

Demographic Correlates of Deviance among Teachers in Public Secondary Schools in Nairobi County, Kenya

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Abstract: Deviant behaviour is seen as a complex social and psychological phenomenon, associated with the way the person interacts with their environment. This would mean that deviant behaviour problem depends on the interaction between the personality and society. Deviant behaviour among teachers is in the rise assuming a global phenomenon. Although studies have been carried on deviant behaviours in school, majority of these researches are about students' deviant behaviours sparing studies specifically on teachers' deviance. Similarly, the approach used as an intervention measure to deviance is more punitive than supportive with skewed emphasis on disciplinary action and less focus on the psycho-social support. The purpose of this study was to assess the psychosocial correlates of deviant behaviour among teachers in public secondary school in Nairobi County. The study was guided by five research objectives namely to explore the motivation of deviant behaviours among teachers in public secondary schools, to determine the psychological correlates of deviant behaviour among teachers in public secondary schools, to determine the social correlates of deviance behaviour among teachers in public secondary schools, to examine the teacher's perceptions towards the existing programs of managing psychosocial correlates of deviance among teachers in public and to establish the coping mechanisms used by teachers to deal with psychosocial correlates of deviance in public secondary schools. The study was anchored on two theoretical frameworks namely the Self-determination theory (SDT) and the Transactional Model and adopted the mixed methods embedded research design. The target population was 2387. Simple random sampling technique was used to select the 343 teachers, while purposive sampling was used to select the 30 principals and automatic inclusion technique to select those to participate in interview schedules. Quantitative data were collected using two standardized questionnaires namely the Multidimensional scaling tool with reliability coefficient of 0.925. Qualitative data were collected using two interview guides for Principals (supervisors) and those participants who reported high level of deviance. Data analysis was done using Statistical package for Social Science, correlation analysis and thematic analysis backed by narratives. The study established positive significant correlation on deviance across psychological, social and demographic factors like, age and experience of the teachers. The study further established higher deviance among the less experienced teachers than those with more years of service. The results further showed that there was no significant correlation on deviance and gender. These findings may be relevant in designing future interventions for teachers with deviant behaviour and could enhance and complement the existing interventions. The study recommended further research on

correlation on remuneration and deviance. The study recommended Psycho-social support programs be established by the employer to address deviance among teachers rather than disciplinary procedures as it is the practice currently in Kenya.

Key words: Teacher deviance, demographic correlates, psychosocial

I. INTRODUCTION

Globally, deviant behaviour is found to be a social challenge which has created different problems in the present society. A study carried out in Turkey among teachers by Anasiz & Puskulluoglu, (2018) found out that the different behaviours help teachers define different directions that may result in improvement and bring about positive or negative changes. When this happens, such behaviours are termed as 'workplace deviant behaviours.' They found out that negative deviant behaviours are unwanted behaviours while positive or new behaviour that bring new products resulting to being labelled as positive deviant behaviour. Negative deviant behaviour has an effect on the school performance as stated by Alias, Rasdi, Ismail & Samah (2013) which concurred with the findings of Anasiz & Puskulluoglu, (2018). They also noted that there is different motivation for one to keep disagreeing or violating the set rules that may affect the organization negatively.

Gultekin and Acar (2014) in a study carried out in Spain found out that there are two motivational factors; one of them was the desire to participate in teaching-learning process and co-curriculum activities. This can be achieved when the teacher has knowledge of pedagogical content which may lead to effective content delivery resulting to teachers feeling fulfilled. The other factor is the teacher personal traits and development. This is when the teacher is inexperienced or new in the profession, and in need of encouragement to improve their skills and develop themselves in their career. This can only be brought about by the support and trust given by the school management through proper channels of communication with proper feedback. This will not only improve their professional skills but will also encourage the health development of their psychosocial interactions. This

study seeks then to establish whether these motivation factors could be correlates to teacher's deviance.

Salakhova, Bulgakov, Sokolovskaya, Khammatova and Mikhaylovsky, (2016) in their study in Russia on Substantive (Content-Related) Characteristics of Deviant Behaviour as a Social and Psychological Phenomenon found out that psychosocial factors such as interactions between the personality and society results in deviant behaviour. They also noted that the position of the personality within the group dynamic and in this case, the teacher's ways of communication and interactions within the school community may result to deviant behaviour. They collaborated with the findings of Alias et. al., (2013) who noted that teachers with deviant behaviours tend to sabotage teaching and learning. Sabotage may lead to mistrust and demotivation among teachers. Other factors that may bombard the teachers are criticism from the community which can raise the level of stress among teachers hence increased level of deviance behaviour.

Deviant behaviour among teachers is not only a global problem but also a continental one. In Africa, most studies have concentrated on learners' deviant behaviour (Suleiman, Suleiman, Musa & Abubakar, 2018; Asiyai, 2019). Hence, deviant behaviours among teachers in Africa continue to be experienced. The study by Asiyai (2019) on deviant behaviour in secondary school and its impact on learners' learning in Nigeria found out there a high prevalent of examination malpractice among the student in both the urban and rural areas. Suleiman, Suleiman, Musa & Abubakar, (2018) on teachers perceived factors of deviant Behaviour among Secondary School Learners. The study found that learner's deviant behaviour was a result of parents, society and school. The study also found out that strict school rules and regulations, unfriendly school environment, lack of extra-curricular activities, poor teaching, lateness and absenteeism by teachers were responsible for learners deviant behaviour. This study wishes to therefore establish whether the teachers' deviant behaviour correlates to those of the student's deviance.

A study by Fagbenro & Olasupo (2020) in their study on quality of family life and workplace deviant behaviour with perceived competence as a mediator among university staff found out that there was a negative relationship between quality of life and workplace deviant behaviour. The results also showed there is negative association between family conflict and deviance. The results showed that work-life balance, except personal commitment, has a significance influence on deviant workplace behaviour. They also found that when employees are happy at home there is a positive behaviour at the work place because employees have a fall back when faced with challenges at work.

Studies carried out in Kenya have not established manifestation of deviant behaviour among teachers but rather have differently looked at sources of stress and coping

strategies among teachers (Kagwe, Ngigi & Mutisya, 2018). The stress could hence result to a deviant behaviour. On the other hand, Kagwe et. al. (2018) found out that in the last two decades teaching has emerged to be the most stressful profession. They also found that the working conditions, living conditions and lack of resources were the main source of stress among teachers which may result in deviant behaviour. When an organization has rigid rules, employees are emotionally exhausted stress may crop up results to negative deviant behaviour. Deviant behaviours are destructive to the institution performance and personal service delivery. The current study, therefore seeks to fill in the gap on assessment of psychosocial correlates on deviance among teachers in public secondary school.

II. METHODS

Research Design

This study adopted the mixed methods embedded design. Creswell and Clark (2011) noted that this approach enables a greater degree of understanding to be formulated than if a single approach was adopted to specific studies. The method allowed the researcher to collect and analyse both qualitative and quantitative data adopted concurrently to integrate the two forms of data. The design brought to surface the causes or outcomes of problems that already exist motivation and social factors contributing to stress among teachers which also resulted in deviant behaviour in public secondary schools in Nairobi County.

Target Population

The target population was the larger group to which one hopes to apply findings. The target population for this study were all public secondary schools in Nairobi County. There are 96 public secondary schools with a total population of 2387 teachers. Within this population there are 96 principals included (County Director of Education, 2020).

Study Sample

A sample is any group from which information is obtained or part of a section of the target population (Best and Kahn, 2000). A sample of 30 or more is considered a large sample (Best & Khan, 2011). A large enough to detect a significant effect on the study (Kerlinger & Lee, 2000). Stratified random sampling was used in the study to select teachers. According to Kombo and Trump (2006) this involved dividing the population into homogeneous subgroups and then taking a simple random sample of each subgroup. First the school were put in clusters. For the focused group discussions with the school principals, purposive sampling was used. On determination of the sample size, Kerlinger & Lee (2000) argues that in most the coefficient of variation of at most 30% to 35% is usually acceptable. The researcher will adopt Yamen formula and assumed a standard error of 0.05.

$$n = \frac{N}{1+N(e)^2}$$

$$N = \frac{2387}{1 + 2387(0.05)^2}$$

$$n = 342.590$$

$$n = 343 \text{ teachers}$$

The schools are in different clusters which include National, Extra County, County and Sub County schools.

Research Instruments

The study made use of a questionnaire and interview guide. The questionnaire were modified from the Multidimensional scaling tool developed by Robins and Bennet (2000). The questionnaire is a Likert scale which has five part.

III. RESULTS

Gender Differences in teacher's deviant behaviour

The study compared the various demographic factors and their effect on the deviant behaviour. Deviant behaviour was measured in terms of absenteeism, negligence, sabotage and gossip. The demographic factors were used as the control variables. Deviance was reported in terms of means where the highest possible mean was 5. A score of 2.5 or more was considered problematic with scores below 2.5 indicating normal range of deviance. The results are as shown in Table 1.

Table 1: Gender and deviant behaviour among teachers

Gender		Absenteeism	Negligence	Sabotage	Gossip
Female	Mean	3.09	3.09	3.03	3.09
	N	198	198	198	198
	Std. Deviation	1.109	1.127	1.110	1.130
Male	Mean	2.84	2.84	2.84	2.84
	N	128	128	128	128
	Std. Deviation	1.114	1.142	1.114	1.135

From the results in Table 1 female teachers reported the highest deviance on all the domains (absenteeism = 3.09, negligence= 3.09, sabotage= 3.03 and gossip=3.09) compared to male teachers who had a mean of 2.84 on all the domains of deviance. From the standard deviation, gossip among the female teachers had a high impact while among the male teachers' negligent teachers was highest at 1.142 followed by gossip at 1.135. This implies that the individual responses for female teachers did not deviate much on the mean while other factors such as absent, negligence and sabotage did deviate. While male teachers having same mean had a high deviation from the mean, this would mean the sample was gender biased since there are more female teachers than their male counterparts. From the interview schedules some principals had this to said:

There this case of a male teacher in this school have been absent in most cases and when available he was not punctual. He had a drug and substance abuse problem and the school management had to look for help from the TSC wellness department to enable him heal from addiction. The teacher had been transferred from one school to the other to make sure he can move from the environment he first was detected to have had an addiction problem. The movement did not help him and the TSC wellness department recommended the teacher for detox and further treatment in a rehabilitation centre. He has been in the rehabilitation centre for a few months now. This is hoped to help him remain sober and the issue of absenteeism may become an issue of the past.(Principal 1, Personal Communication)

Another principal had this to say about teachers in the school who were sabotaging the school management efforts in areas of discipline.

The teacher was arrogant and was detected to interfere with students' discipline. He would encourage the students to ask for their rights from the school management and this had the students divided. The students would look for an excuse to be talked to by the said teacher whenever they need talk about issues affecting them in the school.(Principal 2, Personal communication)

Age deference in teacher's deviant behaviour

Another variable that was examined was age and deviant behaviour. The results are as shown in Table 2.

Table 2: Age and deviant behaviour among teachers

Age		Absenteeism	Negligence	Sabotage	Gossip
24 and Below	Mean	3.00	3.00	3.00	3.00
	N	2	2	2	2
	Std. Deviation	.000	.000	.000	.000
25-29	Mean	3.07	3.03	3.03	3.02
	N	103	103	103	103
	Std. Deviation	1.087	1.089	1.107	1.102
30-34	Mean	3.02	2.99	3.00	3.01
	N	105	105	105	105
	Std. Deviation	1.177	1.221	1.185	1.213
35-39	Mean	2.92	2.95	2.89	2.95
	N	37	37	37	37
	Std. Deviation	1.140	1.129	1.125	1.129
40 and above	Mean	2.89	2.96	2.81	2.94
	N	79	79	79	79
	Std. Deviation	1.086	1.126	1.039	1.113

From Table 2 deviance on all domains was highest among the youngest teachers and lowest among the older teachers. Teachers aged 24 years and below recorded the highest means on all the domains of deviance (absenteeism= 3.00, negligence= 3.00, sabotage= 3.00 and gossip= 3.00). For teachers aged between 25 and 29 years the means for various domains of deviance included absenteeism= 3.07, negligence= 3.03, sabotage= 3.03 and gossip= 3.02. Ages 30 to 34 reported deviance of absenteeism= 3.02, negligence= 2.99, sabotage= 3.00 and gossip= 3.01. The lowest means on deviance were reported by teachers aged 40 years and above (absenteeism= 2.89, negligence= 2.96, sabotage= 2.81 and gossip= 2.94). The high deviance among younger teachers on all domains could be attributed to lack of experience with work ethics and lack of orientation on professional ethics. It would be assumed that teachers who had worked for long were more acquainted with work ethics as compared to younger ones. The results agree with those of Braje, Aleksic and Jelavic (2020) who found that younger teachers had a high level deviant behaviour than older teachers.

Professional qualification difference in deviant behaviour among teachers

The study sought to understand whether the highest professional qualification of teachers had an effect on deviant behaviours. The results are as shown in Table 3.

Table 3: Highest Professional qualifications and deviant behaviour among teachers

Highest Professional qualifications		Absenteeism	Negligence	Sabotage	Gossip
Diploma in Education	Mean	3.45	3.30	3.35	3.30
	N	20	20	20	20
	Std. Deviation	1.050	1.174	1.089	1.174
BED Arts	Mean	2.93	2.93	2.93	2.96
	N	123	123	123	123
	Std. Deviation	1.062	1.077	1.084	1.089
BED Science	Mean	3.07	3.10	3.01	3.08
	N	105	105	105	105
	Std. Deviation	1.137	1.156	1.148	1.141
BSC	Mean	3.00	3.33	3.33	3.00
	N	9	9	9	9
	Std. Deviation	1.500	1.323	1.323	1.500
BSC with education	Mean	2.53	2.53	2.60	2.53
	N	15	15	15	15
	Std. Deviation	.990	.990	1.056	.990
BA with PGDE	Mean	3.00	3.00	3.00	2.80
	N	5	5	5	5
	Std. Deviation	1.000	.707	.707	.837
BSC with	Mean	3.75	3.75	3.50	3.75

PGDE	N	4	4	4	4
	Std. Deviation	1.258	1.258	1.000	1.258
Master's Degree	Mean	2.84	2.78	2.67	2.82
	N	45	45	45	45
	Std. Deviation	1.167	1.241	1.108	1.211

The results show that teachers who had a diploma in education had a mean of 3.45 in absenteeism and a standard deviation of 1.050, a mean of 3.35 in sabotage and a standard deviation of 1.089, negligence and gossip for the same category had a mean of 3.30 and standard deviation of 1.174. Another group of teachers with a high mean were teachers with Bachelors of Science with PGDE at mean of 3.75 and standard deviation of 1.258 in absenteeism, neglect of duties and those who gossip while those teachers who used sabotage had a mean of 3.50 and a standard deviation of 1.000.

Teachers who had BED Science had a high mean on negligence of duties at 3.10 and a standard deviation of 1.156 while gossip had a mean of 3.08 and a standard deviation of 1.141 while absenteeism had a mean of 3.07 and a standard deviation of 1.137 while sabotage had a mean of 3.01 and a standard deviation of 1.148.

Teachers who had a BSC had a mean of 3.33 and a standard deviation of 1.323 on negligence and sabotage of duties while absenteeism and gossip had a mean of 3.0 with a standard deviation of 1.500. Teachers with BA with PGDE had a mean of 3.00 in absenteeism, negligence and sabotage while gossip had a mean of 2.80.

Teachers with BED Arts had a mean of 2.96 and a standard deviation of 1.089 on gossip while absenteeism had a mean of 2.93 and a standard deviation of 1.062, negligence had a mean of 2.93 and a standard deviation of 1.077, sabotage had a mean of 2.93 and a standard deviation of 1.084. Among teachers who had attained the highest level of education being Master Degree there was teachers who had adopted absenteeism at a mean of 2.84 and standard deviation of 1.167 while those who gossiped had a mean of 2.82 and a standard deviation of 1.211, those who neglected their duties had a mean of 2.78 and a standard deviation of 1.241 and the those of sabotage their duties had a mean of 2.67 and a standard deviation of 1.108. This implies teachers with the highest level of education had reported lowest levels of deviant behaviour compared to those with lower qualifications.

Teacher experience differences in deviant behaviour among teachers

The study sought to establish the experience of teachers had an effect on deviant behaviour among teachers. The results are as shown in Table 5.

Table 4: Teaching Experience and deviant behaviour among teachers

Teaching Experience		Absenteeism	Negligent	Sabotage	Gossip
0-4	Mean	3.10	3.06	3.07	3.06
	N	175	175	175	175
	Std. Deviation	1.123	1.123	1.117	1.130
5-9	Mean	2.96	2.96	2.93	2.96
	N	57	57	57	57
	Std. Deviation	1.180	1.224	1.223	1.210
10-14	Mean	2.96	2.96	2.92	3.00
	N	26	26	26	26
	Std. Deviation	1.113	1.216	1.055	1.200
15-19	Mean	2.82	2.88	2.82	2.88
	N	17	17	17	17
	Std. Deviation	1.237	1.219	1.237	1.219
20 and above	Mean	2.73	2.84	2.63	2.78
	N	51	51	51	51
	Std. Deviation	.961	1.046	.916	1.026

From Table 4, the result shows that teachers with more years of experience reported the lowest levels of deviance compared to those with fewer years of experience. For instance teachers with 0-4 years of experience had a high mean in absenteeism at 3.10 and standard deviation of 1.1123 level of deviation, while sabotage had a mean of 3.0 and standard deviation of 1.117 level of deviation, with negligent having a mean of 3.06 and standard deviation of 1.123 and gossip had a mean of 3.06 and standard deviation of 1.130 level of deviation. Teachers with experience of 5-9 years as a teacher also recorded different means on absenteeism it had a mean of 2.96 with a standard deviation of 1.1180 level of deviation while negligent had a mean of 2.96 and standard deviation of 1.224, gossip had a mean of 2.96 and standard deviation of 1.210 and sabotage had mean of 2.93 and standard deviation of 1.223 level of deviation. On the other hand, teacher who had 10-14 years of experience had a high mean of 3.00 on gossip with a standard deviation of 1.200 while absenteeism had a mean of 2.96 and standard deviation of 1.113, negligence had a mean of 2.96 and standard deviation of 1.216 and sabotage had a mean of 2.92 and standard deviation of 1.055. Teachers with 15-19 years of experience on absenteeism and sabotage had a mean of 2.82 and a standard deviation of 1.237 level of deviation while negligent and gossip were had a higher mean of 2.88 and standard deviation of 1.219. Teachers who had 20 years and above had least mean as well as level of deviation in all deviant behaviours. For negligent the mean was 2.84 while standard deviation was at 1.046 while gossip was rated second with a mean of 2.78 and a standard deviation of 1.026, absenteeism had a mean of 2.73 and a standard deviation of .961 and the least rated was variable sabotage with mean of

2.63 and a standard deviation of .916. The findings concur with D'Silva, Bachok & Zawawi (2020) who found that older employees had less deviant behaviour than their younger counterparts. The results also agree with Anasiz and Puskulluoglu (2018) who found that younger teachers experienced both organizational and individual deviance giving them breaks and excusing absenteeism that occur. The study established that these teachers extended their breaks than required. The study found out that the teachers on individual deviance level which was considered to be under political deviance theme, experienced gossip, favouritism and aggressiveness as well as theft of colleagues' ideas. The study found out that these teachers gave excuses that lead them to use deviant behaviours.

IV. DISCUSSION

This study showed that in terms of gender female teachers recorded higher deviance compare to their male counterparts. The results agree with those of Chernyak-Hai, Kim and Tnizer (2018) who found that there are specific deviant behaviours that relate to male and female but could not be revealed with the use mean differences analysis. The study found that the behaviours such as aggression were found to prevalent to male teachers as well as cultural prevalent gender stereotype of male as cold, competitive, self-relying and authoritative while on the other hand, women were seen as warm, nurturing, caring and dependent.

Teacher's age is an important aspect of deviant behaviour. Teachers who fall between the age bracket of youths that is 24 and below to 34 years of age had a high mean ranging from 2.99 to 3.07. The deviant behaviours that were prevalent include absenteeism, negligent, gossip and sabotage. However, teachers aged 35 years and above had less means ranging between 2.81 to 2.95. The observation from the findings is that the older the teachers the less means on the different deviant behaviours. This may have implied that the older the teachers the less deviant behaviour they got involved in. This could have been as a results of the experience they had gained over the years. The study sought to identify the effect of experience in years of the teachers. The study found that there was less means for deviant for teachers who had worked to more years (20 years and above). While the young teachers portrayed high means in areas such as absenteeism, sabotage, negligent of duties and gossip. This would have meant that the longer the teachers' experience the lower the deviant behaviours and the vice versa.

Teachers highest professional and qualification and deviant behaviour was also tested with teachers who had attained a diploma having the highest absenteeism late while those with other levels such as BSC with education. The other deviant behaviour that affected teachers were sabotage, negligent of duties, and gossip in most of the areas. The results show that teachers in all level of education had some sort of deviant behaviour that affected them.

V. CONCLUSION

This study concludes that teachers' demographic characteristics significantly influence deviant behaviour. It is important for education management officials and teachers employers to factor in teachers demographic characteristics while handling teachers' disciplinary issues. Psychosocial support to teachers to create awareness of this association is important in preventing and managing teachers' deviance.

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