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Teachers' Knowledge, Attitudes, and Practices Towards the Conduct and the Discipline Regulations for the Teaching Profession in Malawi: Case of Zomba Urban Conventional Secondary Schools.

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TEACHERS' KNOWLEDGE, ATTITUDES, AND PRACTICES TOWARDS THE
CONDUCT AND DISCIPLINE REGULATIONS FOR THE TEACHING
PROFESSION IN MALAWI: Case of Zomba Urban Conventional Secondary Schools.

A Thesis Presented

By

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DEDICATION

To my dear wife and friend Mavis for all the support during my studies and my son Fred who had to be born in my absence because of this work.

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ABSTRACT

If we were to take a poll asking people whether they would vote for or against morality, one would expect a rather overwhelming endorsement. There is little disagreement that people should behave morally, should respect moral rules and should be concerned about justice and responsibility (Berkowitz & Oser, 1985, p. 1). This study examines teachers' knowledge and attitudes towards conduct and discipline regulations as outlined in the Malawi government teaching service regulations, analyzes the relationships between their knowledge, attitudes and self reported practice. It further explores the contribution of pre-service teacher training to teachers' knowledge and understanding of the regulations. Data was collected from in-service and pre-service teachers using Knowledge, Attitude and Practice survey methods. The study found that teachers have limited knowledge about the regulations, although serving teachers rated themselves highly in following the regulations. It was found that in addition to a weak system for promoting and enforcing regulations in schools, teacher preparation does little to develop professional appreciation of regulations related to conduct and discipline.

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CHAPTER 1

Introduction

1.1 Contextual background

Malawi is a landlocked country south of the equator in the Sub-Saharan Africa. It is boarded to the north and northeast by Tanzania; to the east, south, and southwest by Mozambique; and to the west and northwest by Zambia. The country is 901 kilometers long and ranges in width from 80 to 161 kilometers. It has a total area of 118,484 square kilometers with 94,276 square kilometers being land. The remaining area is mostly covered by Lake Malawi, which is about 475 kilometers long and runs down Malawi's eastern boundary with Mozambique (Maluwa-Banda, 2004).

During the thirty years of one party rule in Malawi, the colonial values that placed a high standard on appearance and 'moral' standards on teachers had been promoted by Dr. Kamuzu- Banda in the teaching profession. (Wolf,Lang, Bekett-Mount, & Van-Belle Prouty, 1999). The Malawi public service regulations on which the Malawi government teaching service regulations are based reflect this high expectation.

Following the thirty years of the one party rule, Malawi adopted political pluralism which led to the first democratic elections in 1994. For the first time issues of freedoms and rights became part of the common vocabulary of the ordinary Malawian. The advent of political pluralism and democracy came with its own challenges to the education system. One common challenge was the concept of freedom and rights. Teachers and students understood this each in their own way. However the majority understood democracy and freedom to mean absence of restraint and control (Kuthemba-Mwale, Hauya, & Tizifa, 1996). This understanding of democracy brought serious

problems to schools in attempting to uphold rules and regulations, since regulations were seen as restricting and even violating the supposed freedoms of students and teachers.

Some teachers started neglecting their responsibilities to the school and the students and, on the other hand, students too disregarded school regulations. This resulted in a general breakdown of discipline within schools. Schools witnessed high rates of indiscipline involving both teachers and students. The Malawi press review (December, 2003) observed that "...most schools still lack conducive learning environment. Low morale and lack of discipline is common among both pupils and teachers". According to (Kuthemba-Mwale, Hauya, & Tizifa, 1996), the Ministry of Education Science and Technology (MOEST) received a very high number of indiscipline cases from schools across the country. This scenario prompted MOEST to conduct a study on secondary school discipline, which among other things found that the increase in indiscipline cases resulted from misunderstanding of democracy and freedom in the schools.

The education enterprise cannot effectively be conducted in a situation where there is a gross breakdown of discipline among teachers and students. Minimum conditions of discipline must be set for effective teaching and learning to take place. It is no wonder that the MOEST found that there was general frustration among teachers and students as well as low morale for teaching by the teachers and lack of interest in school among the learners (Kuthemba-Mwale, Hauya, & Tizifa (1996).

1.2 Problem Statement

Governments around the world and especially in the developing countries following the World Education Forum held in Dakar Senegal in April 2000, recommitted themselves to achieving Education For All. Countries outlined various goals and

strategies to help them realize the goal of education for all in their respective countries. Countries agreed to “implement strategies for gender equality in education which recognize the need for changes in attitudes, values, and practices” and also to “create safe and healthy inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievements for all” (UNESCO 2000). Countries adopted the resolutions of the World Education Forum and translated these into national plans to achieve Education For All.

The need to “create a safe and healthy, inclusive environment, conducive to excellence in learning” in the educational institutions, however, has been undermined by cases of indiscipline among teachers and students in some school systems. Cases of immoral behaviors of male teachers with girl pupils are prevalent in some countries. For instance, “the Zambia Teaching Service Commission dismissed 11 teachers in 2000 for flirting with students, physically abusing them and impregnating them.” The Commission further admitted that it was “aware of the escalating number of teachers abusing their students but it could not explain why or how it became so widespread” (Fonseka, 2001).

In Malawi, the situation is not very different. As noted by Catherine Mbegue, UNICEF country representative, “her organization was deeply concerned with the increasing reports of girl abuse in schools”, saying that “teachers who sexually abuse girls in their care do not have the moral authority to teach children about personal responsibility and value” (Chitosi, 2000). In addition MOEST said that it was overwhelmed by the number of cases it was receiving and that “most of the cases involved immoral behavior of male teachers with girl pupils, fraud, theft, and drunkenness during normal hours of attendance, moonlighting and tardiness among

others” (MOEST, 2004). These problems were prevalent both at primary and secondary school levels.

According to the MOEST, judging by the frequency of these events, it appeared that there was a serious breakdown in the work ethics and morality in many of their education institutions (MOEST, 2004). The Malawi Teaching Service Regulations, which are part of the Malawi Public Service Regulations, clearly outlines conduct and discipline regulations for teachers in Malawi. However, the above observations could be an indication that teachers are not following the regulations. It may be that teachers are not familiar with the regulations or their attitudes towards the regulations are negative. In either case there is need to establish the factors contributing to the poor adherence to the regulations, if the situation is to be improved.

Very little has been done in Malawi to explore the problem of teachers’ behaviors as well as general problems of indiscipline in schools. Kuthemba-Mwale, Hauya, & Tizifa (1996) studied the problem of indiscipline in schools. The study which covered all the three regions of the country, among other things found that misunderstanding of individual freedoms and rights, teacher misbehaviors, age of teachers, as well as inefficiency on the part of the MoEST in dealing with disciplinary issues contributed to problems of indiscipline in schools. Apart from this, little has been done to understand how teachers’ knowledge, attitudes and practices of the conduct and discipline regulations, is related to the problem of indiscipline in schools. It is very difficult to expect teachers who are not disciplined themselves to serve as role models to students discipline in their schools.

Considering how the coming of democracy in Malawi has been interpreted by both teachers and students it is very important to know how teachers currently understand and perceive conduct and discipline regulations. Further there is need to know whose responsibility it is to enforce and promote the adherence of the regulations and how this responsibility is being carried out. It is also important to find out the challenges associated with enforcement of the regulations. The knowledge of these aspects may help to identify misfits between the regulations and the present political thinking considering that these regulations were formulated during the one party era.

Knowledge of the above issues will further help inform policy makers on issues of discipline in the teaching profession. It will bring to light current issues and problems affecting conduct of teachers in schools, and enforcement of the regulations. Such knowledge will help policy makers in thinking of ways to enhance professionalism and commitment to duty to ensure quality of teaching and learning in the schools. The information will also provide feedback to the teacher training institutions to rethink what they can do to help teachers being trained to be well prepared professionally. It will help institutions identify gaps in their training programs in line with emerging challenges in the teaching profession and consequently help them improve on their teacher preparation programs to address the challenges. In addition the study will contribute to the body of knowledge on the problem of indiscipline in schools in Malawi. The study will further help identify areas where further research on the problem of indiscipline in schools is required.

1.3 Purpose of the study

The purpose of this study is to better understand teachers' knowledge, attitudes, and practices towards the conduct and discipline regulations of the teaching profession in Malawi as outlined in the Malawi Government Teaching Service Regulations (MGTSR) of August 2001. It explores socio-cultural factors that could have an influence on teachers' knowledge and attitudes as well as practices towards the regulations.

1.4 Objectives:

The specific objectives of the study are as follows:

1. To examine serving and pre-service teachers' knowledge and attitudes towards the conduct and discipline regulations of the teaching profession in Malawi.
2. To analyze the relationship between knowledge and attitudes towards the regulations and the teachers' self reported practices in schools
3. To explore the social and cultural factors that may have an influence on teachers' knowledge and attitudes towards the regulations
4. To explore ways to promote and enforce adherence to the regulations among teachers.

1.5 Research questions

The study utilizes the Knowledge, Attitudes and Practice/behavior survey methodology supplemented by focus group discussions. The following are the key research questions for the study:

Knowledge

1. What is the level of knowledge about the conduct and discipline regulations in Malawi among serving and pre-service teachers?

2. How do teachers come to know about the regulations of conduct and discipline and how the regulations are enforced?

Attitude

3. What are serving and pre-service teachers' attitudes towards the conduct and discipline regulations?
4. Which regulations are commonly known to teachers and what socio-cultural factors are reflected in the commonly known regulations?

Practice/behavior

5. To what extent do teachers follow the regulations?
6. Is there any relationship between teachers' knowledge and attitudes towards the regulations and their practices in the school?

1.6 Hypotheses

The study had two null hypotheses;

1. There is no relationship between serving teachers' knowledge about the regulations and their self-reported practices in the schools.
2. There is no relationship between the serving teachers' attitudes towards the regulations and their self-reported practices in the schools.

1.7 Variables associated with the hypotheses:

For the two hypotheses above the following are independent and dependent variables;

- Independent variables:* (i). Knowledge of the regulations of conduct for the teaching profession in Malawi.
- (ii). Attitude towards the regulations of conduct for the teaching profession in Malawi.

Dependent Variable: Self reported practices of the teachers in the schools.

1.8 Significance and Justification

In Malawi very little has been done to understand the problem of indiscipline in schools, particularly with a specific focus on teachers' behaviors and practices. Most studies on indiscipline in schools have focused on gender related problems of girls' abuse, teenage pregnancies, and other adolescents' problems. Students rather than teachers have been the focus of most studies on discipline in schools. The present study will contribute to the understanding of the problem of indiscipline in Malawi by looking at teachers instead of students. In addition the study will help identify potential areas for some future research in this area. The study will also help inform the development of appropriate interventions on dealing effectively with disciplinary issues in schools to make schools provide an environment that is conducive to teaching and learning.

CHAPTER 2

Literature Review.

2.1 Introduction

This chapter presents a review of the literature related to the current study. It begins by highlighting theories that explain ethical behavior. A review of studies on knowledge, attitudes and practices, specifically focusing on methodological approaches is presented. Issues of professionalism and code of conduct are also highlighted. The chapter concludes by a review of literature on discipline problems in schools. Specifically this focuses on the extent of disciplinary problems, type of problems reported, factors leading to the problems, and how these are resolved.

2.2 Theoretical background

Every day we make decisions about what we do based on what we perceive as right or wrong. Our decisions or responses to situations are a function of what we have learnt from our culture, families and, most importantly, our education (Bivins, 2003). Ethical theory, which is an aspect of moral philosophy, is “an organized way of approaching ethical decision making. A theory is a method of explaining something we observe in our lives, the formulation of which will then allow us to predict such events in future and more easily deal with them” (Bivins, 2003, p.1).

Two schools of theory exist regarding ethics. One school believes that a moral act is one that is done following right (ethical) means without paying attention to the results obtained as a result of the action. The other school of thought holds that the results of an action are the only important moral criteria for defining a right action. According to Bivins (2003, p.1), these two schools of thought are described as “deontological (having

to do with rules and duties) or teleological (having to do with consequences)". These are also referred to as a 'non consequential' and 'consequential' ethical theories. Since the issue under study concerns rules and regulations as well as duties, only the non-consequential ethical theories are reviewed.

One key proponent of non-consequential ethical theories was Emanuel Kant, a German philosopher (1724-1804). Kant created an ethical system based on the human ability to reason and the belief that all moral actions were the result of virtuous intent (Bivins, 2003). Kant argued that "nothing can possibly be conceived in the world or out of the world which can be called 'good' without qualification except a Good Will" (Tittus & Hepp, 1964, p. 270). He observed that whatever man may want to do, all the abilities of man which are called good may be very bad if the will which uses these abilities is not good. Kant made three propositions in thinking about morality and duty:

First "to have a moral worth an action must be done from duty", second "an action done from duty derives it's moral worth not from the purpose which is to be attained by it but from the maxim by which it is determined and therefore does not depend on the realization of the object of action but merely on the principle of volition by which the action has taken place without regard to any object of desire" lastly Kant stated that "duty is the necessity of acting from the law". (Titus & Hepp, 1964, p. 272).

From the three propositions Kant values the motivation of an action as the basis for the moral worth of what is done. A right action is that which is motivated by a desire to do what is right. Kant emphasized this by pointing out that one needs to think about the motivation of the action and imagine if such a motivation were to be passed as a universal law. If the actor perceives it that as a law the motivation will be appropriate, then it is right, but if one cannot think of the motivation as a law, then it should be rejected as reason for carrying out the action. Kant called the acting from a motive one would love if

it were to be made a universal law for all to observe a “categorical imperative” (Bivins, 2003, p. 3-4).

The categorical imperative is based on the human ability to reason. Kant argued that by using reason we should be able to perceive in life what our duty is. From this it appears that Kant was an intuitionist by believing that human beings naturally know right from wrong (Bivins, 2003). The implications of his theory are that we should be able to establish rules and regulations that would be observed by everyone regardless of their position or circumstances. It also follows that, as we deal with other humans, we should be able to treat them as ends in themselves and not as means to an end; in other words “we are not to use other people or treat them merely as objects”(Bivins, 2003, p.4).

Looking at teachers’ practices and behaviors from the non consequential perspective has key implications. The theory suggests that right doing is based on principle rather than focusing on consequences. This apparently appears to be the most desirable means by which ethical behavior can be ensured under this theory. If teachers perceived it as their duty to uphold the regulations and accept that duty, their behaviors would easily conform to the regulations. Their intention to behave in accordance to the regulations would be ensured since it would originate from within themselves rather than from the external requirements. However the origin of the intention itself is not addressed by the theory. Kant believed that by having the ability to reason and if people use this ability they should come to know what is right from what is wrong and consequently this will create in them the intention to act right as a universal law. This becomes disastrous where a person values what conventionally can not be accepted as right. Obviously if

actions results from this motivation it will be difficult to classify the action as morally acceptable.

The level of ethical thinking assumed by Kant's ethical theory, parallels stage six of Lawrence Kohlberg's theory of moral development. At this stage according to Berger (2000), the individual reasons from respect of universal principles and acts from his own conscience, rather being motivated by what is the convention in the society or fear of punishments associated with behaving differently. However, as observed by Berger, very few people ever reach this top level of moral maturity. The majority are within the conventional morality level where one behaves to gain approval of others in the society. Social relations and norms control individual's behavior. This can be very strong especially if the behavior is visible since that's when it will attract public approval or disapproval. This stage is a step to behaving in respect of rules and obedience to duty. This is the stage where most adults are (conventional morality). The issue of rules and regulations can rightly be contemplated at this level where people want to act in respect of rules and duties. However, if the individual judge the laws as inappropriate, it is difficult to expect him/her to behave as required or expected by the rules. In other words, the right intention can only be exercised where the person has accepted conventional morality.

These theories about moral behavior are pertinent to the problem under study in that teachers' ability to practice the regulations reflects strongly on what they know and think about the regulations. The theories further point to teachers perceptions of their learners. If teachers view the learners as a means to an end, e.g. a job to survive on, their corresponding behaviors will not be motivated by principle. This will lead to low levels

of adherence to the regulations. However, if learners are viewed as an end in themselves, a sense of duty will motivate teachers behavior and teachers will be more conscious of how their actions support or work against teaching and learning. This motivation will lead to high levels of compliance with the regulations.

2.3 Knowledge attitudes and Practices studies

Different authors have defined attitude differently. Gagne, (1985), defined attitude as a “state that influences or modifies the individual choices of personal action” (p.229) [cited Adams & Pierce, n.d., p.1]. Garrison & Magoon, (1972) talked of attitude as “a readiness or disposition to respond in a certain way and may be inferred from observation and /or measurement” [paraphrased in Adams & Pierce, n.d., p.1]. Allport (1935, p. 810), defined attitude as, “a mental and neural state of readiness which exerts a directing influence upon the individual's response to all objects and situations with which it is related” (cited in Understanding the social world, n.d., p. 238). This study has adopted the definition by Levinger (2003, p.2), which says attitude refers to “thoughts, feelings and opinions that serve as guide posts for choices individuals make in matters that they perceive themselves to be stake holders”.

This definition has been adopted because of its simplicity and direct link of attitudes to elements of thought, feelings, and opinions, all of which influence the behavior of a person. Embedded in the opinions are also social and cultural elements that impact on teachers' perceptions and attitudes.

Numerous studies have been conducted to find out the relationship between knowledge, attitudes and behavior (Demant & Yates, 2003; Handal, 2003; Adams &

Pierce, n.d.). Among others these have conducted studies and written papers on how these three knowledge, attitude and practice are related.

Demant and Yates (2003), in their study on primary teachers' attitudes towards direct instruction (a term describing a pattern or style of teaching) found a stronger correlation between teachers knowledge of the components of direct instruction and their attitudes to towards the method. The attitudes were measured using a seven point Likert scale, where (1) represented 'very strongly agree' and (7) 'very strongly disagree', with no real opinion expressed at the midpoint (4). Knowledge in the study was measured using a 20 item checklist where 17 questions were based on the knowledge of the method and three were distracters.

The study used Likert type questions to measure attitude and checklist to measure knowledge. It was interesting to note that the Likert scale had no neutral point. The data in this case may have been easier to interpret and analyze than if neutral positions were included. However the use of few distracters in the checklist may easily lead to guess work on the part of the teachers as they may have more chances of getting the questions right even with minimal knowledge of the method. This may have given a false picture of the teachers' knowledge of the method. The study also found a significant relationship between knowledge and attitudes however it did not indicate whether the positive attitude translated into practice or not. If knowledge and attitude does not inform practice then they will be less important. It is therefore necessary to explore how knowledge and attitude influence practice.

Handal (2003) in his paper on ‘teachers mathematical beliefs a review’, tried among other things to see the relationship between teachers attitudes about Mathematics and how these influence their instructional behavior. He observes from research that

while the nature of this relationship seems to be dialectical in nature (Wood et al., 1991) it is not clear whether beliefs influence practice or practice influences beliefs (McGalliard, 1983). It is in fact a complex relationship (Thompson, 1992) where many mediating factors determine the direction and magnitude of the relationship. (p. 51).

Following his review of various studies, he concluded that “Teachers’ beliefs do influence their instructional practice; however, a precise one-to-one causal relationship cannot be asserted because of the interference of contingencies that are embedded in the school and classroom cultures” (p. 54).

Adams & Pierce (n.d.) in their study on ‘Attitudes of pre-service and experienced teachers toward diverse learners’ observed that “ [the] knowledge teachers have gained from their own experiences as students shapes their attitudes towards teaching and learning ...attitudes influence behavior, although the extent of the influence depends on how both attitude and behavior are defined and measured” (p. 1). In the study they found that teachers had positive attitudes towards diverse learners. However they argued that it does not always follow that a positive attitude would imply good practice in class: “It would be naive to assume teacher attitude is the only factor that determines what is done in the classroom”(p. 5).

Several studies have also pointed out the conflict between attitude and practice,” (La Piere 1934[cited in understanding the social world]) Kyeleve, & Williams(n.d). La. Piere (1934) did a study on peoples’ attitudes and their practices. He traveled with a Chinese couple round in America at a time when prejudice and

discrimination towards Chinese and other people from the Far East was widespread. He and the couple requested service at 251 restaurants and hotels, and he kept a record of whether they were served or not. After six months he sent each of the restaurants a questionnaire with a question “Will you accept members of the Chinese race as guests in your establishment?”(Understanding the social world, n.d. p. 237). He did not indicate that he ever visited them. The results of his study were that although 250 establishments had served him, 118 replied that they could not and 9 stated that it would “depend”. His conclusion was that there is no relationship between attitudes and practice against what is popularly accepted by many psychologists.

Key arguments against the findings have focused on methodological issues. It has been argued that a single item could not have sufficiently measured attitude. And yet others argued that the researcher measured another behavior, the intention to act, rather than attitude. For whatever arguments can be leveled against the finding, the points to the fact that there is a limited relationship between attitude and practice.

Kyeleve & Williams (n.d.), in their study on evaluating teachers’ and students’ attitudes to curriculum reform, developed an instrument for evaluating attitudes of teachers to curriculum reform and perceptions of their own practice. The instrument consisted of 74 Likert type items, with 37 for attitudes and 37 for practice. In their results they indicated a caution in interpreting results where people report their own practice as follows;

we interpret the ‘practice’ scale with due caution: the self-reporting nature of this measure suggests that it may indicate what teachers would like to believe they practice, and may not be taken to be a direct measure of what they actually do. Nevertheless we have found this self-report construct useful. Even if teachers’ perceptions do not accurately reflect their practice, the scale may indicate

teachers' perceptions of the degree to which their program affords them the scope to practice their beliefs (p. 12).

Ideally one would want to measure practice by actually observing the behaviors rather than depending on what the respondents say about themselves. However this does not mean what people say about themselves is not important as long as that data is interpreted within the limits of personally reported information. Again Kyeleve and Williams (n.d.) noted;

The development of a 'self-reported' practice might be seen as a weak alternative to a direct measure of classroom activity, but in this context it proved useful as an indicator of the teachers' perception of their practice .p.13

It is important to note that attitude partly explains behavior because it is but one of the many factors influencing practice. In their study, Kyeleve & Williams (n.d) also highlighted the problem of self reported data. Usually respondents would like to impress the researchers in their responses thus distorting the information.

The above discussion indicates that there is a relationship between knowledge attitudes, and practice. However this relationship is limited due to other mediating factors which make it impossible to assume a one to one relationship. The discussion has further highlighted the limitations when interpreting self reported data. The data rather than strictly telling us about what happens it is easily affected by social desirability and this easily distorts what we get from such data. However it points out that self reported data has it's own usefulness in that it indicate peoples perceptions of the reality and the scope within which they are able to behave in line with the perceived reality. Methodologically the discussion gives a picture of the basic methods for conducting Knowledge Attitudes and Practice surveys.

2.4 Professionalism and code of conduct / Ethics

Teachers are a group of professionals. According to the Association of Secondary Teachers Ireland (ASTI) information booklet (October, 2002),

Professionalism implies that members of the public, in this case parents and children, bestow a trust and are entitled to expect that this trust will be exercised in an ethical manner. As professional persons, teachers possess a body of knowledge, which is to do with their particular subject, and are also to do with pedagogy. They are, thus, involved in imparting a body of knowledge, but are also involved in creating an atmosphere which encourages critical enquiry, self-generated knowledge and a questioning spirit (p. 2.).

As a body of professionals, teachers ought to have a code of ethics, which defines what they have to do as members of the profession in addition to the employer's regulations. This in a way provides a double check to the moral behavior of the teachers. The code emphasizes the commitment to the ideals of the profession as well as to the work as defined by the employer. Teaching is a profession that is client oriented and the professional code of ethics provides for the best interest of the client above those of the practitioner and ensures the practitioner's compliance with the high ideals of the profession. The employer's regulations and the professional code of ethics therefore work hand in hand to promote ethical behavior of the teachers. It can be argued that teachers who adhere to one are also likely to observe the other.

Two kinds of codes exist: a code of ethics and a code of conduct. According to the Southern African Teachers Organization (SATO), a code of conduct is different from a code of ethics. A code of ethics for teachers has been defined as "a set of principles that guide the moral and professional behaviors of the teachers in relation to the professional, pupils/students, colleagues, parents, teachers organizations and the country" (SATO, 1995, p. 17). A code of ethics is basically a work of the professionals themselves. They

discuss and come up with rules and regulations which they would like to govern the professional behavior of the members and the professional body is responsible for enforcing the code of ethics.

On the other hand, SATO (1995) describes a code of conduct as a list of guidelines, set to regulate and provide direction “to teachers when they face moral issues and dilemmas in their daily work”. In this case, a code of conduct provides what can be said to be a “general framework of ethical values that schools and teachers should respect” (SATO, 1995, p. 17). Unlike a code of ethics, a code of conduct is developed and set by the employer or the body-governing teachers. It has been argued by SATO that the code of conduct is at best dictated to the teachers, since in most cases teachers are not consulted in the development of a code of conduct. The ‘conduct and discipline’ regulations contained in the Malawi Government Teaching Service Regulations in this case are a form of code of conduct. Teachers view the code of conduct as being dictated to them may potentially contribute to teachers negative attitudes towards the code and consequently their failure to adhere to it. SATO (1995) argued that this necessitates the establishment of a code of ethics, which teachers may identify themselves with. Such a code is likely going to result in increased adherence to the professional conduct and expectations, since mostly the code of ethics carry similar values and ideals that a code of conduct by the employer may be promoting. In this case the code of ethics becomes one way of promoting discipline among teachers. In addition to holding the teacher responsible to the code of conduct by the employer, the code of ethics provides another avenue for dealing with professional behavior of the teachers.

SATO (1995) further observed that in Southern Africa as of 1995, most countries except Lesotho and Namibia had some code or other legal instruments specifying the rights of teachers and their responsibilities. This underscores the recognized importance of the code in regulating behavior of the teachers. It removes all-guessing by the teachers regarding what is expected of them in the execution of their duties and as members of the profession. In Malawi, the absence of a professional body for teachers clearly explains the absence of a code of ethics. The only document guiding the teachers in Malawi is the Malawi Government Teaching Service Regulations set by the employer, Ministry of Education Science and Technology and enforced through the teaching service commission. The regulations are also contained in the Malawi Public Service Regulations. However there is still need for a professional code of ethics. Unlike the code of conduct where the employer may focus more on employer employee issues than on professional issues, the code of ethics by the professional body would approach teachers conduct from a professional perspective with emphasis of professional expectations. This multi-focal approach to problems of indiscipline may contribute a lot to the promotion of appropriate behaviors of the teachers.

2.5 Indiscipline problems in Malawi schools

In Malawi few studies have been conducted on school or teacher discipline. One important study on secondary school discipline and teachers' behavior was conducted by Kuthemba-Mwale, Hauya, & Tizifa (1996). The study, done under the Ministry of Education science and Technology, was prompted by the deterioration of school discipline in secondary schools both by the teachers and the students. The study was conducted to identify and analyze possible causes of indiscipline in the schools,

determine the extent of the discipline problems at various levels, describe the impact the problems had on the school life, property, and society in general, assess the appropriateness of actions taken to solve the indiscipline problems by MOEST and finally to propose recommendations for preventive strategies.

The study used a 3 x 2 x 3 factorial research design, i.e. it involved 3 regions, with two locations urban and rural, and three types of schools, boys only, girls only and co-education secondary schools. The sample interviewed included; head teachers, teachers, support staff, boarding master/mistresses, pupils, parents, guardians, and some politicians. The study used observations, interviews, and focus group discussions to collect the data. The data was analyzed basically through text analysis and organizing findings on emerging themes.

In the findings, Kuthemba-Mwale , Hauya, & Tizifa (1996) noted that, “the advent of political pluralism affected both pupil and teacher discipline in secondary schools due to misconceptions of democracy and human rights”. The study observed that most teachers “saw the advent of political pluralism as a liberation for them to do what they liked and thought right” (p. 36). Among many problems of indiscipline the study also found that intimate relationships were common between male teachers and female pupils. In some cases teachers even married their own pupils. This resulted in a situation as the study observed where “form four girls looked forward to an affair with one of the teachers which would lead to marriage” (p. 67). This obviously raises so many problems within the school, the worst of which is destroying all grounds for the school to cultivate appropriate behaviors among the students and promotion of teaching and learning. In this case, teachers show themselves as potential husbands, which work contrary to the ideals

of teaching. This behavior among teachers raises the questions on how teachers understand the code of conduct, which clearly prohibits intimate relationships with students (MOEST, 2001).

The study also observed that “younger teachers, especially those who graduated in the past six or so years seemed to have more professional problems in handling and relating to pupils than those who graduated earlier” (p. 36-37). This seemed to result from the age of the teachers which was not very different from that of the pupils. As a result, “certain types of behaviors were not seen readily as indiscipline among them” (p. 37). It was further observed that some teachers undermined the authority of the head teachers. The study reported that those who had graduated in the 1990’s were more likely to be insubordinate and lacked professional ethics. However the study does not explain whether they were ignorant of the professional ethics or they knew the code but failed to adhere to it.

The study further reported that issues of indiscipline in schools were a reflection of some problems from the ministry. For instance, the study observed that MOEST, despite being the author of so many policies to guide the schools, does not in most cases abide by those rules itself. “Laxity has affected the behavior of the teachers. MOEST, has failed in some cases to discipline teachers even for serious crimes like making school girls pregnant” (p.48). The study observed that the “laxity in applying regulations and rules created an attitude of negligence among teachers” (Kuthemba-Mwale, Hauya, & Tizifa 1996, p. 48). This resulted in teachers openly disregarding the regulations, like leaving the station of work without permission, teaching in private schools or even

engaging in some businesses at the expense of their official duties. These are a reflection of a serious breakdown of moral and ethical behavior among the teachers.

Finally the study recommended among other things that MOEST should “institutionalize standard rules and regulations and principles of discipline affecting pupils and teachers”, and that “in-service training courses for school heads, qualified teachers and untrained teachers should be organized regularly without discrimination” (p. 57). The study further recommended that MOEST should administer tougher penalties to teachers who misbehave with girl students and that the existing regulations are applied with “total impartiality” (p. 75). However the study makes no effort to assess whether teachers are conversant with the rules and regulation. It is also worth noting that it is not clear how teachers are expected to become aware of the MOEST regulations, whether during their pre-service training or during the in-service training programs.

It is clear that we cannot expect people to behave in line with set norms when they do not know such norms and when their attitudes towards such norms are unfavorable. Having knowledge and a favorable attitude is a pre-requisite to adhering to norms.

Boston K, (1997), director general of school education in New South Wales, observed in a memorandum to principals on professional responsibilities of teachers that some teachers were not aware of their professional responsibilities and “to ensure that students in the New South Wales public education system are provided with every opportunity for a quality education in a safe environment it is essential that all teachers are aware of and comply with their professional responsibilities” (p. 1). The experience in Malawi is that, although conduct and discipline regulations are available, some teachers continue to behave contrary to what the regulations. This necessitates finding out

teachers knowledge and attitudes towards the conduct and discipline regulations and how these are related to their practices in the school.

CHAPTER 3

Methodology

3.1 Introduction

This chapter discusses the methodology used to conduct the study. It discusses the research design, sampling procedures, data collection procedures, piloting of the instruments, data analysis, and limitations of the study.

3.2 Research Design

The general methodological approach for the study is grounded in Knowledge, Attitudes and Practice survey (KAP) (Kyeleve & Williams (n.d.), Adams & Pierce (n.d.)). This has been chosen since the study seeks to understand teacher's attitudes, feelings, opinions, and perceptions towards the conduct and discipline regulations, and how these may influence behavior or practices.

In terms of specific study design, a mixed a concurrent mixed methods research design, QUAN + qual (quantitative data dominant) is utilized. Creswell, 1994, (cited in Teddlie and Tashakkori 2003, p. 29) defines mixed methods designs as “those that combine the qualitative and quantitative approaches into research methodology of a single study or multilevel study”. The approach was chosen following the purpose of the study which was to better understand teachers' knowledge and attitudes of the conduct and discipline regulations in Malawi and how these are related to teachers' practices and behaviors in the schools. The study gathered and analyzed both quantitative and qualitative data to answer the research questions. Concurrent mixed methods research design involves collecting both quantitative and qualitative data and then integrating the findings in the overall interpretation of the results (Creswell, 2003). This approach was

chosen to provide a comprehensive understanding of the topic by studying it from two different positions.

3.3 Sample selection

The EFA goals cited in the problem statement refer particularly to basic education rather than secondary education. However the need for conducive and safe environment as prerequisites for effective teaching and learning is not limited to basic education, it equally applies to secondary education as well. In addition both primary and secondary school teachers are guided by the same teaching service regulations. The results from the secondary school sample may equally benefit both levels.

The use of secondary school sample was further dictated by the lack of material, and financial resources as well as time to include primary schools in the study. In addition the study sought to explore the extent to which professional training offered to secondary teachers contributes to building an appreciation of the conduct and discipline requirements by the teachers in their work after training.

Secondary schools in Malawi are of three types; 1) Conventional Secondary Schools (CSS); which consists of grant aided, government boarding, government day and national secondary schools; 2) Community Day Secondary Schools (CDSS); and 3) Private secondary schools and designated schools (Danida, 1999). These schools are spread in all the six education divisions covering the entire country. Usually the CSS are well resourced and have appropriately trained and qualified teachers, unlike the other two types of schools. Zomba district, where the research study was conducted, is in the South East Education Division (SEED). The division is composed of four districts: Machinga, Mangochi, Zomba, and Balaka. At the time of the study these four districts had a total of

88 public secondary schools (CSS and CDSS together). These schools had a total of 931 teachers and out of these 739 were males and 192 were females (SEED staff returns, February 2004).

Zomba district had a total of 32 public secondary schools out of which 9 are CSS and 23 are CDSS. The municipality of Zomba has a total of 6 conventional secondary schools; 2 rural boarding secondary schools, 2 urban boarding secondary schools, and 2 urban Day secondary schools. The study drew all the 6 conventional secondary schools. These schools had a total of 138 teachers of whom 35 were females representing 25% and the remaining were male. Teachers in these schools have qualifications ranging from Diploma in Education to Degree in Education. Only conventional secondary schools were selected to make it easier to explore the role of teacher training in ensuring that teachers have knowledge of the regulations since most teachers in these schools received training as secondary school teachers.

In addition to the serving teachers from the CSS schools, an additional sample of pre-service teachers was drawn from among final year Bachelor of Education students at Chancellor College. The data from these participants helped to shed light on whether, during training; teachers are introduced to the regulations and what attitudes they have towards the regulations when they complete their training. The sample size was 50 due to limitations of finances as well as time available to conduct the study. The sample comprised of 20 teacher trainees from the University of Malawi, Chancellor College and 24 serving teachers and 6 head teachers from the 6 Conventional secondary Schools.

3.3.1 Sample of in-service teachers

All the six CSS in Zomba municipality were selected for the study. At each school, 5 teachers, two males and two females and the head of the school were sampled for participation in the study. An exception was at one school where all the teachers were male. Considering that it was during a holiday time and most teachers were not available in the schools, the participants were identified using convenience purposive sampling. The questionnaires were given to the school heads who in turn distributed these to the other four teachers. In total, 24 teachers and 6 head teachers were given the test and the questionnaires. In addition, 8 teachers participated in group interviews making the overall sample of the teachers 38. The table 3.3.2.1 below shows the summary of the respondents and the questionnaires that were returned. Both the questionnaire and the test were based on the Malawi Teaching Service Regulations (August, 2001).

3.3.2 Sample of pre-service teachers

Chancellor College was purposefully selected from the two institutions involved in training of secondary school teachers in Zomba for logistical reasons. A stratified random sample of 20 (10 males and 10 females), pre-service teachers in their final year was selected for participation in the study. A stratified random sampling was used to select the participants. A class list of the final year B.Ed. students was used where females were grouped separately from the males and a random sample was selected from each list by picking every fourth person on the list. A self administered test and questionnaire were given to 20 respondents. The table 3.3.2.1 below indicates the summary of the questionnaires that were returned. The test focused on their knowledge of the regulations whereas the questionnaire focused on their attitudes towards the

regulations. Questions on practice were not asked because this group had no school based experience.

Table 3.3.2.1: Summary of the questionnaires respondents returned.

Respondents category	Questionnaires sent out	Questionnaires returned	Percentage returned (%)
Head teachers	6	5	83
Teachers	24	21	87
Student teachers	20	16	80
Total	50	42	84

Focus Group Interviews

Group interviews were also conducted with the serving teachers in three out of the six schools. Table 3.3.2.2 summarizes the respondents who participated in the interviews. The respondents were not necessarily the same who answered the test and the questionnaires. Teachers were chosen based on their availability to participate in the study. The focus was on finding out what they felt about the regulations in terms of appropriateness, their attitude in terms of liking or disliking them, and their reasons for doing so.

The respondents were also asked about the common practices in their respective schools that reflect adherence or lack of adherence to the conduct and discipline regulations and the reasons behind the practices. The interviews further explored how teachers became aware of the conduct and discipline regulations as well as how these are enforced. Finally the interview sought to find out from teachers what they think needed to be done to promote adherence to the regulations.

Table 3.3.2.2: Summary of group interviews participants

School	Number of interviewees and gender	Qualification and experience
Mulunguzi Secondary	(F) 2	BA, 3years; Dip. Ed, 4 years
St. Mary's secondary	(F) 1 (M) 2	B.ED, 20 years Dip. Ed, 20 years Dip. Ed, 5 years
Malindi Secondary	(F) 2 (M) 1	Dip. Ed, 8years; B.ED 12 years; Dip. Ed, 15years
Total	8	

The data collection period coincided with an examinations and holiday period and this made it difficult to get hold of teachers as they were busy with the examinations. This also explains why the interviews were done with different teachers than those who responded to the questionnaires. However the interview questions were independent of the questions in the main questionnaire. This made it possible to have group interviews with a different group of teachers without negatively affecting the findings of the study.

3.4 Data Collection Procedure

3.4.1 Knowledge test

The test constructed by the researcher based on the conduct and discipline regulations, asked respondents to list down in their own words all the conduct and discipline regulations that they were aware of as being part of the Malawi Government Teaching Service Regulations. The test was marked out of 37 and scores were turned into a percentage representing respondents' knowledge about the regulations. After comparing the serving and pre-service teachers knowledge the sample was taken as a unit combining

serving and pre- service teachers scores into one score representing the teachers knowledge on particular regulations (see appendix 1).

3.4.2 Questionnaires

The researcher developed a self administered questionnaire based on the Malawi Government Teaching Service Regulations of August 2001 (see appendix B). The questionnaire contains 37 items in total from the 25 regulations and the sub regulations. Four questions were developed on each regulation, two on attitude and the other two on practices. The questions used Likert scale where respondents had to rate their level of agreement and frequency of practicing the regulations (see appendix A).

The average of the positive scores on the two attitude questions was converted into a percentage representing respondents' attitude towards the regulations. Similarly the average of the two practice questions was also converted into a percentage representing respondents' practice towards the regulation. However self and others perceived practices were compared before aggregating the practice scores to explore if there are any differences when teachers talk about themselves and when they talked about other teachers behaviors.

3.4.3 Focus Group Discussions

Qualitative data was collected using a semi-structured interview schedule focusing on the teacher's knowledge about the regulations and the sources of the knowledge, behaviors and practices in the schools that reflect adherence or lack of adherence to the conduct and discipline regulations. It further gathered information on how the regulations are enforced at school level and in the education system, as well as

what teachers think could be done to promote adherence to the regulations among teachers.

3.5 Pilot Testing

The data collection instruments were pilot tested with respondents from one of the six secondary schools before collecting the data in the other schools. Three questions were dropped from the semi-structured interview schedule following the pilot. These questions were found to be redundant, as the information sought through them was also being provided by the other questions in the interview schedule. The test and the questionnaire remained unchanged during the pilot phase. After dropping the three questions the data collected from the pilot school was integrated with the data from the other schools for analysis. In addition to the pilot, cognitive interviews with peers were done to check clarity of the questions. These two processes helped to ensure validity as well as reliability of the instruments prior to the actual collection of the data.

3.6 Data Analysis Procedure

Following data collection, all quantitative data was coded and entered into SPSS (Statistical Package for Social Sciences). Before analysis of the data was done, frequencies were run to clean the data of any mistakes done during the coding and data entering. The data was then analyzed using descriptive statistics to assess knowledge, attitudes and practices towards the regulations. Three sub-categories were established for analysis in each of the three categories; knowledge, practice, and attitudes. The relationships between Knowledge and Practice as well as Attitude and Practice were analyzed using cross tabulations. Regression analyses were also done to check to what extent knowledge and attitudes predicted practice.

The data on the respondents' knowledge on each regulation was analyzed using the items as unit of analysis. Items with higher frequencies were identified under the category of commonly known regulations. These were analyzed in terms of socio-cultural factors reflected in them that could be attributed to their being commonly known.

All qualitative data collected was summarized and organized under three main themes; knowledge about the regulations, attitudes towards the regulations and practices and behaviors with respect to the regulations. The qualitative data was used to provide supporting background information as well as explanations to the analysis of the quantitative data.

3.7 Limitations of the study

The results from this study must be treated with caution as they cannot be generalized to all teachers in Malawi, considering the size of the sample and the limitations in the sample selection. This was a direct consequence of the limited time and financial resources as well as the time in which data collection was done, which could not allow for a more comprehensive and representative study. However the issues presented in the findings of this study could be used as a pointer for a more comprehensive study including all types of secondary schools as well as primary schools. Another major limitation of the study, results from the over reliance of the study on self reported data. Unlike where direct observation techniques like use of records on disciplinary actions are used, self reported data may be biased and is easily affected by issues of social desirability.

The next chapter presents the findings of the study as well as a discussion of the findings.

CHAPTER 4

Results and Discussion

4.1 Introduction

In this chapter the results of the study will be presented and discussed. The study had six research questions; as such the presentation of the findings will follow the six questions showing how the data collected answered the study questions.

4.2 Teachers' knowledge about the conduct and discipline regulations in Malawi

“One cannot properly be said to have learned a rule or to be following, or obeying a rule, unless one knows that there is such a rule” Straughan (1989, p. 10). The first question sought to find out the level of knowledge about the conduct and discipline regulations among both in-service and pre-service teachers. Table 4.2.1 below summarizes the performance of the teachers on the test. Cut-off points for the three categories were 0-20% ignorant, 21-40% aware and 41-100% knowledgeable.

Table 4.2.1
Teachers knowledge about the conduct and discipline regulations.

Category	In-service		%	Pre-service	%	Totals(%) of sample
	Head teachers	Teachers				
Ignorant	1	15	66.7	16	100	80
Aware	3	3	25.0	0	0.0	15
Knowledgeable	2	0	8.3	0	0.0	5
Totals	6	18	100	16	100	100

N = 40

Table 4.2.1 above shows the level of knowledge about the conduct and discipline regulations among in-service and pre-service teachers. It was found that out of the 6 head teachers, 5 of them had some knowledge about the regulations. However the majority of the teachers could not recall the regulations. Only 3 out of the 18 teachers could be said to have knowledge about the regulations. The situation is even worse among pre-service teachers, with 100% of the sample falling in the category of being ignorant of the regulations. Comparing the two groups further reveals that there is little difference among pre-service and in-service teachers regarding their knowledge about the conduct and discipline regulations. Overall the sample's performance is indicative of serious lack of knowledge about the regulations among teachers both pre-service and in-service. 80 % of the sample was found to be ignorant of the regulations.

This situation raises serious questions on how much of teachers' behavior in the schools is informed by the regulations. The lack of knowledge about the regulations may imply that we ought to look for other factors within the school or outside that may be influencing their behaviors. The lack of knowledge among the pre-service teachers would mean that teachers as they leave college have a very limited knowledge about what is expected of them in the schools as teachers and as employees in the Malawi Government Teaching Service. Teachers who are being prepared to work in Malawi ought to know what is expected from them in addition to gaining a broad experience and knowledge about the teaching profession. The situation further raises questions about whose responsibility it is to ensure that teachers have the necessary professional knowledge about their work in schools and how far this responsibility is being carried out.

As Straughan (1989, p. 10), observed that “One cannot properly be said to have learned a rule or to be following, or obeying a rule, unless one knows that there is such a rule”, it follows from the results obtained that it is difficult to say that teachers’ behavior has much to do with rule following. It appears that teachers do not know the regulations governing their work. The study tried to find out about the sources of teachers’ knowledge about the regulation and if there any specific authority charged with ensuring teachers know the regulations. During the focus group discussion, teachers were asked how they learned about the conduct and discipline regulations. Most teachers said that there were no deliberate efforts in their training to explain or teach them about these regulations. One teacher said, referring to teacher training;

Presently no deliberate lessons are taught about regulations only a few are alluded to in the preparation for teaching practice at the end of the training in college’ (*note: one teacher stated that during his training at primary TTC pamphlets were given as well as assignments to check teachers knowledge of the regulations*).

College training does not formerly address issues about the regulations. It focuses on methodology and content and general foundation courses. few of the regulations are mentioned in the foundation courses as examples but not as an organized program’

The two excerpts from the group discussions summarize well the fact that secondary teacher training does not formally address the issue of the regulations and the professional issues directly. There are no formal courses addressing these issues apart from these being alluded to in the foundations and methods courses. This explains why the pre-service teachers have a poor knowledge about the regulations. Also partly explains the lack of knowledge from the teachers within the schools. The underlining factor here is that it is not formally part of the present teacher training program. However as noted above one teacher who happened to have received training at a Primary

Teachers College before being trained as a secondary school teacher mentioned that the primary teacher curriculum in his time did address the issues. It is not known if this practice is still going on at the primary school level.

Apart from not having the regulations taught during training, what happens once the teachers have been posted to schools? About the role of the school administration in helping new teachers learn about the regulations, most teachers said;

Schools do little to help teachers acquire the knowledge of the regulations as usually teachers are assumed to know about the regulations as they come to teach. School administrators do not normally talk about the regulations unless someone has broken them or misbehaved.

The lack of initiative of by the administrators to help new teachers may indicate a weakness on the part of head teachers to promote behaviors that are consistent with the regulations by ensuring that teachers know about the regulations. Most of the head teachers were found to be aware of the regulations but somehow they did not take responsibility to see to it that teachers in their schools also know the regulations. One major way how new teachers came to know that certain behaviors are against the conduct and discipline regulations, is when other teachers have violated the regulations and are questioned or punished.

Some of the head teachers mentioned that during management meetings of school heads usually regulations are highlighted on the hope that head teachers will go and remind their colleagues in the schools which unfortunately doesn't usually happen. On one occasion a teacher said that a workshop was organized where the regulations were expounded to teachers. However, this was done because the school had experienced a lot of indiscipline problems where teachers were disregarding their duties and the workshop was arranged by the division office to help solve the problem in the school. Efforts in

general to help teachers know the regulations are missing in general as the teachers observed,

Teachers are not frequently reminded about these regulations and they easily forget about them.

Different teachers understand the regulations differently, and some school authorities apply or interpret the regulations with a humanitarian view and consequently such regulations tend to loose value in the minds of the teachers.

The preceding discussion indicates that little is done in the work place to ensure that teachers have a good understanding of the regulations governing their work. Regulation booklets are scarce in schools and where they are available teachers make no effort to read the booklets. This helps to shed some light on the poor knowledge of conduct and discipline regulations among the serving teachers.

The above observation further points to the lack of deliberate efforts to equip teachers with knowledge about these regulations both during training as well as in the work place. Unless teachers know and understanding the regulations, discipline among them will still be a problem since their behaviors will still not be informed.

4.3 Teachers' attitudes towards the conduct and discipline regulations in Malawi

The second research questions sought to find out pre-service and in-service teachers attitudes towards the conduct and discipline regulations. The teachers were presented with a list of the conduct and discipline regulations and were asked to rate their level of agreement as to how important in the regulations were to all teachers (including themselves) from their perspective. Table 4.3.1 below summarizes the results from the attitude scores from the self administered questionnaires. The cut-off points for the three categories were; 0-50% negative attitude, 51-80% positive attitude and 81-100% very

positive attitude. Considering the effects of social desirability in responding to these kind of questions the cut off points for negative attitude, positive attitude and very positive attitude were pushed up.

Table 4.3.1
Teachers attitudes towards the conduct and discipline regulations.

Category	In-service	%	Pre-service	%	Totals(%) of sample
Negative	1	4	0	0	2
Positive	6	24	10	62.5	39
Very positive	18	72	6	37.5	59
Totals	25	100	16	100	100

N=41

The study found out that both pre-service and in-service teachers report a positive to very positive attitude towards the regulations. The two questions on attitude, which have been summarized in the results above, asked teachers to rate their level of agreement to each regulation as well as how important individual regulations were to teachers in schools. The results overwhelmingly indicate that teachers felt the regulations were important and they agreed with most of them. From the table above, only 2% of the sample had a negative attitude towards the regulations. This raises an interesting observation considering the low levels of knowledge about the regulations that was found within the study. It may imply that when they saw the regulations they were not against them, and they would support such regulations in the teaching profession.

According to Levinger (2003, p. 2), attitudes can be defined as “thoughts, feelings and opinions that serve as guide posts for choices individuals make in matters where they

perceive themselves to be stake holders.” Levinger (2003) argues that although “knowledge may contribute to the development of attitudes and values, attitudes and values can also exist in the absence of supporting knowledge.”(p.3), this is a very important fact because the expectation was that teachers who do not have knowledge about the regulations should also have negative attitudes about the regulations. However in the study, teachers in general lacked knowledge about the regulations but were found to have positive attitudes towards the regulations which confirms Levinger’s thesis.

In as much as attitudes may exist in the absence of knowledge, knowledge is still a factor that has a bearing on the attitudes, and will it have a bearing on informed behavior. The attitudes of these teachers if supported by appropriate knowledge about the regulations would go a long way in promoting appropriate teacher behaviors as well as making schools efficient and effective in promoting teaching and learning. The self reported positive attitude may be revealing that teachers have the willingness to uphold the regulations which if rightly nurtured will improve their ethical behavior.

Considering the lack of knowledge among pre-service teachers, Levinger (2003) argues that, although knowledge enhances one’s ability to do things in a particular way, it is less influential when it comes to shaping attitudes and values. This situation would be even worse if the knowledge itself is removed from the context of action. In other words, knowledge may contribute to shaping attitudes if it is related to the context of the required action. This has implications on the pedagogy to be used if teachers are to be taught about the regulations during their training. Case studies might help more in teaching teachers about the regulations than giving the list of the regulation which is removed from context for them to memorize.

During the focus group interviews, when asked about their feelings towards the regulations teachers generally were in agreement with the regulations although some disagreements were noted on some of the regulations. Teachers argued that:

Some of the regulations are ridiculous and do not seem to apply teachers e.g. bankruptcy; how can this be considering the lower salaries teachers receive. (*See regulation number 10 in appendix B*)

The regulations are still relevant and schools without regulations will be very chaotic. These are needed to provide order as people will be afraid and they will work.

There is need to revise the regulations to make them more relevant with the democracy that is in the country since the current regulations were made when the political set up was different.

There is need to revise the regulations some of them even deny teacher's freedom of association, e.g. losing a job for joining a political party, teachers not speaking to the press or writing about the service.

Teachers felt the regulations are necessary to provide the minimum order for the delivery of the education service. However teachers felt that some of the regulations are not very consistent with the prevailing democracy and the conditions under which they are working. For example, limiting teachers' involvement in organizations that are political in nature is seen by some teachers to be restricting their freedom to associate. As such teachers were of the opinion that the current regulations need to be revised to reflect the current environment of the teachers' work. The poor salaries seem to make it difficult for teachers to avoid moonlighting in their attempt to make ends meet (survival considerations). In general teachers felt that some of the regulations are more of affective (good to have on books with no real application) than effective regulations.

The findings indicate that teachers have in general positive attitudes towards the regulations although this attitude is not supported by Knowledge. Knowing the

importance of attitude to one’s actions, it is very important to take advantage of the positive attitude by ensuring teachers actually know the regulations as this will ensure informed practice by the teachers. The lack of knowledge may be a crucial factor contributing to misbehaviors among some teachers rather than poor attitudes towards the regulations. It has also been pointed out that there is an element of misfit between some regulations and the present political thinking among the teachers recommending a review of the regulations to make them more applicable to the current political context in Malawi.

4.4 Teachers self reported practices towards the regulations

The next study question was looking at the extent to which teachers’ self reported practices in schools can be said to follow the conduct and discipline regulations. The results presented in the table 4.4.1 and 4.4.2 show the perception by teachers of their fellow teachers’ practices and the self reported practice towards the regulations respectively. Three categories were used, teachers with scores of 81% and above do the regulations ‘all the time’, those with scores between 51% and 80% have an “average practice”, while those below 50% have practices ‘below average’.

Table 4.4.1
Perception of others teachers practice by fellow teachers

		Frequency	Valid Percent	Cumulative Percent
Valid	all the time	21	84.0	84.0
	average	3	12.0	96.0
	below average	1	4.0	100.0
	Total	25	100.0	

Table 4.4.2
Self reported practice towards the regulations

		Frequency	Valid Percent	Cumulative Percent
Valid	all the time	22	88.0	88.0
	average	3	12.0	100.0
	Total	25	100.0	

The two tables above indicate no significance differences between self reported practice and perceived practice of other teachers. As such the scores from the self reported practice were combined with corresponding score of perceived practice of the other teachers to form a composite score about serving teacher's reported practice with respect to the regulations. Table 4.4.3 summarizes the composite results of practices in schools with regard to the regulations. The cut- off points for the categories was 0-50% negative practice, 51-80% positive practice and 81-100% representing very positive practice. Only serving teachers are presented here since pre-service teachers had no school based experience to talk about their practices.

Table 4.4.3
Serving teachers consolidated practices towards the regulations.

Category	In-service	%
Negative	0	0
Positive	4	16
Very positive	21	84
Totals	25	100

N= 25

The combined scores of perceived adherence and self reported adherence, in the table above, indicate that teachers' reported practices are consistent with the regulations. The above scores which represent serving teachers' sample indicate that 84% of the teachers interviewed reporting that they follow the regulations. None of the teachers could be said to have their practices in relation to the regulations on the negative side.

The above illustrate a high compliance with the regulations in general which reflects as well the high levels of positive attitudes towards the regulation. However, in the light of poor knowledge about the regulations, it raises questions of what factors help teachers' behaviors be in line with regulations they do not know.

The results regarding the level of practice indicate that teachers' behavior is consistent with the regulations. However care needs to be taken in how these results are interpreted. Unlike a situation where teachers' practices are measured through actual observation, it is difficult to be sure whether teachers responses reflect what they actually do or think they would like to do. Kyeleve & Williams (n.d.) argued, that a "self-reported' practice might be seen as a weak alternative to a direct measure of ... activity, but in this context it proved useful as an indicator of the teachers' perception of their practice" (.p.13). This reasoning make's more sense in interpreting the results. Rather than explicitly indicating what teachers do, they serve only as an indication of how the teachers perceived their practice. It could also be true that, given the nature of the schools where data was collected, conventional secondary schools in Malawi tend to reflect more organized schools. It may follow that the level of practice in these schools is ethical due to the level of organization in the schools. For instance, during the focus group discussions most teachers stated that in their schools teachers generally follow the regulations although this varies from school to school with other schools complying more than the others. One teacher observed that;

Some teachers are following seriously while others are not. The nature of the school also matters. E.g. in mission schools the Christian values which are followed may make teachers follow the regulations even without knowing the behavior is what the government regulations require.

This reasoning seems quite valid especially where knowledge about the regulations seem to be low and yet reported practices seem to be very high. However this, according to Straugham, (1989), does not reflect rule following because the teachers are not aware of the actual regulation; it is mostly a blind following, as it were. It can also be alluded that the statement reflects more on regulations that reflect social or moral aspects which may be related to the expectations in the mission school with a missionary background.

It can be concluded from the above that the level of practice as perceived by the teachers themselves is quite positive with few instances of negative practice. It is important also to note that the perceived and self reported practice is strengthened by school culture other than knowledge of the regulations themselves.

4.5 Relationship between teachers' knowledge and attitudes towards the regulations and their practices in the school

After looking at the knowledge, attitudes, and practices, the study used the knowledge and attitudes as independent variables to explore their relationship with practice. Two hypotheses were tested. Cross tabulations using SPSS were carried out to establish if there was any relationship among the variables. After exploring the relationships, linear regression was carried out to establish the strength of the relationship between attitude and practice. Lastly one-way ANOVA was carried out to establish how much of the variability in practice was explained by attitude.

4.5.1 Attitudes and practice

The attitudes and practice hypothesis was tested as follows;

H₀ = there is no relationship between attitudes and practice towards the conduct and discipline regulations

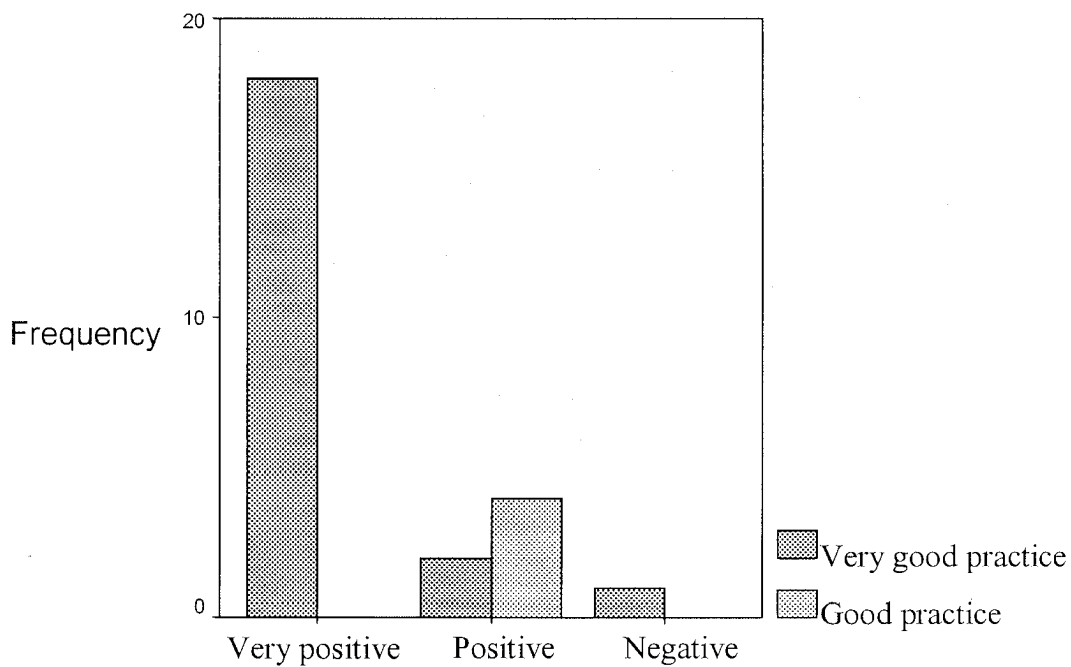
The cross tabulation table below shows the relationship between attitude and practice of the regulation

Table 4.4.4
Relationship between attitudes and practice towards the regulations

		the extent to which the respondents do the regulations		Total
		very good practice	good practice	
respondents attitudes towards the regulations	very positive	18		18
	positive	2	4	6
	negative	1		1
Total		21	4	25

$r = 0.544$

In the case above 18 teachers representing 72% of teachers had very positive attitudes and also very positive practice with regard to the regulations. The graph below summarizes the relationship that was found between attitudes and practice.



Respondent's attitudes towards the regulations

Fig. 1

Cross tabulations between attitude and practice yielded a correlation coefficient ($r=0.544, p<0.05$) indicated that there was a positive correlation between attitudes and practice and the p value indicate that the correlation is significantly different from zero. This means we have enough evidence to reject the null hypothesis H_0 that there is no relationship between attitudes and practice.

4.5.2 Knowledge and Practice

The knowledge hypothesis was tested as follows;

$H_0=$ *there is no relationship between knowledge and practices towards the conduct and discipline regulations.*

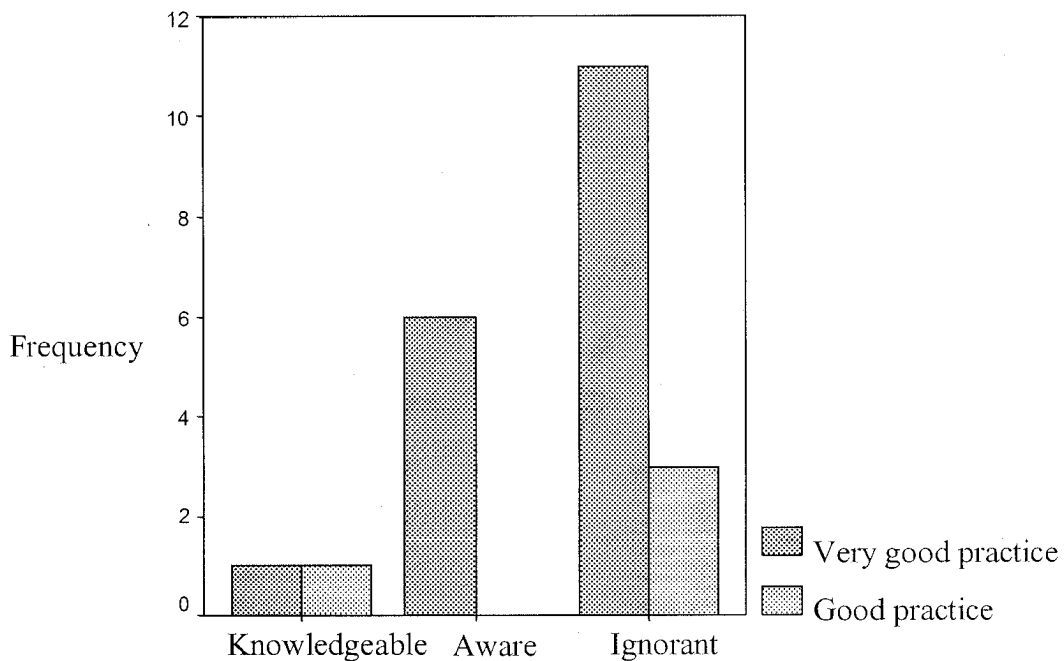
The cross tabulation table below shows the relationship between knowledge and practice of the regulations

Table 4.5.2.1- Relationship between knowledge and practice of the regulations

		the extent to which the respondents do the regulations		Total
		very good practice	good practice	
respondents level of knowledge about the regulations	knowledgeable	1	1	2
	aware	6		6
	ignorant	11	3	14
Total		18	4	22

$r = -0.033$

The results from cross tabulations indicated that 11 teachers representing 50% of the teachers were ignorant of the regulations and yet had very high levels of reported positive practice. The graph below summarizes the relationship between knowledge and practice towards the conduct and discipline regulations.



Respondents level of knowledge about the regulations

Fig.2

Cross tabulations between knowledge and practice results yielded a correlation coefficient ($r = -0.328, p < 0.05$). There was a negative correlation between knowledge and practice but the p value indicate that it is not significantly different from zero. This means we fail to reject the null hypothesis H_0 that there is no relationship between knowledge and practice towards the conduct and discipline regulations.

4.5.3 Linear Regression Analysis

A linear regression equation for predicting practice (Y_i) from attitude (x_i) is given by $Y_i = 0.677 + 0.366x_i$. The regression coefficient, ($R = 0.544, p < 0.05$), yields a coefficient of determination (R^2) of the magnitude 0.296.

The linear regression above indicates that attitude is a significant predictor of teachers' practice. Attitude in this case explains about 30% of the variability in reported practice of the teachers in relation to the regulations as shown by the coefficient of

determination ($R^2 = 0.296$). However the study found knowledge to be a weak predictor of teachers practice. The correlation coefficient ($r = -0.033$ ($p < 0.328$)) implies that it is no significant relationship.

The findings indicate that attitude is an important factor explaining practice or behavior. These results confirm what other studies on attitudes and practices have found (Demant & Yates ,2003; Handal, 2003; Adams & Pierce, n.d.). These studies and reviews of literature found a positive correlation between attitudes and practice. But as Handal (2003) argued, it is difficult to establish the direction of the relationship in terms of what influences the other between attitudes and practices. There is a good possibility that the influence goes back and forth. As Handal argues in his paper, pre-service teachers' perceptions about teaching of mathematics reflected more the way they were taught by their teachers. The practice of the previous teachers shaped the attitudes and beliefs of these pre-service teachers and was reflected in their own practice. However this relationship is not on a one to one basis; it is rather impacted by many other mediating factors.

The findings of the study confirm that attitude is an important factor influencing practice of the regulations.

4.6 Regulations that were commonly known to teachers

After looking at the teachers' knowledge, attitudes as well as practices with regard to the regulations and the relationships between the knowledge, attitudes and the practices, the study looked at particular regulations in terms of which regulations are commonly known to teachers or generally unknown to teachers. The analysis here sought to see if there are any similarities among the commonly known regulations that may influence the knowledge as well as the reported adherence. The analysis considered regulations with a frequency between 0-24% as unknown, 25-50% as known while 51-

100% represented those commonly known. A frequency of 25% was used as a cut off point for the mostly known and the unknown regulations, this reflects the category of those who were considered aware of the regulations. Table 4.6.1 below, list regulations that were mostly known to teachers as well as there associated frequencies.

Table 4.6.1
Summary of regulations commonly known to the teachers.

Regulation	Frequency %
Behaves immorally with any pupil or student of any education institution in the country	91.7
Absents himself or herself from duty without due cause.	79.2
Is under the influence of intoxicating liquor or habit forming drugs during the normal hours of attendance or during such other hours as he or she may be required to be on duty.	66.7
Displays insubordination by word or conduct.	45.8
Refuses or neglects to carry out professional duties and lawful instructions as prescribed in these regulations	41.7
Makes use of public money or any property of the government for private purposes.	37.5
Theft, theft by false pretences, receiving stolen property knowing it to have been stolen	37.5
Uses his or her position as an employee to further the ends of any political party or organization.	37.5
Conducts himself or herself on any occasion in disgraceful, improper or unbecoming manner, or while on duty is grossly discourteous to any person.	33.3
Commits any of the following offences and is convicted by a court of law- Extortion, bribery, corruption	33.3
Performs or engages himself or herself in performing work outside the service for remuneration;	25.0

The study found that out of the 37 regulations contained in the Malawi Government Teaching Service Regulations book, 2001, under conduct and discipline, only 3 regulations representing 8.1% of the regulations are commonly known among teachers. These have frequencies from 51% and above. The study further found that there were 8 regulations, representing 21.6% of the regulations, which are moderately known

by serving teachers with frequencies between 25% and 50%. Together there were 11 regulations representing 29.7 % of the regulations that were found to be mostly known among the teacher. These were examined to see what is common among them.

4.6.1 Regulations commonly known to teachers in general

The two regulations: performing work outside service for remuneration, and using ones position to further ends of a political party may be mostly known to teachers due to other factors. For instance the study was conducted during a period for presidential and parliamentary elections. Teachers like other civil servants in Malawi, are not permitted to be involved in politics unless they resign from government service. This being an election year, this regulation became more useful and this probably contributed to the knowledge of this regulation.

In addition the regulation on not working outside the service for remuneration was commonly recalled because, with the mushrooming of private schools and poor salaries, working outside the service for remuneration has become a common problem for most public schools. Teachers know it as a regulation but it could be one regulation that teachers mostly break in attempts to supplement their incomes.

The nine regulations seem to reflect on moral values and social expectations about teachers' conduct. They further spell out values of high integrity required of the teachers by the society. Teachers are expected to display high standards of moral and ethical behavior both at work and in the community. Weldon (2003) rightly observes in this paragraph;

For approximately seven hours a day, five days a week- nearly half of child's waking existence- the children of the state are captive audience of the teachers hired by local boards of education. During the impressionable school years, teachers are not merely instructors on sciences and letters. They are authority

figures, role models, behavioral examples, surrogate parents. After a fashion, teachers stand in *loco parentis*. Children learn much more from their teachers than the quadratic equation and proper spelling of “dimdl”- they learn important values and morals (p. 2).

The above nine regulations reflect values that are cherished by most societies; honesty, integrity, and appropriate behavior. Teachers are expected to display these values to gain the trust and respect in the communities in which they work. Society in general condemns any behavior associated with stealing or unlawfully using whatever does not belong to you. Such behavior is likely to be strongly condemned by the society. The strong moral and ethical expectations the society has on its teachers are reflected in these regulations. Behaving immorally with any pupils by the teachers will constitute a breach to this expectation. As such the above eight regulations reflect strong social and moral connotations. In the same way the public would abhor a parent for behaving immorally with his or her own child, so is it with the teachers.

Apart from being responsible to the employing organization, teachers receive the children from their parents more or less on trust that the teachers sit in place of the parents to take care of the children and ensure their well being and safety. The strong social and moral expectation thus place don the teachers life to some extent influence teachers behavior. However this is equally influenced by the way the teacher values the approval of the society over the teachers own wishes and interest.

Teachers are also influenced by immediate personalities who may have interest on what they do. Any refusal to carry out lawful instructions amounts from a known authority figure amounts to insubordination to authority. Within the school, the school administrator represents the immediate authority, important than the division or headquarters which are distant from the teacher. It will be a socially unbecoming

behavior to be disobedient to such immediate authority figures. The case would be different if the authority figures are not immediate since insubordination would not be public or visible. However this influence can only be strong where the teacher is a ware of the expectations on him or her by the immediate authority. If this is not the case then situation would not arise. In this case we would expect teachers to be more aware of regulations that are more visible if disregarded. In this case we can conclude that social relationships within the immediate environment has an influence on teachers behaviors especially where the behaviors reflect society's interests. This reflects what Craig, 1990 (cited in Wolf, Lang, Bekett-Mount, & Van-Belle Prouty, 1999, p. 16) found;

...since teachers normally live in the community in which they teach, since they are more inclined than the ministry to consider local preferences rational, and since they may be observed more closely and critically by their communities than by school inspectors or district officers, teachers often side with the local population when conflicts arise.

The above observation can be extended that teachers would also find it easier to behave following their communities immediate personalities perceptions of what is acceptable behavior or at least report that they live up to such expectations.

4.6.1.1 Regulations commonly known to half or more of the teachers

Of special interest are the regulations that were commonly known to over 50% of the teachers. The findings indicate that the three regulations; behaving immorally with pupils, absent from duty without due course and being under the influence of intoxicating liquor or habit forming drugs were known by over half of the teachers. These particular regulations carry direct society's social and moral expectations on teachers' behaviors. Teachers have a moral obligation to act as parents to pupils and it is immoral for them have intimate relations with their pupils. A teacher who habitually gets drunk during

normal hours loses respect of the society and society questions his ability to be an example to pupils. These regulations have a high visibility when teachers disregard them and the disregard invites public disapproval of the concerned teachers. It is expected from this scenario that teachers would be more conscience of these regulations. It can be concluded that teachers self reported behavior to these regulations is influenced by the expectations and their desire to be seen living up to the expectations rather than their actual behaviors. It is equally possible to conclude that teachers' knowledge of these regulations is based on the society's norms rather than knowledge of the conduct and discipline regulations. It could also be that these are regulations that are commonly disregarded by teachers rather than commonly done.

From the above discussions, teachers appear to respect more the social and moral expectations and their personal relationships within the school and the surrounding community, i.e. between teachers and the administrators and the members of the community, in their following of the regulations. It can therefore be concluded that regulations that are concerned with government as an employer away from the immediate school environment as well as from social and cultural norm of their communities will be least followed by the teachers.

4.7 Ways of learning about the regulations and systems for enforcing the regulations

Through focus group discussions, the study sought to find out how teachers learn about the regulations as well as the mechanisms available for ensuring the enforcement of these rules within the education system. During the discussions a number of issues were raised up by the teachers as discussed below.

4.7.1 Learning about the regulations

The teachers observed that in the current training in the colleges, teachers are not taught about the regulations. If anything, some of the regulations are only mentioned in passing sometimes in some classes. A simple check of courses at one college where teachers are trained confirmed the lack of any course where issues like regulations for the country's teaching service are discussed. This explains the lack of knowledge by the pre-service teachers in this study. The teachers observed that;

To a greater extent college training prepared us for the school environment (content and methodology), however not much with regards to the existing regulations and discipline in the school.

However one teacher recalling his training as a primary teacher before upgrading to secondary teaching observed that during the training as a primary teacher regulations in the teaching professions were taught to them;

Presently no deliberate lessons are taught about regulations. Only a few are alluded to in the preparation for teaching practice at the end of the training in college. During training as primary teachers we were given pamphlets about the regulations as well as assignments from the regulations to check our knowledge about them.

Teachers further observed that although they leave college without learning about these regulations, in the schools they are expected to be knowledgeable about these. The head teachers rarely make an effort to explain these regulations to the new teachers.

Teachers commented:

Schools do little to help teachers acquire the knowledge of the regulations, as usually school heads assume teachers to know about the regulations when they come to teach.

It depends on the head of the school; some head teachers encourage the teachers to read about the regulations, others do not. In general schools administrators do not ensure teachers know the regulations. Head teachers sometimes would talk about the regulations when someone has violated them

The above observation suffices to show that teachers are not formally made aware of the regulations about their work in the teaching service. This is one factor contributing to the poor knowledge about the regulations among the teachers. Mechanisms are not in place, either at college level or at work, to ensure teachers know these regulations. It also appears that maybe colleges think it's the responsibility of the employing organization to explain the regulations to teachers, as much as the administrators expect this to be done by the college during training.

Most teachers, when asked how they hope to see teachers learn about the regulations, pointed out that there is need to formally address the regulations, as well as the professional ethics during the training of the teachers. For example,

During training there should also be some emphasis on professional behavior. Professionalism should be introduced in the training deliberately rather than leaving it to chance. Existing distance education mode for training secondary school teachers emphasize on academic content but put less emphasis on professionalism

It would appear that teachers would like to see a course on professional ethics and conduct dealing with specific issues in the particular context of the country's education system.

4.7.2 Systems for enforcing the regulations

Teachers reported that within the school system monitoring indiscipline is the responsibility of the head teacher's office, which represents administration and management at the school level. The head of the school is responsible for ensuring that teachers' behavior is in accordance with the regulations of conduct and discipline. He is supposed to deal, with the help of the school discipline committee, with any teachers who are misbehaving. He is supposed to advise the teacher. If the teacher continues to

misbehave, he writes him a warning letter, with a copy to the division office. If the misbehavior continues, he then refers the matter to the division who in turn calls the teacher and talks to him/her. If this fails, the division may refer the matter to ministry's headquarters with recommendations for action by the ministry, which may be interdiction, as per policy on half pay until the case is settled if reinstated the missed pay is given back to the teacher in arrears, or dismissal depending on the nature of the misbehavior.

However teachers observed that this process is normally not followed usually when dealing with misbehaviors. Teachers noted that head teachers sometimes do not report misbehaviors for fear of losing teachers who are in short supply in their subject areas. Some of the observations were as follows:

It takes too long before a decision is passed on a case of indiscipline. Usually cases are not concluded in time or they may get lost and nobody bothers to follow them up.

When people return from interdiction, they are paid back the money lost during the interdiction, this seems to reward misbehavior rather than punishing it. This too fails to deter teachers from continuing with indiscipline.

If one is not seen to have been punished in time it tends to encourage indiscipline among the other teachers.

Disciplining is seen to be coming from outsiders of the situation and makes the head seem powerless. As a result others teachers continue to misbehave.

Some headmasters have failed to report indiscipline when it involve teachers they are afraid of losing at the school. This has only encouraged indiscipline in the schools since it becomes difficult to deal with other teachers as it appears unfair.

The above observation reflects inefficiency and inconsistency as a key challenge in dealing with indiscipline cases. If teachers are to respect the regulations then there

must be consistency in punishing misbehavior. It is difficult to justify why interdicted teachers who by policy receive half pay until the case is resolved, are paid in arrears the earnings lost during interdiction upon being reinstated. To the other teachers, indiscipline appears to have been rewarded other than punished. Usually interdicted teachers are reinstated due to lack of evidence on their cases following a failure of the lower offices to provide appropriate evidence for the indiscipline to higher offices for action.

4.7.3 Factors contributing to poor practice of the regulations

Teachers were asked about some of the factors that make teachers fail to follow regulations. Various reasons were given. The most common ones were the poor conditions of service which in turn makes teachers not very committed to the profession. Teachers argued that poor salaries make them break regulations against doing other work outside the service, out of necessity to make ends meet since their salaries can not sustain their families' basic needs. Of particular interest was the teachers' ignorance of the regulations, and lack of appropriate ways of promoting professional discipline among teachers as well as misunderstanding of the present democracy as is reported in the following statements by the teachers:

Teachers may fail to adhere to some of the regulations due to the following factors: frustrations due to poor salaries and lack of incentives e.g. teachers may go to teach at private schools, run businesses, engage in extra work for remuneration to supplement their poor salaries.

With the coming of democracy people feel like they have rights to do whatever they like such that rule following is not featuring much. In the past people were living in fear and since now they are free they have no fear. To ensure professional conduct among teachers the regulations must be revised to take care of emerging challenges such as issues of rights.

On recommendations for ensuring professional behavior as well as promoting adherence to the regulations, teachers suggested several things. In general teachers felt that by

revising the regulations so that they reflect basic human rights would help to promote adherence. For instance, teachers felt rules forbidding teachers to speak to the press or publishing books about matters concerning the service were restricting freedom of expression. In addition teachers raised the following points;

- Frequent INSET for teaching staff to remind them of the professional expectations.
- Professionalism need to be incorporated in the teacher training curriculum.
- Define a working day for teachers so that they are free to engage in other gainful activities after their working time. This will be a motivation to teachers.
- Government should get more involved in private schools to ensure that teachers in those schools are equally disciplined and are held accountable for their behaviors.
- establishing a teaching council (*a professional body for all teachers in government and private schools set to monitor behavior of the teachers from a professional perspective including teacher licensing.*) would help much in ensuring that professional conduct of teachers is maintained and upheld by all members of the teaching profession.

It is also important to consider the role of head teachers in constantly reminding the teachers and ensuring that new teachers are knowledgeable about the regulations. This also calls for increased accountability by the head teachers to see to it that professional behavior is maintained at all times.

In conclusion, many factors mediate between the attitudes of the teachers towards the regulations and their actual behaviors. Teachers have advocated several approaches to promote professional behavior. These include, incorporating a course on professionalism in the curriculum of teacher training, and establishing a teaching council that will combine government and private school teachers to help monitor teachers behavior, not from an employer's perspective but from a professional perspective. This might promote professional behavior among the teachers. There is also a need to improve the conditions under which the teachers work to ensure motivation and commitment to their work. In as

much as teachers who participated in this say they do the regulations, there is overwhelming evidence in the news press about teachers' misbehavior. The results presented therefore might have been influenced by social desirability in the way teachers answered them. This is usually one major limitation in self reported data. On the other hand it could be a reflection of high levels of organization and strong leadership in the sampled schools which make the teachers behavior consistent with the regulations. This could be a situation that could be studied more closely in another study to see if there are practices in these schools that could be a lesson to other schools that have problems.

The next chapter presents a summary of the findings, conclusions as well as recommendations for achieving increased adherence to the regulations.

CHAPTER 5

Conclusions and Recommendations

5.1 Introduction

The analysis of teachers' knowledge, attitudes, and practices related to the regulations discussed in this research report, has revealed a number of issues worth the attention of all major stakeholders in education. The present chapter presents in summary form the key issues raised in this report. Recommendations will be proposed for addressing some of the problems both from the teachers' perspective, as well as the researcher's perspectives. Lastly the report is concluded by highlighting some areas that need further research that the current study did not address.

5.2 Summary of key issues found in the study

The analysis of the data in the study revealed that Zomba urban conventional secondary school teachers' knowledge about the regulations of conduct and discipline, as stipulated in the Malawi Government Teaching Service Regulations booklet, is very minimal. Most teachers could not recall the regulations that govern them in areas of conduct and discipline. Their ignorance was a result of lack of any deliberate efforts either during teacher training or in the work place, to help teachers learn about these regulations as confirmed by the lack of knowledge among pre-service teachers. This means that teachers' behavior is not guided by the requirements of the profession.

It has also been established by this study that the mechanisms for enforcing the regulations are quite weak in that the procedures for dealing with indiscipline are not consistently followed. Head teachers are often powerless in dealing with indiscipline. Head teachers can only advise indiscipline teachers but can not penalize them in any way.

If the misbehavior can not be dealt with at the school, head teachers refer the cases to high offices outside the school. In most cases for fear of looking bad and inconsiderate to the other teachers, school heads may not report some indiscipline to higher offices for action. The absence of a professional association for teachers, which could deal with teachers' indiscipline from a professional perspective, leave no other options for addressing the misbehavior.

The study established that teachers' attitude towards the regulations is an important factor that influences teachers' behaviors. Teachers reported that poor conditions of work are a factor that erodes their commitment to the profession. This contributes to poor attitudes towards the regulations since the teachers are frustrated. The study further observed that teachers seem to know more regulations that reflect social and community expectations, as well as relationships in the immediate environment, than regulations that reflect on their relationship with the employing organization, which in a way operates at a distance. This may also mean that the most commonly known regulations are the ones that are frequently violated. Violation of these regulations is easily noticed by society unlike the other regulations. This can be supported by the fact that the same regulations feature a lot in the press as being violated.

The study found that, the coming of democracy in Malawi has brought a new challenge to how teachers perceive the regulations. Some teachers believe that freedom means lack of restraint. The regulations are therefore seen to restrain teachers from exercising their freedom. Teachers feel that some regulations are not relevant in the present democratic culture and only reflect the interest of the previous dictatorial regime.

5.3 Key recommendations of the study

In view of the findings in the study, recommendations on; ensuring appropriate knowledge are provided to teachers both at training and within the work place, promotion of professional behavior, and improving systems for monitoring and managing indiscipline among teachers.

The researcher believes that one important way to deal with indiscipline among teachers is by being pro-active rather than reactive. Making teachers know what is expected of them before hand, rather than after misbehaviors happen, is a crucial step in dealing with indiscipline. The researcher proposes that an adjustment in the teacher training curriculum needs to be made to deliberately address issues of professionalism that particularly pertain to the Malawian context. This will ensure that teachers graduating have the necessary preparation not only in general education theory, methods, and content, but also in how the education profession in Malawi operates and its expectations about their behavior once in the schools.

The second recommendation is about promoting professional behavior in the work place (schools). Teachers need to be constantly reminded about the professional expectations within the schools by head teachers, and the Ministry of Education, through INSET activities on professional behavior. To ensure this there is need to provide discussion forums where teachers can share their views about issues affecting the profession. This may take form of mini conferences within clusters where teachers meet and discuss how issues affecting their profession can be dealt with among themselves. This will have a potential to improve teachers attitudes, since lack of an appropriate forum to express feelings and share concerns sometimes only serve to suppress the

feelings, and these may later be expressed in other negative ways. For instance, teachers may react to the regulations, as away of reacting to the authority behind them. The establishment of a professional association for teachers, whose sole mandate would be to promote professional behavior among all teachers in the country can help create an appropriate forum where professional issues among teachers can be monitored, discussed and resolved within the profession.

The professional association can meet the needs of teachers, by organizing forums around various professional issues, both current and emerging, in addition to promoting appropriate behavior among its members. Such an organization would have an advantage of meeting the teachers from a professional perspective rather than an employer perspective, as is currently the case with the Malawi Government Teaching Service Commission. The focus of the association would be purely professional. The other advantage of such a body would be its ability to bring together teachers from government and private schools. Currently the private schools are not subject to the expectation of the Government Teaching Service Commission because they are not civil servants. Yet they are dealing with the children who are part of the nation and who should be protected equally.

The final recommendation concerns dealing with indiscipline in the educational system. The ways of dealing with indiscipline at all levels need to be improved. There is need to ensure that all necessary steps in dealing with a disciplinary issue are completed at each level before referring cases to the next level. This will ensure a flow of appropriate evidence from lower levels to the next level for speedy resolution of disciplinary cases. One apparent reason why cases take too long to resolve is lack of

appropriate evidence to help the next level deal with the case. This indicates failure by different offices to follow procedures on dealing with discipline cases. There is also need to apply clear guidelines for penalties associated with particular disciplinary cases and making these known to all teachers. The prevailing situation implies that regulations are not consistently being applied. This may mean officers do not know the regulations or they know them but for some reason do not apply them diligently when dealing with indiscipline cases. Due to the limitations of the present study this question was not explored. The fact that some people after getting an interdiction get paid their salaries that were held during the period of interdiction when they return to work sends wrong signals into the system especially where fellow teachers are knowledgeable of the truth about the misbehavior that led to the interdiction. In this case misbehavior rather than being punished is seen to be rewarded, which in a way encourages rather than deters misbehavior.

It is also important to empower head teachers to have more power to deal with teacher misbehaviors with appropriate controls to avoid abuse of the power. Presently head teachers are limited in the way they can deal with indiscipline. Empowering them will help to reduce number of cases that have to be referred up to division and ministries for further actions.

5.4 Suggestions for future studies

The present study used a very small sample and the results cannot be generalized. It is necessary for future studies to explore the issues raised in this study, on a broader scale to understand what the situation is like in Malawi. In this study, Community Day Secondary Schools and primary schools were not included. It is necessary to find out how

Community Day Secondary School and primary school teachers behaviors compare with those from the more organized Conventional Secondary Schools. One major limitation on the present study resulted from use of self reported information which may easily be influenced by social desirability in the way respondents answered questions. The majority of respondents said they do the regulations which are not consistent with what is frequently reported in the press. It is necessary to study the problem using more direct observations. Like review of disciplinary proceedings records to establish how serious the problem is and where the breakdown is in dealing with indiscipline.

APPENDIX A:

Permission to Collect Data in the Schools

FROM: The Division Manager, South East Education Division.

TO: All Head teachers,

DATE: 5th May, 2004

RE: Permission to Collect research data

This is to inform you that Mr. Antonie Chigeda has been granted permission to collect data for his research project in the secondary schools in Zomba. Any assistance given to him will be highly appreciated.

Thank you,

Division manager
South East Education Division

**TEACHERS' KNOWLEDGE, ATTITUDES, AND PRACTICES TOWARDS THE
CODE OF CONDUCT AND DISCIPLINE**

Questionnaire for Teachers and Head teachers

PRELIMINARY INFORMATION AND PERSONAL DETAILS

- (vi) Name of school: _____
(vii) Job title: _____
(viii) Professional qualification: _____
(ix) Number of years teaching experience: _____
(x) Sex: _____
-

**ATTITUDES TOWARDS THE CODE OF CONDUCT AND PRACTICES
REGARDING ADHERENCE TO IT.**

Instructions:

1. In this questionnaire is a list of *Misconduct and Discipline regulations* for teachers in Malawi, stipulated as the Malawi Teaching Service Regulations, August 2001.
2. Below are **FOUR** questions to be answered for each regulation indicated below.
3. A list of possible responses to each of the questions is provided below each regulation. Please indicate your response to each of the question by checking the appropriate response in the space provided.

The questions:

- Q i.* Some people agree with this regulation others do not. Do **you** agree with this regulation?
- Q ii.* Other teachers feel this regulation is important other do not think so. In **your** opinion how important is this regulation to teachers?
- Q iii.* Some teachers may adhere to this regulation while other may not. To what extent do **you** adhere to this requirement?
- Q iv.* To what extent do **other** teachers in your school adhere to this regulation?

The regulations states that a teacher shall be guilty of misconduct who;

1. Conduct himself or herself so as to impair the efficiency of the school or college.

Q i. Strongly agree, Agree, Disagree, Strongly disagree.

Q ii. Very important, Important, Not important

Q iii Always, Some times, Not at all

Q iv always some times not at all

2. Absents himself or herself from duty without due cause.

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

3. Refuses or neglects to carry out professional duties and lawful instructions as prescribed in these regulations

Q i. strongly agree. agree disagree strongly disagree

Q ii very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

4. Uses his or her position as an employee to further the ends of any political party or organization.

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

5. Displays insubordination by word or conduct.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

6. Continues to be incompetent or inefficient after the expiration of the period fixed in a warning given to him or her by the Controlling Officer unless such incompetence or inefficiency is due to causes beyond his or her control.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

7. Fails to comply with any of the regulations, Financial Orders or Stores regulations as amended from time to time or commits a breach of any contract or agreement entered into under the Government Teaching Service Commission Act or the Constitution.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

8. Is under the influence of intoxicating liquor or habit forming drugs during the normal hours of attendance or during such other hours as he or she may be required to be on duty.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

9. Habitually takes intoxicating liquor or habit-forming drugs.

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

10. Is, under any statute or adjudged or otherwise declared bankrupt or insolvent or has a writ of civil imprisonment or any other like order issued against him or her; unless he or she can show that his or her financial difficulties have been caused by circumstances beyond his or her control;

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

11. Suffers pecuniary embarrassment likely to interfere with the efficient performance of his or her duties.

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

12. Except in the discharge of his or her duties or with the consent of the minister and in accordance with such directions, if any, as the minister from time to time may give him or her, discloses or reveals either directly or indirectly the contents of any documents, communication or information whatsoever acquired in the in the course of such duties.

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

13. Uses for personal gain information acquired through his or her employment in the service, notwithstanding that he or she does not disclose such information.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

14. Conducts himself or herself on any occasion in disgraceful, improper or unbecoming manner, or while on duty is grossly discourteous to any person.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

15. Makes use of public money or any property of the government for private purposes.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

16. Fails to take reasonable care of any government property in his or her custody or on charge to him or her or take such steps as are within his or her power to ensure that reasonable care is taken of such any property.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

17. Without the consent in writing of the responsible officer, he or she cedes the whole or part of the salary, allowance or any other remuneration payable to him or her.

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

18. Engages in any occupation or undertaking or performs any act which might in any way conflict with the interest of the government or be inconsistent with his or her duties.

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

19. Acquires or hold a direct pecuniary interest in a contract relating to matters falling within the function of the department in which he or she is serving.

Q i. strongly agree agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

20. Knowingly acquires or holds a direct or indirect pecuniary interest in a firm or company applying or negotiating a contract with the government relating to matters falling within the service.

Q i. strongly agree agree. disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

21. Owns any right in immoveable property or has a direct or indirect pecuniary interest in a firm or company, which results in his or her private interest coming into real or apparent conflict with his or her official duties.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

22. does or causes or permits to be done or connives in any act which is prejudicial to the administration, discipline or efficiency of the service or any part of it.

Q i. [] strongly agree [] agree. [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

23. Commits any of the following offences and is convicted by a court of law-

(i) Extortion, bribery, corruption

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

(ii) Theft, theft by false pretences, receiving stolen property knowing it to have been stolen

Q i. [] strongly agree [] agree. [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

(iii) Fraud, forgery, altering a forged instrument knowing it to have been forged

Q i. [] strongly agree [] agree. [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

(iv) Attempts, incites or conspires to commit an offence under this subsection.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

24. Attempts to secure intervention from political sources in relation to his or her position or conditions of employment in the service: provided that nothing in this regulation shall be construed as precluding an officer from endeavoring to obtain redress of any grievance through a member of the National Assembly.

Q i. [] strongly agree. [] agree [] disagree [] strongly disagree

Q ii. [] very important [] important [] not important

Q iii. [] always [] some times [] not at all

Q iv. [] always [] some times [] not at all

25. Except with the consent of a minister and except in accordance with such Directions, if any, as may from time to time be given to him or her by the minister-

(i) Does not place the whole of his or her time during the normal hours of attendance at the disposal of the government;

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

(ii) Performs or engages himself or herself in performing work outside the service for remuneration;

Q i. strongly agree agree. disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

(iii) Acts as reporter, correspondent or editor of a newspaper or takes any part directly or indirectly in the management thereof;

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

(iv) Otherwise than in the discharge of his or her official duties speaks in public, broadcasts, writes letters to the press, grants interviews, publishes books or articles, circulates leaflets or otherwise publishes anything on matters which are concerned with the service;

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

(v) Accepts valuable presents, other than the ordinary gifts from personal friends, from persons with whom he or she comes or is likely to come into contact with in the discharge of his or her duties;

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

(vi) Takes part in or assists any activity subversive to the government;

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

(vii) Engages in any activity, political or otherwise which interferes with the due performance of his or her duties as a member;

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

(viii) Makes to government any false claim

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

(ix) Has willfully supplied to the commission or to any officer or other person acting on behalf of the government incorrect or misleading information in connection with his or her appointment to the service;

Q i. strongly agree. agree disagree strongly disagree

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

(x) Behaves immorally with any pupil or student of any education institution in the country.

Q i. strongly agree. agree disagree strongly disagree e

Q ii. very important important not important

Q iii. always some times not at all

Q iv. always some times not at all

**THANK YOU FOR TAKING TIME TO RESPOND TO THIS
QUESTIONNAIRE.**

TEACHERS' KNOWLEDGE, ATTITUDES, AND PRACTICES TOWARDS THE CODE OF CONDUCT AND DISCIPLINE

FOCUS GROUP DISCUSSION GUIDE.

PRELIMINARY INFORMATION AND GROUP DETAILS

- (xi) Name of school: _____
- (xii) Composition : *Males* _____ *Females* _____
- (xiii) Professional qualification: _____
- (xiv) Number of years teaching experience: _____
-

Knowledge about the Conduct and Discipline regulations

1. Have you ever heard about the conduct and discipline regulations for the teaching service in Malawi?
(If yes, what were the sources of your knowledge about these regulations).
 2. In your opinion do other teachers in this school know about these regulations very well?
 3. What role if any does the school authorities play to make sure that members are aware of the regulations.
 4. During your training as a teacher were you at any time introduced to the conduct and discipline regulations of the Malawi Government Teaching Service Commission?
(If yes, how were they introduced to you?)
 5. Did the training you received as teacher prepare you enough for the professional expectations that you found in your place of work?
 6. What role do you think teacher training institutions can play to ensure that pre-service teachers are not only prepared academically but also professionally.
-

Practices towards the Conduct and Discipline regulations

7. To what extent are the conduct and discipline regulations followed by teachers in this school?
8. In your opinion what teacher behaviors in this school indicate following or not following the regulations?
9. As a teacher what are the main reasons why teachers may fail to follow these regulations?
10. What happens when a teacher has been involved in some indiscipline behavior At school level, division level and ministry level?
11. In what ways does the handling of indiscipline cases help teachers to follow the regulations or not follow the regulations?

Teachers attitudes towards the Conduct and Discipline regulations

12. In your opinion how relevant are the current regulations to the teaching Profession with respect to democracy that we have in Malawi (*in what ways are they relevant or not relevant*).
13. If professional behavior among teachers is to be promoted what would you suggest should be done? (*during training, in the schools etc*).
- (*why do you consider this a good solution(s)*).

THANK YOU FOR YOUR TIME.

APPENDIX C:

Respondents Frequency Scores for Particular Regulations

Summary of the regulations and percentages indicating how many serving teachers then student teachers listed particular regulations.

Regulation	teachers Frequency (%)	students Frequency (%)
1. Conduct himself or herself so as to impair the efficiency of the school or college.	16.7	6.3
2. Absents himself or herself from duty without due cause.	79.2	31.3
3. Refuses or neglects to carry out professional duties and lawful instructions as prescribed in these regulations	41.7	0.0
4. Uses his or her position as an employee to further the ends of any political party or organization.	37.5	12.5
5. Displays insubordination by word or conduct.	45.8	0.0
6. Continues to be incompetent or inefficient after the expiration of the period fixed in a warning given to him or her by the Controlling Officer.	20.8	0.0
7. Fails to comply with any of the regulations, or commits a breach of any contract entered into under the Government Teaching Service Commission Act	8.3	6.3
8. Is under the influence of intoxicating liquor or habit forming drugs during the normal hours of attendance or during such other hours as he or she may be required to be on duty.	66.7	37.5
9. Habitually takes intoxicating liquor or habit-forming drugs.	16.7	6.3
10. Is, under any statute or adjudged or otherwise declared bankrupt or has a writ of civil imprisonment or any other like order issued against him or her.	12.5	0.0
11. Suffers pecuniary embarrassment likely to interfere with the efficient performance of his or her duties.	0.0	0.0
12. Except in the discharge of his or her duties discloses or reveals the contents of any documents, communication or information acquired in the in the course of such duties	4.2	6.3
13. Uses for personal gain information acquired through his or her employment in the service, notwithstanding that he or she does not disclose such information.	0.0	0.0
14. Conducts himself or herself on any occasion in disgraceful, improper or unbecoming manner, or while on duty is grossly discourteous to any person.	33.3	6.3
15. Makes use of public money or any property of the government for private purposes.	37.5	6.3
16. Fails to take reasonable care of any government property in his or her custody.	16.7	0.0
17. Without the consent in writing of the responsible officer, he or she cedes the whole or part of the salary, allowance or any other remuneration payable to him or her.	0.0	0.0
18. Engages in any occupation or undertaking or performs any act which might in way conflict with the interest of the government or be inconsistent with his or her duties.	0.0	0.0
19. Acquires or hold a direct pecuniary interest in a contract relating to matters falling within the function of the department in which he or she is serving.	0.0	0.0

20. Knowingly acquires or holds a direct or indirect pecuniary interest in a firm or company applying or negotiating a contract with the government relating to matters falling within the service.	0.0	0.0
21. Owns any right in immoveable property or has a direct or indirect pecuniary interest in a firm or company, which results in his or her private interest coming into real or apparent conflict with his or her official duties.	0.0	0.0
22. Does or causes or permits to be done or connives in any act which is prejudicial to the administration, discipline or efficiency of the service or any part of it	12.5	0.0
23. Commits any of the following offences and is convicted by a court of law-	33.3	12.5
(i) Extortion, bribery, corruption		
(ii) Theft, theft by false pretences, receiving stolen property knowing it to have been stolen	37.5	6.3
(iii) Fraud, forgery, altering a forged instrument knowing it to have been Forged	12.5	0.0
(iv) Attempts, incites or conspires to commit an offence under this subsection.	0.0	0.0
24. Attempts to secure intervention from political sources in relation to his or her position or conditions of employment in the service.	0.0	0.0
25. Except with the consent of a minister and except in accordance with such Directions, if any, as may from time to time be given to him or her by the minister-	12.5	0.0
(i) Does not place the whole of his or her time during the normal hours of attendance at the disposal of the government.		
(ii) Performs or engages himself or herself in performing work outside the service for remuneration;	25.0	6.3
(iii) Acts as reporter, correspondent or editor of a newspaper or takes any part directly or indirectly in the management thereof;	0	0.0
(iv) Otherwise than in the discharge of his or her official duties speaks in public, broadcasts, writes letters to the press, grants interviews, publishes books or articles, circulates leaflets or otherwise publishes anything on matters which are concerned with the service;	4.2	0.0
(v) Accepts valuable presents, other than the ordinary gifts from personal friends, from persons with whom he or she comes or is likely to come into contact with in the discharge of his or her duties;	0.0	0.0
(vi) Takes part in or assists any activity subversive to the government;	4.2	0.0
(vii) Engages in any activity, political or otherwise which interferes with the due performance of his or her duties as a member;	12.5	0.0
(viii) Makes to government any false claim	8.3	0.0
(ix) Has willfully supplied to the commission or to any officer or other person acting on behalf of the government incorrect or misleading information in connection with his or her appointment .	8.3	0.0
(x) Behaves immorally with any pupil or student of any education institution in the country.	91.7	68.8

N= 42

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