014). However, the sector is facing challenges especially due to Free Primary Education Policy (FPE) that the country adopted after its democratic dispensation in 1994. The FPE increased enrollment in secondary schools which in turn pressurised the available education resources. Consequently, the budgetary allocation to the MoEST is not having a great impact on the overall needs of the education sector. Secondary schools have inadequate education resources like textbooks, infrastructure and qualified teachers (World Bank, 2010).

It is out of this background that the researcher undertook this study to find the factors contributing to indiscipline in boarding secondary schools in Malawi.

1.2. Statement of the Problem

There is rampant indiscipline in boarding secondary schools in Malawi today. The country has experienced an increase in different forms of indiscipline. One of the former ministers of MoEST, Lucius Kanyumba in reaction to the situation expressed that the MoEST would not tolerate indiscipline and any student not abiding to school rules and regulations would be kicked out immediately (Malawi Broadcasting Corporation Online Reporter, 2014). Various stakeholders are also concerned with the problem. For example, Munthali (2012) writes that the general public has been complaining of moral decay in the society, especially with the acts of violence in schools. These detrimental forms of indiscipline: like vandalism has resulted in many

negative effects, such as destruction of the limited resources in boarding secondary schools and even the death of a student (Munthali, 2012; Nyasa Times, 2014).

In most of the reported indiscipline cases in the media, students and school level authorities blame each other over the cause. This shows that the causes of students' indiscipline are not clearly known and therefore no one takes responsibility for the problem. In addition, teachers who are expected to take a leading role in dealing with indiscipline in schools are de-motivated by the indiscipline (Kayuni & Tambulasi, 2007). This raises a concern as what the teachers are doing in relation to management of indiscipline. It was thus a matter of urgency to understand the factors that are leading to indiscipline in boarding secondary schools in Malawi.

1.3 Purpose of the Study

The aim of the study was to investigate the factors contributing to student's indiscipline in selected boarding secondary schools in the Central West Education Division in Malawi.

1.4. Critical Research Question

The critical mixed method research question for the study was:

- What are the factors contributing to student's indiscipline in boarding secondary schools in Malawi?

1.4.1 Quantitative research questions.

The study specifically answered the following questions in the quantitative phase of the study:

1. What factors related to the home are contributing to student's indiscipline in boarding secondary schools in Malawi?
2. What factors related to students are contributing to their indiscipline in boarding secondary schools in Malawi?
3. What factors related to teachers are contributing to student's indiscipline in boarding secondary schools in Malawi?
4. What factors related to administration are contributing to student's indiscipline in boarding secondary schools in Malawi?

1.4.2 Qualitative research questions.

The qualitative phase of the study answered the following research questions:

1. How do factors related to the home contribute to student's indiscipline in boarding secondary schools in Malawi?
2. How do factors related to students contribute to their indiscipline in boarding secondary schools in Malawi?
3. How do factors related to teachers contribute to student's indiscipline in boarding secondary schools in Malawi?
4. How do factors related to administration contribute to student's indiscipline in boarding secondary schools in Malawi?

1.5 Rationale of the Study

The researcher has nine years of experience teaching in secondary schools in Malawi. Throughout the years, the researcher has been intrigued by the increasing indiscipline in secondary schools. The researcher has experienced firsthand some of the disruptive effects of indiscipline on the teaching and learning process in secondary schools, for example, a lot of time is spend to deal with the problem. As a student pursuing Masters Degree in Education Leadership and Management, the researcher has further realised how crucial discipline is in the running of schools. These experiences gave the researcher an interest to study the factors contributing to student's indiscipline, with the hope that its understanding will assist in deriving its solutions.

1.6 Significance of the Study

The findings of the study are expected to bring an understanding on the factors contributing to indiscipline, particularly in boarding secondary schools. The findings may be an eye opener to the government in its effort to deal with the problem of indiscipline in Malawi. The school managers in both government and private schools may also benefit from the findings to understand student's behaviours in the schools. The understanding of the factors contributing to indiscipline is further expected to bring insight to stakeholders in the education sector on the best possible ways of dealing with the problem.

The study findings may also provide useful insight on reasons why the methods and approach used to deal with indiscipline in secondary schools in Malawi are not producing the desired results in the students. This is an important area in instilling

discipline in learners that needs to be well understood. However, this area has not been researched much in Malawi. The results of the study therefore may set a good basis for further studies on the topic.

1.7 Delimitation of the Study

The study was confined to three public boarding secondary school in one education division in Malawi; Central West Education Division. More specifically, the study concentrated only on students and teachers.

1.8 Conclusion

The increasing indiscipline in secondary schools, particularly boarding schools in Malawi has touched the hearts of many stakeholders in the country. The effects are being felt in the education sector and the society as a whole. Indiscipline as one of the challenges that the education sector is facing needs to be dealt with because it concerns the adolescents, who are expected to be the future leaders of Malawi. Despite the ways put in place to handle and deal with indiscipline in the schools, the actual factors contributing to the problem are not well understood. Understanding of the problem will help to find its solutions. It is from this background that the researcher sought to investigate the factors contributing to indiscipline in boarding secondary schools in Malawi.

Chapter Two: Literature Review

The study investigated the factors contributing to student's indiscipline in boarding secondary schools in Malawi. This is because the researcher had the view that there are underlying factors of student's indiscipline in boarding secondary schools in Malawi, which could best be explained by teachers and students, who are part the most important stakeholders in the schools. This chapter has been sub divided into two parts: factors contributing to indiscipline in schools and the practice in the management of indiscipline in some countries. These areas are relevant to the research questions and it is therefore hoped that they will inform the study appropriately and assist in the discussion of findings.

2.1. Factors Contributing to Indiscipline in Schools

Students rationalise their indiscipline behaviours by blaming it on different factors around them. For example, students in Central Trinidad in a study of three primary schools on their perception of indiscipline attributed their behaviours on peer influence, teachers, environment and their communities. The students gave in to pressure from their peers because of fame and admiration associated with the negative behaviours among their classmates. The study observed that the teachers' behaviours, attitudes, tone of voice and language lead to students misbehaviours. For example, some teacher's use of language and tone of voice embarrassed the students and therefore stimulated rebellion. In addition, students engaged in inappropriate behavior when bored by a teacher. The students also expressed learning negative actions and values from the media especially through television. The role models in the student's home environment

and community influenced student's attitudes and behaviours making them engage in indiscipline behaviours like cursing, smoking and drinking alcohol. The study was qualitative with 36 student participants who were purposely sampled. Data was collected using group interviews and analysed using thematic analysis (Lockan, 2010).

In Nigeria students attribute parental influence, peer and teachers influence and government's attitudes for their indiscipline in schools. The country experiences the following forms of indiscipline among the secondary school students: truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, and other antisocial vices. This was asserted in a study that was carried out in Nigeria's Ogba/Egbema/Ndoni local government areas of Rivers state. The study examined factors responsible for indiscipline among secondary school students and the need for all stakeholders to find solutions to the problem of indiscipline in the school system. The study was a survey that gathered data using questionnaires on 200 randomly sampled students and mean scores were used to analyse data (Olugbade, 2011).

Peer pressure has also been identified as a huge force to watch out among girls in Malawian schools especially with increasing technology and modernisation. The girls influence each other to look like super models they see on internet and magazines (Mzuza, Yudong, & Kapute, 2014).

Peer group influence is a dominant factor contributing to discipline problems in Malaysia. The students were found to easily influence each other negatively because they spend more time together. They also fail to resist the peer pressure because they are afraid of what would happen to them. The students therefore engage in acts like

fighting, stealing which breeds other behavior problems like murder, robbing and vandalism. The level of discipline problem was found to be high. Students with good academic performance were also engaged in indiscipline behaviours. However, the level of parent's performance was identified as not having a significant influence on student's indiscipline. These were the results of a study on discipline problems among secondary school students in Johor Bahru district in Malaysia. A descriptive quantitative design was used and questionnaires were administered on 90 teachers from different races like Malays, Chinese and Indians. The participants were identified using cluster on cluster sampling (Yahaya et al., 2009).

Social-economic factors also contribute to student's indiscipline. These socio-economic factors include high inflation rate, shortage of basic commodities, high unemployment levels, deterioration of public services and politically motivating violence. This was the experience in Zimbabwe schools in the period from 2000-2008 where students indiscipline increased with the following common cases reported: late coming, not doing assigned work, skipping classes, stealing , vandalism, smoking, drug use and disrespecting teachers. The socio-economic situation mainly led to shortage of teachers in schools. The teachers particularly received poor remuneration and were politically victimisation, which made them leave for unskilled jobs in other countries like South Africa and Botswana. Indiscipline therefore increased because students were left unattended and without guidance. Many teachers were also absent because of frequent strikes for better wages and fear of contracting cholera: an outbreak that claimed the lives of 5000 people in the country. Thus teacher's morale was affected, which made the remaining teachers concentrate on other income generating activities

and ignore student's misbehaviours. The teacher's preferred using corporal punishment (although prohibited) and strenuous acts to deal with indiscipline because they felt these were effective in the situation of shortage of teachers. In addition, teachers abandoned some classes because the government failed to provide the needed teaching and learning resources. This in turn gave room for misbehaviours. A lot of parents also left for neighboring countries due to the social-economic situation, resulting in child-headed households or children under the guidance of relatives. Such environments bred acts of misconducts that also affected schools. Poverty contributed to indiscipline problems because students engaged in theft and prostitution to meet their needs and others skipped classes for informal jobs, like vending. The study also found that uncertified teachers failed to manage discipline that made them experience more discipline problem. They often sought assistance from management on dealing with indiscipline. The study gathered data from 120 randomly selected teachers of six public schools in Harare, Zimbabwe, using questionnaires. Data was analysed using Statistical Packages for Social Sciences (SPSS) and Chi-square (Manguvu, Whitney, & Chaleka, 2011).

Different internal and external factors have been identified as causing indiscipline in Kenyan secondary schools. Internal factors relate to principles, learners, teachers and support staff while external factors relate to immediate community, schools, political leaders and policies of the education system. This is what has been presented in a study that investigated the factors influencing Kenyan school indiscipline in the post-caning era. The internal factors include student's I don't care attitude and examination phobia; poor management and administration skills; poor service delivery; absenteeism and shortage of teachers; disunity in the teaching staff; failure of teachers to act

professionally; boring and irrelevant lessons; poor teaching methods, lack of contemporary programs to meet students needs; unjustified and inconsistent punishment; peer group influence; increased drug abuse; students lack of participation in decision making; examination phobia poor examination results; problems with fees payment; support staff supplying drugs and alcohol to learners and providing civilian clothes for learners to sneak out. The external factors on the other hand include poor parenting; lack of interaction between parents, teachers and students; differences in home and school values; school context that is not conducive for positive physical and/or social development of learners; media influence; poor role models; inadequate teaching and learning material; poor infrastructure; inappropriate staffing in schools; Ministry of Education Science and Technology's (MoEST) undermining of teachers authority by outlawing cane; failure of MoEST to establish guidance and counseling units in schools, and its appointment of schools authorities without proper guidelines and media glorifying indiscipline acts. The forms of indiscipline taking place in Kenyan secondary schools include bullying, booing of learners when addressed by members of staff, intentional loud sneezing and clearing of throat, noisy remarks, inscription on boards and walls, absenteeism without good reasons, drug and alcohol abuse, disobedience, laziness, lack of seriousness of academic work, strikes and boycotts (Kiprop & Chepkilot, 2011).

In South Africa there are increasing levels of violence in schools. The forms of violence experienced include bullying, gangsterism, corporal punishment, intolerance and vandalism, with bullying as the most common one. The perpetrators of bullying and vandalism are older boys. Girls are mostly targeted because they are physically

weak. Young learners are also victims of bullying. Some students bring dangerous weapons which they use to attack educators and other students. The large classes also contribute to indiscipline because the educators find it hard to control the classes and notice misbehaviours. The educators are perpetrators of corporal punishment. The violence is also caused by violence in communities, easy access to school premises, poverty, lack of recreational facilities, overcrowding, and intolerance. This was according to a study on nature, causes and effects of violence in South Africa High Schools. The study defined school violence as the exercise of power over others by a single person or group of people, which is both physical and emotional. A sequential mixed study design was used and the sample comprised of 5 principals, 80 learners, and 20 educators from four schools that were selected using purposeful sampling. Data was collected using questionnaires and interviews. The quantitative data was analysed using percentages and tables while the qualitative data was analysed using theme, sub-themes and categories (Ncontsa & Shumba, 2013).

Home factors also contribute to violent behaviours among students. This is according to a study on perceived home factors contributing to violent behaviours among public secondary school students in Western Province, Kenya. Schools in Kenya experience violent behaviours like rioting, sexual violence, fighting and bullying. The main home factors that were identified as contributing to violent behaviours among students included poor relationship between parents and children, less supervision at home, exposure to violent films and movies, violent parents and the way how children

are disciplined by the parents. The study was a descriptive survey that collected data on 213 teachers and 1152 students (Poipoi, Agaka, & Kabuka, 2011).

Policies regarding the management of indiscipline also results in further indiscipline in schools. One of such policies is the zero tolerance policy in the United States that was introduced in the mid-1990s. This is “a school discipline policy or practice that results in an automatic disciplinary consequence such as in-school or out-of-school suspension, expulsion, or involuntary school transfer for any student who commits one or more listed offenses”. It was meant to ensure schools safety. The implementation of the policy has resulted in a dramatic increase in exclusionary discipline practices, like school suspensions and expulsion even for minor offences. A report produced by the National Education Policy Centre in October, 2011 indicated that 95% of all national suspensions were for disruptive behavior and others, while only 5% were for drugs and weapons. Indiscipline increases when the children return to school after the suspensions and expulsions because they lose their academic ground and therefore indulge in indiscipline (The Children’s Defense Fund-Ohio, 2012).

In South Africa, indiscipline is increasing after the banning of corporal punishment in the schools because educators feel disempowered in their ability of maintaining discipline. This is also why corporal punishment continues to be used despite its abolishment in 1996 under the school act. A study aimed to find educators disciplinary capabilities after banning corporal punishment in South Africa, revealed this. After the banning of corporal punishment, the government of South Africa produced a document of alternatives to be used in schools, which include suspension

and expulsion. However, educators view the alternatives as not effective and that they have made the disciplining of learners difficult. Thus, some teachers abdicate their responsibility of maintaining discipline. In addition, the banning of corporal punishment coupled with children's rights has given much freedom to the learners to the extent that educators are not feared or respected. The study recommends the following to help deal with the problem: staff development of educators on co-operative and supportive discipline approaches to equip them with skills on disciplining learners without the use of corporal punishment; teach human right in schools as a subject, putting emphasis on responsibilities of the human rights and the cooperation of teachers and parents to ensure self-discipline of learners. A qualitative case research design was used in the study and data was collected using interviews. The sample comprised of three educators that were purposely selected (Maphosa & Shumba, 2010).

2.2 The Practice in the Management of Indiscipline

In the United States, the problems arising from the zero tolerance and exclusionary discipline policies has led to the implementation of positive, preventive discipline approaches in some schools (The Children's Defense Fund-Ohio, 2012). Three interventions have emerged: School-wide Positive Behavior Intervention and Support (SWPBIS), Restoration Justice and Social and Emotional learning program. More than 9000 schools have adopted the SWPBIS program. This program relies on local support and is designed to suit local conditions (Koon, 2013). All school personnel like teachers, support staff and administrators participate in the program and that the program varies depending on school level, available resources and student's needs (Brunette, 2010). Kant and March (as cited in Brunette, 2010) points out of the

fundamental steps involved in the development and implementation of a SWPBIS program as follows:

- Schools select 3 to 5 behaviours that they expect from their students, like that learners should be “respectful”. Koon (2013) points out that these are posted in different places in the school like the hall ways, classrooms, cafeteria play ground.
- The exact meaning of the expected behaviours should be taught to the students, for example, what it means to be “respectful”.
- A system of acknowledging and encouraging the expected behaviours should be developed. This can involve the use of rewards in the form of prizes, coupons or special privileges
- The school should clearly spell out the behaviours to be managed by teaching staff and those for administrators.
- Schools should develop a plan to ensure consistency in the consequences of violating minor and major school policies. These measures, however, should not remove the students from the academic environment.
- The team at the school should collect, organise, and review data regularly pertaining to the program in order to ascertain the success of the program or where modification is needed.

The SWPBIS is applied in three tiers. The first tier intervention is where the program targets all students in a school. Those who have not responded at this tier are included in the second tier intervention, which includes children that display mild to moderate

behavioural problems. The children are treated as a specialised group and are offered additional regular support to learn and practice adaptive social skills. School counselors, psychologists, special education specialists and community mentors engage with students and develop, coordinate their activities in this tier. Tier three intervention targets severe to high risk behaviours. The students are provided with individual support and it involves mental health system that is well coordinated and robust. It therefore requires specialised human resources and institution capacity (Koon, 2013). The SWPBIS improves school climate and create safe, effective schools. It has significantly also resulted in reduced office referrals, suspensions, expulsions, drop out and increased attendance, instructional time, student engagement and achievement (The Children's Defense Fund-Ohio, 2012; Brunette, 2010).

Restoration justice is another response to the zero tolerance discipline policies in the United States. The restoration justice involves facilitating community circles which brings together victims, offenders, their supporters and community members affected by the offence. In this gathering, the conflicting sides are given a chance to tell their sides of the story. The supporters and family members discuss the effect of the offence and the schools authorities also give their perspectives and experiences. Lastly, the group discusses the possible ways that will ensure responsibility on the part of the offender and reparations for the victims harm. The group agrees to the solutions in a written document. The advantage of restoration justice is that it reintegrates the offender into the community and strengthens the community. This program is being implemented in some parts of the United States like Denver and Minnesota, however it has not been widely recognised and

not been well researched as the SWPBS (Koon, 2013). Restoration justice is also practiced in some schools in the United Kingdom (Hendri, Hopkins & Steele, 2011).

Social and Emotional Learning (SEL), which is also one of the positive, preventive discipline programs in the United States teach students the following competencies: self-awareness, self-management, social awareness, relationship skill and responsible decision making. These helps the children learn to manage emotions, set and achieve goals, understand and appreciate perspectives of others, make healthy decisions in their lives and maintain relationships effectively. The SEL therefore believes that children can achieve important life skill through an integration of feelings, thinking and behaving. The School wide SEL involves the teaching, modeling, practicing and application of the competencies in classrooms, in all other school wide community building activities, home-school components and service learning (Koon, 2013).

A study to establish disciplinary measures used to deal with minor and major forms of indiscipline in selected South African schools found that educators do not distinguish between punishment and discipline. Maphosa, (2011) assert discipline involves helping students to behave in a manner that shows respect and responsibility. It is aimed at developing self-discipline on learners using their own efforts. Punishment on the other hand, does not allow for self-discipline, is external and produces short term effect on behavior. The educators use the following ways to deal with minor offences: verbal reprimands, talking to learners, manual labour, demotion of learners from leadership position, sending the student out of class, and denial of privileges. The commonly used

ways of dealing with major offences included suspension, detention, demotion, and manual labour. The study also indicates that educators are mostly using punitive, retributive (meant to fix the perpetrators of indiscipline) and reactive measures (used to deal with indiscipline after it has occurred) measures to deal with indiscipline. In addition, schools are using measure that infringe on the rights of children as provided by the constitution, like detention and manual labour. Corporal punishment is also still being used in schools despite that it is unlawful. All in all, this shows that the educators do not have the capacity of disciplining learners without the use of punishment (Maphosa, 2011).

Corporal punishment is also prevalent in Turkish schools despite that it is unlawful. 50 to 70 % of students receive physical punishment of different forms in schools. The teachers believe that corporal punishment is needed in the development of a child. In general, the misbehaviours displayed in classes are mild like defiance, insults and disrespectful. The approaches that teachers use in dealing with misbehavior include physical, verbal and time away from instruction. The physical approaches (corporal punishment) include hair pulling, slapping, ear pinching, hitting with a ruler, standing on one foot for a long time, kicking and head punching. Verbal approaches include scolding students harshly and name calling, like “dog” or “stupid”. Time away from instruction involves office referral, sending a student out of classroom and restricting a student to look at the paper bin or blackboard during instruction time. This has a basis in the Turkish culture where adults have the right to punish children who misbehave. The country however, has corrective guidelines for schools in dealing with misbehaviours.

For example, for 6-8th graders it include verbal warnings, writhen censure, expulsion and expulsion from formal education (Lozano & Kizilastan, 2013).

In Malawi, the MoEST recommends the use of punishment as a last resort after the other measures have failed. The types of punishment include physical punishment, rustication, suspension and expulsion. Offences that require rustication include being out of bounds, petty theft, truancy, being involved in quarrels, late coming to class, going out of bounds and occasional absence from classes. Suspension would be provided for habitual commitment of offence requiring internal corrective measures, use of obscene language, being found pregnant or being responsible for pregnancy (withdrawn for one year). Offences requiring expulsion from school include: habitually committing offences that lead to suspension, kissing, bullying and teasing, smoking of opium, defying authority openly, engaging in vandalism, instigating rebellious behaviour, drunkenness, being involved in theft, taking part in rebellious behaviour and use of obscene language. The following guideline are supposed to be followed when processing students discipline cases: summoning of a student, where they are given a sheet of the charges against them; the student writes a report concerning the indiscipline in front of a witness, which is signed by both the offender and the witness; there is a hearing by the disciplinary committee; recommendations are made by the disciplinary committee on the matter; the recommendations are submitted to the head teacher; final decision on the matter is made by the head teacher, who makes recommendations to the MoEST with a copy to the division office; The head teachers also writes letter on the matter to the student and parents through the Division Office (MoEST, 2014)

2.3 Conclusion

The literature indicates that there are different factors that contribute to student's indiscipline in schools in different countries. However, apart from MoEST guidelines the researcher has not come across any recent published study on the topic in Malawi. In addition, few of the studies have utilised mixed method research design. This is why the researcher undertook the study to understand the factors contributing to student's indiscipline in boarding secondary schools in Malawi using an explanatory sequential mixed method research design.

The literature is also showing a shift in the management of indiscipline in schools in some countries from reactive and punitive approach to preventive and proactive approach because of the advantages that research has attached to the latter. However, corporal punishment is still used in many countries despite its prohibition in the countries. Through the study, the research also hoped to unveil the actual methods used in the management of indiscipline in boarding secondary schools in Malawi, and the effect that it is having on students' indiscipline.

Chapter Three: Research Design and Methodology

This chapter describes the research design, paradigm, and the theoretical framework of the study. It also presents the site where the study was undertaken, the population of the study, the sample and procedures for identifying the sample. The procedures for data collection, data analysis, limitations of the study and ethical consideration have also been described in this chapter.

3.1 Research Design

The study adopted an explanatory sequential mixed method design. In the first place, a mixed-method research design is a design that uses both quantitative and qualitative methods to answer research questions of a single study (Teddi & Tashakkori, as cited in Mertens, 2005).

An explanatory sequential design is a two phase design. It begins with the collection and analysis of quantitative data in the first phase. This is followed by a qualitative phase, which comprises of the collection and analysis of qualitative data based on the results of the quantitative phase. Since the study begins with the quantitative phase, priority is given to it (Creswell & Plano Clark, 2007). The explanatory sequential design is used when qualitative data is used to explain the results of the quantitative phase (Creswell, Plano Clark, Gutmann, & Hanson, 2003). The researcher will expand the significant results in the qualitative phase (Morse, as cited in Creswell & Plano Clarke, 2007). Thus, the quantitative phase statistically identified the factors contributing to students' indiscipline in boarding secondary schools, which were further explored in the qualitative phase of the study.

The use of the mixed research design helped to bring a full understanding of the research problem, which would not have been possible through the use of one research approach (Fraenkel & Wallen, 2008). This is because in mixed method design, the weaknesses of one method are offset by the strengths of the other method (Creswell et al., 2003).

In addition, the design helped the study to make inferences from the findings. The use of qualitative and quantitative research methods provides data with greater depth and greater width respectively (Teddlie & Tashakkori, 2009). The use of the explanatory sequential mixed method design was appropriate to understand the factors contributing to indiscipline in boarding secondary schools in Malawi.

3.2 Research Paradigm

The investigation in the study was guided by the pragmatic paradigm. A paradigm is a way of looking at the world and its philosophical assumptions (Teddlie & Tashakkori, 2003). The pragmatic paradigm is the underlying philosophical framework of mixed-method design (Mertens, 2005). The use of this paradigm was suitable because it enabled the researcher to view the investigations in an appropriate way in relation to the design of the study. In the pragmatic paradigm, the researcher uses their personal values to study that which is of interest and value to them; studies it in ways they consider as important; and uses the results so that they bring positive consequences in their value system (Teddlie & Tashakkori, 1998). As a secondary school teacher, the researcher considers education very essential, and the use of the paradigm was appropriate because it allowed the researcher to study indiscipline; an area that negatively affects teaching and learning

process and the running of school in order to bring a difference in the education system in Malawi.

The ontological position of pragmatic paradigm is considered in terms of what is effective in a particular study. Effectiveness “is viewed as establishing that the results work with respect to the specific problem that the researcher seeks resolution for” (Mertens, 2005, p. 27). Thus, the value of research is judged in terms of its effectiveness (Masxy, as cited in Mertens, 2005). In this paradigm therefore, the research questions are considered of prime importance than the methods used or the underlying world view of the method (Teddlie & Tashakkori, as cited in Mertens, 2005). It is in this respect that the researcher incorporated those aspects that deemed crucial in answering the research questions, like the methods of data collection and the type of sample used.

Epistemologically in the pragmatic paradigm, the relationship between the researcher and the researched is determined by the method used (Teddlie & Tashakkori, 1998). Thus, the researcher had a closer relationship with the participants in the qualitative phase than the quantitative phase of the study. The adoption of the pragmatic paradigm therefore helped in determining the factors of indiscipline in boarding secondary schools in Malawi and exploring how the factors lead to indiscipline.

3.3 Theoretical Framework

The study is guided by the systems theory. The systems theory was first devised by Ludwig von Bertalanffy in 1928 and was later popularised by Lotfi Zadeh in 1954 (Walonick, 1993).

The systems theory states that different levels and groupings of the social context are “systems” in which the functioning of the whole is dependent on the interaction between all parts. The parts are also in a dynamic interdependence, forming the system as a whole. This means that in a system, whatever happens to one part affects the other parts (Donald, Lazarus & Lolwana, 2002). In addition, the system has boundaries and goals and the parts serve particular functions (Friedman & Allen, n.d.).

Using the systems theory, schools are systems that are made up of different parts. The main parts at school level include the school administration, teachers, students, and parents. The interaction of these parts enables the schools to function. In addition, the school as a system functions properly when the different parts perform their functions as required, ensuring a dynamic interdependence relationship. Thus in a school system, the students, teachers, parents, administrators are expected to be in an interacting and interdependence relationship as they perform their different functions. However, the schools are not functioning properly due to the indiscipline among the students in the schools. This is also affecting the other parts like the teachers, parents and other students. This malfunctioning of the schools due to increasing indiscipline of students therefore could be due to problem in the interaction between the parts and a dynamic interdependence relationship of the parts because each part is not performing its roles. There might therefore be issues in the various parts of the school system relating to their interaction and the way in which they are performing their roles, which is affecting the interdependence relationship. The use of the systems theory creates important focus areas to be explored among the various parts of the school system that would help to find the factors contributing to student’s indiscipline in boarding secondary schools in Malawi.

3.4 Study Site, Population, Sample and Sampling Technique

This section presents the study site, population and sample and sampling techniques of the quantitative and qualitative phase of the study.

3.4.1 Study site and population.

The study was carried out in three boarding co-education secondary schools in three districts of the Central West Education Division of the MoEST in Malawi. The Central West Education Division has 7 co-educational boarding secondary schools. Division is made up of five main districts: Lilongwe Rural, Lilongwe Urban, Mchinji, Ntcheu and Dedza (N'gambi, 2010).

The population of the study comprised of the boarding co-educational secondary schools in the Central West Education Division. The population of a research study is the “larger group to which one hopes to apply the results (Fraenkiel & Wallen, 2003).

3.4.2 Sample and sampling technique.

The three schools were sampled randomly from the seven schools in the Central West Education division using simple random sampling. Simple random sampling is a sampling technique in which “each member of the population has an equal chance of being selected” (Mertens, 2005, p.314).

Simple random sampling technique was used because it provides assurance that the sample is a representative of the population and is compatible with assumptions of many statistical tests (McIntyre, 2005; Mertens, 2005).

The schools had a total of 2193 students and 92 teachers. In the case of this study, the schools were identified with labels A, B and C. School A had a population of about 890

students with 467 boys and 333 girls. The school had 22 teachers comprising of 19 males and three females.

School B had 553 students, with 316 males and 237 females. The total number of teachers at the school was 44 with 26 male and 18 female teachers.

School C had 750 students, of which 270 were girls and 369 were boys. It had 26 teachers, of which 18 were males and eight were females.

3.4.2.1. Sample and sampling technique for quantitative data collection.

Data in the quantitative phase of the study was also collected using simple random sampling technique. Teachers in the schools helped to randomly select the students. The students that were sampled were from form two to four. The form ones were exempted because they had just been selected to the schools at the time of data collection and therefore did not have much experience of the schools for them to provide adequate data.

The total sample size for the quantitative phase was 90, which comprised of 30 teachers and 60 students. Each of the sample group was equally divided in the schools. Thus, each school had a total sample size of 30 comprising of 20 students and 10 teachers. A large sample size has been used in this phase because it is a general rule in quantitative research. It ensures that the study obtain credible results (Mcmillan & Schumacher, 2010).

3.4.2.2 Sample and sampling technique for qualitative data collection

In the qualitative phase, the study utilised a small sample size, which is preferred in such type of research. A small sample size ensures intensive analysis of the data (Siverman, 2011). The total sample size for the qualitative data collection was 21. This sample comprised of 18 students in three focus groups and three teachers. The focus groups were made up of six students with an equal division among each of the three classes and gender. Thus, each school had a sample size of seven that comprised of six students and one teacher.

The sample was identified using purposeful sampling. This is a sampling technique where the researcher selects particular elements from the population that is a representative or informative about the topic of interest (Macmillan & Schumacher, 2010). The participants were sampled from the larger sample of the quantitative phase. As Creswell and Plano Clark (2007) writes that in an explanatory sequential mixed methods research design, the researcher utilises those participants from the quantitative phase that will best help explain the quantitative results. The students that were sampled therefore included those that frequently commit indiscipline offences and those that were considered able to provide the necessary information for the study. The teachers in the schools helped to identify the students. The teachers sampled belonged to the discipline committee of each of the schools because the researcher wanted to benefit from their knowledge and experiences of handling indiscipline in the schools. The teachers had other characteristics: two were males and one was female; two had Bachelor's Degrees and one had a diploma and they were well experienced teachers, who had taught for 18, 25 and 28 years. Their ages were 40, 45 and 49.

Purposeful sampling technique was used because it ensures that there is extreme precision of the sample elements (Thietart, 2001). It therefore enabled the researcher gain insight and understanding because the views were sought from the true representatives of the target population in relation to the topic under study (Gilbert, 2001).

3.5 Data Collection Methods and Instruments

Different data collection methods and instruments were used in the quantitative phase and the qualitative phase.

3.5.1 Data collection methods and instruments for quantitative data.

Quantitative data was collected using structured or closed-ended questionnaires. A questionnaire is a collection of questions that are administered to respondents (Bryman, 2004). A closed-ended questionnaire involves asking questions by an interviewer to respondents in a face to face meeting (Saunders, Lewis, & Thornhill, 2009)

Using questionnaires allowed the respondents to answer questions in anonymity. This increased the likelihood of receiving valid answers (McIntyre, 2005). Questionnaires also “provided the opportunity to collect straightforward information in a fairly standardised way with relatively little effort and with few adverse effects” (Sharp, 2012, p.71).

The questionnaire was constructed by the researcher and it was informed by the theoretical framework and the literature. The same questionnaire was administered on both students and teachers. The questionnaires were administered by the researcher with the help of teachers in the schools in a single day for each school.

3.5.1.1 Validity and Reliability of quantitative research methods and instruments.

The researcher ensured content validity of the research instruments. In the first place, validity of research instrument is the ability of the instruments to measure what it is designed to measure. More specifically, content validity is the direct link between each question or item of a research instrument with objectives. In addition, it also encompasses coverage whereby each aspect should have the same and adequate representation in the questions or items (Kumar, 2009). This was achieved through independent judges who were given the research questions of the study, research instruments and the intended sample so that they evaluate the content validity of the research instrument (Fraenkel & Wallen, 2003). The independent judges who ensured content validity of the research instruments included fellow students undertaking the Masters Degree programme and the supervisor of the researcher. Some of the original items of the instrument were changed to incorporate the views of the independent judges.

The study ensured reliability of research instrument through pilot testing. Reliability is the “consistency of scores or answers from one administration to another, and from one set of items to another (Fraenkel & Wallen, 2003). To ensure reliability of the research instruments through pilot testing, the researcher used the prepared instruments for the study to collect data from respondents in a small-scale research project (Zikmund & Babin, 2007). This was done with students and teachers of two boarding secondary schools which were not in the main sample in Lilongwe district in the Central West Education Division.

One way how reliability of the research instruments is established is when no problems are encountered by the respondents in understanding or answering the questions and if the instructions have been followed correctly (Zikmund & Babin, 2007). In the pilot study, the students and teachers also provided their comments on the instrument. The results proved that the instructions of the questionnaire were well understood by the respondents. However, they experienced some problems with some of the items and they gave constructive comments on them. This helped to clarify the research instrument. For example, statement number 11 on the questionnaire first read “students engage in indiscipline because they consider it their right” but was later changed because it was understood that indiscipline is not a right. Therefore it now reads “students engage in indiscipline because of misunderstanding on rights.

3.5.2 Data collection methods and instruments for Qualitative data.

Qualitative data was collected using semi-structured interviews and focus group discussions. An interview is a technique aimed at collecting, for later analysis, discursive data that reflects the conscious or unconscious mind-set of individual interviewees (Thietart, 2001). The use of this method helped the researcher collect detailed information from the small sample; explore more of the participant’s views while also interacting with the participants on a personal level (Sharp, 2012). Data that was collected using interviews was from the teachers. The interview addressed all the qualitative research questions.

Focus group discussions were carried out to collect data from students. Gilbert (2001) writes that “Focus groups consist of a small group of individuals, usually between six and ten people, who meet together to express their views about a particular topic defined by

the researchers” (p. 163). This method also explores in-depth the views and experiences of the participants and brings unique data and insights because of the group interactions (Gilbert, 2001). This method of collecting data was utilised on students with the aim of digging deep on the research questions while also benefiting from the group interactions. The focus group discussion also addressed all the qualitative research questions.

The data for interviews and focus group discussions was collected using a tape recorder. The researcher recorded the information of the interviews and focus group discussions because it is difficult to write exactly what the respondents are saying, and note who is saying something, while asking them questions. In addition, recording the information enabled the researcher to know how the information was said, other than just what was said. Specifically in the focus group discussions, recording the information enables the researcher to study the processes in order to understand the meanings that are collectively constructed (Bryman, 2004).

In the focus group discussions and interviews, both English and Chichewa (main native language of Malawi) was used as preferred by the participants. This enabled them to express themselves freely. Each interview took almost an hour.

3.5.2.1 Trustworthiness of qualitative data.

Trustworthiness is used to measure the quality of qualitative data. The researcher ensured trustworthiness of the data through prolonged engagement and use of triangulation.

Prolonged engagement was achieved by spending enough time in the field during data collection (Teddlie & Tashakkori, 2003). The researcher allocated a day for data

collection for each of the schools. This helped because it gave the researcher scope of the issues through an awareness of the multiple contextual factors and perspectives of the participants in their social setting (Teddlie & Tashakkori, 2003). For example, in one of the schools, the researcher found a situation where it was rumored that some students had planned to vandalise the school. Spending a good part of the day at the school helped to understand some of the contextual issues that the participants gave.

Triangulation was attained through the use of different sources of information (Teddlie & Tashakori, 2003). Information was obtained through the use of semi-structured interviews and focus group discussions

3.6 Limitations of the Study

The main limitation experienced in the study was time. This is because, the researcher was carrying out the research study while working full time as a secondary school teacher. It was therefore not easy to find time to travel to the schools that are in different districts to collect data. However, through proper planning the researcher managed to collect the required data and proceeded with the whole process.

The researcher also experienced some delay in data collection because one of the schools that had been sampled closed down at the time of data collection due to water problem. The researcher however waited because there was hope that the school would open soon.

3.7. Ethical Consideration

The researchers undertook different ethical consideration. In the first place, permission was obtained from respective authorities to have access into the schools. The researcher used a student reference letter from the University to seek permission from the Central West Education Division to the schools. The division office also provided another reference letter that was used to have access to the schools both for trial testing and the actual data collection process for the study.

The participants were assured of confidentiality in the research study. Confidentiality is the protection of the privacy of the participants whereby the data is handled and reported without any personal association with the participants (Merterns, 2005). This was achieved through anonymity whereby the researcher did not ask the participants to give their names. This is also the reason why the participating schools are also being identified with labels of A, B and C. Letter have also been used where specific names were used in participants verbatim. Anonymity is exclusion of any information that can uniquely identify the participants (Fraenkiel & Wallen, 2003; Mertens, 2005). Assuring participants of their anonymity is important because it makes them provide honest responses (Williman & Buckler, 2008).

The researcher also adhered to the concept of informed consent in carrying out the research. Informed consent is the subject's rights to know that they are being researched, the nature of the research and that they can withdraw at any time (Silverman, 2011). An informed consent form had to be signed by the participants before the data collection process. However most of them declared their acceptance of participating in the study orally. The students particularly were excited to give out their views on the issue. The

informed consent form informed participants of their participation in the study, the nature of the research and that they can withdraw at anytime. The aspect of confidentiality was also included in the form.

The researcher also ensured ethics as regard to recording information using a tape recorder during interviews and focus group discussion. Request was made to record the interviews and the participants were assured of confidentiality of the recorded information. The participants were also informed that they had the right to ask for the recorder to be switched off as they answer a particular question (Williman & Buckler, 2008).

3.8 Conclusion

This chapter has described the research design and methodology. The study used an explanatory sequential mixed methods research design. The paradigm used is pragmatic and the systems and asset-based theories have guided the study. The chapter has also presented on the study site, which is the Central West Education Division, the sample schools and their population. Distinctions have been made in the presentation on the sample and sampling technique, data collection methods and instruments, data analysis of the quantitative and qualitative phases of the study. Finally, the chapter has described the limitations experienced by the researcher and ethical considerations made in carrying out the study.

Chapter Four: Data Analysis and Presentation of Findings

This chapter presents the data analysis and presentation of findings of the quantitative phase followed by the qualitative phase. The analysis of qualitative and quantitative data was undertaken separately in their respective phases. Quantitative analysis was carried out first following the required procedure of an explanatory sequential research design. The difference in the two analyses is that the qualitative analysis utilised data that was based on the results of the quantitative phase of the study (Creswell & Plano Clark, 2007). The results of the analysis of the two phases have been combined in the interpretation phase.

4.1 Data Analysis and Presentation of Findings of the Quantitative Phase

The section has first of all presented data analysis, demographic characteristics of the respondents before the findings.

4.1.1 Quantitative data analysis

Data analysis in the quantitative phase used both descriptive and inferential statistics. Descriptive statistics provides a basic summary of each variable in the data, by showing a proportionate breakdown of the categories for each variable (Henn, Weinstein, & Foard, 2006). This analysis involved frequency and percentage counts of mode on the participants responses of the likert items questionnaire. The participants responses indicated their disagreement or agreement of the statements, which were on a scale of one to five, ranging from strongly disagree to strongly agree. On the other hand, inferential statistics used the Mann-Whitney U test to determine if there existed a significant difference in terms of gender between the views of students and teachers. The significance level was established

at 0.05. Thus when the Mann-Whitney U significance value was above this level, it showed that there were no significant differences in the responses and below the level meant that there were significant difference in the responses. Inferential statistic “allows the researcher to make decisions or inferences by interpreting data patterns” (Frankfort-Nachmias, 1996, p.355). To ensure clarity in the presentation of findings, tables were used.

The analysis in this phase was undertaken using Statistical Packages for Social Sciences (SPSS) version 12.0.

4.1.2 Demographic Characteristics of the Respondents

The demographic characteristics of students and teachers have been presented in tables separately. The total number of students sample was 60, while for teachers was 30 and they all answered the questionnaires.

Table 1

Demographic Characteristic of Teachers

Sex		Qualification			Years of experience				
M	F	Diploma	Degree	Masters	0-5	6-10	11-15	16-20	20+
19	11	12	17	1	3	8	10	5	4

Table 2

Demographic Characteristic of Students

Sex		Class		
Male	Female	Form 2	Form 3	Form 4
31	29	21	17	22

4.1.3 The Quantitative Findings

Table 3

Students' Responses on Factors Related to the Home that Contributes to Students Indiscipline in Boarding Secondary Schools in Malawi.

Statement	Gender	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mann-Whitney test
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Parents are not exemplary in behaviour	M	9	29	15	48.4	1	3.2	5	16.1	1	3.2	$U = 440.500$, $Z = -144$, $p = .887$ (2 tailed)
	F	9	31	12	41.4	2	6.9	4	13.8	2	6.9	
	Total	18	30	27	45	3	5	9	15	3	5	
Parents are not attentive to students behaviour	M	4	12.9	8	25.8	1	3.2	14	45.2	4	12.9	$U = 443.500$, $Z = -.095$, $p = .924$ (2 tailed)
	F	2	6.9	9	31	1	3.4	14	48.3	3	10.3	
	Total	6	10	17	28.3	2	3.3	28	46.7	7	11.7	
Poor relationship between parents and students	M	3	9.7	6	19.4	0	0	12	38.7	10	32.3	$U = 447.000$, $Z = -.039$, $p = .968$ (2 tailed)
	F	4	13.8	3	10.3	2	6.9	10	34.5	10	34.5	
	Total	7	11.7	9	15	2	3.3	22	36.7	20	33.3	
Influenced by media at home	M	2	6.5	5	16.1	1	3.2	15	48.4	8	25.8	$U = 264.000$, $Z = -2.959$, $p = .003$ (2 tailed)
	F	1	3.4	2	6.9	1	3.4	5	17.2	20	69	
	Total	3	5	7	11.7	2	3.3	20	33.3	28	46.7	
Parents are not giving students the necessary school materials	M	11	35.5	9	29	2	6.5	6	19.4	3	9.7	$U = 395.500$, $Z = -.837$, $p = .403$ (2 tailed)
	F	5	17.2	15	51.7	1	3.4	3	10.3	5	17.2	
	Total	16	26.7	24	40	3	5	9	15	8	13.3	

Table three shows that 77.4 % of male students disagreed with the statement that students are engaging in indiscipline because parents are not exemplary and 72.4 % of the female students also disagreed with it. In total the students disagreed by 75 % that they engage in indiscipline because parents are not exemplary. The Mann-Whitney U test has a p value of .887. This is more than the significance level of .05, and therefore male and female students did not differ significantly in their responses. Table three also shows that 58.1% and 58.6% of male and female students respectively agreed that there is indiscipline because parents are not attentive to their behaviour. All in all, the students agreed by 58.4% that there is indiscipline because parents are not attentive to the behaviour. The Mann-Whitney U test significance value of .924 was greater than 0.05, which implies that male and female teachers did not differ significantly in their perception on this factor. On whether students engage in indiscipline because of poor relationship with parents, 71% of male students and 69% of the female students agreed to it. In total, the students agreed by 70% that poor relationship with parents is contributing to their indiscipline. The Mann-Whitney U test significance value of .968 was greater than $p=0.05$ and therefore, the male and female student's perception on the factor did not differ significantly. On whether the media at home influences student's behaviour both male students and female students agreed by 74.2% and 86.2% respectively to this statement. In total, the students agreed by 80% that there is indiscipline because of media influence at home. The Mann-Whitney U test significance value of 0.003 shows that there was a significant difference in the perceptions of male and female students on the factor. The results were more influenced by the views of female students with a mean rank of 36.90, which is higher than 24.52 of male students.

Lastly, the table indicates that male and female students disagreed by 64.5% and 68.9% respectively that students engage in indiscipline because parents are not giving them the necessary school materials. All in all, the students disagreed by 66.7% that there is indiscipline because parents are not giving them the necessary school materials. The Mann-Whitney U test significance value of .403 show that male and female students did not differ significantly in their perceptions on the factor.

Table 4

Teachers' Responses on Factors Related to the Home that Contributes to Students Indiscipline in Boarding Secondary Schools in Malawi.

Statement	Gender	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mann-Whitney test
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Parents are not exemplary in behaviour	M	3	15.8	7	36.8	4	21.1	4	21.1	1	5.3	$U = 96.500, Z = -363, p = .735$ (2 tailed)
	F	1	9.1	6	54.5	2	18.2	2	18.2	0	0	
	Total	4	13.3	13	43.3	6	20	6	20	1	3.3	
Parents are not attentive to students behaviour	M	1	5.3	3	15.8	2	10.5	10	52.6	3	15.8	$U = 103.500, Z = -.046, p = .963$ (2 tailed)
	F	1	9.1	0	0	3	27.3	5	45.5	2	18.2	
	Total	2	6.7	3	10	5	16.7	15	50	5	16.7	
Poor relationship between parents and students	M	1	5.3	9	47.4	3	15.8	4	21.1	2	10.5	$U = 92.000, Z = -.598, p = .550$ (2 tailed)
	F	0	0	8	72.7	0	0	2	18.2	1	9.1	
	Total	1	3.3	17	56.7	3	10	6	20	3	10	
Influenced by media at home	M	0	0	2	10.5	1	5.3	11	57.9	5	26.3	$U = 101.500, Z = -.160, p = .873$ (2 tailed)
	F	0	0	0	0	0	0	10	90.9	1	9.1	
	Total	0	0	2	6.7	1	3.3	21	70	6	20	
Parents are not giving students the necessary school materials	M	4	21.1	13	68.4	1	5.3	0	0	1	5.3	$U = 64.000, Z = -2.082, p = .037$ (2 tailed)
	F	0	0	7	63.6	2	18.2	1	9.1	1	9.1	
	Total	4	13.3	20	66.7	3	10	1	3.3	2	6.7	

Table four shows that male and female teachers disagreed by 52.6 % and 63.6% respectively with the statement: students engage in indiscipline because parents are not exemplary. In total, the teachers disagreed by 56.6% respectively that there is indiscipline because parents are not exemplary. The results of the Mann-Whitney U test significant value of .735 reveal that the male teachers and the female teachers did not differ in their responses. Table four also shows that 68.4% and 63.7% respectively of male and female teachers agreed that there is indiscipline because parents are not attentive to student's behaviour. All in all, the teachers agreed by 66.7% that there is indiscipline because parents are not attentive to student's behaviour. No significant difference was noted between male and female teachers because the Mann-Whitney U test significance value of $p = .963$ was greater than $p = 0.05$. On whether students engage in indiscipline because of poor relationship with parents, 52.7% and 72.7% respectively of the male and female teachers disagreed to it. In total, teachers disagreed by 60% that poor relationship with parents is contributing to student's indiscipline in boarding secondary schools in Malawi. The computed Mann-Whitney U test significance value of .550 reveals that male and female teachers did not differ significantly because it is greater than $p = 0.05$. On whether the media at home influences student's behaviour both the male and female teachers agreed by 84.2% and 100% respectively with the statement. All in all, the teachers agreed by 90% that there is indiscipline because of the media influence at home. The male and female teachers perception did not differ significantly because the Mann-Whitney U value of .873 is greater than $p = .05$. Lastly, the table indicates that male and female teachers disagreed by 89.5% and 63.6% respectively that students engage in indiscipline because parents are not giving them the

necessary school materials. In total, the teachers disagreed by 80% that there is indiscipline because parents are not giving students the necessary school materials. However, the perceptions of male and female teachers differ significantly, with a Mann-Whitney U test significant value of $p=0.37$. The female teacher's mean rank of 19.18 has influenced the results compared to a mean rank of 13.37 for male teachers.

Table 5

Students' Responses on Factors Related to Students that Contribute to Students Indiscipline in Boarding Secondary Schools in Malawi.

Statement	Gender	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mann-Whitney test
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Students are not interested in school	M	11	35.5	4	12.9	0	0	11	35.5	5	16.1	$U = 384.000$, $Z = -.015$, $p = .310$ (2 tailed)
	F	6	20.7	5	17.2	0	0	12	41.4	6	20.7	
	Total	17	28.3	9	15	0	0	23	38.3	11	18.3	
Peer pressure	M	0	0	4	12.9	2	6.5	14	45.2	11	35.5	$U = 364.500$, $Z = -1.368$, $p = .171$ (2 tailed)
	F	0	0	2	6.9	1	3.4	11	37.9	15	51.7	
	Total	0	0	6	10	3	5	25	41.7	26	43.3	
Students use of drugs and alcohol	M	5	16.1	3	9.7	2	6.5	12	38.7	9	29	$U = 349.000$, $Z = -1.608$, $p = .108$ (2 tailed)
	F	0	0	2	6.9	0	0	17	58.6	10	34.5	
	Total	5	8.3	5	8.3	2	3.3	29	48.3	19	31.7	
Students misunderstand indiscipline as a rights	M	5	16.1	7	22.6	3	9.7	10	32.3	6	19.4	$U = 271.000$, $Z = -2.749$, $p = .006$ (2 tailed)
	F	0	0	5	17.2	1	3.4	9	31	14	48.3	
	Total	5	8.3	12	20	4	6.7	19	31.7	20	33.3	
Students concentrate on relationship with the opposite sex	M	4	12.9	6	19.4	2	6.5	11	35.5	8	25.8	$U = 431.500$, $Z = -.275$, $p = .783$ (2 tailed)
	F	5	17.2	8	27.6	0	0	7	24.1	9	31	
	Total	9	15	14	23.3	2	3.3	18	30	17	28.3	

Table five shows that both male and female students agreed by 51.6% and 62.1% respectively to the statement: students engage in indiscipline because they are not interested in school. All in all, the students agreed by 56.6% that students engage in indiscipline because they are not interested in school. The Mann-Whitney U test value calculated at .310 is higher than .05, meaning that the views of male and female students did not differ significantly on this factor. In addition, the table shows that male and female students agreed by 80.7% and 89.6% respectively that students engage in indiscipline because of peer pressure. In total, the students agreed by 85% that students engage in indiscipline because of peer pressure. The Mann-Whitney U test significance value of .171 indicates that there were no significant differences in the perceptions of male and female students on the factor. Furthermore, on whether students engage in indiscipline because of the use of drugs and alcohol, the male and female students agreed by 67.7% and 93.1% respectively. In total, the students agreed by 80% that students engage in indiscipline because of the use of drugs and alcohol. The computed Mann-Whitney significant value of .108 reveals that there were no significant differences in the perceptions of the students on the factor. Table five also indicates that the male and female students agreed by 51.7% and 79.3% respectively that students engage in indiscipline because they misunderstand it as a right. In total, the students agreed by 65% that students engage in indiscipline because they misunderstand it as a right. The Mann-Whitney U test significance value of .006 indicates a significant difference in the perceptions of male and female students. The female students mean rank of 36.00 was higher than that of the male students, which was 24.74, meaning that the females perceptions has influenced the results. Lastly, both the male and female

students agreed by 61.3% and 55.1% respectively that students engage in indiscipline because they concentrate of relationships with the opposite sex. All in all, the student's agreed by 58.3% that student's concentration of relationships with the opposite sex leads to indiscipline. The Mann-Whitney U test significant value of .783 is greater than $p=0.05$, it implied that the male students did not differ significantly in their perceptions on the factor from female students.

Table 6

Teachers' Responses on Factors Related to Students that Contribute to Students Indiscipline in Boarding Secondary Schools in Malawi.

Statement	Gender	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mann-Whitney test
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Students are not interested in school	M	0	0	7	38.9	1	5.6	7	38.9	3	16.7	$U = 94.000$, $Z = -243$, $p = .808$ (2 tailed)
	F	1	9.1	2	18.2	0	0	7	63.6	1	9.1	
	Total	1	3.4	9	31	1	3.4	14	48.3	4	13.8	
Peer pressure	M	0	0	0	0	1	5.6	5	27.8	12	66.7	$U = 81.000$, $Z = -937$, $p = .349$ (2 tailed)
	F	0	0	0	0	0	0	6	54.5	5	45.5	
	Total	0	0	0	0	1	3.4	11	37.9	17	58.6	
Students use of drugs and alcohol	M	0	0	3	16.7	2	11.1	10	55.6	3	16.7	$U = 93.000$, $Z = -298$, $p = .766$ (2 tailed)
	F	0	0	0	0	3	27.3	6	54.5	2	18.2	
	Total	0	0	3	10.3	5	17.2	16	55.2	5	17.2	
Students misunderstand indiscipline as a rights	M	2	11.1	2	11.1	1	5.6	8	44.4	5	27.8	$U = 67.500$, $Z = -1.494$, $p = .135$ (2 tailed)
	F	0	0	3	27.3	3	27.3	5	45.5	0	0	
	Total	2	6.9	5	17.2	4	13.8	13	44.8	5	17.2	
Students concentrate on relationship with the opposite sex	M	0	0	6	33.3	5	27.8	7	38.9	0	0	$U = 81.500$, $Z = -836$, $p = .438$ (2 tailed)
	F	0	0	3	27.3	2	18.2	5	45.5	1	9.1	
	Total	0	0	9	31	7	24.1	12	41.4	1	3.4	

Table six shows that both male and female teachers agreed by 55.6% and 72.7% respectively to the statement: students engage in indiscipline because they are not interested in school. In total the teachers agreed by 62.1% that students engage in indiscipline because they are not interested in school. The calculated Mann-Whitney U significance value of .808 is higher than .05, meaning that there was no significant difference on the factor between male and female students. The male and female teachers also agreed by 94.5% and 100% respectively with the statement that students engage in indiscipline because of peer pressure. In total, the teachers agreed by 96.5% that students engage in indiscipline because of peer pressure. Since the Mann-Whitney test significance value of .349 was greater than $p=0.05$, it implied that there was no significant difference between male and female teachers in their perceptions on the factor. Furthermore, on whether students engage in indiscipline because of the use of drugs and alcohol, the male and female teachers agreed by 72.3% and 72.7% respectively with the statement. All in all, teachers agreed by 72.4% that students engage in indiscipline because of the use of drugs and alcohol. The Mann-Whitney U test significance value calculated at .766 is higher than .05, meaning that the male and female teachers did not differ significantly in their response on the factor. Table six also indicates that male and female teachers agreed by 72.2% and 45.5% respectively that students engage in indiscipline because they misunderstand it as a right. In total, the teachers agreed by 62% that students engage in indiscipline because they misunderstand it as a right. The computed Mann-Whitney U test significant value of .135 reveals that the male teachers did not differ significantly in their perceptions from the female teachers on the factor. Lastly, both male and female teachers agreed by 38.9% and

54.6% respectively that students engage in indiscipline because they concentrate of relationships with the opposite sex. All in all, the teachers agreed by 44.8% that student's concentration of relationships with the opposite sex leads to indiscipline. The Mann-Whitney U test significance value of .438 is higher than $p=.05$ and this indicates that there were no significant differences between male and female teachers in their perception on the factor.

Table 7

Students' Responses on Factors Related to the Teachers that Contribute to Students Indiscipline in Boarding Secondary Schools in Malawi.

Statement	Gender	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mann-Whitney test
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Teachers ignore some indiscipline	M	14	45.2	7	22.6	2	6.5	3	9.7	5	16.1	$U = 449.000, Z = -.008, p = .994$ (2 tailed)
	F	11	37.9	9	31	4	13.8	4	13.8	1	3.4	
	Total	25	41.7	16	26.7	6	10	7	11.7	6	10	
Teachers do not attend classes	M	5	16.1	11	35.5	0	0	6	19.4	9	29	$U = 392.500, Z = -.883, p = .377$ (2 tailed)
	F	5	17.2	13	44.8	1	3.4	5	17.2	5	17.2	
	Total	10	16.7	24	40	1	1.7	11	18.3	14	23.3	
Students are used to teachers methods of dealing with indiscipline	M	8	25.8	9	29	2	6.5	6	19.4	6	19.4	$U = 421.500, Z = -.427, p = .670$ (2 tailed)
	F	3	10.3	11	37.9	5	17.2	7	24.1	3	10.3	
	Total	11	18.3	20	33.3	7	11.7	13	21.7	9	15	
There is poor relationship with students	M	3	9.7	3	9.7	1	3.2	12	38.7	12	38.7	$U = 430.000, Z = -.308, p = .758$ (2 tailed)
	F	1	3.4	4	13.8	1	3.4	11	37.9	12	41.4	
	Total	4	6.7	7	11.7	2	3.3	23	38.3	24	40	
Teachers do not find causes of indiscipline before dealing with it	M	2	6.5	4	12.9	1	3.2	6	19.4	18	58.1	$U = 397.500, Z = -.837, p = .403$ (2 tailed)
	F	1	3.4	6	20.7	1	3.4	8	27.6	13	44.8	
	Total	3	5	10	16.7	2	3.3	14	23.3	31	51.7	

Table seven shows that the male and female students disagreed by 67.8% and 68.9% respectively to the statement: students engage in indiscipline because teachers ignore some indiscipline. In total, the students disagreed by 68.4% that they engage in indiscipline because teachers ignore some of their indiscipline. The Mann-Whitney U test significance value of .994, was greater than $p=.05$, meaning that the male students did not differ significantly from female students on this factor. In addition, table seven shows that the male and female students disagreed by 51.6% and 62% respectively that students engage in indiscipline because teachers do not attend some classes. In total, the students disagree by 56.7% that they engage in indiscipline because teachers do not attend some classes. The Mann-Whitney U test significance value of .377 is higher than $p=.05$, thus there were no significant difference between male and female students on the factor. Furthermore, table seven shows that the male and female students disagreed by 54.8% and 48.3% respectively that there is indiscipline because students are used to teachers methods of dealing with indiscipline. All in all, the students disagreed by 51.6% that they engage in indiscipline because they are used to the methods used by teachers to deal with indiscipline. The Mann-Whitney U test significance value of .670 was greater than $p=0.05$. This implied that male and female students did not differ significantly in their responses on this factor. Table seven further shows that male and female students agreed by 77.4% and 79.3% respectively that there is indiscipline because of poor relationship between students and teachers. In total, the students agreed by 78.3% that they engage in indiscipline because of poor relationship with the teachers. There were no significant difference in the responses of the male and female students because the Mann-Whitney U test significance value of .758 is greater than

$p=.05$. Finally, the male and female students agreed by 77.5% and 72.4% respectively that students engage in indiscipline because teachers do not find causes of indiscipline before dealing with it. The students in total agreed by 75% that there is indiscipline because teachers do not find the causes of indiscipline before dealing with it. The Mann-Whitney U test significance value of .403 is greater than $p=0.05$ and this implied that male students did not differ significantly from female students in their responses on the factor.

Table 8

Teachers' Responses on Factors Related to the Teachers that Contribute to Students Indiscipline in Boarding Secondary Schools in Malawi.

Statement	Gender	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mann-Whitney test
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Teachers ignore some indiscipline	M	3	15.8	9	47.4	0	0	6	31.6	1	5.3	$U = 88.500, Z = -.729, p = .466$ (2 tailed)
	F	3	27.3	4	36.4	2	18.2	2	18.2	0	0	
	Total	6	20	13	43.3	2	6.7	8	26.7	1	3.3	
Teachers do not attend classes	M	1	5.3	11	57.9	0	0	6	31.6	1	5.3	$U = 64.500, Z = -.915, p = .056$ (2 tailed)
	F	3	27.3	6	54.5	2	18.2	0	0	0	0	
	Total	4	13.3	17	56.7	2	6.7	6	20	1	3.3	
Students are used to teachers methods of dealing with	M	1	5.3	10	52.6	1	5.3	7	36.8	0	0	$U = 103.500, Z = -.047, p = .963$ (2 tailed)
	F	1	9.1	5	45.5	2	18.2	2	18.2	1	9.1	
	Total	2	6.7	15	50	3	10	9	30	1	3.3	
There is poor relationship with students	M	3	15.8	10	52.6	2	10.5	2	10.5	2	10.5	$U = 89.500, Z = -.694, p = .487$ (2 tailed)
	F	1	9.1	5	45.5	1	9.1	4	36.4	0	0	
	Total	4	13.3	15	50	3	10	6	20	2	6.7	
Teachers do not find causes of indiscipline before dealing with it	M	2	10.5	12	63.2	1	5.3	2	10.5	2	10.5	$U = 73.500, Z = -1.550, p = .121$ (2 tailed)
	F	3	27.3	7	63.6	1	9.1	0	0	0	0	
	Total	5	16.7	19	63.3	2	6.7	2	6.7	2	6.7	

Table eight shows that male and female teachers disagreed on that students engage in indiscipline because teachers ignore some indiscipline by 63.2% and 63.7% respectively. All in all, teachers disagreed by 63.3% that they engage in indiscipline because teachers ignore some of the student's indiscipline. The Mann-Whitney U test significance value of .466 is higher than $p=.05$ and this implies that there were no significant differences between male and female teachers on the factor. In addition, table eight shows that the male and female teachers disagreed by 63.2% and 81.8% respectively that students engage in indiscipline because teachers do not attend some classes. All in all, the teachers, disagreed by 70 % that students engage in indiscipline because teachers do not attend some classes There was a significant difference in the opinion of male and female teachers with a Mann-Whitney U test significance value of .056 which is less than $p=.05$. The mean rank value of 17.61 of males, which is greater than 11.86 of females, indicates that the male teachers disagreed more on the statement than female teachers. Furthermore, table eight shows that male and female teachers disagreed by 57.9% and 54.6% on that students engage in indiscipline because they are used to teachers' methods of dealing with indiscipline. In total, the teachers disagreed by 56.7% that students engage in indiscipline because they are used to teachers methods of dealing with indiscipline. The Mann-Whitney U test significance value of .963 is greater than $p=.05$. This shows that there was no significant difference in the perceptions of male and female teachers on this factor. Table eight further shows that male and female teachers disagreed by 68.4% and 54.6% respectively that there is indiscipline because of poor relationship between students and teachers. All in all, the teachers disagreed by 63.3% that there is indiscipline because of poor relationship

between them and the students. The calculated Mann-Whitney U test significance value of .487 shows that there were no significant differences between male and female teachers on this factor. Finally, the male and female teachers disagreed by 73.7% and 90.9% respectively that students engage in indiscipline because teachers do not find causes of indiscipline before dealing with it. In total, the teachers disagreed by 80% that there is indiscipline because they do not find causes of the indiscipline before dealing with it. There were no significant differences in the perceptions of male and female teachers on this factor since the Mann-Whitney U test significance value of .121 is greater than $p=.05$.

Table 9

Students' Responses on Factors Related to the Administration that Contributes to Student's Indiscipline in Boarding Secondary Schools in Malawi

Statement	Gender	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mann-Whitney test
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
It does not work together with students, parents and teachers to deal with indiscipline	M	7	22.6	11	35.5	1	3.2	6	19.4	6	19.4	$U = 413.000$, $Z = -.561$, $p = .575$ (2 tailed)
	F	8	27.6	10	34.5	0	0	8	27.6	3	10.3	
	Total	15	25	21	35	1	1.7	14	23.3	9	15	
It is not addressing students complaints	M	3	9.7	7	22.6	2	6.5	8	25.8	11	35.5	$U = 402.500$, $Z = -.729$, $p = .466$ (2 tailed)
	F	2	6.9	3	10.3	1	3.4	13	44.8	10	34.5	
	Total	5	8.3	10	16.7	3	5	21	35	21	35	
It does not involve students in important decision affecting them	M	4	12.9	12	38.7	0	0	6	19.4	9	29	$U = 395.500$, $Z = -.833$, $p = .405$ (2 tailed)
	F	5	17.2	10	34.5	1	3.4	10	34.5	3	10.3	
	Total	9	15	22	36.7	1	1.7	16	26.7	12	20	
It provides less recreation activities to students	M	3	9.7	8	25.8	2	6.5	7	22.6	11	35.5	$U = 398.500$, $Z = -.781$, $p = .435$ (2 tailed)
	F	6	20.7	7	24.1	1	3.4	6	20.7	9	31	
	Total	9	15	15	25	3	5	13	21.7	20	33.3	
There is less supervision on students behaviour	M	7	22.6	12	38.7	1	3.2	4	12.9	7	22.6	$U = 414.000$, $Z = -.546$, $p = .982$ (2 tailed)
	F	8	27.6	10	34.5	1	3.4	7	24.1	3	10.3	
	Total	15	25	22	36.7	2	3.3	11	18.3	10	16.7	

Table nine shows that both male and female students disagreed by 58.1% and 62.1%, that students engage in indiscipline because the administration does not work together with students, parents and teachers to deal with indiscipline. All in all, the students disagreed by 60% that there is student's indiscipline because the administration does not work together with students, parents and teachers in dealing with indiscipline. The Mann-Whitney U test significance value of .575 is greater than $\alpha = .05$ and this implied that male teachers did not differ significantly from female teachers in their

perception on the factor. In addition, table nine shows that the male and female students agreed by 61.3% and 79.3% that students engage in indiscipline because the administration does not address their complaints. All in all, the students agreed by 70% that the administration inability to address student's complaints is leading to indiscipline. The Mann-Whitney significance value of .466 indicates that there are no significant differences in the perception of male and female students on this factor. Furthermore, both male and female students disagreed by 51.6% and 51.7% respectively that students engage in indiscipline because the administration does not involve them in decisions affecting them. In total, the students disagreed by 51.7% that students engage in indiscipline because the administration does not involve them in important decisions that affect them. The computed Mann-Whitney U test significance value of .405 revealed that male and female students did not differ significantly in their perception on the factor. To add on, table nine indicates that both male and female students agreed by 58.1% and 51.7% respectively that students engage in indiscipline because the administration provides less recreation activities. In total, the students agreed by 55% that there is indiscipline because the administration provides less recreation activities. The views of the male and female students did not differ significantly with those of female students because the Mann-Whitney test value of .435 is greater than $p=.05$. Lastly, both male and female students disagreed by 61.3 and 62.1% respectively that there is indiscipline because of less supervision of the administration on student's behaviour. All in all, the students disagreed by 61.7% that there is indiscipline because the administration provides less recreation activities to students. The computed Mann-Whitney U test significant value of .982 shows that there

were no significant differences in the perceptions of male and female students on this factor.

Table 10

Teachers' Responses on Factors Related to the Administration that Students Contributes to Student's Indiscipline in Boarding Secondary Schools in Malawi.

Statement	Gender	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mann-Whitney test
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
It does not work together with students, parents and teachers to deal with indiscipline	M	8	42.1	8	42.1	1	5.3	2	10.5	0	0	$U = 81.000, Z = -1.106, p = .269$ (2 tailed)
	F	2	18.2	7	63.6	0	0	2	18.2	0	0	
	Total	10	33.3	15	50	1	3.3	4	13.3	0	0	
It is not addressing students complaints	M	3	15.8	11	57.9	0	0	5	26.3	0	0	$U = 94.500, Z = -.517, p = .605$ (2 tailed)
	F	1	9.1	9	81.8	0	0	1	9.1	0	0	
	Total	4	13.3	20	66.7	0	0	6	20	0	0	
It does not involve students in important decision affecting them	M	3	15.8	9	47.4	0	0	6	31.6	1	5.3	$U = 99.000, Z = -.251, p = .802$ (2 tailed)
	F	3	27.3	3	27.3	1	9.1	4	36.4	0	0	
	Total	6	20	12	40	1	3.3	10	33.3	1	3.3	
It provides less recreation activities to students	M	3	15.8	13	68.4	0	0	3	15.8	0	0	$U = 98.000, Z = -.326, p = .744$ (2 tailed)
	F	3	27.3	6	54.5	0	0	1	9.1	1	9.1	
	Total	6	20	19	63.3	0	0	4	13.3	1	3.3	
There is less supervision on students behaviour	M	6	31.6	9	47.4	1	5.3	2	10.5	1	5.3	$U = 104.000, Z = -.023, p = .982$ (2 tailed)
	F	4	36.4	4	36.4	1	9.1	1	9.1	1	9.1	
	Total	10	33.3	13	43.3	2	6.7	3	10	2	6.7	

Table ten shows that male and female teachers disagreed by 84.2% and 81.8% respectively on that students engage in indiscipline because the administration does not work together with students, parents and teachers to deal with indiscipline. All, in all, the teachers disagreed by 83.3% that there is student's indiscipline because the administration does not work together with students, parents and teachers in dealing

with indiscipline. The calculated Mann-Whitney significance value of .269 reveals that there were no significant differences in the perception of male and female teachers on the factor. In addition, both male and female teachers disagreed by 73.7% and 90.9% respectively that students engage in indiscipline because administration does not address student's complaints. In total, the teachers disagreed by 80% that the administration inability to address student's complaints is leading to student's indiscipline. The Mann-Whitney significance value of .605 was greater than $p=0.05$ and this means that male and female teachers did not differ significantly in their perceptions on this factor. Furthermore, the male and female teachers disagreed by 63.2 and 54.6% respectively that students engage in indiscipline because the administration does not involve them in decisions affecting them. In total, the teachers both disagreed by 60% that students engage in indiscipline because the administration does not involve them in decisions that affect them. The Mann-Whitney U test significance value of .802 is higher than $p=.05$, and thus there were no significant differences in the perception of male and female teachers on this factor. To add on, table ten indicates that both disagreed by 84.2 and 81.8% respectively that students engage in indiscipline because the administration provides less recreation activities to students. In total, the teachers disagreed by 83.3% that there is indiscipline because the administration provides less recreation activities to students. The calculated Mann-Whitney U test significance value of .744 reveals that there were no significant differences in the perception of male and female teachers on this factor. Lastly, male and female teachers disagreed by 79% and 72.8% respectively that there is indiscipline because of less supervision of the administration on student's behaviour. All in all, the teachers disagreed by 76.6% that there is indiscipline because

of less supervision of the administration on student's behaviour. The computed Mann-Whitney U test significance value of .982 shows that there was no significant difference in the opinion of male and female teachers on this factor.

4.2 Data Analysis and presentation of findings of the qualitative phase

The section has described how the qualitative data was analysed before presenting the findings.

4.2.1 Qualitative data analysis

In analysing qualitative data, the researcher first of all transcribed the recorded information from the interviews and focus group discussions. Bryman (2004) writes that transcription is a written translation of information that was recorded during interviews and focus group discussion.

Qualitative data was analysed using thematic analysis. Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. Using it, the data set is minimally organised and described in details (Boyatzis, as cited in Braun & Clarke, 2006). This method of analysis was used because of its flexibility whereby it has no linkage with any pre-existing theoretical framework and it is therefore a good method to unravel the surface of reality (Braun & Clarke, 2006). The themes in thematic analysis are identified using an inductive approach whereby coding is done depending on the data rather than following a fixed coding framework (Braun & Clarke, 2006). This ensured a natural flow in making sense of the data as expressed by the participants.

Thus after transcribing the data, the researcher read through all the transcripts of the interview and focus group discussions to have a general idea of the data. The codes were identified in the second reading of each of the transcript at sentence or phrase level. Each code was written on the space that was left on the right hand side of the transcripts against its respective sentence or phrase (Henning, Rensburg, & Smit, 2004). In the process of writing the codes, the researcher also indicated which group of factors of indiscipline that each of the code belonged to. The codes were identified on the basis of the research questions of the study (Braun & Clarke, 2006).

The related code were grouped together to form categories. The name of each category was based on what the codes were talking about (Henning et al., 2004). Finally themes were identified from similar categories. The themes were identified basing on the interpretation of the surface meaning of the data (Braun & Clarke, 2006).

4.2.2. The qualitative findings

Four themes emerged from the qualitative data analysis (refer to appendix E for more details) in relation to the four groups of factors: home, students, teachers and administration. The following are the themes that emerged from the four groups respectively:

- Parental failure of fulfilling student's needs
- Irresponsibility of students
- Teacher's lack of responsibility
- Failure of administration to meet students needs

4.3. Conclusion

This chapter covered the data analysis and presentation of findings of both phases of the study. Quantitative data was analysed using frequencies and percentages of the mode and Mann-Whitney U test. The qualitative data has been presented in tables. Qualitative phase was analysed using thematic analysis and the emerged themes have been presented in the chapter.

Chapter Five: Discussion of Findings

This chapter presents the interpretation and discussion of both the quantitative and qualitative findings. In the study, qualitative phase expands on the results of the quantitative phase of the study; therefore this chapter presents the answers to the research questions of both phases in this manner. The exploration of the factors in the qualitative phase has also revealed other factors that are contributing to indiscipline in boarding secondary schools in Malawi. In addition, the exploration of the factors in the qualitative phase has clarified on some of the factors.

The chapter therefore has been subdivided in relation to the four groups of factors of student's indiscipline: home, students, teachers and administration. Each subdivision firstly presents the factors from both phases followed by themes explaining how the factors contribute to the indiscipline.

5.1. Factors Related to the Home that Contribute to Students Indiscipline and How they Contribute to the Indiscipline

There are five factors related to the home that have been identified as contributing to student's indiscipline in boarding secondary schools. These are: lack of parental attention and guidance on students behaviour; poor relationship between parents and their children; influence of the media at home; parents not providing school resources as desired by the students and parental ways of managing misbehavior.

The findings in the quantitative phase of the study revealed that both students and teachers agreed by 58.4% and 66.7% respectively to the statement that parents are contributing to students' indiscipline because they are not attentive to their children's

behaviour. In the qualitative phase, it has been discovered that it is not only the attention that is lacking, but also guidance on behaviour. Students in the quantitative phase agreed by 70% that poor relationship between parents and their children also lead to their indiscipline. In addition, both students and teachers in the quantitative phase agreed by 80% and 90% respectively that the media influence student's behaviour. In addition, in the quantitative phase of the study, the students and teachers disagreed by 66.7% and 80% that students engage in indiscipline because the parents are not providing the necessary resources to students. However, upon inquiring on the issue from both groups of participants in the qualitative phase of the study, it appears there is a twist. In general, the parents provide the basic necessary resources needed for their children, like soap, exercise books, pens and some pocket money. Therefore, due to the situation in the schools, the students turn to require more resources than is understood by parents. Parental ways of managing misbehavior is the factor that has been identified in the qualitative phase of the study.

There is one way how the factors contribute to students' indiscipline: through parents' failure of fulfilling students needs.

5.1.1 Parent's failure of fulfilling students needs.

The home factors lead to students' indiscipline because parents are failing to fulfill students' needs. In the first place this failure drives students into indiscipline as they seek to fulfill their need for more resources than those provided by the parents. The students claim that the food is not of good quality and they acquire the food they desire through stealing and relationships with the opposite sex, especially for girls. A female student gave the following response:

mhh, like when your parents have not managed to give you all the things that are needed here at school, then your friend has those things, when you beg them to share with you, they refuse, so something comes in you that you should just steal, then you find yourselves called in a disciplinary meeting.

A female teacher also pointed out that stealing, is common among girls. She explained as follows “*there is more stealing in the girls hostels, like of food items.*” Another female student stipulated as follows on what other girls do to acquire the food stuffs they need “*sometimes because they have been given small amount of things, they have boyfriends so that they should be giving them things, like buying relish for them.*” This could imply that the boys are at pressure of providing for the girls to sustain the relationships. In addition, it could imply that the students are engaging in sexual relationships because the boys would want something in return from the girls. These findings show the need for good communication and relationship between parents and their children, which could help them understand the situation of the students in the boarding schools and find best ways of dealing with them.

Secondly, parental failure of ensuring that their activities bring emotional stability to the students drives students into indiscipline. The students are hurt by misunderstandings and lack of trust in their relationship with the parents. This makes it difficult for them to change their behaviour. The students gave an example, of a student who was accused by his father of stealing money at home. The father informed the administration on the issue before discussing it with the student. Consequently, the student was suspended. However, when they went back home, the father realised that he had misplaced the money. Then one of the students commented that:

such situations affects, makes us have negative attitude, to the extent that our behaviour is bad, of indiscipline, because you consider that if your parents do not care, there is no time when you can listen to what someone is telling you.

The students also expressed that when they are not in a good relationship with their parents, they turn to drinking and smoking to forget the concerned issues. A male student said “*when coming to school here, you have quarreled with them, and then when you come here, you just do something to help you, that mean drinking beer so that you forget the problems at home.*” This is consistent with the findings of Poipoi et al. (2011) who argues that poor relationship between parents and their children leads to indiscipline.

In addition, parents fail to ensure emotional stability in their relationship with the students because the students are hurt when parents refer to past offences and withdraw resources as a way of punishing them. This makes it difficult for them to change. A female student commented that:

there are some parents, when you have misbehaved with a minor thing, then they will just be shouting at you, even punishing you that this term I will only pay fees, I will not be giving you things. Then because the parents don't listen to what the child says, then there isn't a real relationship between the child and the parents, because every time she is shouted at, you are also not given things because you had misbehaved on a small thing, but instead of just understanding the child, they do not understand, how can we listen to them.

A male student also expressed as follows regarding parents ways of punishing them:

when suspended you go home, when you go home, they give you a punishment that when going back to school, you will not take anything...then, you think that if the parents are not giving you anything, then you should find the things, that is why one go out of bounds, and do other things, so that you get the things like others.

This is in agreement with Poipoi et al. (2011) who pointed out that the way how children are disciplined by the parent's leads to indiscipline.

Thirdly, parents failure of fulfilling students need for behavioural guidance and attention makes students take advantage of it and engage in indiscipline. The students' responses revealed that few parents inquire at school of how they are behaving, even when they come for school visits. A male teacher confirmed this by saying "*Ah, I think so far we just had one concerned parent who had been asking me to monitor, special monitoring mechanism, monitor his son, but most of the parents have nothing to do with the behaviour of their children.*" The students also expressed that some students are not advised by their parents, especially those who live with one biological parent or with other guardians. A female student, for example stated that:

It's like, some of the students who are here are not staying with their parents, maybe like they stay with their uncle. So the uncle is having his biological children, he is just keeping these other children like his sisters, so he doesn't give much attention to those children. He just sends them to school just a matter of sending them, so they lack parental guidance there.

In addition, teachers indicated that the parents provide cell phones to their children when coming to school. However, the phones are prohibited for the students in the

schools and the parents were notified. The parents were informed at a Parent-Teachers Association (PTA) meeting. A teacher commented on this saying “*students bring cell phones from home, and they hide them in their hostels, but it was aired out at a PTA meeting that parents should not give cell phones to the students.*” Furthermore, the students indicated that some parents used to advise their children, but got tired because the child could not change their behaviour. A student, for example, said “*when the child is not behaving well, especially for a long time without changing, the parents just leave them without doing anything.*” This shows that some of the children who engage in indiscipline also misbehave at home.

Parent’s failure of fulfilling students need for behavioural guidance and attention at home relating to the media that they are exposed to also leads to indiscipline. Students are learning some forms of indiscipline from the media. The majority of students pointed out that the main influence is on dressing, especially on female students. One female student stipulated that:

Most girls raise up the skirts of their uniforms to make it a mini skirt, which we mostly see on TV, we see for example, that the uniforms of high schools in other countries are short and we try to do the same.

It appears the female students realised the great influence that the media has on their dressing and this was the reason that the students gave explaining the significant difference in the responses of male and female students on this factor. The female students had a mean rank of 36.90, which was higher than 24.52 of male students. Furthermore, teachers reported that some of the forms of indiscipline displayed by

different groupings amongst the students and even characteristics that define them are from the media. A female teacher explained as follows:

Last year we had an example of a group and after a survey, of what their motives were, it was discovered that their main motive was to disturb their friends who are serious with school, and after a serious survey, there were discovered two divisions, two groups of students, one belonging to group D, and the other had a name difficult to understand, so it seems these practices were copied from a certain Nigerian film.

The parents at home therefore need to monitor their children in terms of the media and discuss with them on the issues that might influence them, so that they can properly guide them. The role of television on students' behaviour aligns with the views of Lockan (2010) who pointed out that students learn negative actions and values from the media especially through television. Also Kiprop and Chepkilot (2011) established that media influence is one of the external factors contributing to students' indiscipline in Kenya. The above findings also supports the views of Poipoi et al. (2011) who state that exposure to violent films and movies lead to violence in students.

Students also explained that at home parents provide them with cell phones. However, they get used to having the cell phone and therefore find means of obtaining it at school. A male student confirmed this by saying "*when we go on holiday, they give us phones, and when you come to school, you develop a great desire for it, then you end up buying a phone.*" All in all, there is need for parents to take a step further in offering guidance and attention to the behaviour of their children even when at school. Similarly, Poipoi et al.

(2011) argues that less supervision of parents on their children leads to children's indiscipline.

5.2. Factors Related to Students that Contribute to Indiscipline and How they Contribute to the Indiscipline

There are five factors related to students that have been identified as contributing to students' indiscipline. These are: lack of student's interest in school; concentration on relationships with the opposite sex; peer pressure; use of drugs and alcohol and misunderstanding of indiscipline as a right.

The findings of the quantitative phase of the study revealed that both students and teachers agreed by 56.6% and 62.1% respectively that lack of student's interest in school contributes to students' indiscipline. The quantitative phase also revealed that students and teachers both agreed by 85% and 96.5% respectively that peer pressure leads to students indiscipline. In addition, students and teachers in the quantitative phase of the study agreed by 80% and 72.4% respectively that students engage in indiscipline because of the use of drugs and alcohol. Students and teachers also agreed by 65% and 62% respectively in the quantitative phase that students engage in indiscipline because they misunderstand it as a right. Finally, the quantitative phase showed that both students and teachers agreed by 58.3% and 44.8% respectively that student's concentration on relationships with the opposite sex leads to indiscipline.

There is one way how the factors lead to student's indiscipline: the irresponsibility of students.

5.2.1. Irresponsibility of students.

The factors related to students lead to students' indiscipline in that the students are not responsible because they are not committed to school and are destructed by desires for resources, status and acceptance. The students are not responsible in terms of committing themselves to school since they lose hope of passing national examinations basing on their performance in school-based examinations. They therefore aim at disturbing others, so that they also do not perform well, like making noise during study times. A male student reported that:

Some students know that school is not their portion, they know that they have failed already, that things are not good with them, so they want to destroy others. So they do boring things, disturbing the class, especially during prep time.

This collaborates with Kiprop and Chepkilot (2011) who argues that student's "I don't care" altitude leads to indiscipline. The findings also conquer with The Children's Defense Fund-Ohio (2012) which established that students engage in indiscipline after losing their academic ground when they come back from suspensions and expulsions.

In addition, the students are not responsible in committing themselves to school in that they concentrate at finding a place and time to meet with their boyfriends or girlfriends. Consequently, they are found out of bound in and around the school, and others engaging in indecent acts. A male teacher for example stipulated of an example that happened saying "*we had some boys who were sleeping at the girls' hostels and girls sleeping at the boys' hostels, when we learned about this incident, the students were suspended.*" Similarly, a male student said:

when we knock off from classes at 3:30, it's a time that students get ready for evening studies, then you will find the boys and girls taking each other, maybe going to that part of the ground, or towards the church, so that they chat.

This shows that there are particular places in the schools that students take advantage of to engage in indiscipline. In addition, the student's stipulated that the girls are given phones by their boyfriends for communication and when caught, they are charged with the possession of phones. A female student explained as follows:

when you are with your boyfriend, the boyfriend has a phone, and he tell you that he will buy a phone for you, maybe you don't have a phone, so he tell you that I will buy a phone, then it really happens that he has bought the phone and you go with it to the hostel, then they find you with it, then you are suspended.

The students are also not responsibility in committing themselves to school in that they engage in indiscipline as a right. The students mainly consider having relationships with the opposite sex as their right due to freedom of association. They therefore find ways of doing it, which leads to indiscipline. A female student explained that *"When they tell them that this and this is prohibited, they see as if it's one way of violating their right, so they find a way of practicing those things, for example, boy and girl relationship,"*. This was also stipulated by teachers, that students ignore the responsibility of the rights. A male teacher was quoted as saying *"there is misinterpretation because they say freedom of association, it's their right but who to associate with and when to associate with, that summary to them doesn't matter."* This suggests the need for students to attach responsibility to the right that they claim. Upon inquiring the reason for the significant

difference on this factor of the influence of rights on indiscipline in the qualitative phase between male and female student, it appears the female students had noticed more from the boys in their expression of regarding indiscipline as a right. The female students had a mean rank of 36.66, which was higher than 24.74 of male students. A female student for example said the following *“the boys even say that they are free to have more than one girlfriend, it’s their right. This happens at this school, and it’s not well.”* This agrees with previous findings by Maphosa and Shumba (2010) in Zimbabwe who writes that rights has given much freedom to the learners. However, he was specifically referring to child’s rights.

Furthermore, the students are also not responsible in committing themselves to school because they ignore the effect of drugs and alcohol in their lives, which leads to indiscipline. The students know that the drugs and alcohol elicits different forms of indiscipline in them, but continue abusing them. The forms of indiscipline include use of obscene language, teasing, fights, rudeness and missing classes. A male student stipulated that:

“at the hill there are good, good places, where people go to smoke, drink, then when the chamba has started working the person starts speaking obscenely, teasing and so on, doing wrong things. If he had quarreled with someone, then they go to that person and starts fighting.”

This also suggests that there are places within the schools that students take advantage of to engage in indiscipline. A male teacher also commented that *“when students drink beer or smoke chamba, they start bad behaviours like rudeness and deserting classes.”*

The findings support the viewpoint of Kiprop & Chepkilot (2011) who established that increased drug abuse is one of the internal factors contributing to students' indiscipline in Kenya.

The students are also not responsible because they are destructed by need for resources, which leads to indiscipline. They aim at fulfilling their desires for resources, status and acceptance. Desire for resources makes them fall prey to peer pressure since they easily get convinced of advice on ways of acquiring other food stuffs, like through having relationships with the opposite sex and stealing. One female student explained as follows relating to peer pressure:

“it's like someone has a boyfriend here on campus, so the boyfriend gives the girl money maybe to be used to buy relish at the cafeteria, so maybe you do not buy, then you would also want to buy the other relish, so the friend would tell you that you should just find a boyfriend so that he should also be giving you money, in the end you find that you have destroyed your future.”

In the schools, other food stuffs like relish are sold by vendors within the campus.

The desire of status and acceptance also make students easily succumb to negative peer pressure and engage in indiscipline. The participants reported that some indiscipline makes students famous in the schools and this draws others into the same. Examples of such indiscipline include beer drinking, smoking opium (chamba) and relationships with the opposite sex. A female teacher explained that *“the students are involved in smoking opium, taking alcohol, which they maybe not do at home, but*

because here they have copied from friends, they think it's like development, it's what makes someone appear clever, .." A female student also said:

Some engage in relationships to be famous, because you become known that this one has a relationship with this one, and so on. Then when someone is not doing that, they say, you do not know this, you do not do that, calling them names, so the others would not want to be seen as if they don't know stuff, then they start engaging in the indiscipline.

In addition, the participants reported that the fame is also attached to groups within the students, which are so called "clues". Such groups are characterised by some skills, like singing, but also indiscipline acts like beer drinking. As the students get attracted to the fame, they also engage in the indiscipline. A male student reported that:

There are some groups here at school; they are very popular because maybe they sing, they are like celebrities. The other one would also want to do the same by joining the group. The guys tell you that if you want to join, you should be drinking, smoking or having girlfriends. So because you want to be popular, and also learn how to sing well, then you join and do those things. Others would want to play football well, and then they are informed to be taking chamba so that they can have energy.

The students also reported that others are easily influenced into indiscipline because they want to please their friends and maintain relationships. The teachers further revealed that this need give opportunity of those who have influence abilities, like the older ones to draw the young ones into indiscipline. A female teacher reported that:

last week we had one case whereby a form two girl was caught with a boyfriend and that girl after being interrogated, she reported that a certain form four girl named told her that she should find a boyfriend, she can't be at a boarding secondary school like this one, co-education, without a boyfriend.

This agrees with the previous findings of Lockan (2010) who writes that the students give in to peer pressure because of fame and admiration associated with the negative behaviours. In addition, as indicated in the literature by Mzuza et al. (2014) peer pressure is really a “huge force to watch out” among girls in Malawian schools. However, as noted in the findings, it is also an influence among boys.

5.3. Factors Related to Teachers that Contribute to Student's Indiscipline and How they Contribute to the Indiscipline

There are two factors related to teachers that have been identified as contributing to student's indiscipline. These include: teachers lack of professional delivery of work and poor management of indiscipline. In the quantitative phase of the study, students agreed by 78.3 % that poor relationship between students and teachers contribute to indiscipline. They also agreed by 75% to the statement that students engage in indiscipline because teachers do not find causes of indiscipline before dealing with it. However, in the findings of the qualitative phase, students explained on poor relationship in relation to the way that teachers manage indiscipline. In addition, the factor that teachers do not find causes of indiscipline before dealing with it, was identified within poor management of indiscipline.

There is one way how the factors contribute to the indiscipline: teachers' lack of responsibility.

5.3.1 Teachers lack of responsibility.

The factors related to teachers lead to students' indiscipline in that teachers are lacking responsibility in their behaviour. Firstly, the lack of responsibility makes student utilise the opportunities created to engage in indiscipline. For example, the students realise that the teacher on duty has taken alcohol, and they take advantage and engage in indiscipline because they know the teacher is not in his normal state of mind. A male student reported that *"when some teachers are on duty, they drink alcohol and we know they have taken alcohol, so we misbehave easily, like going out of bounds."* The students however, explained that not all teachers get drunk, but the few involved are often found in such a state. In Malawi the teacher's code of conduct does not allow teachers to get drunk while on duty. The participants also reported that students mostly make noise when teachers come late for classes. A male teacher stated that *"Ah, sometimes some teachers go into classes late and students start making noise."*

In addition lack of teachers responsibility in terms of their unpreparedness for lessons lead to indiscipline because they do not deliver the lessons to their best ability and the students notices. Students reported that such teachers never stop advising them and talking of their personal issues in class, instead of teaching. This bores them and eventually leads to indiscipline. A female student explained that:

when some teachers come to class, they just start advising us, and students get bored because they always do that, at home they should advise us, here

continuously as well, so people just switch off and start doing their own things, because too much is poisonous.

Another student also said “*when some teachers come to class, they mostly talk of their personal issues, just chatting in class.*” The findings are consistent with the findings of Lockan (2010) who stipulates that students are bored by some of teacher’s behaviours and this leads to indiscipline. The findings also align with Kiprof and Chepkilot (2011) who asserts that students engage in indiscipline because of teachers boring and irrelevant lessons and their failure act professionally.

Secondly, students are engaging in indiscipline because teachers are lacking responsibility in their attitude towards offenders that emotionally affects students. Consequently, this affects their relationship. The students revealed that they are upset when teachers talk of their personal issues in class when they engage in indiscipline. This happens if the teachers know some personal issues related to the students. A female student stipulated that:

Some teachers, when they come to class teaching, maybe in the process you try to borrow a pen from another student, then they start to underrate you, saying issues concerning your home, eh, at your home, you are like this like, this,. Then you just fell bored with the teacher, and you can’t hear what they say.

This makes it difficult for the students to listen to the teacher and consequently change their behaviour. This could have a positive effect if the teachers would bring the issues personally to the student in a form of guidance.

The students are also upset because teachers label offenders, like referring to them as “difficult” and continuously referring to the students past offences. They expressed that the comments makes them feel like they cannot change their behaviour. A female student expressed the following:

When you go for suspension, most teachers know, so when you come back, the teachers just follow what you are doing. When you do any small thing they say, this one is difficult, iii, this one is like this, like that, to the extent that it's not good for us, it's like, they expect that you will not change, and you then really break the rules.

This is similar to the practice of teachers in Turkey, who use verbal approaches to deal with student's indiscipline (Lozano & Kizilastan, 2013). Lockan (2010) also points out that teacher's altitude leads to student's indiscipline.

Furthermore, the students are also emotionally affected by the ways that teachers manage indiscipline. They reported that some teachers do not inquire on the actual causes of some indiscipline before giving punishment. One female student expressed the following:

Sometimes there might be noise in class and you are concerned and you can call the students to order. When the teacher finds you talking, he does not ask anything, but points at you saying that you were making noise, do this punishment. Even if you try to explain what had happened, he just says, I thought I found you talking.

This suggests that the student might do the given punishment, but remain hurt inside. The students also reported favouritism over the way teachers handle similar cases of indiscipline whereby some students are pardoned while others are punished. The students expressed that sometimes the teachers are fair on their relatives or if they are in good terms with the students or they know the student's parents. A male student expressed that:

But some teachers favour some students. Let's say when someone chats well with the teacher, when their phone rings in class, they just tell him not to take the phone to class again. But you, when your phone rings in class, the same teacher confiscate it, saying you have broken the rules.

Students also reported that teachers give punishments that are not relative to offences. They claim that some indiscipline cases are minor, but they turn to wonder on the punishments rendered to it. A male student reported that:

But to some teachers at this school, when you engage in a minor indiscipline, they give you punishment of not entering his class for the whole week, or you should dig an anthill. Most of the times, they give you punishment of digging an anthill when you were found making noise.

A male student also said that “*when you make noise they might give you a punishment that when you think of it, ah....., to mop the whole hall.*” Other students mentioned that they are given punishments like sweeping, general cleaning of places and slashing. Most of these examples are physical punishments. It appears that teachers do not mostly use warning, mediation and counseling as an internal corrective measure of dealing with

indiscipline in the schools, as proposed by the MoEST. This means that the MoEST recommendations that the use of punishment should be the last resort after the others have failed is not adhered to (MoEST, 2014). These results support previous findings of Kiprop and Chepkilot (2011) who argues that unjustified and inconsistent punishment leads to student's indiscipline. Maphosa (2010) also noted that manual labour is one of the commonly used ways of dealing with indiscipline in South Africa. Maphosa (2011) however, points out that punishment does not allow for self-discipline, is external and produces short term effect on behavior. This might explain the limited effect that the measures used to deal with indiscipline in the boarding schools is having on students behaviour.

5.4 Factors Related to the Administration that Contributes to Students Indiscipline and How they Contribute the Indiscipline

The administration factors contributing to student's indiscipline are: administration inability to address student's complaints; provision of inadequate outings and recreation services; provision of poor catering services; and the way how the administration manages indiscipline. The students in the quantitative phase of the study agreed by 70% that the administration inability to address student's complaints is leading to indiscipline. They also both agreed by 55% that there is indiscipline because the administration provides less recreation activities. In the qualitative phase, it was noted that there were not only few recreation activities, but also few outings. The other factors therefore were identified in the qualitative phase of the study.

There is one way how the factors lead to student's indiscipline: failure of administration to meet students' needs.

5.4.1 Failure of administration to meet students needs.

The factors related to administration lead to students' indiscipline in that the administration is failing to meet students needs. The students are dissatisfaction with the administration's provision of poor quality of food in the boarding schools. This makes them find ways of obtaining other food stuffs and in the process they engage in indiscipline. The students stipulated that they go out of bound to buy other food stuffs. A female student stipulated as follows *"the porridge in the morning does not have enough sugar, you cannot drink it the way it is. The relish as well is not good that you cannot just eat the meals with it alone. Then you go to that market to buy other things."* Others, especially girls find boyfriends who buy the things that are sold by vendors in the schools, like relish. The situation is worse in one of the schools, where a female student reported that:

at the dining hall, the way it is at this school, as far as the diet is concerned they did us wrong, because if we are to look at the relish, we eat meat twice a month, the other weeks its beans and vegetables. So it also happens that they give just a few beans that you cannot manage to finish nsima with it. So some women comes who sell relish like soya pieces, irish potatoes, fish and other vegetables. So you think that eh, should I be staying hungry, and then we find boyfriends so that we find money to buy the relish.

It should be pointed out however, that in one of the schools, students mentioned that they know that the issue of poor quality food is mainly due to lack of enough funds from the government. However, in two of the schools, the students lamented by giving specific examples that the food offered at the school is poor in comparative to similar government schools that pay the same fees and even other lesser schools. A male student explained as follows:

We are a school of the same type as school E, but we eat differently than them, we are not eating well. But also at school F, which is just a boarding CDSS, which pay less than us, they have a better diet.

They therefore questioned how their administration handles their finances. These findings coincide with Kiprop and Chepkilot (2011) who points out that poor service delivery by the administration leads to student's indiscipline.

The students are also dissatisfied with the administration provision of few outings and recreation activities. They therefore go out of bounds. The students reported that they are not satisfied with the number of times they are allowed to go for outings whereby they have two or three outing in an academic year. A female student said:

there is no outing, when you come in, you come in, sometimes when there was to be an event like disco or even netball and has failed to take place, and they give us an outing because they know the students prepared for the event.

The need to buy the things they want like groceries, having an opportunity to get money at the bank is what drives their desire for more outings. One of the male students said “*in an outing, you go and make sure that you buy the things you want for a particular period*

of time, we have a tuck-shop, but you cannot survive with the things at the tuck-shop, the prices as well.” This suggest the need for improvements of the schools tuck shops, so that it has things that addresses students needs, with fair prices: not very different from the prices that are found outside the school campus. It should be pointed out that according to one of the teachers, students easily go out of bounds because the school is not fenced, surrounded by people’s houses and there are footpaths through the school. The female teacher expressed that:

maybe the students are just being forced with how our environment is, in the past the school was isolated, but now the school has been surrounded by people’s homes, there are footpaths all over the campus that people use, the school is not fenced. So strictness of the administration is there, but this indiscipline of going out of bounds is now getting out of hand.

This situation is found in two of the sampled schools and it might explain the increased cases of students that go out of bounds.

The few recreation activities make students idle in most of the weekends and they go out of bounds to find other things to relax leading to indiscipline. A female student said

“we normally have a disco twice at the beginning and at the end of the term, on TV, hmm, we used to watch a long time ago, and the sporting activities are mostly inter class games organised by students.” At another school a male student said *“we have sporting activities when there is a league, two discos and a variety show”*.

This they claim is not enough and it makes them engage in indiscipline, as confirmed by another male student that:

if there were entertainment activities each and every weekend, students wouldn't be involved in some of the indiscipline. We would have been busy, and you wouldn't want to go out of bounds when you know that your friends are enjoying at school.

This shows the need for more recreation activities, like television, which they are lacking. Ncontsa and Shumba (2013) also noted that lack of recreational facilities contributes to indiscipline in South Africa, particularly violence.

The administrations inability to meet students' needs of ensuring that they are emotionally healthy also leads to indiscipline. The students reported that they are frustrated by the administrations silence over issues presented to them. A female student explained that *"it's the prefects who go with our problems, like on entertainment, but the administration always say that they have heard the complaints."* This therefore shows the importance of the administration to inform students of the situation and why things have changed.

The administration also frustrates students because they fail to fulfill promises made over some issues. This leads to resentment as students wonder what is happening. In one of the schools, the students reported that they were promised a television set that was to be bought through cultural days, which the school introduced. On the cultural day, students wear cultural clothes and pay a certain amount of fee for it. This was aimed at increasing student's recreation activities. The students stipulated that later the administration informing them that the raised funds are to be used to purchase presents of good performing students. A male student explained that:

the administration promised that we will be having cultural days, the money will be used to buy things for entertainment, then since I came here in form one when we were told so, up to now am in form four, nothing has happened.

Furthermore, students are frustrated by the ways in which the administration manages indiscipline, which also leads to indiscipline. The students reported that the administration give big punishments to some minor offenses. A female student in one of the schools expressed that, *“here, it’s too much, when someone has been found at the hostels, they are given four week suspension, being found with a phone, you can be given eight weeks, in some indiscipline cases, you can be charged even more weeks.”* In one of the schools, the students expressed that they feel the administration deliberately gives suspensions to reduce the increased number of students in the school. A female student reported of their situation as follows *“we sleep in double decker beds, but they are not that big, but three girls sleep per bed, meaning six girls sleep in one double decker bed.”*

The use of suspensions is similar to the practice of teachers in South Africa. Maphosa (2011) asserts that it is one of the commonly used ways of dealing with major offences in South Africa.

In addition, the administration relies on particular students as informants for identifying culprits of indiscipline. This does not go on well with students. In one of the schools, the students expressed concern because of cases where the informants gave wrong information to administration, and innocent students were implicated and even dismissed. A female student had this to say:

The students that the administration rely on to identify offenders on an issue provide wrong information to them. Last year, form four boys used to go and sleep girls in their hostels. The majority of those who were involved were the form four girls. They also used to go to the boys hostels and sleep. Then when the issue was known the administration had people that were writing names silently of those involved. The form three girls were included in the list because of commenting over the issue, like saying that when they reach form four they will also go and sleep at the boy's hostel. In the end only three of the form four girls were implicated with many form three girls, more than 20. But these people were not guilty at all; if they had investigated properly they would have found the truth. These girls were dismissed completely unfairly.

This could also create a danger to the informant if they are identified by the affected students. The teachers also reported that sometimes the administration is not consistent at implementing the recommendations of the discipline committee. A male teacher reported that *“Inconsistencies, yah, students are very alert to see what happens if somebody has bleached a particular rule or regulation, if not well treated and somebody does the same and it acts the opposite way that leads to indiscipline.”* These results are supported in the literature by Kiprop and Chepkilot (2011) who argues that unjustified and inconsistent punishment leads to student's indiscipline.

5.5. Conclusion

This chapter has discussed and interpreted the research findings of the factors contributing to student's indiscipline in boarding secondary schools in Malawi. It has been established that the factors contributing to student's indiscipline relate to all the four groups of factors: related to home, related to students, related to teachers and related to the administration.

Chapter Six: Summary of Findings, Conclusion, and Recommendations of the Study

This chapter presents a summary of the combined findings of the quantitative and qualitative phase of the study. It also presents the conclusion of the study based on the critical research question. It finally makes recommendations of the study.

6.1. Summary of Findings

The study aimed at investigating the factors contributing to student's indiscipline in boarding secondary schools in Malawi. The summary of findings is presented in relation to the research questions of both the quantitative and qualitative phases of the study.

The first research question of the quantitative phase of the study aimed at finding the factors that relate to the home that are contributing to student's indiscipline in boarding secondary school in Malawi. The first research question of the qualitative phase aimed at exploring how the factors relating to the home contribute to the indiscipline. Five factors emerged from the combined quantitative and qualitative findings, which are: lack of parental attention and guidance on student's behaviour; poor relationship between parents and their children; influence of the media at home; parents not providing desired school resources of students and parental ways of managing misbehavior.

The factors are contributing to student's indiscipline in that parents are failing to fulfill students' needs. Students have needs that parents are failing to adequately provide, which include resources, emotional stability and guidance and attention of their behaviours. The absence of the needs makes students engage in indiscipline because they seek their own ways to satisfy them, which go against school rules and regulations; are emotionally affected that makes it difficult for them to listen to the parents and change behaviour and

the students take advantage of the absence of parental guidance and attention to engage in indiscipline.

The second research question of the quantitative phase of the study aimed at finding the factors related to the students that are contributing to students' indiscipline in boarding secondary schools in Malawi. The second research question of the qualitative phase aimed at exploring how these factors contribute to the indiscipline. The findings of the quantitative and qualitative phases show that there are five factors that relate to the students. These are: lack of student's interest in school; students' concentration on relationships with the opposite sex; use of drugs and alcohol; misunderstanding of indiscipline as a right and peer pressure.

The factors contribute to indiscipline because of the irresponsibility of students. The students lack of interest in school, students concentration on relationships with the opposite sex, use of drugs and alcohol, misunderstanding of indiscipline as a right are contributing to students indiscipline in boarding secondary schools in that the students are not taking up their responsibility of being as committed to school as possible. In addition, peer pressure is contributing to students' indiscipline in that the students are not taking up their responsibility of ensuring that they are not distracted in their studies by the different desires that come their way.

The third research question in the quantitative phase of the study aimed at finding the factors relating to teachers that contribute to student's indiscipline in boarding secondary schools in Malawi. The third research question of the qualitative phase aimed at exploring how the factors relating to the teachers contribute to the indiscipline. Two

factors were identified as relating to teachers that contribute to student's indiscipline. These are: teacher's lack of professional delivery of work and poor management of indiscipline

These factors contribute to indiscipline in that the teachers lack responsibility in their work. Through teacher's lack of professional delivery of work, the students take advantage of the opportunity that it creates for indiscipline. In addition, the poor management of indiscipline emotionally affects students and this makes it difficult for them to listen to the teachers and change their behaviour.

The last research question in the quantitative phase of the study aimed at finding the factors relating to administration that are contributing to student's indiscipline in boarding secondary schools in Malawi. The last qualitative research question aimed at exploring how the factors lead to the indiscipline of students. The findings indicate that there are four factors related to the administration that are contributing to student's indiscipline. These are: provision of poor catering services; provision of inadequate outings and recreation services; administration's inability to address student's complaints and the way how the administration manages indiscipline.

The factors contribute to indiscipline in that the administration fails to fulfill students' needs in the schools. The administration is failing to fulfill students' needs in its provision of poor catering services, provision of inadequate outings and recreation services. The students are therefore dissatisfied with this and they engage in indiscipline as they seek to fulfill what they want. The poor management of indiscipline is contributing to indiscipline in that it is affecting students emotionally, which makes it

difficult for them to change their behaviour. In this case the administration fails to fulfill students need for emotional stability.

6.2 Conclusion of the Study

The critical research question of the study was:

- What are the factors contributing to student's indiscipline in boarding secondary schools in Malawi?

The study has identified the factors contributing to students' indiscipline. These factors include factors related to home, students, teachers and administration. Firstly, the following are the factors related to home: lack of parental attention and guidance on student's behaviour; poor relationship between parents and their children; influence of the media at home; parents not providing desired school resources of students and parental ways of managing misbehavior. Secondly, the factors related to students are the following: lack of student's interest in school; students' concentration on relationships with the opposite sex; use of drugs and alcohol; misunderstanding of indiscipline as a right and peer pressure. Thirdly, the factors related to teachers are the following: teacher's lack of professional delivery of work and poor management of indiscipline. Finally, the factors related to administration are the following: provision of poor catering services; provision of inadequate outings and recreation services; administration's inability to address student's complaints and the way how the administration manages indiscipline.

The identified qualitative themes have explained the ways in which the factors for student's indiscipline contribute to the indiscipline in boarding secondary schools in Malawi. The following themes: parental failure of fulfilling student's needs, irresponsibility of students, teacher's lack of responsibility and failure of administration to meet students needs have explained how the factors related to home, students, teachers and administration respectively contribute to the students indiscipline in boarding secondary schools in Malawi.

The systems theory has helped to identify the factors contributing to indiscipline in boarding secondary schools within the various parts of the school system and how the factors contribute to the indiscipline. The study has shown that the various parts of the school system have got issues relating to their functions. They are mainly not performing their functions as expected so the interdependence relationship in the school system is affected. The school management that has the collaborative role of the functioning of the parts for the functioning of the whole school system is also failing to responsibly function in its relationship with the students. This explains why indiscipline is continuing in the schools. Thus, all the parts of the school system are affected by it. Therefore, the systems theory has given the study a good focus that has led to the identification and exploration of the factors contributing to student's indiscipline in boarding secondary schools in Malawi.

6.3 Recommendations of the study

- It has been observed that parents are failing to provide behavioural guidance to their children. The teachers are also not dealing with indiscipline through counseling. In

addition, the effect of negative peer pressure is huge. The researcher recommends that schools should have functional guidance and counseling services to help guide and counsel students to change their behaviour.

- The study has shown that the students are not happy with the quality of food in the schools. The researcher recommends that the government work together with the schools and parents to help solve this problem in order to reduce student's indiscipline.
- It has been noted that students take advantage of particular places in the schools to engage in indiscipline. The researcher recommends that schools should be vigilant enough in its supervision of these places, to help manage indiscipline.
- It has been established that the students do not prefer to buy things at school tuck shops. The schools therefore should ensure that tuck shops accommodates things needed by the students and that the prices should not be different from the ones they find when they go outside school campus.
- The students are finding it easy to go out of bounds because some of the schools are not fenced. The researcher therefore, recommends that government should work together with schools and parents to find a way of raising money to fence the schools.
- The students are not satisfied with the amount of recreation activities offered in the schools. Therefore, schools and parents should work together with the prefects to find ways of raising finances to resolve this issue.
- It has been observed that teachers mainly deal with indiscipline through giving punishments, especially physical punishments. The punishment given is also not

relative with offences. In addition, their attitude at offenders is also contributing to indiscipline. The research suggest that government, schools and education specialists should come up with measure to help teachers in the way they should deal with indiscipline to resolve the identified issue.

- It has been established that Malawi's system of dealing indiscipline is really reactive and punitive. However, it is not bringing the desired results in the students. The researcher therefore proposes that government should consider this issue and learn from other countries that have moved away from dealing with indiscipline merely by giving punishments. This could help reduce indiscipline in the schools.

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Appendices

Appendix A: Questionnaire for Students on Factors Contributing to Student's Indiscipline in Boarding Secondary Schools in Malawi

Instructions

- Do not indicate your name on this paper
- Please tick the appropriate answer on your agreement or disagreement that the following statements lead to indiscipline

Sex: (A) Male (B) Female

Class: (A) Form 2 (B) Form 3 (C) Form 4

1. Students engage in indiscipline because their parents are not setting a good example in their behaviour at home.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

2. Students are engaging in indiscipline because parents are not generally giving attention to their behavior.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

3. Poor relationship between parents and their children is making students engage in indiscipline.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

4. Students engage in indiscipline because they are influenced by the media at home, like television or radio.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

5. Students engage in indiscipline because parents are not giving them the necessary school materials.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

6. Students engage in indiscipline because they are not interested in school.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

7. Students engage in indiscipline because of peer pressure.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

8. Students engage in indiscipline because of the use of drugs and alcohol.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

9. Students engage in indiscipline because they misunderstand it as a right.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

10. Students engage in indiscipline because they concentrate more on relationships with the opposite sex.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) strongly disagree

11. There is indiscipline because teachers ignore some student's indiscipline.
(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree
12. Students engage in indiscipline because some teachers do not attend classes.
(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (D) Strongly disagree
13. There is indiscipline because students are used to the methods that teachers are dealing with indiscipline.
(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (D) Strongly disagree
14. Students engage in indiscipline because of poor relationship between teachers and students.
(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (D) Strongly disagree
15. There is student's indiscipline because teachers do not consider finding the cause of the indiscipline before dealing with it.
(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree
16. Students engage in indiscipline because the school administration does not work together with teachers, prefects and parents to deal with indiscipline.
(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

17. Students engage in indiscipline because the school administration does not address their complaints.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

18. Students engage in indiscipline because the school administration does not involve them in some of the important decisions affecting them.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

19. Students engage in indiscipline because the school administration provides them with less time for recreation activities, like sports and games.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

20. There is indiscipline because of less supervision of the administration on student's behaviour.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

**Appendix B: Questionnaire for Teachers on Factors Contributing to Student's
Indiscipline in Boarding Secondary Schools in Malawi**

Instructions

- Do not indicate your name on this paper
- Please tick the appropriate answer on your agreement or disagreement that the following statements lead to indiscipline

Sex: (A) Male (B) Female

Teaching experience: (A) 0-5 years (B) 6-10 years (C) 11-15 years (D) 16-20 years (E)
20 + years

Qualification: (A) Diploma (B) Degree (C) Masters Degree (D) other
specify_____

1. Students engage in indiscipline because their parents are not setting a good example in their behaviour at home.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

2. Students are engaging in indiscipline because parents are not generally giving attention to their behavior.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

3. Poor relationship between parents and their children is making students engage in indiscipline.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

4. Students are engaging in indiscipline because they are influenced by the media at home, like television or radio.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

5. Students engage in indiscipline because parents are not giving them the necessary school materials.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

6. Students engage in indiscipline because they are not interested in school.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

7. Students engage in indiscipline because of peer pressure.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

8. Students engage in indiscipline because of use of drugs and alcohol.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

9. Students engage in indiscipline because they misunderstand it as a right.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

10. Students engage in indiscipline because they concentrate more on relationships with the opposite sex.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) strongly disagree

11. There is indiscipline because teachers ignore some student's indiscipline behaviour.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

12. Students engage in indiscipline because some teachers leave classes unattended to.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (D) Strongly disagree

13. There is indiscipline because students are used to the methods that teachers are dealing with indiscipline.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (D) Strongly disagree

14. Students engage in indiscipline because of poor relationship between teachers and students.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (D) Strongly disagree

15. There is student's indiscipline because teachers do not consider finding the cause of the indiscipline before dealing with it.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

16. Students engage in indiscipline because the school administration does not work together with teachers, prefects and parents to deal with indiscipline.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

17. Students engage in indiscipline because the school administration does not address their complaints.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

18. Students engage in indiscipline because the school administration does not involve them in some of the important decisions affecting them.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

19. Students engage in indiscipline because the school administration provides them with less time for recreation activities, like sports and games.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

20. There is indiscipline because of less supervision of the administration on student's behaviour.

(A) Strongly agree (B) Agree (C) Undecided (D) Disagree (E) Strongly disagree

Appendix C: Focus Group Discussion Guide for Students

My name is Mercy Kachepa, pursuing Masters Degree in Educational Leadership and Management at Mzuzu University. I am conducting a study on the factors contributing to indiscipline in boarding secondary schools: the case of selected secondary schools in Central West Education Division. I kindly require your permission to participate in the study through this interview. The interview will be recorded using a tape recorder. The information provided will be treated for academic purposes only.

Section A: Personal Data

Sex: (A) Male (B) Female

Class: (A) Form 2 (B) Form 3 (C) Form 4

The Research Questions

There are factors that are contributing to indiscipline of students in boarding secondary schools. These include factors related to the student's homes, related to the students themselves, related to teachers and related to the administration.

1. Would you tell me how factors related to the student's homes contribute to indiscipline in boarding secondary schools in Malawi?
2. Would you tell me how factors related to the students themselves contribute to indiscipline in boarding secondary schools in Malawi?
3. Would you tell me how factors related to teachers contribute to indiscipline in boarding secondary schools in Malawi?

4. Would you tell me how factors related to administration contribute to indiscipline in boarding secondary schools in Malawi?

Appendix D: Interview Guide for Teachers

My name is Mercy Kachepa, pursuing Masters Degree in Educational Leadership and Management at Mzuzu University. I am conducting a study on the factors contributing to indiscipline in boarding secondary schools: the case of selected secondary schools in Central West Education Division. I kindly require your permission to participate in the study through this interview. The interview will be recorded using a tape recorder. The information provided will be treated for academic purposes only.

Section A: Personal Data

Sex: (A) Male (B) Female

Age: (A) Below 25 years (B) 26-35 (C) 36-45 Years (D) 46-55 Years

Teaching experience: (A) 0-5 years (B) 6-10 years (C) 11-15 years (D) 16-20 years (E) 20 + years

Qualification; (A) Diploma (B) Degree (C) Masters Degree (D) other specify_____

The Research Questions

There are factors that are contributing to indiscipline of students in boarding secondary schools. These include factors related to the student's homes, related to the students themselves, related to teachers and related to the administration.

1. Would you tell me how factors related to the student's homes contribute to indiscipline in boarding secondary schools in Malawi?

2. Would you tell me how factors related to the students themselves contribute to indiscipline in boarding secondary schools in Malawi?
3. Would you tell me how factors related to teachers contribute to indiscipline in boarding secondary schools in Malawi?
4. Would you tell me how factors related to administration contribute to indiscipline in boarding secondary schools in Malawi?

Appendix E: Themes, Categories and Codes that Emerged in the Qualitative phase

Themes, Categories and Codes that Emerged from Students and Teachers on Factors Related to the Home

Code	Category	Theme
Provides less resources Desires what others have	Driven by need for resources	
Hurt by misunderstandings on issues Hurt by parents lack of trust Hurt when parents refer to past offences Hurt when resources withdrawn as punishment	Emotionally affected	Parental failure of fulfilling students needs
No inquiring No advice on behaviour No guidance Parents got weary advising Copy from exposed media Exposure to media becomes a habit	Takes advantage of parents failure of fulfilling behavioural guidance and attention	

Themes, Categories and Codes that Emerged from Students and Teachers on Factors

Related to the Students Themselves

Code	Category	Theme
Find ways of acquiring better food stuffs	Dissatisfied with administration activities	Failure of meeting students needs
Go out of bound due to few recreation activities		
Go out of bounds due to few outings		
Frustrated by silence on complaints	Emotionally affected by administration activities	
Frustrated for not fulfilling promises		
Frustrated with ways of managing indiscipline		

Themes, Categories and Codes that Emerged from Students and Teachers on Factors

Related to Teachers

Code	Category	Theme
Some perceive examination failure	Lack of commitment to school	Irresponsibility of students
Meet at unacceptable places and times		
Provide phones for easy communication		
Engage in indiscipline as a right	Destructed by desire of resources, status and acceptance	
Drugs and alcohol ellicit indiscipline behaviour		
Succumb to advise due to desire for resouces		
Become famous with indiscipline		
Succumb to peer pressure to keep relationships		

Themes, Categories and Codes that Emerged from Students and Teachers on Factors

Related Administration

Code	Category	Theme
Take advantage of a drunk teacher	Opportunity utilisation	Teachers lack of responsibility
Take advantage of a teachers' late coming		
Take advantage of teachers unpreparedness		
Upset by talk of offenders personal issues	Emotionally affected	
Upset by the labelling of offenders		
Referring to past offences upset students		
Upset by ways of managing indiscipline		

Appendix F: Request and Declaration Letter of Research Participants

This is a data collection process of a research study on factors contributing to student's indiscipline in boarding secondary schools in Malawi. It is being undertaken to fulfill the requirement of Masters Degree in Educational Leadership and Management at Mzuzu University. The information given will be used for academic purposes only and will be treated with utmost confidentiality.

You are being requested to offer your agreement or disagreement to participate in the study. You are however free to withdraw your participation at any time. I also request that the interview/focus group discussion be recorded using a tape recorder. However, you are also free to stop the recording in answering any question.

Declaration

I have understood the contents of this declaration; therefore I declare that I will:

Participate ()

Not participate ()

(Tick where appropriate)