MZUZU UNIVERSITY

A PHENOMENOLOGICAL ANALYSIS OF VANDALISM BY STUDENTS IN SECONDARY SCHOOLS: PERSPECTIVES OF STUDENTS AND TEACHERS IN NORTHERN EDUCATION DIVISION OF MALAWI

BY

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THESIS SUBMITTED TO THE FACULTY OF EDUCATION, DEPARTMENT OF EDUCATION AND TEACHING STUDIES IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER OF EDUCATION (M Ed) IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

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Statement of Originality

I, Komani Augustine Chikombe Tembo hereby declare that the interest to conduct research on the topic '***A phenomenological analysis of vandalism acted by students in secondary schools; the perspectives of teachers and students in northern education division of Malawi,'*** it's organisation and writing of this thesis is entirely my own. It has been carried out at Mzuzu University ETS Department under the supervision of Mrs. Febbie Chibambo and Dr. Dominic Mapopa Ndengu. It has neither been nor being concurrently submitted for any other degree of Masters of Education (Leadership and Management) of Mzuzu University.

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Dedication

I professionally dedicate this thesis to all secondary school teachers, school leaders, managers and administrators in particular. I also extend this dedication to teachers in different levels of education such as primary schools, colleges and universities. I dedicate the thesis to them so that they learn something from the findings of this research, and by doing so discharge their duties in a way that lessens the likelihood of student vandalism to take place.

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I am never the same because of you people, God bless you abundantly.

Abstract

Continuous reports of students' vandalism in secondary schools in Malawi are of great concern. This study was conducted under the topic; *"**A phenomenological analysis of vandalism by students in secondary schools: perspectives of teachers and students in northern education division of Malawi."*** The aim was to uncover and analyse circumstances that lead to vandalism from the perspectives of both teachers and students in secondary schools in Malawi. Four data generation methods were used namely; photovoice, FGD, oral one to one interviews and reviewing of school records. Built on interpretivist paradigm, the study was guided by two theories; emotional intelligence and an aesthetic theory of vandalism.

Contrary to some study reports, through the media and the general perception of people on secondary school vandalism (that mostly portray students as ill-behaved), this study found out that secondary school vandalism was as a result of the fury that students accumulate at the school as they undergo un expected experiences by either school authorities or teachers in general. An in-depth analysis further revealed that unprofessional conduct on the part of teachers and poor management in general were the main contributing factors to vandalism as revealed in the problem tree analysis. The findings were in concordance with Sidhu (1996:206) who postulated that "pupils do not flare up all of a sudden; there must be a deep rooted cause behind the outburst of fury." In light of this, students may not be the only parties to be blamed but also teachers, school authorities, the surrounding communities, proprietors and other stakeholders. Therefore, solutions must be direct to the all the mentioned stakeholders.

It has been noted that secondary school vandalism has considerable negative effects and impacts on teaching and learning and later defeats the purpose of schooling. Using recommendations drawn from this study, and other ideas not captured by this study, secondary school vandalism must be curbed in order to achieve the intended results of teaching and learning and build good citizens for the country.

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List of abbreviations

CDSS : Community Day Secondary School

DEM : District Education Manager

EDM : Education Division Manager

EI : Emotional Intelligence

EPL : English Premier League

FGD : Focus Group Discussions

JCE : Junior Certificate of Education

MANEB : Malawi National Examinations Board

MSCE : Malawi School Certificate of Education

MoEST : Ministry of Education Science and Technology

NED : Northern Education Division

PTA : Parent Teacher Association

SMC : School Management Committees

Chapter 1: Introduction

1.1. Introduction to the chapter

This chapter introduces the challenge of vandalism in secondary schools. It starts by highlighting the place of secondary schools in Malawi' education system and then the context of vandalism in the background of the study. The chapter then describes the focus of the study, the problem statement and then positioning the study. Finally, the research questions, the purpose of the study, motivational statement, significance of the study and theoretical framework are outlined.

1.2. Background of the problem

Before providing the background to the problem, it is important to highlight the place of secondary schools in Malawi's education system. Formal education in Malawi is categorized into three sections, 8-4-4 (Banda, 2003). The first section is primary education also called elementary education offered by primary schools. The second one is secondary education also called intermediate education offered by secondary schools. The last one is higher education also called tertiary education offered by colleges and universities. It is worth noting that primary education constitutes eight levels and is completed in a minimum duration of eight years, secondary has four levels and completed in a minimum duration of four years while the duration for tertiary depends on the course being pursued. The official age for a child to enroll at primary school is six years. Then they move on to secondary school education at around the age of fourteen. This is the section that is mostly full of teenagers, that is also adolescence stage in human development Psychology. Davis and Palladino (2004) describe adolescence as a difficult period of physical and psychological transition from child to adulthood. Among others adolescents try to explore the world alone, not accepting advice, resenting authority and, rules and regulations. Dewet (2004) witnesses that the most important vandals are aged between 14 and 19. The author adds that

adolescents are said to be easily provoked because whatever adults do to them, they take it as an attempt to reduce their personality and when they react, they become violent and destructive. Experience showed that it was this section that had high occurrence rate of indiscipline including notorious vandalisms acted by learners themselves as compared to the other two sections. It was worth to note that vandalism was reported in both public and private secondary schools. Even though vandalism was just one form of indiscipline in schools, its frequency of occurrence necessitated a study as a separate indiscipline unit. This was done in search for in-depth information for understanding the phenomenon.

Secondary school vandalism continued to be one of the major challenges affecting effective school leadership and management. Education commentators and stakeholders continuously expressed concern and condemnation over continued reports of rampant vandalism especially in the secondary school sector.

Student indiscipline, particularly vandalism was cited to be a crosscutting challenge in middle section schools internationally (Msimanga, 2011). A historical overview of vandalism in Malawi indicates that the problem became more pronounced soon after attaining democratic system of government in 1994. Due to the increase of vandalism cases then, Ministry of Education commissioned a study on secondary school discipline in 1996. The study revealed that misunderstanding of human rights amongst the student community which was introduced alongside democracy was one of the major contributing factors to vandalism (Mwale, 1996). After almost two decades, Sabola (6th November, 2013) reported that there was an increase in vandalism in secondary schools.

Zainal (2008) and Zabel (2009) claim that one major cause of vandalism in schools is teachers' and administrators' hostile and authoritarian leadership and management style toward students. However, the authors did not explicitly explain how such management styles on students could cause vandalism. Closely related to this claim is Dewet (2004), who note that most vandalism cases are acted by the students themselves. This suggests that understanding secondary school vandalism from both the perspectives of teachers and students would bring about balanced information on circumstances that lead to vandalism. As a departure from traditional approaches that got information mostly from teachers and school official reports, this study intended to involve both teachers and students in order establish circumstances that lead to vandalism in secondary schools of Northern Education Division (NED) of Malawi in a balanced manner that at the same time allowed in-depth analysis. It was expected that such a widened enquiry would uncover factors that were otherwise ignored if approached from either from teachers or students perspectives only. Establishing such circumstances would help in coming up with appropriate interventions in curbing the practice. Vandalism cases could significantly be reduced if appropriate responses were directed to the situation because as Mwale (1996) observes, responses to vandalism mostly addressed symptoms rather than the actual causes of indiscipline hence little success in curbing the malpractice.

Khalim (2004:1) further noted that;

> Disciplinary problems among school children in most parts of the world have become a major topic of discussion among the community. Frequently mass media keep on giving report about the matters. One of the disciplinary problems is vandalism. Vandalism in schools had created great loss to the government in terms of money. Breaking of desk, chairs, writing and damaging notice board, kicking and damaging doors, windows, fans, lights, toilet, throwing of chairs and desk and other properties belonging to the school, teachers, staffs and their peers.

In complementing Khalim's list of negative effects of vandalism, Zuzile (2003); Perry (2001) and Asmal (1999) added that vandalism is undesirable and condemned for its negative effects such as loss of teaching and learning time, costs of repairing vandalised properties, leaving psychological fear amongst teachers and learners, leaving properties in unusual sight and to some extent, leaving materials in unusable state. More importantly, Zainal (2008) notes that vandalism affects the performance of students.

The nature of the research demanded for an in-depth study requiring participants to be actively involved in the study. It was against this important demanding requirement that this study to adopted qualitative participatory approaches of photovoice, focus group discussions, school records on vandalism and observations.

1.3. Problem statement and positioning the study

My experience as a teacher agrees with Gwayi (2009) that resources in most secondary schools are scarce and inadequate. Sadly, vandalism destroys the very scarce and inadequate resources for teaching and learning. Secondary school student vandalism reports are not new in Malawi. In fact, such vandalism is one of the major challenges facing secondary schools and continues to raise concerns amongst stakeholders. A visit to most schools show remains of vandalism such as broken window glasses and doors. According to www.justmfg.com, "Vandalism is a persistent problem that is not going away." In the case of Malawi, several cases have been reported by among others Singini (2010), Chenjezi (2011), Singini (2012), adding that some schools had experienced vandalism more than once in less than five years. In addition, Sabola (6th November, 2013) reported a series of vandalism cases that occurred within two months of first term of the 2013/2014 academic year in some secondary schools as follows; William Murrey in Lilongwe, Police

secondary school in Zomba, Dedza in Dedza, Lilongwe Girls in Lilongwe, Umbwi in Ntcheu and as if these were not enough, some vandalism plans were also being reported at Bandwe Girls in Nkhatabay and Mzimba Secondary in Mzimba just to mention a few. By the end of an academic term (three months), several cases are reported translating into great visible and invisible losses. Zuzile (2003) and Perry (2001) agree that vandalism can cause teaching and learning to collapse as school programmes are interrupted. Asmal (1999:3) contended that "…vandalism cause a feeling of powerlessness, uncertainty and fear among educators and learners, and this necessarily leads to the destruction of the basis of a learning community." Furthermore, Zainal (2008) complemented that vandalism has a capacity to affect student performance. Surprisingly, De wet (2004) claimed that most vandalism cases were committed by the learners themselves. Mwale et al. (1996) has claimed earlier on in the introduction that most solutions to vandalism dealt with effects and not the root cause, and, as a result, such similar cases have been on the rise instead of declining. In line with that, Aberdeen (2013:8) advises that "as with weeds, the roots must be tackled if the weeds are to disappear." As noted in the background of this study by Zainal (2008), one of the major causes of vandalism in schools is teachers' and administrators' hostile and authoritarian leadership and management style toward students. While some studies have written on causes and effects of vandalism in schools in general, literature falls short in tackling how authoritarian leadership, relationships between teachers and students and amongst teachers themselves add up to, and the general circumstances lead to vandalism. Provoked by unprecedented waves of vandalism in secondary schools with an assertion that it was persistent problem that is not going away probably because the 'root causes' were not addressed, its negative effects on education and a gap in literature that could clearly expose circumstances that lead to vandalism, a study had to be conducted that sought to uncover and analyse such circumstances and thereby closing the knowledge gap through an in-depth study.

1.4. Research questions

The study was guided by the main question: "What are the circumstances that lead to vandalism in secondary schools from the perspectives of students and teachers in Northern Education Division (NED) of Malawi?" Subsidiary research questions supporting the main one included;

- Why do students involve themselves in vandalism at their secondary schools?
- How do students involve themselves in vandalism at their own secondary school?
- How do teachers and students separately view such vandalism cases?
- What were the effects of vandalism on teaching and learning?
- How would student vandalism be curbed in secondary schools?

1.4.1. Research questions matrix

The purpose of the research matrix was to guide a match amongst research question, category of participant and data generation method.

Research Question	**participants**	**Data generation method**
Why did students involve themselves in vandalism in secondary schools and how?	Students	Photovoice FGD
	Teachers	Interviews
		School records
How did teachers and students separately view such circumstances?	Students	Photovoice FGD
	Teachers	Interviews
		School records
What were the effects of vandalism on teaching and learning?	Students	Photovoice FGD
	Teachers	Interviews
		School records
How would student vandalism be curbed in secondary schools?	Students	Photovoice FGD
	Teachers	Interviews
		School Records

Table 1: research questions matrix

1.5. Purpose of the study

The purpose of this study was to uncover and analyse circumstances that lead to vandalism from the perspectives of both teachers and students in secondary schools of NED in Malawi.

1.6. Motivation statement

Dewet (2004) notes that most vandalism cases in secondary schools were done by student themselves. The main motivating question was "why do students vandalise their own school teaching and learning resources and materials?" I was motivated to carry out this study arising from a long experience as a secondary school and college teacher but also thrilled by the rampant increase in student acted vandalism in secondary schools. Secondly, I was motivated by a gap in literature on how authoritarian leadership, teacher- student relationships cause vandalism as claimed by some authors like Zainal (2008) and Zabel (2009). Also, lack of literature at national level that could explain student vandalism in secondary schools further motivated me to undertake the study as most studies so far done, for instance Mwale et al, (1996) concentrated on indiscipline in general covering the whole country.

1.7. Significance of the study

As already noted by Mwale (1996), little success was achieved in curbing school vandalism simply because inappropriate solutions were being applied, this study was expected to uncover and analyse circumstances that lead to school vandalism by students on which appropriate interventions would be built towards curbing the cases. At micro-level (school level) both teachers and students would be helped to reflect on their conduct, and behave in manners that could avoid such cases. At macro-level (divisional and national levels),findings of this study built on

qualitative approach may not directly influence policy change but rather stimulate more comprehensive studies on which policy changes addressing students' acted vandalism in secondary school could be based. The overall contribution of the study relates to curbing occurrences of vandalism and its associated negative effects such as destruction of school properties, cost of repairs and loss of teaching and learning time.

1.8.Theoretical framework

Ndengu (2012) advised that anyone intending to carry out a social research must have basics of the concepts of the social theory to guide the research in the search for truth. He further contends that since social research seeks to find explanations to the unexplained social phenomena, to clarify the doubtful and correct misconceived facts about social life, social theory is directly linked to the practice. Before highlighting the theory for this study, it is worth mentioning that the nature of this study is flexible and could therefore be approached using different theories such as social behaviorism, strain, reasoned action, social control, power conflict, vandalism, emotional intelligence and aesthetic theory of vandalism.

Since this study was built on exploring vandalism from teachers' and students' perspectives, Emotional Intelligence (EI) was adopted to be a guiding theoretical framework complemented by aesthetic theory of vandalism.

1.8.1. Emotional Intelligence (EI)

Davis (2004) defines EI as the ability to perceive, control and evaluate emotions. Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. The theory has four main components as follows;

1. **Perceiving emotions:** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signal such as body language and facial expressions.
2. **Reasoning with emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
3. **Understanding emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.
4. **Managing emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

According to Salovey and Mayer, the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion" (1997).

EI theory was relevant in this study as it helped to analyse how teachers and students manage their own emotions and those of others i.e. how teachers manage their personal emotions but also the emotions of students. The same applies to students on how they manage their own emotions and those of teachers. This theory assumes that successful perceiving, reasoning, understanding and managing emotions may help to control oneself and others to make decisions that do not have negative consequences afterwards, for instance failure to manage students' emotions after being frustrated can result into vandalism.

1.8.2. An Aesthetic Theory of Vandalism

An Aesthetic Theory of Vandalism, a complementary theory to EI in this study was proposed by Verno L. Allen and David B. Greenberger (Allen and Green Berger, nd). According to www.cad.sgepub.com/.../309.full.pdf

> The theory posits that the variables accounting for the enjoyment associated with socially acceptable aesthetic experiences are similarly responsible for the pleasure associated with acts of destruction. Previous theory and research in aesthetics have identified many important factors, such as complexity, expectation, novelty, intensity, and patterning, which are responsible for the pleasure that accompanies an aesthetic experience. These same psychological processes are involved in the destruction of an object. Furthermore, aesthetic variables implicated in an object's initial appearance and in its appearance after being vandalized may serve as eliciting or discriminative stimuli for destructive behavior. Several studies provide support for hypotheses derived from the aesthetic theory of vandalism. In conclusion, we examine the theory's practical implications for reducing vandalism in the schools.

Aesthetic theory was employed to establish what guides students' behaviour and feelings that they possess to vandalise their own school property. It also helped to understand why students vandalise the 'innocent' school property. Finally, the theory helped to answer questions such as 'What feelings do students have when they look at unvandalised property? How do they feel when in the course of vandalising school property? How do they account for and feel when they look at the destroyed structures and resources?'

1.9. Summary to the chapter.

In summary, this chapter has presented the background information to the study. Among others, it has highlighted problem statement, research questions, motivation, purpose and significance of the study. The next chapter focuses on the review of related literature to the study topic.

Chapter 2: Review of related literature

2.1. Introduction to the chapter.

Leedy (2005) defines literature review as a discussion of the studies, research reports and scholarly writings that bear directly on ones work. Similarly, Ndengu (2012:34) provides that "a literature review is a synthesis of the works written about your topic of study that is why it is called a review of related literature." Ndengu further agrees with Bryman (2008) that among others, literature review helps the researcher to learn from previous studies, contextualise the research proposal but also the research findings in a thesis by comparing findings to literature, noting similarities and departures.

In this study, literature on school vandalism by students was extensively reviewed for the purpose highlighted above by Ndengu (2012) and Bryman (2008). However, it is important to highlight that the overall literature is inadequate and not well threaded as compared to other similar topical issues such as school violence and drop outs. Hence for purposes of sequence, this study has reviewed literature at global and African levels with specific case studies before narrowing it to Malawi. The chapter has further grouped literature according to themes and sub-themes related to research questions such as definition of the term, causes, effects, impacts and how schools responded to the situation.

2.2. History and general meaning of the term 'vandalism'

It is interesting and worthwhile to have brief historical understanding of the term vandalism and how it has evolved to describe school destruction. Theron (1991) and Welch (1991) provides that vandals were Germanic people who invaded Gallia (present day France), Itally, Spain and North Africa between 400 and 500 AD. They wreaked havoc and destroyed valuable books and works of art. In 1774, because of vandals destruction and damage of objects of aesthetic value, Abbe

Gregoire of Paris, France created the term 'vandalism' to describe behaviour aimed at causing damage or destruction without obtaining significant profit from the behaviour. Since this terminology, vandalism has been referred to as destruction of public and private property by individuals or groups in expression of anger and frustration, to gain some certain valuable items or force authorities to change decisions affecting them.

2.3. Definition of vandalism in school context.

Ferrante (2008) defines vandalism as one of the school based deviance that manifests in physical infrastructure intentional damage. The author further defines deviance as any behaviour that departs from socially agreed norms. Similarly, Wehmeir, *et al*. (2000) defines vandalism as a crime of destroying or damaging something especially public property deliberately and for no good reason. Closely related to the two definitions above, Mwale *et al* (1996) define it as the act of destroying school property intentionally. Stahl (2000:1) defines vandalism as "the willful or malicious destruction, injury, disfigurement or defacement of any public or private property, real or personal, without the consent of the owner or persons having custody or control." A more elaborate definition is by Dedel (2005) who defines it as willful or malicious damage to school grounds and buildings or furnishings and equipment citing examples of glass breakage, graffiti and general property destruction. Even though scholars and authors have provided different definitions of the term, "vandalism", a critical analysis suggests that they refer to the same thing, which is a planned destruction of public property for some reasons without consent of school authorities. It is important to highlight that the vandals are mostly students of the same school.

It is worth noting that vandalism includes violence in some cases. While vandalism targets properties, violence targets human beings. Geason and Wilson (2000) give a criminal definition as

'injury to property'. Berns (2007) defines violence as behaviour that threatens, attempt or inflict harm on others. Similarly, Mwale (2006) defines it as fighting intended to hurt or kill. Often times, the two are reported to takes place independent of each other.

2.4. Types and motivators to vandalism

Geason and Wilson (1990) report that vandalism as a behavior has a list of possible motivation which includes: revenge, anger, boredom, and aesthetic experience. Cohen (1984) further adds catharsis (that is, emotional release) and erosion of already damaged objects as other motivations to vandalism. As such, that an act of vandalism is a very complex behavior which might be a result of a number of different motivations.

Sidhu (1996:205) posits that "vandalism does not just occur; it is a response to something." Some authors agree that forms, types and nature of vandalism are synonymous such that it is not clear whether specific acts can be classified as true vandalism, for example, graffiti on school walls and school desks.

According to Nemlioğlu and Atak (2010), forms of vandalism include: breaking glass, crashing windows, cabinets, door handles, sockets, furniture, classes, laboratories or library, arson and defacing. According to Goldstein (1997) arson, which is setting on fire buildings, or property, is a particularly dangerous and costly form of vandalism.

Cohen (1972); Dedel (2005); Zainal (2008); Msimanga (2011) and other authors agree on the following types of vandalsim;

1. *Acquisitive vandalism* is committed to obtain property or money.
2. *Tactical vandalism* is used to accomplish goals such as getting school cancelled.

3. *Ideological vandalism* is oriented toward a social or political cause or message, such as a protest against school rules.
4. *Vindictive vandalism* (such as setting fire to the principal's office after being punished) is done to get revenge.
5. *Play vandalism* occurs when youth intentionally damage property during the course of play. It is done to combat boredom.
6. *Graffiti vandalism* occurs when student write different messages or drawings on school properties. According to Geason and Wilson (1990), graffiti may be motivated by a simple desire for self-advertisement, a demand for attention and that some advertisements. While graffiti is generally considered to be a negative behaviour, the authors argue that some are for a good cause such as being a propaganda tool.
7. *Opportunistic vandalism* is damage to flimsy structures like doors.
8. *Malicious vandalism* is used to express rage or frustration. Because of its viciousness and apparent senselessness, people find this type particularly difficult to understand.

Dedel (2005) adds that vandalism in schools may also be motivated to force administration/management to attend to grievances, also gain entry into unauthorized premises and also show general frustration over something.

2.5. Characteristics of vandals

It is worthwhile to pay attention on some common characteristics of vandals as it would help towards understanding them and their acts in schools. Dedel (2005) and Calvete (2008) agree that by sex, males acting in small groups are the most important vandals than girls. However, Sanders (1981:139) does not agree with this. According to him, girls are involved in vandalism just as often as boys. He ascribes the reason for pointing to boys as the offenders to the view that boys show more aggressive behaviour than girls. Their vandalism is therefore more readily noticed and reported.

Another common characteristic of vandals is age. Several authors including Dewet (2004); Dedel (2005); Sidhu (1996); Calvete (2008) and Ezewu 1998) agree that vandals are mostly teenagers aged between 13 and 19. Although Sanders (1981) admits that most vandals are youths, he warns that it must not be generally assumed that all youths are guilty of vandalism. According to him, only a small percentage of the youths can be considered as vandals.

Poor performance in academic activities has been noted by Dedel (2005) and Ezewu (1998) as important characteristics of student vandals in schools.

Dedel (2005) also points at the history of one's character such as students, who are truants, suspended or expelled and emotional status such as emotionally disturbed students as other important characteristics.

Black (2002a) broadly characterise vandals as criminals since they destroy property, waste time and money, and cause suffering to others which may even lead to death.

2.6. Factors influencing and facilitating school vandalism

There are some established factors that do not necessarily cause vandalism, but rather facilitate the occurrence of the incidence. Ezewu (1998) points out that age of students largely facilitate vandalism. He posits that secondary school students are mostly in the adolescence age; this view has also been shared by Sidhu (1996) and Dewet (2004).

Literature provides a close relationship between vandalism and the age of students. Similarly, Sanches, (2012: 607) notes the following;

> ***The relationship between deviant behaviour, institutional authority and school***
> From the perspective of Emler and Reicher (1995; 2005), delinquency is the behavioral manifestation of a 'breach' in the relationship between young people and institutional authority. It expresses the idea that adolescents are unwilling to accept and comply with the rules and norms of the social system, and of the authorities that represent it. This occurs because authorities are seen as not offering effective protection of people's rights or against victimisation. In this sense, the authors suggest that adolescent involvement in delinquency is linked to and sustained by a sense of exclusion from authorities. Empirical evidence gives support to some of these ideas by showing that the negative attitudes of adolescents towards institutional authorities (namely, the police and the law) are strongly correlated with non-compliance with rules and with involvement in delinquent acts.

This view probably explains why much vandalism is reported in secondary schools where there are many adolescents as compared to primary schools and colleges/universities. Adolescents rush into action while adults engage in negotiations and may further involve peaceful demonstration. Complementing this view, Sanches (2013) evidences that adolescents are mostly unwilling to accept and comply with rules and norms of the social system. In relation to age, CBC News on 7th July 2012 reported that two boys aged 14 were charged by police after violence and vandalism at Elgin School, West Avenue, Mantoba.

The other facilitating factor is sex in co-education schools. Santrock (2001) contends that vandalistic and violent youths are overwhelmingly males. Orlish (2005) complements Santrock's assertion that boys mostly do it physically while girls mostly use insults. In co- education schools, the presence of girls fuel boys to be vandalistic so that girls identify them as boys to reckon with.

2.7. Causes of school vandalism

Literature provides varied causes to specific vandalism activities at different schools. Van Jaarsveld (2008) notes that there are various plausible explanations to the vandalism and violence

that is occurring in schools around the globe. Naidu (2008) broadly indicates that vandalism, as a form of violence, is an extremely complex phenomenon that has its roots in the interaction of many factors - biological, social, cultural, economic and political. Sidhu (1996, 206) indicates that "pupils do not flare up all of a sudden; there must be a deep rooted cause behind the outburst of fury." This suggests that the act of vandalism entails a conflict between two parties which has not been resolved satisfactorily to either or both parties. On a slightly different view, Macionis (1997: 522) posits that "if schools are plagued with vandalism and violence, many more are afflicted by passive bored students". The author however does not highlight what could be the cause of such boredom on their part and why they have to reach in such a way. He further proposes that apart from students, school administrators should also be blamed for ill decisions which may incite boredom and anger in students. This is close to the literature by many scholars as most vandalism cases are done after an administrative decision. In close relation to Macionis' assertion, Ezewu (1998) provides strict school rules, poor quality of food, in adequate teachers and buildings, avoidance of examinations and non-offering of some subjects in schools. Similarly to Macionis and Ezewu, Sidhu (1996: 206) reports a more elaborate but long list of causes in categories as follows;

a. Personal causes
   Physical and mental abnormality
   Intellectual superiority or inferiority
   Adolescence
   Habits
   Lack of fulfillment of needs

b. Social causes
   Home environment
   Evils of society
   Poor sociability
   Social taboos

c. Education causes
   Incompetent teachers
   Heavy curricular
   Poor organisation of schools

Poor school environment
Lack of moral education
Aimless education
Absence of co-curricular activities
Defective system of education

d. Psychological causes
Repression
Un psychological handling by both teachers and parents
Sense of frustration and fear

e. Political causes
Mistaken belief of freedom
Exploitation by political parties
Abuse of democratic rights
Political interference
Political instability

Ar-rofo and Thawabeh (2010: 43) also report a long list of causes that closely agree with Sidhu's list though with some differences on elaborations as follows;

First, the Psychological Reasons

Vandalism has psychological roots, students practice vandalism after they have responded to their: minds, plans, and feelings. The psychological roots could be due to these reasons:

1. *Investigation:* students sometimes damage things in order to investigate the reality of things, but it is not intended to sabotage.
2. *Sensitivity:* children are sensitive to the nature of things they see in front of them, and this thing is a request for their growth so they like to do absurd things, test, and sometimes sabotage.
3. *Childish Imagination:* in some cases, children destroy things to please their imagination.
4. *Turmoil:* Sometimes, a child indulges in a type of vandalism because of the psychological turmoil and loses control of his will .
5. *Emotional Reasons:* Many of the disruptive practices had emotional roots, in other words, the child sometimes sabotages because something hurts his emotions.

Secondly: The Social Reasons

1. The child shows the practices of violence as a reflection of the family relations.
2. Severe punishment.
3. *Entertainment:* Sometimes a child practices sabotage in order to obtain entertainment especially when he does not find himself busy, whereas others are engrossed in their work. One of the manifestations of this situation is the drawing, writing on walls, tables, and chairs.
4. *Drawing Attention:* Drawing attention is a psychological and social issue, it could be noticed when the child finds himself neglected either by his /her parents or friends, so in order to draw attention a child starts to practice vandalism.

Thirdly: The Personal Reasons

These factors vary from one person to another, they include:
Neurological diseases, genetic factors, sometimes the child practices the disruptive behavior because of a feeling of failure (Scheffer and Mehlman 1996).

Fourthly: The Biological Reasons

> These reasons are arguable, they include and other properties belonging to the school, teachers, staffs and their peers. Genetic structure, gland secretions, diseases, and negative attitude resulting from weak body structure especially short height (Scheffer and Mellman 1989; Yousef 2005).

2.7.1. Causes of vandalism; the case of Zimbabwe

Manguvo (2011) in a study on the crisis of student misbehavior in Zimbabwean public schools reports that the country experienced unprecedented socio-economic and political challenges between 2000 and 2008. During the same period, vandalism and general misbehavior rose in public schools. The study further reported that it was argued that the socio-economic and political conditions had an influence on the behaviour. Political causes to vandalism have been articulated by Sidhu (1996). Among others the report hinted that some schools could not get government funding for over five years. Teachers' morale to teach went down hence students' vandalisms.

2.7.2. Causes of vandalism; the case of Kenya

Over the recent past, different media outlets carried stories of school vandalism by students and teacher strike. Focus on Africa program on BBC Television aired by Sophie Ikenye broadcasted a series of vandalism cases and ill-behaviour of students including young school pupils seen spending their time in bottle stores. This was attributed to teacher strike demanding decent salaries from government. This cause is in line with what Sidhu (1996) pointed out that students may resort to vandalism when teachers are not teaching as this frustrates them.

Karanja and Bowen (2012) report that learning institutions in Kenya have been plagued with cases of students' unrest and indiscipline resulting in vandalism. According to the report school unrests and vandalism is a perennial problem in Kenya. For instance, during the second term of the year 2008 nearly 200 secondary schools and other institutions out of a total of 5,600 public and private

secondary schools, and 21 public Technical Training Institutes were involved in unrests and a huge amount of property was vandalized and leaving many people dead. The www.daystar.co.ke reported of a spate of school riots due poor teacher behavior and laxity in their work and failure of laptop project in schools. This led the students to express their anger through vandalism. Other causes according to Karanja and Bowen (2012) were:

- revenging for the killing of fellow students by communities,
- protest against rules,
- poor food,
- poor administration, and
- peer pressure

2.7.3. Causes of vandalism; a reflection on some selected cases in Malawi

Just like many other African countries, Malawi has also experienced a number of vandalism cases in schools. Mwale (1996) indicates that the Ministry of Education commissioned a study amidst frequent reports of vandalism cases. The report at that time revealed that the root cause for the rapid deterioration of discipline in Malawi's secondary schools was gross misunderstanding of rights, freedom and democracy. Without attaching reasons, the report highlighted that girls in grant aided schools registered high rate of vandalism. On a particular note, the report also revealed that sexual relationship between teachers and girls in government coeducation was pronounced. This contributed to misunderstanding between the concerned teacher and some students hence violence and vandalism. The report also quotes the findings of a study by John Hopkins University which found out the following causes.

1. Rules were unclear or perceived unfairly or inconsistently enforced
2. Students did not believe in the rules

3. Teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct
4. Teacher-administration relationship was poor or the administration was inactive.
5. Teachers tended to have punitive attitudes
6. Misconduct was ignored
7. Schools were large or lacked adequate resources for teaching.

2.7.3.1. The case of Chayamba Secondary School in Kasungu.

Zodiak Radio (6 November 2012) reports in detail of the vandalism as follows;

> **Banning DISCO nights cause Chayamba Secondary School to close as students riot.**
> Chayamba Secondary School in Malawi's central region district of Kasungu has been closed indefinitely following violent protests by students on Friday night. Armed police officers have been patrolling school since the incident. Police has arrested 12 students in connection with property damage caused by the protests. The suspected ringleaders are likely to answer charges of causing malicious damage. Students were sent packing on Sunday morning.
>
> The students staged violent protest after the administration announced that night disco parties were banned and that such events would be restricted to daytime. The administration claimed night disco was fueling bad behavior among students such as alcohol abuse and sex. The students have been ordered to sign a form committing themselves to pay for the cost of property damaged. The cost is yet to be established, but the school's principal said it is in excess of millions of kwacha. Among those damaged were the administration block, girls' hostels, dining hall, chair and computers. Head teacher Dorothy Masudi said the school has been closed indefinitely: "As you can see the state of the school learning cannot take place, it will be up to the ministry to say when we can resume classes." The closure was ordered by the ministry of education, according to Thomas Mkandawire, an official of the Central East Education Division.
>
> Meanwhile, the administration of Rumphi Secondary School in the north is concerned at growing misconduct by students. Speaking in an interview with Zodiak, head teacher, Bentley Manda said the school has suspended nine male and female students who were found pairing in a play field during 'odd hours.' (http://www.malawitoday.com/news/127279-banning-disco-nights-cause-chayamba-secondary-school-close-students-riot).

Surprisingly, another case of vandalism with violence has been reported to have happened between 7 and 9pm on 7th December 2013. Zodiak Radio reported that the school has been involved in vandalism again, but this time, vandals are young men from the surrounding communities. It has further been reported that the cause was sexual relationships involving some female students with men (non-students) from the surrounding communities. Male students have not been happy with this and decided to fight these outsiders. On the said night, the outsiders decided to revenge by

attacking the boys at the school campus. The incident has left four teachers' houses, classrooms, male hostels, administration block and the dining hall damaged, especially window glasses. Interestingly this incident has been staged barely one year after the last incidence. It is also important to note that the last violence was caused by banning disco and sexual relationships issues.

2.7.3.2. The case of Kasungu and Thyolo secondary schools in Kasungu and Thyolo respectively

Zodiak Radio (11th June, 2014) in its lunch hour news bulletin carried out a story of vandalism that happened on the night of 10th June, 2014 at Kasungu secondary school. According to Noel Nkubwi who reported on this event, students claimed that the new head, who was just two months old at the school was imposing hard polices on them. For instance, the head demanded that all students do one activity at a particular time like everyone should take part in disco and video shows. This angered some students who did not want to participate in such activities. Students also claimed that since the new head came in, the computer room in which they practiced computer lessons had not been open, shortage of books in the library and food problems. On the day of the event, officials from Education Division Managers office came to the school and discussed with students on where an understanding seemed to have been reached. When darkness fell as students were going for evening studies in their classrooms as normal, they were surprised to see police men arriving. This is what was said to have confused the students hence the destruction. Amongst the destroyed property are the libraries with some books stolen, dinning/assembly hall and the headmaster's office.

While acting on similar reasons of entertainment as at Kasungu secondary school, students of Thyolo secondary school damaged the school infrastructure claiming that the headmaster

disproved any entertainment activity students may wish to carry out. Reports indicate that amongst the damages are classrooms, staffroom and head teacher's house. An analysis from these two cases with the similar base reasons suggests that it is probably not good to force students to participate or not participate in a school entertainment activity.

2.8. Relationship between school vandalism and styles/models of leadership, administration and management.

Literature suggests that there is a great relationship between school leadership, administration and management styles and occurrence of vandalism. Zainal (2008) indicates that vandalism is likely to take place in schools where teachers and administrators are hostile and authoritarian towards students. Similarly, Kapp (2006:117) posits that "authoritarian strategies implemented by educators may also arouse resistance, dissatisfaction and rebelliousness." Further evidence is also given by Dedel (2005:5) who postulates that "school administrators may hesitate to report all cases of vandalism, break-ins or arson because they view it as trivial, or because they fear it will reflect poorly on their management skills." A close analysis of the statements from the three authors above suggests that indeed there is a relationship between vandalism and school leadership and management styles. Saunderson and Oswald (2009:144) report that

> Educators are currently bombarded with various demands including coping with policy and curriculum changes, rationalization, decentralization, the abolishment of corporal punishment and an increased educator-learner ratio. These demands, according to the same authors, inevitably affect what happens at schools and in classrooms and may negatively influence the relationships between educators and learners.

Maree (2008) agrees with Saunderson and Osward stating that school crimes increase with factors such as school size and the number of learners per educator. However, the author adds that the extent to which learning resources are available may also attract vandalism. Research findings by John Hopkins University cited in Mwale (1996) also indicate that inadequate resources at school

may also incite vandalism. Most authors argue that large schools have management problems and vandalism is likely to occur in such schools. According to Van den Aardweg (1999), there is more vandalism in large schools due to impersonality and alienation as educators are unable to relate well to all learners. As a result, learners feel that they are unknown and unaccepted and, thus, have no pride in their schools. Similarly, Hood and Hood (2001) evidences that educators often encounter serious problems in classrooms, which makes it impossible for them to maintain a relationship of mutual trust and respect with learners.

Educators are, however, often to blame for learners misbehaving at school. Joubert (2008b:119) maintains "that some educators set poor examples to learners, such as being absent, implementing erratic discipline, being unprepared and even selling exam papers." While educators are being blamed for vandalism in schools, Saunderson and Oswald (2009) thrash out the fact that educators generally feel disempowered as they are often challenged beyond their abilities. Furthermore, a study by De Wet (2010) indicates that most educators complain that they do not receive the necessary support from their colleagues hence making them exposed and relatively defenseless. In underscoring these results, Rademeyer (2008b) reports on the general perception of educators that there is also a lack of support from especially the provincial education departments. Maree (2008:68) also indicates a lack of support from School Governing Bodies.

While commenting on effective leaders and managers for schools, Bush (2007: 391) contends that "in many parts of the world, there is recognition that schools require effective learners and managers if they are to provide the best possible education for their learners." The author further highlights eight models of educational leadership and management as follows; managerial, moral, participative, transformative, political and transactional, postmodern, instructional and contingent.

However, for purposes of this study, models 2, 3, 4, 7and 8 have been expanded to allow reflections.

Model 2: Moral leadership:
It assumes that the critical focus on leadership ought to be on the values, beliefs and ethics of leaders themselves. Sergiovannai (1984:10) adds that "excellent schools have central zones composed of values and beliefs that take on sacred cultural characteristics.

Model 3: Participative leadership
It assumes that decision making process of the group ought to be the central focus of the group, (Leithwood, 1992). This model helps to bond staff together and easing the pressures on school heads as leadership responsibilities are shared.

Model 4: Transformational leadership
It assumes that the central focus of leadership ought to be the commitment and capacities of organisational members. Transformational leaders succeed in getting the commitment of followers to such a degree that high levels of accomplishment become virtually a moral imperative. According to Bush (2007), transformation in school leadership and management is built on eight dimensions that include; building school vision, establishing school goals, providing intellectual stimulation, offering individualised support, modeling best practices and important organisational values, demonstrating high performance expectations, creating a productive school culture and developing structures to foster participation in school decision.

Model 7: Instructional leadership
It focuses on influence rather than its nature and source. According to Southworth (2002) instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as students.

Model 8: contingent leadership: it assumes that what is important is how leaders respond to unique organisational circumstances or problems.

2.9. Which school practices help to avoid indiscipline such as vandalism? How to inculcate discipline in students and avoid vandalism?

Kochhar (2004) argues that school discipline starts with individual students, then class level and later to school level. The author further proposes a long list of practices that help to obtain discipline in class thereby reducing its products such as vandalism. He points out the following; teacher to be familiar with curriculum, planning lessons well, conduct lessons well, motivating students, orienting students, choosing good methods of teaching, participatory lessons, applying reinforcements to ensure retention, self-evaluation of presentation, knowing each student by name, not getting nervous, being a good disciplinarian, handling classroom discipline problems oneself,

using a seating plan as a preventive measure, work with the child uniqueness and establishing habits of independent study.

At school level, Kochhar (2004:328) indicates that "good discipline is a prior condition for the efficient working of a school. It is both a cause and a consequence of the successful functioning of a school." He further proposes the following ways;

a. Effective team work (team work amongst all staff and students, and shared responsibilities)
b. Good school traditions (a mob that knows school rules and regulations will try to reduce indiscipline acts.
c. Well planned school work and executed in time
d. Unified discipline policy
e. A suitable program for co-curricular activities.
f. Well conducted school assemblies (help to tone general atmosphere and promote loyalty. Each morning can start with a prayer then rules and regulations)
g. Personal contact (classes should not be very large)
h. Good school premises and sufficient library and specialized rooms

Similarly, Boynton and Boynton (2005) indicate that clear parameters of acceptable behaviour help to achieve and inculcate discipline in schools. The authors note that developing positive teacher-student relations of achieving discipline for instance communicating positive expectations, calling all students equitably and correcting students in a positive way. The authors add that when students feel that a teacher values and cares for them, as individuals, students become more willing to comply with teacher's wishes.

2.10. Relationship between vandalism, teachers conduct and the school environment

This section examines the relationship between school discipline from which vandalism emanates and teacher conducts. Kochhar (2004) draws some close relationship between teacher conduct and student discipline, such that how the teacher conducts himself/herself towards learners could be a source of indiscipline. The author starts by indicating that authoritarian discipline which used to be common in the past began to receive reaction from students hence its crumble. In this format, principals are considered to have absolute monarch of the school. Such kind of discipline has also been based on fear, superimposed, prescriptive, and negative and with an aim of keeping order. The author on the other hand presents a modern discipline approach that is based on the American Philosopher-Educationist, John Dewey in which a teacher is a friend instead of being task master, discipline that creates an earnest desire to do the right thing-the child becomes a true co-partner in the educational process, discipline emphasized is of positive and creative type, discipline that helps the pupil to become self-propelled, self-controlled and self-guiding person.

While trying to help teachers instill disciple, the Kochhar (2004: 326) highlights nine principles of discipline which could help to curb indiscipline (including vandalism) as follows;

1. Disciplinary procedures should be in harmony with the total goals of education
2. Discipline should be based on and controlled by love and not by fear.
3. The discipline should mainly be positive and constructive.
4. Discipline should ensure equal justice for all, respect for the rights and dignity of the individual and humanitarian treatment for all.
5. Discipline is not an end. It is just a means for the successful functioning of the school programme.
6. Discipline cannot be a uniform standardized thing to be administered impartially.
7. Discipline policies and procedures should be primarily preventive, secondarily corrective and never retributive.

8. School discipline should be designed to place upon the child more and more responsibility in reset of his own choices, purposes and behaviour
9. Discipline is something which the teacher helps children to attain-not something that a teacher maintains.

According to Nemlioğlu and Atak (2010), characteristics of the school environment, the school atmosphere and academic capacity are some of the factors that can lead to vandalism. Specifically, on the school atmosphere, Nemlioğlu and Atak observe that where the school has very clear policies, parents support discipline policy of the school, teachers stay away from hostile or autocratic behavior towards students, and they do not use the grades as a discipline instrument, chances of vandalism occurrence are very minimal or non-existent. But a negative school atmosphere is one of the important variables that cause school vandalism (Horowitz &Tobaly, 2013).

In summarising a section on models of educational leadership and management, Bush asserts that each of these models is important in ensuring proper school management if discipline and student success is to be achieved. In relation to the models, this study closely related to styles of leadership and management in schools and how they affect staff and students' behavior.

2.11. Effects and impacts of school vandalism

Literature provides negative effects and impacts on teaching and learning, school infrastructure and the society at large. Nemlioğlu and Atak (2010) posit that vandalism is a crime that threatens the school system at any level. According to Zodiak Radio, the immediate effects are destruction of school property which among others includes furniture, computers, window glasses, hostels and laboratories. For instance, Chayamba Secondary School vandalism destroyed classrooms, girls'

hostel, dining hall, chairs and computers. Sabola (6th November, 2013) reports that classes, kitchen, laboratory and administration block were the damaged properties at Mayani Secondary School vandalism case in Dedza. After vandalism, Hoffmann (2003) notice that teaching and learning collapse, school programs are interrupted until the vandalized structures are put back in place.

Astor, Benbenishty, Vinokur and Zeira (2006) indicate that when students, who usually are adolescents, indulge themselves in acts of vandalism, it can lead to personal victimization by peers and teachers and affect social interaction. In this case, affecting positive interaction for teaching and learning.

While viewing vandalism from social perspectives, www.ask.com indicates that vandalism also has long term effects on the community as neighborhoods feel unsafe, unsecured and that children learn bad behaviours. Haralambos *et al* (2008) share the same concept in relation to the social behaviorism theory compounded by John Watson which posits that behaviour is contagious, Davis *et al* (2004). Similarly, Albert Bandura in his social learning theory contends that people learn from one another, via observation, imitation and modeling. Thus people acquire aggressive responses the same way they acquire other complex forms of social behavior—either by direct experience or by observing others (www.learning-theories.com). Mitchell and Ziegler (2012) affirm that nature and nurture play a crucial role in behavior formation. They say it is common sense for the boy who sees other children throwing stones and smashing windows in his derelict neighborhood kind that he is much more likely to smash windows in the derelict house (p. 272). Thawabieh and Al-rofo (2010) add that one learns aggressive behavior according to modeling behavior experienced from social environment, like family, school or peer groups. Sammons

(2012) too observes that Bandura's social learning theory raises the possibility that some types of antisocial behavior may be learned from media sources like television, films and videogames.

Since vandalism is regarded as an offence under the law, vandals are usually arrested and charged by police. Sabola (6th November, 2013) reports that some students are arrested by police, spend some nights in police custody, charged to pay maintenance fees as a condition for re-admission, school sessions are disturbed for some days depending on the gravity of vandalism while those identified as lead vandals are expelled from school. Experience has also shown that some of the vandals who get expelled from school hardly find another chance as parents get dissatisfied with their behaviour and due to financial problems fail to send them to private schools offering better services. As such many study at home waiting for the examinations of which performance is greatly affected. Expulsion as an effect has also been noticed by Henslin (2000).

An extract from Malawi News Agency, (30th Dec 2014), titled 'Ntcheu Secondary School to reopen January 5.'Summarises major effects;

> Ntcheu Secondary School to reopen January 5, 2015, more than three months after it was indefinitely closed following disturbances at the institution. The school was closed on September 27 after students rioted and vandalised school property worth K7.5 million….but the letter addressed to all parents and guardians of students at the school, says the ministry has directed that all students who have been excluded should not report for classes. Each student from Forms Two, Three and Four are expected to bring K20, 000.00 for repairs of the vandalised asserts. They will also pay K24, 750 as school fees for the second term.

In response to this, a concerned parent (The Nation News, 2 January 2015) laments that K20, 000.00 is on the higher side considering K7.5 million as cost of damaged property but also the welfare of normal students who even afford to pay the normal fees.

2.12. School practices that help to prevent vandalism

Most authors agree that preventing vandalism is better than trying to provide solutions after it has taken place. Horowitz and Tobaly (2013) observe that when school climate was not positive and did not enhance students' social welfare, the rate of vandalism was high, and when the school did

not effectively promote learning, vandalism tended to increase. It was also found that vandalism increased in schools where students did not have a sense of belonging.

The following have been cited as being central in preventing cases of vandalism in schools:-

i. Applying discipline procedures precisely and motivate learners to abide by the rules and regulations. However, these rules should be unambiguous (Horowitz &Tobaly, 2013). Any breach of such rules, punitive measures must be meted out to the culprits e.g. making vandals pay for their acts (Nemlioğlu & Atak, 2010)

ii. Involving the learners in decision making especially on matters that concern them rather than imposing on them (Nemlioğlu & Atak, 2010).

iii. Inculcate in the learners a sense of belonging (Horowitz &Tobaly, 2013). The community and school must develop educational and consciousness-raising programs to promote a sense of responsibility for, and ownership of, community resources and facilities (Geason& Wilson, 1990)

iv. Good teacher-student interaction which advocates tolerance, respect for others, and motivation to achieve. (Horowitz &Tobaly, 2013).

v. Altering the social or physical ecology of the school (Goldstein, 1997).

vi. Having an open discussion with the students where students air out their grievances, the administrators hear them and address them. (Karanja and Bowen 2012).

2.13. Responses and solutions to vandalism.

Responses to vandalism either take place before or after the incidence. Msimanga (2011) note that in solutions to vandalism a complex phenomenon with no easy or single solution. Burden *et al* (2013) indicates that an intervention is an action taken by the teacher that is intended to stop the disruptive actions and return the student to academic activities. Interventions are done upon early warning signs. Early warning signs include students' reduced close relationship with teachers coupled with rumors of vandalism plans. When it is about to happen, experience has shown that school management usually respond by deploying the police to improve security. This approach seems to be vindictive in nature, and it contradicts with what Schaefer (2005) proposes that

teachers should rather be diplomatic than being vindictive. Similarly, Kochhar (2004) while writing on principles of punishment advises the following; it should not be administered in anger or have any tinge of retaliation, it should not be mechanically exercised, it should be corrective, therapeutic, rather than punitive, it should be very rare and should be inflicted after all other avenues have been explored. He proposes the following theories of punishment; retributive (avenge the wrong done and the individual violating the law), vindication (revenge and should be discouraged in schools), exemplary (act as a deterrent to others and will have a salutary effect and generally beneficial), reformatory (deter repetition of the act and aims and positive change in behaviuor) and preventive (prevent situations that may call for remedial measures). Kochhar's sentiments have also been shared by Boynton and Boynton (2005) who thrash out that the worst thing a teacher can do is to invoke a consequence when they are angry or upset as this can lead to regrettable actions on their part. The authors further advise that if necessary, give oneself a 'cooling-off period' before intervening with students.

Most solutions to vandalism by school administrators and the proprietors (government and religious institutions) have taken the dimension of solution to the problem and not proactive. Due to this, Mwale (2006) posits that solutions have mostly been directed to the results and not the real causes.

Julian (2011) and Orlish et al (2004) suggest that while most solutions to overcome vandalism are school based, parents should also get involved in disciplining ill-behaved students. Orlish however cautions that whenever the school is applying policies to collect the situation, it should do it carefully. This assertion is in agreement with Dedel 2005 who indicates that parents needed to support school disciplinary policies.

Ferrante (2008) proposes social control on students as a means to control deviance including vandalism. He contends that social control are methods used to teach, persuade or force a group's members and even nonmembers to comply with and not deviate from norms and expectations of the school. These are some of the solutions to vandalism that are proactive in nature.

Emslie, (2010); Hood and Hood, (2001) and Saunderson and Oswsald, (2009) agree on the importance of providing teachers with a better understanding of the multi-faceted problem of addressing school vandalism, which should guide them in adopting appropriate strategies for preventing such acts. This point has also been highlighted by Geason and Wilson (1990). However, the two authors further propose three additional points as solutions to vandalism. The first one is to divert offenders to alternate activities that promote pride and ownership of the school. The second one is imposing harsh penalties on the offenders so as to deter other students from doing the same. Harsh punishment has also been underscored by Sidhu (1996) and Ezewu (1998). The third one is providing rewards for information concerning vandalism (tips of anonymous) as crime stopper mechanism.

2.14. Summary to the chapter

In summary, a review of literature on vandalism from various sources has concentrated on factors that facilitate vandalism in secondary schools, causes, effects, impacts and solutions. It is not clear on how teacher-student management relationships ignite vandalism in secondary schools so as to substantiate a claim by Zainal (2008) who has suggested that teacher-student management relationships cause vandalism in schools. The next chapter (chapter 3) focuses on research design and methodology.

Chapter 3: Research design and methodology

3.1. Introduction to the chapter

This chapter briefly describes the research design and methodology used in the study. It points out the choice of the general approach and justifications for such choices. The chapter then outlines the research design, its paradigm and the methods used to collect data. It then describes the research site and schools, the sampling of research participants and data analysis. It concludes with description of trustworthiness of the findings, piloting the study and ethical considerations.

3.2. Research design

The study adopted a phenomenological qualitative design. According to Oxford advanced learners dictionary, phenomenology is a branch of philosophy that deals with what one sees, hear, feel in contrast to what may actually be real or true about the world. Husserl as cited in Wojnar and Swanson (2007) defined phenomenology as the science of essence of consciousness and focused on defining the concept of intentionality and the meaning of lived experience, from the first-person point of view. Collingridge and Gantt (2008) concur to this by postulating that the purpose of phenomenology is to understand phenomena from the perspective of those who experience the phenomena (in this case teachers and students experiencing vandalism). Kamanga (2012); Fouche (2010); Belle (2008) and McMillan and Schumacher (2006), agree that research design is the plan and structure of the investigation used to obtain evidence to answer the research question. It also provides the most valid and accurate answers possible for the research questions. It is important because it guides the researcher on the type of data to collect, how to collect process and analyse it in order to answer the research questions or problem(s).

A Phenomenological design suits well in this study as comparisons are made between what is generally said about vandalism in secondary schools, such as 'students are ill behaved' against the findings (true world). According to Groenewald (2004), phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved. Specifically, the aim is to know and experience the way that the participants know it, to understand the meanings they attach to their experiences, and to capture the essence of a phenomenon as they experience it. Van Manen (1990) postulates that phenomenology as a research method in education tries to ward off any tendency toward constructing a predetermined set of fixed procedures, techniques and concepts that would rule-govern the research project . This means that the phenomenological approach adopted for this study shall try to ward off what is being said about vandalism in secondary schools.

This design was also chosen for its flexibility of allowing the researcher to gain an in-depth understanding of the phenomenon under study, (Creswell, 2003; Henning, Rensburg & Smit, 2004). Furthermore, Babbie and Mouton (2001) contain that qualitative researchers always attempt to study human action from the 'insiders' perspective and the primary goal of studies using this approach is defined as describing and understanding rather than explaining human behaviour. Similarly, Maree as cited in Hood (2008) concurs to this by acknowledging that a qualitative research approach is an umbrella term for a wide range of approaches intended at collecting rich, descriptive data in respect of a particular phenomenon with the aim of understanding a situation from the participant's point of view, and this is what the study attempts to do. In addition, Mwanje as cited in Adam (2010) postulates that qualitative method is better suited to description, whether dealing with meanings or patterns of behaviour, as it intends to rely on a detailed and complex

description of events or people. The design has therefore been carefully selected so as to suit the nature of the study.

3.3. Research paradigm/methatheory.

Literature shows three major paradigms; positivism, interpretivist and critical approaches. Even though interpretivist and critical approaches would equally apply, this study adopted the interpretivist paradigm so as to enable the researcher interpret both teachers' and students' perspectives on vandalism. Morgan (2007) defines paradigms as shared belief systems that influence the kinds of knowledge researchers seek and how they interpret the evidence they collect. http.//mmr.sagepub.com adds that the choice of a paradigm follows the philosophy of pragmatism which says that researchers should use the approach or mixture of approaches that work best in a real world situation.

The main tenet of this study, interpretivist paradigm as stated by Cohen (2007), research can never be objectively observed from the outside rather, it must be observed from inside through the direct experience of the people. Furthermore, uniform causal links that can be established in the study of natural science cannot be made in the world of the classroom where teachers and learners construct meaning. The author further contends that the role of the scientist in the interpretivist paradigm is to, "understand, explain, and demystify social reality through the eyes of different participants" (pg 19). Closely related to the assertion by Lindsay, Ndengu (2012) contends that interpretivism approach enables the researcher to understand social life and how people make meaning in their natural setting through capturing 'insider knowledge.' Similarly, Gall *et al* (2003) indicates that this lens facilitates understanding of peoples' internal reasons and motives that shape and guide their actions. Henning, Rensburg and Smit (2004) also shares that interpretivist research is

concerned with and seeks to understand social members' definitions and understanding of situations. The authors add that research is focused on the understanding of individual participant's experience and perceptions. In this study, vandalism was understood from the perspectives of teachers and students as participants borrowing from the assertions of the authors in this paragraph. Finally, interpretivist paradigm, the lenses of this study further enabled me to interact with participants through participatory visual methodologies such as FGD and photovoice, as intended to be used in this study, (Babie, 2008).

3.4. Research population

Punch (2009) indicates that research population refers to individuals who participate in the study through giving in data to the researcher. According to McMillan and Schumacher as cited in Smit (2010), qualitative research involves relatively small-scale studies for in-depth investigations with the aim of understanding social phenomena from the participants' perspectives, using interactive strategies in real-life situations. As revealed in the title of this study, the research population/participants were teachers and students. The two participant categories were selected to inform this study because of their closeness to the topic understudy.

3.5. Sample size.

The study involved two sample categories namely; teachers and students. The first sample category involved a total of 10 teachers and the second a total of 20. The second category appears to be a large sample in qualitative research as observed by some authors including Creswell (2003) who advises that the sample size be 8 to 15 for qualitative research. However, Kothari (2009) without giving actual numbers indicates that the size of sample should neither be excessively large, nor too small but it should be optimum. An optimum sample is one which fulfills the requirements

of efficiency, representativeness, reliability and flexibility. While deciding the size of sample, researcher must determine the desired precision as also an acceptable confidence level for the estimate. Dawson (2002) agrees with Kothari that the size of a research sample depends on the type of research and what the researcher intends to do with the results. Dawson adds that all what is important is that a research sample should be manageable, limited by time and money. These assertions give chance to the researcher to determine a convenient sample size suiting the research needs and purposes, other than taking the blue print of what others have said word for word in limiting sample size. For purposes of this study, an optimum, desired precision and an acceptable confidence level sample was 20 students and 10 teachers separately.

The study used 4 students per school, giving a total number of 20 students from the selected 5 schools. Amongst the four, two were from students' leadership team and two from common students. This number of four students per school was arrived at so that at each school, data given by each of the students could be compared with the other. This was in attempt to address validity and reliability aspect aspects in research as highlighted by Kuze (2009). The study also involved two teachers from each school, giving a total number of 10. One of the teachers was sampled from the school management team or those in leadership positions such as school heads, deputy heads and heads of departments so that data is collected on how school management deal with vandalism. The other one was a common teacher who was expected to give information from non-management observation perspective. In summary, data for this study was 20 photo essays, 5 FGDs, 10 interview transcriptions and 5 school records. The 20 students' photo essays were easily managed since it was in form of photographs and essays written by the respondents themselves. Also data from oral interviews of 10 teachers was a good size to manage.

3.6. Sampling respondents

Non probability samplings were used. (Ndengu, 2012) highlights that participants in a qualitative study are usually purposefully sampled in order to generate the desired results. Similarly, Mertens (2005) contends that purposive technique is opted for based on the researcher's judgement of the individuals that would provide rich data but also ensures good representativeness of the population. Participants were purposefully sampled; especially those who witnessed or participated in the fracas. In case of co-education schools, the study involved two boys and two girls. This was done with a purpose of balancing perspectives from both male and female students. As for non-co-education schools, all the four students were be unisex.

3.7. Research site and choice of schools

The study involved six schools one from each of the six districts of the northern part of Malawi where Northern Education Division (NED) has its mandate, except for Likoma district which is an Island (located within Lake Malawi) and difficult to reach.

Below are the names of districts and research schools;

No.	District name	School name	School type/ description
1	Mzimba	NED 01	co-education and private
2	Nkhatabay	NED 02	non-coeducation and, government and the Mission school
3	Rumphi	NED 03	co-education and fully government (public)
4	Karonga	NED 04	co-education and fully government (public)
5	Chitipa	NED 05	co-education and private
6	Nkhatabay	Pilot study school	non-coeducation and, government and the Mission school

T**able 2: summary and description of research schools by district**

The research schools from each district were identified for having experienced vandalism in the recent past, with remains depicting vandalism but also easy to reach. Even though one school was involved from each district, two schools were identified in each district so that I easily turned to the other school in case of problems that hinder research at the other school.

3.8. Data generation

This study used four data collection methods namely: photovoice, focus group discussions interviews, and school records; a process known as triangulation. As noted by Groenewald (2004), these methods are in agreement with the design of this study, phenomenological approach, that understanding social and psychological phenomena is done from the perspectives of people involved. Furthermore, Darbyshire, MacDougall, & Schiller (2005) recommend a triangulation of photovoice on FGDs and interviews. Photovoice and FGDs were used to generate data from students, interviews from teachers and school records as official school documents on vandalism cases experienced at the school. Willig (2008) and Joan (2005) advise that using multiple methods in data collection helps to minimise bias associated with the use of a single method. However, according to O'Leary (2004), the choice of a method depends on the nature of the information to be gathered, and therefore different instruments could be used. McMillan and Schumacher (2006) contend that in qualitative research, the researcher becomes the research instrument, meaning that the researcher becomes actively involved in data collection. In this study, I was actively involved in one to one interviews, focus group discussions and checking school records and that is why rather than using the term data collection I have deliberately used data generation.

3.8.1. Photovoice

This study used photovoice as one of the emerging participatory visual methodologies in qualitative research. The photovoice literature provides a pool of definitions on photovoice. Although authors have defined the concept differently, a further analysis simply culminates to allude to the same point. Ndengu (2012) defines photovoice as a method that enables people to define for themselves and others including policy makers what is worth remembering and what needs to be changed. The method enables community residents to share information through pictures. According to Wikipedia, photovoice method is a kind of participatory action research which puts a camera in the hands of a participant, assist them to take a photo of their choice related to the subject and later describe their photo (photo essay/photo illustration). The photo essay together with the photo itself becomes valuable data to the researcher (Wang & Burris, 1997; Wang & Redwood, 2001; Wang, 2006).

3.8.1.1. Historical background of photovoice

Photovoice is said to have existed for many years and dates back to as early as 1960. This early practice has been credited to Paul Freire with his influential theory of critical pedagogy and participatory methodology. Photovoice has also been referred to as participatory photography and picture voice among others. However a theoretical background was provided by Caroline Wang in1992, and thus she is credited as the author of photovoice.

3.8.1.2. Justification of photovoice in this study

Ndengu (2012) posits that through photovoice, we hear and understand how people make meaning themselves or construct what matters to them. Similarly, Nowell, Berkowitz, Deacon, & Fishman, (2006), Wang (1999) and *www.peoples.umass.edu/photovoice* agree that photovoice empowers

those whose voices are not usually heard to be heard unlike always listening to leaders whose voices are always heard. This description well suit in this study students' voices are not usually heard in most cases as they are often labeled as misbehaved when vandalism takes place. There could be misconduct of teachers and mismanagement by school managers but official reports would mostly blame students. Furthermore, photovoice manual contends that it can be used by the marginalized groups such as orphans, widows and students involved in violence and vandalism. In agreement with the authors above that photovoice is an exciting method that empowers the voiceless to be held. Findings of the study agree with the above statement as Student H willingly revealed his name indicating that "*I will be glad to see my photo and name being appear on the story"(p 104).*

3.8.1.3. Generating data using photovoice.

Four students participated in photovoice at each school. This method was used to answer all research questions. Photovoice was not a familiar method to many. Students were briefed on the purpose of the study and their role. I trained them how to take photos using a digital camera and provide them with a clue for taking photograph as follows; *"go around the school and take photograph that best depict acts of vandalism."* Then after taking the photos, each student composed a photo essay on the picture(s) taken by the individual. They were guided how to compose the photo-essays like; *what is the photo about? Why have you taken this photo? What happened? What lessons do we learn from the photo?* Researchers who have used photovoice indicate that it is an interesting and stimulating method to both the researcher and the participants, and as such participants become happy taking pictures and composing an essay on their pictures (Close, 2007; Nykiforuk, Vallianatos & Nieuwendyk, 2011). Finally, data from this tool were texts and photographs as purely students' work, not edited in any way, except where I had to hide real

names of schools in some photo-essays for the sake of principles of social research ethics such as anonymity and confidentiality.

3.8.2. Focus Group Discussions (FGDs)

Focus Group Discussions were also used to generate data with students and was considered equally important to photovoice. FGD is another qualitative method in which participants are put in small groups for discussions on the research topic, (Punch, 2009). Dawson (2002) indicates that focus groups may be called discussion groups or group interviews where a number of people are asked to come together in a group to discuss a certain issue. In this study I used one FGD per school of four students (those involved in photovoice so as gain further in-depth data from them but also as a means of triangulation of data from within students). I acted as a moderator and according to Amin in Kamanga (2012) the role of the moderator is to guide the discussions.

In this study, FGDs were opted because they allow for the generation of in-depth information about a groups' perception of a given phenomenon, in this case, vandalism, (Babbie, 2008). In addition, as Wilson (2009) contends, focus group discussions are good at revealing beliefs, attitudes, experiences and feelings of participants. In this case FGDs were expected to reveal students' beliefs, experiences and feelings on vandalism.

3.8.2.1. Generating data using FGDs

In this study, FGD were also used to obtain data related to students' perspective in an in-depth manner. For instance, what caused the vandalism, how were teachers relating to students prior to the incidence, why do they resort to vandalism, how do they feel when vandalising school property and so on. Discussions were recorded and later on transcribed into textual data.

3.8.3. One to one interviews

In this study, one to one interviews were administered to two teachers (one teacher from school leadership and management team and the other, a common teacher) per school to obtain data relating to teachers' perspectives on student acted vandalism. It was also used to answer the four research questions.

In this study, interviews were opted because they allow for the generation of complete information from the different categories of the sample, Kajornboon (2004). Turner (2010) adds that since interviews are a systematic way of talking and listening to people, they are another way of data generation from individuals through conversations thereby achieving greater depth and understanding especially using in-depth interviews.

This study adopted semi-structured interviews in-order to generate the desired in-depth data. Bailey (2007) as cited in Ndengu (2009) explains that in using a semi-structured interview schedule, the interviewer uses an interview guide with specific questions organized by topics though not asked in that order. He further contends that the interviewer is free to probe further depending on the responses provided by the interviewee. Dawson (2002) adds that the semi-structured interviews help the researcher to know specific information which can be compared and contrasted with information gained in other interviews. The author further contends that semi-structured interviews help the researcher remain flexible so that other important information can still arise.Since semi-structured interview allow for probing, flexibility and generation of in-depth data, they suit better this study. Permission was sought to record and transcribe the data later on. The final product from this tool was textual data.

3.8.4. School records

School records as documents were reviewed to find out official statements that schools keep concerning vandalism at their school. Wolf (2004) as cited Flick (2006:255) define documents as "standardised artifacts, in so far as they typically occur in particular formats: as notes, case reports, contracts, drafts, death certificates, remarks, diaries, statistics, annual reports, judgements, letters or expert opinion."

In this study, reviewing school records and documents was chosen as another means of data generation because schools usually keep official statements of any important events such as vandalism cases. Such records were referred to in order to find out what they contain concerning cases of vandalism that occurred. However, as noted by Dedel (2005), schools sometimes fail to keep true records of vandalism in fear of reflecting on poor administration. School records therefore provided triangulation with data from teachers but also between data from students and teachers.

According to Fraenkel and Wallen (2006), no particular instrument is required when data is collected from existing records as their authenticity cannot be questioned and therefore bound to be reliable. A checklist was used to generate data from the school records and the final product from this tool was textual data.

3.9. Data analysis approach

Babbie and Mouton (2001) state that there is neither one neat and tidy approach to qualitative data analysis nor even one approach to each specific type of qualitative data analysis. This study used two analytical models namely inductive and problem tree solving models. De vos (2007) define

data analysis as the process of bringing order, structure and meaning to the mass of collected data. Similarly, Mouton and Marais cited in De Vos and Van Zyl (1998) explain that analysis is a reasoning strategy with the objective of taking a complex whole and resolving it into parts. Since data from all the sources (teachers, students and school records) and all the instruments (photovoice, FGDs, interviews, and school records) were in textual format answering the same objectives, all data was subjected to this analysis.

3.9.1. Analytical inductive model

This model allows data to be grouped into codes, categories and themes. According to Babbie and Mouton (2001), two aspects of importance in data analysis include the topic one want to study and a specific research question on that topic and the question behind the question. The authors further contend that data in qualitative analysis are usually in the format of textual narrative description hence the need for analytical inductive model in analysis. This view on analysing qualitative data has also been shared by Ndengu (2012). Analytical inductive model was used on data from FGDs, Photo essays and interviews.

3.9.1.1. Developing codes, categories and themes

According to Howitt and Cramer (2011) coding is the process of categorizing the raw data, usually into descriptive categories. Howitt and Cramer also identify three types of coding; pre-coding, researcher imposed and qualitative coding. The nature of themes is determined by content in collected data. The codes were identified by extracting meanings from what participants communicate and then general groups of meanings called categories come out. Similarly, Maxwell (2005) indicates that codes can be developed on the basis of the emerging information collected

from participants. The analysed data was presented in thematic form, which encompasses both categories and codes. The following codes, categories and themes were developed;

Code	**Category**	**Theme**
Age	student characteristics	Factors that facilitate vandalism
Sex		
bkgrnd /truants		
T Psdnam stdt	Teacher student relationships	Practices that raise anger in students and trigger factors to vandalism
T mis clas		
T late clas		
Tgh rules		
T behave		
T S sex rltns		
T unfair trt		
T Sel. Trt		
T corup		
Dealys		
comm.		
Insuf.	Food related issues	
Prep		
Rot.		
Smel		
Lack	Entertainment and extracurricular activities	
T use stdn sets		
Deny prayers		
Bedbugs	Trigger factors	
Unfair suspension		
insuff. Food		
Deny entnt		
Boycott clas.	Warning signs	Preparations and time for vandalism
Boycott fd		
Pref. resgn		
Gloomy faces		
Stdntmtngs		
Stns,stks and metals	Getting organised and gathering materials to use	
Fuel		
Org grps and targets		
Night	Time to act	
Sing		
Chsws man		
Rev	Student reasons for vandalism	Why do students resort to
Release anger		

Action comm.		vandalism
Obtain matrials		
Stdnt unrully	Teacher reasons on student vandalism	
Abolish rules		
Threaten teachers		
Ignorance		
Pr pressure		
Brok gls	Affecting infrastructure	Results of vandalism
Bldng		
Lght		
Chairs	Affecting teaching and learning resources	
Wind dr		
Comp.		
Ohp		
Bks		
Cert.		
Clas.stp	On teaching, learning and academic performance	Effects of vandalism
P custd		
P hunts no studies		
Clas.susp		
Hostile envir.		
Stdnts. Expl		
Premat closure		
Prsts MANEB		
Lk old	On infrastructure	
No security		
harsh wther in		
Repayments	On finances	
Trspt csts increas		
In sec	On community/ society	
Bad lesns.		
nego		
Persist	Preventing vandalism Suggested solutions to students	Suggested solutions to curb vandalism
Clear rules		
Guid. Counsl		
Tm wrk,		
Inolv stdn	Suggested solutions to teachers	
Collwtsdnts		
Avdpsd nm		
Comm..wel		
Gdfd .cks		
B prof.		
Disc. Sdnt		
Hlpinfocrul	Suggested solutions to parents and surrounding communities	
Training		

Funding	Suggested solutions to proprietors and government	
Comm. Wel		

Table3: Analytical inductive model showing codes, categories and themes

3.9.2. Problem tree analysis.

Problem tree analysis is one of the models of understanding social problems. According to J.D. Douglas 1967, one of the proponents of problem solving model under interpretive theories, social problems such as suicide may be influenced by other people such as family members, (Haralambos and Holborn (2008). In order to establish a connection of factors on a problem, *www.abdn.ac.uk* agrees with *www.tookitsportdevelopment.org* that tree problem analysis provides a better model of tracing the probable causes. Mwale *et al*. (1996) claimed that vandalism cases were on the increase because 'solutions dealt with effects and not the root causes.' Since vandalism is a product of conflict, Lumby *et al*. (2003) add that "understanding the nature of conflict requires not only an understanding of what it is and what causes it but also knowledge of the process of conflict." In this study, problem tree analysis was used to analyse the root causes of the problem as a way of tracing the problem better other than looking at the current situation as a problem.(refer to chapter four for the problem tree analyses developed in this study.

3.10. Trustworthiness of the study findings.

Trustworthiness raises questions related to credibility, validity and reliability. Research findings are valuable when concerned stakeholders trust its findings. Morse et al. (2002) thrashes out that research is only as good as the investigator meaning that is the researcher's creativity, sensitivity, flexibility and skill in using the verification strategies that determines the reliability and validity of the evolving study. According to Lincoln and Guba (1985), credibility is an evaluation of whether

or not the research findings represent "credible," conceptual interpretation of data drawn from participants 'original data.' This study used methods that involve participants actively in data collection. Such methods include photovoice in which students shoot photographs and write photo essays on them (photo essays are not edited and therefore reflect participants' opinions as original data). School records also provide firsthand information (Fraenkel and Wallen, 2006) and therefore reliable. These two methods present the unquestionable credibility of data source that led to credible overall findings. Creswell and Clark (2007) suggest that reliability in qualitative data can be enhanced by obtaining detailed field notes and transcribing them later. In this study, FGDs and interviews were used to obtain such detailed data.

3.10.1. Pilot study

A pilot study is conducted just before the main study with participants that have similar interests as those the would-be participants in the implemented study (Turner, 2010). The purpose is to develop and try out data collection methods and procedures and also to increase trustworthiness of findings through using well-structured and appropriate methods and procedures (Kvale, 2007 and Gall *et al*, 2003). As for this study a pilot study helped to improve on data generation for instance students were not indicating their age, they were shy and not comfortable to share to information during group discussions. Drawing lessons from the pilot study, appropriate improvements were done during main study data generation (see the appendices on findings of a pilot study on which students did not indicate their age, sex and class)

3.11. Ethical issues

Flick (2009) emphasizes that observing research ethics is key to successful research and protecting participants. According to Strydom (2007), human beings are the objects of study in the social

Sciences bring unique ethical problems which would never be relevant in the pure, clinical laboratory settings of the natural science. For researchers in the social sciences, the ethical issues are pervasive and complex, since data should never be obtained at the expense of human beings. According to Gravetter and Forzano (2009), ethical issues in research play two major roles. Firstly, research ethics protect participants from either physical or psychological harm and preserve their dignity. Secondly, the ethics protect the integrity of the entire research process. Ethical issues in research cover main areas such as informed consent, voluntary participation, anonymity and confidentiality and avoiding harm to participants.

3.11.1. Informed consent

Strydom (2007) indicates that consent implies that all possible or adequate information on the goal of the investigation, the procedures which will be followed during the investigation, the possible advantages, disadvantages and dangers to which the respondents may be exposed, as well as the credibility of the researcher, be rendered to potential subjects or their legal representatives. According to Cohen et al (2000) and Punch (2006), the principle of informed consent arises from the subject's right to freedom and self-determination. The researcher sought permission from gate keepers to conduct the study and details of activities involved in the study such as taking photos, FGDs and interviews. The researcher made sure that the study was not forced on the respondents, but rather respondents willfully participated after understanding as highlighted above. Letters of consent were also presented to gate keepers to sign as proof of informed consent.

3.11.2. Voluntary participation and the right to withdraw from the study

Creswell and Clark (2007) indicate that voluntary participation in research is when participants are not forced or threatened to take part. In this study, no participant was forced to participate and only

those that volunteered from the sample groups formed part of the study. In addition, participants were informed that they were free to withdraw from the study at any point.

3.11.3. Anonymity and confidentiality

Cohen *et al* (2000) emphases that anonymity of research participants should be guaranteed at all times. The author adds that a research participant is considered to be anonymous if a reader is not able to identify him/her. All the participants were assured that the data to be collected was to be treated with the strictest confidentially and no personal information would be revealed, furthermore, alphabetical letters and numbers were used in place of real names for students and schools respectively as shown in this report.

3.11.4. Avoidance of harm

Strydom (2007) articulates that subjects can be harmed in a physical and/or emotional manner. One may accept that harm to respondents in social science would mainly be of emotional nature, the researcher is ethically under obligations to protect subjects, from any physical discomfort that may emerge from the research project. In this case the researcher informed the participants, especially students that data given were not to be used as a justification to dismiss them from school or punish them in any way.

3.11.5. Bracketing

Bracketing has been described as an attempt to hold prior knowledge or belief about the phenomena under study in suspension in order to perceive it more clearly (LeVasseur, 2003). According to Wall, Glenn, Mitchinson, and Poole (2004) bracketing is an investigator's attempt to achieve the state of transcendental subjectivity (neutrality) by putting aside prior understanding or

preconceptions about the phenomenon under investigation. Bracketing may be accomplished by using the field notes as a reflective "diary" to write down the investigator's observations, assumptions, and confusions; by seeking critique for the investigator's insights from methodological experts or others who might have personal or professional experience with the topic under investigation; and by maintaining an ongoing sense of caution about the role personal bias plays when making sense of data," (De Vos, 2007).

According to Wall, Glenn, Mitchinson, and Poole (2004), one of the greatest challenges of a phenomenological study is to put aside all preconceived and theoretical ideas and open ourselves up to how that phenomenon is experienced by the individual. This process, where one tries to render these assumptions inoperative is known as "bracketing" (Valle, King and Halling, 1989:11). In order to bracket one's existing ideas it is suggested that one first make them explicit by laying out these assumptions so that they appear as clearly as possible to one. The researcher needed to 'bracket' personal experiences as a teacher concerning vandalism and any other beliefs concerning the event that are being shared in schools so as to avoid biasness in analysis.

3.12. Summary to the chapter

In summary, this chapter has highlighted the research methodology and methods used in this study. The research participants were students and teachers. Built on interpretivist paradigm, photovoice, FGD, Interviews and school records were used as data generating methods. The chapter has also described research schools and, how entry and ethical issues were handled in generating data.

Chapter 4: Presentation of findings, interpretation, discussion and other observations

4.1. Introduction to the chapter

This chapter combines presentation of findings, discussions and analysis in the order of themes developed. Findings related to a particular theme have been presented under such a theme followed by a discussion. The table below summarises general and major findings of the study.

4.2. Summary of findings by school.

School	Students' perspectives (from Photovoice and FGD)	Teacher perspectives (from interviews)	School records (from official school records and diaries)
NED 01	**Trigger factor:** food (poor quality and insufficient **Other causes:** lack of entertainment and teaching and learning materials, teacher negative comments to students, water and food smelling paraffin. **Warning signs:** all students boycotted classes and gathered for discussions in the morning **Results:** at night students stoned and broken windows**.** **Effects:** students sent home before end of term, some students expelled from school, payment of damage fees **Suggested solutions:** improve food quantity and quality, provide entertainment, provide good water, cooperation between teachers and students **Other observations :** a lot of graffiti in classrooms	**Trigger factor:** food (poor quality and insufficient **Other causes:** private schools enroll ill-behave students, lack of entertainment, girls wanted to be free studying with boys any hour of the night, school proprietor not willing to respond to problems of students by spending. **Warning signs:** all students boycotted classes and gathered for discussions in the morning **Results:** at night students stoned and broken windows**.** **Effects:** students sent home before end of term, poor public image leading to low enrollments, some students expelled from school, payment of damage fees **Suggested solutions:** improve food quantity and quality, provide entertainment, train both the proprietor and teachers in managing a school.	No records provided. Gate keeper said that records may portray incompetence of school leadership and therefore not created or destroyed deliberately
NED 02	**Trigger factor:** disallowing students from watching football game on students' TV set during classes time while teachers watch on the same TV set. **Other causes:** suspension of a student influenced by a teacher with whom they competed for sexual relations to a girl, poor food, teacher unfriendly remarks, calling students by pseudo names, teachers reporting late and teachers missing classes unnecessarily**.**	**Trigger factor:** disallowing students from watching football game on students' TV set during classes time while teachers watch on the same TV set. **Other causes:** suspension of a student influenced by a teacher with whom they competed for sexual relations to a girl, poor food, **Warning signs:** all prefects sent a resignation to headmaster at 6am before vandalism the same day at night. **Results:** window glasses of most buildings stoned and broken plus a	No records found

	Warning signs: all prefects sent a resignation letter to head teacher at 6am before vandalism the same day at night around 11pm. **Results:** window glasses of most buildings stoned and broken plus a teacher's house. **Effects**: some students expelled from school, classes suspended for some days, teachers begun to teach well, food at the kitchen improved**.** **Solutions:** students to use negotiations and teachers must consider students' grievances quickly, teachers should not use students' entertainment sets.	teacher's house. **Effects**: some students expelled from school, classes suspended for some day **Solutions:** students to use negotiations, parents to assist in disciplining students.	
NED 03	**Trigger factor:** unfair suspension of some students based on romours from the media. **Other causes:** poor food and introduction of tough rules like students disallowed to put on t-shirts and jeans trousers, male and female students disallowed to associate in any way outside classes. **Warning signs:** the suspended students kept around the school **Results:** laboratory set on fire through the window and damaged electric connections **Effects :** damaged electric connection resulted into three days of no electricity at school and no studies, some students expelled from school and took MANEB examinations as externals (no accommodation and meals) **Solutions:** teachers should not suspend or punish students based on romours.	**Trigger factor:** suspension of some students for teasing and bulleying. **Other causes:** poor food and divisions amongst teaching staff such that some were not interested to enforce school rules and regulations. **Warning signs:** the suspended students kept around the school **Results:** laboratory set on fire through the window and damaged electric connections **Effects:** damaged electric connection resulted into three days of no electricity at school work that needed electric power stopped, some students expelled from school and took MANEB examinations as externals (no accommodation and meals). Created an atmosphere of mistrust between teachers and students and destruction of the learning environment. **Solutions:** team work by all teachers, avoid unnecessary rules, make students understand and appreciate new rules before enforcing them, re-introduce guidance and counseling in schools	No school records found.

NED 04	**Trigger factor:** introduction of new rules by new head and hostile leadership styles**.** **Other causes:** poor food, lack of entertainment **Warning signs:** suspended students kept around school campus and on the day of vandalism. All students boycotted classes in the morning and gathered at the football ground for discussions. **Results:** set on fire bursars' office and burnt computer that stole records, former students' MANEB certificates among other valuables, stoned and broken glasses of classrooms and administration block, applied super glue of door rocks of offices and the assembly hall. **Effects:** expulsion of some students, disturbed classes for some days, paying for damage fees, students affected by dust and coldness through windows without glasses. **Solutions:** discuss rules with students, use contact and dialogue and administration to consider student views.	**Trigger factor:** one man leadership styles, divisions amongst teaching staff but also poor relationship between teachers and students. **Other causes:** poor food, lack of entertainment **Warning signs:** suspended students kept around school campus and on the day of vandalism. All students boycotted classes in the morning and gathered at the football ground for discussions. **Results:** set on fire bursars' office and burnt computer that stole records, former students' MANEB certificates among other valuables, stoned and broken glasses of classrooms and administration block, applied super glue of door rocks of offices and the assembly hall. **Effects:** expulsion of some students, disturbed classes for some days, paying for damage fees, students affected by dust and coldness through windows without glasses. **Solutions:** discuss rules with students, use contact and dialogue and administration to consider student views but also listen to advice from fellow teachers.	School records were not elaborate on any of the vandalism cases that had occurred. Instead records indicated names of four students being accused of actively taking part in vandalism, burglary and theft.
NED 05	**Trigger factor:** school management ignored to fumigate bed backs in boys' hostels. **Other causes:** management threats of no IDs to student with fees balances, inflammatory remarks from school leadership and proprietor when collecting fees, matron reporting to headmaster implicating some students, poor food, lack of entertainment. **Warning signs:** All students boycotted classes in the morning and gathered at the football ground for discussions. **Results:** in the evening, students stoned and broken glasses of classrooms and administration block **Effects:** expulsion of some students, classes disturbed for some days, paying for damage fees, students affected by dust and coldness through windows without glasses. **Solutions:** solve student problems quickly especially genuine ones, show care for students and not just demand fees from them, dialogue and administration to consider student	**Trigger factor:** school management ignored to fumigate bed backs in boys' hostels. **Other causes:** management threats of no IDs to student with fees balances, inflammatory remarks from school leadership and proprietor when collecting fees, matron reporting to headmaster implicating some students, poor food, lack of entertainment. **Warning signs:** All students boycotted classes in the morning and gathered at the football ground for discussions. **Results:** in the evening, students stoned and broken glasses of classrooms and administration block, some student examination IDs missed few days before examinations. **Effects:** expulsion of some students, classes disturbed for some days, paying for damage fees, students affected by dust and coldness through windows without glasses, poor public image of the school leading to reduced enrollments, extra expenses to collect duplicate examination IDs at MANEB headquarters, students failed to prepare well for examinations as they were	School records mentioned of the date of vandalism, ex tent of damages and the cause of the incidence that it was a communication to students that those with fees balances would not be given IDs required to sit for MANEB examinations.

	views.	hiding from police officers, poor overall MANEB results both on JCE and MSCE. **Solutions:** solve student problems quickly especially genuine ones, show care for students and not just demand fees from them, use of friendly word by leaders, proprietors should not have direct contact to students, proprietors should understand, appreciate and solve students' and teachers' problems, proprietors and teachers should both be regularly trained in school and student management.	

Table 4: Summary of findings by school.

The last section presents discussions and flow diagrams of tree problem analysis developed after quizzing data from FGD and interviews to tree problem analysis model. The following themes were developed in this study as in the order below;

Theme number	**Theme statement**
Theme 1	Factors that facilitate vandalism
Theme 2	Practices that raise anger in students and trigger factors to vandalism
Theme 3	Preparations and time for vandalism
Theme 4	Why do students resort to vandalism
Theme 5	Effects of vandalism
Theme 6	Suggested solutions to curb vandalism.

Table 5: summary of themes developed in the study

4.3. Theme 1: Factors that facilitate vandalism.

This theme focused on factors that facilitate vandalism in secondary schools and the following emerged;

4.3.1. Age of students.

Student participants indicated their age on their photo-essays as below;

Figure 1: Student L, *15 years old* : photo showing broken security bulb and window glasses

AGE: 15 FORM: FOUR SEX: FEMALE

This is the window which make me remember the remarkable day in my four years study at [redacted] secondary school. It was ~~during~~ around 12:00 A.M midnight when ~~the~~ the incident happened. This was particularly caused by the suspension of six friends of our in our class at the same time during the first quarell. And this has made them write their exams not in expected schools. Some of them have married that is disturbing their future. The suspension was done in form three that made others to burn the window when they were in form four due to solidarity.

The table below summarises findings on the age of students.

Age (years)	**Total number on this age**	**Age group category/description**
15	4	Teenage/adolescent
16	5	Teenage/adolescent
17	5	Teenage/adolescent
18	4	Teenage/adolescent
19	1	Teenage/adolescent
20	1	Graduating from adolescence
Total	20 students	19 teenagers and 1 at 20years

Table 6: Summary of age of students

As revealed in the preceding photovoice and the table above, the age of respondents varied from 15 to 19, except for one student who was 20. In this case, nineteen students out of the twenty were below twenty years. The study noted that the age of students in secondary schools fall within teenagers (adolescents). This suggests that most secondary school students as teen agers behave as adolescents. This is in concord with what Sidhu (1996) and Dewet (2004) contended that the most important vandals are aged between 14 and 19. As noticed by Ezewu (1998) and Sanches (2012), vandalism is to a large extent facilitated by age of vandals; as for adolescents they react violently due to the stage of growth in which they belong. Adolescents are said to be easily provoked because whatever adults do to them, they take it as an attempt to reduce their personality and when they react, they become violent and destructive Davis and Palladino (2004). Finally, this age also relates well to the theoretical frameworks of this paper for instance, most adolescents have low levels of EI and have difficulties in controlling their emotions, hence vandalism. This study therefore affirms that age of students may facilitate school vandalism.

4.3.2. Sex of students

Student participants also indicated their sex on their photo-essays.

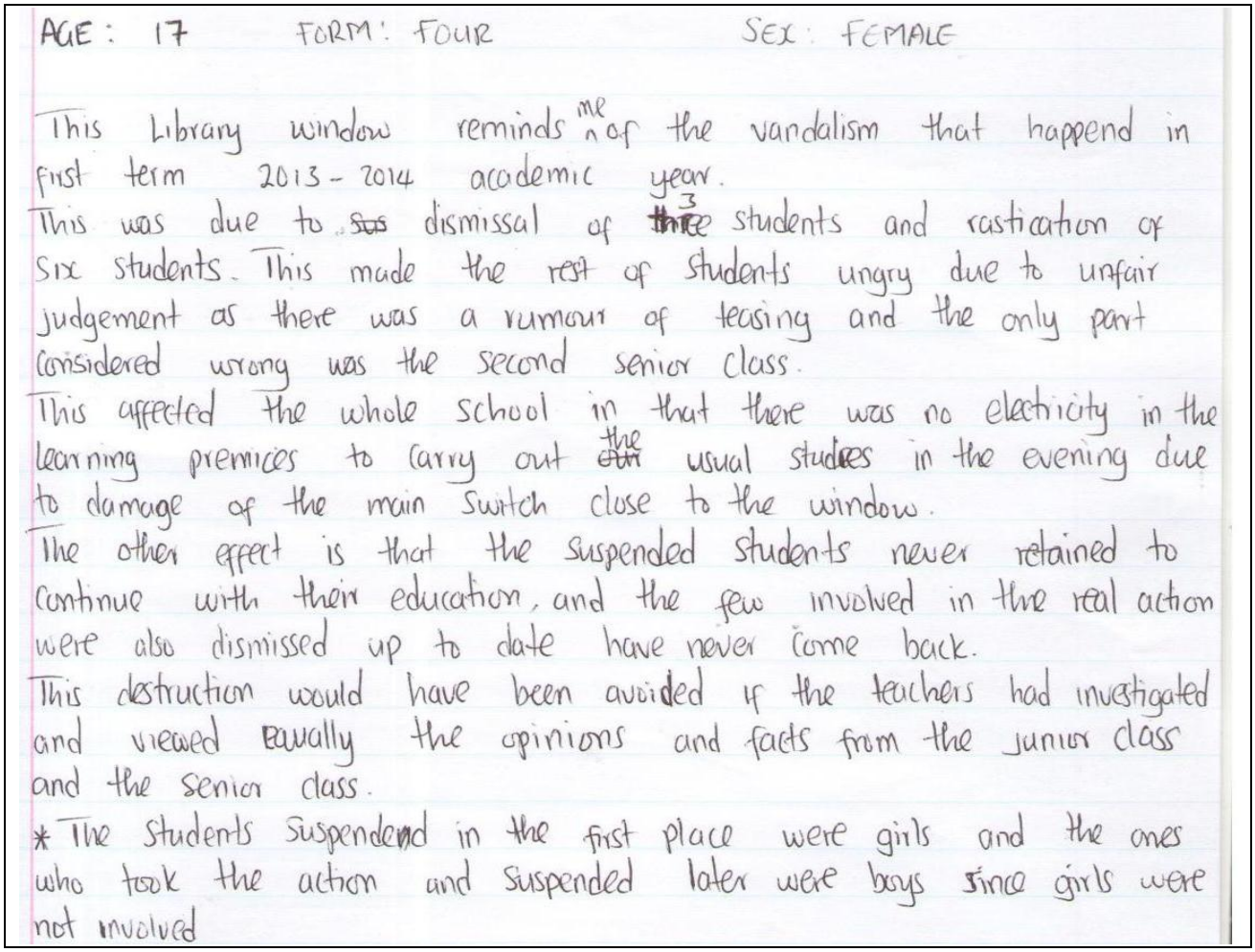
The table below shows sex of respondents from each school.

Name of school	**NED 01**	**NED 02**	**NED 03**	**NED 04**	**NED 05**	**Pilot school**
Boys	2	4	2	2	2	0
Girls	2	0	2	2	2	4

Table 7: summary of student research participants by gender

In terms of participation, the next photovoice among others presents the findings related to how boys and girls participate in vandalism;

Figure 2: Student J: participation of boys and girls in school vandalism '*the ones who took action and suspended later were boys'* photo showing a window on which fire was set



AGE: 17 FORM: FOUR SEX: FEMALE

This Library window reminds me of the vandalism that happend in first term 2013 - 2014 academic year.
This was due to ~~Sus~~ dismissal of ~~three~~ 3 students and rasticaction of Six students. This made the rest of students ungry due to unfair judgement as there was a rumour of teasing and the only part considered wrong was the second senior class.
This affected the whole school in that there was no electricity in the learning premices to carry out ~~eth~~ the usual studies in the evening due to damage of the main Switch close to the window.
The other effect is that the suspended students never retained to continue with their education, and the few involved in the real action were also dismissed up to date have never come back.
This destruction would have been avoided if the teachers had investigated and viewed Equally the opinions and facts from the junior class and the senior class.
* The students Suspendend in the first place were girls and the ones who took the action and suspended later were boys since girls were not involved

As revealed in the findings, male students were reported to be active actors in vandalism than girls as girl students emotionally gave support. For instance at schools NED 01, NED 03 and NED 04, it was clear that girls did not actively or directly take part in destroying the school but simply jeered at school leadership and management and sang songs. In support of this, it is boys in all the schools who were fined to pay for damage fees. For instance one male participant in FGD of NED 01 revealed that 'we were charged a penalty of K3, 000.00 each for the boys while girls were not charged as they did not take part in active destruction.' The findings are in agreement with what Dedel (2005) and Calvete (2008) highlighted that by sex, males acting in small groups are the most important vandals than girls. The findings are also in agreement with Orlish (2005) observes that boys mostly do it physically while girls mostly use insults.

However, the findings of a pilot study contradict the findings of the main study. It was found out that girls alone (a girls school only) vandalised their own school through among others throwing stones at glasses and torching the school laboratory using petrol mixed with sand (petrol bomb). These findings are also in agreement with Sanders (1981) who postulate that girls are involved in vandalism just as often as boys, a statement that contradicts many other authors.

An analysis of the role of student's sex in taking part in vandalism suggest that sex may not necessarily be a factor to make one participate or not participate in vandalism, rather the reason and anger as justified by the students. This analysis has been supported by vandalism cases at both co-education and non-coeducation schools for boys and girls only. However, drawing from the findings, the study concludes that boys are indeed more aggressive and destructive than girls in coeducation schools.

4.3.3. Personal background and behaviuor.

The study found out that most students who were identified as ring leaders had records of bad behaviour and not first offenders. For instance interviews at schools NED 01 and NED 05 revealed that private schools enroll even students who have been chased from other schools provided they can afford to pay school fees. In addition, records of school NED 04 indicated names of four boys who were being accused of rebellious acts, burglary and theft. The report also described them as 'naughty students' who had also taken an active role in the previous academic year vandalism case at the school. The findings are in line with Dedel (2005) who points at the history of one's character such as students, who are truants, suspended or expelled and emotional status such as emotionally disturbed students as other important characteristics. This assertion is further true with vandalism cases of schools NED 03 and NED 04 in which suspended students were the ones who

kept around the school and later actively participated in vandalism. Drawing from the findings, the study supports the proposition that ill-behaved students may indeed facilitate vandalism.

4.4. Theme 2: Practices that raise anger in students and lead to vandalism

This theme was aimed at unveiling practices that raise anger in students and lead to vandalism during their course of stay at the school. Students do not usually react instantly to experiences that bore them at school, rather anger and hatred towards some teachers and the school accumulates in their minds. Sometime later, anything additional may lead to outburst, and thus vandalism. The practices include;

4.4.1. Teacher –student relationships

The following was discovered under teacher-student relationships;

a. Pseudo-naming and negative communication to students

The subsequent photovoice presents findings on how poor communication by teachers to students raises anger in students.

Figure 3: Student F (17 years old): "… ***calling students with stupid and meaningless names for example 'mbuli'…"*** **and also missing and reporting late for classes. Photo showing unreplaced broken window glasses from 2010 to 2014.**

ANSWERS

2. a. It reminds me of the vandalism that took place in 2010 on third November.

b. The incidence arised due to a number of reasons, some of them are written below:

i. It happened that a day scholer and a teacher were going for a certain girl (an open student), and after it was known to the teacher that he was competing with his student, he tried hard as to make sure that the student was expelled / suspended.

ii. Some of the teachers were reporting late for classes and they missed most of their periods.

iii. Some teachers had a tendency of calling students with stupid and meaningless names, for example: 'Mbuli'.

iv. Students were also denied to watch a football match

c. The results were:
- The school was vandalised
- A few books were stolen from the library
- All the Form 4 students and some of the Form 3s were suspended for almost the whole term

d. - Some of the teachers became serious with their duty
- Students were then given chances to watch football matches.
- The school was left in a poor condition

e. The situation could be avoided by.
→ Not dealing with the one causing the problem, not vandalising school property.
→ Following proper channels to solve the problem
→ Avoiding haste reactions

As highlighted in the photo-essay, calling a student or students by pseudo or nick names was discovered to be one of the practices that raise anger in them. Student F indicates in the photo essay that "*some teachers have a tendency of calling students with stupid and meaningless names for example '**mbuli**'*" (mbuli means 'one who is not enlightened or uneducated and mostly used to shout at or degrade certain people). Students in FGDs at NED 01indicated that some teachers demotivate and anger them by saying '***sungazakhoze***' (meaning you will not pass examinations). To them it does not make sense that a teacher who is there to teach and prepare them for final MANEB examinations which would see them being awarded with a certificate mockingly demotivates them that they will not pass. At school NED 05 a teacher was quoted to have said at an assembly that 'just go and sleep in your hostels, there is nothing we can do about it.' This was a reply to boys who left their rooms and spent nights on an open place (football ground) running away from bedbug bites. Pseudo or nicknaming students was not mentioned by any of the authors in literature review to be a practice that angers students.

b. Teachers reporting late and missing classes

The study discovered that students expect their teachers to teach and prepare them properly for examinations. For instance, student F reports that "some *teachers were reporting late for classes and they missed most of their periods."* As such, they were angered whenever they noted a teacher being lazy in some ways.

c. Teachers' personal behaviour

The study also found out that boasting behaviour and chatting in class instead of teaching by some teachers anger students. For instance students revealed in FGD of NED 01 that some teachers used to spend more time on boasting about their wealth and possessions instead of concentrating on the

lesson. This practice by some teachers anger students and consequently leads to vandalism on an account that teachers are not teaching.

d. Introducing tough new rules

The photo voices following presents findings on how the introduction of tough ruled raise anger in students;

Figure4: Student O: '*this adminstration was very tough, it introduced new rules*…'Photo showing one of the broken window glasses on classrooms

AGE: 16yrs Class: Form three.
Sex: Male

ABOUT THE BROKEN GLASS WINDOW OF CLASS BLOCK

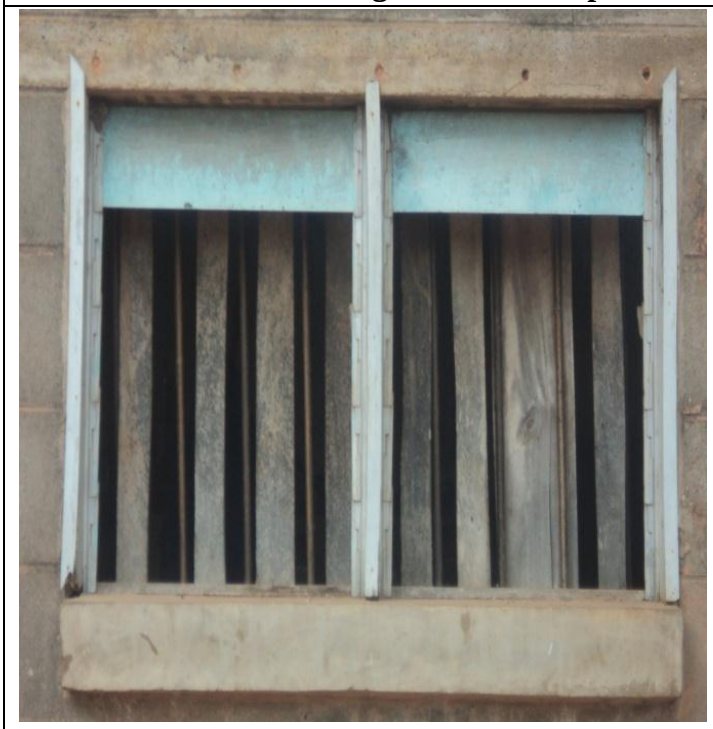
It was in 2012 term three when it was found that the Class Block windows had been broken. This was suggested to be done by the students at the School. The main reason for this thing was anger of some students had. At first we were governed quiet Admistration. In 2012 term2 there came in a different Admistration. This Admistration was very tough. It introduced alot of rules at the school which the students were forced to follow. Some of these rules; was introduction of preps. This angered most students at school. The other thing the students were angered at; was the exclusion of some students. The excluded students were 18 students. Then some students organised and broke the windows. This things affected us very badly. The learning and and teaching process was ineffective in that during windy days sand particles could blow into class room. When the process of vandalising is in; most us feel happy. This is because by so doing we are able to express our anger before teachers. Such cases to some extent are very bad. Therefore there is need to avoid them. The best way such cases can be avoided is through the understandings between the teachers and students. The student gave alot warming before the incidence had happened. But the the teachers were very reluctant to respond to our request then the student decided to practice vandal.

As read from photo voices of NED 03 and NED 04, responses from both students and teachers suggested that introducing new but tough rules in schools do infuriate students. Especially when students feel that the rules originate from an individual and that such rules do not have any direct significance on their performance in class. For instance, FGD at NED 03 revealed that students were angered rules introduced by the new head that among others banned putting on t-shirts, jean type of trouser or skirt and student interactions of the opposite sex at any time around the school campus. According to the students, t-shirts are affordable by those from low income families and banning them such clothes was a huge infringement on most of them from low income families. These findings were similar to those of NED 04 where student N reports that *"students were angry with the rules of the new regime…"* and another student from the same school, student O indicates that "At *first we were governed quite administration. In 2012 term 2 came in a different administration. This administration was very tough. It introduced a lot of rules which students were force to follow."* The findings agree with statements by some authors who indicate that students vandalise schools sometimes to protest tough school rules, amongst the authors are Karanja and Bowen (2012). Introducing new and tough rules in secondary schools may therefore indeed incite vandalsim as revealed in this study

e. Teachers' sexual relationships with students

The next photovoice narrates how male teacher sexual relationship to a female students ended up in rising students anger.

Figure 5: Student E (16 years old): teacher sexual relationship to student rising anger in students; broken window glasses of a computer laboratory replaced with wooden planks



The photo at right hand side reminds me of 3rd November 2010. This was the day on which [redacted] secondary school experience vandalism for the first time. When we came here as form ones we found these glasses in their good condition, but vandalism left them as they are now. The second photo at left hand side also remind me of the very ~~the~~ same thing. This is the window of the computer laboratory. When we were coming here at NKHABOSS we found these window full of glases, but now look at it, it is prone to computer predators.

The incident was caused by the disagreement which was there between students and the way the administration ~~were~~ handled a certain issue. This issue was that ~~th~~ one of the teachers had a girlfriend who was a night/open scholar, and one of the form four student was also a boyfriend to the same girl but the issue had handled descriminatevely, the teacher won it, that the student was excluded from school ~~be~~ whilst the teacher was not considered, just moving up and down

freely.

The reasons for strike or vandalism to tauce place, always is not only one reason, but mostly they are in bundles. So, another reason was that the officials from the administration of [redacted] prevented the students from watching football match which were between MAN-U and Chelsea. When we're at school we have to have time for other activities, not just ~~teaching~~ reading all the time, so this was believed among the students that it was time for them to refresh their brain but the teachers refused to release the entertainment equipments which angered the students

However, this resulted into the destruction of school properties like window glasses, computers, library books and the like. This had also effects like the exclusion of some students, almost half of the class were excluded from school and the teaching and learning process were rejected for about three to four days.

The suggested solution to the problem is that it could be better if the student followed the right channel to present their issue to the office, like sending the class monitors to the form/class teache

The study found out that male teacher to female students sexual relationships were reported at three schools. At NED 02 this issue was highly featured in photo voices by all students as well as in FGDs. It became a serious issue that raised high levels of anger in students. A male student who was in love with a girl to whom the teacher was going out with was suspended from school. According to students, this suspension was engineered by the teacher who was in competition with this male student. Student E indicates that "the *issue was that one of the teachers had a girlfriend who was a night/open scholar and one of the form four student was also a boyfriend to the same girl but the issue had handled discriminatively, the teacher won it .the student was expelled from school whilst the teacher was not considered just moving up and down freely."* The findings suggest that boys get angry whenever they learn that a girl from their class/school is engaged in sexual relationship with a teacher.

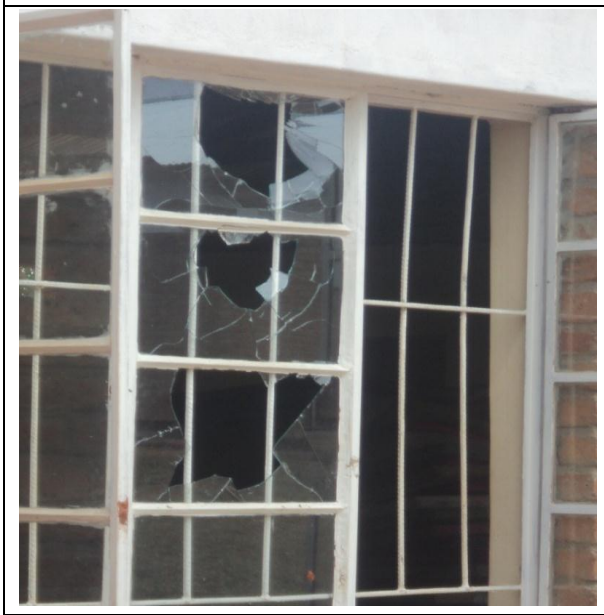
f. Teachers being corrupt administer justice inconsistently

The study also found out that students get angered with corrupt behaviours from some teachers and also when punishments are administered differently to same offenders. FGDs at NED 01 revealed some teachers used to demand money from students who had broken school rules in order for them not to be punished. This practice saw some students being punished and others not despite all of them committing the offence. According to the students this is corruption and the discriminatory administering of punishment by teachers infuriated the students. The findings are in line with an assertion from Mwale (1996) quoting a study by John Hopkins University which found out the students resort to vandalism when rules were unclear or perceived unfairly or inconsistently enforced. While against such practices, Kochhar (2004: 326 advises that "discipline should ensure equal justice for all…"

g. Delays in responding to students' petitions.

The photovoice below illustrates how students were angered by delayed responses by school leadership and management to attend to their petitions.

Figure 6: Student B: *'students got angry when they so that the administration was not taking any action in what we students have complained..,'* Photo showing broken window glasses the staffroom



AGE 17 SEX: MALE FORM 3

Vandalism at school, happens due to many causes. This is remind me on the strike that happened here at [redacted] a these were the causes, poor diet and lack of entertainmen It could have been so easy for the administration to hear our view and do something instead of living anythin the way it is. Many students got angry when they sa that the administration is not taking any action in what we students have complained, this leads to violence, so that the teachers should know that we are feeling pains and we are realy angry, thats when student loose their hope on teachers and destroy the School.

- Although the vandalism took place no change was there. The violence acts which took place led to loss of mon because we paied 3 thousand kwacha to repair the wind s and others things but still no change From 2012 to 2014. It also contributed to dismisal, some stude were expelled and some did not write end of te exams

- Vandalism could have not been there if the listene to our complaints instead, they did nothing which led to distruction of learning materials

d- It is very easy to avoid vandalism at a school only if there is understanding of students views and tolerance among teachers and students

Never blame a student whenever there is a vandalism because, the administration refused/fail to do something concerning the problems of a student.

The other point contributing to students' anger discovered in this study was that of delay by school authorities to respond to student petitions. With such delays, students got more and more angered. In all schools students alluded to some points related to delay by the administration to respond to their petitions. For instance, one of the students in FGD of NED 01 said "*telling them peacefully they do not change'* and the other student said "*speaking does not change anything but action.'* The findings are in agreement with Dedel (2005) who indicates that vandalism in schools may also be motivated to force school administration/management to attend to grievances.

In addition, one of the students at NED 05 said that "what angered us most was that after a series of complaints to administration to fumigate the bedbugs, they did not show any interest. Instead, one of the proprietors was serious on collecting fees balances while shouting and chasing the already angry students away to pay fees balances." The point of delays in responding to student requests as contributing to student anger was not pointed out by any of the authors in literature review.

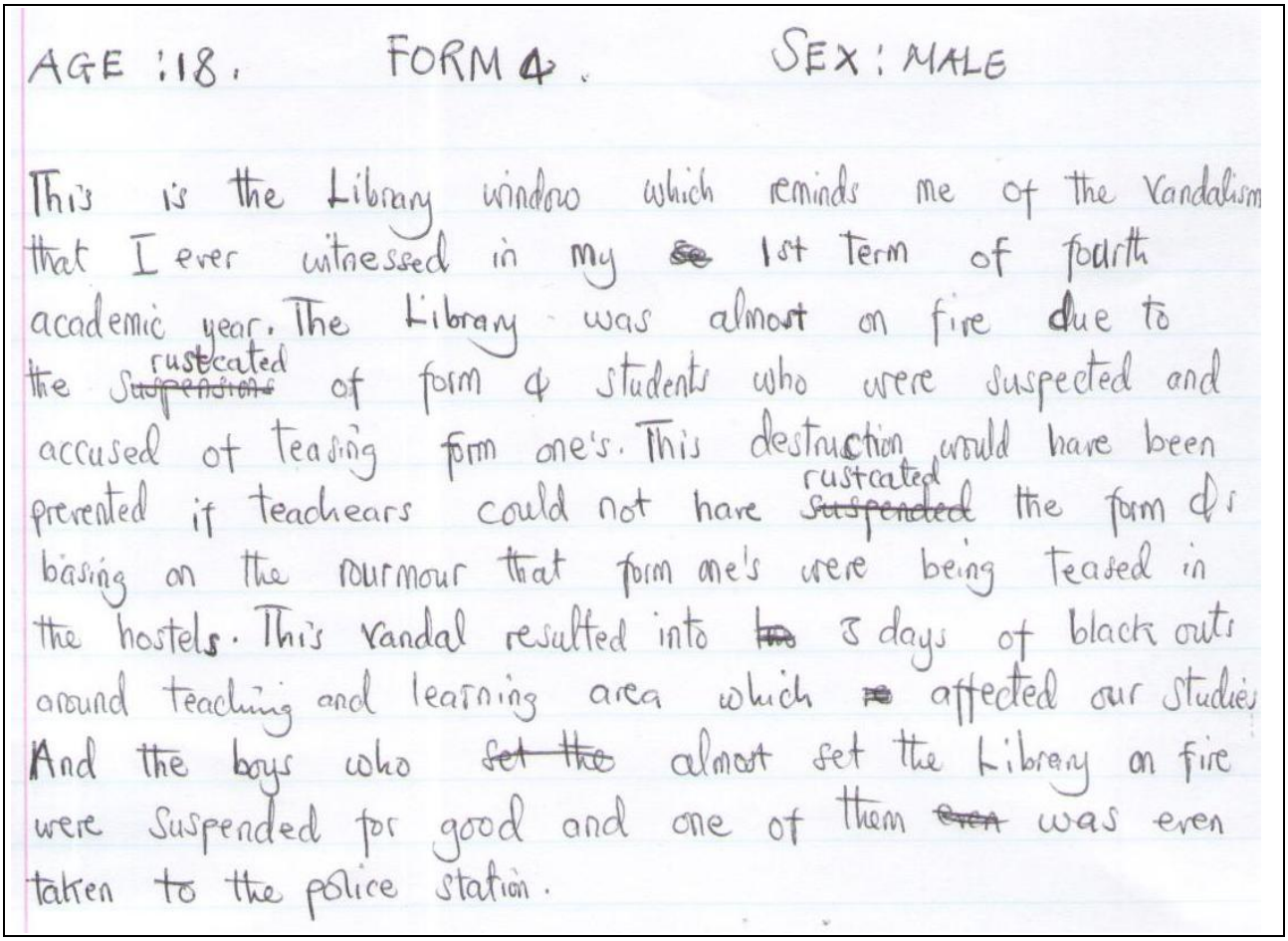
h. Withholding student examination ID cards for some reasons

IDs for MANEB examination are regarded important by students for purposes of examinations but also other functions. The cards contain a personal photo and students felt that they are being denied their personal belongings. For instance at school NED 05, the head teacher's office was broken into because students wanted to collect their IDs and they succeeded. This suggests that locking students' belongings or valuables in which they have interest in may incite vandalism. The findings agree with Cohen (1972); Dedel (2005); Zainal (2008); Msimanga (2011) and other authors who indicate that students may resort to *Acquisitive vandalism* in order to obtain certain materials which they want.

i. Unfair dismissal/suspension of students

The next photovoice illustrates how unfair dismissal led to vandalism.

Figure7: Student K: '*this library was almost on fire due to rustcated of form 4 students who were suspected and accused of teasing form ones*'. Photo showing Biology laboratory window without glasses



AGE :18. FORM 4. SEX: MALE

This is the Library window which reminds me of the Vandalism that I ever witnessed in my ~~se~~ 1st Term of fourth academic year. The Library was almost on fire due to the ~~Suspension~~ rustecated of form 4 students who were suspected and accused of teasing form one's. This destruction would have been prevented if teachears could not have ~~suspended~~ rustcated the form 4's basing on the rourmour that form one's were being teased in the hostels. This vandal resulted into ~~the~~ 3 days of black outs around teaching and learning area which ~~re~~ affected our studies And the boys who ~~set the~~ almost set the Library on fire were Suspended for good and one of them ~~even~~ was even taken to the police station.

The study found of that students were angered by what they called 'unfair dismissal' from their perspective. For instance, schools NED 03 and NED 04. The findings are in agreement with Kochhar (2004: 326) who advises that "discipline should ensure equal justice for all, respect for the rights and dignity of the individual and humanitarian treatment for all." This point is closely related to management and administration of learners. Whenever learners are dissatisfied, more than one case of vandalism may occur within few years. This is in agreement with findings at NED 01 and NED 04. Similarly, Singini (2010); Chechezi (2011) and Singini (2012) reported that some schools had experienced vandalism more than once within five years.

4.4.2. Food related issues.

Food related reasons were highly reported in most of the schools as presented in the next two photovoice.

Figure 8: Student C: '*…there was poor diet and receiving little…*' photo showing broken window glasses of Deputy Head teacher's office.

AGE 16 FORM 3 SEX: FEMALE

CAUSES OF VANDALISM

The cause of the was that there was poor diet and receiving little. This cause the students to be angrily with the diet and whow students could receive the food from the daining.

Results

The results was that there was the some students were expelled from school and many things we damanged in that day and paying money for ~~buy~~ replacing the damaged materials.

Effects on School

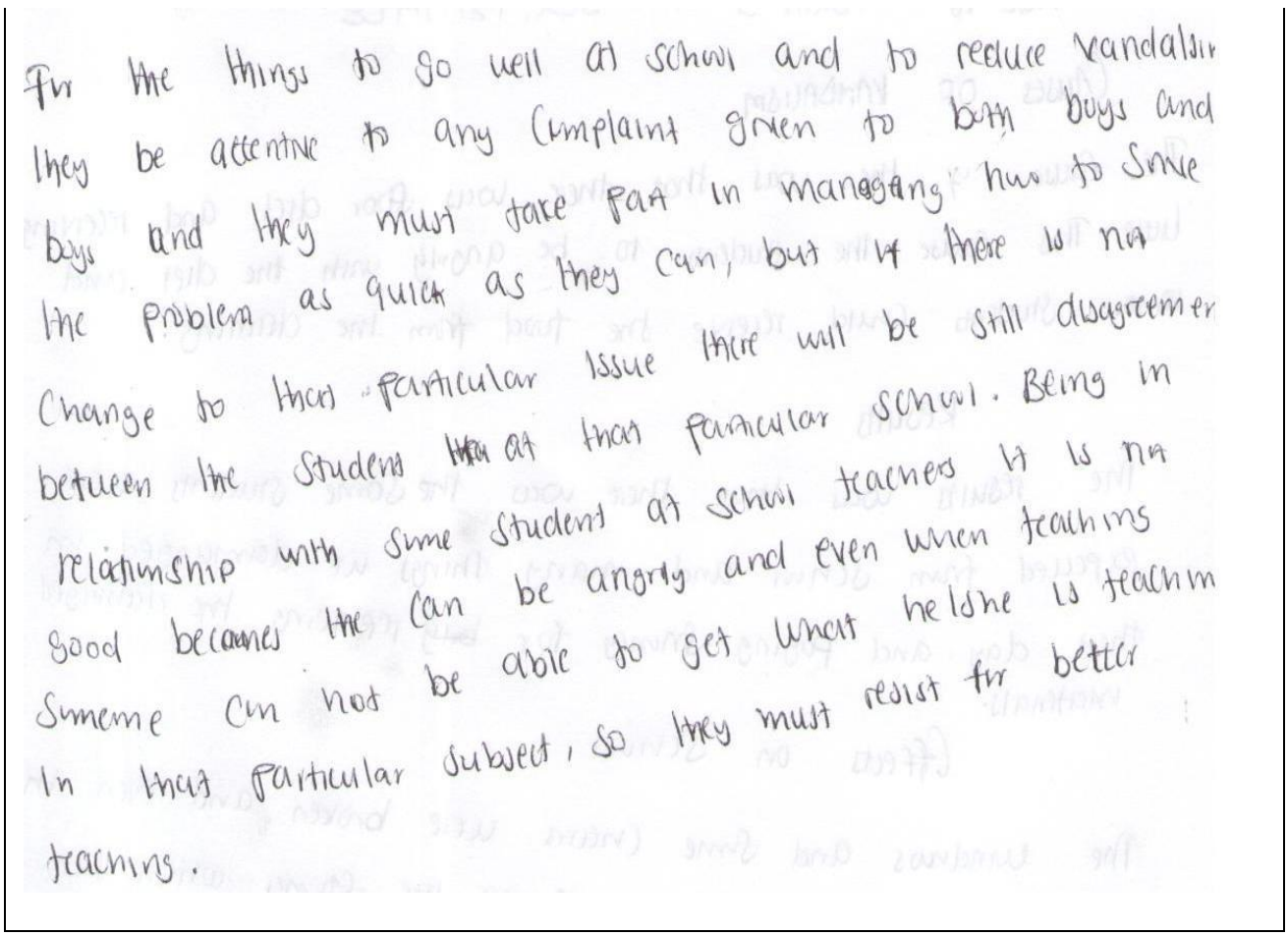
The windows and some chairs were broken and even the ~~two~~ sheets were folded because of the stones which were through.

How can we avoid it

They can avoid ~~by~~ the vandalisms only when some changes are seen to student and if the teacher and the owner of the school are responsible to what students are complaining and improving in diet and having some intertainment at school because if there is an entertainment some students can reduce in bouncing instead their will interested to what what they have at the school.

Comments

The teachers should be responsible to the student have a complain in any issue fanced ~~by~~ by students, some teachers can ~~fauver~~ favour when marking papers which is not or even they take whow intelligent is that particular person which is not good at all but they should torelant to the students



This is one of the photo voices that mention food related reasons. Similarly, schools NED 01, NED 02, NED 04 and NED 05 reported problems also reported the same problem in all data generation tools used in this study (photovoice, FGD, interviews and school records). The following were reported and discussed under food.

a. Insufficient food

Students complained of small quantities of food such that they were mostly on hunger. For instance, at NED 01, students indicated that they were receiving small quantities especially when the meal was a better one (rice and beef). Students became more angry that even after raising fees

by fifty percent, they continued to receive small shares hence going to bed on almost empty stomach.

b. Poor preparations

Students indicated that most of the times the meals were not well prepared. Specific food items mentioned included lamps in Nsima and half way cooked beans which students described in FGD as merely 'soaked.'

c. Rotten food

Students reported that some food items were either bought rotten or got rotten while in stores. The school went on to prepare the rotten meals which some students refused to take considering the smell but also their health. For instance, at school NED 04 and NED 01 rotten beef was mentioned.

d. Bad smell

At NED 01, students reported they experienced food smelling paraffin. According to them, paraffin was deliberately being added to the food for some reasons such as making beans become ready quickly other that taking too long time in boiling. Other indicated that school authorities deliberately add paraffin so that each sex group has low sexual feelings for the other.

The findings on quality and quantity of food to incite anger in students which may eventually lead to school vandalism are similar to some of the reasons to vandalism cases that occurred at Kasungu and Thyolo secondary schools. Both the findings and reasons from previous studies and cases agree with Ezewu (1998) and Karanja and Bowen (2012) who indicate that poor quality food may ignite vandalism.

In light of the findings, the study confirms that food issues in schools may indeed incite vandalsim**.**

4.4.3. Entertainment and extracurricular activities

The photovoice below narrate vandalism as related to entertainment

Figure 8: Student D: *'the many cause was lack of entaitanment…'* Photo showing broken window glasses of assembly hall.

AGE 17 FORM 4 SEX: MALE

The picture at the Pc remand me what happened during vandolism at [redacted] down I will explaine what happened to result on vandalism.

The many cause was lack of entaitanment. because at school we are many students for different behaviour. At school without entaitanment students decide to get out of bowse so after their are ~~to~~ found out their teacher give them punishment. which can cause strayik

The second cause is poor ~~du~~ food or shelter. because at our school we pay alot of money to be happy so if they is poor shelter student their others became affected by diseases. eg diarroea, so can result to break of school

The third is Negative comment towards student. Because when a teacher or the head teacher gives negative comment to students, the student became stresses and he can easily break the school property.

The last thing is ~~poor water~~ poor water. because at our school we drink water from a boho (chisime) and the water again is mixed with paraffin and is also salted. which can also cause some disease in that poor water.

EFFECTS

The effects of School Firstly We payed Money by Forcing our parents that no payment No School academic.

The Second effect of School is expelling student without No long this ~~can also~~ is also some effect we faced.

The ~~third~~ last thing we ~~were~~ are not seeing any Change this make us student to came with it again.

We can avoid this fistly by teacher being transparent to us student

The second teacher must arrow us entaitnment to be saticifyed and we should stop bawsing for Video Show.

The Comment what I can say is that teachers Should ~~s~~ be Change and put things what we want to be good student at Lidoma

thank u

Study findings related to entertainment and school vandalism led to the following sub-points.

a. Lack of and banning entertainment

Lack of entertainment was one of the reasons that were commonly mentioned in the study schools. For instance, in schools NED 01, NED 02, NED 04 and pilot study school lack of entertainment largely contributed to students' anger. At the pilot school, anger was more raised in students because apart from entertainment, students claimed that they were also banned from holding prayers at the school campus. The findings are in concord with vandalism cases of Kasungu and Thyolo secondary schools as highlighted in literature review. The findings are also in agreement with several authors amongst who includes Ar-rofo and Thawabeh (2010) who indicates that students need to be kept busy. Similarly, Sidhu (1996) postulates that absence of co-curricular activities may cause school vandalism. In concluding the discussion, Kochhar (2004) advises schools to identify suitable programs for co-curricular activities.

b. Teachers using students' entertainment sets

At NED 02, students were angered because teachers used their TV set. While they were denied to use it on grounds that it was school time, teachers themselves were enjoying at the same during the same time and were not attending to students.

This study therefore affirms that entertainment related queries from students may lead to vandalsim.

4.4.4. Practices that triggered vandalism in different schools

It was noted that since students had a list of practices that raised their anger, they were confusing to point out at trigger factor (s) and other practices that angered them in the recent past. Trigger factors presuppose the presence of other factors which have already prepared the ground. This is probably the reason for varied reasons from students at the same school when asked on why they vandalised the school. For instance at NED 02, some students E and F indicate that it was because the school administration favoured a teacher in handling a case that involved a teacher who was in competition for a school girl with a student. Student G indicates that it was because some teachers were not teaching, reporting late and even missing classes. Student H indicates that it was because the school administration did not allow them watch football match on a students' television set while teachers themselves enjoyed it.

The subsequent table present incidences reported to have triggered vandalism in different schools.

No.	School ID	Trigger	Other factors reported
1	NED 01	Quantity and Quality of food	Lack of entertainment, teaching and learning materials, teacher negative comments to students, water shortages and food smelling paraffin
2	NED 02	Denying student entertainment	Suspension of a student influenced by a teacher with whom they competed for sexual relations to a girl, poor food, teacher unfriendly remarks, calling students by pseudo names, teachers reporting late and missing classes unnecessarily**.**
3	NED 03	Unfair suspension	Poor food and introduction of tough rules like students disallowed to put on t-shirts and jeans trousers, male and female students disallowed to associate in any way outside classes.
4	NED 04	Unfair suspension	Poor food, lack of entertainment and introduction of tough new rules by seemingly the head teacher
5	NED 05	Non attention to Bedbugs in hostels	Management threats of no IDs to student with fees balances, inflammatory remarks from school leadership and proprietor when collecting fees, matron reporting to headmaster implicating some students, poor food, lack of entertainment.
	pilot study school	Denying students conduct prayers	Poor food and introduction of tough rules like students disallowed to put on t-shirts and jeans trousers, male and female students disallowed to associate in any way outside classes.

Table 8: showing factors reported to have triggered vandalism

In summary, the findings on practices that raise anger in students and lead to vandalism, and practices that triggered vandalism in different schools suggest that students vandalise school for some reasons as noted by Sidhu (1996, 206) who indicates that "pupils do not flare up all of a sudden; there must be a deep rooted cause behind the outburst of fury."

4.5. Theme 3: preparations and time for vandalism

This theme unveils how students prepare towards vandalising their school, what time do they do it and why such time.

4.5.1. Warning signs

Findings of the study suggest that on each school some warning signs had taken place signaling vandalism. While students prepare to vandalism, such preparations should become warning to the school teacher, leadership and management. These included;

a. Student boycotts

Students boycotted classes and food. This includes schools NED 01, NED 05 and the pilot study school. At school NED 01, a teacher who dared to ask students why they had to boycott classes got "*you already know our problems"* as a reply.

b. Unusual informal students' only meetings

Informal both small and large students' only gatherings were also a sign of impending vandalism in most schools. For instance, at NED 01 all students gathered behind the dining hall early in the morning while they were supposed to start lessons. At school NED 05, similar incidence happened whereby students gathered in a football pitch.

c. Unusual gloomy faces and distant relationships to teacher

Students also changed the way they interacted with teachers at school NED 02 and NED 05. The change included gloomy faces and no communication with teachers.

Interviews with teachers in all schools also gave a clear impression that teachers noticed these warning signs. Burden *et al* (2013) advises that when such signs have been observed, interventions must be taken to stop the disruptive and destructive actions. An eruption of vandalism after warning signs suggests that the school leadership and management has failed to contain the situation in some ways as highlighted by Bush (2007: 391) in one of his eight models educational leadership and management. Model 8; contingent leadership and management require leaders to successfully respond to unique organisational circumstances or problems.

4.5.2. Getting organised

a. Materials used to vandalise schools

The study found out that students used materials surrounding them to vandalise the schools. The material includes lumps of stones or bricks, pieces of wood and pieces of metal bars. Stones and bricks were common weapons to all schools. For instance it was revealed at schools NED 01, NED 02, NED 04 and NED 05 that students gathered these materials in advance or new where these materials lied nearer the school and when time to act was due, they simply collected and used the materials. This suggests and communicates to school authorities that any of such materials being kept around for whatsoever reasons may be used as weapons to destroy the school during vandalism.

Three schools NED 03, 04 and pilot study school as depicted in the photos (photos for students I, J, K, L for NED 03; M for NED 04 and W and X for pilot school) reported to have used student made 'petrol bomb' whereby sand was mixed with petrol in bottles, vigorously shaken and thrown on a target area in order to start fire. Match sticks were also reported to have been used to start fire where the bottles failed especially at pilot school. It was reported that students source petrol locally. This should raise some questions to the surrounding communities especially those who sell fuel to students without questioning them the intended use of such fuel. However, this seems to be difficult as students may use non student individuals. Setting buildings on fire seems to be an old practice in school vandalism as Goldstein (1997) indicates that arson, which is setting on fire buildings, or property, is a particularly dangerous and costly form of vandalism.

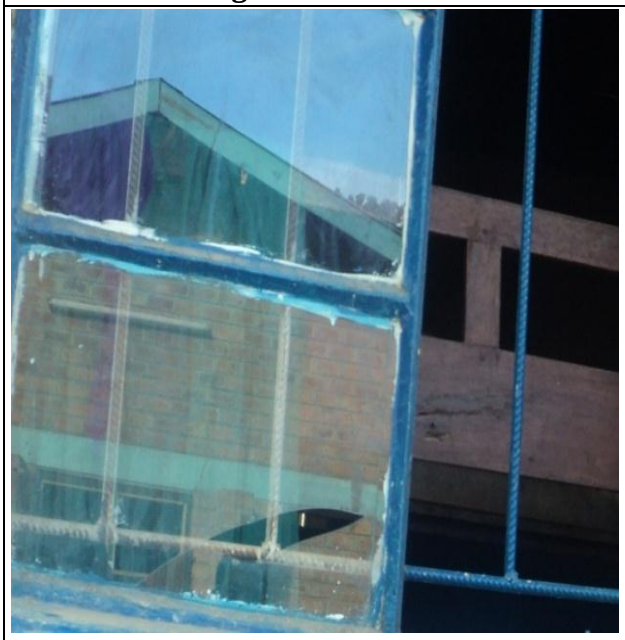
b. Organizing groups and targets

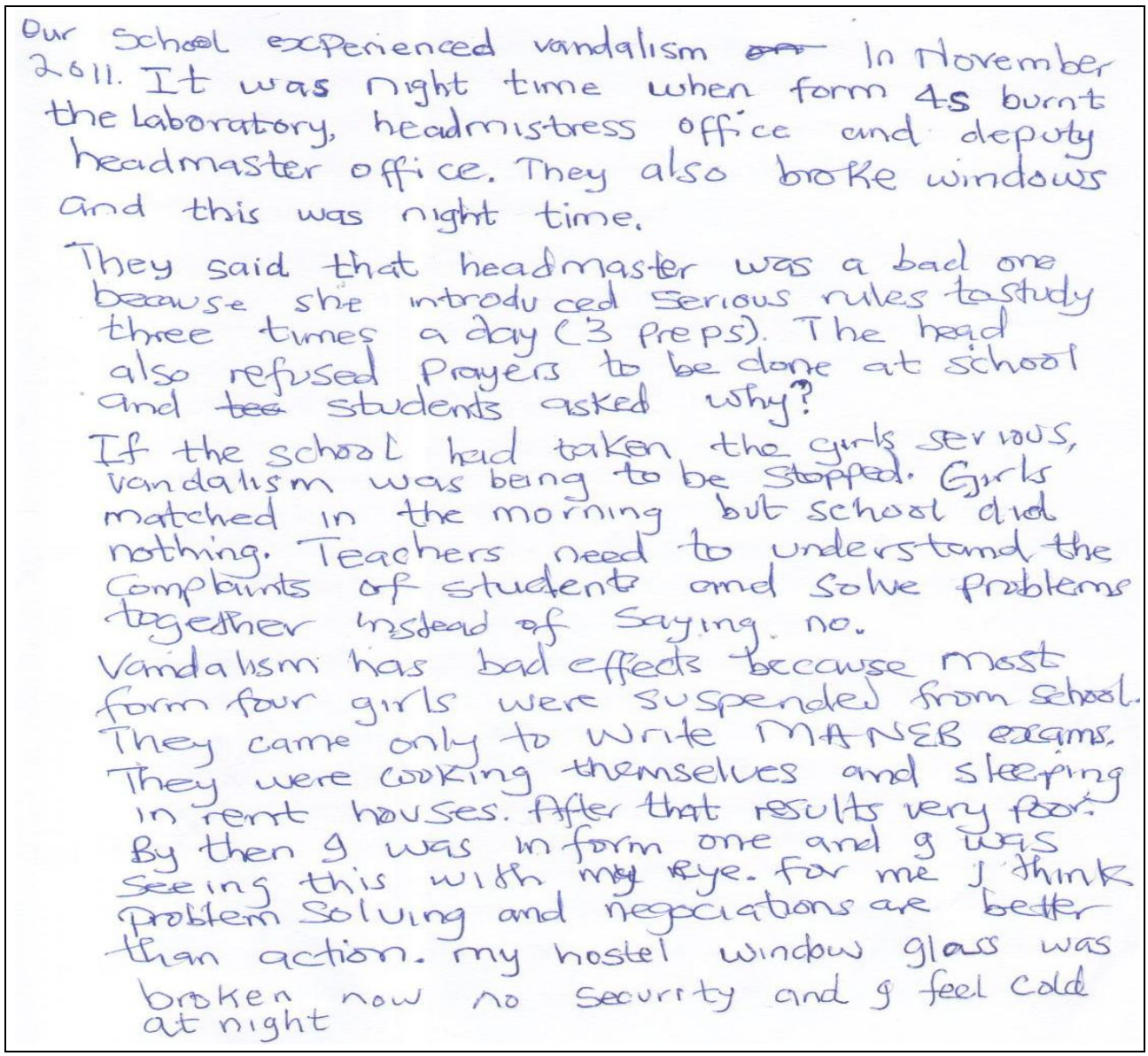
The other issue of interest to discuss on is how students select areas to be destroyed. Findings indicate that classrooms are the first target areas for all schools. At NED 02 a teacher's house was also targeted. It was believed that this was a house in which the teacher who contributes to students' furry resided. The study has discovered that hostels are usually not target areas. This suggests that students have some sense of belonging of hostels than other resources such as classrooms and teachers' offices. Other areas of target and destruction included library, dinning/ assembly halls and laboratories. FGDs at NED 02 further revealed that groups were created and assigned to a specific target area. With such organisation, students managed to vandalise many building within a short time. This was well organised as compared to other schools in which areas of destruction were around the same premises.

4.5.3. Time for vandalism

The photovoice below indicates time when vandalism was done;

Figure 9: Student Z: '*it was night time when form fours burnt the laboratory*' photo showing broken window glasses of a hostel next to the participant's bed.





Our School experienced vandalism ~~on~~ In November 2011. It was night time when form 4s burnt the laboratory, headmistress office and deputy headmaster office. They also broke windows and this was night time.

They said that headmaster was a bad one because she introduced serious rules to study three times a day (3 preps). The head also refused Prayers to be done at school and ~~tee~~ students asked why?

If the school had taken the girls serious, vandalism was being to be stopped. Girls matched in the morning but school did nothing. Teachers need to understand the complaints of students and solve problems together instead of saying no.

Vandalism has bad effects because most form four girls were suspended from school. They came only to write MANEB exams. They were cooking themselves and sleeping in rent houses. After that results very poor. By then g was in form one and g was seeing this with my eye. for me I think problem solving and negociations are better than action. my hostel window glass was broken now no security and g feel cold at night

As presented in the photovoice, interestingly the study found out that all cases of vandalism were being carried out at night. The study found out that students deliberately act at night in fear of being identified. This suggests that probably students know that vandalism is not the right thing to do hence hiding their identities. At schools NED 01 and NED 05 students had to chase watchmen first before destruction so that there is no one who is non-student to report them to authorities later.

While other schools were vandalised in silence, others were done while students sung different songs. For instance NED 02 and NED 03 were vandalised in silence while NED 01, NED 04 and NED 05 were being vandalised amidst noise of singing and jeering. Singing suggests different purposes and one of which is to scare teachers and any other person coming close to stop vandalism. Student M evidences that "*in the case where some teachers are trying to control students on some issues, a song is sung from the students to intimidate the teacher not to come closer."* Such songs include '***a lyeke-alyeke-alyeke'*** (literary translated to 'consume the teacher' meaning any person such as teachers coming close should be 'eaten up' or beaten).

Students revealed in FGDs that they feel nice when singing while vandalising. Again, student M reveals that "*to sing a song means that you are happy therefore we feel comfortable in any song we sing…we become sorry for the brocken things and afterwards and shade crocodile tears."* This relates to aesthetic theory of vandalism which presupposes finding happiness in vandalism by those acting.

4.6. Theme 4: why do students resort to vandalism?

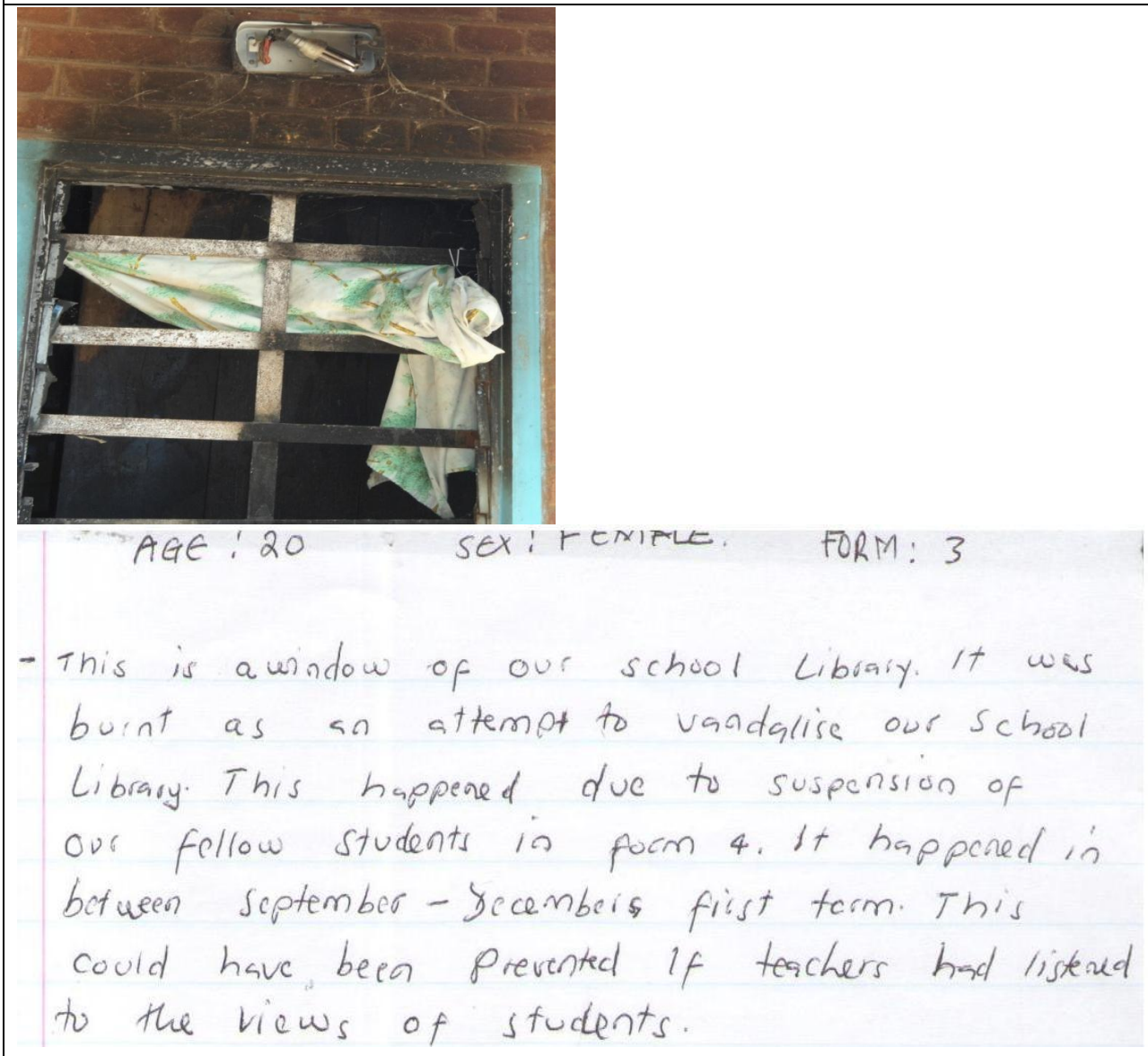
Findings under this theme were categorized as follows;

4.6.1. Student perspectives

a. Vengeance to school authorities

Vengeance and punishing school authorities was amongst the most important reasons as expressed in the next photovoice;

Figure 10: Student I: '*this happened due to suspension of our fellow students'* photo showing broken security bulb and glasses of a Biology laboratory with black smock bricks as fire was used to vandalise the window.



The spirit of vengeance to school authorities was found to be one of the major reasons explaining why students resort to vandalism. For instance as student I in the photovoice indicates that '*this happened due to suspension of our fellow students'* student M indicates that '*The intention in the students is just to punish the administration for their stubborn to our views.'* One of the participants at a FGD of NED 05 said "we felt happy because we punished the school authorities."

A sense of happiness during or soon after vandalism is in concord with Aesthetic theory of vandalism. A song '***wapalamulaiwe, wapalamula-chitedze lero chizamkuyabwa'*** (meaning one who provoked the situation has to face the consequences) also suggests vengeance. This relates to *vindictive vandalism* as explained by Cohen (1972), Dedel (2005), Zainal (2008) and Msimanga (2011).

b. To protest against and abolish strict school rules.

The next photovoice presents students' attempt to abolish strict school rules.

Figure11: Student N: '*students angered with new rules of the new regime'*…photo showing broken glasses on the Library entrance door

AGE: 19yrs SEX: MALE

LIBLARY FORM: FOUR

This was caused just because students were angry with the neo rules or the new regime which abruptly changed the relationship which was there between the old regime and the student, thus led them to vandalise the library windows but it was not done openly. This had resulted into insecurity of the books in the library hence ~~it is not i readir~~ studying is not currently done there. The administration by then was not realy democratic since the words from the headmaster and his mouth members of staff, was to be taken as a law & observed accordingly. The picture reminds me about the way we was enjoying the library at the past years which I think could make many students to do well in there final examination. About the warning students tried all their best and they even followed the protocal order, and after ~~their~~ that its when they started boycotting the boring rules but for no avail. During vandalising period I do get pleased with different songs eg alweke !!! alweke !!! alweke. The class lessons realy was not affected much since it only take one day when the teachers did not even steped in any class. As it goes preventing is better than cure if the Administration changed some of their oppressive rules the sin ~~not be~~ could ~~not~~ be prevented and even if the students ~~handled on their~~ tied up their broken hearts.

It was 2013 term three.

Strict school rules were discovered to have angered students at NED 03 and NED 04. For instance as indicated by student N "this *was caused just because of the rules of the new regime*." The findings are in agreement with Karanja and Bowen (2012) and Ezewu (1998) among others, who indicate that students may vandalise the school in protest against rules. This is related to ideological vandalism Cohen (1972); Dedel (2005); Zainal (2008); Msimanga (2011). However, some of the rules which students were against with were meant to help them manage their study time better and pass final examinations with good grades, for instance increasing time for compulsory studies. It seems students understood it as punishment probably due to lack of discussing the rules with them before enforcing them.

c. To show frustration

The study found out that whenever school authorities fail to meet what students wish to have, they become frustrated, especially when their requests are ignored and delayed. For instance, delay in responding to fumigate bedbugs at NED 05 resulted in students' frustrations and later on vandalism. The findings are in agreement to Dedel (2005) who postulates that students may vandalise school to show general frustration over something. This relates to malicious *vandalism* in which actors express rage or frustration, (Zainal, 2008; Msimanga, 2011).

d. Emotional reasons

The study found that at NED 03 and NED 04 students who were active participants but also leaders in vandalism were on suspension. This suggests that they had emotions after being suspended. This Ar-rofo and Thawabeh (2010: 43) who provide that "many of the disruptive practices had emotional roots, in other words, the child sometimes sabotages because something hurts his emotions."

e. As a means of strongly communicating to school authorities

Study findings suggest that teachers have good knowledge of what students want but do not respond in time. As such students feel that their teachers do not value their complaints as genuine. In this case vandalism becomes a means of strongly communicating to school authorities. For instance, the statements '*speaking does not change anything but action'* and '*you already know our problems'* as revealed FGD of NED 01 alludes to communicating to school authorities strongly by action other than words.

f. To obtain certain materials

Vandalising a building with the purpose of obtaining certain goods was one of the findings of this study. For instance at NED 05, head teacher's office was vandalised and broken into because students wanted to get ID cards for examinations, a mission they succeeded. In this case, vandalism was a means of broking into an office. At NED 02, students vandalised the library and picked out some books. These finding are in concordance with a type of vandalism called '*acquisitive vandalism'* as explained in Cohen (1972); Zainal (2008) and Msimanga (2011).In agreement to the finding, Dedel (2005) indicates that students may vandalise schools in order to gain entry into unauthorized premises.

g. Unsatisfactory teaching and learning and availability of resources

The study also found out that students may vandalise a school because they are dissatisfied with academic undertakings which among others include lazy teachers who report late for classes or completely miss lessons, incompetent and absence of certain teaching and learning materials. For instance, at NED 02 students F and G agree in their separate photo essays that the student community was angered by some teachers who missed most of the classes and also those who used

to report late for classes. At NED 01 students revealed in FGD that the school had no proper laboratory. Students highlighted that they were promised that a well-stocked laboratory would be made available the following term and this was one of the justifications for raising school fees by 50%. To their surprise, there was no change the following academic year even though fees were hiked. These findings are similar to study reports by John Hopkins University cited in Mwale (1996) and also Maree (2008) which indicate that inadequate resources at school may attract vandalism.

Kochhar (2004) also agrees with findings by pointing out that a teacher to be familiar with curriculum, planning and executing lessons well, conduct lessons well, motivating students, orienting students, choosing good methods of teaching and participatory lessons as practices that help to obtain discipline in class thereby reducing its products such as vandalism. In agreement with the findings and Kochhar above, Sidhu (1996) points out that students may resort to vandalism when teachers are not teaching as this frustrates them.

4.6.2. Teacher perspectives

a. Students' attempt to protest against and abolish strict school rules.

Interview with some teachers revealed that sometimes students vandalise the school in attempt to protest against and abolish strict school rules. This is one of the few statements on which teachers and students have concurred. The findings are also backed by the same authors as on students' perspectives. In addition, Kapp (2006:117) also agrees by postulating that "authoritarian strategies implemented by educators may also arouse resistance, dissatisfaction and rebelliousness."

b. Some unruly students

Teachers indicated that rudeness and ill behaviour in some students was one of the major problems resulting to vandalism. In separate interviews, three teachers at schools NED 03, NED 04 and NED 05 reported that some students feel tend to misbehave a lot when they reach form four. The teachers added that such students feel they are 'on top of the world' upon reaching form four. For instance, a teacher at NED 05 was quoted 'it *is due to this that troublesome students chased away in other schools are welcomed and later on spread their bad behaviour to others.*'Dedel (2005) agrees with the findings that the history of one's character such as students who are truants may cause and mislead others to vandalise the school.

c. Peer pressure

Teachers reported that sometimes the disagreement would be between teachers and some few students. Later on, such students influenced others to jointly vandalise the school. For instance some few students who were suspended at NED 03 and NED 04 influenced others to join them in vandalising the school persuading them that if they do not join them, next time it will be their fate. This is reflected in the photo essay of student P. This also suggests a sense of unity amongst the students' community. A close analysis also suggests that some secondary school students have pre-mature minds because there are easily persuaded and convinced to join friends who are wrong and ill behaved.

d. Threaten some teachers

Similar to protesting against rules, sometimes students act in order to protest against and threaten teachers who conduct themselves in manners that annoy them. This was noted at NED 02 and NED 04 where some teachers were hunted by students and vandalism was done at a teacher's

house at NED 02. Karanja and Bowen (2012) agree by indicating that sometimes students act in order to threaten teachers who seem to cause troubles for them.

4.7.Theme 5: Results of vandalism

4.7.1. Affecting infrastructure

Data generated from all the schools that participated in this study show various results on infrastructure and teaching and learning materials. These results were well reported in all the four methods of data collection used in this study (photovoice, FGD, interviews and school records). Some photo voice below present results of vandalism but also other photos presents in this study.

Figure12: Student H (16 years old): Damages done to window glasses, roofing and television satellite dish

The photo above reminds me of 2010 vandlism which took place on three navember, by then I was in form one (now I am in form 4).

One of the problem that caused the incidence was the entertainment program which was favouring teachers and not students @ [redacted] Boys Secondary School. Infact students had a wich to have all games for 2010 world Cup. Some of games were to be played within a week while others on weekends, so students had a pressure on teachers to solve or to offer the equipment for the students. As a result teachers were the ones responsible watching the games which angered the students and vandalise the school.

The results of the vandalism was that the dish, ~~was~~ all rouvers, one television, two desktops (computers) and also teachers houses were vandalised. All these affected the students that form four students and some of the form threes were sent home and few were told to come back.

ACCording to me I think like ~~tha~~ it is good to Call some ~~of~~ of entertainment prefects and negotiate for the problems that would come to have entertainment in schooling days than in weekends. Secondly teachers were supposed to use their own television and not using our ~~dst~~ DSTV which we pay ourselves.

By Laurence Dominic Tembo (entertainment prefect).
I will be glad to see my Photo and name being appear on the story

a. Window glasses

Window glasses were discovered to be the commonest targets areas for destruction. Every school hugely suffered loss of glasses than any other resources. Previous studies also reported glasses as common resources to have been destroyed. This could be due to the fragility of glasses as compared to other resources. The findings are similar to reports of vandalism in other schools, for instance, Chayamba and Thyolo secondary schools. Mitchell and Ziegler (2012); Khalim (2004) and Dedel (2005) agree with the findings by indicating that broken glass are common results in school vandalism. While agreeing with these authors, Nemlioğlu and Atak (2010) consider it as a form of or type of vandalism while most authors simply present it as one of the areas of destruction. This could perhaps because window glasses are the commonest materials of destruction

b. Damaged walls and roofing of building

Some schools had remains of damaged walls especially near window and door posts. Damage to walls also included readable graffiti in connection to vandalism. Although this study was not aimed at studying graffiti, writings on class walls both in and out, desks, planks supporting the roof, ceiling boards and many other places suggested that the same was connected to vandalism. Some writings suggested teachers hated by students such as '***mphunzitsiwa Bios ndiwautsilu'*** (meaning the Biology teacher is stupid). The graffiti suggested communicating to teachers about students' problems but also insulting them. The next photo is an example showing a desk with multiple graffiti.

Figure 13: photo showing a desk with graffiti by students with some writings related to expressing fury

c. Electrical connections and lights

Alongside window glasses, electrical bulbs were also common resources destroyed in all schools as shown and explained in the photovoice below;

Figure 14: Student P: One of the damaged security bulbs.

: 15 years
: Female
: Form 3

STOLLEN/BLOCKEN BULB F4 class

It all started with the suspension of a number of students due to beer drinking, Out of school's campances and many more, this could ~~realy~~ happen since ~~people~~ there ~~could~~ is ~~make~~ no democracy good ~~friends~~. After it was heard that almost 18 students are sent home packing all things & others just for a few weeks while others for good. Most of the students were annoyed seeing their friends going for unnoticeable reasons & hopely they think that they will be the next group. Though phones are not allowed some could make some communication that indeed a certain knight came & there was compusion all around the ~~compan~~ ~~the~~ school. Stoning was all around that in the morning there was a blocken bulb ~~righ~~ just ~~directly~~ as noted ~~from~~ on the picture which has cost us alot, at times we would take our studies outside due to ~~our~~ the uneasness in the over clowded classes but after the event all students are forced to take their studies in the overclowded classes. When this action was in progress many of the friends knew it, and it was too late to the headmaster notification so they called the police who came latter than the students who quench the fire. This is indeed rediculous and it can only be avoided when the adinstration have an consideration on the views of the students.

The 3rd term of 2012

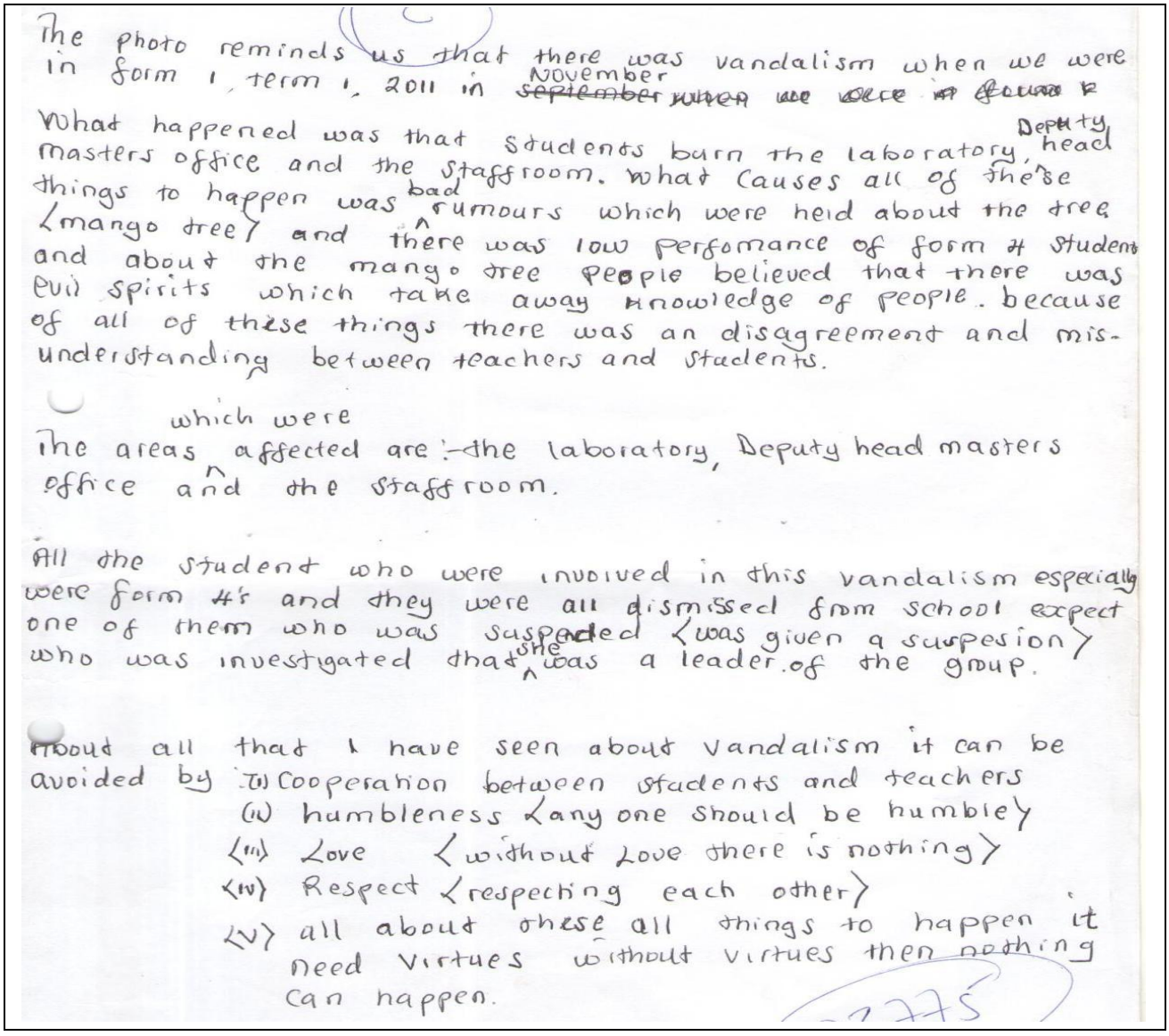
In some cases students revealed in FGD that the bulbs were broken as soon as or before vandalism started. This was meant to avoid being seen and identified by teachers or watchmen who would try to identify them. In some schools, up to two years since destruction school authorities have not replaced the lights, especially security lights. This may be due to fears that students may break them up again. Students however complain and regret to have destroyed the bulbs that provided them light for studies. Attesting to this statement, student P indicates that "*at times we could take our studies outside due to uneasiness in the overcrowded classes but after the event all students are forced to take studies inside overcrowded classes."* Nemlioğlu and Atak (2010) agree with the findings by indicating that electrical connections such as sockets are amongst the destroyed resources.

4.7.2. Affecting actual teaching and learning resources and other materials

a. Damaging teaching and learning materials and resources

The photovoice below shows teaching and learning materials and resources destroyed during vandalism.

Figure 15: Student X: showing an overead projector and a chair which were burnt while inside inside a laboratory.



The photo reminds us that there was vandalism when we were in form 1, term 1, 2011 in November ~~September when we were in Form 2~~

What happened was that students burn the laboratory, Deputy head masters office and the staffroom. What causes all of these things to happen was bad rumours which were held about the tree (mango tree) and there was low performance of form 4 students and about the mango tree people believed that there was evil spirits which take away knowledge of people. because of all of these things there was an disagreement and misunderstanding between teachers and students.

The areas affected are which were the laboratory, Deputy head masters office and the staffroom.

All the student who were involved in this vandalism especially were form 4's and they were all dismissed from school except one of them who was suspended (was given a surpesion) who was investigated that she was a leader of the group.

About all that I have seen about vandalism it can be avoided by (i) Cooperation between students and teachers
(ii) humbleness (any one should be humbley)
(iii) Love (without Love there is nothing)
(iv) Respect (respecting each other)
(v) all about these all things to happen it need virtues without virtues then nothing can happen.

1775

As illustrated in the photovoice, actual teaching and learning resources were amongst the top list of destroyed resources. Actual teaching and learning resources includes all materials that are directly used during teaching and learning. These include laboratory equipment, chairs, desks, chalkboards, books, computers, projectors, etc.

The study found that the following teaching and learning materials were destroyed in different schools as summarized in the table;

No	School ID	Materials/Resources destroyed
1	Pilot study school	Overhead Projector
2	NED 05 and Pilot study school	Chairs and desks
3	NED 02 and NED 04	Computers
4	NED 02 and NED 04	Books
5	NED 03 and NED 05	Laboratory equipment (assorted utensils such as beakers, test tubes and liquids for conducting experiments: pilot study school

Table 9: showing teaching and learning materials damaged in different schools

b. Destruction of important documents and information

The photovoice below illustrates destruction of important documents and information

Figure16: Student M: Burnt shelves, rockers and school records in Bursars office. Second photo showing some of the burnt records, including MSCE and JCE Certificates awaiting collection.

EVENT ABOUT THE ~~LIBRARY~~ BURSAR'S office. AGE: 17 yrs
SEX: male
CLASS: Form 4

18 students were excluded from school after being found drunk and also one found climbing the ladder with an aim of maintaining the dish. This led to the set off of fire in the bursar's office using petrol. Many things got damaged such as the office itself, computers, files and certificates. All these happen due to the anger that the excluded students posed to the administration. The office looked tattered and it have ~~so for~~ so many black spots remained after the incident. The thing that one was ~~excluded~~ suspended after being caught riding a ladder signifies that the administration is not democratic. The skill of contact and dialogue is ~~missing~~ missing on it and therefore instigating alot of problems on itself. In the case where ~~student~~ teachers are trying to control the students on some issues, a song is sung from the students to intimidate the teacher not to come closer. To sing a song means you are happy therefore we feel comfortable in any song we sing to intimidate the teacher. We become sorry for the blocken things afterwards and shade crocodiles tears. The intetion in the students is just to punish the administration for their stubbornness to our views. This reveals that the administration is not tolerant hence eruption of vandalism. To eradicate this practice, the administration must be told to use contact and dialogue as the main way of resolving conflicts between itself with the students. In contact and dialogue tolerance must be included to maintain the flexibility of two parties. Lucky enough the event did not effect the teaching and learning programme of the school.
The event happened in 2012, 3rd term.

The study found out that MSCE and JCE certificates of former students awaiting collection were amongst the important document destroyed during vandalism. For instance, picture for student X shows a heap of burnt certificates. Other important hard copy documents were also burnt with the certificates. Student X furthers that a computer too was burnt. This computer was being used by the school bursar and contained important information such as fees collection and balances, school budgets and many others. A close analysis of why the computer was targeted through FGDs suggests that students deliberately did so in order to confuse records of fees payments and balances so that the school fails to trace those with balances. Destruction of certificates affected the owners as the school advised them to travel to MANEB headquarters after being provided with a school and police report to collect new certificate. One teacher said that the process of collecting a new certificate takes time and this might have affected those who needed certificates for urgent purposes such as interviews and registration for higher learning education and training.

In summary, as presented and discussed above, the target areas of destruction are the school infrastructures which include classrooms, offices, libraries, dining halls, assembly halls and teachers' houses. Teaching and learning materials and other resources such as laboratory apparatus computers, books, chairs and desks are also not spared. Consequently, it is on such structures that visible results of vandalism are appreciated as shown in the various photos voices.

4.8. Theme 6: Effects and impacts of school vandalism

The study found out that effects and impacts of school vandalism were spread across different areas.

4.8.1. On teaching, learning and academic performance

The photovoice describe the effects and impacts of vandalism on teaching, learning and academic performance;

Figure24: Studet T: wooden windows on girls' hostels replacing glasses which were broken; affecting ventilation and light for day studies. '*this happened when the form four's were near to write exams…'*

AGE : 17
SEX : FEMALE
CLASS : FORM 4

It was on 9th June 2013 when the vandalism take place at our school [redacted] this was so because of the ~~bad~~ burgs which takes places at boys hostel many things where destroyed like laboratary boys hostel, girls hostel, all the class blocks and the headteachers offices this happeded when the Form four's where near to write their exams becz of the disgrement bwtn teachers and students, the teachers where not care about the issue that accuses which makes the students to distroy all schools property on top of that the diet was not also good even the school ~~was~~ were not meining about it, many students where rested even other they did not finish write they exams many students failed bcz of that and the teachers were not finish their ~~Syrab~~ syllubus which makes low class also to be affected on their learning we can avoid vadalism in school when the teachers and students do and agree one thing like doing what the students wants in terms of the diet, the students should respects the teachers the school should have good accomoditions when the students have compled like ~~in te~~ interms of health

As from the photovoice, students were affected as this vandalism occurred close to national examinations time. Furthermore teaching and learning time was lost as students went into hiding fearing from being arrested by the police who were on their hunt. The findings agree with Zuzile (2003); Perry (2001) and Asmal (1999) who add that vandalism is undesirable and has been condemned for its negative effects such as loss of teaching and learning time, costs of repairing vandalised properties, leaving psychological fear amongst teachers and learners, leaving properties in unusual sight and to some extent, leaving materials in unusable state.

a. Disturbing time for teaching and learning

One of the most common effects of vandalism is disturbing teaching and learning time as classes are suspended for some days and in some cases premature closures. For instance, at NED 01 all students were sent home soon after the incidence. The findings are in concordance with Hoffmann (2003) who notice that teaching and learning collapse, school programs are interrupted until the vandalized structures are put back in place. In addition, Zuzile (2003); Perry (2001) and Asmal (1999) add that vandalism is undesirable and has been condemned for its negative effects such as loss of teaching and learning time.

b. Police hunts and psychological effects on students

Findings indicate that the police were hunting to arrest students involved in vandalism since the act is considered a crime. The findings agree with Black, (2002a), who indicates that police are alerted and do arrive at the concerned schools to restore peace and security but also investigate what happened and arrest the probable ring leaders for questioning. For instance, FGDs at the pilot study school revealed some girls were arrested and spent some nights in police custody. Again at NED 05 FGDs revealed that after the incidence police used to patrol the school in search

students. Students used to go into hiding and this was close to MANEB examinations. This might have left negative effects on students and the peace of mind to concentrate on the studies hence failure or poor passing grades during the examinations.

c. Creation of hostile environment

Effective teaching and learning takes place in a friendly environment. After vandalism, the relationship between teachers and students is soured hence affecting normal teaching and learning. For instance FGDs of NED 04 revealed that after the incidence, most teachers requested to be transferred out due to the hostile environment. Zuzile (2003) agrees with the findings by asserting that vandalism leaves psychological fear amongst teachers and learners. In addition, student C indicates 'someone cannot hear what he/she is teaching in that particular subject…' such findings are in line with Astor, Benbenishty, Vinokur and Zeira (2006) who postulate that when students who usually are adolescents indulge themselves in acts of vandalism, it can lead to personal victimization by peers and teachers and affect social interaction.

d. Suspension and expulsion

Figure 18: Student S: vandalised water pipes inside Boys bathrooms and stones on top of a toilet block. Some suspected students were expelled from school.

AGE : ~~18 18~~ 18 yrs
SEX : Female
CLASS : Form four

It was on 9th June in 2013 where there Vadalism make it many school properties their are burn it and the place ~~of~~ where the boy bathing room where also broken it. The causes of this problem because of bed backs in the hostel of boys and bad diet in this school so many student they are not feeling well. In addition to that those student says am pay fifty thousand Kwacha but also the bed bacis beat me all the night. The effect to student the head master their are ~~Suspectt~~ suspect some student to no more again at palm. Some student they are arrested to the police station and Otters are running away ~~the~~ from examination. in addition to that some they are not write exams because they are fearling to arrested with the police. It is also affect teaching and learning because some materials were burning if their are ~~meing~~ remaining with few material for teaching and learning. Many way that we can avoid Vadalism in school when some girls or boys says that in this school we want some bed or the nsima that we cooked in the ~~the~~ kitchen they are not cooked well some boys and girls we want to be shriker not eat that nsima if also you agree you want take some Vadalism. but concerning about I can say no I want write the exams.

All schools involved in the study at least suspended a student after the vandalism. Suspended or expelled students lose teaching and learning time as individuals. In addition, experience has shown that some do not have a chance to go to school again as their guardians disown them or attend part time classes with little teaching and learning time. Expulsion as an effect has also been noticed by Henslin (2000).

4.8.2. On infrastructure

a. Physical deterioration and unpleasant sight

The effects and impacts of vandalism on school infrastructure are self-evident as seen on the pictures. Some buildings were vandalised some four years ago, till to date (2014) without repairs. The buildings look old, deteriorated and unpleasant sight. On the same, participants in FGDs of school NED 02 said that "it makes the school look old and visitors may have an impression that all students are destructive when the vandal happened some time ago." It is self-evident but also from the voice of participants that they are now exposed to unfriendly weather through broken /uncovered windows. This includes cold weather, free entry of dust during windy days and rains for those sitting by the window sides among others. For some days night studies were affected at all schools as the lights were damaged by the students themselves and the school management could not replace them quickly deliberately.

Being in such state, the buildings may attract more vandalism from students as Cohen (1984) notes that the already damaged objects could become other motivations to vandalism.

Finally, security may also have been compromised as without covered window glasses teaching and learning materials, and resources may easily be stolen.

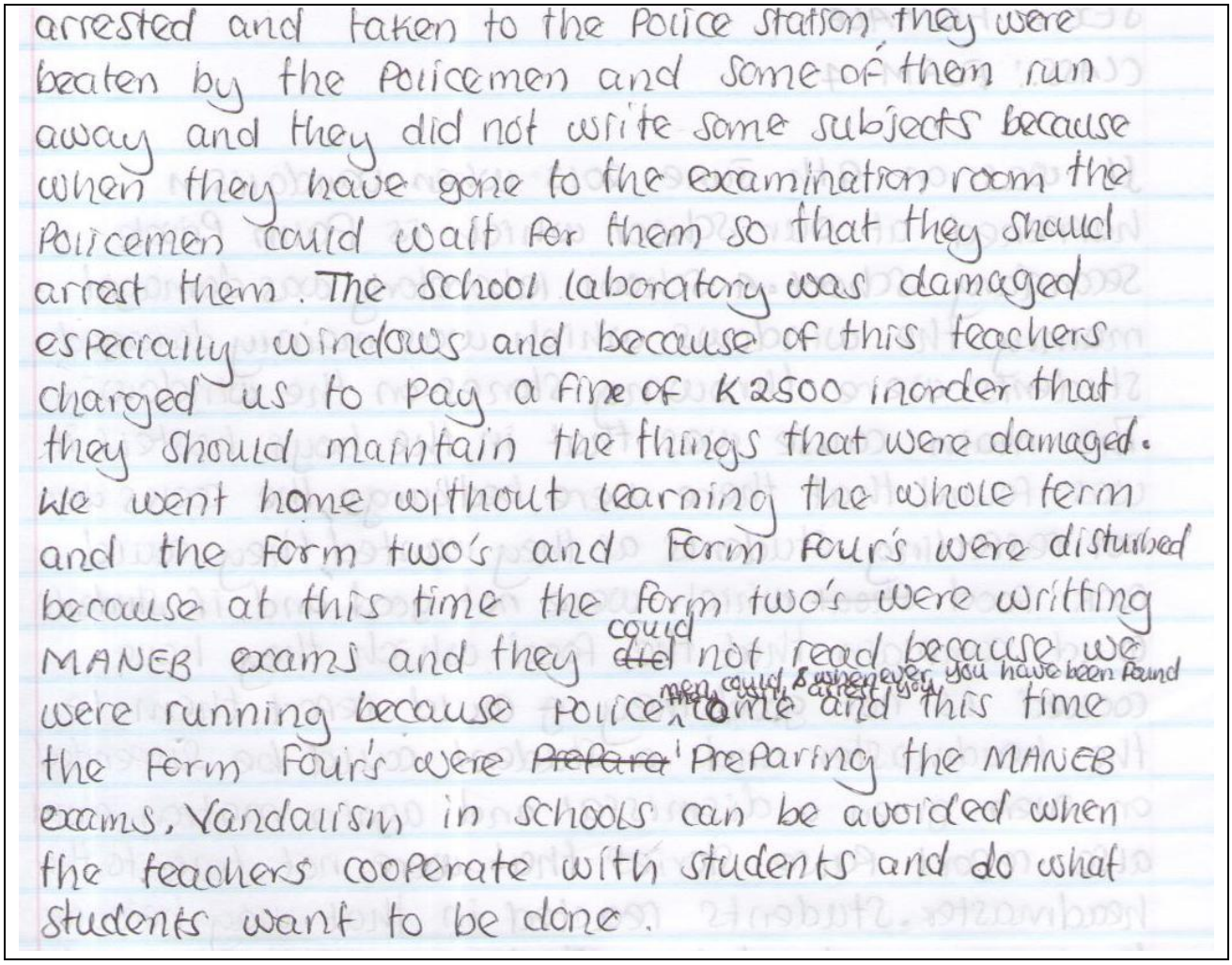
4.8.3. On finances

The study found out that vandalism has a direct and sometimes indirect and invisible effects on finances on the part of guardians as well as students as illustrated in the photovoice below**;**

Figure 19: Student Q: '*… teachers charged us a fine of K2500 in order that they should maintain the things that were damage…'* all glasses on classroom windows broken and unreplaced for one year

AGE : 18 years
SEX : FEMALE
CLASS : FORM 4

It was on 9th June 2013 when vandalism happened at our school which is [redacted] Secondary school. A school laboratory was damaged mainly the windows which was mainly damaged students were throwing stones on the windows. The main cause was that in the boys hostels it was found that there were bedburgs the cocks were not respecting students as they wanted, they could cock food ~~shout~~ which were not good and if students could complain that the food which they have cocked is not good they could report them to the headmaster and a student could be suspended or even given a dismissal and again matron could also report false stories that were not true to the headmaster. Students reacted in that way because teachers could not help students and it happened in this way because the headmaster was away (he was supervising JCE exams) and he left everything in the hands of deputy headmaster and when the boys complained to him that they were having sleepless nights because they could sleep under mango trees and because it was very cold in this month and he told them that there was nothing he could for them and also they complained about the bad foods that the cocks cook and again he said that there was no solution to that and students were not happy with the answers he gave. The effects were that ~~the~~ the form 4 students were



arrested and taken to the Police station, they were beaten by the Policemen and some of them run away and they did not write some subjects because when they have gone to the examination room the Policemen could wait for them so that they should arrest them. The school laboratory was damaged especially windows and because of this teachers charged us to pay a fine of K2500 inorder that they should maintain the things that were damaged. We went home without learning the whole term and the form two's and Form four's were disturbed because at this time the form two's were writting MANEB exams and they ~~did~~ could not read because we were running because Police men could & whenever you have been found they will arrest you come and this time the form four's were ~~Prepara~~ Preparing the MANEB exams, Vandalism in schools can be avoided when the teachers cooperate with students and do what students want to be done.

The study found out that there were considerable financial implications of vandalism on the school, students, parents, the government and other stakeholders. Firstly when students act, they are usually sent home as were the cases in schools NED 01, NED 02, NED 04, NED 05 and pilot study centre. This demands students to pay for transport to travel home but also back after being recalled and then back home when the term closes. The total number of trips becomes four instead of two hence doubling transport costs. These costs may become a burden to parents, guardians and sponsors as it falls outside the initial budget. This similar to effects highlighted by Malawi News Agency, (30th Dec 2014) in which students were charged K20, 000.00 for repairs and K20, 750.00 for fees yet experience has it that January is a time whereby most parents struggle to pay school

fees because they have to attend to farm inputs realising that the country's economy and household incomes is agro-based. This effect has also been reflected by a concerned parent, Ntcheu who indicates that K20, 000.00 is too much for the poor families.

Apart from transport costs, charges for repairs are also shifted to parents. As seen in the pictures, the government and other stakeholders may later on be involved. For instance, it may be difficult to collect damage charges from students in cases where vandalism took place some years ago. This money could however be used in other important school activities such as purchasing teaching and learning materials, construction of new needed buildings at the school such as laboratories and libraries which in most schools were small rooms that could not support the large students population. The money could even construction of new schools amidst reports of low access and transition rates from primary to secondary due to fewer secondary schools as compared to the population.

4.8.4. On community/ society

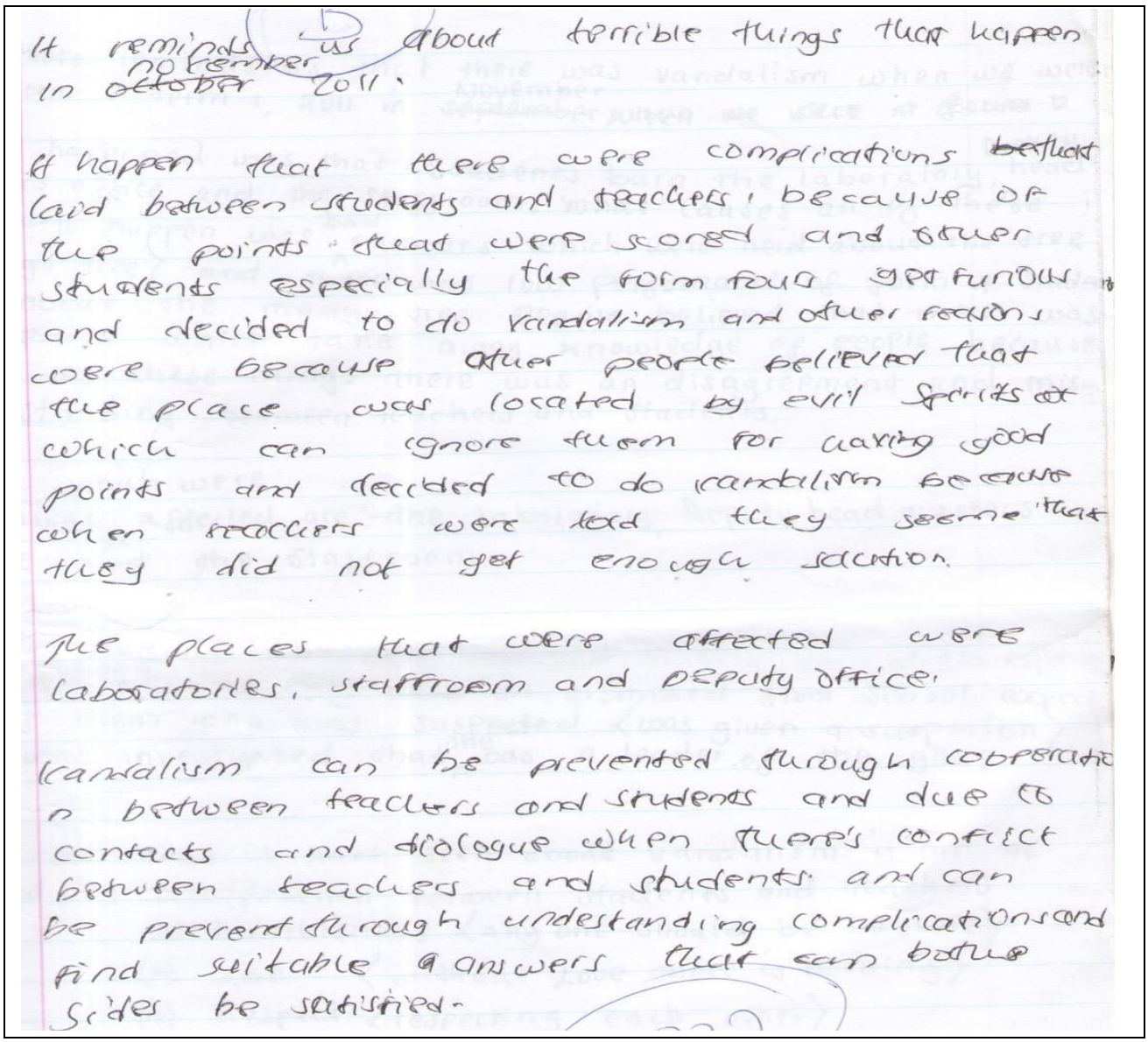
Vandalism as a social event may have several effects on the community. Surrounding communities may feel insecure and may therefore become affected to perform their day to day activities. Also, community members of all age groups may learn something from such events. This is view has been by *www.learning-theories.com* and also *www.ask.com,* which indicates that vandalism also has long term effects on the community as neighborhoods feel unsafe, unsecured and that children learn bad behaviours. Many educators, social psychologists and authors among who include Haralambos *et al* (2008), Davis *et al* (2004), Thawabieh and Al-rofo (2010) and Sammons (2012) do agree that bad behaviour may indeed be learnt by community members and thereby growing into irresponsible troublesome adults, in line with Bandura's social learning theory. Particularly,

Mitchell and Ziegler (2012:172) affirm that "nature and nurture play a crucial role in behavior formation such that becomes common sense for the boy who sees other children throwing stones and smashing windows in his derelict neighborhood to also smash windows in the derelict house."

4.9. Theme 7: Suggested responses and solutions to curb vandalism

Through photovoice, FGD and interviews, the study found out that solutions towards curbing vandalism be directed to all stakeholders of secondary schools. Most photo-essays have a statement as a solution to vandalism. For instance, the next photovoice suggests solutions to students' vandalism;

Figure 20: Student Y: '*vandalism can be prevented through cooperation between teachers and students due to contacts and dialogue…*' photo showing broken window glasses of a laboratory


It reminds us about terrible things that happen in November October 2011.

It happen that there were complications between laid between students and teachers, because of the points that were scored and other students especially the form four got furious and decided to do vandalism and other reasons were because other people believed that the place was located by evil spirits at which can ignore them for having good points and decided to do vandalism because when teachers were told they seems that they did not get enough solution.

The places that were affected were laboratories, staffroom and deputy office.

Vandalism can be prevented through cooperation between teachers and students and due to contacts and dialogue when there's conflict between teachers and students and can be prevent through understanding complications and find suitable answers that can both sides be satisfied.

Solutions and responses towards curbing vandalism suggested by participants but also literature have been directed to different stakeholders amongst who include;

4.9.1. Suggested solutions towards students.

Findings suggest that it becomes difficult to control students who are already angry and about to act. For instance, FGDs of NED 05 and NED 04 in which students sing warning songs for teacher not to come around. It is probably due to this that Burden *et al* (2013) proposes that there is a need

for both teachers and learners to come up with interventions in order to curb any occurrence of school vandalism. He defines an intervention as an action taken by the teacher that is intended to stop the disruptive actions and return the student to academic activities. Teachers need to handle students more carefully after noticing early warning signs such as rumors of vandalism, angry students and reduced friendliness between students and teachers. Students suggest that there is need to use dialogues through their leadership as noted by students F and E who indicates that *"it could be better if the student followed the right channel to present their issue to the office like sending class monitors to the form/class teacher."*

Student F suggests that as a student body, they need to avoid *"hasty actions"* but also "*just dealing with the one who causes problems, not vandalising school property."* The second solution suggests that students should rather deal with a teacher/ teachers that other them than vandalising the school.

Responses to vandalism either take place before or after the incidence. Msimanga (2011) note that in solutions to vandalism a complex phenomenon with no easy or single solution. Burden *et al* (2013) indicates that an intervention is an action taken by the teacher that is intended to stop the disruptive actions and return the student to academic activities. Interventions are done upon early warning signs. Early warning signs include students' reduced close relationship with teachers coupled with rumors of vandalism plans. When it is about to happen, experience has shown that school management usually respond by deploying the police to improve security. This approach seems to be vindictive in nature, and it contradicts with what Schaefer (2005) proposes that teachers should rather be diplomatic than being vindictive. Similarly, Kochhar (2004) while writing on principles of punishment advises the following; it should not be administered in anger

or have any tinge of retaliation, it should not be mechanically exercised, it should be corrective, therapeutic, rather than punitive, it should be very rare and should be inflicted after all other avenues have been explored. He proposes the following theories of punishment; retributive (avenge the wrong done and the individual violating the law), vindication (revenge and should be discouraged in schools), exemplary (act as a deterrent to others and will have a salutary effect and generally beneficial), reformatory (deter repetition of the act and aims and positive change in behaviuor) and preventive (prevent situations that may call for remedial measures). Kochhar's sentiments have also been shared by Boynton and Boynton (2005) who thrash out that the worst thing a teacher can do is to invoke a consequence when they are angry or upset as this can lead to regrettable actions on their part. The authors further advise that if necessary, give oneself a 'cooling-off period' before intervening with students.

Most solutions to vandalism by school administrators and the proprietor (government and religious institutions) have taken the dimension of solution to the problem and not proactive. Due to this, Mwale (2006) posits that solutions have mostly been directed to the results and not the real causes. Julian (2011) and Orlish *et al* (2004) suggest that while most solutions to overcome vandalism are school based, parents should also get involved in disciplining ill-behaved students. Orlish however cautions that whenever the school is applying policies to collect the situation, it should do it carefully. This assertion is in agreement with Dedel 2005who indicates that parents needed to support school disciplinary policies.

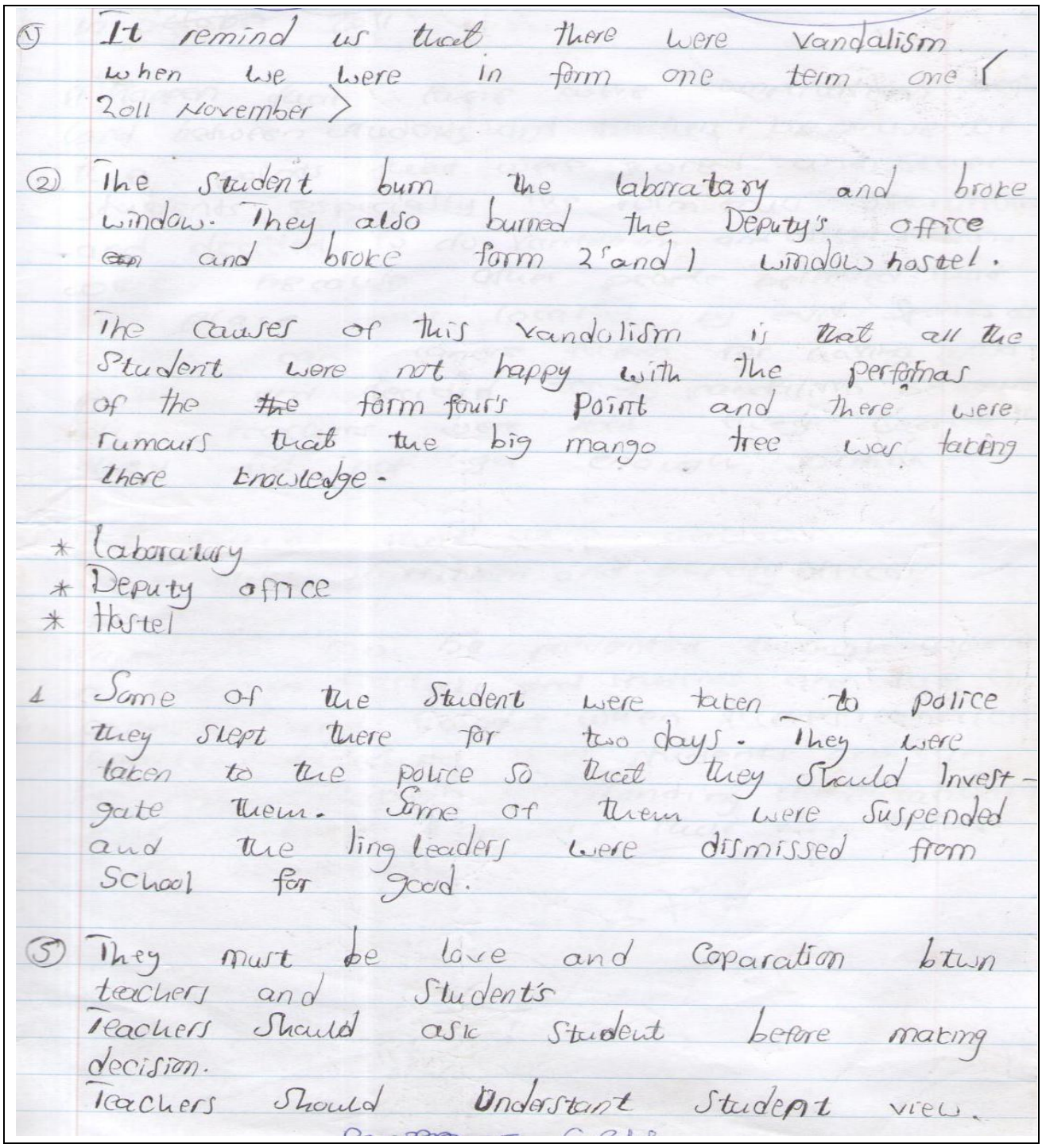
Ferrante (2008) proposes social control on students as a means to control deviance including vandalism. He contends that social control are methods used to teach, persuade or force a group's members and even nonmembers to comply with and not deviate from norms and expectations of

the school. These are some of the solutions to vandalism that are proactive in nature. Emslie, (2010); Hood and Hood, (2001) and Saunderson and Oswsald, (2009) agree on the importance of providing teachers with a better understanding of the multi-faceted problem of addressing school vandalism, which should guide them in adopting appropriate strategies for preventing such acts. This point has also been highlighted by Geason and Wilson (1990). However, the two authors further propose three additional points as solutions one to vandalism. The first one is to divert offenders to alternate activities that promote pride and ownership of the school. The second one is imposing harsh penalties on the offenders so as to deter other students from doing the same. Harsh punishment has also been underscored by Sidhu (1996) and Ezewu (1998). The third one is providing rewards for information concerning vandalism (tips of anonymous) as crime stopper mechanism.

4.9.2. Suggested solutions towards teachers

The next photo-essay suggests solutions towards teachers.

Figure 21: Student W: '*teachers should understand student view'* Photo showing a window without glasses, broken during vandalism



① It remind us that there were vandalism when we were in form one term one (2011 November)

② The student burn the laboratary and broke window. They also burned the Deputy's office and broke form 2 and 1 window hostel.

The causes of this vandalism is that all the student were not happy with the perfomas of the form four's point and there were rumours that the big mango tree was taking there knowledge.

* laboratary
* Deputy office
* Hostel

4 Some of the student were taken to police they slept there for two days. They were taken to the police so that they should investigate them. Some of them were suspended and the ling leaders were dismissed from school for good.

⑤ They must be love and coparation btwn teachers and students
Teachers should ask student before making decision.
Teachers should understant student view.

a. Teachers be professional in discharging their duties and be friendly to students

The study found that if teachers act in a more professional way, angering students could be avoided, so too with vandalism that follows thereafter. Among others, unprofessional acts to be

avoided include pseudo naming students, reporting late to class, missing classes, engaging in sexual relationships with students, unfairly implement rules and punishment to students of the same offense, communicating using inflammatory language and appearing helpless in times of student difficulties that require their attention.

Maree (2008:68) advises teachers that they should educate their student negotiation skills and also solutions to students and also inculcate a spirit of love towards educational goals. In addition, as also reflected in FDGs at NED 03 and NED 04, teachers need to at least involve students in some way in formulating new rules before implementing them. Students need to appreciate the importance first otherwise even if the rules are to benefit them, they may appear oppressive and incite anger when they are not involved.

b. Deploying police to restore peace and security

Deploying police to restore peace, security and order has been one of the common solutions as indicated in photo essays of NED 05 but also from experience. However, this seems to be vindictive in nature (as noted by Schaefer, 2005) and does not resolve the misunderstanding permanently. In agreement to this, Chaula (20th August, 2014) indicates "that the police arrived almost 40 minutes later and left after a few discussions. The mob got angrier and started ransacking the station bay." Instead of this approach, Schaefer (2005) advises that teachers should rather be diplomatic than being vindictive. Similarly, Kochhar (2004) while writing on principles of punishment advises the following; it should not be administered in anger or have any tinge of retaliation, it should not be mechanically exercised, it should be corrective, therapeutic, rather than punitive, it should be very rare and should be inflicted after all other avenues have been

explored. Kochhar's advice makes more sense to schools NED 03 and NED 04 in which vandalism erupted due to enforcement of punishment related reasons.

c. Team work

Lack of team work on the part of teachers was also noticed to be a weakness towards implementing schools rules and regulations on which students found loop wholes to act. The study found out that whenever one or two teachers are the only ones trying to enforce schools rules and regulations, it appears to be simply dictators acting simply to punish students unnecessarily.

In agreement to the findings, Kochhar (2004:328) indicates that "good discipline is a prior condition for the efficient working of a school. It is both a cause and a consequence of the successful functioning of a school." He further proposes effective team work (amongst all staff and students, and shared responsibilities) as a means of achieving discipline in schools. While lack of team work may be due to dictatorial tendencies on the part of school leadership, De Wet (2010) notes that most educators complain that they do not receive the necessary support from their colleagues hence making them exposed and relatively defenseless.

4.9.3. Suggested solutions towards parents community

Parents, the surrounding community to a particular school and the wider community in general may help in several ways towards curbing vandalism in schools.

Parents may help by disciplining students while at home. Each time a student returns to school after vacation, parents need to counsel their children on what to do and not to do at school. The child should also be helped to create goals to be achieved while at home. Parents also need to

monitor activities and groupings in which their children are involved in as this would likely have an influence on behaviour for instance restricting children to join or associate with a peer group known to be ill behaved in a community and also watching television channels or video films that would negatively shape their behaviour. In concordance to this, Sammons (2012) too observes that Bandura's social learning theory raises the possibility that some types of antisocial behavior may be learned from media sources like television, films and videogames.

While at home parents may also help by enforcing school rules. For instance, schools do not accept certain types of haircuts that appear funny and informal. Parents too may enforce the same rules by making sure that as a child leaves home for school, he or she is in an acceptable haircut. Another example could be on school uniform and code of dressing. On a school uniform day, parents need to make sure that children leave home in school uniform (for non-residential students).

4.9.4. Suggested solutions to proprietors and government

a. Enough funding to schools

The study found out that some causes were related to insufficient food and also teaching and learning materials. The insufficiencies existed because of low funding as revealed in FGDs. Such inefficiencies could therefore be avoided by sufficiently funding school activities by proprietors of private schools and the government as a proprietor and financer for public schools.

b. Train teachers

The study also found out that vandalism was partly as a result of lack of student management skills on the part of teachers. For instance, one of the respondents at NED 03 indicated that once deployed into the field for work, no trainings are conducted on managing the school. The

respondent said that except for head teachers and deputy head teachers who are once in a while called for such trainings, the trainings are supposed to be for all teachers. Another responded at NED 05 indicated that all teachers need to be trained at periodically on how to manage modern students in the modern society. The respondent highlighted that having graduates from college over two decades ago where he learnt some school management, such skills were obsolete to modern students.

c. Communicate well

Proprietors of private schools need to communicate well enough to students. For instance, students were partly angered by inflammatory remarks by the proprietor while following up fees balances. School authorities need to talk with students and not talk to students especially on issues that are sensitive and likely to spark anger in students.

It is important to note that school records in this study did not provided good data. This is probably due to what the respondent for NED 01 said that school authorities deliberately destroy records because the records may reflect negatively on their management skills. This view has also been supported by Dedel (2005:5) who postulates that "school administrators may hesitate to report all cases of vandalism, break-ins or arson because they view it as trivial, or because they fear it will reflect poorly on their management skills." However such practices may result into repeating the same actions (either by the same members of staff or the ones who would join the school in future) that ignite anger in students and later on vandalism.

4.10. Problem tree analysis

Interactions with participants through FGDs and interviews suggested that vandalism cases were not necessarily due to the factors or causes mentioned; but that some deeply rooted underlying factors were responsible for it. It was therefore suggested that problem tree analysis model would help in digging up the underlying factors.

The importance of problem tree analysis model is that it helps to come up with appropriate solutions to the problems. This view is in agreement with Mwale *et al*. (1996) who claim that most solutions to vandalism deal with effects and not the root causes, and, as a result, such similar cases have been on the rise instead of declining. Therefore problem tree analysis helps in what Aberdeen (2013:8) calls "as with weeds, the roots must be tackled if the weeds are to disappear."

It is clear from the analysis below that there is a lot more to the reason mentioned to have caused vandalism. The underlined sentences/phrases were the ones reported to have caused vandalism. The problem trees presented on the next pages show how the underlined factors relate to other factors.

4.10.1. Food related model

This model presume that vandalism related to food issues have some underlying root problems other than the ones reported to have caused vandalism, such as insufficient and not well prepared food as revealed in the tree problem analysis below.

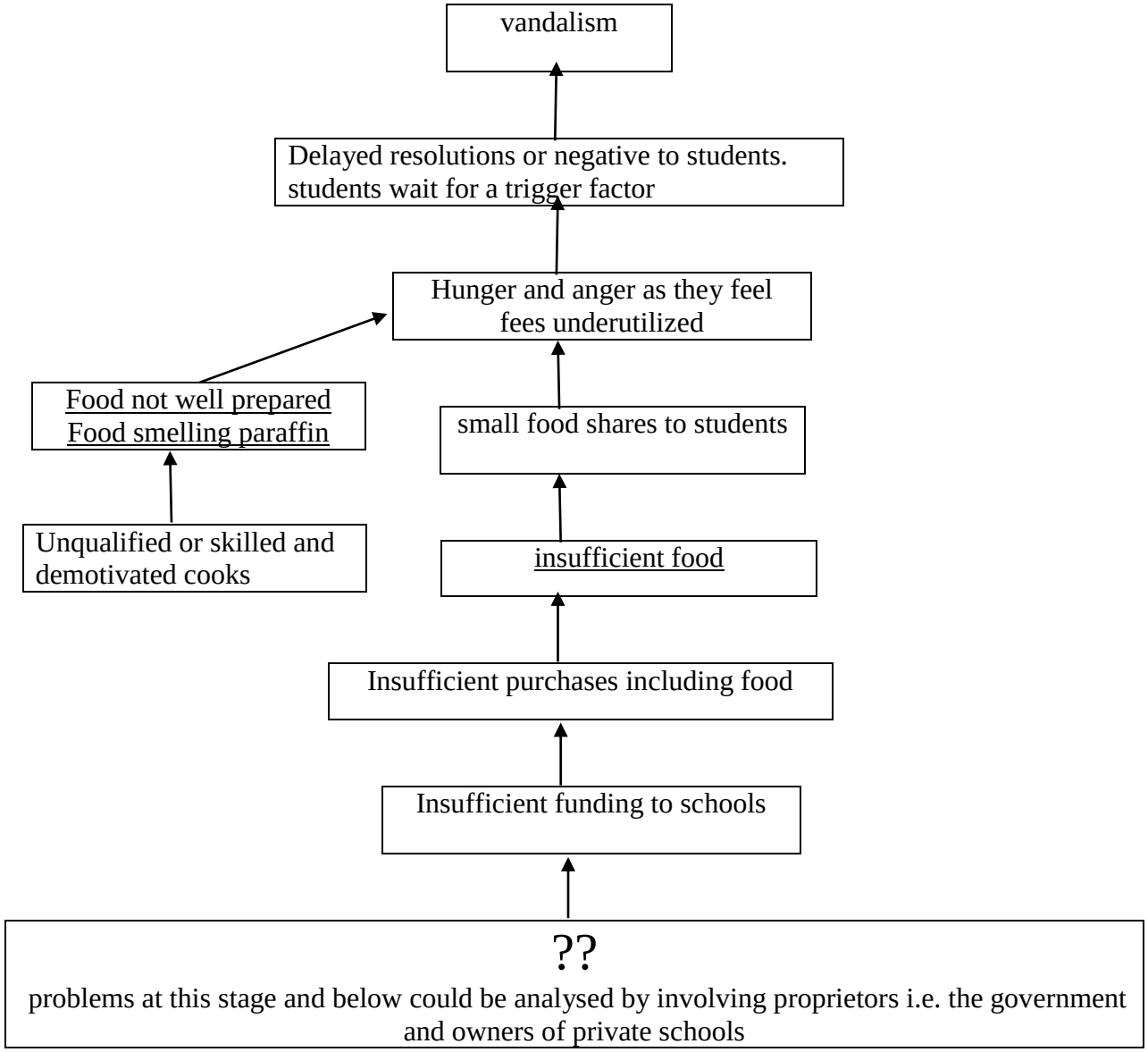


Figure 22: Food related tree problem analysis

4.10.2. Abolishing new school rules and regulations related model.

This model analyses the background to the new rules and regulations and why students try to abolish them through vandalism.

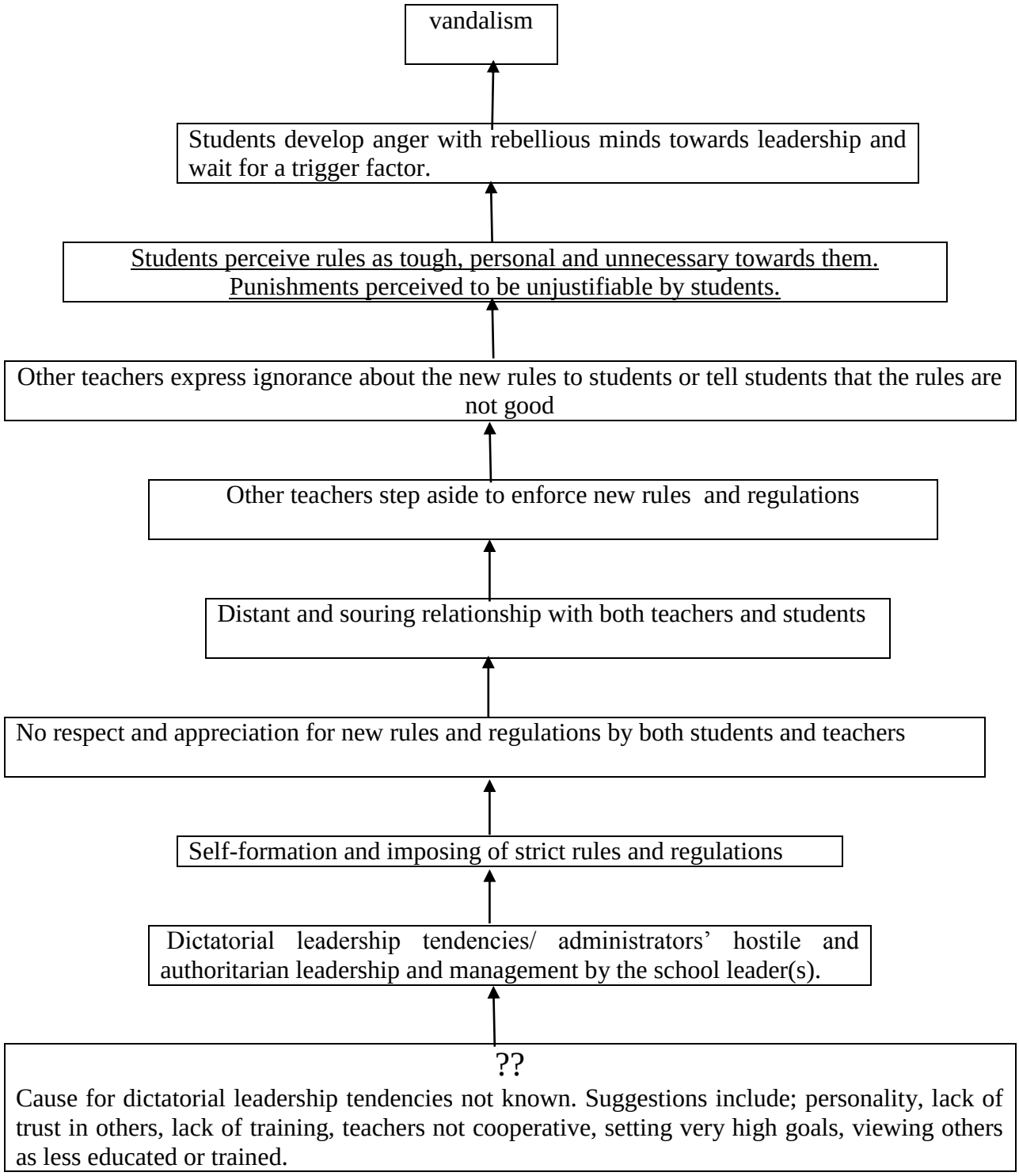


Figure 23: Abolishing new school rules and regulations related model

4.10.3. Teaching and learning, and entertainment related model

This analysis emerged from teaching and learning, and entertainment related causes

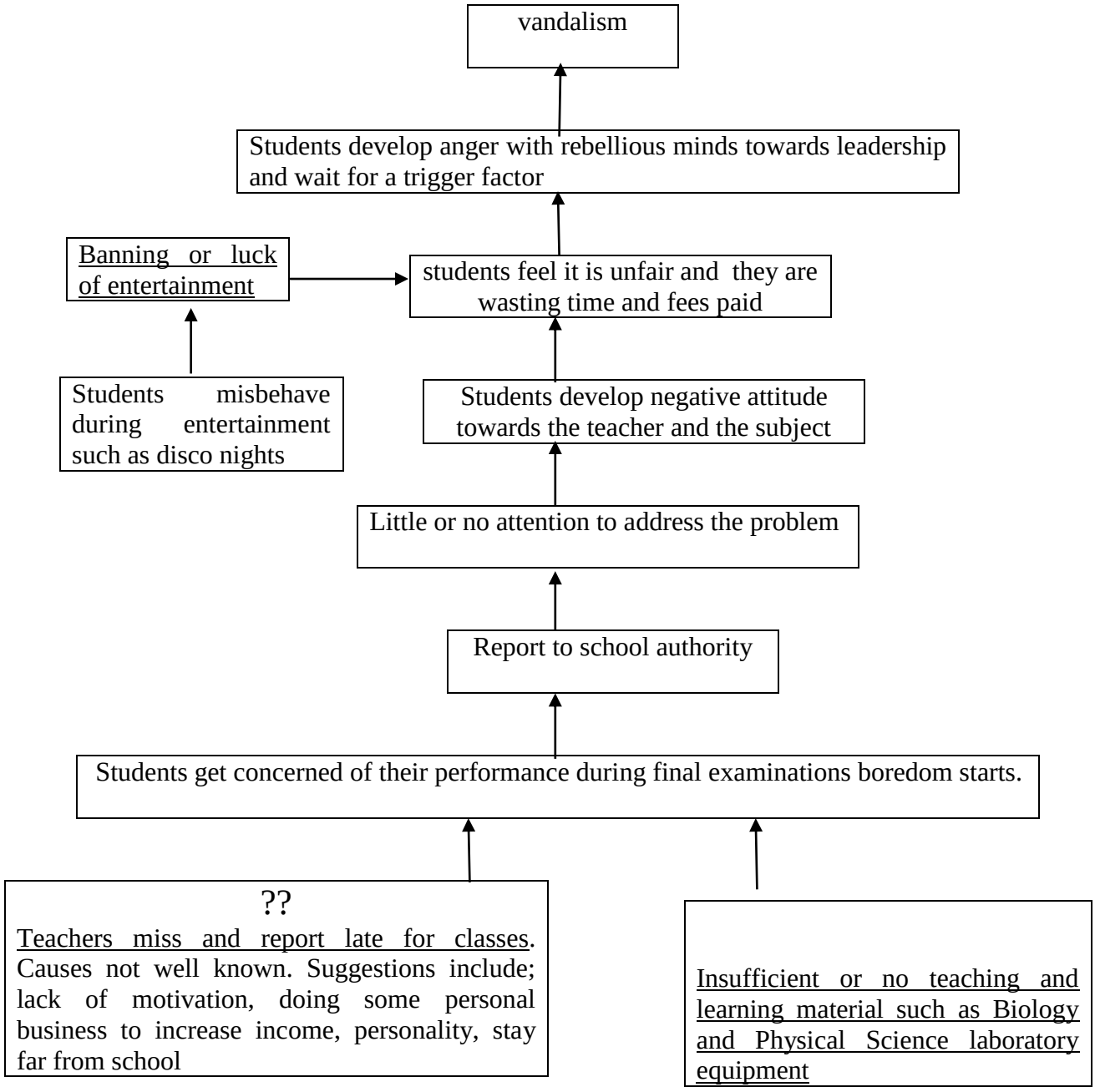


Figure 24: Teaching and learning, and entertainment related model

4.10.4. Neglecting students' pertinent problems related model.

This model was developed using the case of school NED 05 where pertinent students' problems seemed to have been neglected.

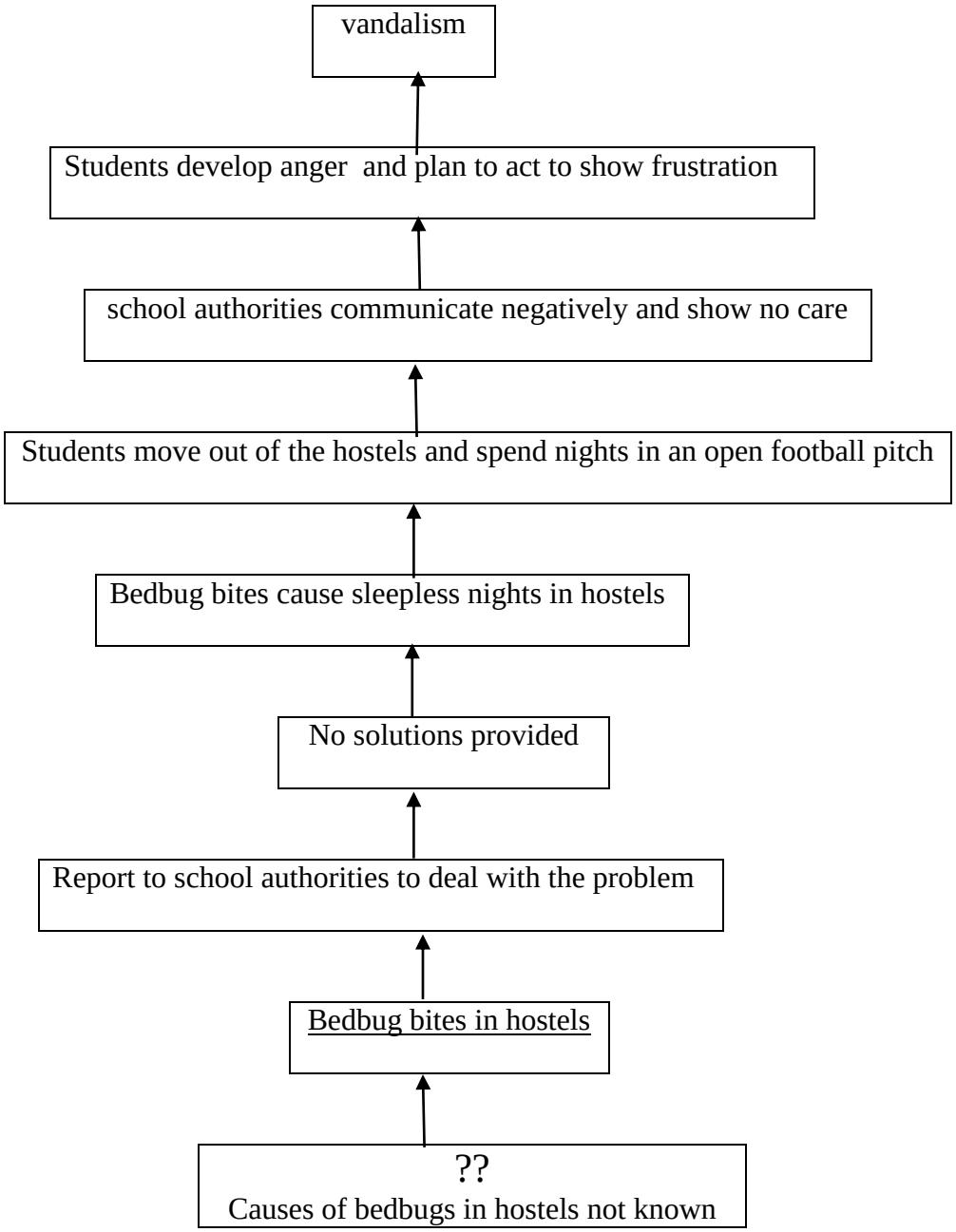


Figure 25: Neglecting students' pertinent problems related model.

4.11. Intra and inter school students' versus teachers' perspectives

The study observed that were some agreements and also some disagreements and viewpoints by students and teachers a on a particular vandalism case. Such disagreements and different viewpoints could probably be another primary contributing factor to vandalism. For instance at NED 03 students pointed out tough school rules, unfair student dismissal and suspension as causes of vandalism while both teachers agreed on unruly behaviour of form four students by among others intensifying teasing and bullying of junior students towards completion of their secondary education.

Secondly, at NED 02, students pointed at school administration that favoured a teacher in handling a case that involved a teacher who was in competition for a school girl with a student, reporting late and even missing classes by some teachers and also because the school administration did not allow them watch football match on a students' television set while teachers themselves enjoyed it. Teachers interviewed at the same school pointed at one reason that students vandalised the school because they were denied an opportunity to watch football match on television during school time. The teachers did not indicate that while they rejected students' requests, themselves watched the match at that same hour. This observation suggests that teachers are not ready to point at their shortfalls that may have led to vandalism. This view is in agreement with a teacher respondent of NED 01 who indicated that teachers do not keep records of what happened in fear of reflecting failure on school administration. Similarly the observations are in concord with Dedel (2005:5) who postulates that "school administrators may hesitate to report all cases of vandalism they fear it will reflect poorly on their management skills."

On a different note, both students and teachers at NED 01 reported the same reason believed to have caused vandalism. The reason was 'insufficient food.' However, teachers seem not to have been aware that raising fees without correspondingly improving services also contributed to students' anger.

It could further be analysed from the comparisons above that in a situation where both teachers and students have the reason accounting to vandalism, it easier to prevent eruption as compared to where the two parties present different reasons.

In summary both teachers and students reported common reason believed to have ignited vandalism at schools NED 01 and NED 05 whereas at NED 02, NED 03 and NED 05 students reported different reasons as those reported by teachers. It was also noted that each of these parties was trying to shift the blame to the other i.e. students blame teacher/administration while teachers/administration blamed students. Interestingly, at NED 04 teachers interviewed concurred with students by blaming school leadership that it was dictatorial. This entails that the school leadership was probably indeed poor and responsible for vandalism case. Such observations are in agreement with Kapp (2006:117) who posits that "authoritarian strategies implemented by educators may also arouse resistance, dissatisfaction and rebelliousness.

4.12. Theoretical framework reflections on the study

The study adopted Emotional intelligence (EI) as the main theory supported by Aesthetic theory of vandalism. This section briefly summarises how the two theories fitted into this study.

EI was closely related to this study as all cases of reflected anger as an emotion prior to vandalism. The study summarized that students' expectations were to be provided with quality services and material goods such as food such as teaching and learning, general administration, food and entertainment activities. Emotional anger grows in students each time they experience unpleasant situations that were contrary to their usual expectations. Vandalism cases were as a means to show anger, frustration and dissatisfaction among others. The act of vandalism implies that students fail to control their emotions once angered. A full explanation of how EI theory works has been detailed in chapter three of this study.

Aesthetic theory of vandalism presupposes that the variables accounting for the enjoyment associated with socially acceptable aesthetic experiences are similarly responsible for the pleasure associated with acts of destruction. In line with this theory, the study found out that during the course of destruction, students were feeling happy to have revenged or punished the administration as noted in chapters 5 but also earlier in this chapter. Acts relating to this theory includes singing and chanting anti-administration and championship songs.

In summary, the two theories summarize the study in the following ways; Vandalism cases were outcomes of emotional anger that students failed to control (EI theory). When students get angered due to school related reasons, they find joy in releasing anger and frustrations through vandalism (Aesthetic theory).

4.13. Summary to the chapter

In summary, this chapter has analysed and discussed findings of this study. The presentation of findings followed a logical order of themes as developed through analytical inductive model

employed in this study. Major themes that guided data presentation, analysis and discussions include; factors that facilitate vandalism, practices that raise anger in students and trigger factors to vandalism, preparations and time for vandalism, why do students resort to vandalism, results of vandalism, effects of vandalism and suggested solutions to curb vandalism.

The study also employed problem tree analysis model in data analysis in the quest to understand better what were said to be factors causing vandalism in schools. Problem tree analysis helped to quiz the stated reason to have caused vandalism deeper. The assumption of this model that a problem at hand may have root causes manifested itself in the findings. Using this model, it was found out that the problem reported to have caused vandalism had root causes behind it. For instance insufficient food was in other cases due to low funds to purchase enough for all students. Similarly, the study established that vandalism in most cases was a result of a number of circumstances that angered students in the recent past. It was further noted that students take note of any actions that annoy them and the list grows up. When the list is about to be full, any further annoyance becomes a trigger factor to vandalism (saturation point). This is where students feel they can no longer control their emotions but let them out through vandalism (related to EI theory). While vandalising the school, students feel happy to have released anger and frustration (related to aesthetic theory of vandalism). The chapter has also discussed and analysed observations related to cases where both students and teachers had common reasons believed to have ignited vandalism but also where students had different reasons to those reported by teachers. The next chapter presents an overall summary to this study.

Chapter 5: Conclusion: Recommendations, contributions and suggestions for future studies

5.1. Introduction to the chapter

This chapter stands as a wrap up to the study report. It starts by summarizing findings and discussions on each of the themes and then provides recommendations towards curbing vandalism cases in secondary schools which could equally apply to learning institutions in general. The chapter then moves to contributions of the study to the scholarly world but also to school leadership and management practice. Lastly the chapter highlights areas for future studies related to school leadership and management but also school vandalism.

5.2. Summary of findings and discussions by theme

This study was guided by the main question *'what were the circumstances that lead to vandalism in secondary schools from the perspectives of students and teachers in Northern Education Division (NED) of Malawi?'* Subsidiary research questions supporting the main one included;

Why students involve themselves in vandalism in secondary schools and how, how teachers and students separately view such circumstances, what were the effects of vandalism on teaching and learning?

Seven themes were developed in answering the research questions. The first theme was factors that facilitate vandalism. On this theme the study found out that age was the main factor as most students were in the group of adolescence. Other factors included sex, whereby boys were generally found to be main actors in co-education schools. However, it was found out that either sex were able to do vandalism alone in non o-education schools. Lastly, student's personal backgrounds in which students that were expelled from one school were able to join other schools and negatively influence others at the new school.

The second theme was practices that raise anger in students and trigger factors to vandalism. The study found out that any unprofessional conduct by teachers such as reporting and missing lessons while students wait, calling students by pseudo names and management ignoring students' petitions raised anger in students. Furthermore, students also get annoyed when teachers portray themselves to be 'difficult' and also introduction of rules that are punitive and tough in nature. The study has therefore discussed and recommended that teachers should always conduct themselves professionally and avoid introducing tough rules unnecessarily.

The third theme was preparations and time for vandalism. The study found out that in most cases students' dissatisfaction is expressed in different ways such as booing school management, strike, boycotting classes and getting into small discussing the matter while not participating in school normal activities. The study discussed that during such time school management should quickly and tactfully discuss with students to avoid the fracas. Teachers should void a win lose situation but a win-win model. Lastly, the study found out that all cases of vandalism occurred at night because each student does not want to be identified as an individual.

The fourth theme was why students resort to vandalism. The study found out multiple reasons both from students' and teachers' perspectives. From students' perspectives include; vengeance and punishing school authorities, protest against and abolish strict school rules, show frustration, as a means of strongly communicating to school authorities, to obtain certain materials kept inside the vandalised building and unsatisfactory teaching and learning and availability of resources. From teachers' perspectives include; students attempt to protest against and abolish strict school rules, some students are unruly, peer pressure, and to threaten some teachers and the school administration.

The fifth theme in this study was results of vandalism. Among others, the study found the following; destruction of school infrastructure and learning materials such as chairs overhead projector, desks, computers and laboratory apparatus. In addition, vandalism in other schools destroyed important school records such as information filed in the computer and MSCE certificates for students who completed at the school several years ago.

The sixth theme running through this study was effects of vandalism. Several effects were reported and discussed. Among the effects include; disturbing teaching and learning resulting into loss of time, police hunts and psychological effects on students, creation of hostile environment, suspension and expulsion of students, unpleasant sight of the school infrastructure, cost of repairs and making community residents feel insecure but also young ones may draw lessons that vandalism is good. However, reports from students suggest that to some extent, vandalism had positive effects as some tough rules were being abolished.

The last theme was to suggest solutions to curb vandalism. The study gathered that solutions be directed to different stakeholders on the matter. To students; they should avoid taking action quickly but learn to use contact and dialogue. To teachers and school leadership and management; be professional in discharging duties, display a spirit of loving the students and be friendly, show avoid ignoring students' petitions and avoid tough and unjustifiable rules. To parents, guardians and the community in general; they should help in disciplining students, encourage good behaviour and spirit of hard work at school. To proprietors of private schools and the government; provide enough funds for running schools employ well trained professional teachers and also communicate well to students.

5.2. Recommendations towards curbing vandalism cases.

Recommendations provided under this section reflect the findings of the study but also literature reviewed. The recommendations have been categorized using the target stakeholders in school leadership and management in relation to vandalism cases. These stakeholders include; students, teachers, the community, proprietors (private schools and the government as a proprietor of public schools).

5.3.1. Recommendations towards students.

i. Attend guidance and counseling sessions so that an individual keeps focused on their future and view vandalism as a block to a bright future.
ii. Learn to use mediation and understand that vandalism does not necessarily bring the desired solutions but more trouble that affect teaching and learning much more than before.
iii. Based on EI theory, each student need to perceive, understand, manage and control personal anger and that of others in times of facing such emotions.
iv. Individual students need to understand why they came to schools and desist joining unruly groups at school due to peer pressure.
v. Attend participate in religious groupings as this helps individuals to control emotions better i.e. perceive vandalism as against religious ethics.

5.3.2. Recommendations teachers/ school management.

i. Avoid vindictive approaches to adolescent students as this increases fury in them.
ii. Avoid biasness in administering school policies to students or teachers
vi. School leaders and managers need to facilitate cooperation and positive working relationships amongst teachers but also support staff.

vii. School leaders and managers need to move away from authoritarian styles of leadership to more of democratic styles.

viii. School leaders and managers need to share responsibilities to other teachers

ix. School leaders and managers need to facilitate team spirit of the school staff in all school activities including enforcing rules and regulations.

x. Closely monitoring students and suspend or expel those who are troublesome before their behaviour is learned by others.

xi. Teachers need to avoid missing lessons/classes and un necessary absenteeism

xii. Make sure that the kitchen and food is to the standard that teachers too can consume happily.

xiii. School leaders and managers need to avoid changing school policies and their implementation anyhow.

xiv. Explore students' participation on decision making that is likely to raise questions an incite anger.

xv. Strengthen students' religious groupings such as YCS (Young Christian Students) and Student Christian Organisation of Malawi (SCOM). Research has shown that students behave in a vandalistic manner in a Christian academic environment than in a circular academic one.

xvi. Repair buildings that are in a dilapidated state or have remains of vandalism as these may attract vandalism (in line with Cohen, 1984).

xvii. Help students to formulate meaningful goals of individual students so that they keep focused and avoid activities that may distract them from achieving the set goals.

xviii. Teachers need to stand role models in terms of all positive social behaviuor.

xix. Mentor students to use peaceful dialogues through teaching life skills and other social interactions.

xx. Teachers need to professionally and politely talk to students especially when the students seem to be in angry emotions.

xxi. Teachers need to lead students' emotions as quickly as possible and report to proprietors advising the way forward to curb the impending vandalism.

xxii. Based on EI theory, students need to be taught life skills so that they learn self-control of anger and that of others in times of facing such emotions.

xxiii. Civic educate students the advantages and disadvantages of joining unruly groups at school but also peer pressure.

xxiv. Tips of anonymous may be tactfully used to detect vandalism at earlier stages.

5.3.3. Recommendations towards the community

The community in this case refers to people surrounding the school but also from far as long as they come into contact with students.

i. Report students found to be hiding in the community while doing unacceptable activities by the school for instance drinking and smoking.

ii. Avoid selling products like beer, tobacco and other drugs as these may influence negative behaviour of the student and eventually contribute to vandalism.

iii. Offer social guidance and counseling towards positive social behaviour and stand in as parents of the student community.

5.3.4. Recommendations towards proprietors (the government and owners of Private schools)

Provide regular trainings for school managers on how to best handle adolescents.

i. Appoint a standing human rights organisation to be going round the schools providing civic education to students at certain determined intervals.
ii. Ban the production and selling of beer in small sachets which are cheap and easily accessed by students
iii. Retain leadership roles of school leaders who have records of poor management of schools evidenced by genuine complaints from teachers but also act of vandalism by students.
iv. Listen to both the school administration as well as students on the causes of the strike so that appropriate solutions are passed. This is because experience has shown that some solutions provided by proprietors have not yielded positive results probably because root causes were not considered. For instance transferring teachers (in most cases head teachers) who are perceived to have contributed to vandalism yet after some few months a similar incidence.
v. Use of skilled and qualified support staff such as cooks who would provide better services so as to avoid annoying students with poor services

5.4. Contributions of the study

Based on the findings of the study, contributions are hereby made to the scholarly community but also to the practice of school leadership and management. The contributions are geared towards closing the gap in literature surrounding the topic. Therefore, only ideas that appear knew in relation to the topic are highlighted.

5.4.1. Theoretical contributions

The metatheory of this paper, interpretivist paradigm, enables the researcher to inductively create a theory after Knowledge is gained (Lindsay M, 2010). The theory being proposed herein in has based on the findings of this study (a phenomenology of vandalism from teachers and students' perspectives) but also contributing to emotional intelligence and aesthetic theory of vandalism used in this study.

5.4.1.1. The unprofessional teacher and institutional school vandalism Theory.

The theory proposes that acts of teachers and school leaders and managers conducting themselves unprofessionally are mostly responsible for vandalism in schools. The main tenet of this theory is that vandalism is a result of students' fury which arises from the conduct of teachers who conduct themselves unprofessionally. Some of the unprofessional acts include;

a. Reporting late for classes.
b. Missing classes unnecessarily
c. Lazy teaching noticed by pushing most of the work to students such as using one of the students to be writing on the board and the class copying while the teacher goes away notes and unprepared for exercise/assignments just to pass out time.
d. Nicknaming students negatively and calling them by such names in public or during class sessions.
e. Being on or proposing sexual relationships to students (mostly male teachers to female students).
f. Incompetence in delivery of subject matter.
g. Communicating to students in a manner that appears helpless, insulting, and intim8idatory or forcing them to do something.

In this theory, professional teachers (who do not conduct themselves in any of these acts or any other acts) contribute to happiness of the students and students therefore have no reason to be angry, hence no cases of vandalism. The central message in this theory is therefore that of ensuring teaching profession ethics by teachers themselves, their employers and he wider community can greatly help reduce vandalism in schools.

5.4.1.2. Students' emotional intelligence and fury saturation Vandalism theory.

The theory proposes that acts of school vandalism by students suggest that students fall in a state of low emotional intelligence due acute fury or fury accumulated overtime. Each time teacher errors, students take note of that and build a long list. The day of vandalism is a saturation point equal to failure to control emotions tenet in the main Emotional intelligence theory. Students easily lose control of their anger due to belonging to the group adolescents. As noted by Dewet (2004), adolescents are easily provoked because whatever adults do to them, they take it as an attempt to reduce their personality and when they react, they become violent and destructive.

School vandalism is as a result of disagreements or misunderstandings between teachers or school administrators and students. In other words, vandalism is as a result of teacher and students having different opinions on an issue of interest affecting students in some way. As administrators look into a pressing issue in their own adult mature way, students look into it as adolescents. While adults (teacher/administrators) may wish to provide a solution sometime later after management discussions or refer the matter to higher authorities, students need urgent solutions failing which vandalism becomes an option. School management and or teacher(s) may have personal errors which rise fury in students. When a solution to bring down the fury is delaying, students feel they

can push for a solution by vandalism. The act itself is a means of releasing anger in a pleasure manner as destroying property is a wonderful experience to adolescent students. As school management react in a vindictive way to early signs of vandalism, the approach increases fury in students. As school management want to appear tough, students too would like to show that they too may be tough sometimes. Most vandalism cases could be well avoided if school management try to put itself in the shoes of adolescent students and try to provide convincing solutions quickly. School administrators should not aim at a student lose situation, but a win-win fair approach. Both parties should at least be willing to give and take something in the negotiations process.

5.4.1.3. Vandalism life cycle theory

This theory has been developed out of responses from participants which suggested that vandalism may well be explained using a life cycle for schools that experience the fracas often. For instance, at NED 01, the following statements were recoded which suggest an impending similar action; student B '*although the vandalism took place no change was there*.' Student C 'but *if there is not change to the particular issue there will still be disagreement,'* and FGD '*'we are planning to act gain and this time it will be more fire.'*

The vandalism life theory proposes that secondary school vandalism takes place in in order of stages. The main principle supporting the theory is that vandalism does just abruptly, there is some time that students' ideas are shared and later transferred into an action. This time could be few hours, days weeks, months or years depending on the gravity at which students have been affected.

At stage 1, students accumulate anger due to school unfavourable experiences. At this stage an issue may be dropped if it is not a concern to many and of little worry. The presence of multiple

negative experiences facilitates saturation at which either a communication is made to school authorities for a change or an immediate act of vandalism. Whenever vandalism takes place, each student may give their reasons out of the several issues that were raising anger in them. At stage 2, students communicate to school administration, probably waiting for a positive change. At stage 3, the administration gets into discussions and dialogue with or without students. At stage 4, response is communicated to student community. Or if response has been delayed, vandalism may erupt. At stage 5 and students discuss way forward in which a favourable response breaks the cycle and a negative one or partial satisfactory response leads back to stage 1 making it a complete cycle. Any school may fit in this cycle depending on prevailing climate. Schools in which vandalism is almost absent may be in stage 1 whereby students are accumulating anger which may later be dropped or presented to administration. The figure after this paragraph presents a flow diagram of the stages.

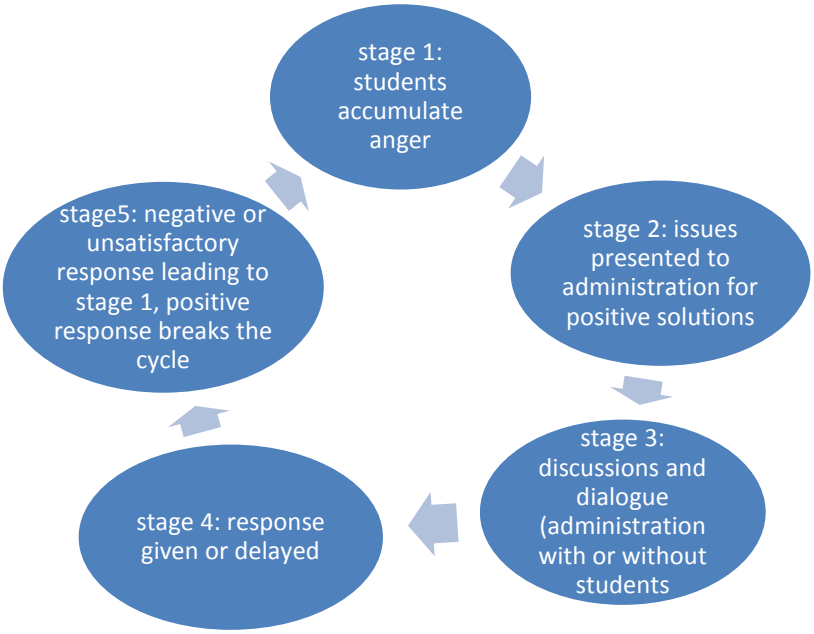


Figure 26: vandalism life cycle

5.4.2. General contributions

This study **'*A phenomenological analysis of vandalism by students in secondary schools: perspectives of teachers and students in Northern Education Division of Malawi'*** discovered a number of knowledge categories that might be vital in understanding and curbing vandalism. One of the major contributions has been building on Zainal (2008) who suggested that teacher-student management relationships cause vandalism in schools without elaborating how that happens. This study managed to explain how teacher-student management relationships ignite vandalism in secondary schools especially in theme four (why do students resort to vandalsim).

In addition, the following general contributions are herein highlighted.

i. Most cases of vandalism could be attributed to situation handling and poor leadership and management styles of the part of the school leadership.
ii. Vandalism is usually not only due to the current issue at hand but also due to past events that were displeasing to students.
iii. Students expect and respect professional acts from their teachers. Any unprofessional conduct such as reporting late to classes,
iv. Low funding to schools by government to public schools and proprietors to private schools may be amongst the root causes of vandalism as food, teaching and learning materials and other resources become in adequate, a situation that rises fury in students and finally lead to vandalism in attempt to force authorities change the situation to the better.
v. A strong and serious school environment in which teachers support students' success likewise, in which students feel teachers are supportive helps to reduce vandalism as compared to school environments which appear less supportive to students' success and in

which students' themselves feel that teachers are not much supportive towards their success.

5.5. Suggestions for future studies.

- An investigation into factors that promote beer drinking in secondary schools in Malawi**.** This topic has been suggested to be closely linked to school leadership and management as revealed in the findings of schools NED 03 and NED 04.
- A study of vandalism in public universities of Malawi. Apart from secondary school vandalism cases, media reports and experience has shown that strikes, boycotts and vandalism have been on the rise in the recent past in the public universities of Malawi especially the constituent colleges such as Chancellor College. Famous amongst the effects have been premature closers which have seen four year academic programs completed in five or six years.
- A study on the impact of the society on students'social behaviour. As revealed in this study, there seems to be some relationship between students' social behavior and the community and society as a whole.

5.6. Limitations of the study and how they were minimised

As noted by Punch (2006), every research has limiting conditions which may be unavoidable. The nature of this study (school vandalism from the perspectives of both teachers and students) was a limitation in itself during data collection to both participants (teachers and students), as each of the participant's group had its own fears.

As revealed by at NED 01, some teachers were not ready enough to give full accounts of vandalism cases in their schools fearing that it reflects poor leadership and management on their

part. As for private schools, some teachers were hesitant to explain how proprietors contribute to vandalism. In order to overcome this limitation, I as a researcher had to present myself as a teacher as well. I had to share my experience when I was doing teaching practice. I also emphasised that on the purpose of the study as being academic and not fault finding in teachers and school management. This technique helped to remove fears in teachers and improved their participation in this study.

As for students, most of the participants had fears of being reported to school authorities and later be punished. In order to overcome the challenge, I had to present myself as a student explaining my level of study and a motivation statement to them. In addition, my self-introductions, purpose of the study and confidentiality of my interactions with them were emphasised.

5.7. Summary to the chapter

This section summarises the last chapter of the report. The chapter started by a summative presentation on the seven themes running throughout the study namely; factors that facilitate vandalism, practices that raise anger in students and trigger factors to vandalism, preparations and time for vandalism, why do students resort to vandalism, effects of vandalism and suggested solutions to curb vandalism. The chapter then proceeded to recommendations towards curbing vandalism directed to students, teachers and school leadership and management, the community and to proprietors. The chapter also provided general contributions to the scholarly world but also to school leadership and management. On the same two theoretical contributions have been proposed in this study namely; "***The unprofessional teacher and institutional school vandalism theory" and students' emotional intelligence and fury saturation vandalism theory*.**" Suggestions for future studies have also been highlighted in the areas of factors that promote beer drinking in secondary schools of Malawi as related to misbehaviour and school vandalism, student vandalism

in public universities of Malawi and impact of modern society of behaviour of students' behaviour. Lastly, limitations of the study and how they were minimised such as fear by participants to participate in the study.

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Appendices

Appendices in this thesis were organised in three categories namely; some findings of the study inform of Photovoice (those not presented in chapter 4), FGD and interview transcriptions and school records. The second part consists of consent letters and requests to undertake the study and the last one guides and checklist during data generation

Part 1: Some findings of the study from schools (Photovoice, FGD and interview transcriptions, and school records).

School NED 01.

Photovoice

Figure 27: Student A: photo showing broken window glasses of head teacher's office.

AGE 15 SEX FEMALE FORM 4

CAUSES OF VANDALISM

① poor diet
② lack of entertainment
③ shortage of learning materials eg in the laboratory equipment

EFFECTS OF VANDALISM

① Some of the students were being expelled from school
② At the boys section were told to pay K3,000 to repair the things which were being damaged at school
③ Some of the students did not write their end of term exams because of the vandalism

EFFECTS ON SCHOOL

① we were being sent home for three days so that they should discuss on how they should repair the damaged Equipments for instance electricity pipes in the hostels were being removed
② Students were told not to attend lessons during the particular week

HOW CAN USE AVOID IT

① improving diet at the school
② By also improving learning resources
③ Improving entertainment
④ providing suitable fresh water
⑤ ~~The teachers~~

COMMENTS

① Students and teachers must be well cooperated
② Some of the teachers are too much pompous and talking about silly comments in class instead of teaching
③ They should also encourages students on their studies to pass with flying colours

Focus Group Discussions

Students indicated that they became angry with small shares of food when fees hiked up. One student mentioned that fees were raised from K60, 000.00 to K90, 000.00 but no changes in menu and general standards in education. Students also observed that the food was smelling paraffin most of the days. In addition, most of the times the food was poorly prepared and students blamed administration for recruiting bad cooks. One student said that the school sometimes feed them on nearly rotten foodstuffs giving an example of beef that lost normal colour to green and an attraction to houseflies. The student added that while most of the students threw away the said beef, some who took it experienced stomach and purging afterwards.

Participants indicated that they resorted to vandalism because the school management never took their grievances serious. One participant said '*telling them peacefully they do not change.'* To them this delay in providing solutions to their problems was evidence as the administration took long to provide solutions. To this far, vandalism is considered as a tool for forcing school administration to act urgently or reverse the student unfavourable policies. To this effect, another student said *'speaking does not change anything but action'* It was further revealed that they act at night in fear of being identified as individuals. According to them, they start by chasing watchmen and any teacher coming close to identify individuals. Prior to vandalism, students boycotted classes as a sign of dissatisfaction. They expected school administration to respond favourably but the administration was quite in light of these warning signs. One teacher was said to have approached the students during the day asking why they had boycotted classes and was answered '*you already know our problems.'*Students further said that it is not possible to stop them from vandalising school property as this is a way of releasing their anger and feel to have also punished the non-listening school administration. Students also recalled that classes stopped, end of term examinations were not taken by most students as parents called them home after

hearing news of vandalism and police hunting for their children. One male participant said '*we were charged a penalty of K3, 000.00 each for the boys while girls were not charged as they did not take part in active destruction.'* They also mentioned that 13 students were dismissed from school. Another student indicated that although this was a wakeup call to the administration, not much has changed as the diet has not changed since 2012. She added that *'we are planning to act gain and this time it will be more fire.'* The only gain from this vandalism to them was the releasing of entertainment unit.

Students suggested that if the school wants to avoid vandalism by students, it must attend to students' grievances quickly, teachers to develop a good relationship with students and avoid negative remarks like '***sungazakhoze***' (meaning you will not pass examinations). Participants also said that teachers should stop acting unfairly to students with same offences. It was also revealed that some teachers use to ask for some money from offenders as a condition to shield them against further investigations and punishment. Students also said that teachers should stop wasting their time in class by boasting o their wealth instead of concentrating on the lesson.

Interviews with teachers

In separate interviews, both the teacher representing school leadership and management and the other representing common teachers concurred that the school had experienced three cases within the past two years. The main reasons have been different, with the last (one in October 2013) attributed to food at the kitchen being too little to individual students and also prepared poorly. The teachers said that students claimed that prefects and teachers hide a lot of food while the majority complained of some little shares. This was especially during better meals of the menu which includes rice with beef among others. The other case was reported to have been attributed to wrangles between the students and the surrounding community. Students were

reported to have gone out to drink beer and while there, they had beaten one of the villagers. In a revenge mission, community members came in at night beating students and stoning at school infrastructure. The last case reported was said to have been attributed to outstanding grudges between form four students and the new head who had just been promoted to the position from that of deputy head. The form four students were not happy to see a deputy head who to them, a failed manager was being promoted to headship. They sooner mobilized the whole schools to vandalism and violence targeting the head teacher. Apart from the main reason cited on each occasion, teachers indicated that students usually have other reasons hidden and simply went for a trigger factor to act.

While reporting more on the last case, teachers indicated that the case took place around 10pm. It was difficult to control the situation as any teacher drawing closer was being stoned at by the angry mob. Watchmen were stoned at, chased and had already run away. The boarding master went to the office of the Police to call them and unfortunately found none at the station. The police came the following morning when damage had already happened. This case happened soon after the girls staged their own strike, pressing school authorities to reverse their decision of denying them an opportunity to study in classrooms at any hour of the night. Girls wanted an equal opportunity to boys who study at any hour of the day especially night hours. The school management could not allow this as part of protecting the girl child from sexual abuse by boys and outsiders and so they are rocked after 8pm having studied with boys in classes. After this strike, girls are said to have been laughing at boys as weak for not acting on the issue of food. According to the teachers, it is believed that the vandalism case that took place some two days later was partly a matter of boys showing girls that they are strong.

On school leadership and management, both teachers also agreed that private schools can sometimes be difficult as the director (entrepreneur) may be business oriented and reluctant to spend on some important school activities hence attracting anger from students. According to them, this is a major problem especially when the entrepreneur is not an educationist.

While bemoaning the effects of vandalism, the teachers mentioned loss of good reputation of the school and teachers, loss of teaching and learning time and implanting an attitude of vandalism as a way of solving school problems in lower class students.

According to the teacher representing common teachers, vandalism is difficult to control because students' behaviour and motives can be difficult to predict. He also highlighted that private schools usually take in everyone as long as one can pay school fees. He added that '*It is due to this that troublesome students chased away in other schools are welcomed and later on spread their bad behaviour to others.'* Sometimes students fail to understand that the school is doing something for their own benefit, for example protecting the girl child who is likely to be sexually abused if the school allows open door policy to study hours alongside boys. The teacher representing management indicated that dialogue without teacher emotions may help to avoid angry students from vandalising school property. According to him, school leaders need to play around with students Psychology and apply appropriate interventions. However, both teachers bemoaned lack of seminars and to drill teachers in school and students management in particular.

School records

The school head who is the custodian of important school records such as the punishment and log books said that as a school they do not keep such records. According to him, much as such records would be important from which to draw future lessons, the records are mostly negative. While stressing to be speaking in his opinion, he said that such records means that the school

administration has failed and it is a negative file about one-self and questioned why one should keep such records. He said vandalism related to theft would easily have records and not vandalism by the students as this reveals weaknesses of the management and leadership. He said having worked in both public and private institutions, he could not remember a school keeping such records. According to him, while some schools come up with such records, some teachers mentioned in the report deliberately destroy the records.

School NED 02

Photovoice

Figure28: Student G (15 years old): Broken window glasses and damaged roofing of a dining hall

PROCEDURE:

Take a photo depicting vandalism 037 44 Hall front

Write briefly about the photo as;
- what does the photo remind you of?
- what caused the incidence?
- what were the results?
- what were the effects?
- Suggest what could be done to avoid this situation?

ANSWERS:

ABOUT THE PHOTO

- The photo reminds me of the vandalism of 3 November 2010 which metarmophosed the shape of the school.

- Some teachers were not teaching due to personal reasons like quarrelling for a girl with one of the students which led to the suspension of the students. As a result, the school was vandalised and as rumour depicts, my photo shows the starting point of vandalism.

- The teachers stopped their immorality and started teaching and took in accomodation the views of students.

- On effects, other students were suspended and all form 4s and 3s paid ~~a~~ damage fees. They sacrificed their academic life to act as fuels to drive the school to excellence.

- If teachers were morally gorverned and easy to deal with and students were focused on their future, there would be no vandalism.

Focus Group Discussions

The strike was caused due to multiple factors. Students were able to painfully ignore some reasons before 3rd November 2010 when they were denied a chance to watch a football game on the television. Other reasons were;

- It was not fair to suspend a student because of completion between him and the teacher over a girl friend. Worse enough the suspension was facilitated by the same teacher.
- Teachers were missing classes to watch football using students' Television while denying them the same. Students could go to class while teachers watch football.
- Some teachers were becoming lazy, reporting very late for classes and most of the times absent.
- When the administration was approached at first, (before the day of vandalism) it only promised to look into the petition but it was slow to change things.
- The vandalism was done within ten minutes
- Places vandalised included; dining hall, classes, Biology Laboratory, administration block, a teacher's house.

On the day of vandalism (early warning signs)

- Due to delays in answering their petition, fueled by denying them a chance to watch football, all prefects reported to teachers that they had resigned at 6am.
- During the day, students were more unfriendly to teachers, even to those whom they usually relate well.
- When darkness fell, they went to study as usual but one could sense a tense atmosphere but teachers did not act anything.

- All students went to study as usual up to 9pm, after that they got organised.(forming groups and collecting stones)
- The operation was carried out in approximately ten minutes, between around 11: 25 to 11:35pm as the groups formed targeted the assigned place. One participant said "we acted like soldiers and the experience was very entertaining."
- When the police came, they found no body at school as all students went in hiding; they spent nights in the Vizala Rubber Plantation forest and Chombe hill bush.

Participants said that even though the incidence led to loss of teaching and learning time, some positive benefits were achieved. One participant noted that while property was destroyed, the conflict was good because teachers started to teach professionally, they begun to report for classes in time and unnecessary absenteeism. At the same time students were allowed to watch games on the scheduled non weekend days provided it was after class time that teacher and begun to be treated well. He further indicated that teachers should not be adamant to respond to student proposals because after the vandalism what students demanded is sometimes given afterwards but properties are lost.

Participants said that when some students had shown their dissatisfaction to the sport master on management decision to deny them a chance to watch the game, they were threatened to be suspended.

On the state of buildings still in non-repaired condition, participants said that it makes the school look old and visitors may have an impression that all students are destructive when the vandal happened sometime ago. At the same time, instead of students being taught diplomacy, the presence of such buildings would remind new students that such is a way out when there are

differences with teachers. Other participants said that while such an outlook was bad, it was also reminding teachers to handle students with care.

Interview with teachers

Respondents said that students were angered because they were denied a chance to watch a crucial game of the English Premier League (EPL). The following day, students went to class as normal but their interaction with teachers was not as friendly as usual. Prefects had sent a notice to administration that they had resigned. During the evening, all students went for evening studies as usual. After studies a noise of window glasses being broken and stoned landing on iron sheet roofed dining hall and some blocks were held. In few minutes time, the destruction had occurred. When police came, no student was found around as all had to hide in the nearby Vizala Rubber Plantations. When probed on the issue of students were also angered because of suspension of their friend who was competition for the same girl with a teacher, both respondents expressed ignorance of a teacher being in relationship with a school girl. However both respondents recalled that the suspended boy was romoured to have a girl friend.

School management could have done something to avoid the incidence but students did not give a sign of dissatisfaction or anger that would lead to such destruction. The respondent representing management indicated that "the whole situation was tricky because no school manager would let students watch a football game on television for ninety minutes during school hours. Assuming officials from the ministry came at that time, what would the head say? The respondent said that probably the students had other burning issues and this just their boiling point."

Respondents said that students at the school were generally well behaved and hardworking, especially with a Christian element of ownership and practice. They suggested that vandalism

could be avoided if students show signs of dissatisfaction and then hold a peaceful discussion with them to find solutions. One respondent said that students would be freer to express their views when teachers seem to be supportive and friendly. Parents were also mentioned to discipline and educate their wards that vandalism has a negative impact on student's educations as it may leave a long psychological impact of sense of fear and mistrust with teachers. One respondent suggested that once in a while a member of PTA or SMC could address the students on behalf of all parents so that while at school, students can still feel the presence of parents. It was further suggested that in case students have problems to approach teachers on burning issue, they could channel such grievances via such individuals.

School records

Records found mentioned of vandalism to have taken place. Areas of damage mentioned include; window glasses of classrooms, dining hall, staffroom, computer room, and Library. The records had a statement that students vandalised the school because they were denied to watch football on television during the time of classes. The records went on to mention suspension of some students who were assumed to be leaders and no names were indicated. The records further indicated that after a proper analysis on the extent of damage, each student would be charged a fine to cater for cost of repairs.

School NED 03

Focus Group Discussions

Participants reported that whole issue started with school management expelling some students basing on the romour that circulated in newspaper that at their school there was teasing and bulleying of form ones by senior students. While students were still angry with this, they noted that a small mistake attracted tough punishment and that whenever an issue concerned a senior and a junior student, the senior student would always be punished. The discussion also revealed that students also had issues with the new leadership that became tougher. For instance, all students were denied found to be walking at any time as a girl and a boy. This was against romours of rampant pairing around the school campus at night. The other reason was that jeans trousers and T-shirts were not allowed. One participant said 'some of the students could not manage decent trousers and shirts because they are expensive and therefore limiting all students to good trousers is very unfair.' Participants said that on the day of the event, they had to put on red T-shirts and refused to attend normal assembly. School management called for a discussion which took place the same day. Students reported unfair dismissals of friends, poor meals in the kitchen and strict policies which they termed 'oppressive policies.' Participants believed that putting the laboratory on fire was the action of the expelled students because they only stopped accommodating themselves in school hostels but were mostly seen around campus. When probed why the whole student community joined in when the school had probably expelled unruly students only, participants gave two reasons. Firstly was that the school authorities kept on intimidating students that more and more would be expelled and that new names were being added to the list. Students acted in protest of unfair suspension of fellow students who according to them were unfairly suspended (basing on reports from the media). Secondly was acting in the spirit of solidarity because some of the suspended boys were well behaved only that they were

popular at the school. On the day of vandalism, students had a meeting planning for a revenge to target the school and some individual teachers. The meeting failed to reach a consensus as the other group opted for a peaceful dialogue while the other wanted to act. It was alleged that the few boys who acted bought petrol from black market. They mixed it with sand in bottles and threw it at the window of Biology laboratory. When these vandals were seen by a fellow student who was studying and watchmen who upon fire surprise by drew nearer, they had to run away. This is why damage was done was minimal. Participants mentioned disturbing classes for two days, creation of unfriendly relationships with teachers and loss of the opportunity to study in classes as fire destroyed electrical connections. According to them, the tough polices were loosened as teachers were no longer strict to enforce code of dressing and this was a benefit and that no further expulsions were done as teachers used to intimidate them. When probed on how do they feel seeing in window in that state, mixed reaction were drawn. Some said it was not good because it makes the school look old and when visitors ask about what happened, they are told the whole story and this paints a bad image of both the students and teachers. The other group said that it is a good reminder to teachers that once they do a mistake that would anger students they should be aware that such are the results. Participants advised school management to expel students on valid reasons and when one is proven an offender other than acting on romours. They added that new headmasters should avoid introducing tough policies without consulting students as to why they are doing that. Teachers should also avoid viewing senior students as always unruly as this makes even the good students to become unruly since they see no need of behaving well when teachers have already painted the bad. Drawing on the cause of the strike, students felt that when journalists come to in search of stories that concern them, they too should be interviewed and not only teachers or other parties because they sometimes tell

wrong stories about themselves. Lastly participants advised school management to engage students in peaceful, non-intimidatory dialogue and responding to students requests timely.

Interviews with teachers

Both respondents singled out the unruly behaviour of form four students. As they go towards completion, they feel nobody can stop them from doing what they want. The said group intensified teasing and bulleying form ones. The most notorious students were identified and suspended. The school believed that there were some few boys who wanted to mislead others to sympathise with them and eventually gain support from fellow students. This was why they had to run away when they were seen by a fellow student.

The incidence destroyed the window and electrical connections such that for two days the campus operated without electricity. Some form four students were suspended from school and took MANEB examinations operating outside the campus. According to therespondents, the long term impact of the incidence was a long term atmosphere of mistrust between teachers and students. Negative reputation of the school and especially those leading it was also mentioned a loss on the part of teachers.

Respondents highlighted the following as a means of reducing cases of vandalism in schools; team work on the part of teachers where by rules should be formulated and enforced by all teachers, avoiding unnecessary poor rules that may incite anger in students, new rules need to be vetted by teachers and students need to be thoroughly civic educated so that they appreciate the importance, periodical guidance and counseling of students as a means of culturing them to behave well and lastly find a means of actively involving parents on the positive nurturing of the

student. In addition, lack of management skills was singled out as a silent problem on the part of school managers. One respondent said 'we only learnt some school management courses while in colleges using old theories. The world is rapidly changing, and so are the behaviours of youths. We need training on how to manage contemporary youth. As for now the practice is that the head and perhaps the deputy are the only ones exposed to such seminars but once in a while. Such seminars are supposed to be for all teacher s because in practice school management is not only the responsibility of those in leadership positions but all teachers.' The other respondent however mentioned that it is difficult to achieve discipline at the school because the school has no fence. Students go out to drink at night and watchmen cannot manage to control who goes out.

School records

No records were gathered at this school. The respondent said that he was not sure of records being kept on the same. He did not succeed in finding some after a long search. He suggested that probably the head teacher who was expected to be away for a week would have some information on the where about of such records.

School NED 04

Focus Group Discussions

FGDs revealed that that there were a series of disagreements between school management and teacher and students. One participant narrated a story that highlighted areas of disagreements. The new head introduced compulsory studies to be done three times a day (4-5am, 4pm 5pm and 6:30 -9pm during school days and 6:30-8:30am, 10am -12pm and 6:30 -9pm during weekends). Students were not happy with this arrangement. A student who climbed on the ladders to shift the position of a satellite dish for students to watch football was suspended, and also suspension

of students suspected to be drunkards without hearing their side. The suspended students were however still seen around the campus. It was believed that it were them who excreted at the administration block and inside the school hall in which form two MANEB examinations were taking place such that the following day, examinations delayed because the feces had to be removed before commencing examinations. Even though the hall was cleaned, candidates took examinations while psychologically disturbed. Furthermore they applied super glue on the door rocks of all offices and the assembly hall. This was in attempt to revenge for a decision of rocking the hall for entertainment so that all students go for studies. Due to this, the school management became even more hostile to all students. The suspended students continued acts of revenge. One night they managed to get into the kitchen and three in several fruits of a *muvunguti* tree and sand to the porridge that cooks had prepared. The following morning students did not take breakfast and all students got angry as the school management could not convince them of what had happened. Teachers issued more threats to suspend more students. During the day students were seen grouping demanding good food, entertainment, fair rules and justifiable suspension. During the same night the school was vandalised. Students used petrol bottles and stoned as weapons. Among others, the bursar's office was set on fire and important items like a computer which kept financial records and certificates were burnt.

Participants accused the school leadership of closing the dialogue such that any student who raised a hand to ask a question was deemed unruly and go immediately suspended. Participants described the leadership of that time as unfriendly and dictatorial. They narrated that students found it had to be led by such an administration as anger was burning in them. The incidence affected teaching and learning of continuing classes and also form two MANEB examinations which were in progress at that time. Some form four students who got suspended took examinations operating from outside the campus. All male students were forced to pay for

damage fees as a condition for admission the following academic session. Students also highlighted lack of fence as contributing misbehaviour at school as male and female students can go out to drink and come back the same night without teachers noticing this. According to participants, destroying the school is meant to punish teachers but also as a means of releasing their anger. One participant said 'when we destroyed the school it was around 1 o'clock am and we chanted '***wapalamulaiwe, wapalamulachitedzelerochizamkuyabwa…'*** meaning the school leadership had inflicted anger in them and now they will get troubles. They indicated that such become happy moments and the anger goes off. One participant said 'everyone looks forward to at least throw a stone as it is exciting to revenge'

Participants indicated that they feel sorry when they see the broken windows and security bulbs which the school has not repaired two years after the incidence. They complained of coldness and entry dust in class due to absence of window glasses and also low security and unable to study outside using security lights as the place is near the lake and hot during summer season.

Providing good food which teachers themselves can comfortably take and allowing dialogue with students were cited possible solutions to curb vandalism at their school. One student said 'as of now we requested the school long time ago to provide us with computer lessons but they are not doing it even though we have many computers for us in a computer room so they should expect destruction of that room one day.'

Interviews with teachers

Respondents indicated that poor relationships between school management and students and poor food staffs were reasons for the root causes of vandalism. In terms of food students complained of food not being prepared well, poor quality such as beans with weevils, nsima with lamps and rotten beef. The interview reveled that students who were expelled from school kept

to be found around the campus and this was enough sign that they would cause trouble. It was alleged that the suspended students were up to harm some teachers and destroy the school. They added sand to the porridge and all students turned against the administration.

School leadership did not take it serious to address students on what had happened even though they did not have breakfast. Participants also blamed the leadership of that time for not taking any views suggested by other teachers at common gatherings in the staffroom. Due to this most teachers became spectators and did not bother themselves to get involved. The leadership was described to be non-listening to both teachers and students. Participant said that such incidences communicate a bad image of the school to the society.

One participant said that while it was possible to void vandalism in schools, the process required participation of different stakeholders such as the government, teachers, parents, the surrounding community and students themselves. The participant further said that food could be of poor quality because of low funding from the government with which to purchase better food staffs and that fees in public schools was very for the school to provide better meals. In addition, employing cooks locally who do not have any training. The need for teachers to manage together as a team for instance instilling discipline to start in classes by class teachers, parents and the community to be actively involved in instilling discipline in students. The other participant emphasized on the importance of approaching angry students to be friendly and negotiations to be peaceful unlike threatening the already angry students. Participants also mentioned the need for refresher management courses and seminars.

After the incidence most teachers requested to transfer out and some did, both teachers and students feared each other and a culture of vandalism were being nurtured in students.

School records

Three documents were found as records for the school on the last incidence of vandalism. The documents were a one page disciplinary report, a charge of offence form by MoEST and report by head boy. The disciplinary report accused four boys of instigating or taking part in rebellious acts, burglary and theft. The boys were also accused of actively participating in vandalising the school the previous academic year. The charge of offence form outlined three offences, the same as in the disciplinary report against the accused four boys. The head boy's report narrated conversations he had with the four boys being accused of the three offenses above. The report further indicates that after breaking into the school kitchen, the boys stole weight measuring scale and a plastic bucket. His report mainly centered on this burglary and theft of kitchen items.

School NED 05

Photovoice.

Figure 22: Student R: Wire mesh replacing window glasses which were blocken but also a security bulbs at the hedmaters officice.

AGE : 18 years

SEX : FEMALE

CLASS : FORM FOUR

It was 9th June 2013 when vandalism
take place. The picture was about laboratory,
at [redacted] Secondary School the Students
damage the laboratory window by throwing
Stones one it. ~~The~~ bed ~~bugs~~ The Student
Suffer from ~~bugs~~ bed bugs especially boys
When they complained to the office ~~Some~~ one ~~of the~~
teachers Shouted to the Student which makes
Student to be unhappy of it. At the kitchen
Food was not cooked well, ~~mis~~ behaviour of
our Cookie they ~~was~~ also taken as they were
teachers. The Student were angry after few
hours they were started ~~to~~ to throw the Stones
on the ~~loaf~~, window of class, laboratory, offices, boy and
girls hostel. The ~~Cyclebus~~ cyllabus did not completed, to all class
at that time the form 2 Student were writing their
Exams they were ~~confu~~ Confused just because of
this things were not reading because of fairling
of the polices not only form 2 other class Student
were running away. ~~We can avoid this~~ by agreement
between the teacher and Student to the problem

Focus Group Discussions

Bedbugs (small insects that feed by suckling human blood) in boys' hostels was anonymously agreed as the main cause of the incidence. Participants also mentioned of half way prepared meals, the behaviuor of watchmen who wanted to exert full control on students and a decision by administration to deny identity cards for sitting MANEB examinations to any student with fees balance. Participants indicated that due to bed back bites, most boys developed sores and eventually left hostels and spent nights on an open space in a football ground. One participant said "what angered us most was that after a series of complaints to administration to fumigate the insects, they did not show any interest, instead, one of the proprietors was serious on collecting fees balances while shouting and chasing such students away." Adding salt on the wound a certain teacher said to students 'just go and sleep in your hostels, there is nothing we can do about it.'

One morning (one the day of strike) all students including girls who were sympathising with their male counterparts gathered in the football pitch. According to the participants, the aim was to communicate to the administration in strongest terms so that they provide solution to the problem. All students refused to attend classes and take meals. To their surprise, they were not officially addressed until sunset. Having been annoyed with the non-concerned administration, students agreed to vandalise the school. One of the participants said "At around 11 o'clock night, we started throwing stones on the classrooms as a way of scaring watchmen who could identify some of them. As stones hit the iron sheet roofs a lot of scaring noise was being produced. We also broke all security rights and then continued to break glasses and at this time there was no teacher, watchmen or outsider to identify anyone of us". We chanted songs like ***'a lyeke-alyeke-alyeke'***(meaning any person such as teachers coming close should be beaten up). We then

quickly went on to break into the headmaster's office, took the identity cards which were being withheld for non completion of fees payments and distributed them amongst ourselves."

Amongst the effects, participants pointed out that some form two students had to sit for their JCE MANEB examinations while operating from police custody and this resulted into all candidates taking examinations in an uncomfortable environment. Again form four (MSCE) MANEB examinations which were taken a few days after JCE were also taken in an environment of fear as most boys were being wanted by the police. After the results, form four were never shown the results until they completed fees balances and payment of K3, 000.00 as fees for damages while those who were in form two were admitted in form three upon payment of the same amount of damage fees.

Participants drew mixed reactions on the benefits of the whole plot. The first participant said "we felt happy because we punished the school authorities." The second one said "it came back to us because the school charged students for repayments to damages, and the fines were just so exaggerated. The other participant said that "it was a lesson to school proprietor to handle students with care."

In order to minimise cases of vandalism, participants highlighted timely responses to students' problems, providing better food and bedding environments which teachers too can comfortably participate in.

Interviews with teachers

Both participants agreed that the incidence occurred because of wrong timing to collect fees on the part of proprietors. One of the proprietors had to start entering in classes to collect fees. In addition the person had poor public speaking skills and used a lot of inflammatory words to students. At this time, male students were already sleeping in the football ground running way

from bedbugs in their hostels. Instead of solving the problem at hand, the proprietor became busy to collect fees balances and this angered both students who had no fees balances and those that had. Some teachers and other proprietors also became dissatisfied with the behaviour of the person who never had direct contact with students before to start collecting fees. Participants indicated that students were also encouraged by such division within the proprietors but also remarks from teachers. Participants also mentioned of vandalism at a nearby CDSS where by students vandalised the school because the new headmaster introduced tough rules on his own without the involvement of PTA, SMC and fellow teachers. For instance, the new head banned studies beyond 8 o'clock in the evening and this was at a time when MANEB examinations were close and classrooms were the only source of light where students could study as the place is in a rural area. As a result, all teachers and students against him and students were encouraged by some members of teaching staff to pull the head down.

One participant said that one the day of vandalism, all students gathered in the football ground discussing what they could do early in the morning, the time when classes normally start. To them, this was enough warning sign and they sent a quick message to the proprietors because whatever they would discuss with students would require the approval of the proprietors. Participants had an experience that whenever they agree to implement something that requires finances, proprietors turn it down and this time around they wanted to involve the proprietors themselves in fear of promising the already angry students in vain, a thing that would make them even more angry afterwards. Participants further highlighted that their proprietors were mostly after the money and not ready to release money even for a good cause. This is why even when they could have done something to show that they sympathise with students, they would say "we will try to solve probably during the holiday not now" in a non-committed manner.

The school was heavily damaged, all breeze windows were pulled down, all window glasses were broken and all security bulbs were broken. The headmaster's office was broken into and forms four ID cards for MANEB examinations were stolen. School discipline went down as some students could use open window to enter classrooms at the back when the teacher is busy writing on the chalkboard in front. Dust could freely enter classrooms and offices on windy days. One participant said "one of the invisible and very bad effects is the impact that such an incidence has on students, you know students build up a mentality that the way to resolve issues is to vandalise property. So what kind of students are we grooming for the nation? I wish there was a way to curb vandalism cases in schools. In addition to that we display bad reputation of the school to the society and eventually lose market, especially form three class of the following academic year as male students were asked to pay K3, 00.00 as damages fee for the vandalism they did in form two."

As for solutions, participants suggested that proprietors should avoid direct contact especially on fees issues with students and use of inflammatory remarks. They also need to be trained in basics of school management so that they understand school needs and also handling students other than looking at a school from the business perspective only. The members of teaching staff also need to operate as a team. Also MANEB examination IDs should not be used a strategy to collect fees, rather students can sit for examinations and when checking results or collecting certificates, they can easily be tracked since they come as individuals. On the same school fees should be collected by mid of the term especially for examination classes (form 2 and form 4). Proprietors of private schools should also try to consider better remunerations for teachers as motivated teachers can help to run the school better. Participants also bemoaned the general behaviour of some students who are chased away in other schools and welcomed in private schools.

Participants wished that private schools should avoid admitting such students for the sake of money.

School records

The school log book had some few statements on this vandalism. Below are the statements contained in the said book.

"Date of vandalism 19th June, 2013.

As I was away on invigilating form 2 MANEB examinations, students vandalised the school. They broke into my office and store identity cards. Some after they had distributed the cards amongst themselves, some went missing. We had to send a teacher to collect duplicate IDs from MANEB, Zomba. All glass windows on every school building were broken down, all security and classroom lights, and all breeze windows for classrooms were pushed down. It is romoured that students reacted because of the communication from management that anyone with fees balances would not be issued with ID card with which to proceed to examination room."

Pilot study school

Focus Group Discussions

Participants highlighted that students resorted to vandalism because teachers could not provide solutions to their petition. One of the participants said that the administration said that it was going to respond but days passed. She further indicated that had it been students were allowed to carry out the prayers with the help of an external Reverend, vandalism could not have taken place. Another participant said that while students were waiting for a better solution, management started threatening to suspend them from school. Students wanted to conduct prayers as a means of getting rid of evil spirits which they believed were roaming their school. Students suspected that school management deliberately disallowed prayers because some members of the management team were alleged to be practicing witchcraft and Satanism. Participants also mentioned that students were not happy because school management introduced new rules that required students to study three times a day as opposed to one evening studies. This took time for clubs and societies and entertainment. All students in general were not happy with the new rules. Participants also said that students were also disallowed to have fellowships prayers and offering around school campus.

Amongst the effects, participants mentioned that some girls who came to sleep in their hostels the following day were arrested by police who kept patrolling the school in hiding so they arrest some for questioning. One girl who spent some two nights in police custody shared with friends after her release that some police officers were asking for sexual encounters from them in order to release them, a thing which some girls succumbed to. Classes for the form fours were suspended as the whole plot was being engineered by the same class. More than half of the students were denied residence in hostels when sitting for their final MSCE MANEB

examinations. Participants said that due to this, the examination results were poorer than previous classes.

One participant said "our class was too junior and we could not understand what was happening. We were forced to join them vandalise the school but we refused. They entered our hostels and beat us up and threatened to even beat us more after wards. We were piping through the windows and we could see them destroying the school as security lights were on. After that they ganged up on the road off the school chanting songs of happiness that they had succeeded in their mission." The vandal girls were reported to have spent a night far from the school at a trading centre while some at the nearby lake shore sand with fishermen.

The other participant was quick to mention that while students resorted to vandalism, it was not good because it destroyed some important utensils in the library, especially Physical Science subject utensils such as beakers, test tubes and some chemicals. One such was an overhead projector which the school is failing to replace.

Interview with teachers

Respondents said that students were angered because management did not allow them to conduct prayers at the school campus with an involvement of external pastor. In addition fellowship prayers that students used to have at the campus were also banned. The prayers were banned because students were making a lot of noise and disturbing others in the process. Students were also unhappy with the introduction of new rules that required them to study three times a day. While these rules were introduced with the aim of improving performance on MSCE MANEB examinations were comparably poor the last academic year, to them Satanism was the main contributing factor. This is why they wanted to have prayers first.

Respondents said that the making of a petrol bomb by female students at a Christian Girls school with which they set the laboratory and deputy head office on fire was extraordinary to the surrounding community and society at large.

The introduction of new rules was not a general consensus of the members of the teaching staff. As a result, when students complained to some teachers in non formal way, such teachers expressed ignorance and shared a concern with students that the rules were indeed unfair. One respondent said that "it was clear to students that teachers and management were not working as a team; such division amongst the teaching staff is likely to have energized students to act."

On the day of vandalism, students who were involved in this (mainly form fours and some form threes) boycotted breakfast. They picked up braches of trees and canted songs against school administration. They chanted off the school campus up to the main road where they attracted the attention of passing vehicles. Even though this was a warning sign, teachers did not act to prevent vandalism.

On the effects respondents indicated that the reputation of the school leadership and all teachers in general went down. Also that of girls Christian school from where the society expect positive behaviour. The teaching and learning environment was destructed as for about a week no classes were conducted. As for the form four class (a class that vandalised the school) classes three quarters of the students were suspended and only came back to sit for examinations while operating from outside the campus. This largely contributed to poor results. Some form three students who joined form fours in vandalising the school were expelled from school.

Respondents suggested that vandalism could be avoided if all teachers at a school participate in management; and that rules are formulated and enforced by all and not a few members. Also formulating new policies together with students so that the rules are welcome and students would know why the rules have been introduced. One responded said that without involving teacher, they retreat in enforcing them and for students; they feel like the rules are up to punish them. Respondents also said that it is important to be close to students so that when something causes a worry to them, it can quickly be identified and resolved other than creating a wide gap such that the administration would not be aware of students' burning issues till boycotts or vandalism.

School records

The school had scanty records with no details. So far the records mentioned that students had vandalised the school, mentioning the use of a petrol bomb for setting the laboratory, head and deputy head offices on fire. The report also mentioned damage done to window glasses of some classrooms and hostels, the two offices already mentioned and the staffroom. Names of students who were suspended from school were also attached to the report. The statement recorded on the causes was that students were against studying three times a day.

Part 2: Data generation guides and checklists

Oral interview guide

Introduction

My name is Komani Augustine Chikombe Tembo. I am pursuing Master of Education Leadership and Management degree at Mzuzu University. As part of the fulfillment for the award of the said degree, I am conducting a research on vandalism in secondary schools focusing on the perspectives of teachers and students. The questions below have been prepared to guide our interview. Be assured that the information given will be treated with utmost confidentiality i.e what you are going to say will be used for academic purposes only and your name will be anonymous.

Questions

Broad question: I understand there have been cases of vandalism at this school, tell me what do you know about one case you remember?

Specific probing questions in the following areas;

1. What circumstances led to the incidence? (causes)
2. Give details to one of the cases in terms of;
    a. Early warning signs
    b. The role by teacher and the management before and during the event.
    c. What do you thing angered the students more so that they had to burst by acting?
    d. Participation of boys and girls
3. How do you manage students in an angry state prior to vandalism but also your own emotions?
4. Do you think it was possible for management to prevent the event?
5. How would you describe the leadership and management style of this school?
6. How did it affect teaching and learning?
7. Do teachers lose or gain something after vandalism?
8. How best do you think to curb vandalism cases at your school?
9. Are teachers given a chance to secondary school leadership and management seminars especially those related to student management?
10. Any comments?

End of interview, thank you very much for your participation.

Focus Group Discussions guide questions

Introduction

My name is Komani Augustine Chikombe Tembo. I am pursuing Master of Education Leadership and Management degree at Mzuzu University. As part of the fulfillment for the award of the said degree, I am conducting a research on vandalism in secondary schools focusing on the perspectives of teachers and students. The questions below have been prepared to guide our discussions. Be assured that the information given will be treated with utmost confidentiality i.e what you are going to say will be used for academic purposes only and your name will be anonymous.

Questions

Broad question: I understand there have been cases of vandalism at this school, tell me what do you know about one case you remember?

Specific probing questions in the following areas;

1. What circumstances led to the incidence? (causes)
2. How do teachers manage you? Do you like the style and why?
3. What have been the causes?(problem tree analysis to be employed)
4. Give details to one of the cases in terms of;
   a. Early warning signs
   b. The role of the teachers, management and you as students before and during the event.
   c. What do you think angered you much to reach an extent of acting?
   c. Participation of boys and girls
5. How do you manage your own in anger prior to vandalism but also emotional teachers?
6. Do you think it was possible for the students to prevent the event?
7. How would you describe the leadership and management style of this school?
8. Why do you resort to vandalism?
9. How did it affect teaching and learning?
10. What do you think was again or loss from this event?
11. How do you feel looking at unvandalised property, during vandalism and later a vandalised property of your school?
12. How best do you think vandalism by student could be curbed cases at your school?
13. Do you have any comments to make?

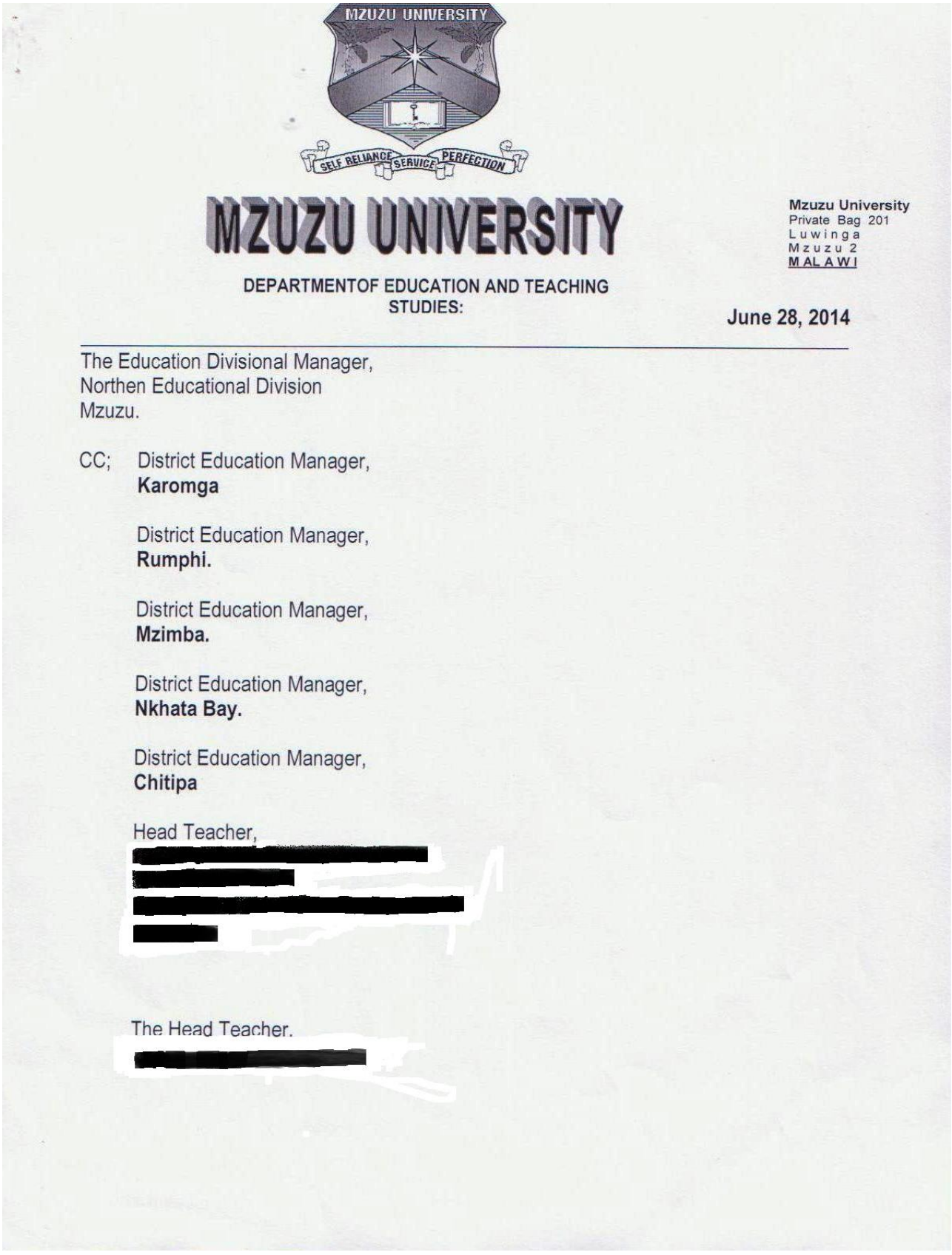
End of discussions, thank you very much for your participation.

Checklist (data collection from school records)

Name of school/school ID…………

1. Date of the event
2. Circumstances that led to the event
3. Early indicators of anger in students
4. Management response before, during and after the event
5. Extent of damage and areas affected
6. What were the general effects
7. What were the specific impacts on teaching and learning
8. Lessons drawn from the event.

Part 3: Consent letters and requests to undertake the study



MZUZU UNIVERSITY

SELF RELIANCE SERVICE PERFECTION

MZUZU UNIVERSITY

Mzuzu University
Private Bag 201
Luwinga
Mzuzu 2
MALAWI

DEPARTMENTOF EDUCATION AND TEACHING STUDIES:

June 28, 2014

The Education Divisional Manager,
Northen Educational Division
Mzuzu.

CC; District Education Manager,
Karomga

District Education Manager,
Rumphi.

District Education Manager,
Mzimba.

District Education Manager,
Nkhata Bay.

District Education Manager,
Chitipa

Head Teacher,
[redacted]

The Head Teacher.
[redacted]

[redacted]

The Head Teacher,
[redacted]

Dear Sir,

PERMISSION TO COLLECT RESEARCH DATA *FROM THE LISTED SECONDARY SCHOOLS ABOVE:*

I am writing on behalf of the Dean of Education of Mzuzu University to seek permission for ***Mr. Komani Augustine Tembo*** who is a Master of Education (MEd.) degree student at Mzuzu University. Mr. Tembo has just finished ***Phase One*** of his programme and is about to start ***Phase Two*** of the degree programme which requires him to conduct a research which will be followed by writing a thesis.

Mr.Tembo has chosen to conduct his research in the four schools listed above. I am therefore writing this letter asking your office to grant him permission to use the schools for his data collection.

On behalf of The University Registrar, The Dean of Education and on my own behalf I would like to thank you for the kind gesture you will provide to Mr. Tembo.

By copy of this letter the Head Teachers of the following Secondary Schools:
[redacted]
being requested to take note of the development and to assist Mr. Tembo in a way they can.

Yours Sincerely,

Sam D. Dumba Safuli (PhD).
COORDINATOR FOR POST- GRADUATE PROGRAMME IN EDUCATION

Cc: The University Registrar,
The Dean of Education,
The Head, Education and Teaching Studies Department.

MZUZU UNIVERSITY

SELF RELIANCE SERVICE PERFECTION

MZUZU UNIVERSITY

Mzuzu University
Private Bag 201
Luwinga
Mzuzu 2
MALAWI

DEPARTMENTOF EDUCATION AND TEACHING STUDIES:

June 28, 2014

The Director
[redacted]
Chitipa.

Dear Sir,

PERMISSION TO COLLECT RESEARCH DATA *FROM YOUR SCHOOL*

I am writing on behalf of the Dean of Education of Mzuzu University to seek permission for ***Mr. Komani Augustine Tembo*** who is a Master of Education (MEd.) degree student at Mzuzu University. Mr. Tembo has just finished ***Phase One*** of his programme and is about to start ***Phase Two*** of the degree programme which requires him to conduct a research which will be followed by writing a thesis.

Mr.Tembo has chosen to conduct his research in your school. I am therefore writing this letter asking your office to grant him permission to use the school for his data collection.

On behalf of The University Registrar, The Dean of Education and on my own behalf I would like to thank you for the kind gesture you will provide to Mr. Tembo.

Yours Sincerely,

Sam D. Dumba Safuli (PhD).
COORDINATOR FOR POST- GRADUATE PROGRAMME IN EDUCATION

Cc: The University Registrar,
The Dean of Education,
The Head, Education and Teaching Studies Department.

Letter requesting training institutions to participate in the study

Mr. Komani Augustine Tembo.
ETS Department, Postgraduate Section
Mzuzu University
Private Bag 201
Luwinga
Mzuzu 2.
Cell: 0888659550, 0999125052.

4th August, 2014.

The head teacher
……..
…….
……

Dear Sir,

REQUEST FOR YOUR INSITUTION TO PARTICIPATE IN AN ACADEMIC STUDY

Reference is hereby made to our telephone conversation on the above subject.

I am a student pursuing Masters Degree programme in Education Leadership and Management at the above institution. As part of the fulfillment for the award of this qualification, I am currently conducting a research exploring vandalism in secondary schools from the perspectives of teachers and students, and my research participants are teachers and students. Teachers are to be engaged in oral interviews while students in photovoice and focus group discussions. Photovoice involves taking photos depicting vandalism (damaged materials such as broken windows) and then compose an essay on the picture. Both the photo and the essay becomes data to be included in the report (thesis).

The purpose of this study is to uncover circumstances that lead to vandalism in secondary schools with an aim of learning from its findings. Data to be collected in this study shall be used

for academic purposes only; you should therefore be assured of highest confidentiality. You are free to withdraw from the study if you feel appropriate to do so.

Your institution has been included in my sample of participating schools and I therefore humbly request for your participation in the study.

Your school will be visited on ...August, 2014 and the following is expected to be done;

Category of participant	Methodology of data collection	Time frame	Responsible person
headmaster	One to one interviews	9:30 am – 10:00am	Researcher
headmaster	Review of past records	10:00am – 11:00am	Researcher
teacher	One to one interview	11:00 – 11:30	Researcher
students	photovoice	15:00: 16:00	Researcher
students	Focus group discussions	16:00- 16:00	Researcher

I look forward to your support in this study.
Yours faithfully,

…….....
KOMANI AUGUSTINE TEMBO.

Consent letter for participants

From : Mr. Komani Augustine Tembo.
ETS Department, Postgraduate Section
Mzuzu University
Private Bag 201
Luwinga
Mzuzu 2.

To : ……..
……
……

Dear Sir/madam,

REQUEST FOR CONSENT FOR YOU TO PARTICIPATE IN THE STUDY ON VANDALISM IN SECONDAY SCHOOLS.

I write to request for consent to conduct an academic research at your institution. I am currently pursuing a two-year Masters Degree programme in Education Leadership and Management at the above institution. As part of the fulfillment for the award of this qualification, I am currently conducting a research exploring vandalism in secondary schools from the perspectives of teachers and students, and my research participants are teachers and students. Teachers are to be engaged in oral interviews while students in photovoice and focus group discussions. Photovoice involves taking photos depicting vandalism (damaged materials such as broken windows) and then compose an essay on the picture. Both the photo and the essay becomes data to be included in the report (thesis).

The purpose of this study is to uncover circumstances that lead to vandalism in secondary schools with an aim of learning from its findings. Data to be collected in this study shall be used for academic purposes only; you should therefore be assured of highest confidentiality. You are free to withdraw from the study if you feel appropriate to do so.

To show that you allow this study to be conducted at your school, please sign on the space below.

I ascent, name:……signature……..date……

Yours faithfully,

…….....

KOMANI AUGUSTINE TEMBO

Consent form for students participating in photovoice to school authorities.

I have been selected to participate in a study on vandalism in secondary schools. The study is being conducted by Mr. KA. Tembo who is currently pursuing Master of Education in Leadership and Management at Mzuzu University. He has explained the purpose of the study and has further informed us that you have allowed him to interact with us. As part of the interactions, he has requested me to take a photo around the school campus that best depicts vandalism. He has further given guidance on writing an essay on the picture.

Details.

Name : …….

Sex : …….

Class : …….

Place of taking photo :……

Date :…….

Time to be spent there:…….

Approval section

Approved by :……....signature……

Post :……

Date ……

Remarks :…….

I promise not to cause any disturbance in the process. I look forward to your approval.

Yours faithfully,

……