

STUDENT BEHAVIOURAL PROBLEMS:
A COMPARATIVE ANALYSIS OF PATTERNS AND TRENDS
OF STUDENT BEHAVIOURAL PROBLEMS IN MALAWI
SECONDARY SCHOOLS (1992)

A Thesis
in
The Department of Education

Presented on Partial Fulfillment of the Requirements of the degree
of

MASTER OF ARTS IN EDUCATION

At Saint Mary's University, Halifax, Nova Scotia, Canada.

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ISBN 0-315-84900-2

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Saint Marys
University

MASTER OF ARTS IN EDUCATION THESIS

**STUDENT BEHAVIORAL PROBLEMS:
A COMPARATIVE ANALYSIS OF PATTERNS AND
TRENDS IN MALAWI SECONDARY SCHOOLS**

Joseph M Malunga



**Saint Marys
University**

EDUCATION DEPARTMENT GRADUATE STUDIES

MASTER OF ARTS IN EDUCATION THESIS

By **Joseph Mathews Malunga**

Entitled: **Student Behavioral problems: A comparative
Analysis of Patterns and Trends in Malawi
Secondary Schools (1992)**

was compiled with the regulations of this University and meets the acceptable standards with respect to originality and quality for the degree of

MASTER OF ARTS IN EDUCATION

Approved by the Final Examining Committee (or authorized representatives)

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Date June 22/93

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ESSENTIAL DEFINITIONS AND ABBREVIATIONS

At Risk Students - students with disfunctional behavior who are likely to leave school voluntarily or otherwise

Church Mission Schools - schools owned and operated by religious organizations but partly funded by public finance

Dropouts - students who leave school voluntarily without completion

Government-Assisted School - a school which is partly funded by public finance.

Government School - a school which is fully funded by public finance

MCDE - Malawi College of Distance Education

MOEC - Ministry of Education and Culture

MSCE - Malawi School Certificate of Education

Private School - a completely privately funded school

PSLC - Primary School Leaving Certificate

PTA - parent-teacher association

Push-outs - students who leave school involuntarily such as those who are dismissed for improper behavior

Student-Leaders - students who aid teachers sometimes referred to as class monitors or prefects

Teacher "burn-out" - demoralized state-of-mind of teacher

FOREWORD

The status of student discipline in schools can be viewed from a number of perspectives by various education stakeholders or interest groups: from within the school system by educators and students and by non-educators from the outside. For educators and students it is to their immediate interest to ascertain the existence in the schools of an environment that is conducive to learning. From the outside non-educators particularly parents would want to see their children drawing maximum benefits from the school system.

The level of student discipline in schools may be a useful indicator of school management capabilities of those charged with the responsibility of running schools. As part of what could hopefully develop into long-term and much more elaborate studies that could be used in the review of the education policy on management of student discipline and to assist those who are charged with school-management responsibility, I feel that this piece of work is timely at the time when the Ministry of Education and Culture in Malawi is in the process of reforming its organizational structure and processes to respond to unmet needs and inadequacies. Many objectives are imbedded in the reform initiatives such as decentralization of the decision-making to lower levels of the organization to respond immediately and effectively to the needs of the education system; rationalization of the policy development, planning and management functions through the use of timely and accurate information about the system. In order to achieve these policy objectives, the Ministry of Education and Culture has emphasized the

collection and analysis of vital information about the status and direction of the system and their communication in appropriate format to decision makers to enable them to monitor the system and to help them make better and informed decisions. To this effect the identification of patterns and trends of student behavioral problems in Malawi secondary schools is an important initiative for educators in the improvement of student behavioral management and therefore by extension improve the quality of education. Because of the diminutive size of survey sample and limitations in case count (these are provided in later sections) this case-study takes a "disciplinary mode" as opposed to "policy mode" in that, it is derived from academic perspectives; designed in the main to advance knowledge regarding the nature of student discipline in the general secondary school population in Malawi. More elaborate surveys, with broad-based sampling procedures, and long-ranged case observations are urged.

The evaluation of the study surveys data and discipline case count have taken a more technical mode. However, derived impressions are provided in the form of "behavioral features drawn from the study". In what follows, it is important to recognize that no attempt is made to provide an exhaustive or cataloguing of worldwide literature on student behavioral problems. Instead, the thesis commences with a general review of the literature on child development and forces of behavioral formation: the environment and peer influence; and includes an account of a number of studies performed that are relevant to these factors. This includes a discussion of general patterns and trends with regard to student discipline problems including and problems of measurement. In addition, the choice of literature was based on their value in

influencing and stimulating the ideas of the readers, and for their ability to provide direction. These sources serve to anchor for the work, and establish its theoretical base, and provide assumptions. Hypotheses emanating from the literature review are elaborated in the survey; and the definition of the sample, method of data collection, and instrumentation used were similarly influenced by the available literature. The next chapter provides an analysis of data of student discipline cases in Malawi secondary schools, including surveys of opinion on student behavioral problems as perceived by educators, students and non-educators. Some general points of view on cause-effect relationship and their implications on personal and national development are also described in more detail. Also included is a discussion of measurements and data analysis relative to pattern of enrollment with cases of indiscipline in Malawi secondary schools; a case count performed for the period from 1987 to 1990 school years. The list of references is confined to materials actually cited in the body. No citation of Malawian works on the subject is made because no work on student behavior in Malawi schools was found during the literature search both in Canada and Malawi. It should be noted that the three surveys and the discipline case count used in this study included public schools (government-owned and government-assisted schools) only, privately operated schools were not included.

The thesis concludes with suggestions for the direction which further case-studies in this line could take.

ABSTRACT

STUDENT BEHAVIORAL PROBLEMS: A COMPARATIVE ANALYSIS OF PATTERNS AND TRENDS IN MALAWI SECONDARY SCHOOLS

A sizeable amount of literature on student behavioral problems in schools emphasizes that behavioral disorders are an important variable in the school learning environment. More importantly, there is growing evidence that child's behavioral pattern changes with maturity in the adolescent years. In addition, several studies have established that student discipline level may be predictive of school performance level. Therefore, the development of monitoring and evaluation strategies of student behavioral problems is emphasized.

Student behavioral problems (SBP) form a major component of the characteristics of the school atmosphere. They represent a family of behavior disorders found among students in schools. Two distinct forms of SBP are readily be recognized: those forms of behavior that are related to attention-deficit disorders with hyper-activity and largely identified as health problems; and those forms of student behavior disorders that are more or less deliberately designed to defy school authority which may be referred to as student discipline problems (SDP). Because of the difficulty in distinguishing between the different forms of behavior among students, the terminology in this case can be disconcerting because of the variety of interchangeable terms referring to the same thing. For the purpose of this thesis, therefore, both terms are used interchangeably to refer to "intentional" misconduct by students that are characteristic of

student play to defy educational authority.

This study is therefore concerned with making a direct comparison of the patterns and trends of student discipline problems in Malawi secondary schools and to what extent these are related to the beliefs, values and opinions of sampled students, educators and non-educators. In order to serve as a tool for identifying potential discipline problems and suggest corrective actions, and by extension, improving the day-to day administration of schools; these cases should be properly documented. The study was divided into two separate activities: (1) three separate questionnaire surveys and (2) annual discipline case count for four consecutive years 1987-1990 school years. In order to serve the purpose of the study, attempts are made to ensure that these two activities precisely convey the vital characteristics of student behavioral problems. In addition, a linkages between the various components of the study is drawn so that the impact of changes within one component on others can be monitored.

The three surveys were conducted in order to explore any variations in opinion to certain ideas and practices with respect to discipline management by practicing teachers. Six common variables of significant practical bearing to student behavioral problems were developed for comparison. Several control variables were used in the questionnaire surveys, but the strongest predictive factors were the effect of home environment and peer pressures which influenced both the dependent and independent variables. The annual case count was conducted in order to establish a longitudinal case-mapping and provide quantitative evaluation.

It is important for readers to note that while the numbers provided in the various analyses may not mean much in practical terms the trends and patterns that are portrayed do.

In order to develop effective strategies for assisting practicing educators, school administrator, parents, and policy makers to deal with student behavioral problems a number of outcomes can be sought. First, the various interest groups should agree that a serious problem exists because the relevant characteristics of each party are important to the other's decision for policy input at the national level. Second, the data should provide fairly conclusive evidence of their nature and potential impact upon society; and thirdly this evidence must be seen as a prelude to further discussion on the relevant issues prior to policy formulation.

This thesis is therefore concerned with establishing a quantitative evaluation and monitoring strategy for cases of misconduct in the form of statistical inferences for Malawi secondary schools.

DEDICATION

For my beloved wife ANNE, sons
IAN and BANCUM, daughter
YAMIKANI, niece DEOLINDA and
my mother FLORENCE;
also for all the Malungas the
Chandiyambas and the Kamlomos
for their love, inspiration and perseverance
(together we succeed)

ACKNOWLEDGEMENTS

I would like to acknowledge the assistance and inspiration that my colleagues in the teaching profession, who responded favorable to my questionnaires throughout Malawi, have provided. To them, I have benefited from their professionalism, learned from their wisdom and gained valuable insights from their responses to the many questions that are considered in this thesis. In particular, I would like to thank all the headmasters/mistresses and teachers with whom I had the privilege of working and whose ideas, concerns, problems and practices have helped to shape my thinking. Also, my thanks are due to student-leaders in various schools and non-educators who volunteered to participate in the surveys. My thanks are also due to the Malawi Ministry of Education and Culture headquarters for providing authorization and guide-lines for data collection and for expressing interest in work that is aimed at strengthening student discipline management styles by practicing educators.

Special debt of gratitude to Dr Robert Sargent of Saint Mary's University, Halifax, Canada, my thesis supervisor for supporting this thesis and facilitating its execution. His excellent guidance and constructive criticism provided direction throughout this work. I have to acknowledge that any errors in this thesis both quantitative and qualitative are entirely my own. I have taken extreme care to be as accurate as possible where matters of fact are concerned and have sought the best available advice on matters of policy interpretation and implementation. I wish to urge all

readers to consult the relevant documents where doubt exists, the bibliography is provided at the end of the thesis.

One final point to complete the acknowledgements concerns the author's point of view on the matters under discussion and how he perceives the purpose of this thesis. Along with most other educators in Malawi secondary schools, the author attaches profound importance in the proper management of student behavioral problems in schools. To say this, however, is not to assert that behavioral problems in Malawi secondary schools are not properly managed at all; it is but an essential requisite for all educators' to continue focusing attention and advancement toward more peaceful and equitable schools. Thus, to be faithful to the aim of this thesis, the writer has endeavored, in the spirit of constructive criticism, to point out some school factors that promote student indiscipline (along with some that do not) explore these maladies, and where possible suggest ways of improvement. Readers are not expected to accept the writer's views blindly but, on the contrary, are urged to make their own interpretations and judgements on the basis of the data presented. Being the first of its kind, the aim of this study is therefore to provoke interest for further investigations and contribute to a broader discussion, among practicing educators in Malawi, of these critical and complex student issues in our schools.

Finally, the opinions expressed in this thesis do not necessarily reflect the views or policies of the Ministry of Education and Culture in Malawi.

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INTRODUCTION

HISTORICAL BACKGROUND POLICY AND PHILOSOPHICAL PERSPECTIVES: THE CONCERN ABOUT STUDENT DISCIPLINE

Discipline is the number one topic in education. According to the 1979 Gallup Poll on attitudes toward education teachers, parents, students, and the public in the US all place discipline on top of their concerns. It is a teachers' concern because it affects learning, affects their emotional lives, and it outweighs all other factors combined in determining teacher success. Parents want their children to learn, behave properly in school, and relate well with others. Students want a calm environment in which to learn. The general public fear that disrespect, hostility, and lack of self-control among youth pose direct threat to personal safety and national values. Further, judging from the various literature on the nature, trends and patterns, and implications of student discipline problems in schools, it is generally believed that the severity of student behavioral problems worldwide, has increased over the past four decades. According to a survey reported in TIME magazine (Feb. 1, 1988); the 1940s schools in the United States were faced with student behavioral problems that look quite minor compared to those of the 1980s.

The US is probably no different in this respect than other countries. But the nature of the circumstances are obviously very different. In Malawi, for example, the 1940s was a time of colonial and imperial intervention when formal schooling opportunities were relatively rare. By the 1980s an independent Malawi was attempting to provide a broad-based, popular education for all its young citizens.

An overview of Education in Malawi:
Basic Characteristics of Formal Education

In Malawi, as in many other developing countries, education has long been recognized as a catalyst that activates social and economic development and as a means of promoting national consciousness and cohesion.¹ Education of is therefore believed to be a critical human resource investment necessary for the attainment of a broad-based sustainable socioeconomic progress through the participation of a large number of enlightened people. An overview of the trends in educational development strategies and relevant philosophical perspectives in Malawi help us understand the context in which the study of student behavior is located.

The first and second formal Education Plans for Malawi covered the periods 1973 to 1980 and 1985 to 1995 respectively. Both plans were intended to provide guidelines for the development and improvement of the national education system to reflects current national values, present realities and aspirations. Between independence in 1964 and 1973 the education system in Malawi was a residual inheritance of what remained of the British colonial education policy. This had to be replaced after the attainment of political independence. The colonial education policy emphasized the development of middle level management labour force for

¹ Ministry of Education and Culture Educational Development Plans from 1973 to 1980 and also 1985 to 1995.

public and commercial sector with little or no mention of entrepreneurial education or education for rural development. As may be expected, this policy had set unrealistic modes of social and economic development; in addition it set unrealistic expectations for the type of employment or economic activities school leavers could pursue. Therefore, the present education development plans had to address, in addition to improving the inherited educational policy, the needs of an independent country trying to build upon indigenous strengths rather than rather than colonial remains.

The education system in Malawi constitutes the single largest enterprise in the country. It is the certainly the largest establishment in terms of size of the population involved in and affected by it. As may be expected, the education system also consumes the single largest share of the annual public expenditure. In nominal terms, the Education recurrent budget has increased annually. However, as a proportion of the total recurrent budget it has remained at 10% and developmental efforts are underway to increase the budget proportion to 12.8% by 1994/95.¹ Except for a few privately run primary and secondary schools, the Ministry of Education and Culture (MOEC) is responsible for all formal education in the country: primary, secondary and post-secondary education; and exercises supervisory responsibility for all privately operated formal education. It is also responsible for the correspondence form of education

¹ Cited in the Aid Memoire of the World Bank Supervision report for First Education Sector Credit (CR 1767-MAI) and Second Education Sector Credit (CR 2083-MAI); July 4, 1991. Unpublished Report.

run by the Malawi College of Distance Education (MCDE). In addition, MOEC has a formal responsibility for the University of Malawi and other higher educational institutions, operating under statutory jurisdiction, through its membership in their management boards. Local involvement, by communities, in education is not yet fully developed. Because of the need for government regulations aimed at equalization of educational development effort, public education remains strongly centralized.

The formal education system is divided into four major levels: primary (standard 1 - 8) with a final Primary School Leaving Certificate (PSLC) after 8 years, junior secondary (Form 1 - 2) leading to a Junior Certificate (JC), senior secondary (Form 3-4) at the end of which students obtain the Malawi School Certificate of Education (MSCE). Each one of these levels is intended to be complete in itself, so that students who graduate at any of these levels should be able to find productive employment in some sectors of the economy. This belief is rooted in the conviction that attainment of literacy and numeracy skills by all the citizenry is a basic necessity for a nation's socioeconomic development and personal well being. For example, evidence accumulated in different parts of the world confirms that farmers with at least four to five years of basic education show greater agricultural productivity. Also evidence shows that education promotes better life skills, better health, and better nutritional practices among the people thus contributing to improved quality of life. However, the ability of school leavers and dropouts to find productive employment have become progressively difficult in recent years creating doubts about these assumptions.

The problems experienced by the education system in Malawi are similar to those experienced by many other developing countries. They are those related to low general educational attainment, rapid increase in school age population¹, which has resulted in rapid increase in the social demand for education, and a strained economy as reflected by the static or decreasing education budget. As will be mentioned in later sections these problems, which are not unique to Malawi, have a profound effect upon children's expectations and therefore may translate into behavioral problems. Partly as a result of positive response of parents to appeals by the political leadership and educators to enrol children in schools the social demand for education grossly exceeds supply and this pattern is likely to persist well into the next century. But since resources are finite the scope of the present Malawi education development plan emphasizes that investment in education be carefully planned to ensure that (1) equalization of educational opportunities (2) promotion of efficiency in the system (3) improvement of physical and human resources, (4) judicious use of limited resources, and (5) the provision of sound learning environment for schools both physical and psychological or emotional are met. Also at hand is the need to increase the female enrollment ratios in all levels of formal education system which presently are at 44%, 34% and

1 The 1990 national population is estimated at 8.3 million and the annual percentage growth rate of total population is estimated at 3.6%

Based on the 1987 census estimates 1.895 million 6-13 year olds.

MOEC estimates 1.519 million based on the 1977 census data.

21% in primary, secondary and university respectively. The formal education system in Malawi has undergone steady and extensive changes during the past decade. Since Malawi attained independence the enrollment in primary schools has grown four-fold from approximately 350 thousand in 1964 to about 1.3 million in 1989. Presently, approximately 65% of all primary school age group are enrolled in schools. However, due to factors of high dropout rate and high repetition rate the current net enrollment ratio is approximately 48%. The MOEC ten-year goal is to attain 85% net enrollment by 1995 for primary education. The current rate is, however still a significant increase over the 43% estimated for 1987/88. This enrollment increase is desired in order to raise the national literacy rate which currently stands at about 59%. While there are considerable successes, this expansion has not been adequate to meet the demand for primary education. In 1989, there were approximately 1.8 million 6-13 year olds in the country. Of these, only 55% were enrolled in primary school that year. The bulk of financial support for the expansion of formal education in Malawi is provided by the World Bank through the International Development Agency (IDA), bilateral and international agencies, non-governmental agencies and a host of friendly governments.

The internal efficiency of the primary school system in Malawi as measured by dropout rate and repetition rate gives great concern. Nearly 25% of the children enrolled in primary school today are above 16 years old, hence overaged for this level of education. Between 1988 and 1989, nearly 10% of the primary school children dropped out between standard 1

and 7 and nearly 30% of the children enrolled during the same period were repeaters. This is a reflection of both inadequacy of the system to meet the demand for primary education as well as low internal efficiency of the system. It is not uncommon to see overaged pupils, above 20 years of age, enrolled in secondary schools. Morale of children is expectedly low under these circumstances. If allowed to continue, it will have an adverse effect on child behavior, and potentially serious negative consequences for the nation.

To achieve the targeted 85% net primary school enrollment ratio by the year 2000, the primary school system must expand to accommodate approximately 2.8 million estimated school-going age children by that year. This means, in essence, that the primary school facilities must expand by nearly 2.5 times by the targeted year; also, this means recruitment of an additional 56,000 teachers. The financial and human resources investment required to achieve this growth is staggering. While primary education has undergone massive linear expansion, to raise the current net enrollment ratio from about 33.5% to 65% of the appropriate age group, the expansion at secondary level has been grossly inadequate to provide places for all students who qualify from primary. Only about 4% of all students who qualify for secondary education have places in regular secondary schools, this ratio is planned to increase to 15%. Those who cannot not find places in regular secondary schools leave school or enroll with the MCDE. The MCDE is the largest educational institution in the country. In 1990/91 it enrolled 28,000 new students, up from 19,000 in the previous year. The present total enrollment is at 47,000, sixteen

times the number at the University of Malawi and more than 50% more than the number in all secondary schools, yet the MCDE receives only 2% of the MOEC budget compared to 17% for the University and 12% for all secondary schools. Although enrollment at primary and secondary level has increased substantially, university places and enrollment in other post-secondary institutions are limited. Only about 10% of those who qualify for university education are enrolled at the University each year, in other words, opportunities for university education are grossly inadequate. As may be expected, the differential expansion of education at the three levels has a bottleneck effect and therefore imposes a profound negative impact on those whose aspirations for university education cannot be met due to lack of places.

The prolonged world recession and inflation that began in the early 1970s had multiple and mostly adverse repercussions on educational systems everywhere. Like the world over, these unfavorable economic factors had a significant bearing on education in Malawi. The recession subverted the national educational budget. The Malawi education budget as a percentage of national expenditure steadily decreased from 15.8% in 1970 to about 10% ¹ in 1990. Under these severe economic constraints schools were the hardest hit in the education budget, resulting in low budgetary priority and trimming of some essential services. At the school

¹ Cited in the Aid Memoire of the World Bank Supervision report for First Education Sector Credit (CR 1767-MAI) and Second Education Sector Credit (CR 2083-MAI); July 4,1991. Unpublished Report.

level, in addition to affecting the morale of the system through discouraged teachers, disenchanted parents and disheartened students the decrease in budget reflected badly on the curriculum through reduced pupil achievement in schools because vital curricular objectives, and replacement of essential learning materials could not be met. Other choices were even more unpalatable, to yield to pressure of popular demand for expansion of enrollments at primary and secondary level, the limited educational resources were spread even thinner over more and more students. This continued quantitative expansion of enrollment without additional funding therefore meant enlarging classes, often to monstrous sizes, cutting expenditures on textbooks, library materials, science apparatus, and other essential supplies; and differing necessary repairs and maintenance to school structures resulting in a general decline in both quality and effectiveness of the learning process.

Some Familiar Trends of Student Behavioral Problems
in Malawi secondary schools

Student behavioral problems in schools have worried society since time immemorial and continues to be one of the major problems facing educators and policy makers today. It is certainly a factor seriously affecting the schools environment in Malawi, and there seems to be an increase in student behavioral problems particularly at the secondary schools level. Many theories attribute these modes of behavior to the adolescent age group found at the secondary level, and the continuing declining in moral values and evolving modern patterns of behavior. What is clear is that the cause of student behavioral problems are different from one society to another.

In Malawi, character building is believed to be an important part of the learning process; that is, schools should provide a morally sound learning environment. Central to this idealism, and in line with national conviction and aspirations, which are reflected in national institutions, is the emphasis by the policy-makers upon the revitalization of traditional values and institutions. They hope to produce a convergence with non-traditional ideologies and thus support the development effort in all sectors of the Malawi society. A useful example is the reflection in the school curriculum of emphasis on the need to cultivate a "disciplined youth," based on strong moral standards, and respect for traditional values. Thus, schooling should prepare young people both morally and

mentally for integration into society, for active participation in social, economic and political responsibilities as reliable citizens.

The task involved in the development of a disciplined youth are enormous, complex and highly challenging to educators. Unfortunately, recent trends worldwide show that the bulk of this responsibility has rested, rather unfairly, in the hands of educators as the family and other social institutions such as the church slowly lose their influence on child behavior. At the national level, student behavioral problems in schools are a liability to national progress since a lot of resources, in the form of teachers' time and energies, which should have been used beneficially elsewhere, are wasted in dealing with behavioral problems. Students with severe behavioral problems are "at risk" because they are generally potential school "push-outs" and a loss of potential human capital.

What are the reasons for students misbehavior in Malawi? It should be noted that here behavioral problems are defined as a wide range of unacceptable behavior covered by the phrase "conduct injurious to the moral tone of the school or to the physical or mental well being of others in the school." The general decline in moral standards in schools which is manifested in the rise in teenage pregnancies, the spread of alcohol and drug use or the upsurge of violent behavior, whatever form they take their effects have serious disruption to the educational processes. The school, as a community, includes the interaction between numerous groups of both pupils and teachers with differing socioeconomic backgrounds, but sharing the same environment. As mentioned earlier, however, the responsibility for student discipline in schools has practically rested in

the hands of educators. At a time when parents have become increasingly "uninvolved," sloughing off onto the schools their own responsibilities, which the schools were neither designed nor equipped to handle. Also, the noted declining influence of religious institutions on both the young and old; and the lessened role of agencies and other social organizations that had long made important contributions to the education, socialization and upbringing of young people. It has therefore become progressively difficult for the schools to cope with the "expanded parenting responsibility". Each participant in a school community bring with them, the sum total of their life experiences which can be translated into an all-encompassing term "school culture." The presence in schools, therefore, of teachers and pupils from widely differing socioeconomic backgrounds creates the problem of re-socialization in keeping with the norms and standards the school environment. In many cases the reasons for misbehavior are unique, personal, complex and perhaps beyond educators comprehension and control. However, basic to the cause of student behavioral problems in schools is student need satisfaction. Whether those needs may be satisfied in the home, at school, or at the societal level is a much wider matter and will not be discussed here. However, there are some common general causes of student misbehavior which may be anticipated at the school level these are: boredom, release of frustrations and tensions and the desire for attention, recognition and status.

Many teachers in Malawi recognize that there is great disparity between student needs and the extent to which schools can satisfy those

needs. Student needs are usually not met because they are incompatible with the school operation and culture and are in conflict with school objectives. Observation shows that many students get into mischief simply because they are bored with class work and cannot think of anything else to do; they want greater freedoms to do as they wish. Incidents of drunkenness and drug use (chamba smoking), defiant behavior, and disregard for school authority can be directly associated with student boredom. The obvious solution for this problem is to keep the students interested and busy with activities which have defined relevant goals. However, many teachers concede that it is often very difficult to do this particularly in schools with limited resources.

Students seem to have to put up with considerable amount of frustration since a teacher requires them to behave in a manner which is "unnatural". Like in many other countries many pupils in Malawi secondary schools resist learning to some degree. This is a natural phenomenon since intellectual endeavor requires mental discipline and is therefore effortful, and the natural inclination is to avoid work. Many teachers recognize that added resistance comes from the imposition of "study" on school programmes where these are involuntary and usually accompanied with teacher surveillance. Resentment of this kind increases with age and is evidently stronger in the senior classes in secondary schools. Incidents of truancy and lack of interest in education are typical in this category. As mentioned earlier, the result of mounting educational aspirations of parents and their children, new stress of public policy on educational development as a pre-condition for overall

national development, and the parallel stress of increasing "educational participation rates" has resulted in mass enrollment in both primary and secondary schools in Malawi. Not all children however want to attend school, some feel compelled by their parents to stay in school. For instance, some children of prosperous craftsmen or traders in Malawi do not mind about schooling at all, they would rather be trained in their parents' trade. They are in school because their parents want them to be there. Further, such pupils find the curriculum with its emphasis upon academic achievement unsuitable for their subsistent environment or vocational aspirations. Such pupils are commonly seen, instead of spending time in class, they loiter in streets and beer taverns. Such students are evidently a source of serious behavioral problems for teachers in Malawi schools.

At the same time the majority of students in Malawi secondary schools have an appetite for learning and want to achieve social progress through education. As consumers of education students are highly sensitive and will react vigorously to factors in the school that are an impediment to their progress such as low achievement due to ineffective teaching. Ineffective teachers in Malawi, particularly in secondary schools, have immense difficulty with maintaining student discipline. After sampling a few classes, students by their reckoning will quickly evaluate, soon realize they did not derive enough benefit to justify their investment of time and effort, a common occurrence in Malawi secondary schools. However, as a result of high teacher attrition rate, an ineffective teacher cannot be replaced easily, therefore students have to

put up with what is available.

Common to all schools in Malawi is peer group activities. Peer group interactions have potential for both positive and negative outcomes. Each individual has to make concessions and compromises in adapting personal desires to the common will of the group. Incidents of groups vandalism during which school property is damaged are common under this category. Many teachers observe that some students misbehave because they want attention, and a negative attention is better than none at all. For instance, students who cannot achieve success in classwork, are poor athletes, and are not personable resort to seek recognition and status by being the class nuisance. Common incidents under this classification are bullying, teasing, fighting, and aggressive behavior towards both teachers and other students. In statistical sense, cases of physical violence against members of the school community are uncommon in Malawi schools and therefore negligible as problems of indiscipline. However, morally even a single case of violence of any form must always be a concern for educators. Even where the rate of violence is zero educators must endeavor to maintain that status.

Therefore developing an understanding of trends and patterns of student behavioral characteristics in secondary schools is critical for understanding their causation, and therefore developing an effective discipline management strategies for practicing educators. It is also important for the counselling process where educators assist "at risk students," those with severe behavioral disorders. More importantly, to promote awareness and concern for the growing child behavior problems among parents and the general public.

The Duty to Maintain Order and Discipline in Schools

The making and enforcing of school rules have always been an important and difficult aspects of the educator's role. In Malawi, the Education Act¹ places an obligation on both teachers and headmasters to maintain and enforce order and discipline in schools. Maintaining an orderly teaching environment is a statutory duty in all Malawian educational responsibilities in addition to being a vital part of the teacher's role. At the very heart of the matter, is the feeling by many teachers and headmasters about who has adequate authority to effectively maintain discipline and order in the schools. This analysis is particularly timely as Malawian society is undergoing rapid change which manifests itself in new challenges for educators.

As mentioned earlier, the need for government regulations aimed at equalization of educational development is extremely essential in Malawi. Education control is therefore centralized with limited local participation. A noticeable difference from education systems elsewhere is the no-existence at the local level of school boards for government-owned secondary schools. Although parent-teacher associations (PTA) and school boards do exist for primary and government-assisted secondary schools these do not have the mandate for decision in matters of student discipline. While centralized control of discipline matters ensures the protection of student rights and fair judgement on the one hand and the

1 The Malawi Education Act manuscript was unavailable for quotation.

protection of teachers from legal challenge by parents; the authority of school administrators and teachers at the school level is belittled. Therefore, the current discipline case referral practice between public schools and the Ministry, in which the school administrator's authority is limited only to the suspension of a student for a fixed period of time operates. Where total exclusion of a student is desirable, the school administrator recommends only, and such recommendation may be overruled at the Ministry level. This is viewed by many teachers and as well as students as lack of real authority at the school level and therefore an impediment to effective discipline control. Most teachers agree that although a hierarchy of school-based behavior correctives and deterrents such as counselling, suspensions, expulsions and punishments are applied to offending students these seem to be marginally effective. Students repeat the very offences for which they were punished.

Elsewhere, as a corollary to the duty to maintain discipline and order, there is usually a power vested in the education authorities to make rules and enforce them with appropriate forms of discipline. Sometimes the power to discipline students is expressly stated in the relevant education statutes. Other times it must be implied from the statutory limits imposed on teachers and administrators or even derived from the *in loco parentis* doctrine (MacKay, et al. (1992)). School administrators when making and enforcing rules are acting as agents of the state and in some respects resemble a school police force. In the past the individual school headmaster was given broad discretion to make and enforce rules within his or her school and there was little chance of

challenge to this exercise of authority. As schools grew in size, however, education became more centralized such that national authority replaced the local autonomy of both the headmasters the local education authorities in decision-making. In addition to the loss of local decision-making, school administrators and teachers face parents who were less inclined to impose order on their children in the home and more inclined to challenge school authorities on discipline. Parents also experienced an increased alienation by the various levels of school administration and authority. This alienation phenomenon has, in many respects, influenced parents to view educators with suspicion when it comes to handling of discipline problems in schools. Elsewhere, the feeling of legal and moral right to participate in education has kept parents closely involved. they maintain their right to criticize policy, curricula, teaching and everything else. While criticism is vexing to educators who seldom see it as justified, it is needed to keep education effective as a democratizing agent. Active parental involvement is equally important in ensuring a balance, a stability, a compromise between lofty educational goals and social, political, and economical reality. This involvement unnerves many teachers who wish parents had left education to them.

In Malawi, like the world over, the practicing teacher has serious role conflicts. The school rule making process can be divided into three functional phases: rule-making, rule enforcement, and punishment for breach of rules. On this basis, the school can be viewed as a microcosm of the larger political structure: rule-making is a legislative function, rule-enforcement is an administrative function, and penalizing is a judicial

function. Often there is no clear line between these different roles in the school. This role conflict occurs in situations where the school rule overlaps with the criminal law. Instances of theft, possession of or trafficking in narcotics, vandalism, and assault, are all examples where this role conflict may occur. It is little wonder that educators often feel completely overwhelmed by this role conflict. Faced with a growing challenge of teacher's authority from either students or parents, some teachers are in a state of abeyance having abdicated some of their authority. Efforts to maintain order in schools have diminished in some cases. If teachers who are at the forefront of discipline enforcement abdicate, the school administrators are abandoned and therefore left to their own device.

**Other Related Literature: Adolescence and Factors
Affecting Child Behavioral Formation**

Literature survey on student behavioral problems reveals the existence, on a global scale, of a large and varied information on the nature, measurement and or research and significance, of student behavioral problems and the implications it has on the learning environment. This review does not pretend to give a comprehensive picture of the available literature on student behavioral problems and the relationship to the learning environment. It is a selection of relevant studies that attempt to illustrate the line of approach used in this work. Factors affecting child behavioral formation are reviewed first.

(1) Child Self-Concept Development

The development of a child's self-concept is central to any discussion of human behavior and the forces or circumstances that shape an individuals way of thinking. Exerting a powerful influence on the individuals self-concept, and consequently behavioral pattern are parental attitudes, the attitudes of significant others¹ and the psychological environment of habitation (Spence 1974). In order to determine the etiology of problems, behavioral or others, encountered by the child, it is

¹ Statistically the larger part of a representative sample from a population

necessary to ascertain how the child feels about itself, how it sees itself and how the child feels significant others in society react to it.

Many factors shape the self-image development of the human being, proceeding from birth through the various stages of growth. One of the strong influencing factors with respect to self-image is the environment, which includes lifetime experiences, significant others and the realities of the external world. Some theorists consider self-perception to be a unitary but changing entity. The literature in general indicates that the self-concept of an individual is continually developing and shifting as life experiences indicate that changes are necessary to reflect reality (Fitts, 1971; Spence, 1974). Rogers (1951) a personality theorist suggested that the individuals self-image results from the reaction of others to the self. Cooley (1962), and Goodman (1972) supported this concept, and Murphy (1974), proposed the " Looking Glass Self" such that an individual learns to see themes as others see them. These theorist suggest that the self develops mainly through interpersonal relationships. This means that if people view an individual as bad, that individual, over a period of time will come to accept the views of others and see themselves as bad. Thus, a child may take on parental attitudes and anxieties. This becomes an essential determinant of how and in what direction the individual's behavior inclines.

Whatever the attitudes of a particular society, the adolescent period is regarded as a period of turmoil and fluidity of the self-image. It is a period during which extremes of behavioral maturity or immaturity are witnessed. Erickson (1968) pointed out that the prime feature of

adolescent is the renewed search for self-identity; such that by this time, the child tends to lose itself in its family and peer group loyalties. This situation has serious implications for educators. Other studies by Hayakawa (1963); Wepman and Heine (1963); La Benne and Greene (1969); Arieti (1970); Fitts (1971); and Yamamoto (1972) emphasize the point that the main purpose of human activity is to enhance the self-concept. Furthermore, the self-concept influences the individual's ability to learn and make sound judgement and evaluation of the environment. In addition, in the development of the individual's self-concept, social interactions are very important. Given these assumptions, we can, therefore expect that the provision of a positive well integrated environment, consisting of the proper social interactions during adolescent years should be the prime concern of parents.

Parental socioeconomic status also has a significant impact on child self-concept development. A review of studies done on student behavioral problems as far back as the 1950s indicate quite forcefully the need for educators to understand the "individual pupil" and their problems in terms of area of origin and socioeconomic background (McLaren, 1989). Witty (1967), Havighurst, Morrefield (1967), Lewis (1965) have provided evidence showing that the economically and culturally impoverished families find themselves in an unstimulating environment which is most likely to lead to the development of negative self-concept.

Kahl (1953) and Young (1956) agree with the above findings but they suggest that if the families of disadvantaged pupils develop middle class attitudes and values then the self-concept of the student moves in a

more positive direction. Soares, et al.(1971) showed that disadvantaged children do not necessarily suffer from lower self-image. William and Byans (1970) substantiated the importance of environmental impact on self-concept. They showed that factors such as discrimination and segregation in racially divided societies leaves the segregated child with feelings of "pervasive self-abasement." This view was supported by McLaren (1989). McLaren reported on some of his experiences with teaching inner-city disadvantaged, segregated Black and Hispanic children in North America. His work with them found that such children showed below average positive self-concept and had severe behavioral disorders.

(2) School Climate and Peer Pressures

School environments may be described as having different climates based on the perception of students about the flexibility of school rules, the expectation of their peers and teachers (Rigsby, 1970). The level and nature of teacher-student relationships and peer interaction are prime factors in setting the tone of school climate and hence student behavioral pattern in schools. Teacher-student interaction particularly that in which groups are engaged in discussions of topics of intellectual interest such as educational plans and other group social conversations are important to students for confidence building. Such social interactions are crucial in the school atmosphere for student's self-actualization, need gratification and adjustment to the needs of a school as a community.

The most significant attempt to quantify student-teacher interaction into perspective of its impact on student behavioral context has been that of Lewin, Lippit and White (1958); who, in a classic study of eleven-year-old boys in psychology noted that preceding social climate was determinant of subsequent behavioral patterns. Notably, a feature of self-concept which complicates every pupils pursuit of self-actualization is as Maslow puts it, "the person needs not only gratification; s/he needs also to learn the limitations that the physical world puts upon his/her gratifications, and s/he has to learn that other human beings seek for gratification, too" (Maslow, 1968; pp. 163-164). It seems desirable therefore that social interactions in the school should exert a force on self-control in student behavioral pattern.

The impact of control on school climate particularly that exerted by the leadership role exercised by educators should be mentioned. Some educators advocate almost completely student-determined discipline in the schools. If however by discipline we mean letting the student learn that there are certain restrictions and controls which society places upon the individual and that pupils are not exempt from these controls; then discipline would seem to be an essential part of education (Woodring, 1953).

In summary, the literature on factors that influence behavioral development in the adolescent child, indicate that social interaction and environmental influence are of ultimate importance in determining child behavior inclination. This conclusion suggests that for normal child development the promotion of positive social interactions for children at home and in the school should be a prime concern for parents and educators.

Other Literatures on Patterns of Student Behavioral Problems

As mentioned earlier, student discipline problems have worried society for a long time. Other research studies indicate that lack of student discipline continues to be a major concern among educators and the general public (Baron, 1989). It is generally believed that student behavioral disorders have increased dramatically in nature, characteristic and frequency over the last forty years (Clabaugh and Rozycki, 1990). Research evidence also indicates that student indiscipline in the US public schools is so severe that it is one of the major concerns facing educators, parents and policy makers.¹

Regular or systematic turnover data collection on the subject specifically for research is a fairly recent development in Malawi. Perhaps in consequence, there are no comprehensive empirical studies that are research in nature and national in scope: from which the present pattern and trends could be identified. Where data on student indiscipline is available, it is restricted to specific areas of application; these are limited in coverage and have other conceptual, classification and measurement problems.² By far the largest portion of the data

¹ Report of the Superintendents Task Force on classroom discipline.
Arizona State Dept. of Education. Phoenix (1990)

² Projectional studies for Malawi may require more comprehensive data classification into measurable, verifiable and quantifiable variables or correlates.

for Malawi consists of "administrative" rather than "evaluational" case information of specific incidents of indiscipline in schools. Such information is used for resolving particular discipline problems at hand and ensuring that excessive disruptive behavior in schools is kept to a minimum.

Sufficient literature in the form of research or research review exists in the western world, particularly North America, that can be used for comparative analysis; specifically for the purpose of establishing pattern and trends of student problems of misconduct to other situations elsewhere. However, to apply that information comparatively to the situation in Malawi schools, it would be necessary to recognize the conceptual differences in the way misbehavior is perceived and judged in various parts of the world; and more importantly, a clear understanding of procedural details of how discipline policy is developed.

Much of the research on student misconduct is directed at improving behavioral management skills, effective planning and implementation, with educators and administrators as target audience. An effective discipline plan for a school must emphasize respect and responsibility while addressing behavior problems (Curwin and Mendler, 1989) and sound teacher-student relationship. However, in a study of student-teacher relationship and student behavior in four Chicago inner-city schools Weldon, Menacker and Hurwitz (1989) observed that although students and teachers reported mutual respect, each school had a record of severe discipline problems.

In a study to review cases of student suspensions for violation of

a disciplinary rule, Sperry (1990) recommended among other things the adoption of school discipline policies that recognizes students' rights and the elimination of controversial disciplinary rules. One area of tension exists between the development of stricter discipline policies for student standards of conduct and student's constitutional rights.

Other factors also come into play: in addition to the controversial nature of some school rules, many contributors to the literature such as Morrow (1967); Dixon (1967); Magagula (1987); Mbiti (1974); and Dhlamini (1985) readily recognize that the difference in perception was primarily due to differences in cultural values. Different societies have varying cultural values, these have a strong bearing, and dictate the direction in which policy on student behavioral standards is developed. By using a researcher-developed opinion survey concerning the frequency of, source of, and interventions for student misbehavior on educators and students, Baron (1989) recognized the need for increased emphasis on student participation in defining and implementing discipline policies.

In Malawi, student discipline policy in schools has a cultural framework. Some examples may serve to illustrate the situation. Traditionally, children in Malawi must respect elders and therefore students must respect teachers. A pregnant student is expelled from school completely because she sets an undesirable precedence to other students. Similarly, a male student who is proved by a court of law to be responsible for the pregnancy of another student is expelled as a deterrent to others. Elsewhere, however, schools have day-care centers where student-mothers keep their children as they attend classes.

Behavioral disorders may also be characterized as being multi-disciplinary: having psychological, philosophical, and sociological dimensions to their analysis. Its measurement therefore suffers from this ambiguity. To the non-educator, at least, just like any other problems the psychological, philosophical, and sociological analyses of behavioral disorders may be seen to blend into one another. This situation should occasion no surprise: because whether the analysis of pattern and trends of behavioral disorders is done by a psychologist, a philosopher or a sociologist, the analyst's disciplinary background is vital to judgemental, the concerned is however the same phenomenon - student behavior in relation to the learning environment.

Behavioral problems are also perceived as human judgemental about situations in which a problematic situation conflicts with specific interests (Clabaugh and Rozycki, 1990). The problem itself being a consensus of concerns resting on a consensus of perceptions. To describe a problem situation such as student misconduct in "practical terms" implies separation of the problem from personal judgement so that the situation may be viewed away from personal prejudice (Fisher and Ury, 1987). For educators to decide what constitutes acceptable and unacceptable behavior among students and what measures can appropriately be taken to ensure good behavior and to deal with bad (Beckett, *et al.* 1991); they need to be aware of both national expectations (or standards), values and school-based rules.

As may readily be observed, what behavior is perceived as problematic in one instance is not necessarily the same in another. In a

survey administered to secondary school administrators respondents ranked the five most common and five most serious disciplinary problems. With several exceptions, the most common problems (disruptive behavior, tardiness, defiance of authority and fighting) were also listed as the most serious (Kaufman and Center, 1989). Administrators view some problems as more common and more serious than drug or alcohol abuse. With these results (Kaufman, *et al.* 1989) suggested that the nature of disciplinary problems has been changing over the past three decades; noting that there is a shift in the direction of greater concern over direct physical or verbal expressions of aggression than in earlier surveys. Comparing this pattern with reports of a survey of British secondary school teachers to determine the types and frequency of troublesome student behavior: finding that "talking out of turn" and "hindering" other pupils were the most problematic behaviors (Houghton, *et al.* 1988). These may seem to be minor as they sharply contrast with pattern drawn by Alley, *et al.* (1990): In a research project to enable programme leaders, teacher educators and in-service directors to understand student behaviors that teachers perceived as problematic; the study indicated rebellion, insubordination, vandalism and or gang activity, fighting and theft as the most troubling.

The general rise in student indiscipline in schools is partly attributed to the economic decline in most of the developing nations. At the time when more resources, finance and physical inputs, are needed to cope with ever-increasing enrollments and changes in the curriculum;

school budgets have not kept pace. For instance, in Malawi, the decrease in the education budget from about 15.8% to 10% of national expenditure between 1970 until late 1980s seriously affected school operations. This resulted in government grants to schools being drastically reduced. Curricular materials could not be replaced and extra-curricular activities such as recreation and other social programmes in most cases completely stopped. As may be expected, the absence of recreational and other social activities in schools may directly result in teacher frustration and low student morale. A lot of student indiscipline problems are also attributed to the socioeconomic background of the home. An ever-increasing number of children enter school from non-traditional homes, abusive parents, unconcerned parents and from homes with severe poverty. Such children attend school with severe emotional depression, and therefore are difficult to motivate (McLaren, 1989). This, perhaps contributes to an increase of disfunctional behavior, that is simply put, behavior that is out of step with the perceived real culture of the school. Unless such children are properly motivated at an early age, they are at-risk of dropping out of school and may easily disengage from school as observed by withdrawal, absenteeism, low-level participation and disorderly conduct. Student misconduct is also attributed to ill-defined educational objectives: lack of clarity on educational goals; low expectations regarding academic achievement; and inadequate instructional leadership.

The task of establishing pattern and trends of student indiscipline in schools may face some disagreements as to what are the crucial characteristics, the process of analysis, or the

predicted outcome, above all, who can perform a reliable analysis. Whether it is an educator, who has practical experience in the workings of the school system, the psychologist or sociologist performing the analysis there are bound to exist many elements in common because the general direction of the analysis may be largely characterized by the available data for the schools. It fair, therefore, to generalize that for any of the parties with specific professional bias performing the analysis the process is essentially one of trial and error in the face of uncertainty, imperfect information, and continually changing circumstances in the schools.

To close this introduction section additional remarks need to be made against the background of the foregoing comments, our aim in the present chapter is to lay the groundwork for examining the major complexities underlying student behavioral problems in schools. In case-studying patterns and trends of student behavior in Malawi secondary schools a number of questions underlying the present state of affair in limiting or preventing disciplinary problems in schools for what will be developed in later sections are made explicit: Have there been significant changes in patterns of discipline problems in schools over the past three decades? Are these problems more or less severe than reported in the recent past? Are there patterns of discipline problems that are related to demographic variables such as size of school, geographical location and the surrounding environmental stimuli? What patterns of behavior are related to traditional values, attitudes, and therefore

are subject to judgmental variations by teachers school administrators? And finally, since in the course of our earlier discussion, we noted that critical educational factors such as quality and relevance, efficiency and finance, though not solely educational problems as educational systems do not exist in a social vacuum, directly affect student satisfaction and therefore their behavior. We may hence ask which forms of behavior may be characterized as rooted in and strongly conditioned by environmental forces historically rooted in a local culture?

We now turn to the statement of the problem under study.

STATEMENT OF THE PROBLEM

Student discipline problems are a major concern for teachers, parents and policy-makers in many societies today. Oftentime school authorities find themselves spending long periods of time dealing with student misbehavior. For example, student behavioral problems had been cited as the one problem in Swaziland schools today (Magagula, 1987).

Student discipline problems account for many of the problems experienced by secondary school teachers and administrators in Malawi. With increasing frequency, parents, educators, and policy-makers are identifying the phenomenon as one worthy of attention. For students themselves, parents and teachers the issues and questions surrounding circumstances of student indiscipline are complex and sometimes controversial. The key question in the context of Malawi schools is this: What is the extent, nature and frequency of discipline problems in recent years and what is the likely trend in the future? Answers to this and related questions cannot merely be reduced to precise statistical measurements like those related to enrollments or educational expenditure because what is said about behavioral problems tends to be rooted in individual judgements, which in turn vary from each observer's particular background and experience, social philosophy, values; and in the case of educators, pedagogical biases. Without documenting every case of misconduct experienced in Malawi secondary schools, perhaps a few examples will serve to illustrate the situation.

Teachers often have to put up with a certain amount of frustration and emotional disturbance during the course of their duty. An increasing number of secondary school teachers have expressed, with deep regret, the demoralization and discomfort they have experienced from disrespectful behavior of some students under their charge. Oftentime, teachers have to deal with aggression: physical confrontation and sometimes physical assault, and scornful and abusive language both within class and outside. The damage often inflicted to teacher self-esteem by incidents of severe student misbehavior is usually tremendous. Some examples would serve to illustrate the point. Between 1990 and 1992 several serious cases of student misconduct occurred in a number of secondary schools in Malawi. In separate incidents, four cases involved gang activity in which students vandalized school property causing extensive physical damage. In each case students threatened to harm teachers. In two of these incidents the authorities shut down the schools concerned temporarily until investigations were finalized. In another incident, a female teacher was physically assaulted by a male student at night in a school campus. The teacher was seriously harmed during the attack, the student was charged with criminal offence and was imprisoned. Numerous other incidents of indiscipline between student and other members of the school community have occurred but will not concern us in this section.

Such incidents affect parents and teachers alike. Much as

teachers get emotionally disturbed, parents of affected students also do. Many parents often tend to accept with strong suspicion a school decision to suspend their child for involvement in mischievous conduct, thinking that somehow the child may have been wrongly implicated or the result of a school's fault. However, their skepticism is soon replaced by anxiety and frustration as school authorities verify the child's complicity and the ensuing resolve. Even if students are appropriately punished for the misconduct, such experiences often destroy teacher morale and their appetite to continue as teachers, a situation often referred to as "teacher burnout," this is a term used to refer to teacher morale in education systems elsewhere but not commonly used to describe teacher morale in Malawi.

Like the world over, the practicing teacher in Malawi has serious role conflicts. For instance, the school rule making process can be divided into three functional phases: rule-making, rule enforcement, and punishment for breach of rules. In this respect, the school can be viewed as a microcosm of the larger political structure: rule-making is a legislative function, rule-enforcement is an administrative function, and penalizing is a judicial function. Often there is no clear line between these different roles in the school. This role conflict occurs in situations where the school rule overlaps with the criminal law. Instances of theft, possession of or trafficking in narcotics, vandalism, and assault, are all examples where this role conflict may occur. It is little wonder that many

teachers feel completely overwhelmed by this role conflict. Faced with a growing challenge of teacher's authority from either students or parents, some teachers are in a state of abeyance having abdicated some of their authority.

A growing number of teachers in Malawi secondary schools have adopted the "do not mind" attitude toward rule enforcement and general responsibilities in the school, as a result efforts to maintain order in schools have diminished in many cases. "At one time teachers were dedicated and conscientious, maintained strict discipline; students took their studies more seriously, worked harder, and learned more than they do today" recalls one teacher. If teachers who are at the forefront of discipline enforcement in schools abdicate, the result is that school administrators are abandoned and therefore left to their own device. It is not uncommon in Malawi secondary schools to see teachers refusing to take extra-curricular responsibilities such as study supervision. Under such circumstances, the school administrator has no choice but to carry that duty themselves. At the center of the matter therefore is the question of how to improve enthusiasm among disheartened teachers and motivate them to take their responsibilities seriously. It should be noted that as consumers of education students are very sensitive to any irregularities in delivery and achievement in the schools, particularly those that threaten their ability to achieve progress through learning. To this effect therefore, poorly motivated and ineffective teachers are a

potential source of student discontent and misconduct among the students.

As mentioned earlier, in order to serve as a tool for identifying potential discipline problems and suggest corrective measures, and by extension, improve the day-to day administration of schools; these issues should be properly documented in an evaluative form to enable close monitoring. There is no reason to suppose that these problems which affect student behavior directly or indirectly will subside in the near future. On the contrary, the signs all point to their continuing acceleration for as far into the future as can be foreseen.

THE STUDY OBJECTIVES: HYPOTHESES

FRAME OF REFERENCE

As illustrated in the section on the statement of the problem, the literature on adolescence and factors that affect child's behavioral bias emphasizes that self-concept is a significant variable in the child's learning environment. In addition, there is evidence that the development of the self changes with progressing adolescent years. Furthermore, several studies have indicated that self-concept is a function of the impact of the environment and other peripheral factors such as the peers. This study is concerned with making a direct comparison of patterns and trends of student behavioral disorders as observed in schools and demonstrate a possible longitudinal predictiveness.

Study Hypotheses

The three hypotheses were developed to provide focus for the entire study.

Hypothesis 1

Based on personal observations and intuition an assumption of the status of student behavior in Malawi secondary schools can be adopted. Therefore the first hypothesis can be stated as follows:

**Student Behavioral Problems in Malawi Secondary
Schools are Increasing**

Hypothesis II

As an extension of hypothesis I and based on data survey we can adopt an assumption on the rate of increase of student behavioral problems based on gender. Therefore, the second hypothesis may be stated as follows:

The Annual Rate of Increase of Student Behavioral Problems for Male Students is Higher than that of Female Students in Malawi Secondary Schools.

Hypothesis III

Further extension to hypotheses I and based on the results of the discipline case count we can adopt an assumption on the rate of student behavioral problems based on class/grade level. Therefore, the third hypothesis may therefore be stated as follows:

The Overall Rate of Student Behavioral Problems in Malawi Secondary Schools is Higher in the Senior Classes/Grades than in the Lower Classes/Grades.

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THE STUDY DESIGN

From May to September, 1992, a case-control (correlational study) was designed and formulated to investigate the nature, the existence, patterns, and trends of student behavioral problems in Malawi secondary schools. In particular, the study was designed to test hypothesis I, hypothesis II and hypothesis III which bring together the focus of the study. Also, the study is intended to focus upon cause-effect relationship between the selected surveyed variables and student behavioral patterns and trends. The extent to which the selected number of study factors relate to observed student behavioral patterns in some secondary schools in Malawi. Also the study is a descriptive account of historical trends and patterns of behavioral disorders as documented in selected Malawi schools. Naturally, in order to satisfy the intended objectives the study had to take both descriptive and analytical forms. The design adopted to test the two hypotheses developed for this study may best be described as a three-way survey correlation merged with annual case-count. The case count will provide a descriptive account of historical trends and patterns of behavioral disorders as documented in a selected number of Malawi schools while the surveys will provide an analytical component to the study.

Since correlation and regression analysis starts with the observation that things often go together, that they may be related to each other in a quantifiable way; the relationships are either linear or curvilinear. Using this concept to determine level within subject interaction, the analysis correlated the opinions of 3 groups of subjects

(Educators = ED, Non-Educators= NE, and Student-Leaders = SL) to 6 selected discipline variables or items of practical significance to, and that affect, the status of student behavioral problems in schools. Four subject-question analysis matrix combinations (ED x NE x SL) x Q1, (ED x NE x SL) x Q2, (ED x NE x SL) x Q3, (ED x NE x SL) x Q4, (ED x NE x SL) x Q5 and (ED x NE x SL) x Q6 were possible for the analysis of variance computations, where Q1-Q6 are question 1 to question 6. Each combination was computed separately using a one factor analysis of variance for repeated measures to obtain intergroup interaction levels.

This method is used for analysis in this study because experience has shown that cooperation takes a smoother and more successful course when, for instance, the survey participants can agree or disagree on specific objectives of the study if both the questions and answers are express themselves in the clearest possible format (analysis of study objectives by using matrix). We do recognize that expedient objectives pertaining to solving student behavioral problems in Malawi secondary schools can only be decided upon if causes and effects of the problems have previously been analyzed. However, this is not the case here. Student discipline problems do not constitute abstract hypotheses but are always the problems experienced by teachers, parents and policy makers. The process of analyzing the problems therefore, must affected as much as possible all affected groups, as we have attempted to here, taking into account their interests, values and beliefs. This process is therefore referred to as participation analysis. All analyses were performed using only those cases for which data were available for all six matched items. A number of observations both qualitative and quantitative were drawn and are discussed.

THE SURVEYS

Three concurrent questionnaire surveys were conducted in Malawi between 18th and 30th July 1992, and included five secondary schools in the Lilongwe school area. The survey sampled the attitudes of educators, non-educators and student-leaders on the extent of disciplinary problems in schools and attempted to assess, the needs, patterns and trends of such problems.

The original sampling plan for this study was to collect information on a large educator and student population. However, limitations due to time, and cost of travel prevented extensive sampling. Firstly, it was only possible to sample Form Ones and Form Threes because during the period of the survey two significant groups of students, Form Twos and Form Fours (accounting to about 50% of secondary school students), were out of school, having completed their national examinations. This affected teacher sampling as well. More than 70% of the secondary school teachers could not be reached because they were away from their schools on the national examination marking exercises. Thus the original intent had to be down-scaled to meet these contingencies.

An informal sampling procedure was devised to extract opinions and sample information on the existing types of discipline problems, new trends and attitudes on the management of discipline by practicing educators. Because this exercise did not include pre-survey measures of expectations in trends of behavioral problems, the present interpretation relies heavily upon consistency with verbatim comments. Also, the

records of disciplinary cases form a documentary record, and the survey data has been analyzed using the 1986/87 academic year case records as a baseline. In essence, the expected trends and patterns would invariably be either: (a) expected to show a significant increases, or (b) expected significant decrease in trend or (c) expected constant trend from the pre-determined baseline. Fourteen point (6 rated opinions x 8 verbatim) questions were administered to each of the three groups of subjects: Educators = ED, Student-Leaders = SL, and Non-Educators = NE. These questions inquired about their perception - beliefs, attitudes, or desires, and rated opinions with regard to the state of student behavior in Malawi secondary schools. Each of the three questionnaires consisted of two parts: (1) verbatim responses for open-ended questions and (2) questions with summated ratings evaluated on a 5-point scale.¹ Questionnaires were mailed to 75 educators, and 70 student-leaders; 52 educator and 60 student-leaders responses were received representing a 68% and 86% return rate respectively.

The non-educator survey took a different trend. To ascertain an adequate measure of opinions, and, to ensure that the respondents knew about the things they were being asked to comment on, two conditions were required: (1) that the respondents were parents or guardians who had themselves attended secondary education, and (2) that they presently had at least one pupil at secondary school. For reasons of cost, time, convenience and return rate a scheduled interview survey was used. Forty

¹ Similar to the Likert scale developed in 1932, which indicates to what extent a respondent agrees or disagree with each statement.

seven scheduled interviews were conducted with non-educators or parents between 10th August and 6th September 1992. Nineteen (40.4%) interviews were conducted in Lilongwe city and twenty eight (59.6%) were conducted in Blantyre city. All surveys materials and questionnaire types are included in the Appendices. Each survey response includes six common items for comparative analysis these are:

- (I) rating of level of discipline enforcement in schools;
- (II) type of discipline enforcement practiced by school administrators and teachers;
- (III) effect of home background;
- (IV) parental involvement in school discipline;
- (V) awareness of school rules;
- (VI) peer influence on student behavior.

For discussion purposes the questionnaires also covered a number of areas including the most serious discipline problems experienced, new forms of misconduct observed, disciplinary actions normally administered and suggestions on how parents could effectively participate in matters of student misconduct in schools. The results of the surveys with rating frequencies are tabulated below : a-strongly agree, b-fairly agree, c-medium, d-disagree, e-strongly disagree,¹ and I-no opinion.² By

¹ This mode of scaling is devised to facilitate the construction of a analysis matrices for a one factor analysis of variance. Questioning style is provided in Appendices A, B and C.

² No respondent in the entire survey provided a No opinion response.

making use of the fact that correlation and regression analysis starts with the observation that things often go together or that they may be related to each other in a quantifiable way; the relationships are either linear or curvilinear. Using this concept to determine level within subject interaction, the analysis correlated the opinions of 3 groups of subjects (Educators= ED, Non-Educators= NE, and Student-Leaders= SL) to six selected discipline variables or items of practical significance to, and that affect, the status of student behavioral problems in schools.

Six subject-question analysis matrix combinations were possible for the correlational analyses. These matrices are: (ED x NE x SL) x Q1 refers to intergroup interaction level with question on the level of discipline generally perceived prevailing in schools in Malawi at the present moment. The matrix combination (ED x NE x SL) x Q2 is the intergroup interaction level with the question on the desired level of discipline enforcement by practicing teachers in Malawi secondary schools. The matrix combination (ED x NE x SL) x Q3 refers to intergroup interaction with the question on the extent to which respondents believed circumstances at home influenced individual students at school. The matrix combination (ED x NE x SL) x Q4 stands for the intergroup interaction with the question of the extent to which parents could be involved in student discipline matters. The matrix combination (ED x NE x SL) x Q5 stands for intergroup interaction with the question on the level on the level to which respondents were aware of rules currently applicable in Malawi schools. Finally, the combination (ED x NE x SL) x Q6 represents intergroup interaction with the question on the extent to which

respondents believed peer influence played a role in student misconduct.

Also, Q1-Q6 refers to question 1 to question 6. Each matrix combination was computed separately using a one factor analysis of variance to obtain intergroup interaction levels. All analyses were performed using only those cases for which data were available for all six matched items. An analysis of student behavioral problems is made by use of the six matrices, which also provides potential optimal results. Each matrix is arranged in such a way that the first column are survey questions and the other five columns are response rates. Assuming that close correlation between compared items implies close relationship between sampled groups of subjects, a number of observations both qualitative and quantitative can be drawn and are discussed in later sections. We now present the characteristics of the survey samples used.

SAMPLE CHARACTERISTICS AND LIMITATIONS

With the limitation of resources and time available it was only possible to sample Form Ones and Form Threes, in a limited although representative sample of schools. During the period of the survey two significant groups of students, Form Twos and Form Fours, who account for about 50% of secondary school students population in every school, were out of school, having completed their national examinations. The survey was thus restricted to the remaining two forms, but this does not negatively impact on the nature or quality of the results.

These circumstances affected teacher sampling as well. More than 70% of the secondary school teachers could not be reached because they were away from their schools on the national examination marking exercises. This fact should be remembered when reading the analysis data. Table I is a summary of the sample characteristics.

Demographic Characteristics

The entire survey sample consisted of Malawians only. Of the five schools in which the surveys were conducted two were urban and three rural schools. Of the 60 pupils (student-leaders) in the sample 41(68.3%) were male while 19 (31.7%) were female. Twenty seven (44.9%) were 17 years of age or younger while the rest were 18 years or older.

From a teaching population of about 1540 secondary school teachers in Malawi 52 representing about 3.4% were sampled. Of the 52 educators sampled 37 (71.2%) were male while 15 (28.8%) were female.

Fourteen (26.9%) were of less than 30 years of age while 38 (73.1%) were more than 30 years of age. The 47 non-educators or parents in the sample 26 (55.3%) were male while 21 (44.7%) were female. Seven (14.9%) were less than 30 years of age while 40 (85.1%) were more than 30 years of age.

Although the urban-rural difference in school characteristics may be insignificant in Malawi secondary schools, because nearly every school is composed of a mixture of approximately 50% of students from urban and 50% from rural areas, some attempt has been made to dichotomize the sample into urban and rural origin. Of the 60 student-leaders sampled 28 (46.7%) were from urban setting while 32 (53.3%) were from the rural. The 52 educators sampled 19 (36.5%) were from urban and 33 (63.5%) were from the rural. And of the 47 non-educators 17 (36.2%) were from urban areas and 30 (63.8%) were from the rural setting.

Student Questionnaire Completion and Observed Limitations

While there was complete cooperation of the staff, the teachers and Headmasters, with respect to questionnaire completion and return rate; there were reports of students with reading disabilities as evidenced by their remarks and the length of time it took them to answer the questionnaire. Student reportedly, appeared to be stable and attentive to instructions. They showed an unexpected willingness to get the given questionnaire task completed.

Scheduled Interviews for Non-Educators

Scheduled interviews were used to complete non-educator questionnaires in Blantyre and Lilongwe. Each participant was first asked verbally if he/she presently had a child in secondary school and if he/she was willing to participate in the interviews on student discipline problems in schools.

Although most of the parents who participated were unwilling to provide their levels of education, all of them were able to complete the questionnaire. Out of 47 Non-educators thirty six (76.6%) indicated that they had attended secondary school education and the rest were unwilling to indicate their level of education. Most of the parents were reached in their workplaces and only a few in their homes. Some parents refused to participate in the exercise citing lack of time to complete a questionnaire. Others felt the questions were difficult and needed more time. Those who participated were exceptionally cooperative and provided constructive responses.

Comment on Questionnaire Structure

Statistically, the best type of data is usually collected from a combination of both structured and unstructured questionnaires. Since this is both time consuming and expensive, for the purpose of this study, the structured questionnaire was used for the computational analysis alone; while the unstructured is used for discussion. It can be said that a

structured questionnaire does not get at the basic feelings of respondents since their responses are limited to what is provided for choice. However, with regard to this case study, such a controversy could be offset by conducting a similar or repeated study under the same conditions using the same questionnaire format, but using a broader sample base. For example, by employing countrywide sampling of educators, parents and students; correlating the results of the two studies and hence validating the conclusions.

CHARACTERIZATION OF SURVEY VARIABLES

(I) Analysis Variables

The following is a characterization of the different variables which were used in the surveys: The first question concerned the General Level of Discipline in Schools. The tallying of frequency rating for this question was based on the individual respondent's perception of how they felt about the general outlook of student behavior in schools according to own experience. Judgement based on personal values and desires was assumed (Appendix A, B & C Question 1).

Then the second question concerned the Level of Discipline Enforcement Desired by Respondents to be Applied in Schools. Tallying of frequency rating for this question was based on how individual respondent's wishful desire, the extent to which they felt discipline rules should be enforced by practicing teachers in schools. Here, preferences of modes of discipline enforcement level is assumed desecrational (Appendix A, B & C Question 2).

It was also perceived desirable to investigate the extent to which the various subject groups believed about the Effect of Home Background on Pupil Behavior at School. Frequency rate tallying for this question was based on individual respondent's belief and experience of the extent to which circumstances at home or the home environment influenced the behavior of students at school. The possibility of pupil behavior varying significantly between home and school environments was immaterial (Appendix A, B & C Question 3).

Undoubtedly, group activities dominate the general student life in schools. However, specific to indiscipline, to what extent did respondents believe was the Level of the Effect of Peers to Individual Pupil's Misconduct in Schools. Rating frequency tallying for this question was based on the individual respondent's belief coupled with experience of the extent to which they thought peer interaction had an impact on individual students behavioral patterns in the school. (Appendix A, B & C Question 4)

Students are expected to follow school rules and therefore are punished if they break the rules. Teachers should be aware of school rules since they are expected to enforce them, and parents judge school decision to discipline a child. Therefore, the extent to which various interest groups of people are aware of school rules in a school community may vary significantly. This question was posed to investigate the Levels of Awareness of School Rules in Force by Interest Groups. Frequency rating was based on the individual respondent's view as an interested party of the schooling process. They were expected to express the extent to which they were aware of the discipline rules currently in force in Malawi secondary schools. (Appendix A, B & C Question 5)

Parental involvement in student discipline matters is also worth of investigation. Therefore, the basic question is what Level of parental involvement is desirable in a school. Tallying of frequency rating for this question was based on the individual respondent's view of the extent to which they believed parental participation in solving student discipline problems could be useful. (Appendix A, B & C Question 6)

(II) Verbatim Comments

The following is a characterization of other variables used in the surveys specifically for discussion: The first question was intended to investigate what respondents thought was the Most Serious Discipline Problems in Malawi Secondary Schools Today. This was an open-ended question, and frequency tallying was based on listing in rank order of five most serious discipline problems as drawn from personal experience of the schools.

For each of the five discipline problems listed Educators and Student-Leaders were asked to supply the Forms of Disciplinary Action Applied by the School Administration to Offending Students. This was an open-ended question. Tallying of frequency rating was based upon the nature of penalties normally applied to offending students as specified by the school rules.

Further investigations relevant to Educators and Student-Leaders in Malawi secondary schools concerned the amount of Time Estimate Respondents Believed is Spent in Dealing with Discipline Problems in Schools. Evaluation of time spent in dealing with discipline problems was based on the time estimated as a percentage of total class time. This question was exclusively for educators/teachers and student-leaders, they were required to specify the time actually spent in dealing with resolving discipline problems in schools.

Finally each respondent was requested to provide Personal Suggestions Towards Factors for the Improvement of Student Discipline

Management Practice in the Schools. Again this was an open-ended question and the response frequency tallying was based on individual respondent's personal desire to express factors that they believed would help in improving discipline management by practicing teachers.

We now present the results of the surveys.

RESULTS I

RESULTS OF THE SURVEYS

This study examined the opinions and attitudes of individual groups of sample subjects by provide answers to opinionated questions. To elicit responses that would provide material for correlational analysis, the questions were evaluated using the scale from 1 to 5, ranging from strongly disagree to strongly agree so that the respondents would have only to choose an answer which they thought to be most closely connected to their own opinion. This format simplified the answering process. The data was then converted into (6 x 5) matrices (consisting of six question and five point answer choices) to facilitate comparative analysis. Referring to Tables (II, III, IV) rating frequency distribution and Tables (V, VI and VII) rating frequency and percentage distribution. Table (IIX) is summation of frequency percentage rate response distribution into high and low.

In the survey of all groups the questions were structured to ascertain particular views on education and discipline in Malawi schools. By combining responses in both the low and very low categories or in the very high, high categories some rather powerful views become apparent. These perspectives are further reinforced when we consider that half of the mid-point respondents may have tended toward either end of the spectrum - high or low. The following preliminary assessment was developed.

When asked about the general level of student discipline prevailing in schools today the results showed some differences in opinion. Seventy four percent of educators and 66.7% of student-leaders thought that the level of discipline in schools was lower than it should be, while 72.4% of parents thought otherwise. The results were (Educators=74.0%; Student-Leaders=66.7%; Non-Educators= 28.6%) who gave low discipline rating as compared to (Educators= 26.0%; Student-Leaders 33.3%; Non-Educators= 72.4%) who had an opposite view. The majority of respondents who indicated a low student discipline rating shared a more common view of behavioral causation. They suggested that widespread alcohol and drug use by students, particularly male students, were the major sources of misbehavioral patterns such as defiance to school authority and aggression toward teachers and peers.

When asked to rate the level of discipline enforcement that the respondents would wish to see being practiced by teachers in schools, no significant variation in response pattern was observed. The majority of respondents were in favour of stricter discipline enforcement (Educators=94.2%; Student-Leaders=71.7%; Non-Educators=93.7%) as compared to very low to low (Educators=5.8%; Student-Leaders=28.3; Non-Educators=6.3%) of those who did not favour stricter discipline enforcement. Specific modes of enforcement generally desired to be applied in schools included close supervision of student class activities by teachers and stricter surveillance of extra-curricular activities particularly student free time. Some female students felt that there was need to closely supervise male students because they caused the

most disturbances. Some parents agreed that stricter discipline enforcement would indeed reduce indiscipline among students, at the same time they were critical of some teachers who spent class time in beer taverns. Some students and teachers felt that although stricter supervision was required, many teachers were not seriously committed to their responsibilities as commonly observed by their refusal to assume various supervisory duties in the school. It is noteworthy that teachers and students had the highest concern for the level of discipline in schools and apparently they are strongly convinced that stricter discipline enforcement may improve the situation.

Significant differences existed on the extent to which respondents believed individual student's behavior at school was influenced by the what happened in their homes. The results were (Educators=74.9%; Student-Leaders= 68.1%; Non-Educators= 26.6%) who thought events at home and the attitudes of parents greatly influenced student behavioral patterns at school. We observe that a majority of educators and of students sampled felt that the home background or family characteristics had significant influence on student behavior at school. They cited instances of alcoholism in which some students could easily be spotted participated in beer drinking with their parents at home. Also commonly cited are cases of truancy and absenteeism in which parents deliberately held their children, assumingly against their will, to assist in duties at home. Some teachers made important sociological observations with regard to beer drinking in the homes. They find it difficult to restrict beer drinking from students when in

some cultures in Malawi beer drinking has traditional value as an activity from which students are not restricted. Also, some teachers think that alcoholism is encouraged by parents in homes by keeping beer in refrigerators to which students have access. About 68.1% of students also believed that the home influence was a significant factor in determining student behavioral patterns as compared to 26.6% only of parents. One observation is apparent here: teachers hold quite strongly opposing views; 74.9% felt that home background influenced student behavior in school. This is interesting because the parents themselves are expressing a view about peer behavior that is contrary to their children and teachers.

Some educators were critical of parents who provided cash to their children far in excess of requirements at school, as this was believed to lure pupils to indulge in the purchase of alcohol and drugs. And still others cited parental disconcert for the welfare of their children in which some students spent time at school without essential items like soap and writing materials; a situation which resulted in thefts and, in some dramatic cases, prostitution for female students.

Significant main differences existed on the question of parental involvement in student discipline in schools, and on the nature and extent to which parents could be effectively integrated in implementing school discipline measures. While only 23.9% and 18.1% of teachers and non-educators respectively agreed with the parental involvement process 82.5% of students strongly favored it. We observe that both the educators and parents were disinclined toward greater

parental participation in student discipline. The reasons for the apparent lower rating for parental involvement by teachers and parents may be speculative but not surprising. While teachers and students are convinced that home background has a profound impact on student behavior, teachers may not favor interference in discipline matters by parents. Many teachers believe that parents can support teachers by backing their policies, reenforcing procedures at home and by continually emphasizing that the school is a serious place for learning. Parents should therefore collaborate with teachers if teachers ask for their help. Similarly parents may wish to keep a hands-off attitude, and thus remain external to the process of schooling. They feel that there is a clear division of effort: education is for schools and upbringing is for parents. In addition, many parents would feel insecure and uneasy about greater involvement because of ignorance of what to do and how to do it.

Determining the level to which respondents are aware of school rules is based on the assumption that all stakeholders of a school have an obligation to know the rules under which pupils are expected to operate. Educators are expected to enforce the rules, pupils are expected to obey them, and parents are expected to be supportive of both actions. The results of this sampling show a remarkable difference in the extent to which respondents were aware of school rules. Of the educators and students surveyed 84.6% and 81.7% respectively thought they thought they knew school rules in force. A very significantly low rate of only 2.2% was noted for non-educators, suggesting an almost total lack of effective communication between the schools and the

homes. Granted that communication with parents is essential channels of contact between parents and teachers should be reliable. Parents expect teachers to be professional: knowledgeable, communicative and friendly. The most reliable method of communication between the school and the home in Malawi is the mail, but because postal services are sketchy in some rural areas from where the majority of students originate, most homes may or may not receive school programmes, reports and schedules in time. To assist the schools, students are asked to carry their own school reports and other written communication to parents; but unfortunately, mischievous students destroy unfavorable reports before reaching home.

Significantly contributing to student behavioral pattern at school is the level of peer or group influence. To determine the extent to which respondents believed student actions (singly or grouped) were influenced by peer interaction, no significant variation in responses between subject groups was observed. Of the educators, students and parents sampled 74.0%, 81.7% and 94.1% respectively believed that peer influence had a significant impact on individual student behavior at school as compared with 26.0%, 18.3% and 5.9% respectively who had an opposite view. Since pupils from the same home or neighborhood are likely to form peer groups in schools, we would expect to see a close relationship between opinions rates on the effects of the home and that of peers. It is noteworthy that this seems to be the case: all groups had a high concern level about peer group pressures and were apparently strongly convinced that this was indeed a problem area in the schools.

Referring to Table II below, we observe throughout, that in the majority of cases examined in this exercise a significant difference exists between what the parents believe and the opinions of the other two subject groups. In four out of six issues examined parental response markedly deviated from the norm. By comparison students showed only two cases where they deviated from the opinions of the other two groups. In every case, moreover, the teachers were consistent with at least one other group in the sample. Further, a significant difference in the views about discipline in schools is apparent within the parental group. Many different factors serve as motives of these varying views between these groups. Chief among those factors are the growth of the self among individuals, models of imitation for students, reinforcement, role expectation and group psychology. Ultimately, although parents have a vital role to play in matters of discipline in Malawi schools, prime influences are teachers as controllers and students as controllers.

We now present the results of survey data analysis on variation of opinions between the surveyed subjects, on student discipline in Malawi secondary schools.

TABLE II
Response Summary Table for Percentage Distributions

<u>Question</u>	<u>Response</u>		
	Teachers	Students	Parents
Student discipline level good enough	74.0	66.7	28.6*
Stricter discipline enforcement	44.2	77.1*	93.2
Home environment discipline patterns	74.9	68.1	26.6*
Parental involvement would help	23.9	82.5*	18.1
Sufficient Knowledge of school rules	84.6	81.7	2.2*
Peer influences negative on discipline	74.0	81.7	94.1*

* Response discussion highlights

SURVEY DATA ANALYSIS

OPINIONS ON STUDENT DISCIPLINE IN MALAWI SECONDARY SCHOOLS

(1) Analysis of Variables

In the analysis of survey data on opinions about student discipline problems in Malawi secondary schools, use is made of the computation of a one factor analysis of variance (ANOVA). This analysis performs a one-to-one comparison between subject groups and responses items and it is therefore sensitive to variations response pattern between the groups. For each computation the value of p , the level of probability of occurrence of an event, which in this case describes the level of significance of intergroup interaction is quoted in addition to the mean response values for each group; in this case the higher the value of p the lower the difference in opinion; and the lower the value of the mean the higher the bias toward agreement. A preliminary assessment of variation of opinions was made from the raw opinion rating frequency distributions (Tables II, III and IV) and is provided in the previous section. These measures of response bias are an indication of whether the subjects opinion to the item content involves any strong tendency to agree or disagree¹ by focusing on individual opinion and as indicated by the level of intergroup interaction. Details of the entire one factor analysis of variance are provided in Appendix E.

From the analysis of variance the matrix computation on opinions on the level of discipline enforcement by school administrators and

¹ Similar to Fitts (1961) true-false ratios, but adapted to include three intermediary values to allow for wider opinions.

teachers showed no significant main difference between subjects as shown by the probability level (F-test=2.789; $p = .0646$), this is also observed from the mean response distribution (Educators=3.692, Non-educators=3.681, Student-Leaders=3.367). The significant level of intergroup interaction is be attributed to the shift in opinion by all subject groups towards agreement that the level of discipline in the schools was believed to be generally low hence confirming the observations drawn from the preliminary assessment.

Analysis of variance of opinion rating on the level of discipline enforcement that the respondents would wish to see being practiced by school administrators and teachers yielded (F-test=8.305, $p = .0004$). Although the probability level shows a significant difference in opinion, considerable agreement is observed from the closeness of response mean values (Educators=1.692, Non-educators=1.66, Student-Leaders=2.35); but with students more likely to disagree. This confirms our earlier suspicion that the majority of respondents were in favor of stricter discipline rule enforcement practice by school administrators and teachers.

The analysis of variance of opinions to the question on the extent to which survey subjects believed the effect of home environment had on individual student behavioral patterns at school, a significant variation was obtained (F-test=22.8, $p = .0001$). The mean response rating were (Educators=2.212, non-Educators=2.34, student-Leaders= 3.5) with students showing a most likelihood to disagree. This level of probability therefore confirms the earlier observed split between educators and non-educators agreeing on the one hand and student-leaders marginally in

agreement on the other.

The fourth opinion surveyed was intended to check the extent to which respondents agreed with the concept of parental involvement in school disciplinary measures. Preliminary assessment showed that educators and non-educators strongly disfavored the idea while student-leaders seemed to be in favour. This is also evident from the analysis of variance which yielded (f -test=67.109, p = .0001) and mean responses (Educators=3.885, Non-Educators=4.043, Student-Leaders=1.95). This therefore verifies our observation that parental involvement in solving student discipline matters in schools is strongly supported by student-leaders, and disfavored by educators and non-educators as observed in the preliminary assessment.

Another factor which was checked was the extent to which various stakeholders of education are aware of school rules. As pointed out in the previous section, at a minimum, this means that school rules must be clear enough to all interest groups; and allow students to understand when their conduct would violate the rules. The preliminary assessment showed a comparatively positive awareness of school rules being expressed by both educators and student-leaders but a much lower rating was expressed by non-educators. The analysis yielded (F -test=166.039, p = .0001) and mean response (Educators=1.981, Non-Educators=4.574, Student-Leaders=2.033). A significant level of awareness of school was observed between educators and students with a lesser awareness of school rules for non-educators, this is confirmed by the analysis.

The sixth analysis concerned the respondents perception on the rate of extent to which they believed peer influence had an impact on individual student behavioral problems at schools. Preliminary assessment indicated a strong bias by all groups toward agreement that indeed peer influence had a significant impact on both individual students and group activity. The analysis of variance showed no significant difference in response ($F\text{-test}=5.973$, $p=.0032$) and mean response levels (Educators=2.288, Non-Educators=1.617, Student-Leaders=2.0) this confirms our earlier viewpoint and at the same time suggests the existent of a more definitive relationship between peer influence and individual student behavioral patterns at school.

We observe from the above analysis that out of the six analytical items no significant difference in response is obtained in the questions on the rate of discipline in schools and the impact of peer influence on individuals. Remarkable variations in response were observed in questions on the level of discipline enforcement desired, parental involvement, impact of home environment, and awareness of school rules; suggesting that in either case the respondents' opinions though basically different were closely related. The practical significance of these two relationship is that although opinions may differ markedly more common intergroup characteristics may be identified within each subject group.

The following is a presentation of verbal comments which were analyzed from the questionnaires.

(2) Verbatim Comments

The question about the most serious discipline problems experienced both within and outside the schools was an open-ended and was directed to all the three groups of respondents. The respondents were asked to list in rank order, of seriousness, the five most serious discipline problems drawn from personal experiences. Of the 159 total sample of respondents surveyed (81) 50.9% listed defiant behavior as the most serious problem, followed by (38) 23.8% who listed aggressive behavior while (18) 11.1% listed promiscuity among male and female students. Fourteen or 9.3% thought lack of interest in schooling dominated student behavior and (6) 3.6% thought pregnancies were the most serious problems in schools while (2) 1.3% listed other forms of behavior.

The question about the forms of disciplinary action normally applied to offending students was an open-ended question exclusively for educators/teachers and student. This was based on the nature of penalties normally applied to offending students. Respondents listed penalties ranging from suspensions which led to either total expulsion or reinstatement depending upon the nature and seriousness of offences. Also, internal school punishments in the form of physical or manual work were used for first offenders who committed less serious offences. These punishments were determined by the staff committee on discipline, but the implementation and supervision of such work was left to a duty-master for each particular day. Counselling schemes were also in used in the school. During such sessions offending students are counselled in the

presence of their parents. Most teachers and students believed that this method of counselling was satisfactory for the majority of the offending students.

Teachers and students-leaders were also asked to provide estimates of the amount of time they spent in dealing with discipline problems for an average school day. Since student-leaders do assist teachers and school administrators in the maintenance of discipline, as monitors, in Malawi secondary schools; this question required both groups of respondents to provide time estimation based on percentage rates actually spent in dealing with discipline problems in their schools for a fairly busy day. Most of the respondents found this question relatively hard to answer as compared to the other questions because of the difficulty in time estimation. However, the majority indicated that on average they dealt with discipline problems for at least an hour each day which counts to about 12.5% for an eight-hour school-day.

The methods used to communicate school rule to students in the school and to parents at home were also investigated. This was an open-ended question directed to educators and student-leaders and was intended to check on the modes and frequency of communication between students, the school administration and parents at home. It was generally noted that school rules were clearly displayed and posted on bulletin boards at various locations in the school usually at the start of each school year for the benefit of new students. Also, respondents indicated that periodical verbal reminders were available from the school administration during general student assembly at which recent

developments affecting the school were communicated. In the case of communication between parents and the school the mail was the most commonly used although telephone is used in special circumstances such as emergencies.

Each respondent was finally asked to provide personal suggestions towards measures for the improvement of student discipline in the schools. This was open-ended question and based on individual respondents personal experience and desires. Responses were wide-ranging and will therefore be included at the end of the study in the form of discussion.

We now turn our attention to the second part of the study which is an exercise in which recorded cases of student discipline in Malawi secondary schools were counted and are analyzes for the period from 1987 to 1990.

TABLE III

The Educator Survey (ED) n=52, aggregate opinion rating frequencies distribution tabulated against discipline factors for use in a one factor analysis of variance.

Discipline Question	Response Rating frequencies				
	a	b	c	d	e
(1) Rating level of discipline enforcement	0	3	21	17	11
(2) Strict discipline enforcement	23	25	2	1	1
(3) Effect of home background	18	15	12	4	3
(4) Parental involvement	2	5	11	13	21
(5) Awareness of school rules	17	22	10	3	0
(6) Peer influence	14	14	21	2	1

TABLE IV

The Non-Educator Survey (NE) n=47, aggregate opinion rating frequencies distribution tabulated against discipline factors for use in a one factor analysis of variance.

Discipline Question	Response Rating Frequencies				
	a	b	c	d	e
(1) Rating level of discipline enforcement	0	3	20	13	11
(2) Strict discipline enforcement	23	20	2	1	1
(3) Effect of home background	16	10	12	7	2
(4) Parental involvement	2	1	11	12	21
(5) Awareness of school rules	0	0	2	16	29
(6) Peer influence	24	19	2	2	0

TABLE V

The Student-Leader Survey (SL) n=60, aggregate opinion rating frequencies distribution tabulated against discipline factors for use in a one factor analysis of variance.

Discipline Factor	Response Rating Frequencies				
	a	b	c	d	e
(1) Rating level of discipline enforcement	1	2	34	20	3
(2) Strict discipline enforcement	18	20	10	7	5
(3) Effect of home background	4	5	14	31	6
(4) Parental involvement	24	19	13	4	0
(5) Awareness of school rules	20	21	16	3	0
(6) Peer influence	25	18	12	2	3

TABLE VI

The Educator Survey (ED) n=52, aggregate opinion rating frequency percentage distribution tabulated against discipline factors for use in a one factor analysis of variance.
() Parentheses are percentage distributions.

Discipline Question	Response Rating frequencies				
	a	b	c	d	e
(1) Level of discipline enforcement	0 (0)	3 (5.8)	21 (40.4)	17 (32.7)	11 (21.1)
(2) Strict discipline enforcement	23 (44.3)	25 (48.1)	2 (3.8)	1 (1.9)	1 (1.9)
(3) Effect of home background	18 (34.6)	15 (28.8)	12 (23.1)	4 (7.7)	3 (5.8)
(4) Parental involvement	2 (3.9)	5 (9.6)	11 (21.1)	15 (28.8)	21 (40.4)
(5) Awareness of school rules	17 (32.7)	22 (42.3)	10 (19.2)	3 (5.8)	0 (0)
(6) Peer influence	14 (26.9)	14 (26.9)	21 (40.5)	2 (3.8)	1 (1.9)

TABLE VII

The Non-Educator Survey (NE) n=47. aggregate opinion rating frequency percentage distribution tabulated against discipline factors for use in a one factor analysis of variance.

() Parentheses are percentage distributions.

Discipline Question	Response Rating Frequencies				
	a	b	c	d	e
(1) Level of discipline enforcement	0 (0)	3 (6.4)	20 (42.5)	13 (27.7)	11 (23.4)
(2) Strict discipline enforcement	23 (48.9)	20 (42.6)	2 (4.3)	1 (2.1)	1 (2.1)
(3) Effect of home background	16 (34.0)	10 (21.3)	12 (25.5)	7 (14.9)	2 (4.3)
(4) Parental involvement	2 (4.3)	1 (2.1)	11 (23.4)	12 (25.5)	21 (44.7)
(5) Awareness of school rules	0 (0)	0 (0)	2 (4.3)	16 (34.0)	29 (61.7)
(6) Peer influence	24 (51.1)	19 (40.3)	2 (4.3)	2 (4.3)	0 (0)

TABLE IIX

The Student-Leader Survey (SL) n=60, aggregate opinion rating frequencies distribution tabulated against discipline factors for use in a one factor analysis of variance.

() Parentheses are percentage distributions.

Discipline Question	Response Rating Frequencies				
	a	b	c	d	e
(1) Level of discipline enforcement	1 (1.7)	2 (3.3)	34 (56.7)	20 (33.3)	3 (5.0)
(2) Strict discipline enforcement	18 (30.0)	20 (33.3)	10 (16.7)	7 (11.7)	5 (8.3)
(3) Effect of home background	4 (6.7)	5 (8.3)	14 (23.3)	31 (51.7)	6 (10.0)
(4) Parental involvement	24 (40.0)	19 (31.7)	13 (21.7)	4 (6.6)	0 (0)
(5) Awareness of school rules	20 (33.3)	21 (35.0)	16 (26.7)	3 (5.0)	0 (0)
(6) Peer influence	25 (41.7)	18 (30.0)	12 (20.0)	2 (3.3)	3 (5.0)

TABLE IX.

Summation of rating frequencies per unity. A summary of rating out of unity may also be read as rate percentage to show position of bias.

<u>Discipline Question</u>	Relative Response Ratings			Sum
	<u>Positive</u>	<u>Medium</u>	<u>Negative</u>	
Q1	0.06	0.47	0.47	1
Q2	0.81	0.09	0.10	1
Q3	0.43	0.24	0.33	1
Q4	0.33	0.22	0.45	1
Q5	0.50	0.18	0.32	1
Q6	0.72	0.22	0.06	1

CHAPTER THREE

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THE ANNUAL DISCIPLINE CASE COUNT

CHARACTERISTICS, LIMITATIONS AND MODALITIES

The picture of patterns and trends of behavioral problems in Malawi secondary schools sketched above as portrayed by opinions surveys is incomplete if it does not include its qualitative dimension. In other words, it does not show the nature of the behavioral problems actually observed among students in schools. To complete this imagery, the present chapter focuses on an analysis of summarized discipline case count. Additional data to the the surveys was therefore provided by a case-by-case annual frequency count of recorded cases of student misconduct in Malawi secondary schools over a period of four consecutive years 1986/87-89/90. These records are general reports of suspensions, rustications and cautions of student misconduct in individual schools. School administrators send these to the Ministry of Education headquarters with appropriate recommendations for information and settlement. These records were made available for count by kind permission from the Ministry of Education and Culture headquarters in Lilongwe, Malawi.

One preliminary point should be emphasized at this point. Since student behavioral activities in Malawi schools and elsewhere are extremely heterogeneous, that is, they do not lend themselves to any common statistical indicators as would be the case with, for instance, school enrollments or dropouts; no standard quantitative measures for patterns and trends of student behavioral problems in schools are

available for use, much less to compare trends in different countries. Therefore, some innovative expression procedures for direct comparison to some known quantity or established data in the education system will be used. As may easily be observed from previous sections on the accounts of the opinion surveys on various aspects of discipline in Malawi secondary schools, the nature of behavioral problems experienced in schools and the level of recorded case turnovers should interact in vicious circles. In other words the two components of the study should reinforce each other rather than oppose. It should be noted also that while the numbers summarized in this study may not mean much to the practicing educator in Malawi schools, the patterns and trends of student behavior that are portrayed do matter.

The Discipline Case Count Characteristics

The importance of the case count as an integral part of this study cannot be overemphasized. Being the first time discipline case count for Malawi secondary schools was conducted some difficulties with respect to data organization and analysis were anticipated. Because of these expectations care was taken to ensure that the count was as accurate as possible.

During the period for which this case count exercise was conducted a total of fifty nine (59) schools: thirty six (36) government schools, and twenty three (23) government-assisted church mission

secondary schools were operational throughout the country with a total student population of approximately 22760 of which about 34% was female population. Of these 10 schools were all female, 24 were all male and 25 were for both male and female. All the schools with the exception of one had either full or limited residential facilities. Statistically, the best type of discipline case analysis for Malawi secondary schools would originate from data which were categorized into the specific characteristics of individual schools, such as: size, historical background, and degree of social formality (religious or non-religious) gender composition ratio, geographical location and the socioeconomic background of the surrounding community, and more importantly, whether the school was residential or otherwise. These factors, individually, have a profound bearing upon sociological-psychological fabric and the organization-managerial characteristics of schools. However, limitations due to time and operating cost prevented extensive data collection as a result much of the auxiliary information was not included. Also, since this study is hypothesis-specific in the sense that it focuses primarily on specific assumptions, an attempt is made only to discuss the general results related to those premises. In addition, the emphasis on individual characteristics of schools, much of which is not discussed here overlaps heavily with the information already presented in previous sections.

The methodological aspect of the discipline case count practice included the tabulation of data from record files of individual schools for a period of four consecutive years. A total of $4 \times 59 = 236$ discipline case files were therefore listed for the count. It should be mentioned at

the outset that nearly 60% of the discipline case count exercise was completed, as part of official duties in the Ministry of Education and Culture, by the author in the mid 1991; as the writer prepared for overseas studies in Canada. The rest of the cases under study were counted within the period from July to early September 1992 when the writer was on home leave.

The Discipline Case Count Limitations

The volume of work involved in the entire exercise was overwhelming. A lot of difficulties were encountered during the counting particularly for schools with multiple enrollments rates and therefore more than one file of discipline case records within the same academic year. These case recordings were performed manually by the writer with the assistance of two clerical volunteers. Major limitations of the discipline case count exercise include: (1) loss of accuracy in counting since manual count was used with the possibility of omissions and repetition of case counts; (2) missing data due to loss of documents from physically damaged or aged files; (3) repeated case documentation, these were encountered in cases where school administrators had sent reminders to the Ministry for speedy settlement of outdated cases; (4) difficulty due to ambiguity of case classification, common instances of such cases were found among cases of drug use (chamba smoking); these could not easily be isolated from those of drunkenness which was usually associated with alcoholism. Under the majority of circumstances in

which offences of drug use are observed among students; the two activities were usually observed together. Also cases of aggression: fighting and teasing or bullying were difficult to isolate from each other since these almost always go together. Appendix C shows a general modality of the case count data classification.

RESULTS II

THE ANNUAL DISCIPLINE CASE COUNT DATA ANALYSIS

As mentioned in earlier sections, the purpose of the discipline case count data was to provide a descriptive account of historical trends and patterns of behavioral disorders as documented in selected Malawi schools. Also, to map out trends and plot time-series or longitudinal patterns which are uses for analysis, comparison with verbatim comments from survey results, and to establish a basis for comparative discussion. The results of the annual case count totals are summarized in Tables (X, XI, XII and XIII), and also in Charts (I, II, III and IV). For ease of reference, they are expressed in raw counts as well as percentage ratings of total counts. As pointed out earlier, these annual totals, mask great differences among individual secondary schools. For instance, certain forms of indiscipline cases are non-existent in certain schools at the same time they are a serious problem in others. These inter-school differences, within and among schools, are of course, partly explained by differences in factors such as size of school, its gender ratios, and the impact of urban-rural community environment dichotomy.

Time-series case plotting would provide visual evidence of the current pattern and trend of student behavioral problems for the period under study; and therefore would enable us to draw possible extrapolations for future trends. The following activities are

projected for the subsequent sections:

- (i) to reconcile hypothesis I, and II with the results of the survey and case count analyses in the form of an integrated discussion of the study objectives;
- (ii) to identify and draw significant student behavioral features from the data;

Tables X, XI, XII, XIII and XIV are summaries of case count raw data. First the data is grouped in totals. The analysis of annual total discipline case patterns suggests that the most serious student discipline problems in Malawi secondary schools are alcoholism 17%, truancy and a general student aimlessness and lack of interest in education accounts for 16%. Aggressive and deliant behavior account for 15% and 14% respectively, see Chart I. This pattern may be compared with data from studies conducted elsewhere, for instance, (Houghton, *et al.* (1988); and Alley, *et al.* (1990)). Survey respondents particularly teachers and students generally recognized the apparent existence in many schools in Malawi of "severe behavioral disorders" among students as shown by serious forms of misbehavior that are experienced in schools such as resentment to and disrespect for school authority.

The data is then categorized by gender. Among the records of male students an analysis of annual case frequency of occurrence expressed as mean percentages shows that the highest discipline problem is truancy and lack of interest in schooling which accounts for 17%, followed by aggressive behavior 16% and alcoholism or drunkenness 15%, see Chart II. Fighting among students also features as a significant discipline problem, this accounts for nearly 13%. Cases of vandalism

which are commonly characterized by damage, by students, to school property such as windows, desks and other installations has a lower percentage rating of 12%; it is a rapidly growing problem in Malawi secondary schools. Other forms of indiscipline such as theft 3%, promiscuity among male and female students 4%, and male students who are responsible for the pregnancies of female students 7% have lower percentage rates. Chart III shows the analysis of discipline cases for female student. They are dominated by a high rate of pregnancy cases accounting for 26% of all female cases recorded, this is followed by defiant behavior 17% and cases of drunkenness 14%. Cases of truancy and aggression are at 13% and 11% respectively. The relative proximity in patterns between male and female cases is observed. For most students male and female, secondary school years is a time of settling down when the majority begin to find themselves by reaching a truce with their bodily and emotional metamorphoses. At this stage their respect for authority is at the lowest level until maturity is attained as they leave school.

The figures represented by illustrated graphic Charts (I-VI) are annual comparative data for trends of discipline cases in Malawi secondary schools for the period under study should be read in conjunction with the annual increment rate computation Table XIV. These suggest three trends: (1) a significant rise in the total discipline cases in a specific period as compared to the rate of increase in enrollment within the same period; (2) an enormous gender disparity in the rate of increase and (3) rate of indiscipline is higher in the senior classes than the junior classes.

The reasons for this gender difference remain speculative and may be the subject of further investigations. Treating the count for 1986/87 as the baseline, it is apparent that by computing total increments for each subsequent year, the rate of increase of discipline cases rose dramatically from 3.9% to 48.5% in 1989 and slightly dropped to 34.6% in 1990 giving an average of 21.75% for the period under study. By comparing annual discipline case increments with annual total enrollments a similar pattern is obtained but this time with comparatively lower rate from 2.7% to 8.2% in 1989 and dropping to 2.6% in 1990, this lower rating reflects the level of enrollment. Finally, by comparing annual case totals with annual enrollment for each year we obtain annual rates of discipline case increments expressed as a percentage of annual enrollment. These range from 5.2% in 1987 to 9.5% in 1990 giving an average of 6.8%. Chart V compares rates of case increments by sex. It is apparent that while the rate of increase for female cases is generally gentle for the period under study, that of male cases dramatically rose from 1988 to 1990.

Finally, Table XIII and Chart IV shows the distribution of discipline cases by class/grade level. It is observed from the analysis that on average, the highest rate of student indiscipline occurs in the senior section of the schools Form 3 and Form 4 with 42% and 27% of the total number of cases respectively, while the lower section Form 1 and Form 2 have 11% and 18% respectively. This situation may be attributed to the student age levels prevalent in two sections by assuming that the older students are more likely to misbehave than the younger ones.

TABLE X.

Total annual discipline case count. Frequency of discipline case occurrence for male and female; estimated at +/-15% margin of counting error. * Not applicable or value missing. () parentheses are Annual mean.

	1986/87	1987/88	1988/89	1989/90	
X Data	X ₁	X ₂	X ₃	X ₄	X _{mean}
Alcoholism/drug use	253	316	388	367	331
Aggressive behaviour	182	224	301	450	289
Defiant behaviour	196	220	296	318	257
Pregnancy(f)	79	81	87	101	87
Resp for pregnancy(m)	109	111	121	83	106
Promiscuity	43	59	105	112	80
Theft	46	31	27	78	46
Vandalism/gang action	71	97	156	423	187
Truancy/lack of intrst	204	140	337	520	300
Fighting/teasing	158	114	251	332	214
Other forms	*	*	*	*	*
Annual Totals	1341	1393	2069	2784	(1896)

TABLE XI

Annual discipline case count frequency by sex- Male. Frequency of discipline case occurrence for male students estimated at $\pm 15\%$ margin of counting error. * Not applicable or value missing.

() parentheses are Annual mean

	1986/87	1987/88	1988/89	1989/90	
X Data	X ₁	X ₂	X ₃	X ₄	X _{mean}
Alcoholism/drug use	109	161	349	314	233
Aggressive behaviour	144	180	277	398	249
Defiant behaviour	171	184	197	248	200
Pregnancy(f)	*	*	*	*	*
Resp for pregnancy(m)	109	111	121	83	106
Promiscuity(m+f)	23	28	84	86	55
Theft	46	31	24	68	42
Vandalism/gang action	71	97	142	407	179
Truancy/lack of interest	172	99	300	449	255
Fighting/teasing	151	85	220	308	191
Other forms	*	*	*	*	*
Annual Totals	996	976	1714	2361	(1511)

TABLE XII.

Annual discipline case count frequency by sex- Female. Frequency of discipline case occurrence for female students estimated at +/-15% margin of counting error. * Not applicable or value missing.

() parentheses are Annual mean.

	1986/87	1987/88	1988/89	1989/90	
X Data	X ₁	X ₂	X ₃	X ₄	X _{mean}
Alcoholism/drug use	48	55	39	53	49
Aggressive behaviour	37	44	24	52	39
Defiant behaviour	25	36	99	70	57
Pregnancy(f)	79	101	107	74	90
Resp for pregnancy(m)	*	*	*	*	*
Promiscuity	10	31	24	26	22
Theft	*	*	3	11	*
Vandalism/gang action	*	*	14	16	*
Truancy/lack of intrst	32	41	37	71	45
Fighting/teasing	17	29	31	24	25
Other forms	*	*	*	*	*
Annual Totals	248	337	378	397	(340)

TABLE XIII.

Total Discipline Case Count Frequency by class/grade level for the period 1986/87-90. Frequency of discipline case occurrence for class/grade level estimated at +/-15% margin of counting error.

* Not applicable or value missing. F1-F4 are class/grade levels.

X data	F1	F2	F3	F4	F _{mean}
Alcoholism/drug use	211	417	609	418	414
Aggressive behavior	84	316	511	535	361
Defiant Behavior	*	178	498	611	321
Pregnancy(f)	101	120	214	*	109
Resp for Pregnancy(m)	99	87	231	113	133
Promiscuity(m+f)	74	59	169	97	100
Theft	112	63	76	37	72
Vandalism/gang action	*	36	507	391	234
Truancy/lack of Intrst	171	201	711	418	375
Fighting/Teasing	134	344	501	90	267
Other Forms	*	*	*	*	*
Totals	1053	1733	4026	2732	9544
Rate Distribution	11%	18%	42%	27%	100%

TABLE XIV

Annual Incremental Rates. Comparative analysis of annual rate of increase expressed in terms of Incremental rates and as percentage of Annual Enrollment.

	1986/87	1987/88	1988/89	1989/90
<u>Annual case totals</u>	<u>1341</u>	<u>1393</u>	<u>2069</u>	<u>2784</u>
Annual increments	0	52	676	715
Incremental Rate	0	0.039	0.485	0.346
%	0	3.9	48.5	34.6

<u>Annual enrollment</u>	<u>25681</u>	<u>26396</u>	<u>28564</u>	<u>29326</u>
Annual increments	0	715	2168	762
Incremental Rates	0	0.027	0.082	0.026
%	0	2.7	8.2	2.6

<u>Annual enrollment</u>	<u>25681</u>	<u>26396</u>	<u>28564</u>	<u>29326</u>
Annual case totals	1341	1393	2069	2784
Annual discipline case rate expressed as a percentage of Annual Enrollment				
	5.2	5.2	7.2	9.5
<u>Mean = 6.8 %</u>				

Student Discipline Cases Annual Total Case Count

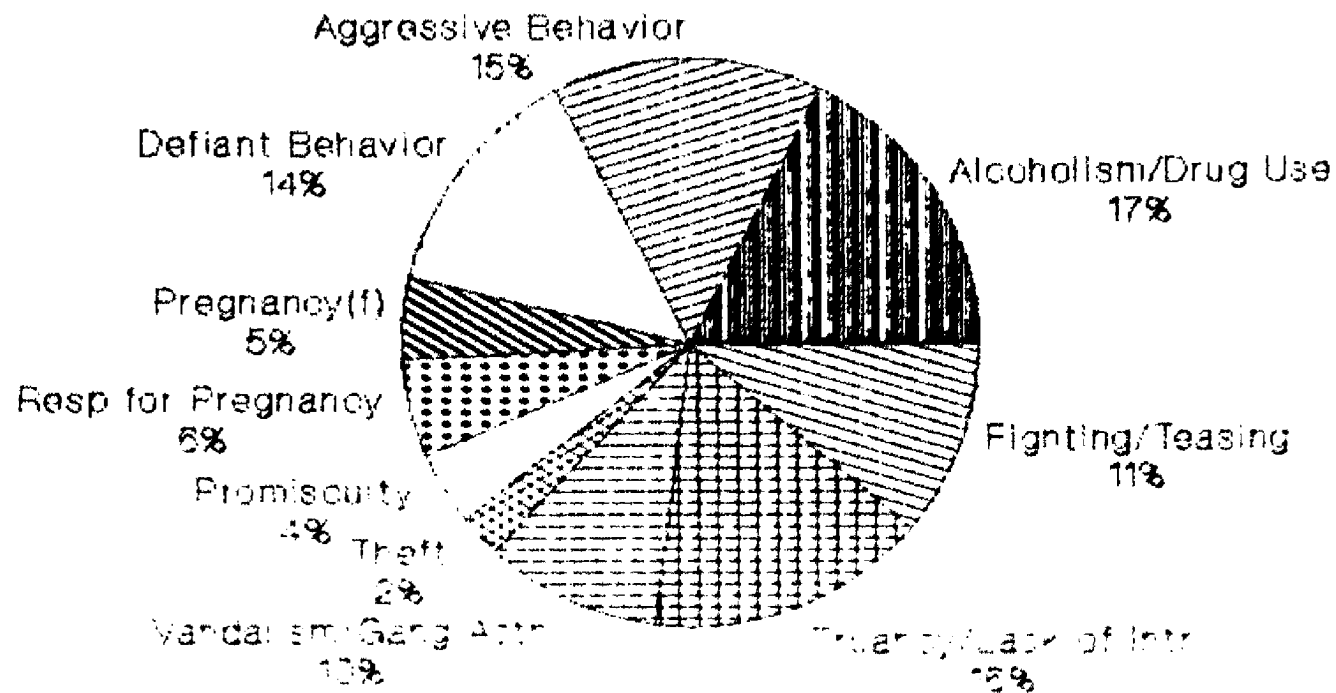


CHART I-Average Percentage for 1987-90

Student Discipline Cases Annual Mean by Sex-Male

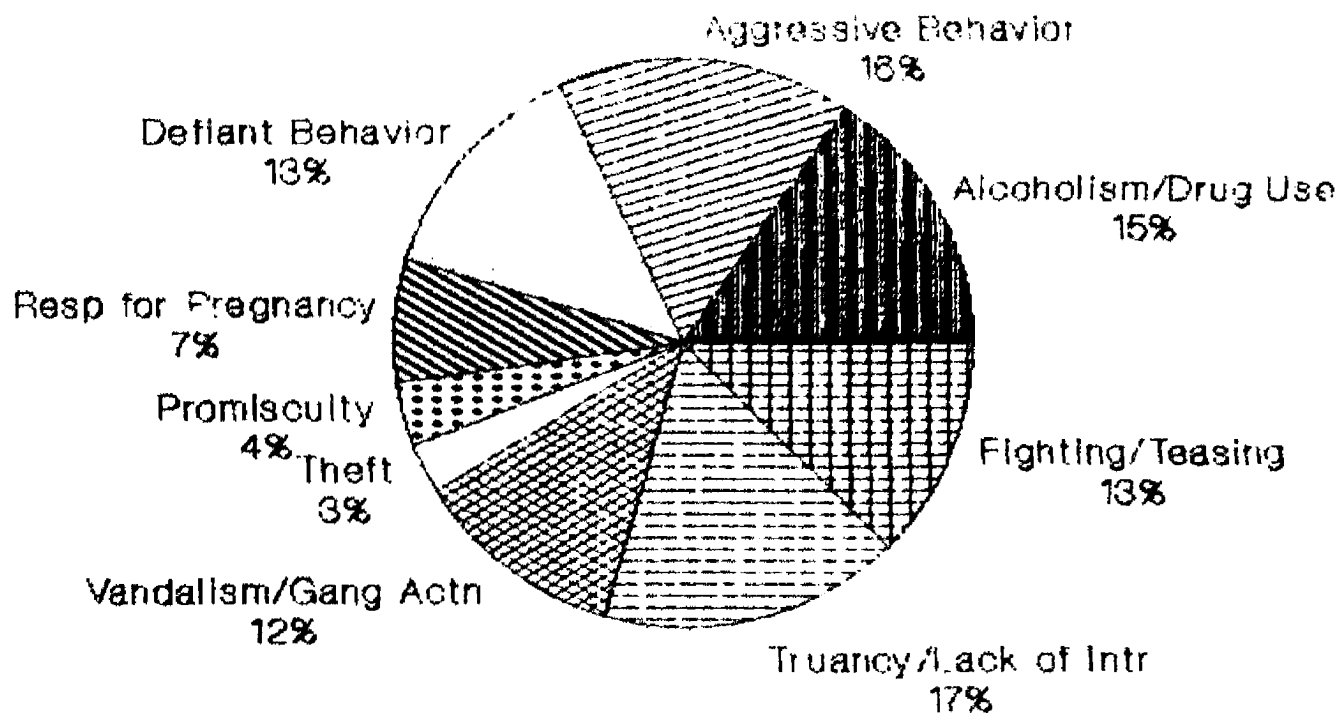


CHART II-Mean Percentages for 1987-90

Student Discipline Cases Annual Mean by Sex-Female

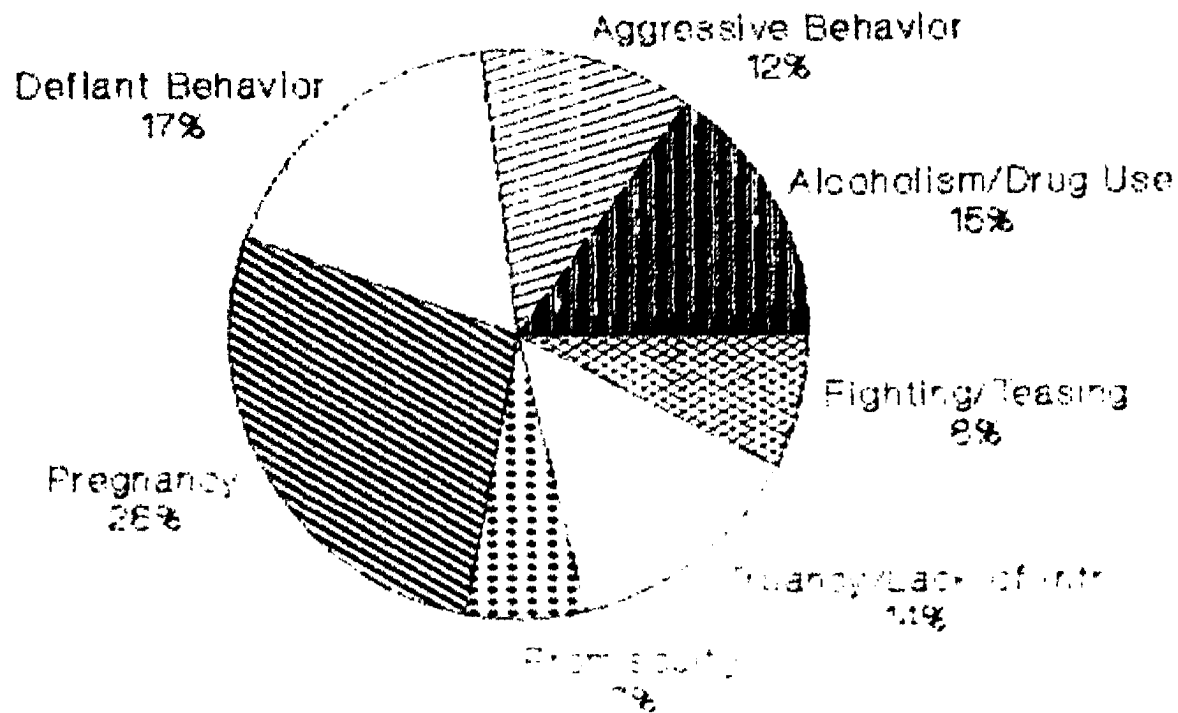


CHART III-Mean Percentages for 1987-90

Student Discipline Cases Average Distribution by Class/Grade

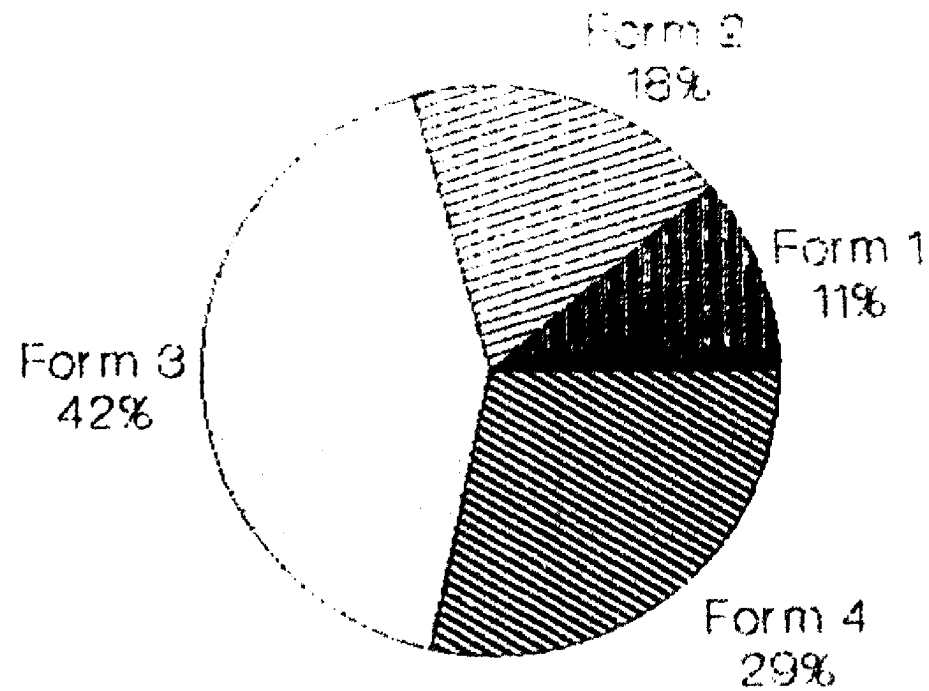


CHART IV-Average Percentage for 1987-90

Student Discipline Cases Longitudinal Comparative Trends By Sex

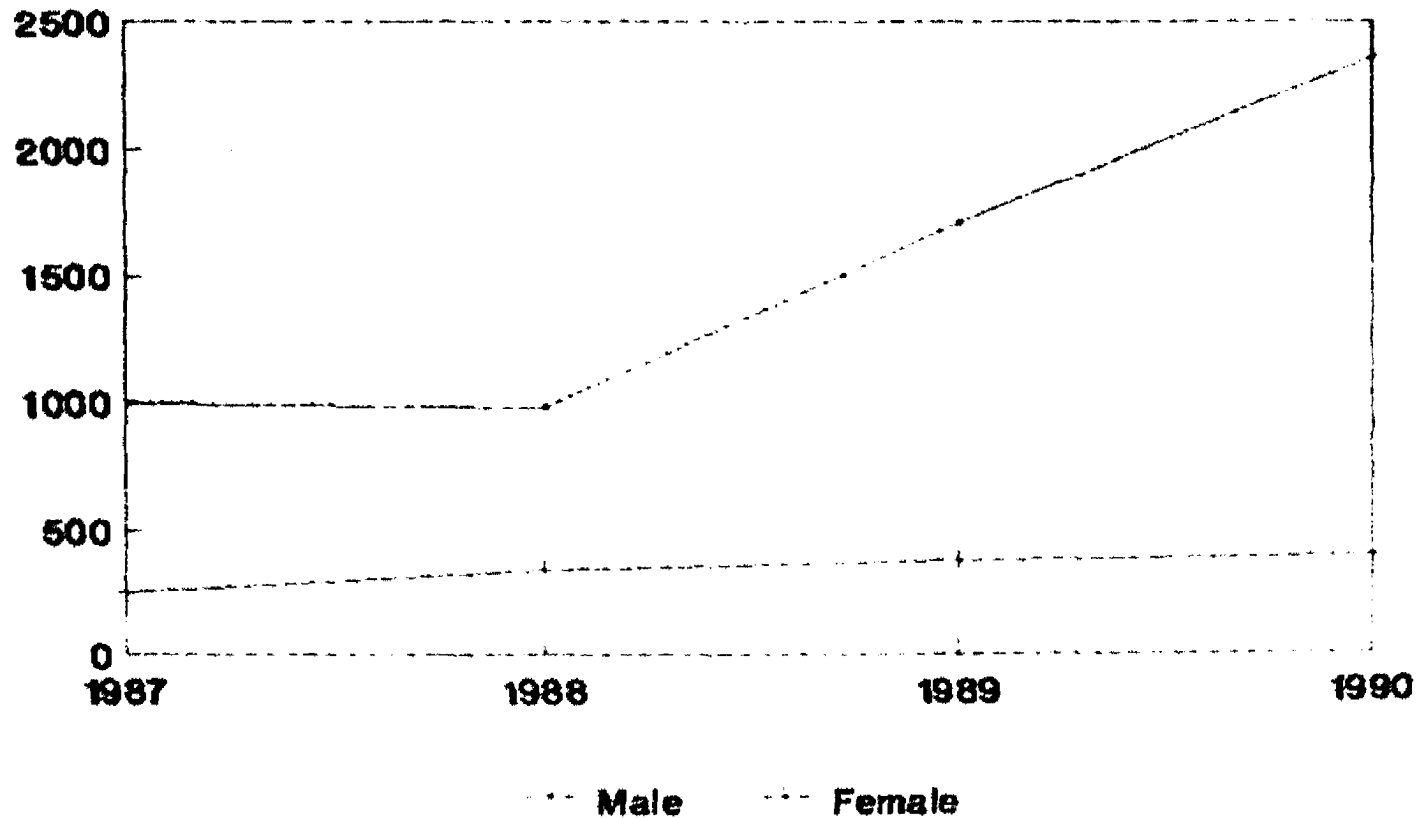
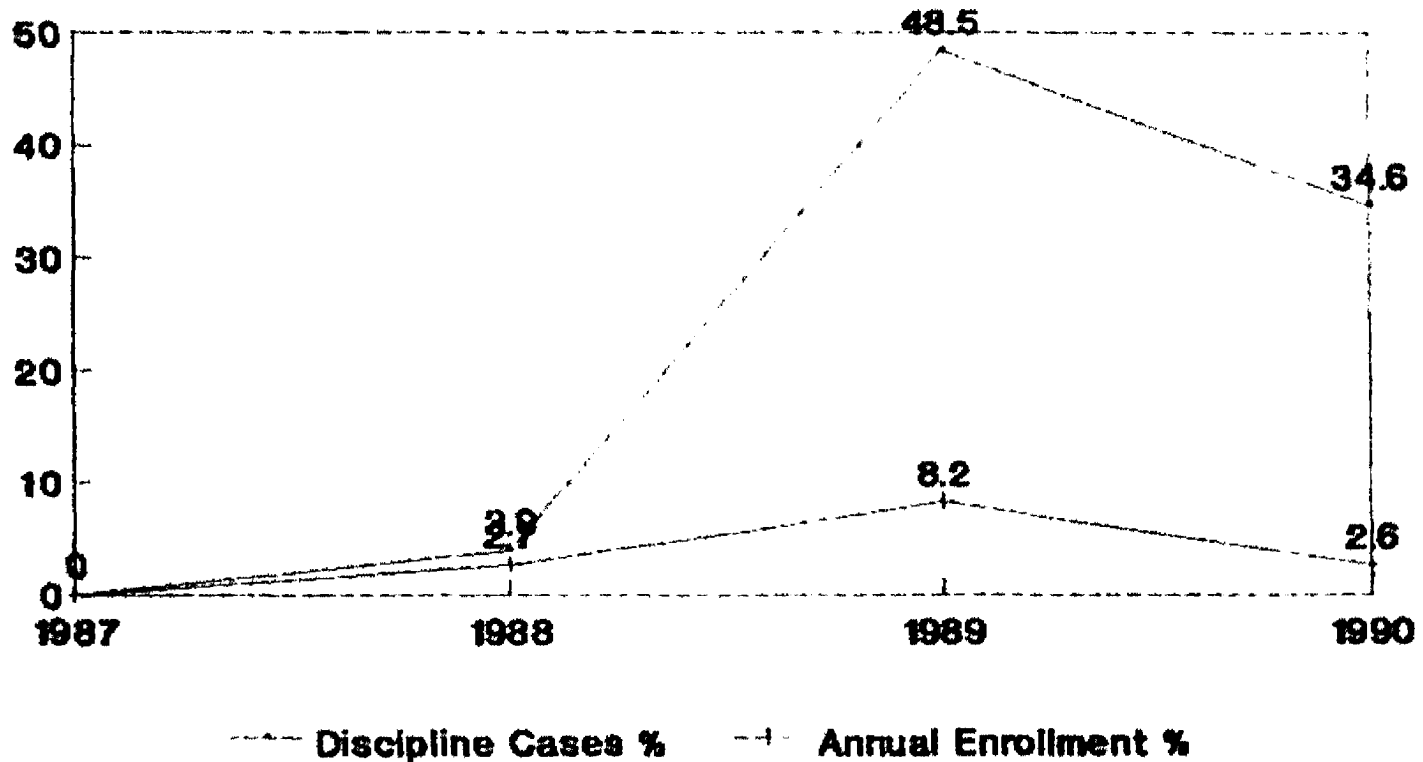


CHART V-Rates of Increment for 1987-90

Student Discipline Cases Comparative Rates of Increment



**CHART VI-Discipline Cases Vs Enrollment
Percentage Rates for 1987-90**

CHAPTER FOUR

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RECONCILIATION OF STUDY HYPOTHESIS

THE SURVEYS AND DISCIPLINE CASE COUNT INTEGRATION

Having completed the diagnostic stage of the study we can now integrate the findings from the results sections and identify major features. Results I and Results II represent the separate outcomes of the study surveys and the discipline case count respectively. The results of the two components of the study are complementary and supplementary and are mutually reinforcing, they provide rather than competitive suggestions. Since both were deliberately designed to supplement each other they may be treated with an integrated comparative analysis.¹ The general pattern consists of a number of diagnostic statistics, the annual case mean, the annual case incremental rates and the correlations (perceived ranking of cases experienced by the survey respondents). For ease of comparison they are enumerated and calculated longitudinally for the period under the survey. When these two studies are integrated two features become apparent: the limitations of educators or teachers to cope with student indiscipline single handedly, and the noticeable increase in the rate of student misbehavior.

¹ In the case of case-studying behavioral problems in Malawi secondary schools, a details analysis may depend on the nature and availability of data: because there is, necessarily, a degree of arbitrariness in the coding and classification convention.

Table XIV shows a general trend of annual rates of increment in discipline problems in Malawi secondary schools determined from enumerated case count. Annual incremental rate¹ evaluation yield an increasing rates, also see Chart VI for comparative trend between rates for male and female cases. This rate is calculated because it permits relatively easy longitudinal comparison of trends.

The average rate of discipline cases as compared with the enrollment status ² is estimated at about 6.8%. This increasing trend is generally collinear with the perception of 114 out of 159 or 71% of the respondents surveyed who believed strongly that discipline problems have increased substantially over the recent past in Malawi secondary schools; although no empirical evidence could be suggested.

¹ Annual incremental rates are evaluated by comparing annual case differences to preceding annual case totals.

² Malawi Educational Statistics 1989-90, also found in the Malawi Educational Development Plan 1985-1995.

DISCUSSION

The purpose of examining the patterns and trends of student behavioral problems Malawi secondary schools is to establish the presence and direction of causal relationship between the public concerns about student misbehavior in schools, their nature, motives, and possible control measures. The study attempted to determine this relationship through use of opinion surveys and physical discipline case count. Case studies concerning student behavioral problems have been widely documented elsewhere, but none exists for Malawi schools; therefore comparison with Malawi specific literature on the matter is not possible.

Although the exercise was conducted under considerable limitations, the model used to analyze the data, although not widely used, appears to be adequate for data of this nature. The available evidence to shed some light on the prevalent patterns and trends, though limited in scope, is sufficient to provide a fairly good indication of the important trends. The two study hypotheses are confirmed by the results of the surveys, and the discipline case count obtained: (1) the results suggest that for the period under consideration, cases of misbehavior have generally increasing annually in Malawi secondary school as assumed; that is to say, the number of discipline cases has increased for each preceding year. (2) and the annual rate of increase of male cases of indiscipline far exceeds that of female, that is to say, the rate of increase of male cases relative to their population grossly exceeds that of female students. (3) More cases of indiscipline were observed in the senior than the junior

classes, hence confirming the assumptions of hypothesis III.

These results are consistent with the assumptions of the three hypotheses. If true, then the belief which was expressed by the majority of respondents that student discipline in Malawi secondary schools was generally low supports this finding. As with any case studies, nonsignificant differences between various study components may not necessarily support acceptance of our hypotheses. An important point to note is that, seen in a global context, the problems of student misbehavior as experienced by teachers in Malawi secondary schools: their nature, frequency and severity are fundamentally milder in most respects than those experienced by their counterparts in most western industrialized societies.

Schools in Malawi as small communities will remain to be sources of discipline problems. This point helps us put student discipline in proper perspective. While the study focuses on student misbehavior and the reactions of interest groups in Malawi, students and their parents support reasonable systems of discipline; such support needs positive reinforcement by educators. These results have significant implications for the direction in which efforts for effective management of student discipline problems may be developed for our schools. The obvious difficulty, of course, is to determine with exactitude the extent of these intangible problems and their future trends. However, what can be said with fairly conclusive evidence is that what has begun as a trickle, as is true with student misconduct in Malawi schools, eventually may turn into a torrent, at least judged from worldwide experiences if

early corrective measures are not sought.

It is important to note that students exert powerful controls on behavior both for themselves individually and for other students. Students control the behavior of other students through modelling behavior that other students may imitate, and by exerting pressure on other students toward group conformity. Some of these influences are subtle and others are blatant. This point leads us to suggest that since students are the nucleus of school activity; they should also be a prime source of any meaningful solutions to their behavioral problems. Hence, if school behavioral controls are to have a positive effect a sense of responsibility for their own actions has to be instilled among the students and this should be stressed continually. Since good behavior comes from good choices, and since students ultimately must live with the choices they make, their responsibility for their own behavior should be kept in the forefront.

Due to problems of travel and the wide student enrollment catchment areas for secondary schools, the majority of parents in Malawi cannot physically be involvement in the discipline of their children at school. This poses a significant policy limitation at the ministry level on the extent to which parental involvement in student discipline matters can be effectively implemented; and at the school level the extent to which student counseling services, which are available in schools, can be effectively implemented in schools and also how parent-teacher relationships can be strengthened. Still, we believe that school administrators and teachers are in a strategic position to

generate greater parental awareness of their share of responsibility for student behavior. To this effect therefore, parents in Malawi should be urged to assume a greater role in the homes to impress upon their children of the need for acceptable behavior in schools.

CONCLUDING REMARKS

The foregoing prognosis is not intended to suggest, however, that as portrayed by the trends in the period under study, that the future trends in student discipline patterns will remain the same. The aim of this exercise was to estimate the magnitude of student indiscipline by providing both qualitative and quantitative measure, achieve diagnostic statistics, and suggest remedies for reducing their occurrence and effects. These results must be viewed as tentative. A different patterns and trends of student behavioral problems may well emerge with broad based sampling. For the data presented herein, may well turn out to require some changes in either presentation or collection in order to maximize their use. Imaginative use of these data is called for, in combination with other sources of information will undoubtedly call for patience, laborious matching and a willingness to compromise.

Whatever might ultimately emerge with respect to the establishment survey of discipline problems and related data for Malawi secondary schools, it seems clear that more comprehensive longitudinal studies are required. Thus, while the hypotheses are confirmed, additional studies will be needed to further clarify the true nature of these problems.

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CHAPTER FIVE

APPENDICES

- APPENDIX A - Educator Survey Opinion Questionnaire**
- APPENDIX B - Non-Educator Survey Opinion Questionnaire**
- APPENDIX C - Student-Leader Survey Opinion Questionnaire**
- APPENDIX D - Discipline Case Count Modality Table**
- APPENDIX E - Raw Opinion Surveys Response Ratings**
- APPENDIX F - Table of a One factor Analysis of Vanance for
Opinion Surveys**

APPENDIX A : EDUCATOR SURVEY

MEASUREMENT TYPE ONE/ EDUCATOR SURVEY

BASIC DATA

1. Respondent's Name/No: _____
2. Nationality : Malawian _____ Non-Malawian _____
3. Sex: Male _____ Female _____
4. Age in years: _____
5. School Name/No: _____
6. Type of school: All Male _____ All Female _____ Both _____
7. Teaching level: Jun sec _____ Sen sec _____ Both _____
8. Subjects taught: _____

QUESTIONNAIRE

Instructions

1. Listed below are some questions that are related to student discipline in our schools. Read each question carefully.
2. Tick in the box that is provided the answer that you feel best suits the question OR write in the provided lines

-
1. What do you feel is that level of student discipline in our schools today:

Very high Fairly high Medium Low Very low

No opinion

2. You may have heard about some Headmasters/mistresses who enforce very strict discipline in their schools, do you agree with this method of control?

Strongly Agree Agree Medium Disagree Strongly

disagree

No opinion

3. Some people believe that student misconduct in schools is largely influenced by their home environment, to what extent do you agree with this opinion.

Strongly Agree	Agree	Medium	Disagree
Strongly disagree	No opinion		

4. Some people have suggested that parents should be actively involved in assisting Headmasters and teachers in dealing with student discipline in our schools; to what extent do you agree with this idea?

Strongly Agree	Agree	Medium	Disagree
Strongly disagree	No opinion		

5. As an educator/teacher with the responsibility of enforcing school rules on students, to what extent are you aware of the rules which your are expected to enforce.

Strongly Aware	Aware	Medium	Low awareness
Completely unaware	No opinion		

6. Some people have suggested that most of the student behavioural problems in our schools are largely due to peer influence, to what extent do you agree with this opinion.

Strongly Agree	Agree	Medium	Disagree
Strongly disagree	No opinion		

7. Suggest ways in which parents can assist headmasters and teachers in improving student discipline in our schools.

8. What in your opinion are the most serious discipline problem in our schools today? (List FIVE in rank order, referring to your own school)

9. For each of the FIVE discipline problems listed above, what form of disciplinary action is normally taken

Problem

Disciplinary action

10. Which problems do you deal with on a regular basis

Problem

Estimated frequency

11. Who is responsible for administering internal disciplinary action to offending students

12. How much of your time do you spend dealing with student discipline problems? (Provide an estimate)

Less than 20% About 35% About 50% About 65%
More than 75%

13. Do discipline have a negative impact upon the performance of:

YES NO

(a) Your classroom

(b) The school

(c) You as a teacher

14. Do you have any suggestions that you feel would help in improving student discipline in our schools?

APPENDIX B : NON-EDUCATOR SURVEY

MEASUREMENT TYPE ONE/ NON-EDUCATOR SURVEY

BASIC DATA

1. Respondent's Name/No: _____
 2. Nationality : Malawian _____ Non-Malawian _____
 3. Sex: Male _____ Female _____
 4. Age in years: _____
 5. Occupation: _____
 6. Level of education: _____
-

QUESTIONNAIRE

Instructions

1. Listed below are some questions that are related to student discipline in our schools. Read each question carefully.
 2. Tick in the box that is provided the answer that you feel best suits the question OR write in the provided lines
-

1. Do you have a child at secondary school presently?

Yes

No

2. What do you feel is that level of student discipline in our schools today:

Very high

Fairly high

Medium

Low

Very low

No opinion

3. You may have heard about some Headmasters/mistresses who enforce very strict discipline in their schools, do you agree with this method of control?

Strongly Agree	Agree	Medium	Disagree
Strongly disagree	No opinion		

4. Some people believe that student misconduct in schools is largely influenced by their home environment, to what extent do you agree with this opinion.

Strongly Agree	Agree	Medium	Disagree
Strongly disagree	No opinion		

5. Some people have suggested that parents should be actively involved in assisting Headmasters and teachers in dealing with student discipline in our schools; to what extent do you agree with this idea?

Strongly Agree	Agree	Medium	Disagree
Strongly disagree	No opinion		

6. As a parent with a student at secondary school at present, to what extent are you aware of school rules which your child is expected to abide by.

Strongly Aware	Aware	Medium	Low awareness
Completely unaware	No opinion		

7. Some people have suggested that most of the student behavioural problems in our schools are largely due to peer influence, to what extent do you agree with this opinion.

Strongly Agree Agree Medium Disagree
Strongly disagree No opinion

8. Suggest ways in which parents can assist headmasters and teachers in improving student discipline in our schools.

9. What in your opinion is the most serious discipline problem in our schools today?

10. What in your opinion should be done to pupils at secondary school level who present problems of disruptive behaviour (ie school punishments have failed to correct them), please give your opinion on how such students should be dealt with.

11. One of the things students resent is to be confined to school campus, do you think that maintaining a closed school campus with students not allowed to leave the school during school hours, please give your opinion.

12 .To what extent do you feel alcoholism is a discipline problem in our schools, please give your opinion.

13. Some students engage in drug use (smoking chamba) in schools and at home hence they have severe discipline problems at school, what in your opinion are the reasons for this behaviour.

14. What suggestions can you make that you feel would improve student discipline in our schools

APPENDIX C : STUDENT-LEADER SURVEY

MEASUREMENT TYPE ONE/ STUDENT-LEADER SURVEY

BASIC DATA

1. Respondent's Name/No: _____
2. Sex: Male _____ Female _____
3. Grade/Class: Form 1 _____ Form 2 _____ Form 3 _____ Form 4 _____
4. Age in years: _____
5. School Name/No: _____
6. Type of school: All Male _____ All Female _____ Both _____
7. Type of responsibility held: _____

QUESTIONNAIRE

Instructions

1. Listed below are some questions that are related to student discipline in our schools. Read each question carefully.
2. Tick in the box that is provided the answer that you feel best suits the question OR write in the provided lines

-
1. What do you feel is that level of student discipline in our schools today:

Very high Fairly high Medium Low Very low
No opinion

2. You may have heard about some Headmasters/mistresses who enforce very strict discipline in their schools, do you agree with this method of control?

Strongly Agree Agree Medium Disagree
Strongly disagree No opinion

3. Some people believe that student misconduct in schools is largely influenced by their home environment. to what extent do you agree with this opinion.

Strongly Agree	Agree	Medium	Disagree
Strongly disagree	No opinion		

4. Some people have suggested that parents should be actively involved in assisting Headmasters and teachers in dealing with student discipline in our schools; to what extent do you agree with this idea?

Strongly Agree	Agree	Medium	Disagree
Strongly disagree	No opinion		

5. As an educator/teacher with the responsibility of enforcing school rules on students, to what extent are you aware of the rules which your are expected to enforce.

Strongly Aware	Aware	Medium	Low awareness
Completely unaware	No opinion		

6. Some people have suggested that most of the student behavioural problems in our schools are largely due to peer influence, to what extent do you agree with this opinion.

Strongly Agree	Agree	Medium	Disagree
Strongly disagree	No opinion		

7. Suggest ways in which parents can assist headmasters and teachers in improving student discipline in our schools.

8. What in your opinion are the most serious discipline problem in our schools today? (List FIVE in rank order, referring to your own school)

9. For each of the FIVE discipline problems listed above, what form of disciplinary action is normally taken

Problem	Disciplinary action
-----	-----
-----	-----
-----	-----

10. Which problems do you deal with on a regular basis

Problem	Estimated frequency
-----	-----
-----	-----

11. Who is responsible for administering internal disciplinary action to offending students

12. How much of your time do you spend dealing with student discipline problems? (Provide an estimate)

Less than 20% About 35% About 50% About 65%
More than 75%

13. Do discipline have a negative impact upon the performance of:

YES NO

(a) Your classroom

(b) The school

(c) You as a students

14. Do you have any suggestions that you feel would help in improving student discipline in our schools?

15. How are school rules communicated to all the students in the school?

APPENDIX D: DISCIPLINE CASE COUNT MODALITY

BASIC DATA

School Name/No: _____

School Type: All Male _____ All Female _____ Both Male and Female _____

Total Enrollment: _____ Male _____ Female _____ Total _____

Location: Urban _____ Rural _____

Year of Count: _____

Discipline Cases	Grade/Class							
	Form 1		Form 2		Form 3		Form 4	
	Sex							
	M	F	M	F	M	F	M	F
1. Defiant behaviour								
2. Aggressive behaviour								
3. Alcoholism/drug use								
4. Lack in interest in school								
5. Fighting/ teasing/bullying								
6. Thefts								
7. Vandalism/group action								
8. Promiscuity (m+f)								
9. Pregnancy (f)								
10. Respblty for pregnancy(m)								
11. Other forms								

	RESPONDENTS	QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4	QUESTION 5
	X ₁	Y ₁	Y ₂	Y ₃	Y ₄	Y ₅
1	EDUCATORS	b-high	a-very high	a-very high	a-very high	a-very high
2	EDUCATORS	b-high	a-very high	a-very high	a-very high	a-very high
3	EDUCATORS	b-high	a-very high	a-very high	b-high	a-very high
4	EDUCATORS	c-medium	a-very high	a-very high	b-high	a-very high
5	EDUCATORS	c-medium	a-very high	a-very high	b-high	a-very high
6	EDUCATORS	c-medium	a-very high	a-very high	b-high	a-very high
7	EDUCATORS	c-medium	a-very high	a-very high	b-high	a-very high
8	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
9	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
10	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
11	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
12	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
13	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
14	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
15	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
16	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
17	EDUCATORS	c-medium	a-very high	a-very high	c-medium	a-very high
18	EDUCATORS	c-medium	a-very high	a-very high	c-medium	b-high
19	EDUCATORS	c-medium	a-very high	b-high	d-low	b-high
20	EDUCATORS	c-medium	a-very high	b-high	d-low	b-high
21	EDUCATORS	c-medium	a-very high	b-high	d-low	b-high
22	EDUCATORS	c-medium	a-very high	b-high	d-low	b-high
23	EDUCATORS	c-medium	a-very high	b-high	d-low	b-high
24	EDUCATORS	c-medium	b-high	b-high	d-low	b-high
25	EDUCATORS	d-low	b-high	b-high	d-low	b-high
26	EDUCATORS	d-low	b-high	b-high	d-low	b-high
27	EDUCATORS	d-low	b-high	b-high	d-low	b-high
28	EDUCATORS	d-low	b-high	b-high	d-low	b-high
29	EDUCATORS	d-low	b-high	b-high	d-low	b-high
30	EDUCATORS	d-low	b-high	b-high	d-low	b-high
31	EDUCATORS	d-low	b-high	b-high	d-low	b-high
32	EDUCATORS	d-low	b-high	b-high	e-very low	b-high
33	EDUCATORS	d-low	b-high	b-high	e-very low	b-high
34	EDUCATORS	d-low	b-high	c-medium	e-very low	b-high
35	EDUCATORS	d-low	b-high	c-medium	e-very low	b-high
36	EDUCATORS	d-low	b-high	c-medium	e-very low	b-high
37	EDUCATORS	d-low	b-high	c-medium	e-very low	b-high
38	EDUCATORS	d-low	b-high	c-medium	e-very low	b-high
39	EDUCATORS	d-low	b-high	c-medium	e-very low	b-high
40	EDUCATORS	d-low	b-high	c-medium	e-very low	c-medium
41	EDUCATORS	d-low	b-high	c-medium	e-very low	c-medium
42	EDUCATORS	e-very low	b-high	c-medium	e-very low	c-medium
43	EDUCATORS	e-very low	b-high	c-medium	e-very low	c-medium
44	EDUCATORS	e-very low	b-high	c-medium	e-very low	c-medium
45	EDUCATORS	e-very low	b-high	c-medium	e-very low	c-medium
46	EDUCATORS	e-very low	b-high	d-low	e-very low	c-medium
47	EDUCATORS	e-very low	b-high	d-low	e-very low	c-medium
48	EDUCATORS	e-very low	b-high	d-low	e-very low	c-medium
49	EDUCATORS	e-very low	c-medium	d-low	e-very low	c-medium
50	EDUCATORS	e-very low	c-medium	e-very low	e-very low	d-low
51	EDUCATORS	e-very low	d-low	e-very low	e-very low	d-low

RESPONDENTS	QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4	QUESTION 5
52	EDUCATORS e-very low	e-very low	e-very low	e-very low	d-low
53	NON-EDUCATORS b-high	e-very high	e-very high	e-very high	c-medium
54	NON-EDUCATORS b-high	e-very high	e-very high	e-very high	c-medium
55	NON-EDUCATORS b-high	e-very high	e-very high	e-very high	d-low
56	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
57	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
58	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
59	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
60	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
61	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
62	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
63	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
64	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
65	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
66	NON-EDUCATORS c-medium	e-very high	e-very high	c-medium	d-low
67	NON-EDUCATORS c-medium	e-very high	e-very high	e-very high	d-low
68	NON-EDUCATORS c-medium	e-very high	e-very high	e-very high	d-low
69	NON-EDUCATORS c-medium	e-very high	e-very high	b-high	d-low
70	NON-EDUCATORS c-medium	e-very high	e-very high	b-high	d-low
71	NON-EDUCATORS c-medium	e-very high	e-very high	b-high	e-very low
72	NON-EDUCATORS c-medium	e-very high	e-very high	b-high	e-very low
73	NON-EDUCATORS c-medium	e-very high	e-very high	b-high	e-very low
74	NON-EDUCATORS c-medium	e-very high	e-very high	b-high	e-very low
75	NON-EDUCATORS c-medium	e-very high	e-very high	b-high	e-very low
76	NON-EDUCATORS d-low	b-high	b-high	b-high	e-very low
77	NON-EDUCATORS d-low	b-high	b-high	b-high	e-very low
78	NON-EDUCATORS d-low	b-high	b-high	b-high	e-very low
79	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
80	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
81	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
82	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
83	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
84	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
85	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
86	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
87	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
88	NON-EDUCATORS d-low	b-high	c-medium	e-very low	e-very low
89	NON-EDUCATORS e-very low	b-high	c-medium	e-very low	e-very low
90	NON-EDUCATORS e-very low	b-high	c-medium	e-very low	e-very low
91	NON-EDUCATORS e-very low	b-high	d-low	e-very low	e-very low
92	NON-EDUCATORS e-very low	b-high	d-low	e-very low	e-very low
93	NON-EDUCATORS e-very low	b-high	d-low	e-very low	e-very low
94	NON-EDUCATORS e-very low	b-high	d-low	e-very low	e-very low
95	NON-EDUCATORS e-very low	b-high	d-low	e-very low	e-very low
96	NON-EDUCATORS e-very low	c-medium	d-low	e-very low	e-very low
97	NON-EDUCATORS e-very low	c-medium	d-low	e-very low	e-very low
98	NON-EDUCATORS e-very low	d-low	e-very low	e-very low	e-very low
99	NON-EDUCATORS e-very low	e-very low	e-very low	e-very low	e-very low
100	STUDENT-LEAD ... e-very high	e-very high	e-very high	e-very high	e-very high
101	STUDENT-LEAD ... b-high	e-very high	e-very high	e-very high	e-very high
102	STUDENT-LEAD ... b-high	e-very high	e-very high	e-very high	e-very high

[illegible]

	RESPONDENTS	QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4	QUESTION 5
	X ₁	Y ₁	Y ₂	Y ₃	Y ₄	Y ₅
154	STUDENT-LEAD...	d-low	d-low	e-very low	c-medium	c-medium
155	STUDENT-LEAD...	d-low	e-very low	e-very low	c-medium	c-medium
156	STUDENT-LEAD...	d-low	e-very low	e-very low	d-low	c-medium
157	STUDENT-LEAD...	e-very low	e-very low	e-very low	d-low	d-low
158	STUDENT-LEAD...	e-very low	e-very low	e-very low	d-low	d-low
159	STUDENT-LEAD...	e-very low	e-very low	e-very low	d-low	d-low

QUESTION 6		Answer: 200 Y6: 2000000000
1	a very high	
2	a very high	
3	a very high	
4	a very high	
5	a very high	
6	a very high	
7	a very high	
8	a very high	
9	a very high	
10	a very high	
11	a very high	
12	a very high	
13	a very high	
14	a very high	
15	a very high	
16	a very high	
17	a very high	
18	a very high	
19	a very high	
20	a very high	
21	a very high	
22	a very high	
23	a very high	
24	a very high	
25	a very high	
26	a very high	
27	a very high	
28	a very high	
29	a very high	
30	a very high	
31	a very high	
32	a very high	
33	a very high	
34	a very high	
35	a very high	
36	a very high	
37	a very high	
38	a very high	
39	a very high	
40	a very high	
41	a very high	
42	a very high	
43	a very high	
44	a very high	
45	a very high	
46	a very high	
47	a very high	
48	a very high	
49	a very high	
50	a very high	
51	a very high	
52	a very high	
53	a very high	
54	a very high	
55	a very high	
56	a very high	
57	a very high	
58	a very high	
59	a very high	
60	a very high	
61	a very high	
62	a very high	
63	a very high	
64	a very high	
65	a very high	
66	a very high	
67	a very high	
68	a very high	
69	a very high	
70	a very high	
71	a very high	
72	a very high	
73	a very high	
74	a very high	
75	a very high	
76	a very high	
77	a very high	
78	a very high	
79	a very high	
80	a very high	
81	a very high	
82	a very high	
83	a very high	
84	a very high	
85	a very high	
86	a very high	
87	a very high	
88	a very high	
89	a very high	
90	a very high	
91	a very high	
92	a very high	
93	a very high	
94	a very high	
95	a very high	
96	a very high	
97	a very high	
98	a very high	
99	a very high	
100	a very high	

	QUESTION 6
	Yes
52	a-very low
53	a-very high
54	a-very high
55	a-very high
56	a-very high
57	a-very high
58	a-very high
59	a-very high
60	a-very high
61	a-very high
62	a-very high
63	a-very high
64	a-very high
65	a-very high
66	a-very high
67	a-very high
68	a-very high
69	a-very high
70	a-very high
71	a-very high
72	a-very high
73	a-very high
74	a-very high
75	a-very high
76	a-very high
77	b-high
78	b-high
79	b-high
80	b-high
81	b-high
82	b-high
83	b-high
84	b-high
85	b-high
86	b-high
87	b-high
88	b-high
89	b-high
90	b-high
91	b-high
92	b-high
93	b-high
94	b-high
95	b-high
96	b-high
97	c-medium
98	c-medium
99	d-low
100	d-low
101	a-very high
102	a-very high
103	a-very high

[illegible]

	QUESTION 6
	Y6
154	c-medium
155	d-low
156	d-low
157	e-very low
158	e-very low
159	e-very low

X1 : RESPONDENTS

Bar	Element	Count	Percent	
1	EDUCATORS	52	32.704%	
2	NON-EDUCATORS	47	29.56%	
3	STUDENT-LEADERS	60	37.736%	-Mode

One Factor ANOVA X₁ : RESPONDENTS Y₁ : QUESTION 1

Analysis of Variance Table

Source	DF	Sum Squares	Mean Square	F-test
Between groups	2	3.834	1.917	2.789
Within groups	156	107.223	.687	p = .0646
Total	158	111.057		

Model II estimate of between component variance = .023

One Factor ANOVA X₁ : RESPONDENTS Y₁ : QUESTION 1

Group	Count	Mean	Std. Dev	Std. Error
EDUCATORS	52	3.692	.875	.121
NON-EDUCATORS	47	3.681	.911	.133
STUDENT LEADERS	60	3.367	.712	.092

One Factor ANOVA X₁ : RESPONDENTS Y₁ : QUESTION 1

Comparison	Mean Diff	Fisher PLSD	Scheffe F-test	Dunnnett t
EDUCATORS vs NON-EDU	.011	.33	.002	.069
EDUCATORS vs STUDENT	.326	.31*	2.149	2.073
NON-EDU vs STUDENT	.314	.319	1.893	1.946

* Significant at 95%

TABLE OF ONE FACTOR ANALYSIS OF VARIANCE FOR OPINION SURVEY

One Factor ANOVA X₁ : RESPONDENTS Y₂ QUESTION 2

Analysis of Variance Table

Source	DF	Sum Squares	Mean Square	F-test
Between groups	2	16.959	8.479	8.305
Within groups	156	159.28	1.021	p = .0004
Total	158	176.239		

Model II estimate of between component variance = .141

One Factor ANOVA X₁ : RESPONDENTS Y₂ QUESTION 2

Group	Count	Mean	Std. Dev	Std. Error
EDUCATORS	52	1.692	.805	.112
NON-EDUCATORS	47	1.66	.841	.123
STUDENT-LEADERS	60	2.35	1.26	.163

One Factor ANOVA X₁ : RESPONDENTS Y₂ QUESTION 2

Comparison	Mean Diff	Fisher PLSD	Scheffe F-test	Dunnnett t
EDUCATORS vs NON-EDU	.033	.402	.013	.161
EDUCATORS vs STUDENT	-.656	.378*	5.901*	3.435
NON-EDUC. vs STUDENT	-.69	.389*	6.152*	3.508

* Significant at 95%

One Factor ANOVA X₁ : RESPONDENTS Y₃ QUESTION 3

Analysis of Variance Table

Source	DF	Sum Squares	Mean Square	F-test
Between groups	2	56.679	28.34	22.08
Within groups	156	200.226	1.284	p = .0001
Total	158	256.906		

Model II estimate of between component variance = .515

One Factor ANOVA X₁ : RESPONDENTS Y₃ QUESTION 3

Group	Count	Mean	Std. Dev.	Std. Error
EDUCATORS	52	2.212	1.177	.163
NON EDUCATORS	47	2.34	1.221	.178
STUDENT LEADERS	60	3.5	1.017	.131

One Factor ANOVA X₁ : RESPONDENTS Y₃ QUESTION 3

Comparison	Mean Diff	Fisher PLSD	Scheffe F-test	Dunnnett t
EDUCATORS vs. NON-EDU	-.129	.45	.16	.565
EDUCATORS vs. STUDENT	-1.288	.424*	18.016*	6.003
NON EDUC vs. STUDENT	-1.16	.436*	13.805*	5.255

* Significant at 95%

One Factor ANOVA X 1 : RESPONDENTS Y 4 QUESTION 4

Analysis of Variance Table

Source	DF	Sum Squares	Mean Square	F test
Between groups	2	151.487	75.744	67.109
Within groups	156	176.073	1.129	p = 0.001
Total	158	327.56		

Model II estimate of between component variance = 1.41%

One Factor ANOVA X 1 : RESPONDENTS Y 4 QUESTION 4

Group	Count	Mean	Std. Dev.	Std. Error
EDUCATORS	52	3.885	1.166	.162
NON-EDUCATORS	47	4.043	1.083	.158
STUDENT-LEADERS	60	1.95	.946	.122

One Factor ANOVA X 1 : RESPONDENTS Y 4 QUESTION 4

Comparison	Mean Diff.	Fisher PLSD	Scheffe f test	Dunn-Sidak
EDUCATORS vs NON-EDU	-1.58	.422	.273	.739
EDUCATORS vs STUDENT	1.935	.398*	.46188*	.9611
NON-EDUC. vs STUDENT	2.093	.409*	.51124*	10.112

* Significant at 95%

One Factor ANOVA X₁ : RESPONDENTS Y₅ : QUESTION 5

Analysis of Variance Table

Source	DF	Sum Squares	Mean Square	F-test
Between groups	2	217.986	108.993	186.039
Within groups	156	102.403	.656	p = .0001
Total	158	320.39		

Model II estimate of between component variance = 2.055

One Factor ANOVA X₁ : RESPONDENTS Y₅ : QUESTION 5

Group	Count	Mean	Std. Dev	Std. Error
EDUCATORS	52	1.981	.874	.121
NON-EDUCATORS	47	4.574	.58	.085
STUDENT-LEADERS	60	2.033	.901	.116

One Factor ANOVA X₁ : RESPONDENTS Y₅ : QUESTION 5

Comparison	Mean Diff	Fisher PLSD	Scheffe F-test	Dunnnett 1
EDUCATORS vs NON-EDU	-2.594	.322*	126.498*	15.906
EDUCATORS vs STUDENT	-.053	.303	.059	.342
NON-EDUC vs STUDENT	2.541	.312*	129.629*	16.101

* Significant at 95%

One Factor ANOVA X 1 : RESPONDENTS Y 6 QUESTION 6

Analysis of Variance Table

Source	DF	Sum Squares	Mean Square	F test
Between groups	2	11.164	5.582	5.973
within groups	156	145.779	.934	p = .0032
Total	158	156.943		

Model II estimate of between component variance = .088

One Factor ANOVA X 1 : RESPONDENTS Y 6 QUESTION 6

Group	Count	Mean	Std Dev	Std Error
EDUCATORS	52	2.288	.957	.133
NON-EDUCATORS	47	1.617	.768	.112
STUDENT-LEADERS	60	2	1.105	.143

One Factor ANOVA X 1 : RESPONDENTS Y 6 QUESTION 6

Comparison	Mean Diff	Fisher PLSD	Scheffe F-test	Dunnnett t
EDUCATORS vs NON-EDU.	.671	.384*	5.955*	3.451
EDUCATORS vs STUDENT	.288	.362	1.24	1.575
NON-EDUC. vs STUDENT	-.383	.372*	2.068	2.034

* Significant at 95%