THE EXTENT TO WHICH STUDENT INVOLVEMENT IN THE MANAGEMENT OF A LEARNING INSTITUTION CONTRIBUTES TO STUDENT CHARACTER DEVELOMENT: A CASE OF DAPP TTCs IN MALAWI

by

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Dedication

I dedicate this work to my parents and my late brothers and sisters: Zinenani, Abigail, Allan, Gladys and Christopher.

Declaration

I declare that the organisation and writing of this dissertation is entirely my own and has been carried out at Mzuzu University under the supervision of Dr. V.Y Mgomezulu. It has not been, nor is it being concurrently submitted for any other degree than the degree of Master of Education (Teacher Education) at Mzuzu University. All reference materials herein have been acknowledged accordingly.

Abstract

Indiscipline of students is one of the challenges faced by many learning institutions. Some students resort into indiscipline because they feel that they are not involved in management. Recognising the problem, a study was carried out to find out the extent to which student involvement in the management of a learning institution contributes to positive character development.

The study used quantitative approach guided by the Asset-based theory and Conceptual framework for character development with questionnaires as tools for data collection. During the study, seventy seven student teachers and eleven teachers from four DAPP Teacher Training Colleges under DAPP Malawi were involved. These teacher training colleges are located in Thyolo, Blantyre Rural, Dowa and Mzimba.

The study concludes that learning institutions should regard students as assets and involve them in some aspects of management so that they should use their abilities and skills in managing some issues at a learning institution. Such arrangement will consequently help students develop positive character such as hard working spirit, personal hygiene and desire to care for the environment, kindness and fairness towards each other, responsibility, tolerance and discipline.

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List of abbreviations

CEP: Character Education Partnership

DAPP: Development Aid from People to People

DNS: Det Noedvendige Seminarium (The Necessary Teacher Training College)

TTC: Teacher Training College

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CHAPTER ONE

1.0 ORIENTATION

1.1 Background information

In many learning institutions there are concerns by school proprietors, school managers, teachers and communities about indiscipline cases mostly by students. There are many school related indiscipline cases that are on record. Some of them include teasing and bullying among students, vandalising school property and fighting between students from different schools. Some scholars have written about the extent of vandalism in learning institutions as one of the indiscipline incidences. For example, Black (2002) argues that vandalism of school property is not a strange thing in both developing and developed countries such as South Africa, Kenya, Britain, United States of America and Canada.

Malawian news paper articles indicate that learning activities in many schools are disturbed when there is indiscipline especially when it involves fighting of students within or between schools which sometimes results in destruction of school property and even loss of life (Chenjezi, 2011; Msiska, 2011). Online media reports indicate that there have been fights between secondary schools over trivial matters. For example one of the cases on record is between Umbwi and Dedza Secondary Schools which are located within the same town in the central part of Malawi. Students from these secondary schools have at times fought each other. The two schools at one time fought because one secondary school refused to concede defeat after they failed to turn up for a football match. This resulted into loss of one students' life, while others sustained serious body injuries and loss of school property (Munthali, 2012).

In another incident, students at one of the private secondary schools in Lilongwe, central part of Malawi, went on rampage following the school director's decision to dismiss an English teacher due to incompetence despite that students were about to sit for national examinations (Munthali, 2012). This incident also resulted in destruction of school property. In the northern part of Malawi, students from one of the secondary schools quarreled with a minibus driver on their way to school from a football match. In the process they stoned the minibus and smashed the wind screen (Munthali, 2012). Despite the wish by educators to have students with good characters while in school, there is a different scenario on the ground for most of the learning institutions.

There are many indiscipline cases taking place in schools that go unreported. The question is why are students in these learning institutions behaving like this?

Jenito and Kiprop (2011) argue that some schools experience indiscipline because some students feel that they are not involved in some aspects of management. Involvement of students in some aspects of school management is one of the practical solutions not only to reduce conflicts between school students and administration but also help them to develop good character. Students in learning institutions should be regarded as people whose opinions matter in the way learning institutions are managed. Huddleston (2007) argues that students should be involved in different areas of school life. Jenito and Kiprop (2011) agrees with Huddleston (2007) that through different ways, students at a learning institution should be involved in making decisions on issues relating to their social life, rules and regulations, rewards and sanctions, curriculum, teaching and learning, management and development planning. As stakeholders of the school, their involvement in some aspects of management has an impact on their social life while at school and even after finishing their education. In other words, students may not develop good characters if learning institutions do not create a platform for practice.

Edannur (2010) argues that there is an old fashioned word for the body of skills that emotional intelligence represents: character. In his argument he asks:

'Who will take the responsibility of creating a nation whose foundation is character?'

Some educationists have argued that Character Education should be part of the school curriculum. For example, at the unveiling of Agenda for Character Development Programme for Nigerian Schools, Dr Kolade (2013) argued in his speech that:

"Almighty God has given all of us abilities to tell what is right from what is wrong. But sometimes, we do what is wrong because that is where our interest lies. As you go through school, remember that you will be identified with who you are more than any other thing else when your character counts. One needs to be respectful, responsible, trustworthy, fair and caring."

The statement above indicates that there is need for learning institutions to train learners in good character development for them to be good citizens.

Lumpkin (2008) in her article "*Teachers as Role Models, Teaching Character and Moral Virtues*" argues that to have the right character one must have "the wisdom to know right from wrong; is honest, trustworthy, fair, respectful, and responsible; admits and learns from mistakes; and commits to living according to these principles". When it comes to management of learning institutions, some of the learning institutions in Malawi are managed following structures that are bureaucratic and hierarchical where decisions relating to management are made from top to bottom. Most of the times, students are left out when it comes to issues of management even in matters that affect them directly. Sometimes students feel that they are not part of school management hence their unruly behavior as noted by Jenito and Kiprop (2011).

Basing on the reports about students' indiscipline in some of the learning institutions in Malawi, this study is carried out to examine the extent to which student involvement in the management of a learning institution contributes to good character development looking at DAPP Teacher Training Colleges as a case study.

1.2 Teacher training in DAPP TTCs

The idea of DAPP Teacher Training Program started in 2003 aiming at training primary school teachers dedicated to teach in rural areas while making them agents of change in the communities where they are going to teach (DAPP Malawi Annual Report 2012). According to the training manual, the whole concept of teacher training is guided by the following pedagogical principles (DNS Malawi 2008):

a. you have to go exploring to acquire new ideas and to explore further to form better ideas.
b. you have to get close to the thing you want to learn about. The closer you get, the more you learn.
c. together with your fellow students, you must be the driving force in order to learn much more because teachers' tricks won't do to put you on your toes.
d. once you get into your stride, you will want to do more. The deeper you go into a question, the more you will want to know.
e. there is no time to learn everything at school. Like an iceberg perhaps only one tenth you would like to be able to do and know, the rest comes later.
f. only Adam at first was alone in the world. The rest of us are here together.

g. the things you learn should be put to use.

h. you have to be mobile, and then you will encounter many things. Otherwise things come to a stop even though your eyes are staring out of your head, from just one place you cannot see far.

i. all this applies to teachers, too.

Much as the above mentioned pedagogical principles guide the whole teacher education in DAPP TTC's, for the sake of this research, pedagogical principles a, c and f suit well with the involvement of students in some aspects of management. Students in all DAPP TTCs are represented in the management team through student micro-groups. Each micro-group is composed of 3-5 students and is given different responsibilities. For example, a micro-group can be responsible for sanitation, catering, sports or entertainment on behalf of the whole student body.

Figure 1: Diagrammatic representation of students in the management team of DAPP TTCs
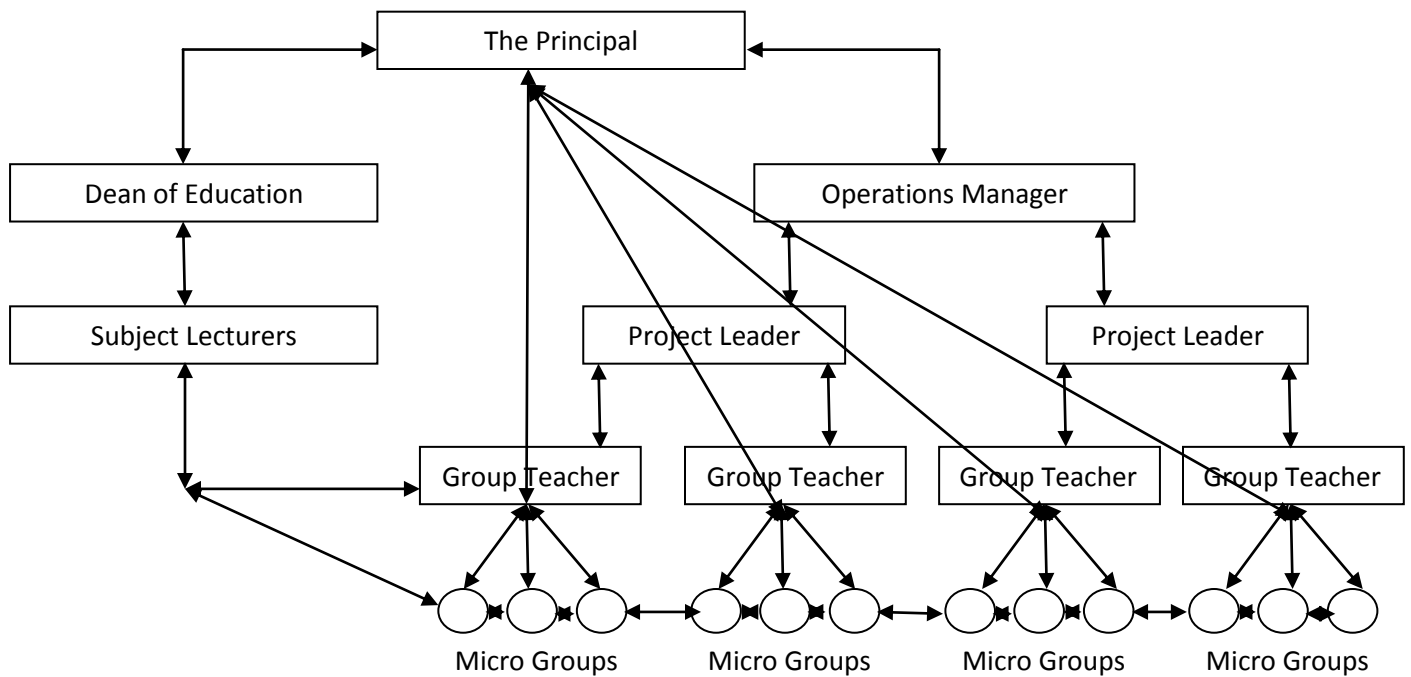
Key:

Arrow showing communication between students and administration.

According to the 2010 DAPP Malawi Annual Report, DAPP TTCs have produced more than 863 qualified teachers who are working in public primary schools in Malawi. The DAPP teacher training program is a two and half year course designed for young teachers to become well qualified to teach in challenging local environments as well as fostering community development (DNS Malawi 2008). The training program consists of 8 periods, each with its specific focus. During period 1 to 5 the students are based at the college and build up the skills and capacities - academically, practically and socially befitting a 21st Century teacher. The 6th period is a full school year in teaching practice with responsibility for a class which is shared in pairs. Their work is monitored and supervised a mentor at the primary school and subject lecturers at the college. The students are back at the college again for the 7th and 8th period where they conclude through a reflective analysis of their work during teaching practice (DNS Malawi 2008). Although the issue about 'character development' is not explicit in the whole pedagogy of teacher training in DAPP Teacher Training Colleges, it is clear that the way students are involved in some aspects of management, they are likely to develop some character as a consequence.

1.3 Statement of the problem

Managing learning institutions has some challenges which among other things include indiscipline of students. In some of the learning institutions, students are not involved in some aspects of management and this make them feel that they are not part of the school as a result they resort into indiscipline (Huddleston, 2007). The other reason is that teachers in some learning institutions are not good role models to their learners in as far as discipline is concerned. Recognising the influence of teachers on their learners, DAPP Teacher Training Colleges has developed a teacher training pedagogy that can develop both teaching skills and positive character by involving students in some aspects of management. Although character development programme is in place in all DAPP TTCs in Malawi, it is not clear if the involvement of students in some aspects of management truly helps them to develop good character.

The research therefore aims at finding out the extent to which the involvement of students in the management of DAPP Teacher Training Colleges in Malawi contributes to character development.

1.4 Major research question

The question that   guided the research was:

Does the involvement of students in management of DAPP TTCs help in character development of the students?

1.4.1 *Research questions*

The following were research questions:

   a. In which areas of management of the college are students involved?
   b. What positive aspects of character do students develop as they get involved in management?
   c. What is the role of teachers in supporting students' character development?

1.4.2 *Hypotheses*

From the research questions the following research hypotheses were formulated:

   a. students are not involved in the management of DAPP TTCs.
   b. students develop no positive aspects of character despite getting involved in some aspects of management in DAPP TTCs.
   c. college teachers in DAPP TTCs play no significant role in character development of students.

1.4.3 General Objective

The general objective of the research was to investigate if involving students in the management of a learning institution helps in good character development.

1.4.4 Specific Objectives
   a. to identify areas of management in which students are involved in DAPP TTCs.
   b. to identify the positive aspects of character that students develop in DAPP TTCs.
   c. to investigate how teachers support students in character development.

1.5   Rationale for the study

Societies consider teachers as role models to learners and one of the things they can show to learners is good character. After reading about Asset-based approach and the conceptual framework for character development, with personal experience as a teacher, there was great

motivation to conduct a study with the intention of looking at the extent to which student involvement in management of a learning institution can help to develop positive character. Much as DAPP TTCs claim that students are involved in some aspects of management, it is not very clear as to whether their involvement is one of the ways in which students can develop positive character. Realising that there are many indiscipline cases in many learning institution in Malawi, it is assumed that the study findings will help to inform policy makers, school proprietors and school managers to reconsider how learning institutions should be managed.

1.6 Theoretical Framework

The study was guided by the Asset-based Theory and a conceptual framework for character development and they are explained below.

1.6.1 The Asset-Based Theory

This is one of the contemporary concepts in psychology which is a move towards positive psychology, focusing on intrinsic strengths, assets, resources and positive constructive intra-psychic domains (Heather, 2008 cited in Ryan, 2008). These assets, however, cannot be seen but they play a vital role in different institutions. The asset-based approach has been referred as the "half-full glass" rather than "half-empty" approach when it comes to managing institutions and solving problems (Eloff & Ebersohn, 2011). The approach is based on the belief that all individuals, families and learning contexts have capacities, skills, resources and assets that can contribute towards positive change. The Asset-based approach looks at every single person as having capacities, abilities and gifts that can be useful in his or her community. At a school setting or home, effective living will depend on whether such capacities can be used (Ryan, 2008). In this study, the Asset-based Theory is used in perspective by looking at how students are involved in some aspects of management in DAPP TTCs. Since the Asset-based approach looks at potential of individuals, the study will consider the contribution of students in the management of DAPP TTCs and how it helps them to develop some good characters.

The asset-based approach does not deny the existence of needs. While it acknowledges the needs, the main efforts of participants in asset-based approach intervention are devoted to identifying potentials that exist within a particular community (Ryan, 2008). Although the Asset-

based approach is far from perfect, it offers some possibilities in approaching different professional practices in a new and refreshing way. It has been noted that educational psychologists, occupational and speech therapists, general practitioners, physiotherapists can all benefit from adapting their traditional approach to the Asset-based approach (Ryan, 2008). In its implementation, the Asset-based approach regards the bottom-top approach which shifts the emphasis from a service that advocates empowerment of subjects in a community (Ellof & Ebersohn, 2011).

This implies that there is a shift from a mentality of professional dominance to one in which collaboration, dynamic partnerships and participation are emphasised and practised. While identification of problems is still an integral part of the approach, problem solving focuses on creating relations between individuals, associations and institutions (Fullan & Stiegelbauer, 2000). Each learning institution environment boasts of a unique combination of assets and capacities especially if one considers the presence of students that makes a bigger part of any learning environment. It is important to realise and appreciate capacities that students have which can be used in managing their institution as part of helping them develop characters.

1.6.2 A conceptual framework for character development
Character can be described as "doing the right thing when no one is looking" (CEP 2003 cited in Vezzuto, 2004). Vezzuto (2004; Lickona, Schaps & Lewis, 2003) argues that character "must be comprehensively defined to include thinking, feeling and behavior as the main three spheres in character development. Lickona (1991) and Angella (2011) both refer to these three principles as "knowing the good, desiring the good and doing the good". Gruber and Huston (2003) state that there are six pillars of character which result from a search for common truths that allow people to distinguish right from wrong. The six pillars are:

    a. trustworthiness
    b. responsibility
    c. caring
    d. respect
    e. fairness
    f. citizenship

In looking at the description of character by the authors mention above, there is a common agreement that when a person is talking about character, there is an element of doing something good in a way an individual thinks and behaves. In his article "*Rules for effective living*", Secko (2011) argues that qualities such as honesty, fairness and responsibility which build up integrity are part of character. This means that if a person is portraying some of these qualities, he/she may be regarded as someone with good characters. In order to facilitate, nurture and support the development of character within students, it is important to understand the assumptions underlying character development (Vezzuto, 2004). The assumptions are:

a. **Character develops within the community context**

Humans develop morals and character within the social context of their community (Kohlberg, 1984 cited in Vezzuto, 2004). In case of students, their community is comprised of the family, peers, classroom and school environment. While the family is the core system in which children develop their moral and character attributes, the school provides another setting for building social and emotional competence in character development (Vezzuto, 2004; Angella, 2011). In a school setting, character development is nurtured by providing students with opportunities to discuss issues, develop rules and norms, solving problems, share their perspectives, practice pro-social behaviors and plan activities (Vezzuto, 2004). Providing opportunities for students to volunteer with community service projects can as well provide another dimension of the community context.

b. **Character develops through a system**

In looking at the system way of character development, there are three spheres that need to be considered in a comprehensive way and these are cognitive (knowing and thinking), emotional (feeling, valuing and committing) and behavioral (acting and reflecting) as noted by (Angella, 2011; Vezzuto 2004). These components of mind influence the final component of character development: behavior with   two aspects namely: personal virtues such as being respectful and self-disciplined and social virtues such as being compassionate, courteous, and trustworthy (Vezzuto, 2004). As students act and reflect upon their own behavior, they grow their knowledge, strengthen their thinking and impact their own values.

c. **Character development can be acknowledged through some traits**

The Institute for Character Education (ICE) has selected the three core values of respect, responsibility and integrity as traits of character development in young people. For them to develop these traits, they need to:

i. know and think about character traits, ethical values and moral knowledge

ii. feel and value positive character traits

iii. commit and plan to use these character traits and core ethical values

iv. have opportunities to act upon their plans and thus behave with character using their social and emotional skills

For the sake of this research, the school setting will be focused despite that cultural context of student is also important. In looking at the school, the study looked at some of the traits of character development that students in DAPP TTCs show when they are involved in some aspects of management.

Basing on the pedagogical principles of all DAPP TTCs as indicated in (1.2), it is assumed that students are put in a situation where they learn new experiences through their involvement in some aspects of management. The researcher feels that the conceptual framework for character development and the implementation of the Asset-based principles fitted well in the study.

1.7 **Conclusion**

Chapter one has highlighted that indiscipline caused by students is one of the challenges in learning institutions. The chapter has explained that involvement of students in some aspects of management as stakeholders can help to solve the problem. This is the case because students feel that they are not involved in some aspects of school management. The chapter suggests that involvement of students in some aspects of management at a learning institution can help them to be disciplined and this can be achieved by making character development to be part of the school curriculum.

Chapter Two is presenting literature that was studied with the aim of understanding what other scholars have written in relation to the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter will present literature that was reviewed in relation to student involvement in management in line with character development. Concepts that were used to guide the literature review were: student involvement and participation, participation as a concept in management, educational management and leadership, models of educational leadership and management, character, character education, aspects of character development, importance of character building as part of teacher education and measurement of character.

2.1 Meaning of management

The Oxford Advanced Learner's Dictionary 7th Edition defines management as the act of running and controlling a business or an organisation. In all organisational activities, management is regarded as the act of coordinating the efforts of people to accomplish desired goals and objectives using available resources efficiently and effectively (Biafore, 2011). It comprises planning, organising, staffing, leading or directing and controlling a group of two or more people or entities with the intention of accomplishing goals that have been set (Bush & Middlewwod, 2005). Gareth and Jennifer (2003) argues that management is the planning, organising, leading and controlling of human and other resources to achieve organisational goals. Since an organisation is viewed as a system, management can also be looked at as human action which facilitates the production of useful outcomes from a system (Biafore, 2011).

However, it must be noted that the size of management ranges from one person in a small firm to hundreds or thousands of managers in multinational companies (Gomez, Luis, David, Balkin & Robert, 2008). Management involves the manipulation of the human capital of an enterprise to contribute to the success of the same enterprise (Bush & Middlewood, 2005). This requires effective communication within the working environment, as opposed to a physical mechanism. It also requires human motivation and some sort of successful progress or system outcome. Basing on this, management must have people, communication and a positive enterprise endeavor. (Henri Fayol in Biafore, 2011) who was one of the most influential contributors to modern concepts of management considers management to consist of six functions namely;

forecasting, planning, organising, commanding, coordinating and controlling (Gomez, Luis, David, Balkin & Robert, 2008).

In another way of thinking, Kotter and Dan (2002) defined management as the art of getting things done through people. She described management as philosophy. While it is important to look at what other authors have said on the definition of management, the underlying meaning to the word 'management' can be described as what managers do in running an organisation.

2.2 Educational Management

Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate goal of making them productive members of society (Newman, 2004). The field of education is expected to provide society with a person that has acquired specialised knowledge, attitudes, work ethics, social, moral and political values and skills to sustain and enhance the expected development of the nation (Newman, 2004). This means that:

a. education must be based on the curriculum which is relevant to life and needs of a changing society in an effective and efficient manner (Feinberg & Soltis, 2000).
b. education must be dynamic so that it can contribute towards accomplishment of national development goals (Feiberg & Soltis, 2000).
c. education must enable students to bring about desirable social change and at the same time preserve desirable and positive aspects of existing culture (Fletcher, 2003).

In order to fulfill the above stated roles of education, there is need to consider how students will acquire such roles. One such a way is by asking them to take part in managing the school. As an applied field, it has been argued that educational management refers to the application of theory and practice of management to the field of education or educational institutions (Bottery, 1992; Bush & Middlewood, 2005). Some authors   have described educational management as a science or process which is based on resource management at a learning institution with the intention of reaching the productive educational goals which can be done basing on effective and efficient planning (Bottery, 1992). Educational Management is also regarded as the process of planning, organizing, directing and controlling the activities of an institution by utilising human

and material resources so as to effectively and efficiently accomplish functions of teaching and research with the intention of helping students to realise their potential.

Looking at some of the ways in which students are trained in DAPP TTCs, there is a suggestion that to some extent, students are involved in some aspects of management. This can be explained in the following ways:

a. In looking at the functions of management (Henri Fayol in Biafore, 2011; Gareth & Jennifer 2003), considers planning as an aspect of management. In DAPP TTCs, students are involved in planning different activities such as sports and manual work when they are in college.

b. Kotter and Dan (2002) argues that management is the art of getting things done through people. In this definition, it can be suggested that as students in DAPP TTCs are involved in doing other activities such as cleaning college premises, cooking during week end, they are involved in some aspects of management.

c. Delegation is one of the key aspects of management and those who are delegated feel that they have an active role to play in an organisation (Gareth & Jennifer, 2003). In case of DAPP TTCs, it can also be suggested that students are delegated to prepare budgets and buy sanitation materials instead of members of staff.

All the issues raised above are in line with some of the pedagogical principles guiding the teacher training concept in DAPP TTCs (1.2) as outlined in (DNS Malawi, 2008):

a. you have to go to acquire new ideas and to explore further to form better ideas.

b. together with your fellow students, you must be the driving force in order to learn much more because teachers' tricks will not do to put you on your toes.

In this study therefore, student involvement in some aspects of management refers to all activities that are done by students in DAPP TTCs in agreement with management with intention of helping them to live a relevant life in line with the changing society after graduating.

2.3 Models used in educational leadership and management

Educational leadership and management is seen to have generated many debates and ending up in having inevitable agreement on the exact nature of the discipline to the extent that educational leadership is seen as a branch of the wider study management (Bush & Middlewood, 2005). For the purpose of this research, leadership and management will be treated as one because both are used in achieving organisational goals. Different authors have generated a number of models that

are used in educational leadership and management. Bush and Middlewood (2005) have managed to combine the models into broad themes that are along side other leadership models.

Table 1: Management and leadership models

Management model	Leadership model
Formal	Managerial
Collegial	Participatory
	Transformational
	Interpersonal
Political	Transactional
Subjective	Post-modern
Ambiguity	Contingency
Cultural	Moral
	Instructional

Source: Bush and Middlewood (2005).

In the following discussion, only two leadership models will be described in reference to what other authors have written. This has been done because the research is based on the assumption that management and leadership models being practiced in DAPP TTC is inclined to the two models chosen.

a. Participatory leadership: this model assumes that the decision making process of the group ought to be the central focus of the group (Bush & Middlewwod, 2005). Participatory model has three assumptions and these are:

     i. participation will increase school effectiveness.

     ii. participation is justified by democratic principles.

     iii. in the context of site based management, leadership is potentially available to any legitimate stakeholders.

In looking at one of the pedagogical principles that guide the training of teachers in DAPP TTCs it is assumed that the participatory leadership model fits well in the way DAPP TTCs are managed.

Bush and Middlewood (2005) argues in favour of participatory model by stating that it is successful in bonding members of staff together and in easing the pressures on school principals. He further states that the burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership.

b. Transformational leadership: This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organisational members. Bush & Middlewood (2005) in looking at the advantages of using transformational leadership in an organization argues that higher levels of personal commitment to organisational goals and greater capacities of people in accomplishing those goals are assumed to result in extra effort and greater productivity.

The Task Team on Education Management Development in South Africa observes that real transformational leadership will depend on the nature and quality of internal management. It further states that self management must be accompanied by an internal devolution of power within the school and by transformational leadership (Bush & Middlewood, 2005). As a model, it has the potential to engage all stakeholders in the achievement of educational objectives.

2.4 The meaning of student involvement

Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience, where a highly involved student is one who, for example, devotes considerable energy to the studying, spends much time on campus, participates actively in students' organisations and interacts frequently with faculty members and other students (Fletcher, 2003). The term involvement also describes the students' willingness to participate in routine school or college activities such as attending classes, submitting required work and following teachers' directions in class (Newman, 1992). Student involvement is also often used to refer to their engagement in extra-curricular activities in the campus life of a school, college or university which are thought to have educational benefits to students on their curricular studies (Markwell, 2007).

2.5 Students as stakeholders at a learning institution

The meaning of the term "stakeholder" is mainly related to business and economics and it is derived from the customer oriented approach where the customer is satisfied with the intentions

of maintaining him/her for the survival of the company and in achieving its goals. Different authors have come up with different descriptions of this term. For example, (Mullin, 1999) argues that the term "stakeholder" applies to the 'bodies, entities, people that have a kind of interest in the organization and are able with their decisions, behaviours to influence the organizational activities and results. Williams (2002) and Biafore (2011) looks at stakeholders as people or groups with a legitimate interest in a company or organisation. Since such people or groups are interested in the organisation's activities, they have a 'stake' in what they can do to the same organisation. A college or school as an organization in this case, should take students on board as stakeholders because their decisions, behaviours and involvement affect its management. They should be regarded as such because they have a part to play in achieving its goals (Mullin, 1999). When one looks at the stakeholder's theory, students are looked at as 'users' of the educational service who are directly involved in the process and determine the performance of the learning outcome (Biafore, 2011). If students are not stimulated and involved in the whole process of management, the learning process will be empty and unsuccessful regardless of excellent services the college/school provides to them.

The extra curricular activities, in my view, have an impact on the learning and character building of school going students. In case of DAPP Teacher Training Colleges, apart from the school curriculum, there are a lot of extra curricular activities carried out by students which are regarded as the *'school program'*. The school program involves the students physically, socially and psychologically which helps them to acquire qualities and attitudes to become a better human being (DNS Malawi 2008). In a survey that was carried out in two schools in Tanzania which had active student councils, it was noted by both staff and students that participation and involvement of students in school management helped them to develop responsibility, confidence and problem solving skills through group discussions on issues affecting their lives at school. This in the end created a friendlier and more co-operative school environment (Harber 1993 cited in Lumpkin, 2008). The promotion of student involvement in school management makes them ready for a lifetime participation in their communities and nation considering that schools must prepare students to be responsible citizens in society. In a longitudinal study of the graduates of Sudbury Valley School, where students were involved in management, it was revealed that a sample of 76 students who had attended that school went to good colleges and got good jobs because the school had created traits in them such as a strong sense of responsibility,

the ability to take the initiative and solve problems, ability to communicate effectively and a high commitment to the field in which employment is sought (Gurley, 2011). Kohn (1993 citen in Markwell, 2007) concludes that student involvement in management and decision making has four distinct outcomes in a school climate and these are:

a. effects on general well being: it is good for all people to experience a sense of control over their lives.

b. effects on behavior and values: if we want children to take responsibility for their own behavior, we must give them responsibility and plenty of it.

c. effects on academic achievement: students who feel empowered through self determination will likely have greater motivation.

d. effects on teachers: educators who are willing to share power may well find that they benefit directly as one's job becomes a good deal more interesting when it involves collaboration with students to decide what is going to happen.

The effects outlined above will only work effectively depending on how effective students are involved in the management system. In cases where there is less or no interaction between management and students, it will be difficult for the school to have a good climate as outlined above.

2.5.1 Student involvement in schools

In schools, students are sometimes regarded and addressed as passive learners or participants in their education rather than partners in school management. In some cases, meaningful student involvement in education planning, school leadership and governance are mostly given to those who are active and gifted in one way or the other but with some reservations from the school teachers and administrators. There is evidence that schools that encourage students to discuss and participate in issues affecting them tend to create better organisational environment for learning. In a survey as reported by Fletcher (2003) it has been revealed that:

a. students need to become directly involved in the decision making process in schools.

b. stakeholders, including teachers, counselors and administrators, need to believe that students' needs are important and that their attitudes, beliefs and behaviours are a key to their success in school.

c. schools must find an organized way in which students' needs, attitudes, beliefs and behaviours are echoed in the whole system and that they become an integral part of problem solving.

d. students need feedback and validation that their voices and contributions have been heard.

It must be noted that the involvement of students in schools vary because of the level and capability of the students. If a school is aiming at developing character in students, then it is necessary that all students must be involved regardless of their capabilities and this can be done through organising the students in groups where the voice and contribution of each one of them will matter. Through such empowerment, students have the opportunity and capacity to use their ability and experience to manage the school, and in the process, develop their character.

2.5.2 Student involvement in school management
Literature on how schools in Malawi involve students in management is not easy to find. In any case, it is a known fact that students are at least involved in management through different ways. For example in a classroom setting, there is a class leader who is given some responsibilities such as collecting notebooks for marking on behalf of the class members, taking note of students who make noise in class, distributing and sharing of learning materials and even sometimes taking note of late comers. At college level, students have formed bodies that represent the whole student body in administration which is regarded as students union. This is comprised of different directors headed by the president. The union's main aim is to work as a bridge between administration and the rest of the students focusing much on the welfare of the students whether academic or social. This arrangement, however, only gives chance to those who have been given such responsibilities to practice managerial skills while those who are not in such positions rarely practice.

Mgomezulu (2001) states that in the USA and Australia respectively students are involved in management through councils (Learner Representative Councils-LRC's) to provide a wide range of leadership in addressing some aspects of general learner conduct, attendance in class and learner participation in scheduling and conducting school programs. It has been revealed that such managerial arrangements help in addressing issues of discipline among learners such as

drug and alcohol abuse, vandalism and violence within the school community. In this case, it is only those who are in LRC who are able to practice the managerial skills.

In New South Wales (Australia), the Hunters Hill High School has a LRC with the aim of taking part in democratic process and accept responsibilities of their own decisions and actions. The LRC operates through different committees such as canteen committee, environmental committee, sports committee. Through such committees, students are involved in school management and this has resulted in improved attendance to school activities, behaviour and general attitude of the students (Mgomezulu, 2001).

At Ralph Dunlap School in Santa Maria, California, learners are involved in management through their own government based on the British parliament. The school has laws in which all the classes have a representative in the parliament model. They also have a learner court where by they meet once a week to settle disputes among learners and there after, they meet the principal every Tuesday to discuss and plan school events (Mgomezulu, 2001). Looking at the examples stated above, one can see that students are part of school management in which there is a sense of responsibility given to them which in one way or the other can help them develop character. Although this is the case, it has been revealed that the involvement of students in management in some case has been ineffective. In an action research that was carried out at Lotsane Secondary School in Botswana, it was revealed that 30% of the respondents believed use of prefects was ineffective. The findings revealed that there was less participation of learners in management with very effective 23%; adequate 15%; fair 32% ineffective 30% (Mgomezulu, 2001). This means that if the arrangement was ineffective, the purpose was not achieved.

Basing on what has been reviewed, it can be concluded that learning institutions try as much as possible to involve students and create a possibility in one way or the other through prefects or students union that all students are represented as a way of managing their learning institutions.

2.6 Participation in management
Participation for the purpose of this research is looked at as a process in which stakeholders take part in the decision making in an organisation. Participatory school management rests primarily on democratic principles and social aims that look at all individuals at an institution as equal and important (Biafore, 2011). This perspective of participation in management, to some extent, is

related to freedom and accountability of both managers and students at a learning institution. Participation in this view implies that there is active participation in decision making in management processes by both students and members of staff (teachers and administrators) in areas such as curriculum development and implementation, resource management, personnel appointment, policy formulation and pedagogy. Biafore (2011) identifies three forms of participation and these are:

    a. pseudo participation: this is the form of participation where no real decision making is allowed by those who are regarded as 'members' of the organisation.

    b. partial participation: in this form of participation, individuals can influence decisions but do not really have decision making powers.

    c. full participation: this is where each individual has equal decision making powers. In a case of a learning institution, it means that members of staff and students have equal powers in decision making.

Other writers have categorised participation in three levels and these are consultation, involvement and participation (Bottery, 1992; Bolman & Deal, 1991). Participation in school management in most countries generally falls between consultation (pseudo participation) and involvement (partial participation) levels. Writers such as Bottery (1992), Bolman and Deal (1991) argue that in most learning institutions, participation is employed as a means to organisational control. When participation becomes the 'gift' of the school head, it functions mainly as a means to furthering his or her self-interest. In this regard Bolman and Deal (1991) note the following:

> *'Although the interest in participation has reduced the number of autocratic managers, participatory management is often at the level of myth than reality.'*

Generally, students participate in school management through their representatives who are chosen as a students union led by a president or chairperson. This arrangement only gives chance to those elected as leaders to practice their management skills while the rest do not learn how to manage. Participation in itself can also be looked at as a form of education. When students are taking part in discussions and decision-making on issues that affect them, they learn important social skills and participate meaningfully in important activities that matter in their education. Students in this context are not only prepared for running democratic organisations, but are also empowered to protect their own rights while respecting those who have dissenting views. This is

necessary as it is becoming a ground in offering basic experience in participation at the grass roots level considering a school as one of the social institutions.

Commenting on the participation theory, Bolman and Deal (1991) argues that the theory focuses on the individual in the context of co-operative effort with others and engages in an attempt to find concrete means of fulfilling the ideal of self rule which is at the heart of the concept of democracy. If this argument is connected to student participation in school management, it can be stated that it encourages management and student relationships through dialogue, mutual consideration of opinions, shared leadership and partnership in decision making. It is through such participation that students' potential and abilities are respected. This helps them to take responsibility in shaping the school.

Basing on the three forms of participation described above, this research will establish the extent to which students are involved in management in DAPP TTCs in relation to character development.

2.7 Decision making process

There is no single decision making technique or model that organisations use with the intention of solving different problems or running the organisation. Learning institutions as organisations have different approaches as to how decisions are made. Sutherland and Canwell (1997) identifies three major types of organisational decisions and these are:

(i)   **Routine decisions**

These are decisions that deal with a customer's complaint, following the procedures laid down by the organization but having to make a particular judgement to suit the circumstances.

(ii)   **Adaptive decisions**

This include making decisions on a situation with the intention of reorganising the workforce to cater for extended manning hours which would involve negotiations and decisions being made on the basis of the needs of the organisation and the wishes of the employees.

(iii)   **Innovative decisions**

This type of decision is made after having a particular research and development project among several different and competing possibilities.

All the types of decisions explained above are made after identifying the nature of problem and consequently making a proper decision. Basing on this form of decision making, school as an organisation can be looked at as a place where customers (students) have complaints that need to be dealt with managerial procedures that are laid down hence the routine type of decision making is applicable. However, the process and procedure for reaching a particular decision will matter most.

2.8 Decision making in learning institutions

Decision making is one of the complex tasks that managers undertake at any learning institution to make things work. Just like any organisation, learning institutions have structures that are put in place for decision making purposes. These structures are vertically arranged whereby each department with a head within the learning institution   is arranged in such a way that the lower department is under the control and supervision of a higher one (Owens, 1987; Hoy & Miskel, 2001). This gives rise to the hierarchy of authority displayed in standard organisational charts where decisions are made from above. With this top bottom formal managerial arrangement in schools, the implication is that students are located at the bottom of the organisational pyramid and they are on the receiving end of orders and rarely having occasion to contribute to the management process of their institutions (Hoy & Miskel, 2001). While it might be argued that this hierarchy ensures superior subordinate relationship, it also guarantees disciplined compliance to superior dictated directives (Hoy & Miskel, 2001). However, this is detrimental to the morale and dignity of all who interact with the school as an organisation, because some stakeholders such as students are denied the basic ingredients of their participation, freedom, and

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empowerment and trust (Owens, 1987). Although there is this hierarchical arrangement in decision making, there are some learning institutions that give chance to students so that they are part of the decision making process. This is in line with what most of the students want. For example, Fletcher (2003) argues that in a study in Tennessee (USA) found that the majority of students want to be involved in more than 14 areas of school decision-making which among others included:

a. selecting textbooks and instructional materials

b. selecting a new principal when there is a vacancy

c. consulting with the principal when other vacancies are filled

d. deciding what is to be taught

e. deciding which teaching methods will be used

f. deciding how time will be used during the day

g. determining how available funds are to be spent.

As part of developing democracy at a school, Federal Hocking High School, located in rural Stuart, Ohio, in USA gives students an equal place at the table when faculty hiring decisions are made, when curriculum is chosen and when class offerings are determined. Former principal George Wood said,

> *"Students often find themselves preached to about values instead of practicing them. That's why our efforts have been to focus on practice rather than exhortation. Everything we do, including classroom teaching practices, school governance, students' experience both inside and out of school, assessment, even the organisation of the school day, is done with an eye toward developing democratic community."* (Fletcher, 2003).

Basing on what has been described above; there is evidence that some learning institution involve students in decision making. However, the literature reviewed does not explain the extent to which this process helps students to develop character.

2.9 What is character?

There are many challenges that rock education today. One of such challenges is the development of character in young people through education which focuses on direction and quality of life. In some scenarios, character is talked about in terms of citizenship. In whatever way, as an

educator, there is always interest to produce students who are positive towards their life and are geared to becoming productive citizens.

Character has been defined in the Oxford Advanced Learner's Dictionary 7th Edition (page 235) as "all the qualities and features that make a person, groups of people and places different from others". Wynne and Walberg (1984) looks at character as engaging in morally relevant conduct or words, or refraining from certain conduct or words. Pritchard (1988) looks at character as a complex set of relatively persistent qualities of the individual person and generally has a positive connotation when used in discussions of moral education. Generally, character whether good or bad, is considered to be observable in the way someone conducts him or herself (Waynne & Walberg, 1984).

The Character Education Partnership (CEP) looks at character as a three-part concept: understanding, caring about and acting upon core ethical values (Angella, 2011). In other words, in the CEP definition, character includes a cognitive and behavioral component. Thus, to become a person of character, one needs to develop all the three aspects.

The cognitive aspect of character is best understood as having two sides and these are knowledge and reasoning (Waynne & Walberg, 1984). At a learning institution, students need to know what is right and wrong and be able to figure it out themselves. The latter is especially true when facing novel, ambiguous, or contradictory circumstances, because students cannot be taught the correct response to all possible moral situations. Instead, they often need to figure out responses to moral circumstances on their own (Waynne & Walberg, 1984). Schools therefore need to teach knowledge relevant to ethical issues and to implement pedagogical practices that promote the development of relevant reasoning structures, such as moral reasoning, perspective taking and interpersonal understanding.

The second aspect of character is the affective component and this requires a different approach from that of the cognitive aspect. (Agella, 2011). As an aspect of character, it entails emotions and motivation. It has to do with valuing goodness, caring about right and wrong and committing to core values such as respect, responsibility, fairness and caring. The third aspect is the behavioral element of character which   has recently become a broader

and richer concept (Angella, 2011). One way of conceptualising the hand of character is by thinking about a helping hand. This aspect of character is the doing aspect and in character education, there are two forms namely: moral action and skills of social-emotional behavior (Waynne & Walberg, 1984). By reflecting on experiences that involve moral action, students strengthen the cognitive and emotional aspects of character. For character to be displayed there must be a place where it can be learned and this can be at home, church or school.

2.10 What is character education?

While recognizing the primary role that parents rightfully play in the character development of their children, it is also proper to affirm the essential role that learning institutions play in promoting students' character development and preparing them to be effective citizens through the curriculum. Character development is to be the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of day-to-day life of people (Edannur, 2010). It is so challenging to come up with a proper definition for character education but it must be looked at as the type of education that deliberately makes use of all dimensions of school life to foster optimal character development by utilising every aspect of schooling which is comprised of the curriculum content, the process of instruction, the quality of relationships at a learning institution, the handling of discipline, the conduct of co-curricular activities and the ethos of the total school environment (Lexmond & Reeves, 2009). It has been argued by Lumpkin (2008) that in many cases, character education provides long term solutions that can address moral, ethical and academic issues of growing concern to our society and key to the safety of the learning institutions. She further states that:

a. Character education not only cultivates minds, it nurtures hearts.
b. Character education gets to the heart of the matter literally.

Ideally, the goals of character education are to raise good citizens. While at school, students will be in a position to understand, care and act upon the core ethical values such as diligence, compassion, integrity and fairness and this becomes the core for a productive, just and democratic society (Battistich, Schaps, Watson, Solomon & Lewis, 2000). As students grow in character, they also grow in their capacity and commitment to do their best work, do the right thing and lead purposeful lives (Lexmond & Reeves, 2009). Effective character education involves creating the kinds of classroom and school environments that enable all students, without exception, to realize their potential to achieve the vital goals of education. The Character

Education Partnership (CEP) has identified eleven broad principles as defining a comprehensive approach to character education (Lickona, Schaps & Lewis, 2003) and these are:

a. promote core ethical values as the basis of good character.

b. define character comprehensively to include thinking, feeling and behavior.

c. use a comprehensive, intentional, proactive and effective approach.

d. create a caring school community.

e. provide students with opportunities to engage in moral action.

f. provide a meaningful and challenging curriculum that helps all students to succeed.

g. foster students' intrinsic motivation to learn and to be good people.

h. engage school staff as professionals in a learning and moral community.

i. foster shared moral leadership and long-term support for character education.

j. engage families and community members as partners in character education.

k. evaluate the character of the school, its staff and its students to inform the character education effort.

While the above principles are regarded a comprehensive approach to character education, involving students in some aspects of management can be crucial in the character development.

2.11 Aspects of character development

Learning institutions have the obligation to provide its learners with academic knowledge, skills and promote their character development. This helps schools to solve a variety of social problems among the learners, reducing the risk of involvement in negative behaviors and helping them to develop positive personal and social attitudes and skills that will help them to lead satisfying and productive lives which can make them become active and effective citizens in our democratic society (Lickona, Schaps & Lewis, 2003). On a policy perspective, this can mean that learning institutions must have programs that will enable their learners to develop good characters while at school which can be cost-effective approach to increasing learning, fostering good behaviours while at the same time preventing a variety of social problems.

The question now is: what should learning institutions be focusing on if they are to develop good characters in learners? Character refers to a much broader constellation of attitudes, behaviours, motivations and skills and it is more than simply avoiding involvement in socially undesirable behaviours (Lumpkin, 2008). Character includes attitudes such as the desire to do one's best and

being concerned about the welfare of others; intellectual capacities such as critical thinking and moral reasoning; behaviours such as being honest and responsible, standing up for moral principles in the face of injustice; interpersonal and emotional skills that enable us to interact effectively with others in a variety of circumstances; and the commitment to contribute to one's community and society (Miller & Kim, 1988). Stated simply, character is the realisation of one's positive development as a person intellectually, socially, emotionally and ethically. Although it is not easy to come up with specific ways on how to instill character in school going learners, it is the duty of any learning institution to prepare good ways that can help students to practice justice, honesty, fairness, critical thinking and moral reasoning.

2.12 The importance of character building as part of teacher education

Debate on character formation extends at least as far back as Aristotle's Nichomacean Ethics and Socrates' Meno and it continues to modern times (Edannur, 2010). In some cases, character education has been seen as a primary function of educational institutions. For example, John Locke, 17th century English philosopher, advocated education as education for character development. This theme was continued in the 19th century by English philosophers John Stuart Mill who argues that development of character is a solution to social problems and a worthy educational ideal (Miller & Kim, 1988). In his speech at Morehouse College in 1948, Martin Luther King Jnr. said,

> *"We must remember that intelligence is not enough. Intelligence and character is the goal of true education."* (Cited in Edannur, 2010).

As for teachers who are seen as role models in society, they are expected to be morally upright individuals who display good character (Lumpkin, 2008). Teachers are expected to teach and discipline their learners who in the end must be respectful to authority and be responsible when they are given different tasks. Some of the educational goals as desired by both the public and educators are academic competence and character development which are not mutually exclusive, but complementary (Wynne & Walberg, 1985). Competence allows character to be manifested in highest forms and vice versa. For example, Lickona (1991) found a positive impact of attempts to improve student achievement on independence, task persistence, cooperation and question-asking. In their writing, Etzioni (1984; Ginsburg & Hanson,1986) reported that students who were self-disciplined or more religious, hard working, or valued learning scored

higher on achievement tests. Kagan (1981), Wynne & Walberg (1985) argue that good character ought to be the primary focus as it is a goal in reach of more children than is high academic achievement and can result in less alienation from the school.

This however needs to begin with the teacher who is a role model to the learners. Unfortunately, in a classroom situation, a teacher is supposed to spend most of his/her time on issues that are being emphasized on the curriculum such as reading, mathematics, science with the intention of preparing the children for global technological information based market place (Lumpkin, 2008). In looking at the role of the teacher in character teaching to school-going children, Gurley (2011) argues that teaching character is really the parent's job to be played out in the confines of the home. However, many children do not have parents that are intentionally challenging them to exercise kindness and integrity. With work schedules and after school activities, sometimes the time that is spent with a teacher is longer during the weekdays than the time spent with a parent and so the importance of using those hours to teach things that really matter in life increases.

One of the functions of schools is to help learners develop socially and this can be achieved if they are given chance to interact with each other. As learners interact with each other, together with their teacher they need to tackle issues of real life which are beyond math, scientific facts and grammar rules (Gurley, 2011). In such situations, students learn from each other's stories, think about their lives and grow more connected to their learning environment. This kind of interaction has both social and personal benefits for students, which in the end increases effective school management (Gurley, 2011). Character in school-going students help to develop a positive school environment**.** When students are intentionally engaged in discussions and school program activities, the entire school begins to have a more positive atmosphere. Students feel more connected with each other, and teacher-student relationships are strengthened. Character education therefore allows students and their teachers to share life experiences, rather than book experiences only (Lumpkin, 2008). Students are expected to shape the society in future as adults. While it is important that they graduate intellectually and professionally, their value in becoming citizens who interact in the world with kindness, respect, integrity and moral behavior is also more important, hence the need for them to have education that can develop their character (Gurley, 2011).

2.13 Measurement of character

Although it is challenging to measure character, it becomes easy to define it in terms of one's actions. Traditionally, character development has focused on those traits or values appropriate for the industrial age such as obedience to authority, work ethics and working in groups under supervision (Miller & Kim, 1988). However, modern education must promote character based on values appropriate for the information age of which some of them are truthfulness, honesty, integrity, individual responsibility, humility, wisdom, justice, steadfastness and dependability (Pritchard, 1988). Character encompasses being good and doing right while behaving unethically is the antithesis of displaying character (Lumpkin, 2008). A national survey carried by the *Ethics of American Youth* in the United States of America conducted by Josephson Institute of Ethics in 2006, compiled the following self-reported behavior of high school students within 12 months (Lumpkin, 2008).

   a. 82% admitted to have lied to a parent
   b. 62% admitted to have lied to a teacher about something significant
   c. 33% copied a document on Internet as part of an assignment
   d. 60% cheated during a test at school
   e. 23% stole from their parents or other relative
   f. 19% stole something from a friend and 28% stole from a store.

While the above results do not spell out the causal factors and that the students involved were not being trained as teachers, the results must be a concern to any educator because there is a contrast if one looks at the importance of character in students. According to Gough (1998 in Lumpkin, 2008), the ultimate goal of character development occurs when each person reaches the point when doing 'good' becomes automatic or habitual.

2.14 Conclusion
Basing on the literature that has been reviewed, it is clearly indicating that involvement of stakeholders at any organisation is crucial. The review indicates that the effectiveness of involvement at any organisation will depend on the leadership, policy and practice being followed. The literature has also revealed that   institutions make use of different models to make sure that they are being run effectively. As of character development, it has also been revealed

that schools are crucial institutions to make sure that learners are developing good character. However, it is yet to be proved through this study as to what extent does the involvement of students in some aspects of management at a learning institution helps in character development. The next chapter will present research method and design that was used. The chapter is describing the study site, sample population, how data was collected and instruments that were used. Finally there is a description of data analysis.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the researcher describes the research paradigm that was used, methodology and the research design which includes administration of data collection instruments, sampling procedures and data analysis. The researcher further discusses validity of data collection instruments.

3.2 Research Paradigm

A paradigm is a way of looking at the world. It is composed of certain philosophical assumptions that guide and direct thinking and action in research (Creswell, 2003). Being quantitative, the study followed the positivists' line of thought. Fraenkel and Wallen (2009) argue that quantitative research originates from the positivism paradigm. Positivists believe that general principles or laws govern the social world as they do in the physical world (Creswell 2003). This means that researchers who are following this belief can discover the general principles and then apply them to predict human behaviour. Because the researcher was looking at the areas that students get involved in management which is part of the school life, it was easy to predict a behaviour that will come out as a result of such involvement, in this case, the character that was going to be developed after getting involved in some aspects of management.

Positivists' emphasise on measurement and gathering data with the objective technique as the best way to answer questions and to explain and predict behaviour (Creswell 2003; Fraenkel & Wallen 2009). It involves testing theories and hypothesis and so generalising findings to a larger population. The strength of quantitative research is that it is systematic and open to replication by other investigators (Creswell 2003). This study used a sample of the population to predict and generalise the results to the larger population, therefore, positivism as a paradigm was appropriate for this study.

3.3 Research Design

The researcher used the quantitative method and questionnaires were developed in line with the objectives. The study focused on two variables: one independent variable of "student involvement in the management of a learning institution" and the dependent variable of "student

character development". When the questionnaires were being developed, the researcher had the hypotheses in mind with the intention of proving them right or wrong.

3.4 Research questionnaires

The questionnaires that were used in data collection were designed for two groups of respondents and these were students and teachers. As a way of collecting data basing on the objectives, the researcher divided the questionnaires into the following sections:

a. Instructional section: this part guided the respondents on how to use the questionnaire in giving information

b. Biographical section: in this section of the questionnaire, respondents were asked to state their gender, time they have stayed at the college and their position at the college (on part of teachers).

c. Other sections described the following:

   i. areas of management in which students are involved in DAPP TTCs

   ii. aspects of characters that students develop in DAPP TTCs

   iii. the role of teachers in DAPP TTCs in supporting students to develop good characters

Since the study was quantitative in nature, a Likert Scale was used with a range of 1-5 (1 point as the lowest and 5 as the highest). Respondents were asked to circle the item that represented their view. The items were chosen basing on the following:

a. Strongly Disagree (SD=1 point)

b. Disagree (D=2 points)

c. Unsure (U=3points)

d. Agree (A=4Points)

e. Strongly Agree (SA=5)

The Likert Scale was used in the questionnaire because it was going to provide the researcher with the views of the respondents in the way they understood what was being asked. As a quantitative study, such information would be easy to be translated into percentages as a reflection of the respondents which helped the researcher to come up with information.

3.5 Study sites

The study was conducted in teacher training colleges under DAPP Malawi which are currently operating in four districts namely: Blantyre, Thyolo, Dowa and Mzimba. This was done for two reasons. Firstly, this is where this model of managing schools is being practiced in Malawi. Secondly, the researcher had experienced this model through working as a teacher but also as a college principal in one of the colleges (DAPP Dowa TTC).

3.6 Sample

Neuman (2007) argues that in a quantitative study, a researcher can use a smaller group of people as a sample but cannot generalise to a larger group. Basing on this, the study used 77 students (39 males and 38 females) and 11 teachers (6 males and 5 females) as a sample. While the research would have included other members of staff, the researcher decided to make use of teachers because it was going to be easy for them to understand the questionnaire because they were familiar with the management system unlike other members who were not directly linked with students and management because they work on temporary basis. The criteria for selecting the participants on part of students were:

a. being a male or female student at DAPP TTCs
b. more than one year of training
c. willing to take part in the research

The criteria for selecting teachers were:

a. being a male or female teacher working in DAPP TTCs
b. more than one year of working as a teacher educator
c. willing to take part in the research

The students were chosen because the researcher assumed that they might have a lot of experiences in as far as working with DAPP TTC management is concerned. As for teachers the researcher assumed that they had interacted with students for more than one year which was enough for them to give meaningful information. The other reason was that during the time of data collection, the students were in different primary schools near their colleges doing teaching practice and it was easy for the researcher to contact them. For the teachers, it was easy to contact them because they were still in their respective work stations.

3.7 Sampling technique

Purposive sampling was carried out with the aim of targeting information rich participants. In looking at the importance of using purposive sampling, Ndengu (2012) argues that the guiding principle is the common characteristics of the subjects that bind them together which would give them necessary data. The sample that was used in the study displayed the same characteristics in as far as the learning environment was concerned. Firstly, all colleges understudy follow the same pedagogical principles and philosophy in management. Secondly, the sample that was used in the study had stayed in their respective colleges for more than one year and this meant that they had almost similar experiences in as far as working with management in DAPP TTCs was concerned.

3.8 Validity

Validity means that a tool measures what it sets out to measure (Peat, 2002). To ensure validity of the research, questionnaires were piloted at DAPP Dowa TTC. A total of 20 students (10 males and 10 females) who had stayed at the college for 6 months were involved. For teachers, the study used a total of 4 teachers (2 males 2 females). The pilot study was done for the following reasons as noted by (Fraenkel & Wallen, 200):

a. to check whether the questions were clear.
b. to check the time the respondents would take to complete the questionnaire.
c. to check if respondents interpreted the questions correctly.

Through the pilot study, two things were noted. Firstly, 40% of the respondents (students) did not understand how they should answer. Secondly, some of the things that students were asked especially on areas of involvement they indicated that they were not sure of. Because of these observations, the researcher made some corrections on the questionnaires. To make sure that the questionnaires had no grammatical errors, one sample questionnaire was given to an English Language teacher to check for grammatical errors and corrections were made basing on the advice given.

3.9 Administering of questionnaires

The questionnaires were distributed by the researcher in all the four DAPP TTCs. On part of answering the questionnaires the researcher made two arrangements and these were:

a. for students, they answered the questionnaires in a classroom which was set as an examination room where every student answered individually.

b. on part of teachers, they also answered the questionnaires individually in their offices.

In all the circumstances, each respondent gave back the questionnaires to the researcher after finishing. To avoid bias, during the time of answering the questionnaires, the researcher was not in the classroom or in the offices where respondents were answering the questionnaires.

For students to answer the questionnaires, the time ranged from forty to fifty minutes while teachers it was thirty to thirty five minutes. All the questionnaires were collected immediately from the respondents after finishing.

3.10 Data analysis

Data was analysed using a computer aided statistical analysis program called Statistical Package for Social Sciences (SPSS) and results were presented in tables. This helped the researcher to come up with a good interpretation of the items that were in the questionnaires which reflected the context that was under study. The research focused on the following main areas:

a   areas of management in which students are involved in DAPP TTCs

b   aspects of positive characters that students develop in DAPP TTCs as a result of taking part in some aspects of management

c   role of teachers in DAPP TTCs in supporting students in character development

3.11 Ethical consideration

Ethical issues concerning the participants were considered because every human being has rights. The research proposal was submitted to the supervisors for approval. After the approval, the researcher got permission from DAPP Malawi School Sector Office to conduct the study in the 4 TTCs under DAPP Malawi. The participants were told about the aim of the research and were subsequently requested to give their consent to participate in the study by signing. The letter that was signed assured all the participants of privacy, confidentiality and anonymity of

their identity. They were also informed of their right to refuse or withdraw no penalty would be given upon such a decision.

3.12 Conclusion

The chapter has described the methodology used in the study by explaining the research paradigm, research design, how questionnaires were administered, study sites, study sample, validity, data analysis and ethical considerations.

The following chapter will present results of the study findings followed by interpretation and discussion with specific parameters derived from study objectives.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 PRESENTATION OF RESULTS

This chapter presents   results of the study in relation to the research hypotheses (RH) that were formulated in line with the research questions. This is followed by the interpretation and discussion. The first part looks at the biographical data of the respondents (students and teachers) from all the four teacher training colleges under DAPP Malawi namely: Dowa, Mzimba, Chilangoma and Amalika. The study findings are based on the following objectives and their hypotheses.

a. Areas of management in which students are involved in DAPP TTCs in Malawi.

RH: Students are not involved in management of DAPP TTCs in Malawi.

b. Aspects of character that students develop in DAPP TTCs as a result of taking part in management of the learning institution.

RH: Students develop no positive characters as they get involved in the management of the college.

c. Role of teachers in supporting students in character development.

RH: College teachers play no significant role in supporting students in character development

4.2 Biographical data

Table 2 illustrates the biographical data of the respondents (students and teachers).

Table 2: Biographical data for teachers and students

Respondent Sex	Position		Total number	Period of stay at the college	
	Teacher	Student			
				1 year	More than 1 year
Male	6	39	45	-	45
Female	5	38	43	-	43
Total	11	77	88		88

The analysis shows that all students (77) who were understudy as indicated in Table 1 had stayed at the college for a period of more than 1 year. The researcher feels that this period is long enough for someone to have enough experience of college life and an understanding of what goes around the college. Similarly all the teachers (11) who took part in the study have been teaching in DAPP TTCs for more than 1 year. For this reason, the researcher feels that the period is long enough for teachers to see characters that students develop and make critical analysis on what they say about their involvement in management of the college as they interact with them in different situations.

4.3 Areas of management in which students are involved in DAPP TTCs

In all the DAPP TTCs where the study was carried out, it was noted that students are involved in doing a lot of activities as part of their education. The activities among others include cooking during weekends, cleaning college premises, planning for college activities that involve students only such as sports, budgeting and buying materials for sanitation, sharing of food and making some decisions together with college management in the areas that directly affect students. In Table 3 (Items a-g), respondents gave their views in the way the college involves students in some areas of management.

Table 3: Areas of management in which students are involved in DAPP TTCs

Key: S=Student; T= Teachers; D=Disagree; U=Unsure; A=Agree; #= Number of respondents

Note: Disagree is a combination of Strongly Disagree and Disagree

Agree is a combination of Strongly Agree and Agree

Item (Area of involvement/participation)		D		U		A		TOTAL	
		#	%	#	%	#	%	#	%
a. Students in DAPP TTCs are involved and participate in cooking during week end.	S	0	0	0	0	77	100	77	100
	T	0	0	0	0	11	100	11	100
b. Students in DAPP TTCs are involved and participate in cleaning the college premises.	S	3	3.9	0	0	74	96.1	77	100
	T	2	18.2	0	0	9	81.8	11	100
c. Students in DAPP TTCs are involved and participate in planning for entertainment and sporting activities.	S	10	13	6	7.8	61	79.2	77	100
	T	3	27.3	0	0	9	81.8	11	100
d. Students in DAPP TTCs are involved and participate in budgeting and buying of materials for sanitation.	S	4	5.2	3	3.8	70	91	77	100
	T	2	18.2	2	18.2	7	63.6	11	100
e. Students in DAPP TTCs are involved and participate in making sure that there is fairness in sharing food.	S	8	10.4	4	5.2	65	84.4	77	100
	T	1	9.1	1	9.1	9	81.8	11	100
f. Students in DAPP TTCs participate in consultations and discussion with administration in decision making through student micro-groups on issues affecting students.	S	4	5.2	0	0	73	94.8	77	100
	T	0	0	1	9.1	10	90.9	11	100
g. Students in DAPP TTCs are involved in discussion in ensuring that there is fairness in allocation of manual work.	S	5	6.5	2	2.6	70	90.9	77	100
	T	0	0	1	9.1	10	90.9	11	100

The following paragraphs are presenting results from the respondents (students and teachers in Table 3) who gave views on the areas of management in which students in DAPP TTCs are involved.

(i)   Cooking during weekends

In Table 3, (Item a) the results show that 100% of the respondents (students and teachers) agreed that they are involved in cooking during the weekend in DAPP TTCs. Students are involved in cooking during week-end to help them appreciate challenges that cooks face when they are preparing food during the week. With such appreciation, it is assumed that students can understand if at one point cooks have not prepared their food well and on time and not resort into strikes because the food has not been prepared well and on time.

(ii)   Cleaning college premises

The other area in which students are involved is cleaning college premises. In all DAPP TTCs, there are no workers who work as cleaners; instead students are required to do manual work which among other things requires that they should make sure that the college premises are tidy. Each student has his/her portion where he/she goes everyday to clean. DAPP TTC management decided to include cleaning college premises as part of curriculum. The assumption is that if students take part in ensuring that the college is clean, they will also make sure that it is not dirty. In Table 3 (Item b) the results show that 96.1%   of the respondents (students) agreed to the fact that they are involved in cleaning college premises. On part of teachers, results show that 81.8% agreed that students are involved in cleaning college premises. This is done through sweeping, mopping and picking of litters within the college premises. Students take the responsibility of cleaning college premises so that they can take care of their own surrounding even when they have finished their education. It is assumed that such actions will help them to appreciate the importance of staying in a clean environment.

(i)   Planning for activities that involve students only

Planning is one of the functions of management. As such, DAPP TTC students are involved in planning for activities that involve students themselves. Examples of such activities include planning for entertainment and sporting activities. The study looked at the views of respondents on whether students are involved in planning or not. In Table 3 (Item c), results indicate that 79.2% of the respondents (students) agreed to the view that they are involved in planning for

college activities that are for students only. On the other hand, 3.9% disagreed. On part of teachers, results show that 72.7% agreed that students are involved in planning for activities that are for students only. On the other hand, 27.3% of the teachers disagreed. On part of students who disagreed, it is assumed that it is only few who take part in the process of planning while the rest just follow what has been planned by others. However, the most important thing is that it is their fellow students who plan for such activities.

(v)   Budgeting and buying of sanitation materials

Since students in all DAPP TTCs are involved in cleaning college premises, management decided that it must be the responsibility of the students to budget and buy materials for sanitation. Students budget according to what is allocated in the main budget. The group that leads this activity is the sanitation micro group in consultation with the rest of the students. In Table 3 (Item d), the results indicate that 91% of the students agreed with the view that college management involves them in budgeting and buying of sanitation materials. On part of the teachers, results indicate that 63.6% agreed that students in DAPP TTCs are involved in budgeting and buying of materials for sanitation. On the other hand, 5.2% and 18.2% students and teachers respectively disagreed with the idea that students are involved in budgeting and buying materials for sanitation.

(vi)   Ensuring that there is equal sharing of food among students

The other area in which students take part while at the college is sharing of food. When food has been prepared, it is the duty of students to make sure that every student has been given food. The study revealed that students make sure that there is equal sharing of food among them. It is the responsibility of the catering micro group to make sure that this is achieved. If there is a problem, students discuss openly during common meetings and things change for the better. Table 3 (Item e) shows the views of respondents on the idea that students are involved in making sure that food is equally shared among students. The study revealed that 84.4% of the students agreed that they ensure that there is equal sharing of food especially during the week end when they are cooking for themselves. On part of teachers, results show that 81.8 % shared the same view.

(vii)   Decision making

In DAPP TTCs, just like any learning institution, decisions are made to make sure that things are moving and issues are sorted out without problems. The involvement of students in management means that they have to take part in making decisions. It must be noted that it is not in all the areas that students take part in decision making. Students are asked to take part in decision making on issues that affect them directly. Such issues include making budgets to buy cleaning materials, entertainment, preparing college menu and sports. In looking at who makes decisions on issues that affect students, the study focused on whether it is college administration only, students themselves or students together with administration. In Table3 (Item f), results indicate that 94.8% of the students agreed with the view that decisions on issues affecting them are made in consultation with administration.

On part of teachers, the results indicate that 90.9% agreed that decisions on issues affecting students are made together with the administration through student micro-groups. It is through these micro-groups where they organise themselves and work with college management. Some of these micro groups are catering, sports, sanitation and entertainment. The representation of students through micro-groups is illustrated in (Figure 1). The researcher suggests that when students are given the opportunity to have discussions with teachers (administration), they can also develop good character because it is during such discussions where some concerns are raised and corrected. The process of discussion and consultation make teachers to be accountable and students can learn from that. This arrangement is in accordance with participatory model being practiced in DAPP TTCs where by decision making process is focused on the group before it is made.

(ii)   Ensuring that there is fairness in allocation of manual work

Results in Table 3 (Item g) show that 90.9% of the students agreed that issues concerning fairness in allocation of manual work involve students. On part of teachers results show that 90.9% agreed that discussions pertaining to fairness in allocation of manual work involve students in DAPP TTCs. Basing on the results from Table 3, it can be suggested that the more the students discuss fairness as an issue, the more the chances of developing good characters because one would not want to be discussed as an unfair person. These discussions can enhance the development of characters of fairness in the students because those who are concerned are likely to improve.

4. 4 Character that students develop as they are involved in management

In the table below (Table 4), there is a presentation of some traits of characters that students develop in DAPP TTCs as they take part in some aspects of management while at the college. The table has outlined the views of the respondents on the aspects of characters namely:

a. development of hardworking spirit

b. development of personal hygiene and desire to care for the environment

c. development of kindness and fairness towards each other

d. responsibility

e. tolerance

f. discipline

Table 4: Aspects of character that students in DAPP TTCs develop as a result of taking part in management aspects of the college

Key: S=Student; T= Teachers D=Disagree; U=Unsure; A=Agree; # = Number of respondents

Note: Disagree is a combination of Strongly Disagree and Disagree

Agree is a combination of Strongly Agree and Agree

Item		D		U		A		TOTAL	
	S	#	%	#	%	#	%	#	%
Aspects of character that students develop in DAPP TTCs as a result of taking in management aspects of the college.									
a. Development of hard working spirit	S	3	3.9	1	1.3	73	94.8	77	100
	T	1	9	0	0	10	90.9	11	100
b. Development of personal hygiene and desire to care for the environment	S	1	1.3	2	2.6	74	96.1	77	100
	T	2	18.2	3	27.3	6	54.5	11	100
c. Development of kindness and fairness	S	18	23.4	3	3.9	56	72.7	77	100
	T	4	36.4	2	18.2	5	45.5	11	100
d. Responsibility	S	6	7.8	4	5.2	67	87	77	100
	T	1	9	0	0	10	90.9	11	100
e. Tolerance	S	15	19.4	2	2.6	60	78	77	100
	T	5	45.5	1	9	5	45.5	11	100
f. Discipline	S	12	15.6	6	7.8	59	76.6	77	100
	T	3	27.3	2	18.2	6	54.5	11	100

The following paragraphs are describing some of the characters that students develop as they are involved in some aspects of management in DAPP TTCs. The results are taken from Table 4 with data from students and teachers.

(i)   Development of hard working spirit

In Table 4 (item a) results indicate that 94.8% of the students agreed to the view that their involvement in some aspects of management at the college has helped them to develop hard working spirit. On part of the teachers, 90.9% agreed that students develop hard working spirit. Hard working spirit comes in because students work in micro-groups, be it academic or other responsibilities where they encourage each other. For example, a group of students (3-4) can be in catering micro-group. This means that the group must work for the rest of the students on issues relating to food at the college for a specific period (3 months). For such a group to meet all the needs of their friends in as far as food is concerned there is need for them to work hard.

(ii)   Development of personal hygiene and care for the environment

The study revealed that when students are involved in cleaning the college premises, they develop personal hygiene and desire to care for the environment as a positive character. Table 4 (item b) results show that 96.1% of the students agreed and 54.5% of the teachers share the same view.

(iii)   Development of kindness and fairness

In Table 4 (item c) the results indicate that 72.7% of the students agreed with the view that as students are involved in some aspects of management, they also develop fairness and kindness towards each other. On part of teachers, results show that 45.5% agreed that students develop kindness and fairness as they are involved in some aspects of management. These characters are developed through their involvement in areas such as sharing of cleaning materials, allocation of fellow students to different working areas and food distribution during week-ends. In view of this, the researcher looked at what other things students discuss in their meetings. One of the issues that is discussed is that of fairness and kindness. In the study, two areas were looked at and these are food and allocation of manual work as indicated in Table 3.

(iv)   Responsibility

In Table 4 the results show that 87% and 90.9 % students and teachers respectively share the view that as students are involved in management of the college in DAPP TTCs, they also become responsible. On the other hand 7.8% and 9% of the respondents disagreed students and teachers respectively.

(v)   Tolerance

Item (d) in Table 4, results show that 78% of the students agreed that they tolerate with each other as they are involved in some aspects of management. On part of teachers results show that 45.5% agreed to the view. On the other hand 19.4% and 45.5% disagreed students and teachers respectively.

(vi)   Discipline

In Table 4 (item f) results show that 76.6% of the students agreed that their involvement in some aspects of management in DAPP TTCs help them to be disciplined in the way they do different things. On part teachers, the results show that 54.5% agreed that students in DAPP TTCs develop discipline as they are involved in some aspects of management.

4.5 Role of teachers in supporting students in character development.

This study looked at the role of college management structure in supporting good character development in students in all DAPP TTCs by seeking views of the respondents in looking at how teachers work in helping students to develop good characters.

In all DAPP TTCs, management allows teachers to work together with students especially during manual work. Respondents gave information on this as illustrated in Table 6

Table 5: Teachers working together with students.

Key: S=Student; T=Teacher; D=Disagree; U=Unsure; A=Agree; # = Number of respondents

Item	S/T	D		U		A		TOTAL	
Teachers working together with students		#	%	#	%	#	%	#	%
	S	1	1.3	0	0	76	98.7	77	100
	T	0	0	1	9.0	10	91	11	100

In Table 5, the results show that students and teachers (98.7% and 91% respectively) agreed that teachers work together with students especially during manual work. Students are likely to develop good character with this arrangement because teachers are acting as role models to students.

4.5 Conclusion

The results indicate that students and teachers were almost unanimous on every item that was asked. The next part of the chapter will present the discussion of the findings.

4.6   DISCUSSION OF FINDINGS

4.6.1 Introduction
This part will focus on the discussion of what came out in the findings. The discussion will follow the research objectives as outlined in Chapter One.

4.6.2 Areas of management in which students are involved in DAPP TTCs
The study results have shown that in all DAPP TTCs, students are involved in management. However, it must be mentioned that it is not in all the areas of management that require students' involvement. The study has shown that most of the areas that affect students directly are the ones that require student involvement. Basing on the pedagogical principles of DAPP TTCs, such arrangements help students to develop a sound attitude towards physical work in form of manual work, moving out of a comfort zone, realising and appreciating their efforts in improving boarding life through planning and doing practical work.

4.6.3 The Asset-based theory and involvement of students in some aspects of management
In looking at the Asset-based theory, the involvement of students in some aspects of management recognises the contribution of every single person as having capacities, abilities and gifts that can be useful in his or her community. However, such capacities can be beneficial to a particular community if they are put into use (Ryan, 2008). In case of DAPP TTCs, the researcher feels that management considers that students have capacities and abilities that can be used in management hence their involvement.

In the following paragraphs, there is a discussion in relation to the areas of management in which students are involved.

   (i)   Week end cooking and cleaning college premises

Under this area where students are involved, the study showed that 100% (for both students and teachers) agreed that they are involved in cooking during week ends (See Table 3). On part of cleaning college premises, results indicate that 96.1% and 81.8% (students and teachers respectively) agreed that students are involved (See Table 3). For this activity to be effective, it means that there are some students who are responsible for organising, planning and allocating fellow students. This is a management issue (Biafore, 2011; Bush, 2005). Students who are involved in the whole process (catering and sanitation) prepare a cooking and cleaning roster which enables each student to know the week- end he or she is preparing food for the rest of the

students and the place he or she is going to be cleaning. The involvement of students in doing manual work such as cleaning college premises makes them to be responsible in making sure that the college premises are not dirty. In addition, the researcher feels that such involvement helps students to appreciate the value of working with their own hands where they are moving out of the comfort zone and engage themselves in "dirty" work which is supposed to be done by labourers.

The fact that students in all DAPP TTCs take part in cooking during week- end and cleaning college premises, it is an indication that they are an asset to the institution. Through such contribution, the college can save money from employing workers to do the same job.

(ii) Planning for activities that involve students only

Planning is one of the functions of management (Bush & Middlewood, 2005). As such, students in DAPP TTCs are involved in planning activities that require them to take control of. Some of the activities include entertainment and sports. Under this category, results indicated that 79.2% of the students agreed that they are involved in the planning of activities that involve students only (See Table 3). For teachers, results indicate that 72.7% shared the same view. The results may imply that all the planned activities that are made by students themselves can easily be implemented because they would like to see results of their own initiatives. On the other hand, 13% and 27.3% of the students and teachers respectively disagreed with the view that they are involved in planning such activities. Although this is the case, it can be implied that students are involved in planning because it is not possible that every student should take part in planning but others are there to implement what has been planned in this case a specific student micro-group.

Since students are involved in planning for their own activities, they are regarded as assets to the institution because their capacities and skills in planning are used in coming up with activities that can help them to relax after classroom work which is also good for their health. In this regard, teachers are spared in doing such activities and concentrate on other equally important things such as preparing for teaching.

(iii) Budgeting and buying of sanitation materials

Sanitation is one of the areas that students are responsible for. In this regard, DAPP TTCs made it deliberate that students should be responsible in budgeting and buying sanitation materials. The study has shown that above 91% and 63.6% students and teachers respectively agreed that they are involved in making budgets and buying sanitation materials as indicated in (See Table

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3). Those that are assigned to do this type of work (sanitation micro-group) are required to prove that they have bought the necessary materials equivalent to the money given by producing valid receipts. The researcher feels that this is a management issue and students are trained to account for the resources given.

Budgeting and buying of sanitation materials involve a lot of work at a learning institution because mostly, students will require such materials so often. When students are asked to do this task, they are regarded as assets who can as well do the work just as a member of staff. The institution benefits because there is reduction of financial expenses that can be incurred in employing someone to be responsible for budgeting and buying of sanitation materials.

(iv) *Fairness in the sharing of food among students*

When students have prepared food (during weekend), they are responsible for making sure that food is shared fairly among all students. Basing on the study results, it has shown that 84.4% of the students agreed that food is at least shared fairly among students as indicated in (Table 3). It can be suggested that this is the case because students take full responsibility in food preparation and distribution during weekends. On the other hand, the study also revealed that 10.4% of students disagreed with this view. On part of teachers, 81.8% agreed while 9.1% disagreed. (See Table 3).

Instead of involving teachers to make sure that there is fair distribution of food among students, there is an arrangement agreed upon by all DAPP TTCs in looking at students as assets who can take that responsibility. By involving students in ensuring fare distribution of food among them, DAPP TTCs appreciate capacities that students have. It can therefore be suggested that students are regarded as assets who can do the job with responsibility.

(v) *Decision making in DAPP TTCs on issues affecting students*

In a school setting, learners being stakeholders should not be excluded in decision making. In addition to the fact that involving learners in decision making makes good sense in terms of democratic values, it is also conventional practice because organisational management is moving towards a form called collective, shared, distributed responsibility (Mgomezulu, 2013). The study has shown that students and teachers consult each other on issues affecting students. For example, Table 3 (item f) results show that 94.8% of the students agreed that consultations between teachers and students (through student micro-groups) take place when making decisions. On part of teachers, results indicate that 90.9% also agreed (See Table 3). Such

arrangements help both students and teachers to own and respect decisions that have been made together.

This is in line with (Bottery 1992; Bolman & Deal, 1991) who argues that participation in school management in most countries generally falls between consultation (pseudo participation) and involvement (partial participation) levels. In these two levels, there is no single group that can make a decision on its own. For example, in pseudo participation, no real decision making is allowed by those who are regarded as 'members' of the organisation and in partial participation, individuals can influence decisions but do not really have decision making powers (Biafore, 2011). As it appears, students in DAPP TTCs cannot make decisions on their own without consulting management and this applies to management but both parties can influence decision making. The involvement of students in decision making helps them to develop responsibility, confidence and problem solving skills through discussions on issues affecting their lives at school (Huddleston, 2007).

In looking at the Asset-based theory which is guiding the research, there is a shift from dominance to collaboration, dynamic partnership and participation of people in an institution (Ellof & Ebersohn, 2011). In addition, it can be suggested that such arrangements reflect the bottom-top approach which is the main idea of the Asset-based theory where there is much emphasis from a service to an empowerment perspective (Ellof & Ebersohn, 2011). As part of character development, involvement of students in decision making helps them to appreciate the process of decision making, realise how difficult it is to make good decisions and make them own the decisions they have made together with college administration.

This may suggest that promotion of student involvement in management and decision making is crucial and will help them to be ready for a lifetime participation in their communities and nation. It is the responsibility of learning institutions to prepare students so that they should be responsible citizens in society. Since both students and teachers consult each other in decision making, it can be suggested that DAPP TTCs regard students as assets because their contribution on issues that affect them while in college is important.

(vi)   *Ensuring that there is fairness in allocation of manual work*

When students are involved in the allocation of manual work, they need to be careful in making sure that they are exercising some fairness. Results in Table 3 shows that 90.9% for students and

teachers agreed that issues concerning fairness in allocation of manual work are discussed. It can be suggested that students aim at fairness to prevail among them.

As regards to students as assets, the researcher feels that instead of involving teachers to champion such discussions, DAPP TTCs considers students as equally important in making sure that there is fairness in allocation of manual work.

In summary, the researcher feels that the use of the Asset-based theory as a framework fits well in the involvement of students in some aspects of management of DAPP TTCs because their capacities, abilities and skills are being utilised hence they are assets to the college. This arrangement helps the college in saving some money at the same time giving teachers more time to prepare for other equally important activities. Finally, the students are also regarded as potential stakeholders within the college as an organisation in terms of their input in managing the college and this helps them to be self reliant in future.

Testing of Hypothesis

On the basis of the discussion that has been made on the involvement of student in some aspects of management, the following hypothesis is tested.

Hypothesis 1: students of DAPP TTCs are not involved in some aspects of management

The data presented in Table 3 (Items a-g) and discussed in the following paragraphs shows that the students and teachers in all DAPP TTCs in Malawi held a strong view that the students were in fact deeply involved in some areas of management of the colleges. Given the above views, the hypothesis that the students of DAPP TTCs are not involved in the management of the colleges is thus rejected.

4.7 Student character development

4.7.1 The character development conceptual framework and the involvement of students

In the following discussion, an explanation has been made on how involvement of students in some aspects of management helps them to develop character in relation to the theory of character development.

Character development takes place within a social context of a person's community (Vezzuto, 2004). As for students, the community is comprised of the family, peers and school environment. For the sake of this study, the school environment will be used as a context in which character can develop. In a school setting, character development is nurtured by providing students with different opportunities such as discussing issues, develop rules and norms and plan activities (Vezzuto, 2004). In case of DAPP TTCs, there are indicators that opportunities were given to students to discuss issues about fairness among themselves in relation to allocation of manual work and food distribution (Table 3 item g), planning for college activities that involve students only such as entertainment and sports (Table 3 item c), budgeting and buying sanitation materials (Table 3 item d). The researcher therefore suggests that as students are involved in some aspects of management, they are likely to develop some positive elements of character derived from their participation in management.

Looking at behaviour as the final component of character development (Vezzuto, 2004) it is important to consider discipline as one of the personal virtues. The study suggests that as students are involved in management of the college, they learn how to be disciplined. For example, in case where students are involved in food preparation during week-end there is need to be disciplined for them to meet the expectations of other students (Table 3 item a). In addition to elements of character development discussed, the following paragraphs present additional elements.

4.7.2 Aspects of characters that students develop as a result of taking part in management.

This part is presenting the discussions pertaining to aspects of character that students develop as they take part in management. The aspects that are developed basing on the study are:

a. hard working spirit
b. development of personal hygiene and desire to care for the environment
c. development of kindness and fairness towards each other

d. responsibility

e. tolerance

f. discipline

The following paragraphs are discussing positive characters that students in DAPP TTCs develop as they take part in some aspects of management. The discussions are taken from Table 4.

(i)   Hard working spirit

The study results show that 94.8% and 90.9% students and teachers respectively agreed that they develop hard working spirit (Table 4). This is the case because students work in micro-groups be it academic or other aspects of life at the college where they encourage each other. For example, a group of students (3-5) can be in catering micro-group and it means that the group must work for the rest of the students on issues relating to food at the college for a specific period (3months). For such a group to effectively manage issues relating to food, it will require hard working and dedication on their part. In addition, hard working spirit as a character is developed in students through their involvement in manual work such as cleaning of college premises. The researcher suggests that asking students to do manual work was important because it is a way of teaching them the value of hard work and they are able to do different work with their own hands without waiting for someone to do the job.

As part of college life, students in their assigned micro-groups make sure that they do the best on behalf of their friends. It can be suggested that as students involve themselves, hard working spirit develops and becomes part of their life. When they are given tasks in the future, it will be easy for them to work hard so that they should produce good results. Vezzuto's framework (2004) assets that when students are given an opportunity to solve problems, practice pro-social behaviours and be self disciplined over a period of time. As they reflect on them, they are bound to acquire some of the positive elements of what they did. Engaging and sustaining on hard work demands determination and discipline. It is likely that students in DAPP TTCs acquire such elements through such hard work.

(ii)   Development of personal hygiene and desire to care for the environment

Development of personal hygiene and desire to care for the environment is another aspect of character that students develop as they take part in management of the college. Results from the study have revealed that 96.1% and 54.5%, students and teachers respectively agreed that when students are involved in cleaning college premises they develop personal hygiene and desire to care for the environment (Table 4, item b). Every morning students take part in cleaning the college surroundings and this makes them to be mindful of the state of their environment   as they begin to make sure that their surroundings, including their hostels, are always clean. As is the policy in DAPP TTCs, there are no workers who are employed as cleaners. Instead, the college considers this as an opportunity for training students a sense of responsibility to keep their environment clean. This may imply that through such experiences, students are likely to develop a life-long appreciation of personal hygiene and care for the environment.

(iii)   Development of kindness and fairness towards each other

The study has shown a high degree of agreement that students develop the spirit of kindness and fairness towards each other. This is illustrated in Table 4 (item c) where 72.7% and 45.5% of the students and teachers respectively agreed. This fairness is felt in food distribution and allocation of manual work tasks to fellow students. It can be suggested that these elements of character are developed because one of the issues that students in DAPP TTCs discuss in their meetings is kindness and fairness.

The researcher feels that such discussions can enhance the development of kindness and fairness in students because those that are concerned are likely to improve because discussions are done openly. In his critique on character education, Huitt (1997) argues that modern education must promote character based on appropriate values such as truthfulness, honesty, integrity, responsibility, justice and dependability. In addition, it has been argued by Angella (2010) that there is a second aspect of character and this is the affective component that deals with emotions of which fairness and caring are part. These values can easily be abused by someone in a position of control, such as sharing of food and allocation of manual work. In such a position, one would have to be fair, dependable, honest and just if others are to be satisfied. Living in an environment where fairness is expected by everyone for more than one year, there is high probability that the behavior will remain life-long.

Since a school is one of contexts in which character can develop, the way its members feel about it matters. Vezzuto (2004) in the conceptual framework for character development argues that a good school environment contributes to good character development. The school environment is a combination of beliefs, values and attitudes shared by students and teachers. When a school has a good environment, members of that school help and care for each other. In a school where students feel safe and supported physically, socially and emotionally such a school contributes to character development. In addition, a school that considers respect, responsibility and caring is establishing a positive school environment it reflects high expectations of behaviour and provides support for students. It can be suggested that as students feel that there is kindness and fairness towards each other while at school, they are likely to do the same to other people after graduating.

(iv)   Responsibility

Responsibility as a core ethical value is one of the pillars of character development and that an effective character education program encourages individuals to practice (Gruber & Hutson, 2003). Considering the different responsibilities that students in DAPP TTCs are entrusted with in managing the college, there is high probability that by the time a student finishes his or her training, he or she would become responsible and have self drive when doing things. As indicated in Table 4 results indicate that 87% and 90.9% of students and teachers agreed respectively. It must be noted that students are placed in a micro-group (See Figure 1) for a period of three months and go to another group where they perform different roles. As a result, students are trained in all aspects of life. Behaviour as a final component of character development is also characterised by the development of social virtues such as being compassionate, courteous and trustworthy (Vezzuto, 2004). It can be suggested that as students in DAPP TTCs become responsible in performing some managerial tasks they can be trusted in the future. It is assumed that when students are exposed to situations that can make them develop responsibility for a long time, there is a high chance that this can be a life long character.

(v)   Tolerance

Through the use of micro-groups, students work together during cleaning, week end cooking and decision making as indicated Table 3 where respondents indicated that students get involved in these areas. The study suggests that students can develop tolerance as a character because most

of the times they work in micro-groups. The issue of team work is clearly spelt out in the following Pedagogical Principles that is used in running all DAPP TTCs which states that:

> *"Together with their fellow students, they must be the driving force in the work in order to learn more"* (DNS Malawi 2008).

The idea of asking students to recognise the importance of tolerating each other, helps them to appreciate the efforts of many people hence developing a chain of relationships despite that such efforts are only recognised due to the number of people in a group. It must be noted that most of the work that affect students directly in DAPP TTCs is done in student micro-groups. For such micro-groups to function properly there is need for effective and tolerant team work. Through different experiences in their groups, chances are high that students can learn useful lessons and life skills such as coexistence and tolerance. This suggests that a student who was only hoping that his or her ideas are the best can also start to accommodate other people's views. This can also help a particular student to develop both socially and intellectually.

Vezzuto's framework for character development (2004) assets that when students are working with others, they learn to develop social and emotional competencies which refer to the capacity to recognise and manage emotions, solve problems effectively, establish and maintain positive relationships with others. This can eventually help them to develop positive character that will enable them to live and work with others.

(vi)   Discipline

This is one of the character that students develop after finishing training at DAPP TTC. (See Table 4). Considering that students are involved in some managerial activities while they are at the college, they are likely to be disciplined. This is so because, among other things, they will be required to effectively work for others and meet deadlines for some tasks. This will demand total discipline from the students. As they keep on practicing while at the college, it is likely that it will remain in their minds for some time and be conscious of what they will be doing even after their training at DAPP TTC. Vezzuto (2004) in the conceptual framework for character development argues that the final component of character development is behavior with self-discipline as one of the traits. As students act and reflect upon their own behavior, they grow their knowledge, strengthen their thinking and impact their own values. When students are learning to act upon their own values, they develop social and emotional competencies which

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refer to the capacity to recognise and manage emotions, solve problems effectively, establish and maintain positive relationships with others.

Basing on the theory of character development, the researcher feels that involvement of students in some aspects of management provides an opportunity for them to develop positive character through displaying some traits of positive character such as responsibility, discipline and fairness. It is hoped that when student teachers develop these traits and go to school to teach, they will remain at a point when doing good becomes automatic (Lumpkin, 2008).

Testing of hypothesis

On the basis of the discussion in the previous paragraphs about involvement of students in some aspects of management and theory of character development, the following hypothesis is tested.

Hypothesis 2: students of DAPP TTCs develop no positive character as they get involved in management of the colleges.

The data presented in Table 4 and discussed in the subsequent paragraphs, shows that the students and teachers of DAPP TTCs in Malawi held a strong view that the involvement of students in some aspects of management helps them to develop positive character. Based on the above findings, the hypothesis that students of DAPP TTCs develop no positive character as they get involved in the management of the college is thus rejected.

4.8   The role of teachers in student character development in   DAPP TTCs

For good character development at a learning institution to be realised, there is need for teachers to help students to develop good characters. In this part of discussion, the focus will be on the role of teachers in helping students to develop good characters.

(i)   Teachers as role models

In all DAPP TTCs, management allows teachers to work with students when there is manual work. The study results indicate that 98.7% and 91% of students and teachers respectively agreed that teachers and students work together when there is manual work (See Table 5). Considering the work of teachers at a learning institution, most of the times they are daunted with classroom activities aiming at helping learners pass examinations. With this arrangement, it might be suggested that teachers act as role models to students. Johnson (2013) argues that part of character education is encouraging the acquisition of habits by offering students effective role models in real life. In a way, this suggests that teachers are acting as role models to students when they are doing manual work together with students. Considering that teachers act as leaders

at a learning institution, such scenario is consistent with the Transformational Leadership Theory which states that leaders are moral agents, values led, role models, people centered, charismatic and achievement oriented (Northouse, 2010). It can be suggested that the idea of asking teachers and students to work together is an inspiration to students because they are likely to appreciate that doing physical work is not for students only. When such students graduate as teachers, they are likely to do the same with their learners and this will motivate young learners to work as well.

Testing hypothesis

On the basis of the forgone discussion, the following hypothesis is tested

Hypothesis 3: college teachers play no significant role in supporting students to develop positive character through role modeling.

The data presented in Table 5 and discussed in the subsequent paragraphs shows that the students and teachers of DAPP TTCs in Malawi held a common view that the teachers in DAPP TTCs in fact play a significant role as role models to students. Therefore, the hypothesis that the college teachers play no significant role in supporting students to develop positive character through role modeling can not be accepted.

4.9 Remarks

The researcher noted that both students and teachers were almost unanimous on every item of the questionnaire. He is mindful of this trend because lack of diligence in developing the questionnaire, failure to pre-test and poor administration of the questionnaire can affect its validity. All these aspects were taken care of as mentioned in Chapter 3. The researcher personally administered the questionnaires and collected them immediately. In other words, there was no time where respondents could have colluded to give similar responses. The researcher is not certain whether responses are indicative of bias or are a true reflection of their personal views about the issues contained in the questionnaires. It is therefore important to look at the issue of possible response bias more closely.

According to Wikipedia, the free encyclopedia, response bias is usually prevalent in the types of studies that involve participant self- report. Self- reports require respondents to talk about themselves. In the case of this study, the students were not asked to talk about themselves in their

personal capacity, but only as a group of students. For better understanding of response bias, here are the four types of biases (Wikipedia, the free encyclopedia; Holbrook, 2008; Heine & Lehman, 1995).

(i)   **Acquiescence bias:** this is a type of bias where respondents have a tendency to agree with all the questions. In such cases, it seems the respondents would like to be agreeable in order to avoid disapproval of the researcher. In the case of this study, there was no need for students and teachers to be agreeable because all of them were adults who could think independently. Besides, even if they had disagreed, the researcher would not have known because the questionnaires did not require personal information.

(ii) **Demand characteristics**: this is a type of bias that is common in experimental studies. This arises because participants are actively engaged in the experiment and may try to figure out the purpose or adopt certain behaviours they believe belong in an experimental setting. In such a scenario, participants end up altering their behaviour consciously or unconsciously and this affects the validity of the results. Since this study was not experimental, such type of bias does not apply.

(iii) **Extreme responding:** this is a form of bias where respondents only select the most extreme options. For example, on a Lickert scale they would either select "strongly agree" or "strongly disagree." This is common among people with lower intelligence. The majority of the students who took part in the study can not be described as of lower intelligence.

(iv) **Social desirability bias**: this is a type of bias where respondents want to be good. The driver of this tendency is to appear favourable to the researcher. This may be the case in the college where the researcher is a member of staff, but it cannot be the case in other two colleges where the students do not know him much.

Responses from teachers displayed a similar pattern as that of students. It is difficult to believe that the teachers too could have been under the influence of any of the four types of biases. In brief, it is reasonable to conclude that the responses from the students and teachers are unbiased and a true reflection of what they observed.

4.10 Conclusion

It is important to appreciate the primary role that parents rightfully play in the character development of their children. At the same time, it is also proper to affirm the essential role that learning institutions play in promoting students' character development through school curriculum whose implementation is facilitated in class by teachers and any other programs or activities that can be organised.

This chapter has presented study findings on student involvement in management and the results indicate that students in DAPP TTCs are involved in some aspects of management. The study has established that students are only involved in managing issues that directly affect them and taking care of the school environment. The issues that students manage are food preparation and distribution (during weekends), cleaning of college surroundings, planning sporting and entertainment activities, budgeting and buying of sanitation materials.

Secondly, the study has also established that students are also involved in decision making on issues that affect their lives at the college and this is done in consultation with management through teachers. As part of the decision making process, the study has established that students in DAPP TTCs are organised in small groups (3-5 members) where decisions are made in consultation with their teachers. This arrangement helps students to work as a whole and have access to management. Despite that the involvement of students is only in few areas and that they cannot execute decisions on their own, the study has shown that this arrangement help students to develop positive elements of character such as hard working spirit, desire to care for the environment, responsibility, tolerance, discipline and kindness.

In looking at the role of teachers in helping students to develop good character, majority of the respondents were of the view that these elements of character are developed because teachers work as role models to students.

Chapter Five will present conclusions, recommendations and possible implications of the findings of the study in line with the objectives. Study limitations, area for further study and contributions of the whole study have been presented at the end of the chapter.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The findings from the research were presented and discussed in Chapter Four. Basing on the findings, this chapter will provide the main conclusions and implications in line with the research objectives. In addition, presentation will be made on limitations of the study, suggestions of areas for further research and the final conclusion.

5.2. Findings, conclusions and implications.

This section will list the findings from the study conclusions and provide their implications.

5.2.1 Areas of management in which students are involved

The study results have shown that students are involved in managing the colleges though in selected areas that directly affect their college life. The areas are; preparation of food during the weekends, cleaning college premises, planning for activities in which all students will take part such as sports and entertainment, budgeting and buying of sanitation materials, making sure that food is equally shared among students and ensuring that there is fair allocation of manual work. It was concluded that DAPP TTCs make it possible that students are taking part in running the college in one way or the other. This means that students are imparted with some managerial skills while they are at college.

It can be suggested that all DAPP TTCs in Malawi, consider students as assets when it comes to management of colleges. Basing on the Asset-based theory, students are considered as people with capacities and skills in college management rather than leaving everything to their authorities.

Implications

In all the areas of management that involve students to be effective, there is need for cooperation and team work among the students. It is suggested that if such cooperation and spirit of team work is instilled in students who are being trained as teachers, it will be easy for them to cooperate with fellow teachers and other stakeholders in the schools they will be posted to.

5.2.2 Positive character that students develop in DAPP TTCs

Through the involvement of students in taking part in managing the college, the study has shown that as students are undertaking some responsibilities at the college, they are also developing character in the process. The study suggests that students develop among other things the spirit of hard working, desire to care for the environment, kindness during training, responsibility, tolerance and discipline. It can be suggested that while students are developing these elements of character, the college also benefits from their involvement in some aspects of management because some of the activities that would have been done by members of staff are done by students.

Learning institutions can facilitate the development of positive character in students. What is required is to think of ways of doing it. It has been argued by Lexmond & Reeves (2009) that fostering optimal character development can be done by utilising every aspect of schooling which is comprised of the curriculum content, the process of instruction, quality of relationships at a learning institution, conduct of co-curricular activities and the total school environment.

To support the development of character within students, it is necessary to understand how it is developed. The conceptual framework by Vezzuto (2004) asserts that students can develop character traits as long as there is a good environment and opportunities to practice. Understanding how character traits are developed will help equip educators to understand, practice and reflect upon the most effective educational practices to develop character.

Implications

The importance of character development cannot be overemphasised. Looking at the character traits that are developed by students in DAPP TTCs through their involvement in some aspects of management, it is suggested that they will be hard workers in their future schools and this will help them succeed in their profession. In addition, these students are going to help learners in schools as well by involving them in different areas just as colleges did with them. Regarding responsibility, these students are expected to support the school management. This can reduce the issues of unnecessary strikes that take place in some of the learning institutions. As for tolerance, it is suggested that students will be in a position to accommodate other people's views which is critical in a democratic society. Discipline is one of the important aspects that a person in any community should have. When students are trained to be disciplined, it will be easy for

them to apply the same principles in their future schools. This will help them to be effective because they will be able to meet deadlines for different tasks.

5.2.3 Teachers as role models to students

Basing on the study results, it has shown that teachers worked together with students even in manual work. It is suggested that such arrangements inspire students to work because they feel that manual work is for everyone. Teachers are also seen as role models in the way they work.

Implications

When students have graduated as teachers, there is high probability that they will do the same with their learners especially at classroom level. This will help their learners to value the importance of hard work in their lives.

5.2.4 Recommendations

Basing on the study findings, the researcher recommends the following:

a. Students in learning institutions should be given chance to take part in some aspects of management if they are to develop positive character.

b. Teachers in learning institutions need to be good role models to students so that they can appreciate what is being advocated.

5.2.5 Study limitation

The results seem to be encouraging however, the study was carried out only in private TTCs under one organisation.

5.2.6 Areas for further study

The study has found that some traits of good character can be developed when students are involved in some aspects of management. The researcher therefore suggests that:

a. A study should be conducted on teachers who have graduated from DAPP TTCs to see how they use their college experience in their teaching profession to evaluate the impact.

b. A comparative study should be carried out to see the difference between teachers who have graduated from public TTCs and DAPP TTCs with purpose of learning from the experiences.

5.2.7 Contributions of the study

The researcher feels that the study has made the following contributions:

a. The study has been done in Malawi particularly in DAPP TTCs for the first time. Therefore, this might have contributed to the body of knowledge in the literature on managing learning institutions such as DAPP TTCs.

b. The study will help educators to further understand how learning institutions can promote character development in students.

5.2.8 Closing remarks

The study has revealed that involvement of students in some aspects of management in DAPP TTCs helps them to develop positive character. Students in DAPPP TTCs are involved in areas such as cooking during weekend, cleaning college premises, planning for college activities that involve students only such as entertainment and sports, decision making, budgeting and buying of sanitation materials.

Through such involvement, students in DAPP TTCs develop positive character such as hard working, responsibility, tolerance, discipline, kindness, fairness, personal hygiene and desire to care for the environment. As students are involved in some aspects of management, they are considered as assets in the school management and DAPP TTCs as learning institutions are providing an environment for character development.

Students in learning institutions should be given chance to take part in some aspects of management if they are to develop positive character. Such kind of arrangement complies with democratic management principles being advocated in most of the organisations.

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Appendix A

REQUEST TO CONDUCT RESEARCH IN DAPP TTCs IN MALAWI

TO: The Sector Leader, DAPP Malawi, P.O. Box 2732, BLANTYRE

FROM: BLESSINGS C.K. KAMBEWA

RESEARCH WITH MZUZU UNIVERSITY

I write to request your permission to conduct research in DAPP TTCs in Malawi namely: Dowa, Chilangoma, Mzimba and Amalika. The intention of this research is to gather information to find out the extent to which the involvement of students in management helps in character development. This area is my focus in a thesis I am currently undertaking with Mzuzu University for the fulfillment of the requirements for Master of Education in Teacher Education.

In the process of gathering this information, students and teachers will be engaged. Be assured that all participants will not be coerced and they have the right to withdrawal from the study anytime.

Questionnaires will be administered and the research is solely for academic purposes and not to question your practices in your teacher training colleges.

My supervisor is Dr. V.Y Mgomezulu who can be contacted on 0993 962 871
Email: mgomezulu@hotmail.com

You can contact me on 0999 408 874 or 0881 233 566
Email: bkambewa@yahoo.com

Appendix B

QUESTIONNAIRE A: TO BE COMPLETED BY STUDENTS

This questionnaire seeks information on the extent to which student involvement in management of a learning institution contributes to student character development. The data gathered from this questionnaire is for academic purposes only. Information given will be treated with utmost confidentiality and any personal detail will be kept anonymous.

NAME OF THE COLLEGE:……………………………………….

Instructions

   a.   Please answer all the questions
   b.   In section A, you are requested to tick in the box that represents your status
   c.   In section B to E you are requested to indicate your views on the statements in the tables by circling a number that represents your view.
   d.   In the open ended questions, you are requested to fully explain your views.
   e.   You are requested to be honest.
   f.   A key to responses is provided below.

SD=Strongly Disagree	D=Disagree	U=Unsure	A=Agree	SA=Strongly Agree

   Section A: Biographical Data
(i)   Gender: Male [ ]   Female [ ]
(ii)   For how long have you stayed at the college: 1year [ ]

More than 1 year [ ]

Indicate your views on the statements in the following tables by circling a number that represents your view.

| SD=Strongly Disagree | D=Disagree | U=Unsure | A=Agree | SA=Strongly Agree |

Section B: Involvement/participation

a. Students in DAPP TTCs are involved and participate in:

Area of involvement/participation	SD	D	U	A	SA
i. Cooking during week ends	1	2	3	4	5
ii. Cleaning the college premises	1	2	3	4	5
iii. Budgeting and buying materials for sanitation	1	2	3	4	5
iv. Planning college activities that involve students only such as sports and entertainment	1	2	3	4	5
v. Making sure that there is fairness in sharing food	1	2	3	4	5
vi. Consultation and discussion with administration in decision making through student micro-groups	1	2	3	4	5
vii. Discussion in ensuring that there is fairness in allocation of manual work	1	2	3	4	5

Section C: Decision making at the college on issues that affect students

Indicate your views on the statements in the following tables by circling a number that represents your view.

| SD=Strongly Disagree | D=Disagree | U=Unsure | A=Agree | SA=Strongly Agree |

b. Decisions on issues that affect students at the college are made by:

Who makes decisions on issues that affect students	SD	D	U	A	SA
i. College administration only	1	2	3	4	5
ii. Students themselves	1	2	3	4	5
iii. Students together with college administration	1	2	3	4	5

Section D: Character development

Indicate your views on the statements in the following tables by circling a number that represents your view.

| SD=Strongly Disagree | D=Disagree | U=Unsure | A=Agree | SA=Strongly Agree |

    c. Students develop the following aspects of character as they take part in management at the college:

Aspects of character	SD	D	U	A	SA
i. Kindness	1	2	3	4	5
ii. Responsibility	1	2	3	4	5
iii. Leadership	1	2	3	4	5
iv. Discipline	1	2	3	4	5
v. Hard working	1	2	3	4	5
vi. Care for environment	1	2	3	4	5
vii. Tolerance	1	2	3	4	5

Indicate your views on the statements in the following tables by circling a number that represents your view.

| SD=Strongly Disagree | D=Disagre | U=Unsure | A=Agree | SA=Strongly Agree |

    d. During common meetings the following issues concerning fairness are openly discussed

Area for discussion	SD	D	U	A	SA
i. Fairness in food distribution	1	2	3	4	5
ii. Fairness in allocation of manual work	1	2	3	4	5
iii. Fairness in distribution of sanitation materials	1	2	3	4	5

E. The role of teachers in character development of students

Indicate your views on the statements in the following tables by circling a number that represents your view

SD=Strongly Disagree	D=Disagree	U=Unsure	SA=Strongly Agree

e. This is how teachers help students to develop characters:

Your view on how teachers help students to develop characters	**SD**	**D**	**U**	**A**	**SA**
i. They demonstrate the spirit of hard work	**1**	**2**	**3**	**4**	**5**
ii. They set bad examples to students	**1**	**2**	**3**	**4**	**5**
iii. They act as role models to students	**1**	**2**	**3**	**4**	**5**
iv. They are good at time management	**1**	**2**	**3**	**4**	**5**

Indicate your views on the statements in the following tables by circling a number that represents your view.

SD=Strongly Disagree	D=Disagre	U=Unsure	A=Agree	SA=Strongly Agree

f. This is how management contributes good character development in students in the college.

Your view on how management contributes to good character development	**SD**	**D**	**U**	**A**	**SA**
i. Requires students and teachers to work together (e.g. when there is manual work/common action).	**1**	**2**	**3**	**4**	**5**
ii. Requires students and teachers to discuss important issues in micro-groups.	**1**	**2**	**3**	**4**	**5**
iii. Management makes consultations with students on important issues that affect students.	**1**	**2**	**3**	**4**	**5**

Thank you so much

Appendix C

QUESTIONNAIRE A: TO BE COMPLETED BY TEACHERS

This questionnaire seeks information on the extent to which student involvement in management of a learning institution contributes to character development. The data gathered from this questionnaire is for academic purposes only. Information given will be treated with utmost confidentiality and any personal detail will be kept anonymous.

NAME OF THE COLLEGE:…………………………………….

Instructions

   a.   Please answer all the questions
   b.   In section A, you are requested to tick in the box that represents your status
   c.   In section B to E you are requested to indicate your views on the statements in the tables by circling a number that represents your view.
   d.   In the open ended questions, you are requested to fully explain your views.
   e.   You are requested to be honest.
   f.   A key to responses is provided below.

| SD=Strongly Disagree | | D=Disagree | | U=Unsure | | A=Agree | | SA=Strongly Agree |

Section A: Biographical Data

i.   Gender: Male [ ]   Female [ ]

ii.   For how long have you stayed at the college: 1year [ ]

                                                     More than 1 year [ ]

iii.   What position are you holding in the college currently?..

Indicate your views on the statements in the following tables by circling a number that represents your view.

| SD=Strongly Disagree | D=Disagree | U=Unsure | A=Agree | SA=Strongly Agree |

Section B: Involvement/participation

a. Students in DAPP TTCs are involved and participate in:

Area of involvement/participation	SD	D	U	A	SA
i. Cooking during week ends	1	2	3	4	5
ii. Cleaning the college premises	1	2	3	4	5
iii. Budgeting and buying materials for sanitation	1	2	3	4	5
iv. Planning college activities that involve students only such as sports and entertainment	1	2	3	4	5
v. Making sure that there is fairness in sharing food	1	2	3	4	5
vi. Consultation and discussion with administration in decision making through student micro-groups	1	2	3	4	5
vii. Discussion in ensuring that there is fairness in allocation of manual work	1	2	3	4	5

Section D: Decision making at the college on issues that affect students

Indicate your views on the statements in the following tables by circling a number that represents your view.

| SD=Strongly Disagree | D=Disagree | U=Unsure | A=Agree | SA=Strongly Agree |

b. Decisions on issues that affect students at the college are made by:

Who makes decisions on issues that affect students	SD	D	U	A	SA
i. College administration only	1	2	3	4	5

		SD	D	U	A	SA
ii.	Students themselves	1	2	3	4	5
iii.	Students together with college administration	1	2	3	4	5

Section E: Character development

Indicate your views on the statements in the following tables by circling a number that represents your view.

SD=Strongly Disagree	D=Disagree	U=Unsure	A=Agree	SA=Strongly Agree

c. Students develop the following aspects of character as they take part in management at the college:

Aspects of character		SD	D	U	A	SA
i.	Kindness	1	2	3	4	5
ii.	Responsibility	1	2	3	4	5
iii.	Leadership	1	2	3	4	5
iv.	Discipline	1	2	3	4	5
v.	Hard working	1	2	3	4	5
vi.	Personal hygiene	1	2	3	4	5
vii.	Care for the environment	1	2	3	4	5
viii.	Tolerance	1	2	3	4	5

Indicate your views on the statements in the following tables by circling a number that represents your view.

SD=Strongly Disagree	D=Disagre	U=Unsure	A=Agree	SA=Strongly Agree

d. During common meetings, the following issues concerning fairness are openly discussed

Area for discussion		SD	D	U	A	SA
i.	Fairness in food distribution	1	2	3	4	5
ii.	Fairness in allocation of manual work	1	2	3	4	5
iii.	Fairness in distribution of sanitation materials	1	2	3	4	5

E. The role of teachers in character development of students

Indicate your views on the statements in the following tables by circling a number that represents your view.

SD=Strongly Disagree	D=Disagre	U=Unsure	A=Agree	SA=Strongly Agree

e. This is how teachers help students to develop characters:

Your view on how teachers help students to develop characters	SD	D	U	A	SA
i. They demonstrate the spirit of hard working	1	2	3	4	5
ii. They set bad examples to students	1	2	3	4	5
iii. They act as role models to students	1	2	3	4	5

Indicate your views on the statements in the following tables by circling a number that represents your view.

SD=Strongly Disagree	D=Disagre	U=Unsure	A=Agree	SA=Strongly Agree

f. This is how management contributes to good character development in students in the college

Your view on how management contributes to good character development	SD	D	U	A	SA
i. Requires students and teachers to work together (e.g. when there is manual work/common actions).	1	2	3	4	5
ii. Requires students and teachers to discuss important issues in micro-groups.	1	2	3	4	5
iii. Management makes consultations with students on important issues that affect students.	1	2	3	4	5

Thank you so much

Appendix D

RESEARCH WITH THE UNIVERSITY OF MZUZU

Request for student cooperation to participate in research

Dear student,

I kindly request you to respond to the following questionnaire on **"the extent to which student involvement in management of a learning institution contributes to student character development:" a case of DAPP TTCs in Malawi.'** This is the focus of a dissertation I am currently undertaking with Mzuzu University for the fulfillment of the requirements for Master of Education in Teacher Education.

The research is in no way intended to question the management style of your college. The focus is on the general practices of management that contribute to character development of the students.

Please be rest assured that the information given will be used for academic purposes only and will be treated with utmost confidentiality. In this connection, no names are required.

I ask for your cooperation and your participation is greatly appreciated.

Yours faithfully,

Blessings C.K Kambewa.

Appendix E

RESEARCH WITH THE UNIVERSITY OF MZUZU

Request for teacher cooperation to participate in research

Dear Sir/Madam,

I kindly request you to respond to the following questionnaire on **"the extent to which student involvement in management of a learning institution contributes to student character development: a case of DAPP TTCs in Malawi".** This is the focus of a dissertation I am currently undertaking with Mzuzu University for the fulfillment of the requirements for Master of Education in Teacher Education.

The research is in no way intended to question the management style of your college. The focus is on the general practices of management that contribute to character development of the students.

Please be rest assured that the information given will be used for academic purposes only and treated with the highest level confidentiality. In this connection, no names are required.

I request for your cooperation and your participation is greatly appreciated.

Yours sincerely,

Blessings C.K Kambewa

Appendix F

CONSENT LETTER

I hereby authorise Mr. Blessings Kambewa, a student at Mzuzu University, to involve me in the study titled: **"the extent to which student involvement in management of a learning institution contributes to student character development: a case of DAPP TTCs in Malawi".**

Mr. B.C Kambewa has explained to me and I do understand what the study is about and what I am required to do. I do understand that I have the right to withdraw from the study at any time.

I understand that Mr. B.C Kambewa can be reached at DAPP Dowa Teachers' Training College, Private Bag 5, Dowa. Phone: 0999 408 874 or 0881 233 566. Email: bkambewa@yahoo.com

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Participant's name   Date

(Participant's signature)